

# Comparative Study Of Innovative Teaching Styles Of Public And Private Schools Teachers In The Classroom

**Waqas Ahmad Khan**

Heroshima University, Pakistan

## Abstract

This study examined how public and private schools in Pakistan use innovation to improve their teaching styles. Specifically, this study examined the similarities and differences in the utilization of teaching innovation and how these impact students. A questionnaire containing 10 statements was administered to 100 school teachers—50 each from the public and private sectors. The instrument was determined to be reliable and of high quality. Crosstabs were used to identify significant associations between school types and various instructional activities. There are significant differences in the use of innovative teaching styles between teachers from the two sectors.

**Keywords:** Crosstabs, innovative teaching, public school, Private school, High quality, instructional activities

## 1. Introduction

Pakistan, having the second largest number of out-of-school children in the world (UNESCO, 2015), is failing to meet millennium development goals. ASER (2015) found that of the total over all 100% enrolled children 65% were enrolled in public schools and 35% in private institutions. The most alarming fact is that, since the last 2 years, the number of out-of-school children has not changed. Almost 74% of students attend public schools in rural areas of Pakistan, while 26 % attend private schools, including Madrasah, and 41 percent go to public schools in urban areas, while 59 percent attend private schools, including Madrasah, etc.

There is also a growing gap between student learning outcomes at public and private schools in Pakistan. The performance of public school students is quickly declining, and it is evident that currently enrolled students in public schools are receiving an education that is futile, as 53% of primary school students in private schools can read Urdu or Sindhi whereas only 34% of public school students are able to read. Similarly, 64% of private school students, as compared with only 26% of public school students, are able to read at least one word in English. As regards arithmetic, 56% of private school students and only 33% of

public school students can do simple subtraction. Of the 15% of out-of-school children in Pakistan, 7% are those who opted to drop out after enrolling (ASER, 2015)

This points toward the possibility that even if all out-of-school children were to enroll in schools, many would still remain functionally illiterate and innumerate (Das, 2006). Recent studies have identified that improving the condition of school facilities and motivating teachers to adopt innovative teaching styles significantly mediate the relationship between student achievement and student retention (Blase and Blase, 2000; Mulford, 2013; Robinson and Darling-Hammond, 1994).

There are other factors as well, including school size, community involvement, collaboration of colleagues, alternating teaching assignments, to name a few, that effect teachers' willingness to be a part of the change process to adopt innovation in teaching styles (Beatty, 2008; Leithwood et al., 2008). Unfortunately, teacher education in Pakistan has not kept pace with the needs of the time. Research indicates that these teachers are prepared in a very outdated way. Although the curriculum repeatedly specifies that teachers shall and must adopt innovate teaching styles beyond theoretical means, this is unfortunately not supported by a congruent teacher education model (Khattak et al., 2011).

Our teachers still adhere to out-of-date educational philosophies and theories that result in the adoption of the old-fashioned and nearly obsolete lecturing method, with little or no involvement of the students in the learning process (Ali, 2012). The author also points out that this method thus forces teacher's education institutions to test teachers-to-be on a theoretical assessment framework that includes 80% theory-oriented questions in annual or semester exams (Khamis and Sammons, 2004). This is contrary to the curricula of these institutes that put a heavy emphasis on the use of innovative teaching strategies such as peer tutoring, collaborative learning, and group work, but in actual Initial Teacher Education ITE Practice, student teachers are not exposed to these strategies (Tahir and Taylor, 2013).

This is detrimental to students' motivation, neglects their "innovative abilities," and reduces their critical thinking (Westbrook et al., 2009). It is also the main reason for the difference between the adoption of innovative teaching styles in public schools and private schools, where leaders/principals place a heavy emphasis on the adoption of such new methods of teaching.

Wadhwa (2009) brought some convincing evidences neutral evidence that showed the superior performance of private schools compared to public schools. According to the results on 40 sets of data, 37 sets proved that private schools are performing far better than public schools. More recently, Ohba (2013) has shown negative evidence with regard to the pupil-teacher ratio (PTR) in private schools. The results of this study indicated that PTRs in private schools were around half of those in public schools.

In comparative study in this regard (Andrabi et al., 2013) also found a significant relationship between private school attendance and learning outcomes of students in three districts of rural Punjab, Pakistan. This study additionally proved that private school students score higher on tests on civic values and understanding of concepts.

