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## AN EXPLORATORY STUDY OF TEACHERS' STRATEGIES AND PRACTICES TO SOLVE PROBLEMS AND ISSUES IN TEACHING

### Abstract

*No doubt, the education is said to be the backbone for any country for its development and progress. Despite recent achievements, the country, like Pakistan, still faces many problems to improve the education of its population to the standard to meet its current as well as future needs particularly in the province of Sindh. The quality education inputs are rarely provided to children enrolled in public sector schools particularly. The fulfillment of such need can be very helpful in raising the standards of education and knowledge capacity in our children. The study aims to visualize such possibilities where the dream can be achieved. This study aims at understanding processes of becoming a qualified and trained primary school teacher and having great potential to fill the desired gaps in quality education. This study also aims to find out importance of quality education training for teachers who better perform transfer of knowledge among target children especially at primary schools run by public sector. The results of the study show that the willingness of a professionally trained teacher addresses the challenges/issues while teaching the pupils in order to achieve educational objectives.*

**Keywords:** Teacher, strategies, practices, problems

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**Keywords:** trained teachers, challenges, pupils

## **Introduction**

Primary education is the beginning of formal education as a set of basic subjects to impart in a systematic way in order to enhance basic social and communication skills through reading, writing and mathematics.

Muhammad (2002) pointed out the main problem of lack of teaching aid materials/learning resources i-e charts, boards, books, library and other related teaching aid materials at govt. primary schools in Pakistan, in his critical review of his study on "Decentralization of education system in Sindh". This trend is continuous in public sector schools where even community/schools do not have to facilitate teacher and pupils in order to improve the teaching and learning environment. Despite of all, teachers at their willingness, they are striving to carry out their responsibilities to motivate, mobilize, facilitate and educate the pupils. Qureshi (2002) describes in his study on "Decentralization to district level" that teacher face many difficulties while impart knowledge and skills due to lack of learning resources in schools. Besides this, there are no playground facilities in schools which affect the physical and social development of pupils. This condition has created challenges for teachers as they cannot provide the students wider opportunities for re-creative activities for developing pupils physically and socially. Hussain (2001) also pointed out one more and important issue that teachers are bound to complete the syllabus within the given period of the year. Therefore, teaching and learning becomes emotionless. In such conditions, most of the newly appointed teachers fail to produce productive learning environment in schools.

It has already been established by previous research that, Quality Education at Primary levels in public sector is a neglected aspect.

Teachers, usually, themselves are not imparted desired education to develop children on best lines. This worsens further as the poorest sections of society are deprived of quality learning to their futures in the form of children. The factors shaping such sad scenario are quite various. Vashisth (1992) concludes his studies that Productive and reflective education aim at all round development of a person. So every teacher must have a content knowledge and understanding of child development patterns and certain necessary skills to impart that knowledge and developing understanding of pupils. However, educated approaches can minimize such gaps among public sector primary schools. This seems achievable by in depth inquiry into the problem of scarcity of teachers having satisfactory inputs of training and other associated skills for enhancing quality education. Farooq (1990) describes, "Teachers who are not professionally sound cannot solve their professional and social issues. Teachers who acquire latest knowledge and develop their skills teach effectively". Therefore, no education reforms can be successfully implemented unless the quality of teacher is improved. It is important to mention that the improved curriculum, professionally skilled teachers, conducive environment, management, funding, and community are the important factors for providing quality education but the role of trained teachers is the most important in all these factors because they directly interact with the students to transfer knowledge and skills and provide quality education.

Tanvir and Rasul (2000) describes teacher training as competency, skills and ability which is applicable to the life of a teacher, as teacher. A course in teacher training programme should seek to the attitudes, reshape the personality and the habits of the teacher. So that, a teacher should be fully equipped to address challenges and issues while teaching to the pupils

As reported in The National Education Policy (2009) that all the stakeholders have consensus on the insufficient number of professionally skilled teachers in the public sector. Less skilled or

untrained teachers in the system is in large numbers are hurdles in governance. Out of date pre-service training structure and a less than appropriate in-service training programme do not give the desired results in such a huge quantity of teaching profession at grass-root level. During the era of overpopulation and unemployment concerns, teaching profession has become the last option of employment of most educated young persons; especially males. In this regard, restructuring and improvement is required in all areas: pre-service training and standardization of qualifications; and management of the teaching workforce. The involvement of private sector is creating new complexities to the teaching profession and it requires to be taken into account in any reform of the system. That is why; education at its foundations is not purposeful and effective which can lead individuals to productive and useful citizen of the society.

