
COMPARATIVE ANALYSIS OF THE TEACHING STYLES USED BY PUBLIC AND PRIVATE SECONDARY SCHOOL TEACHERS OF KARACHI

Misbah Rehman

Research Scholar,
Department of Education, University of Karachi,
Sindh, Pakistan
Email: virgomoon83@hotmail.com

Ahmad Saeed

Professor and Research Supervisor,
Department of Education, University of Karachi,
Sindh, Pakistan
Email: ahmad.saeed@hamdard.com

ABSTRACT

Teaching is a complex art. Teaching style helps teachers as well as students to improve the abilities of critical thinking and involves students in the learning process. Secondary education is the backbone of any education system and it is also a turning phase of an individual's life, so the most excellent teaching style should be implemented at this level according to the needs of the learners. Public and private schools are the two primary segments of the education system. The study's aim was a comparative analysis of the teaching styles used by public and private secondary school teachers of Karachi. The secondary schools in Karachi were the sole focus of the investigation. There were two hypotheses put forth. There has been a thorough analysis of the literature. Surveys were used as a research strategy. The population included every secondary school teacher. Through the use of a stratified random sampling design, 300 secondary school teachers were selected as a sample. Data was gathered using an interview protocol and questionnaire, questionnaire containing six items and interview has four questions. Data were analyzed and it is found that private school teachers have used different motivational and instructional techniques and have better teaching style as compare to their counterparts' public secondary school teachers.

KEYWORDS

Teaching styles, public secondary school teachers, private secondary school teachers

INTRODUCTION

The cornerstone of any nation's global advancement is its commitment to education. It is a known fact that education is the main driver of all development and advancement in the globe. (Bregman, 1998). A person's character is raised through education, which also helps them become wise, competent, open-minded, and keen. The development of various elements, including competence and capability in persons and the creation of competent individuals, is significantly influenced by education. All nations, including Pakistan, have unique educational systems, but we have categorized them into two general groups: private and public schools (Awan, 2011). In the system of education teachers are the operative agent. They have very important task to translate the curriculum in action. Teachers are the director and manager of the classroom. A significant role plays by teachers in nurturing environmental consciousness in the society. Thus, for sharpen the skills of teachers more efforts are need to incorporate local environment content in their teaching methods and activities. A true teacher, according to (Sabu 2012), can instantly lower themselves to the level of their pupil. Teaching is the challenging art of guiding students toward the achievement of appropriate teaching and learning objectives through a variety of chosen experiences. The concept of style can be interpreted as one's preferred way of thinking, learning, imparting knowledge, and carrying out tasks or activities. It is one of the contributing factors to the nature of diversity across persons (Sternberg and Grigorenko, 1997). Style is a concept that is frequently linked to an associated with individualism, and it is used to convey a person's greatness, type, activity, or performance over time (Rayner andriding1997). It is clear that all of these will have an impact on students' performance in both educational and non-educational settings. The concept of style may be used to all areas and components of education, including cognition, thinking, teaching, and learning. The phrase "teaching styles" was first used, according to (Biggs 2001), (Fan and Ye 2007) in the 1970s, when instructors began to pay more attention to the role that teaching and learning styles played in affecting the caliber of instruction. Teaching methods emphasize teachers' unique particular approaches to instruction (Evan et al. 2008). The idea that teaching strategies are connected to thought associations in students' minds is first put forth by (Bahar and Tangae 2009). When teachers are aware of their preferred teaching methods, they can reflect and develop a better understanding of who they are and how their methods might be improved upon, altered, or supplemented to enhance interactions with students. Teachers will be better able to reflect and get insight into themselves by being aware of their preferred teaching methods. They will also be able to see how their methods could be improved to communicate with students.

LITERATURE REVIEW

The study will be helpful because it is effective at illuminating the secondary school teachers' pedagogical approaches. It will direct and assist the authorities in making the

best choices for enhancing instructors' instructional techniques and pedagogical approaches. The study will be useful guide line for secondary school teachers to have effective teaching styles. The study will enhance the body of knowledge in the area of study. The study revolved around all secondary school teachers of Karachi. The terms used in the study are:

Teaching styles

Teaching styles can be reflected on to be the broad principles, instructive, administrative and managerial strategies for classroom instruction.

Public secondary school teachers

A person who teaches at secondary school i.e. class vi-x under the supervision of government and paid by the government.

Private secondary school teachers

An individual who educate students of secondary level and works under the supervision of the owner of the school and also paid by the owner of the school.