Kimonen and Nevalainen (2005) accentuated that a change in the teacher's approach toward teaching styles cannot be affected by a change in curriculum reforms alone. This study suggested that there is a dire need to change the beliefs, habits, roles, and power structures of teaching, as well as developments in pedagogy. This requires new principles and practices in ITE the success mark can be met when curriculum reforms have been transferred effectively to ITE culture (Abdi, 2012).

No study has yet conducted a simultaneous comparison of the use of innovative teaching styles by public and private school teachers in Pakistan to determine the possible reasons. The present study is an attempt in that direction, and there will be future attempts to reach a workable solution and help authorities devise a comprehensive strategy.

The following research questions were the focus of the study:

1. What is the cross-sector difference between teachers' tendencies to discuss how to teach a particular topic in class?
2. Do teachers in the public and private sectors display differences in collaborating to plan and prepare instructional materials?
3. Is there any significant difference between public and private sector teachers in terms of how they share their teaching knowledge and teaching experiences with other teachers?
4. What is the difference between public and private sector teachers in visiting other classrooms to learn more about innovative teaching styles?
5. How differently do teachers in the public and private sectors work together to try out new ideas?
6. Is there any significant difference between public and private sector class enrollment?
7. Are teaching hours in public and private sector schools significantly different?
8. Does the working space for teachers in public and private schools have any impact on the adoption of innovative teaching styles?
9. Do teachers in public and private sector schools have equal and adequate access to instructional materials and other supplies?

## **2. Method**

This study was based on a survey method. One teacher was selected from each school, with 50 teachers recruited from public and private sector schools each. The schools were distributed over the important geographical locations of Lahore and Kasur.

### **2.1. Research design and instrumentation**

A ten-part questionnaire was adapted from International Association for the Evaluation of Educational Achievement (IEA) TIMSS, 2011) to obtain answers to the abovementioned research questions. The questionnaire was distributed among the participants with a hope that they would provide information without inhibitions, as confidentiality was assured. Part one of the questionnaire collected the demographic information of the participants. The first part of collected data on teachers' practices of discussing the teaching style with their peers, collaborating in planning and preparation of instructional materials, sharing their teaching experiences with other teachers, visiting other classrooms to learn more about teaching, and working together to try new ideas. The last part of the questionnaire attempted to find the possible reasons for the results that would emerge from the first part of the questionnaire, as it asks about the crowd in the classroom, teaching hours, adequate workspace, and availability of instructional materials and supplies.

## 2.2 Pilot testing

The survey instrument was pre-tested on 20 schools, 10 each from the public and private sectors, to ascertain whether the instrument was valid and reliable for producing the data required for statistical analysis. Although the results of the pilot study were encouraging, some teachers complained that they were unable to understand the English language properly. An Urdu (Pakistan's national language) translation was therefore provided under each question in the final administration of the questionnaire, so all teachers would be able to comprehend the instrument. The reliability of the instrument in the pilot test was high, at 0.93.