### **OBJECTIVES OF THE STUDY**

1. To evaluate the role of teacher training for quality education at primary level.
2. To identify hurdles/Challenges/problems of primary teachers for enhancing quality education at primary level.

### **DELIMITATIONS OF THE STUDY**

The study is limited to: -

1. City Taluka, District Hyderabad, Tando Allahyar, District Mithi Tharparkar
2. Govt. Primary Schools (Boys)
3. Trained (B.Ed Pass) Govt. Primary school teachers (Male) of City Taluka, Hyderabad, Tando Allahyar and Mithi Tharparkar with minimum five years teaching experience

### **RESEARCH DESIGN**

The study was conducted to identify the challenges and issues challenges addressed by the trained teachers while teaching to the pupils.

The research study was descriptive in nature. Quantitative approach was used to collect and analyze the data.

### **POPULATION OF THE STUDY**

**Table #01**

#### **Showing Population the Study**

#### **SAMPLE OF THE STUDY**

Sample was taken from three selected areas of City Taluka, Hyderabad, Tando Allahyar and Mithi Tharparkar by considering the urban and rural areas of the selected sampled.

1	Govt. Primary school (Boys) of City Taluka Hyderabad Tando Allahyar and Mithi Tharparkar
3	Trained (B.Ed Passed) Govt. Primary school teachers (Male) of City Taluka Hyderabad Tando Allahyar and Mithi Tharparkar with minimum five years teaching experience

**Table # 02**

#### **Showing Sample of the Study**

<b>S. No</b>	<b>District</b>	<b>No. of Schools N=30</b>	<b>Total No. of Teachers n= 30 Teachers</b>
	City Hyderabad	10 Govt. Boys Primary Schools	01 Trained Primary Teachers of each school
	Tando Allahyar	10 Govt. Boys Primary Schools	01 Trained Primary Teachers of each school
	Mith i	10 Govt. Boys Primary Schools	01 Trained Primary Teachers of each school

### **Instrument of the Study**

The study was a survey type descriptive research. The following instrument was used to collect data.

#### **Interview protocol**

In this research, the researcher conducted interviews of trained primary teachers of City Taluka, District Hyderabad, Tando Allahyar and Mithi, Tharparkar , on the basis of standards of teacher training programme and according to the aspects to be measured i.e. level of involvement of teachers in imparting knowledge and skills to learners, development of self-confidence on the basis practice and feedback, development of teaching skills and problems faced while teaching in the class.

#### **ANALYSIS OF INTERVIEW PROTOCOL**

Questionnaire of interview protocol was converted in different themes which are as under;

1. Role of Teacher Training
2. Problems faced by teachers in teaching
3. Unavailability of resources
4. Suggestion for improvement in teacher training

### **Thematic description of Interview Protocol**

#### **Theme 1, Role of Teacher Training**

72% of teachers of Hyderabad City, 78% of teachers of Tando Allahyar and 67% teachers of Mithi described their views that Teacher training provides useful knowledge and insights to primary teachers in understanding curriculum, motivating students towards learning activities, selecting and using appropriate methods of teaching, techniques of classroom management, evaluating and assessing the performance of students in their respective subjects. Teacher training programs provides useful experience to the teachers for reflective practices to overcome the issues and problems then and there while teaching students in the classroom.

Some of the teachers said that teacher training is helping teachers to some extent. A few teachers expressed that there is no use of teacher training and they only use traditional methods as they observed their teachers.

### **Theme 2, Problems faced by teachers in teaching**

More than 80% of Primary teachers of overall population face challenges and problems of attendance of students, insufficient physical facilities, and unavailability of resource materials for making teaching/learning process easy, interesting and productive for learners, individual differences among students, level of learners shortage of classroom use things i-e books, copies, stationary etc among students, multi-grade classes, Parental Care and non-supportive environment at home, teaching all subjects by one teacher, Most of the primary teachers attempting to teach core subjects without specialist training also impacted negatively on the quality of teaching and learning. Low levels of professionalism such as punctuality, attendance and absenteeism, have implications for the quality of teaching and learning. These account for the inability to cover the syllabus and children not being well prepared for their examinations.

### **Theme 3, Unavailability of resources**

100% primary teachers were agreed upon Unavailability of resources such as shortage of basic needs, shortage of classroom use things i-e books, copies, stationary etc among students, Unavailability of A.V aids, teaching kits, lack of physical facilities, learning environment (language laboratories, libraries computer labs.etc)

### **Theme 4, Suggestion for improvement in teacher training**

100% primary teachers suggested that Infrastructure, basic facilities should be provided at primary schools, especially in the schools located in rural areas in order to save the time of students as well as teachers to sequence learning activities and to complete the course in time, for learners.