In the formation of human capital education plays an important role. So it is important to give quality education for quality human capital. Instructing procedures assume a significant part in change attributes and move information to the future. It tends to be said that training methodologies are the rules that can move the quantity of populace in any country into accommodating human resource. Education is the mechanism that transforms a creature's basic abilities into abilities to support others and knowledge about the factors that influence people to advance and improve their social systems, transforming people from objects to resources. For this purpose teacher's plays significant role in teaching learning process, teachers should adopt a versatile and impressive style of teaching which motivates students towards learning. Teaching is the challenging job, for this teacher needs adequate training for shouldering the extreme responsibilities of state building. Teaching is the bothersome skill of instructing students through variety of preferred experiences towards the completion of reasonable teaching learning objectives. Since secondary education is still in its early stages, excellent teaching methods must be used in the classroom while taking the needs of the students into account so that appropriate guidance may be provided. When learner's learning styles are aligned with teacher's teaching styles, they will learn and get more information, knowledge and perform better. Awan and Saeed (2014)) thought that through providing better academic environments, private educational institutions are vital in boosting the standards of both students and teachers as well as in eradicating illiteracy. A teaching style is concerned with how an activity is imparted, rather than what is delivered (Macfadyen T, 2002). Teaching style refers to the common characteristics and tendencies that a teacher demonstrates in the

classroom and that are dependable in a variety of situations. The instructor's personal habits and the mediums employed to impart knowledge to or collect it from learners are both examples of their teaching style. This explanation explains how instructors' behavior and use of media have an important effect on how advice is delivered. The (Moon et al., 2004) study also found that education is important. Education includes a sizable portion of teaching. Its stated abilities are to provide facts, produce comprehension, and generate propensity. There are three main considerations set up while teaching instructors, students, and the subject matter as a whole. In this procedure, the teacher involves both the students and the subject. It is a combination of strategies for guiding pupils toward the accomplishment of the right goals through a variety of preferred practices. Students will be better able to study and comprehend the content when it is offered to them using teaching methods that emphasizes their strongest intelligence or their preferred learning style, this will increase their success. (Felder, 1988; Kazu, 2009, Kelly and Tangney, 2004). Additionally (Sabu, 2012), students are better able to relate to themselves and joyfully interpret the novel knowledge to which they have been exposed.

The prime and derived curricula clearly differ in terms of the subjects covered and the emphasis placed on the intellectual growth of students; the methods used by teachers in both contexts are crucial in determining how well the learning process works. R.M. Harden et al (2000) assert that teaching is a challenging and intricate concept. They displayed exceptional educators who could support learning and assist pupils in finding solutions to issues. a kind educator who is in charge of carrying out a number of important tasks related to the teaching and learning process. According to (Callahan, Clark, and Kellough 2002), instructors must modify their instructive approaches and use a wide range of techniques. Not all students can benefit from the same instructional methodology. For this to occur, teachers must employ a variety of teaching philosophies and encourage all students including those who struggle with learning to develop their own unique learning systems and make effective use of them. Strong, et al. (2008) aimed to choose the formal approaches that would enhance gains in student learning in a study on instructional practices and educator practices. This study concentrated on differentiating qualities of effective instructors across four effectiveness levels (high to low) within four areas: direction, student evaluation, classroom management, and individual characteristics. The most important aspect affecting the development of educators' professional skills is their teaching style, which is constantly dependent on their independent style and interpersonal contrast.

According to (Bassey et al. 2011), In terms of teaching, professional development, and summative evaluation, private school teachers outperformed their counterparts in state-funded institutions. Private schools offer instruction of a far higher calibre than do public ones. In private based schools, the quality of instruction is far higher than in

public schools, and private based school teachers, as opposed to public teachers, first organized the exercise and then entered the classroom. The main problem in this research is that it depends on the income level of the household, as (Alderman et al. 2001) assured that exhibition contributions to private schools are better than those to government schools. According to another researcher, decisions that affect the level of knowledge, philosophy, classroom environment, instructor motivation, and students' behaviors are used to improve the encouraging quality exhibitions. According to a study, private schools' presentation evaluation is far better than that of government schools, which also indicates that government schools need to improve (Khan et al, 2014). According to a study by (Egel 2009), he examined the elements of primary school children' language learning styles and the ways in which these styles affect the exhibiting styles of educators in order to investigate the topic of encouraging styles. According to the results of the test, private teachers were more equipped than teachers at government schools, whose classes are sometimes overcrowded, to recognize pupils' preferred learning styles and modify their teaching methods accordingly.

RESEARCH OBJECTIVES

1. To study the teaching techniques and methodologies used by secondary school teachers.
2. To compare the instructional approaches used by secondary school instructors in public and private institutions.