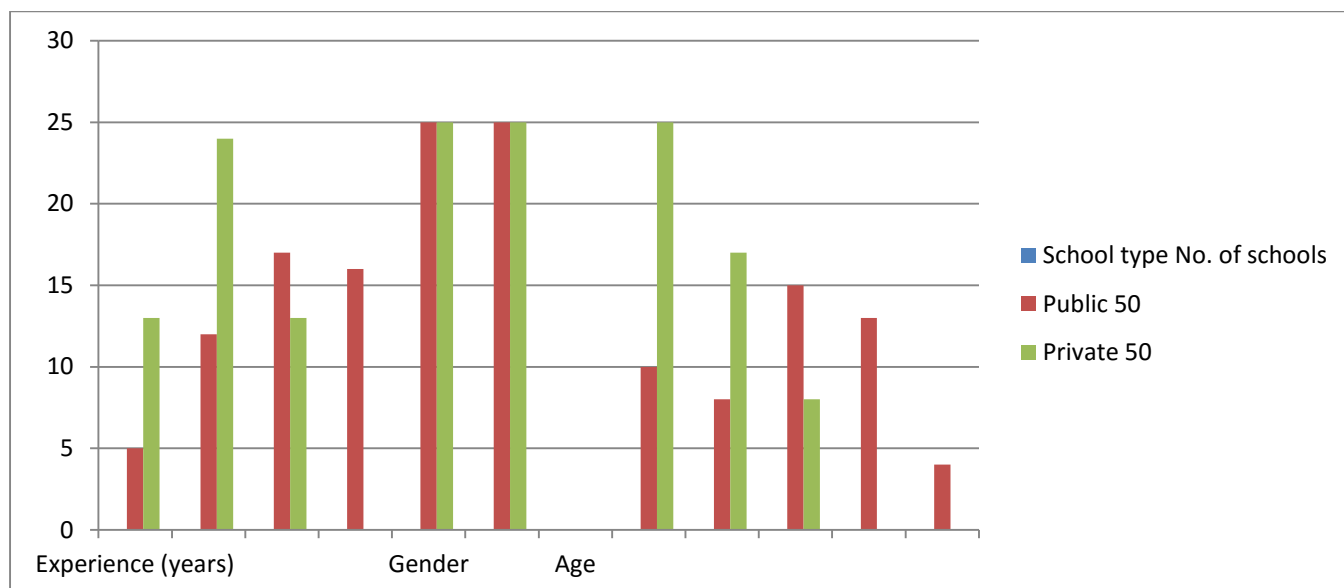
## 3. Results

Table 1 shows that teachers in private schools are young compared to teachers in public schools. Similarly, private sector teachers do not have rich experiences, unlike their counterparts in public schools. The time spent on the job in private schools is also very short (mean 2–5 years) compared to public schools (mean 5–8 years). Teachers in private schools seem to be under threat of losing their jobs and are fired before they reach professional maturity. The working conditions in private schools are tense compared to public schools, where the concept of accountability is either absurd or is based on a narrowly defined quantitative basis, such as pass percentage in annual examinations.

Table 1

*Demographic characteristics of the sample*

School type	No. of schools	Experience (years)				Gender		Age					
		below 2	2–5	5–8	above 8	Male	Female	25	5–29	30–39	40–49	50–59	
Public	10		2	7	6	5	5	0		5	3		
Private	10	3	4	3		5	5	5	7				



### 3.1 Collaboration with fellow teachers

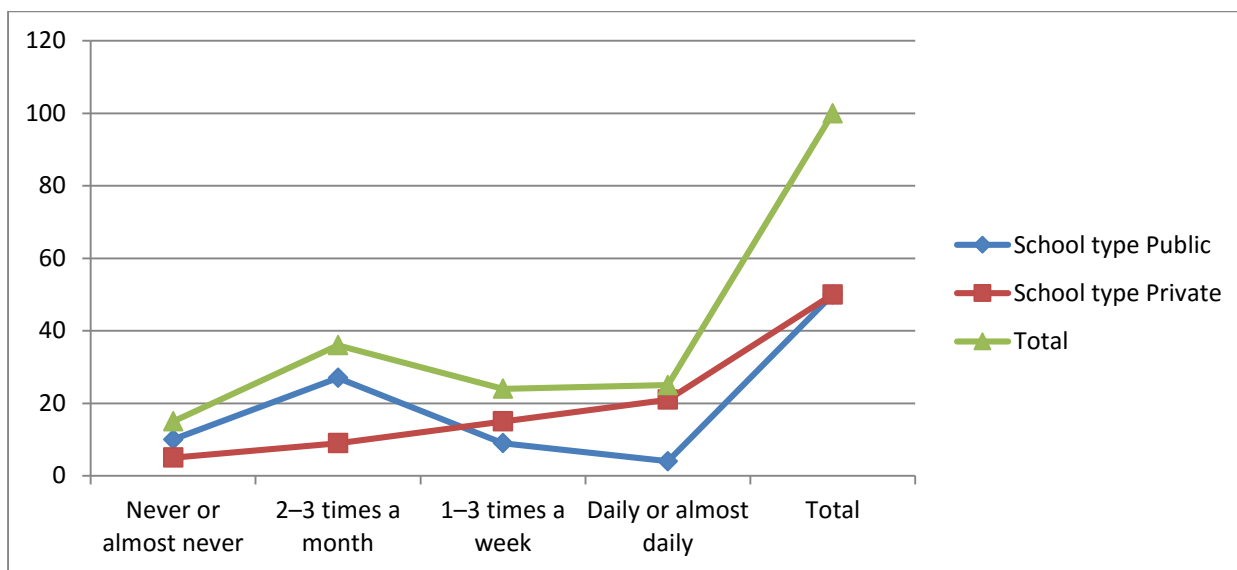
For this purpose, teachers from the public and private sectors were asked, “Before teaching a particular topic, do you discuss the teaching methodology with other teachers of the subject in your school?” The results, displayed in Table 2 below, indicate that the association between school type and teachers' tendency to collaborate with other teachers prior to instructional activity is significant. The null hypothesis claiming no association is, therefore, rejected.

