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Article:	Impact of Teaching Methodologies and Syllabus on Student Learning in Private and Public Schools of Chakwal
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ABSTRACT

This research was conducted to explore the impact of teaching methodologies and syllabus on student learning in private and public schools in Chakwal, Pakistan. Private schools have smaller class sizes, better infrastructure, and more modern teaching methods as compared to their public schools, which are usually constrained by larger class sizes and limited resources. : Two schools were selected by the researcher by applying probability sampling technique through simple random. The sample size of 105 respondents (teachers and student) had been taken through purposive sampling technique. This study employs a mixed-methods approach, combining surveys, case studies and interviews to gather data from both teachers and students across a representative sample of schools from both sectors. Ultimately, this research objects to contribute in the ongoing educational equity and effectiveness by suggesting relationship between teaching methodologies, syllabus design, and student learning outcomes in different school sectors in Chakwal. These findings to foster improvements in educational practices and outcomes between both private and public schools in this region especially in policy making and students learning.

Keywords: Student Learning, Private and Public Schools, Chakwal, Teaching Methodologies

Introduction:

Education is the best way for socio-economic wellbeing of any country. The primary explanations are that poor nations could not develop until the quality of education system is not improved. Education provides mental, physical, spiritual and moral training to an individual, and enables them to attain that purpose. Education as a discipline in helps to play objectives for schools which then are the source in achieving the planned objectives purposely assigned to them Curriculum is a broad term which include all the activities inside or outside the school under the supervision of a teacher. Education is a process of learning and learning leads towards the change of behavior. Education is considered as a change agent. It is an instrument to change the social, cultural, economic and political setup of the society.

According to the International Encyclopedia of curriculum may be defined as,

- A curriculum assign a project to the school a venture in guided living; the educational program turns into the precise stream of dynamic exercises that represent the life of individuals and their elderly folks.
- A curriculum is plan for learning.

Teaching is an art while a teacher is an artist who plays a key role in the educational process. The demands on them are significance as school input. "Teaching skills are positively related to the student performance. So teaching profession cannot.

In order to discuss the quality of school, comparison of public versus private sector is necessary. In case of private schooling, organized on different arguments, it was found that access to advanced standard of education was really difficult for everyone; on the other hand government schools depended on grant. They could not pay for different curriculum, more number of teachers and also for different aided facilities. One of the central point in comparison between private versus public schools enhances the quality of public sector education.

Review of Literature:

"Learning style reflects our preferred manner of acquiring, using and thinking about knowledge" (Feldman 2004). Education is one of the most powerful agencies in molding the character and determining the future of an individual and of nation. Education in its most comprehensive sense should aim at storming the mind of its recipient with useful knowledge. As a member of the Muslim society, acquisition of knowledge is compulsory for all of us. Almighty of Allah says: Are those who know equal to those who know not? (Al-Quran).

The most important level of education is primary. This has the highest rate of return as compared with the other level of education. This is the fundamental right of every child and has been recognized by the government of Pakistan. Pakistan being the signatory of universal Declaration of "Education for All" during the jometin. Akiyama (2005) World Conference on Education held in 1990, is bound to provide educational facilities and to obtain the target of universal primary education.

The curriculum of primary education should be devised in such a way that the students learn them with interest and understanding. It should be able to make them able to think independently. Govt. of Pakistan (2006) stated that the education sector was not given the priority in the past. Weak implementation and monitoring of programmers, low access to basic education and static curriculum, and poor quality of public education has impeded the development process in education.

The teacher is the main source of implementation of curricula and character building. Shahida Perveen (2011) stated that it was evident that government primary school teachers, as well as heads, were not involved in curriculum development, which might be due to the lack of interest.

Muhammad (2012) stated that the teachers in private schools require an organized and well managed system of teachers training. Training is to impart the innovative pedagogical, andragogical, and professional skills and strategies for the improvement of teaching methodologies.

