

## A COMPARATIVE STUDY OF INNOVATIVE APPROACHES USED BY HEAD-TEACHERS OF PUBLIC AND PRIVATE PRIMARY SCHOOLS LOCATED IN SAME VICINITY FOR THEIR SCHOOL IMPROVEMENT

**Stephen John**

Department of Education,  
SMI University Karachi,  
PAKISTAN.

**Muhammad Sohail Ishaque**

Iqra University, Karachi,  
PAKISTAN.  
suhailishaque@gmail.com

**Muhammad Naeem Tariq**

University of Karachi,  
PAKISTAN.

**Syed Abdul Aziz**

Hamdard University, Karachi,  
PAKISTAN.

### ABSTRACT

*This paper presents the study conducted on two primary schools located in the same vicinity but output of private school was far better than the public school. The reason behind the popularity of the privately managed school was the innovate approaches used by the head-teacher of the school. Questionnaire consisting opened questions was used to collect data.*

**Keywords:** Head-teachers, private schools, public schools, primary education, school improvement

### INTRODUCTION

School effectiveness is generally concerned with outcomes such as examination results, staying on rates or pupil attitude. Work on school improvement is generally concerned with introduction of change in schools. Leadership of effective schools in form of behavior or expectations of head teachers is distinguishable. The school improvement researchers may examine the impact of the school leader on the ability of unit to invent, adopt, or adapt practices that would make the school more responsive to contemporary knowledge in education (Gupta, 1997, p.160). "Situational leadership varies with the level of maturity of the followers (Hersey & Blanchard, 1982)". "Teacher training builds confidence in the potential teachers. A trained teacher can essentially face the class with confidence. He is not timid or shy. He can tackle many odd situations and he does not run away from problem situations. (Aggarwal, 2004, p.415)" This means that administration of the school selection those teachers who are having teaching training from any teachers' training institution. Untrained teacher could not be effective in all type of situations. "A school in which there is integrity in professionalism and accountability is a happy school (Kushal & Kaila, 2007, p. 143)". To have a proper discipline in the school it is very much necessary to develop fair rules to maintain the school discipline. The rules for classroom discipline are as under (Diana, 2004, p.160). Educating a child is a process in which parents have to play the vital role. Students learning are affected without their role. "Teachers visit homes to brief the parents upon their children progress. This also enables them to identify child not attending school. Although fees are not mandatory, parents can pay a sum voluntarily (Kushal & Kaila, 2007, p.145)". "Teachers should feel ownership of the curriculum due to being heavily involved in all facets of the in-service education programs (Ediger & Rao, 2003, p.91)". "Methods of instructions may be open-ended or more direct depending upon the needs of pupils in classroom (Ediger & Rao, 2003, p.26)". "Measurements, of whatever kind are of high quality if they can withstand various challenges; if they can with stand efforts to falsify them (Dubin, 2003, p.113)

### Purpose of the Study/Statement of the Problem

Pakistan is one of the developing countries of the world, where people wish to send their children to privately managed schools. It has been observed that the teachers working in public schools also enroll their children only in private schools. It has been highlighted by number of scholars that head-teachers can play a vital role in school improvement. But if we see the situation of schools in Pakistan we will find that educational situation is becoming worsened day by day in all areas i.e. academic and

administrative moreover if we observe the students we will find that the knowledge of moral values is missing from their characters. As condition of the public schools is exacerbated than private schools therefore; the present study was conducted to find out the attraction/reason/s behind the parents' partiality for private schools. For the researchers' the apparent reason/s was the approach/s used by the private school administration. Therefore two schools; a public and a private located in the same vicinity. The selected private school was the renowned school of the area because of its achievements in recent past in short time span.

### Research Question

The following research question was raised to solve the problem of the study:

Do the public and private primary schools' head-teachers having same approach to solve day to day administrative and academic issues?

### METHODOLOGY

The survey method was used. Qualitative approach was used to analyze the study. The research was based upon descriptive study, because it describes the innovative approaches used by the head-teachers for school improvement.

The population of the study was the head-teachers of a public and a private school located in the same vicinity in one of the eighteen town of city Karachi (Pakistan). The students of same socio-economic status are being enrolled in the both of the schools. The purposive sampling technique was used. A questionnaire having open ended questions was prepared to collect opinion of the selected head-teachers of the schools.

### Procedure

The study was conducted on two of head-teachers working at primary level in the same areas. The content validity of the used questionnaire was checked by the review of literature. The served questionnaire was having questions related to those areas which bring change in the status and popularity of a school. The responses of the head-teachers are as under:

**Table 1. Head-teachers' Demographic Information**

S No.	Area	Private School	Public School
1.	Medium of Instructions	Bilingual	Urdu
2.	Shift	Morning	Morning
3.	Level	Primary	Primary
4.	Head's Gender	Female	Male
5.	Academic Qualification	M.A (English)	B.A
6.	Professional Qualification	B.Ed	CT & PTC
7.	Teaching Experience	12 years	32 years
8.	Administrative Experience	12 years	01 year
9.	Total number of students. (boys/girls)	290	181=(95B+86G)
10.	Special achievement	Number of students got admission in reputed high schools in adjacent areas	Nothing special

If we closely observe the data of the schools, we find similarity in two basic areas; those are the level of the school and the shift. While the remaining information reflects that the private school HT is having better qualification than the public school HT, although private school HT is having 20 years less experience than the public school HT, but the school have achieved a lot as number of students got admission in reputed high school.