Table 2

#### *Collaboration with fellow teachers*

		Never almost never	or 2–3 times a month	1–3 times a week	Daily or almost daily	Total
School type	Public	10	27	9	4	50
	Private	5	9	15	21	50
Total		15	36	24	25	100

Pearson Chi-Square = 23.72, Significance = 0.00



Ten public school teachers reported that they have never discussed the teaching methodology with other teachers prior to the teaching exercise, while 27 of them reported that they do it for some special topics about 2–3 times a month. Nine of them do it 1–3 times a week, and 4 of them practice this daily or almost daily. On the other hand, 5 of the private school teachers were found to have never discussed the teaching methodology with the other teachers, 9 do it for some topics about 2–3 times a month, 15 do so weekly, and 21 share their teaching methodology with other teachers on a daily basis.

### 3.2 Collaboration in planning and preparing instructional materials

Table 3 shows teachers' responses to the question "Do you collaborate with other teachers in planning and preparing instructional materials for your students?"

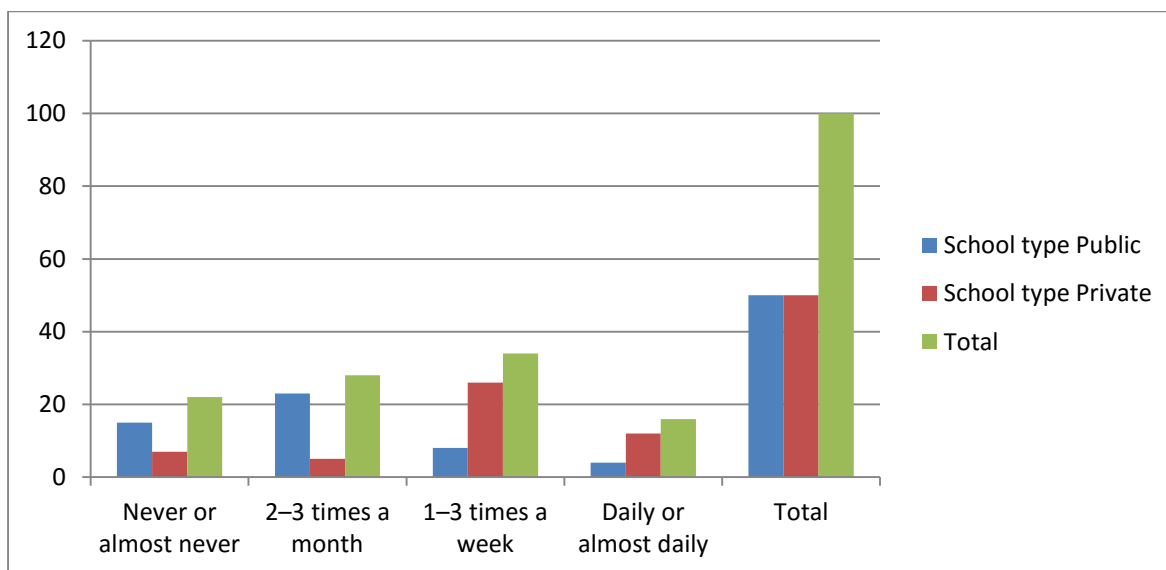
Table 3

#### *Collaboration in planning and preparing instructional materials*

		Never or almost never	2–3 times a month	1–3 times a week	Daily or almost daily	Total
School type	Public	15	23	8	4	50
	Private	7	5	26	12	50
Total		22	28	34	16	100

Pearson Chi-Square = 28.01, Significance = 0.00





The results show that the association between school type and collaboration with other teachers in planning and preparing for the instructional materials of their students is significant. While 15 public school teachers reported never collaborating in this way, 23 reported engaging in it twice or three times a month, contrary to the private sector, in which 26 teachers reported doing it once to three times a week, 24 on a daily basis, 5 two or three times a month, and 7 never. This rejected the null hypothesis that there is no association between school type and teachers' collaboration in planning and preparing instructional materials for students.