Teaching is social as well as professional. It is science as well as art. Singh (2005) “Teaching means arranging condition of learning that are external to learner. These conditions need to be constructed in a stage by stage. Just acquired capabilities of the learner, the requirements of the retention for these capabilities.”

Materials and Methods:

Research Design:

He researcher used a mixed-methods research design to investigate the impact of teaching methodologies and syllabus on student learning in private and public schools in Chakwal, Pakistan. The mixed-methods approach permits for a broad exploration of both quantitative and qualitative data, providing a deeper understanding of the educational practices and their effects on student outcomes. Primary education from one to five is the most important phase in the educational process. The focus of the study is class iv arts subjects English, Urdu, Islamiat and Social studies. The schools that selected for research were

- Government M.C. Model School Chakwal.
- Allied School Chakwal.

Sampling Strategy:

Sampling Method:

Two schools were selected by the researcher by applying probability sampling technique through simple random. The sample size of 105 respondents (teachers and student) had been taken through purposive sampling technique.

Data Collection Instruments:

- a) Surveys are designed for both teachers and students to gather quantitative data on teaching methodologies, perceptions of syllabus effectiveness, and student learning outcomes. The surveys are structured with Likert-scale questions and open-ended sections to capture both quantitative metrics and qualitative insights.
- b) A questionnaire was prepared to get the quantitative data. Questionnaire was designed for only students .All question was designed to link with objective of study and intended to connection with target of the study.
- c) Semi structured interviews were organized before start of the study. This was a sort of meeting in which data was collected through conversation

Result and Discussion:

Researcher had conducted a same paper for both schools to check the learning outcomes of the students. She marked and check the percentage of Students.

Table 1: Results of English:

S. No	Government			Private		
	Marks	Frequency	Percentage	Marks	Frequency	Percentage
1	1-4	5	13.9	1-4	0	0
2	4-8	26	72.2	4-8	7	16.7
3	8-12	5	13.9	8-12	23	54.8
4	12-16	0	0	12-16	12	28.6
5	Total	36	100	Total	42	100

Table 2: Results of Urdu:

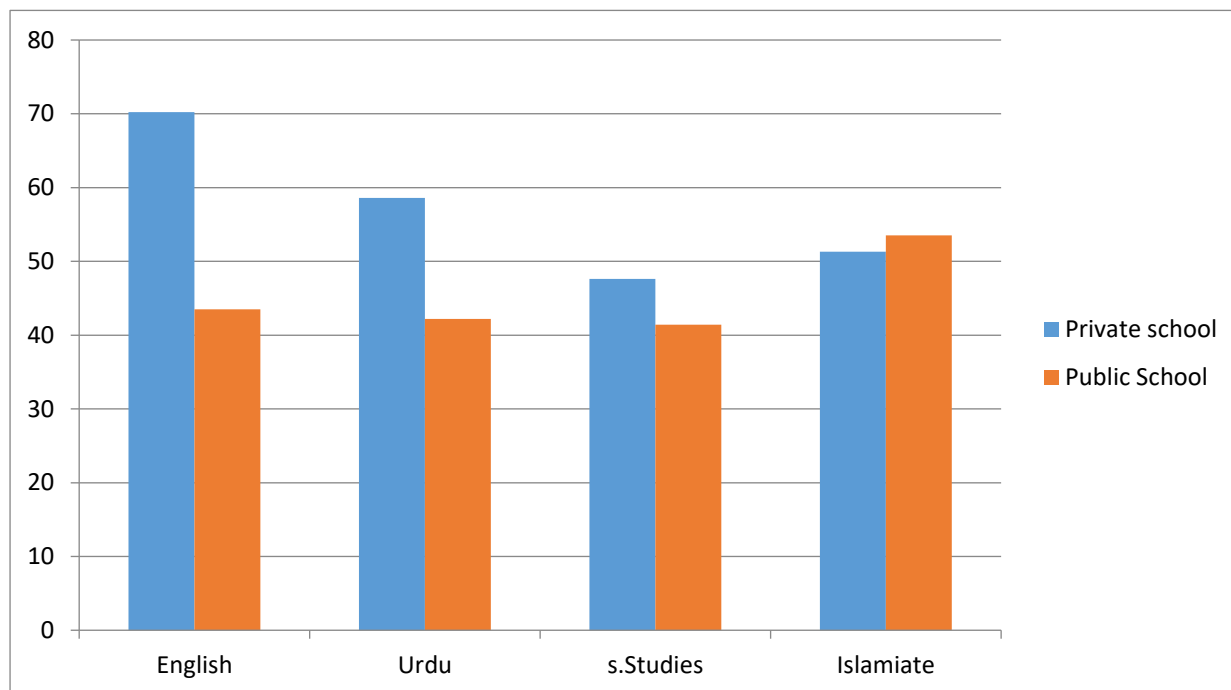
S. No	Government			Private		
	Marks	Frequency	Percentage	Marks	Frequency	Percentage
1	1-4	21	58.3	1-4	15	35.7
2	4-8	15	41.7	4-8	0	0
3	8-12	0	0	8-12	19	45.2
4	12-16	36	100	12-16	8	19.0
5	Total	42	100	Total	42	100