RESEARCH HYPOTHESES

1. There will be no significant difference in the teaching techniques and methodologies used by secondary school teachers.
2. There will be no significant difference in the teaching styles among public and private secondary school teachers.

RESEARCH METHODOLOGY

Survey was the research strategy. There was a sizable and varied population. A sample of 300 teachers using a stratified random sampling design was created.. Data was collected through questionnaire and interview protocol and analyzed.

Composition of the Sample on the basis of control

Table 1: Secondary School Teachers' Distribution according to the Control

CONTROL	PUBLIC	PRIVATE	TOTAL
Number of teachers	160	140	300
Percentage	53%	47%	100%

The table clearly shows that teachers made up 53% of the public sector and 47% of the private sector. The sample's public: private secondary school ratio is 53:47.

DATA ANALYSIS

Testing of Hypotheses

Analysis of the Problem

1. $H_0 : \mu_1 = \mu_2$
2. $H_1 : \mu_1 \neq \mu_2$
3. $\alpha = 0.05$
4. Test Statistics :

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

5. Decision Rule: If computed t exceeds tabular t, reject the null hypothesis
6. Conclusion

Hypothesis

There will be no significance difference in the mean scores regarding effectiveness of the teaching among public and private secondary school teachers.

Application of t - test

The t test was used to compare the differences between secondary school instructors in public and private institutions.

	Mean	Variance	Sample	Df	t computed value	t tabulated value
Private x_1	217.39	603.40	140	N-2, df=300- 2= 298	3.53	1.96
Public x_2	205.95	989.90	160			

With reference to table t, it was discovered that the computed value of $t = 3.53$ is greater than the tabulated value of $t = 1.96$ with $df = 298$ at $\alpha = 0.05$. As a result, the null hypothesis is disproved. Conclusion: The mean score for teaching style across secondary school teachers in public and private schools differs significantly.

It is evident from a close examination of the table that private school teachers have more effective teaching methods than do their colleagues in public secondary school teachers.

Item-wise analysis

All the items were analyzed through the application of chi square test (Test of Goodness of fitness) one variable case.

Analysis of the Problem

1. $H_0: f_1=f_2=f_3=f_4=f_5$

2. $H_1: f_1 \neq f_2 \neq f_3 \neq f_4 \neq f_5$

3. $\alpha=0.05$

4. test statistics= χ^2

$$\chi^2 = \sum (f_o - f_e)^2 / f_e$$

5. Decision Rule: Reject the null hypothesis if computed $\chi^2 \geq$ tabulated χ^2

Item No 1

Teachers understands the significant relation with other discipline.

There will be no significant difference in the quality of teaching carried out by secondary school teachers in respect of item no. 1

Conclusion: it is discover that the computed $\chi^2 = 261.4$ is more than the tabular $\chi^2 = 9.488$ with $df=4$ at 0.05 . As a result, the H_0 is disproved, and it is determined that Karachi's secondary school teachers deliver instruction of significantly different quality.

The table's examination reveals that the majority of professors concur that students comprehend the importance of the connections between disciplines.

Item No 2

Teacher respect the ideas of students and try to enhance his knowledge through their experiences.

There will be no significant difference in the quality of teaching carried out by secondary school teachers in respect of item no. 2.

Conclusion: The tabulated $\chi^2 = 9.488$ with $df = 4$ at $=0.05$ is less than the computed $\chi^2 = 296$. This is seen in Table of χ^2 . As a result, the H_0 is disproved, and it is determined that Karachi's secondary school teachers deliver instruction of significantly different quality.

The table's contents make it obvious that the majority of teachers concur that teachers should respect students' opinions and work to deepen his understanding via their experiences.

Item No 3

Teacher motivates to utilize different techniques for better learning.

There will be no significant difference in the quality of teaching carried out by secondary school teachers in respect of item no. 3.

Conclusion: With reference to Table of χ^2 , we discover that the computed $\chi^2 = 256$ is

larger than the tabulated $\chi^2 = 9.488$ with $df=4$ at 0.05. As a result, the H_0 is disproved, and it is determined that Karachi's secondary school teachers deliver instruction of significantly different quality.

The table's examination reveals that the majority of teachers concur that motivating students to use various learning strategies improves learning.

Item No 4

Teacher uses different strategies to arouse the interest of the student.

There will be no significant difference in the quality of teaching carried out by secondary school teachers in respect of item no. 4.

Conclusion: The tabulated $\chi^2 = 9.488$ with $df=4$ at $\alpha=0.05$ is less than the computed $\chi^2 = 296.95$, according to Table of χ^2 . As a result, the H_0 is disproved, and it is determined that Karachi's secondary school teachers deliver instruction of significantly different quality.