### 3.3 Sharing what I have learned from my teaching experience

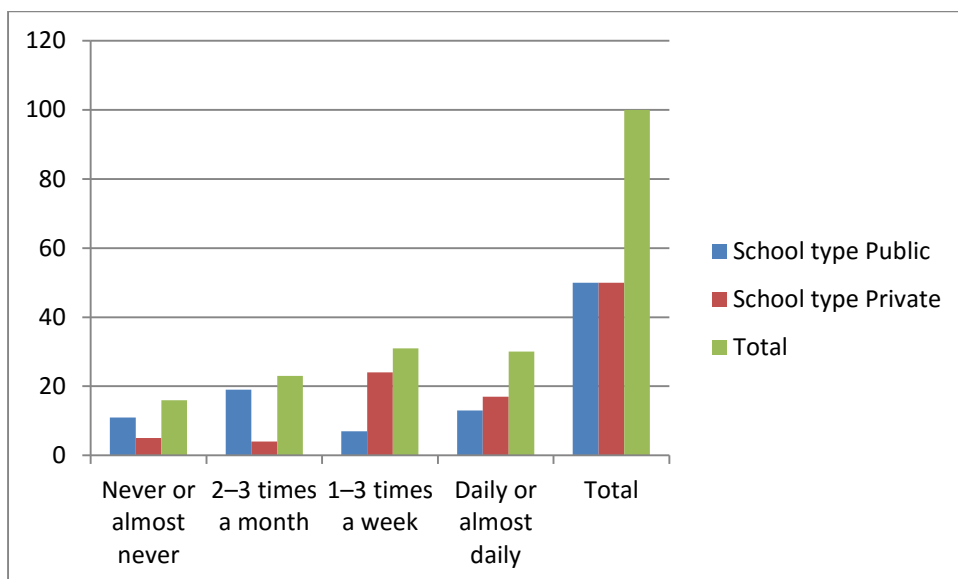
Teachers of both the public and private sectors were asked, "How often do you share your teaching experiences with other teachers?" Their responses reveal an association between school type and teachers' collaboration in planning and preparing instructional materials for students (Table 4).

Table 4

*Sharing what I have learned from my teaching experience*

		Never or almost never	2-3 times a month	1-3 times a week	Daily or almost daily	Total
School type	Public	11	19	7	13	50
	Private	5	4	24	17	50
Total		16	23	31	30	100

Pearson Chi-Square = 21.88, Significance = 0.00



The crosstab results show that the association between school type and teachers' tendency to share their experiences with fellow teachers is significant. Table 4 shows that the public sector teachers are relatively better at sharing their experiences than they are at other areas of collaboration. However, 11 of them reported never sharing their teaching experiences with others, 19 shared about 2–3 times a month, 7 shared 1–3 times a week, and 13 practiced sharing on a daily basis, which is a healthy and pleasant finding in itself. In contrast, 5 private sector teachers reported preferring not to share their teaching experiences with others, 4 shared twice or three times a month, 24 shared 1–3 times a week, and 17 reported sharing on a daily basis.

### 3.4 Visiting other classrooms to learn from other teachers

The results of the crosstabs (Table 5) indicate a significant association between school type and teachers' practice of visiting other classrooms to learn more about teaching.

