

An analysis of School Teachers Perspective on Education Improvement at Primary School Level

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Abstract

There are various factors that can help in the improvement of education at school level. This research paper investigates schools teachers view on the educational development and improvement in province of Baluchistan. Qualified and well trained teachers are the major factors that can help to improve to the foundation of primary education. After provision of training to teacher in the pedagogy, they can involve students in the learning process. The curriculum designed according to international standard can also help in promotion of education. Emotional attachment between teachers and student is the way to improve the standard of education at school level. Finally, parents and teacher's consistent meeting and discussion about student's problems in school can help to improve the educational conditions of students.

Key words: School teacher, teaching training, standard curriculum, teacher and student's emotional attachment, parents and teacher meeting.

Introduction

Education is one of the most important factors of the society, which play a vital role in the development of country. It promotes productivity and creates huge opportunities for socially and economically deprived part of the society (Alton-Lee, 2003). Education is transmitting cultural values and norms from one generation to another generation. Educations provide equipment's and skills to the people in society. School teachers can greatly help to improve the conditions of education at school level (Angrist & Lavy, 2001). However there are some important factors if they are concentrated

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and focused then we can improve the education system. Among them, qualification and training of the school teachers is one of the most factors that can promote the real aim of education at school level. Government needs to design policy for the recruitment of school teachers and the policy should focus on to recruit well qualified teachers for the school. Well qualified and subject specialist teachers should be encouraged for teacher at school. Training to school teachers can play very important role, therefore, after recruitment of school teachers, they have to be provided essential training in the field of teaching in order to improve the conditions of school students (Darling-Hammond et al., 2002).

Moreover, properly designed curriculum for the school students can also help to promote education. It is investigated that the curriculum designed for school students in Pakistan often do not fulfill the requirements of school children (Darling-Hammond, & Young's, 2002). The major cause behind this issues is that our educational curriculum for the school students is not based on the on the needs of the nation. Similarly, educationists and policy makers and international experts are not consulted by the government to designed curriculum for the school students. There is intense that government has to consult educationists and researchers at national and international level in order to develop standard curriculum for the school students (Earl, & Timperley, 2008).

There is very less emotional attachment between student and teachers at school level in Pakistan. It is fact that for the improvement of educational conditions of school students, there must be emotional attachment between teachers and students. Teachers are the spiritual parents of the children; therefore teachers have to develop strong emotional relationship with their students (Foster, & McRae, 2008). School teachers should consider students as their own children and remain sympathetic to the students. It is investigated that where there is strong emotional relationship between students and teachers, there is good environment for learning. Furthermore, parents and teachers consistent meetings are essential for the educational development of school children. It is found that there is very lack of practice of parents and teachers meeting at school level which is very important for the improvement of school children educational development. Parents do not visit to school and to meet with the school teachers and principal in order identify their children problems in schools. Mostly, parents are

unaware about the teachers and parents meeting, that is why often their children face problems but they are unaware about their issues. Therefore, it is necessary that there should be repeatedly meeting between parents and teachers for the educational development of school children (Fullan, 2007).

Objectives of the study

1. To know the effectiveness of curriculum at the primary level;
2. To explore perspective of teachers about education improvement;
3. To suggest some policy measures for education improvements at primary level.

Literature review

The training of school teacher play vital role in the educational development of society. The training of teachers must center on subject-specific training and generic training that lead to the holistic development of student. Teacher training is important for both experienced and those teachers who are novice to the teaching profession (Fullan, 2011). Teachers must get a hang of innovative pedagogy, interactive assessment techniques and use of differentiation in the classroom to enliven the teaching-learning process. It's important that teachers be aware of the different kind of learners under their care and ways of dealing with them-that's where good teacher training comes to play. Good teacher training leads to positive learning environments and in turn this leads to happy children who are more than willing to come to school (Furlong, 2013). Moreover, curriculum is one of the most important parts of education system at school level. Curriculum serves as a great map, outlining where teachers need to go. In addition to teaching there is need to put some social activities in curriculum that can help student in their practical and it can promote leadership skills among the students. If curriculum is design according to the needs then it can help greatly to change the pace of educational development of students. The school level curriculum should be according to national and international standards in order to compete with the rest of world in the field of education (Lieberman & Lynne, 2006).

Furthermore, there is intense need to develop emotional relationship between students and teachers. Emotional and supportive and relationships are important for young children of school and it has far-reaching positive consequences on the learning capacity of students. There is spiritual relationship between teachers and students (Elizabeth & Francy, 2005). Then

teacher develop such and emotional relation with students then students feel lack of fear and they can express themselves easily. Emotional relationship is extremely necessary at the initial stages when students for the first come to the outside world face new faces at school. Supportive student-teacher relationships are linked with a variety of beneficial effects, such as students and teachers emotional and supportive relationships maintained normal stress hormone patterns. Moreover, with the help of teachers and students emotional relationship kids are more likely to develop their verbal, social and academic skills (Kubow & Paul, 2003).

Parent-teacher Meeting is one of the important activity of any school. Parents Teachers Meetings is a great opportunity for both the teacher and parents to work for the betterment of the child. Parents Teachers Meetings is held for valuation of an academic and non-academic performance of the students (Hopkins, 2002). Parents Teachers Meetings enables parents and teachers to work for the positive modification of the student's performance. Parents Teachers Meeting is an effective and useful both teacher and parent interact and discuss their problems and issues teachers and parents feel for the students. Along with the teachers if parents are also involved in the activity of the school, then a student can do better and achieve the highest ranks in both academic and non-academic performance (Muskin, & Joshua 2009). Parent-Teacher Meeting is the way to make a difference in the child's education as it enables to bring new positive changes and attitudes in a child to focus on their priority. The role of both teacher and parents are mutually clear, specified and designed in such a way that it brings the best in the student's performance (Nielsen & William, 2011).