Table 3: Result of S. Studies:

S. No	Government			Private		
	Marks	Frequency	Percentage	Marks	Frequency	Percentage
1	1-4	8	22.2	1-4	5	11.9
2	4-8	22	61.1	4-8	19	45.2
3	8-12	6	16.7	8-12	18	42.9
4	12-16	0	0	12-16	0	0
5	Total	36	100	Total	42	100

Table 4: Results of Islamiat:

S. No	Government			Private		
	Marks	Frequency	Percentage	Marks	Frequency	Percentage
1	1-4	7	19.4	1-4	7	16.7
2	4-8	11	30.6	4-8	14	33.3
3	8-12	13	36.1	8-12	18	42.9
4	12-16	5	13.9	12-16	3	7.1
5	Total	100	100	Total	42	100



Results showed in tables and graph. Outcome of private school was comparatively good. Graph shows the result of English of private school was very high as compared to the Govt. School because English of private school's students very good due to teaching methodologies and curriculum. There was also a big difference between marks of Urdu. Although same book of PTB was studied by both school but result shows a difference. Students learning was not same. It means that teaching methodologies and other issues effect more on learning than curriculum. So researcher favor in (Behrman, *et al.* 1999) "depends on the attributes and traits of the child, family background, parental education and their income are considerable variables."

There was a little difference in S.st and almost no difference in Islamiyat result. Both schools had showed average result. Its means that these subjects were not practically applied. These subjects help the student in improvement of their ethnic values. But result shows the lack of interest of both school which was the responsibility of teachers and depends on teaching methodologies.

Case Study one:

Irtaza was a grade four student of MC model school. He was ten years old. He was distinguished among his fellow students. Irtaza had survived a serious head injury due to which he was unable to cope with his studies, his learning outcome was less. His teachers were unable to give him special attention due to a big strength of class. And other av-aids was also not use in the classroom. So it was necessary to focus on the teaching methodologies. In this way student enhance their learning.

Case Study Two:

M. Muhassyab Raza, a 10 years old student of Allied school belongs from a village (Mehro peelo). This was a rural area and 22 kilometer away from the city. He had joined the school in a short period of time and was unable to understand the Cambridge school education because of his previous knowledge. His learning was very slow because of this and he was

unable to maintain pace with his fellow students. His teachers had to pay him special attention to make him learn unfamiliar things. His memorization was slow due to language barrier. Daily travelling to and from school makes him tired and he had less time as compared to his fellows who live nearby. Muhassyab has a schooling quite contrast to where he studied now .He was gradually adopting the school environment and improving his scores.

Case Study Three:

Taha was grade four student in Allied school. Taha's parents were a professor by profession. Taha was doing well at school and always stands first in his class. He was previously studying in City school and had now joined allied .He was an excellent learner. The reasons are that he was getting help from his parents firstly who know very well the importance of study. Secondly his previous schooling was very good. Thirdly he himself took interest in studies. Taha was scoring good marks due to these reasons. He was successfully completing his schooling.