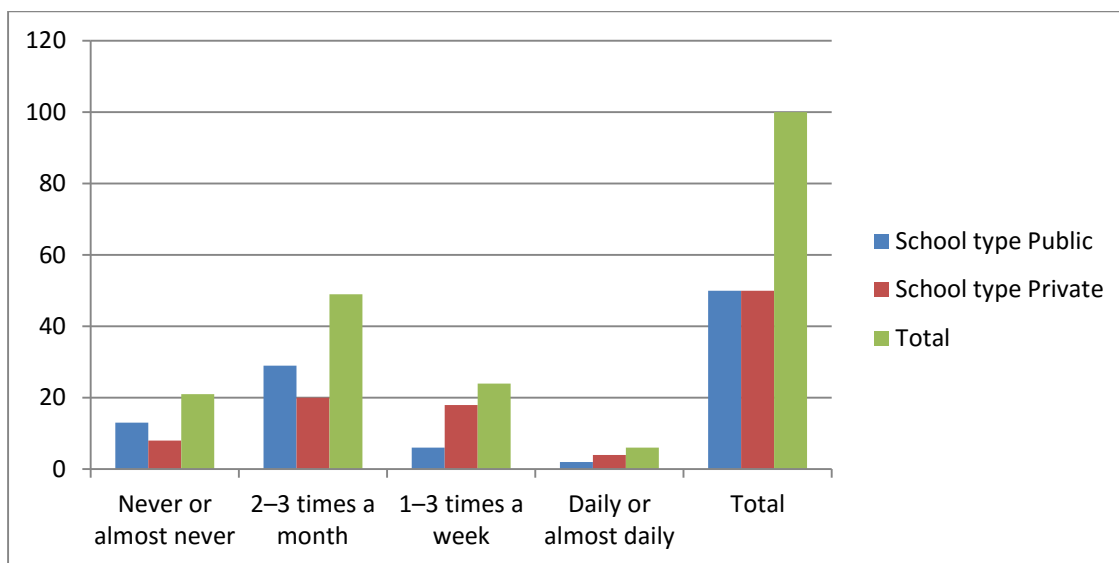
Table 5

*Visiting other classrooms to learn from others*

		Never or almost never	2–3 times a month	1–3 times a week	Daily or almost daily	Total
School type	Public	13	29	6	2	50
	Private	8	20	18	4	50
Total		21	49	24	6	100

Pearson Chi-Square = 18.47, Significance = 0.00





The results show that 13 public sector teachers never visited another classroom specifically for this purpose, 29 did so 2–3 times a month, 6 visited 1–3 times a week, and 2 visited other classes or asked students from other classes in a similar grade daily about how they learned a particular topic. Eight of the private sector teachers reported never having visited another class for this purpose, 20 visited other classes to learn innovative teaching styles 2–3 times a month, 18 did so 1–3 times a week, and 4 claimed that they did so on a daily basis.

### 3.5 Working together to try out new ideas

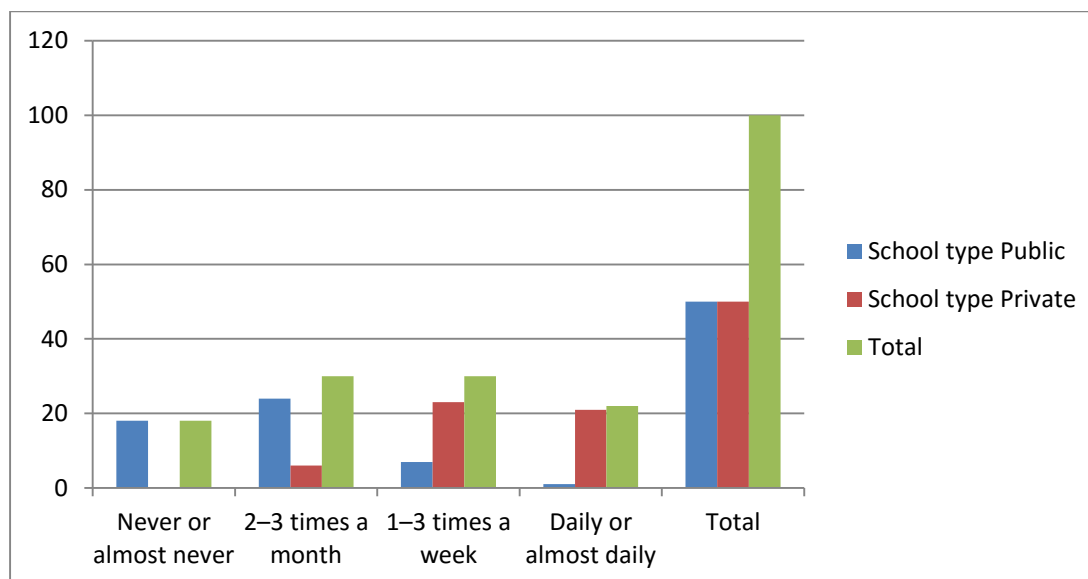
Table 6 shows teachers’ responses to the question “How often do you work with other teachers to pool and implement new ideas in your teaching style?”

Table 6

#### *Working together to try out new ideas*

		Never or almost never	2–3 times a month	1–3 times a week	Daily or almost daily	Total
School type	Public	18	24	7	1	50
	Private	0	6	23	21	50
Total		18	30	30	22	100

Pearson Chi-Square = 55.51, Significance = 0.00



The crosstab results show that the association between school type and teachers' tendency to work together to pool and try new ideas in their teaching styles is significant. In the public sector, 18 teachers reported never having tried to work together and apply new ideas in their teaching style, 24 said that they did so 2–3 times a month, 7 worked together to find new ideas 1–3 times a week, and 1 teacher claimed that it was a regular practice. In contrast, none of the private sector teachers reported never having worked together with other teachers to find new teaching ideas, 6 exchanged ideas twice or three times a month, 23 did so 1–3 times a week, and 21 reported doing it daily.