60% primary teachers suggested that need based in-service teacher training programmes and their follow-up programme should be arranged on permanent basis so that all parameters and standards of teacher training programmes should be applied properly to enhance the quality in education.

90% primary teachers suggested that participation of community and parents should be insured through awareness programmes to improve the attendance of students at schools.

90% primary teachers suggested that future oriented structure of service should be offered to talented persons in order to attract them to work and to contribute to provide quality education at neglected and deprived but most important sector of primary education in Pakistan particularly in Sindh Province.

### **Findings from interviews**

1. Teachers of Hyderabad City face various problems during teaching of mother tongue (Sindhi/Urdu) they teach pupils of different languages with correct pronunciation, individual differences and shortage of learning materials. At the same time multi-grade classes are taken together which creates great hindrances in teaching learning process. There is also unavailability of A.V. aids, teaching kits along with shortage of teachers and lack of physical facilities in the schools.
2. It was found that the teachers of Hyderabad City face many problems during teaching of Maths for there is different level of pupils' understanding while teaching them the complex exercises of algebra, geometry and decimal numbers without having the facilities of instructional material such as A.V aids in the class. At the same time there is no parental care, conducive environment and learning material.
3. Teachers of Hyderabad City face many problems during teaching the subject of English for there are lengthy content/courses of foreign language. This is to teach to different level of learners and different teaching methodology is applied and this all task is under taken only by one teacher who is not

even having the specialization in the subject of English. The institute lacked the language laboratories and libraries for teaching the languages.

4. Teachers of District Tando Allahyar also face various problems during teaching of mother tongue (Sindhi/Urdu). They teach pupils of different languages with correct pronunciation with shortage of learning material. It is also found that one teacher takes multi-grade classes and at the same time there is unavailability of A.V. aids; and there are no teaching kits as well in the schools. There was also shortage of teachers and lack of physical facilities for teaching the languages.

5. Teachers of District Tando Allahyar face different problems during the teaching of Maths for there is different level of pupils' understanding while teaching them the complex exercises of algebra, geometry and decimal numbers without having the facilities of instructional material such as A.V. aids in the class. At the same time there is no parental care, no conducive environment at home as well as there is lack of learning material in the institutes.

6. Teachers of District Tando Allahyar face different problems during teaching the subject of English for there are also lengthy content/courses of foreign language to different level of learners and with different teaching methodologies. One teacher teaches more than one subject without having specialization in teaching of English. There is poor learning environment and also there are no facilities of language laboratories and libraries.

7. Teachers of District Mithi too face different problems during teaching mother tongue (Sindhi/Urdu) because Context of content is not matching with the local environment. Teachers feel difficulties to teach those students whose mother tongue is other than Sindhi or Urdu in the class. There is also unavailability of A.V. aids and teaching kits along with this there is shortage of teachers and lack of physical facilities.

8. Teachers of District Mithi face problems during teaching of Maths for there are different level of pupils' understanding while teaching some complex exercises and unavailability of A.V. aids and non-supportive environment at home.

9. Teachers of District Mithi face problems during teaching of English as Foreign language. Because there are lengthy content/courses, different level of learners' understanding and different teaching methodologies. One teacher teaches different subjects at a time without having specialization in teaching of English. Also there is no appropriate learning environment such as language laboratories and libraries in the institutes.

### **RECOMMENDATIONS**

On the basis of this research study, following are the recommendations, which may not only enhance the professional skills of the teachers but may also improve the entire school development particularly in government primary schools, welfare organizations directly or indirectly, and most importantly the curriculum designers and policy makers;

1. Infrastructure, basic facilities should be provided at primary schools, especially in the schools located in rural areas in order to save the time of students as well as teachers to sequence learning activities and to complete the course in time.
2. Adequate human and material resources should be provided to primary school level for making teaching/learning process easy, interesting and productive for learners.
3. Need based in-service teacher training programmes and their follow-up programme should be arranged on permanent basis so that all parameters and standards of teacher training programmes should be applied properly to enhance the quality in education.

4. Participation of community and parents should be insured through awareness programmes to improve the attendance of students at schools.
5. Trained/skilled teachers should be appointed at primary level education.
6. Future oriented structure of service should be offered to talented persons in order to attract them to work and to contribute for the development and progress of beloved country at neglected and deprived but most important sector of primary education in Pakistan particularly in Sindh Province.
7. Teachers for teaching English especially in rural areas of the province should be appointed on special cadres or grades so that huge learning gap should be covered and proper input can be given to the most important language of communication, business, economy, technology etc

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