Table 5: Response Private School's Student:

S. No	Questions	Yes	No
1	Have you got admission on open merit?	0%	100%
2	Have you got admission on quota system?	19%	81%
3	Are you satisfied with your teachers teaching style?	81%	19%
4	Is your classroom environment is friendly?	66.3%	33.3%
5	Can you understand the text book language?	76%	24%
6	Does your teacher teach in the same language as your textbook?	81%	19%
7	Do you participate in games and extracurricular activities?	34.4%	65.6%
8	Are your subject practically applied?	69%	31%
9	Are you given group tasks in schools?	100%	0%
10	Are your subject practically applied?	69%	31%
11	Are you provided A-aids/models/charts?	100%	0%
12	Have you given any reading book for Urdu or English?	100%	0%

Table 6: Response of Government School's Student:

S. No	Questions	Yes	No
1	Have you got admission on open merit?	100	0%
2	Have you got admission on quota system?	15%	85%
3	Are you satisfied with your teachers teaching style?	88%	12%
4	Is your classroom environment is friendly?	92%	8%
5	Can you understand the text book language?	21.5%	78.5%
6	Does your teacher teach in the same language as your textbook?	16%	84%
7	Do you participate in games and extracurricular activities?	22.2%	77.7%
8	Are your subject practically applied?	49%	51%
9	Have you ever participated in writing competition?	100%	0%

10	Are you given group tasks in schools?	100%	0%
11	Are you provided A-aids/models/charts?	25%	75%
12	Have you given any reading book for Urdu or English?	100%	0%

Researcher had filled a question paper from both school's students. It was designed to check the student opinion regarding homework, teachers, classroom environment, syllabus understanding and like other questions. It was cleared from first question 100% student of govt. school took admission on open merit and only 15% student on quota system while in private 100% student took admission on test base and 18% student on quota base. The criteria of quota base admission to some extent were also different. In private school student those cannot pass the admission test their admission was conditional if they show the progress with in first month they can continue otherwise they will remained in same class next year. But in govt. school admission of poor student was only quota base.

Question no 3rd and 4 were about teacher's behavior towards student. 88% student of govt. school replied that they were satisfied from teacher's teaching style only 12% in against. 92% said classroom environment was friendly and 8% thought it was not friendly. While private school responded 81% and 19 % in favor and against in teaching style 76.3% and 23.3% about classroom environment respectively. No bigger difference in response because govt. school's teacher told that they were bounded in rule "mar nhe piar". Although its difficult to handle heavy strength in one class room.

Question no 5 and 6 were about student response about syllabus understandings. 21.5 % student of G.S can understand the text book language and 78.5% student cannot understand. While 76% and 24% response from P.S. Same a big percentage difference was found in question no 6. % of G.S reply in 16% favor and 84 % in against while 81% in favor and 19% in against of P.S student. Researcher observed the reason of this huge difference was medium. English medium syllabus required good vocabulary but the teachers and parents of G.S.S could not communicate in English while in P.S English speaking was must in the classroom. During field she also known only few parents were educated of G.S. student's and all most all parents were educated of P.S. students. So these children also talk with their parents in better language. It improves the language skills which is helpful in understanding the text book language.

In response of question no 6, 22.2% and 34.4% students participated in public and private school in games and extracurricular activities respectively. Other 77.8 % and 65.6% are not participating.

Question no 8, 9, 10, 11 and 12 about teaching methodologies. In 8th question practical application of a subject was asked. 49% responded yes and 51% no of P.S.S. G.S.S responded 69% yes and 31% no. It shows teaching methodologies were better in P.S. whenever a student cannot apply a subject practically. His understanding becomes low. All student's of both schools replied about question no 9 and 10 that they participate in writing competition and do activities in groups so percentage was same. In 11 question asked from students about av-aids 100% student of P.S replied yes but in G.S only 25% students replied yes and 75% student replied no.