Examining the table reveals that the majority of the teachers concur those diverse teaching methods are used to pique students' interests.

Item No 5

Teacher plan and develop effective lessons by organizing instructional activities and material.

There will be no significant difference in the quality of teaching carried out by secondary school teachers in respect of item no. 5.

Conclusion: The tabulated $\chi^2 = 9.488$ with $df=4$ at $\alpha=0.05$ is less than the computed $\chi^2 = 245.35$, according to table of χ^2 . As a result, the H_0 is disproved, and it is determined that Karachi's secondary school teachers deliver instruction of significantly different quality.

According to a table inspection, it is evident that most teachers concur that structuring instructional activities and resources helps teachers plan and produce effective classes.

Item No 6

The use of audio visual aids makes teaching process more effective.

There will be no significant difference in the quality of teaching carried out by secondary school teachers in respect of item no. 6.

Conclusion: According to Table of χ^2 , the calculated $\chi^2 = 304.01$ is greater than the tabulated $\chi^2 = 9.488$ with $df=4$ at 0.05. As a result, the H_0 is disproved, and it is determined that Karachi's secondary school teachers deliver instruction of significantly different quality. It is evident from a close examination of the table that the majority of teachers concur that the use of audiovisual aids improves the effectiveness of teaching and learning.

Content Analysis of the Data from Interview Protocol

Responses of Principals of Secondary School.

A protocol for interviews was created. There were four broad questions in it. The interview protocol's questions were built around certain goals. The interview's respondents were the heads of secondary schools. Purposive sampling was used to choose 25 secondary school principals. Control and expertise were the criteria used by the principals. Ten principals worked in Karachi's private secondary schools, while 15 were from the public sector. Content analysis was used to examine the data. Qualitative analysis was used to identify and examine the major themes and sub-themes.

1. How you facilitate students during teaching learning process?

Six subthemes centered on the overarching theme of assisting students in the teaching and learning process. The subthemes were the utilization of educational tools and technology, laboratories, guidance and counseling, classroom environment, and strong interpersonal relationships. The majority of secondary school principals agreed that teachers help their students learn through lectures, the availability of science labs, various techniques and activities, the provision of audiovisual aids, the appropriate use of technologies like projectors, multimedia, etc., the provision of notes on challenging topics, and the development of friendly relationships between students and teachers. Twenty percent of principals claimed that teachers help children by building strong bonds with them, offering advice and counseling, and fostering a positive environment.

2. What type of motivational strategies teachers use to achieve the goals?

The primary idea was Focus was placed on the nine subthemes and the motivating techniques employed by teachers. Teaching and learning activities, instructional technology, pertinent literature, assessment strategies, assignments with feedback, a supportive classroom climate, appreciation, and brainstorming were the sub topics. Ninety percent of the principals reported that instructional resources, questions based on prior knowledge, the use of contemporary instructional technology, providing a good learning environment, using different activities, using different tests, and giving interesting assignments were the teachers' go-to motivational techniques. 10% of principals agreed that teachers employed new techniques including brainstorming and audiovisual devices to motivate students, create a positive learning atmosphere, and show appreciation for their work.

3. What are the basic principles and strategies of effective classroom management?

Principles of efficient classroom management served as the major theme, on which nine subthemes were concentrated. The number of students in a class, classroom activities, communication (pronunciations, teaching pace), discussions, instructional technology, rules, physical facilities, and the classroom environment were the subthemes. Individual differences (IQ, personality traits like interest, shyness, and

temperaments, for example) were also discussed. The majority of secondary school principals stated the fundamental concepts and methods of classroom management. First and foremost, students should be seated according to their age and mental capacity. They should also be kept busy with various tasks or activities and engaged in class discussions. Teachers should also speak clearly and loudly, deliver clear instructions, maintain classroom discipline, and encourage student interaction

4. How the classroom environments influence teaching learning process?

Nine subthemes were concentrated on the major theme of the classroom environment. Discipline, skill development, motivation, affirmative feedback, teaching effectiveness, acceptable behavior, instructional management, and instructional techniques were among the supporting subjects. The majority of secondary school principals agreed that the classroom environment has a 50% impact on how well students learn, and that teachers should behave in ways that respect others, focus on the lesson at hand, refrain from crying or shouting, maintain composure, encourage students and support their efforts, teach through mistakes, and use simple, engaging, informative, and effective methods of instruction.