Methodology

Methodology is one of the most important aspects of research study. Methodology of the study provides clear guidance to the researcher to accomplish his study in time. Therefore, researcher design study according to his need and requirements (Edwards, 2001). Looking to the objectives and nature of research problem, research has planned to conduct quantitative research study. To accomplish the current study, researcher has collected data in field with the help of structured questionnaire from school teachers.

Sampling and sample size

The primary data was collected from school teachers as they have wisdom about the education system at school level. A sample of total 200 school teachers were selected from the universe of the study. Purposive sampling method was for the nomination of participants of the school teachers. In this kind of method of sampling researcher can select study participants according to his choice and judgment which is helpful in achieving the target information's (Burgess, 1999).

The Participants of Study

The participants of current study were school teachers, as the study is conducted on the understanding the views of school teachers in promotions educational conditions of students at school level. For this purpose, school teachers were the most suitable respondents who have experience and knowledge about education system at school level.

Tools of data collection

Structured questionnaire was used to collect primary data from school teachers. The researcher was present at the time of collection of data, and the researcher supported respondents where they have faced any issues related to research questions.

Data analysis

The collected data was analyzed through statistical package for social sciences (SPSS) version 2021. To draw the frequencies and percentage of information's uni-variate analysis was carried out.

Results and discussions

Table No 1.1 School Teacher Perspectives on Educational Improvement at School Level

S. No	Statement	Agreed	Disagreed	To some extent	Total
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1	Teachers are highly qualified to teach at primary level of school	130 (65.4)	30 (15.6)	40 (20)	200 (100)
2	Teachers have received training and education in pedagogical field	126 (62.2)	50 (25.5)	24 (13.3)	200 (100)
3	Teachers are involved in continuous learning in order to equip student with knowledge	148 (74.2)	28 (14.3)	24 (12.5)	200 (100)
4	Almost all teachers have the ability to understand the needs of student's	168 (84.6)	18 (9.1)	14 (7.3)	200 (100)
5	Teachers are emotionally involved with the students in teaching	120 (60.0)	60 (30.7)	20 (10.3)	200 (100)
6	Our national school curriculum meets the international standards	90 (45.4)	78 (39.2)	32 (16.4)	200 (100)
7	The national curriculum is properly designed and planned	144 (72.1)	40 (20.2)	8 (8.7)	200 (100)
8	Parents teachers meeting is necessary for educational improvement f school children	127 (63.5)	53 (26.5)	20 (10)	200 (100)

Source: Field Survey September 2022. **Note:** (Values in parenthesis indicate percentage)

School teacher's opinions about improvement in education at school level

The above table talks about school teacher's rational views about development of education system at school level. It is significant to mention here that there is closed relationship between the above discussed factors and improvement in education system at school level. While talking about the qualification of school teachers 65.4 % school teachers said that school teachers in different educational institutions are highly qualified, whereas 15.6 % school teachers disagreed that school teachers are not qualified at school level. Only 20.0 % school teachers said that to extent there are qualified teachers at school level. Moreover, 62.2 % respondents said that school teachers receive training and education in the pedagogy, while 25.5 % respondents are the view that school teachers do not receive training and education in the field of pedagogy, and 13.3 % respondent said that to some extent school teachers are given training and education in the field of pedagogy. Furthermore, 72.2 % respondents said that school teachers are continuously involved in learning process. On the contrary, 14.3 % respondent said that school teachers are not involved in any learning process, and only 12.5 % respondent said that to some extent school teachers are involved in learning process. 84.6 % respondent said that school teachers have the ability to understand the different needs of students, 9.1 % respondent are the view that school teachers do not have the ability to understand the needs of students, and only 7.3 % respondents said that to some extent school teachers have the ability to understand the needs of students.

Beside this, 60.0 % respondents said that school teachers are emotionally involved with the students in teaching process, while 30.7 % respondents said that school teachers are not involved emotionally with the students in teaching process, only 10.3 % respondents said that to some extent school teachers are emotionally involved with the students in teaching process. 45.4 % respondent said that our school system curriculum meets the international standards, whereas, 39.2 % respondent said that our national curriculum do not meet the international standards of education, and only 16.4 % respondents said that to some extent our national curriculum meet the international standards of education. In additional to this, 72.1 %

respondents are the view that our educational curriculum is properly designed and planned, while 20.2 % said that our national educational curriculum is not designed and planned, 8.7 % respondents said that to some extent our national education curriculum is properly designed and planned. 63.5 % respondents said that parents and teachers meetings is necessary for educational improvement, whereas, 26.5 % respondent said that parents and teachers meeting is necessary for educational improvement, and only 10 % respondents are the view that to some extent parents and teachers meeting us necessary for educational improvement.

Conclusion

The current research study is focused on the school teacher's perspectives on the improvement of education at school level. It is revealed that school teachers training can play a vital role in the improvement of education at school level. When teachers are trained in education and pedagogy then they can deliver their skills and knowledge in a better way. Curriculum is also one of the most important parts of education system. If the curriculum is according to the international standard then it can help to prepare students according to the international market. Moreover, the emotional and supportive relation between teachers and students can contribute in a better way to improve the education conditions of students at school level. Finally, teachers and parents meetings are necessary to identify the problems faced by students. It is proved that those parents who have often meeting with the teachers, their children have good improvement in academic and non-academic activities in school.

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