The last question was about urdu and English story book, that only be given in P.S. No story book were used in G.S.

Table 7: Distribution of Responded According to Teachers Education:

S. No	Govt. School Teachers Edu.			Private School Teachers Edu.		
	Education	Frequency	Percentage	Education	Frequency	Percentage
1	Metric	0	0%	Metric	1	10%
2	Inter	0	0%	Inter	3	30%
3	Graduation	7	41%	Graduation	5	50%
4	Masters	10	59%	Master	1	10%

Table 8: Distribution of Responded According to Teacher's Age:

S. No	Govt. School Teachers age			Private School Teachers age		
	Age	Frequency	Percentage	Age	Frequency	Percentage
1	21-30	17	100%	21-30	3	30%
2	31-40	0	0%	31-40	0	0%
3	41-50	0	0%	41-50	6	60%
4	51-60	0	0%	51-60	1	10%

In order to check the students learning education, teachers were more considerable. If a teacher is well qualified and his/her education from a better institute. Having a great knowledge teacher also know the teaching methodologies so he can must convey in a better way. In table 10 education of Government school's teacher and private school's teacher had compared. Only 10% teachers of G.S having master degree while 59% teachers were master degree qualified of P.S. 50% teachers were graduate of G.S and 45% teachers were graduate of P.S. There was no inter and metric pass teachers in P.S but in G.S inter and metric pass teachers were 30% and 10% respectively. Through in depth interview it was found all G.S teachers have passed the some educational courses e.g. B.Ed., PTC, CT and Montessori course. Even these courses were requirements of their jobs. But in P.S only Montessori course was require for job. Through this table it is also cleared that **Shami (2005)** had correlated teacher qualification and subject knowledge. This table proved that private school teacher was more educated and had good communication skills as compared to public school.

Ages of teachers of both schools were also compared in table 8 which shows that all teacher of P.S lies in age group of 21-30 were less than 30 years its mean all teachers are fresh students and introduced the new technology and fresh knowledge. G.S teachers 30% lies from 21-30 year, 60% lies from 41-50 and 10 % lies from 51-60% year's age group.

Anthropological Explanation:

Researcher with regards to the data applied theoretical explanation that related to the research in this objective researcher used the paradigm of capitalism theory.

According to Marx the economics structure of society the super structure including ideas ideology art and literature and social institution that support the class structure of society, the state the educational system the family and religious institution.

In society according to Marx is stratified on the basis of the access of resources the society thus is divided into the haves and the have not. Both two categories continuously strive and compete against each other to safeguard their own rights. The stronger the alliance the more will be the power in hands. Thus the haves access the best of the resources, thus giving rise to the private school system education is the integral part in the race of power Thus the

ones with better educational opportunities have a better chance of a bright future. The have not like in all sphere of life in education too are intentionally kept a step behind these form the very base of the life these behind the rich.

Conclusion:

In private sector there were more facilities as compare to public sector. A fully furnished classroom, pick and drop facility, a playground and av-aids facilities provides much comfortable environment to the private school students. Public school building was small as compared to the private school. A striking thing was, public school situated near the market place, at main Talagung road Chakwal. Whereas an attractive building of private school situated away from crowded area at neat and calm place.

It was experienced that in private school's teachers were fresh with excellent communication skills. They applied teaching methodologies av-aids by the school administration. But in public school teaching methodologies are not applied in proper way because of non-funding. Trough in-depth interview remarkable efforts of public school's principle Mrs. Nasreen Akhter are not ignored but students learning were not better then private school under the observation of curriculum and teaching methodologies.

No doubt fee structure is common factor but the considerable thing is this, if Govt. has changed the curriculum (Urdu to English) then why not teachers of Public school are provided accordingly?

Researcher found that learning outcome of public school is less as compare to private school due to Lack of av-aids, less no. of teachers, Parents qualification, teacher's qualification, Unavailability of environment and more strength in one class.

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