DISCUSSION

Teaching is an expressive art. To attract and hold students' attention and elicit a response from them, excellent teachers use their voices, gestures, and actions. Compared to instructors in the public sector, private school teachers employ a variety of motivational strategies and forge important connections between disciplines. Private school teachers used versatile style of teaching, respect student's ideas and through different experiences, try to enhance student's knowledge. For better learning teachers motivate their student, utilize different techniques and used different teaching strategies to arouse the student's interest. They organize different instructional activities in their lesson plan which makes it more effective, informative and interesting. Teaching learning process becomes more effective through the use of audio visual aids. Through the content analysis it was concluded that students facilitate by their teachers through classroom lectures, laboratories, uses of latest technologies like multimedia, projectors etc. develop good and friendly relationship with students, provide them guidance and counseling. It was also stated by the principals that their teachers used different motivational strategies, ask questions from previous knowledge, used modern instructional technology, healthy environment, make them busy in different activities, used different assessment, and different interesting assignments, appreciate students on their work, used new methods like brain storming. Teachers maintain the classroom management. Good and healthy environment influence the teaching learning process which directly impact on students learning.

RECOMMENDATIONS

In order to meet the goals and objectives of the nation's national education strategy, it is advised that all teachers are aware of their own teaching styles. To understand the teaching styles of pre-service and in-service teaching staff, training and seminars must be initiated.

Government-sponsored training sessions should be attended by public school instructors in order to enhance their methods of instruction and meet their objectives.

REFERENCES

- Alderman H., Orazem, P.F., Paterno E. M. . (2001). School quality school cost, and the public private school choices of low income households in pakistan. *Journal of Human Resources* , 304-326.
- Awan, A. (2011,). Changing World economics and Finanical Scenario. *Asian Accounting and Auditing Advancement .vol no.1* , 148-173.
- Awan, A.G. And Kashif Saeed. (2014 ,). Intellectual capital and Research performance of universities in southern punjab- Pakistan. *European Journal of business and innovative research vol no.2, no. 6* , 21-39.
- Bahar, M. and E. Tongac, . (2009). The Effect of teaching approaches on the patteern iof pupils' cognitive structure. some evidence from the field. *Asia- Pacific Educatinal Research . 18* , 21-45.
- Biggs, J. B. (2001). Enhancing learning: a matter of style or aproach? perspective on thinking, learning and cognitive styles. *London: lawerence erlbaum assocition* , 73-102.
- Bregman J, M. N. (1998). *Primary and secondary education structural issues*. . Islamabad: Jan publication 23-31.
- Callahan JF, Clark LH, Kelloug RD. (2002). *teaching in middle and secondary schools*. Upper saddle River, NJ:: NJ: Merrill Prentice Hall.
- Egel, I. (2009). English language learning and teaching styles in two turkish primary schools. *social behaviour personality 37* , 1117-1128.
- Evan, C., M.J. Harkins and J.D Young. (2008). Exploring teaching styles and cognitive styles: evidence from school teachers in Canada. *North 10*. 567-582.
- Fan, W.and S. Ye. (2007). Teaching styles among shanghai teachers in primary and secondary schools . *Educational Psychology, 27* , 255-272.
- Khan H.M.A., Chandio,J.H., and Farooq, M.T.K. (2014). Comparison of performance appraisal system in public and private schools. *Pakistan Journal of Commerce and soical sciences. PJCSS 8(1)* , 278-288.
- Macfadyen T, B. R. (2002). *Teaching physical education*. London: Continuum 11-18.
- Moon,B, Mayer,A. S. & Hutchinson,S. (2004). *Teaching learning and curriculum in secondary schools*. London: Routledge palmer publishers.
- PU Bassey, Nonso Bisong, AJ Isangedighi, IO Ubi. (2011). Job Performance Effectiveness: A Comparison of teachers in public and private schools in cross river state- Nigeria LWATI . *A Journal of Contemporary reserach, volume 8 (2)* , 9-15.
- R.M Harden, J. C. (2000). The Good Teacher More than A Lecturer- The twelve role of

-
- teacher. *Amee Medical Educational Guide* , 334-337.
- Rayner, S. and R.J. Riding. (1997). Towards a categorisation of cognitive styles and learning styles. *Educational psychology: 17* , 5-27.
- Sabu, D. (2012). *Teacher Education*. Dehli: APH Publishing corporation.
- Sternberg, R.J., And E.L. Grigorenko,. (1997). are cognitive styles still in style. *Am. Psychol.*, 52 , 700-712.
- Strong, J.H., Ward,T.J., Tucker.P.D., & Hindman,J.L. (2008). what is the relationship between teacher quality and student achievement? An exploratory study. *Journal of personnel evaluation in education*, 20 (3-4) , 165-184.