The questions were asked about different areas of a school, which have direct concern with school improvement. The detail is under the following headings:

### **A Visionary Head-Teacher**

First question was about head's vision about school improvement and sharing with others. The responses of both heads were nearly similar that they were having some vision for school improvement, but there was difference in the further detail, the head of public school was not sharing with others but the head of private school said that she not only share with teacher but she also share her vision time to time with the students. She responded that she also let her staff members to criticize the decisions taken by her and sometimes the students also come and share their point of view about my decision.

### **Actions for Administrative Improvement**

#### ***Teacher (Teaching aptitude and adjustment)***

A question was asked about the teachers' selection for school. The head of public school simply responded that the teachers' selection is not under their jurisdiction, while the head of the private school shared that while selecting teacher, she always care about the teaching aptitude of the teachers, she preferred a person with teaching aptitude. Further she elaborated that if she does not find someone with teaching aptitude then she considered the commitment of the teachers. After selection she helps committed teachers in adjusting themselves with the school environment.

#### ***Teachers' Evaluation***

A question was about evaluated of teachers' performance. Near about both the heads were having similar scale for teachers' evaluation but there was difference in the implementation. The head-teacher of public school was unable to implement because of number of reasons or job's limitations but of private was having free hand. Therefore she responded that she practice prescribed rules for teachers' evaluation very religiously and have no favoritism.

#### ***Disciplinary rules for students***

A question was asked that do they have prescribed rules to maintain students' discipline. Both of the heads were having 'yes' response but the implication of the prescribed rules was different. The head of private school responded that she always exercise those rules very firmly and fairly and she find difficult to change the behavior of any student, then sometimes she also refer the case to a psychologist.

#### ***Parents***

A question was asked about parents' teachers meeting. The head of public school simply responded that they do not have such special arrangements but on the other hand the head of private school responded that they arrange such meetings after very exam to give information to the parents about their children progress. She uses number of ways to make the meetings successful i.e. she was using SMS the cheapest service and sometimes class fellow or school mates.

#### ***Staff***

A question was about the behavior the staff in the school premises. The ideas shared by the both heads were somehow similar but there was distinctiveness in approach of the private school's head. She responded that always keep an eye on general behavior of staff towards students and have special concern on the language used by the staff in the school premises.

### **Actions for Academic Improvement**

#### ***Curriculum***

They were asked that how do and when do they revise their school curriculum. The head-teacher of public school simply responded that it selected by the higher authorities, while head-teacher of private school responded the curriculum is regularly revised in their school. They try to up-date it as per the need of the time, the subject teachers are fully involved in the revision process and moreover teachers' reflections are considered during curriculum revision.

### ***Teaching methodology***

In response to the question asked about the teaching methodology both of them were having conventional approach but there was little difference in the approach of the head of private school. She responded that they also arrange special classes for weak students, which could be before and after school.

### ***Assessment and evaluation***

Same pattern of assessment and evaluation was followed by both respondents but the head of the private school was having uniqueness. She was taking keen interest in the whole process from paper preparation to compilation of results. She responded that not only senior teachers but she also herself check the prepared paper, recheck checked answer sheets and randomly check the complied results.

## **CONCLUSION**

Following conclusions are made from the comparative study of the two head-teachers:

1. Not only the head-teacher's vision for school improvement attracts the attention of the public but sharing of vision with subordinates as well as with the students is important because they are the actual stake-holders and could help in materialization of that vision.
2. Teaching aptitude as well as commitment has great concern with knowledge communication from teachers to students; moreover head-teacher's support for newly inducted teachers to adjust themselves with the new environment plays a very vital role on teachers' teaching skills.
3. Implementation of designed rules for teachers' evaluation is more important than the rules preparation.
4. Participation of parents in PTM (Parents-Teachers-Meeting) is more imperative than its arrangement.
5. Non-teaching staff behavior or used language affects on students learning.
6. Up-dating of curriculum as per need of the time is necessary but teachers' daily reflections have great concern with the change in it.
7. Slow/weak learners are great ambassadors for a school.
8. Head-teachers' involvement in assessment and evaluation process makes it fair as well as error free.

## **RECOMMENDATIONS**

1. Head-teacher should be a person with vision but he/she should share that not only with the teachers but also with the students.
2. While selecting a teacher, teaching aptitude and commitment should given due consideration.
3. Head-teacher should be fair and firm in exercising the designed rules for teachers' evaluation.
4. All available resources should be utilized for parents' involvement.
5. Training sessions or seminars should be arranged for non-teaching staff change/improvement in behavior or use of language.
6. In curriculum revision, due consideration should be given to teachers' daily reflections.
7. There should be something special for the slow or weak students.
8. The head-teachers should not work as a supervisor but should actively involve themselves in all activities going on in the school especially in assessment and evaluation process.

## REFERENCES

- Aggarwal, J.C. (2004). *Teacher and Education in Developing Society*. New Delhi: Vikas Publishing House pvt LTD.
- Diana, F.W. (2004). *Supporting Teachers Supporting Pupils*. New York: RoutledgeFalmer.
- Dubin, R. (2003). *Human Relations in Administration*. Englewood Cliffs: N J: Prentice Hall, Inc.
- Ediger & Rao D.D.B. (2003). *Improving School Administration*. USA & India: Discovering Publishing House.
- Gupta, Mukta Gupta (1997). *Higher Education Towards 21<sup>st</sup> Century*. New Delhi: Mehra Offset Press.
- Hersey, P. and Blanchard, K. (1982). *Management of organizational behavior: utilizing human resources*. Englewood Cliffs NJ: Prentice Hall.
- Kushal, K.B. and Kaila, H. L. (2007). *Guidance & Counseling*. Delhi: The Associated Publisher.