### 3.6 Ruling out the commonly held beliefs about achievement gap

#### 3.6.1 Classrooms are overcrowded in public schools

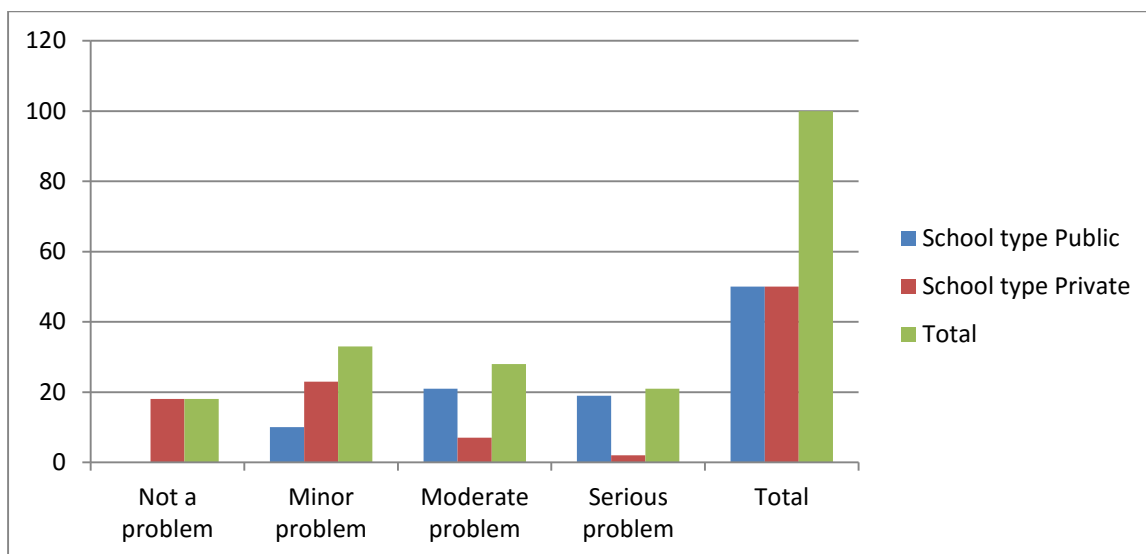
To find possible reasons for differences in collaboration and innovation of teaching styles between public and private sector teachers, both groups of teachers were asked to answer the question “How serious is the problem of overcrowding in class in implementing innovating teaching styles?” The results, shown in Table 7, indicate a significant association between school type and class strength.

Table 7

#### Overcrowding of classrooms

		Not a problem	Minor problem	Moderate problem	Serious problem	Total
School type	Public	0	10	21	19	50
	Private	18	23	7	2	50
Total		18	33	28	21	100

Pearson Chi-Square = 43.88, Significance = 0.00



Nineteen public sector teachers reported it to be a serious problem, 21 reported it to be a moderate problem, and 10 reported it to be a minor problem. In the private sector, 18 teachers did not consider it to be a problem, 23 considered it a minor problem, 7 as a moderate problem, and 2 as a serious problem. The null hypothesis, according to which there is no connection between classroom overcrowding and differences in collaboration and teaching style, is therefore rejected. Thus, it can be deduced that overcrowded classrooms could be a reason for the achievement gap.

### 3.6.2 Teachers have long teaching hours

To investigate the association between school type and daily teaching hours, teachers in the public and private sectors were asked “How serious is the problem of long teaching hours in implementing innovative teaching styles?” The results in Table 8 show that the association between school type and teaching hours is significant.

Table 8  
*Teachers' long teaching hours*

		Not a problem	Minor problem	Moderate problem	Serious problem	Total
School type	Public	1	13	19	17	50
	Private	17	21	10	2	50
Total		18	34	29	19	100

Pearson Chi-Square = 30.74, Significance = 0.00

In the public sector, 17 teachers reported this to be a major problem, 19 as a moderate problem, 13 as a minor problem, and 1 as not a problem. In contrast, 17 private sector teachers did not consider it to be a problem, 21 found it to be a minor problem, 10 a moderate problem, and 2 a serious problem. With these results, one can construe that the teaching load may contribute to the achievement gap.

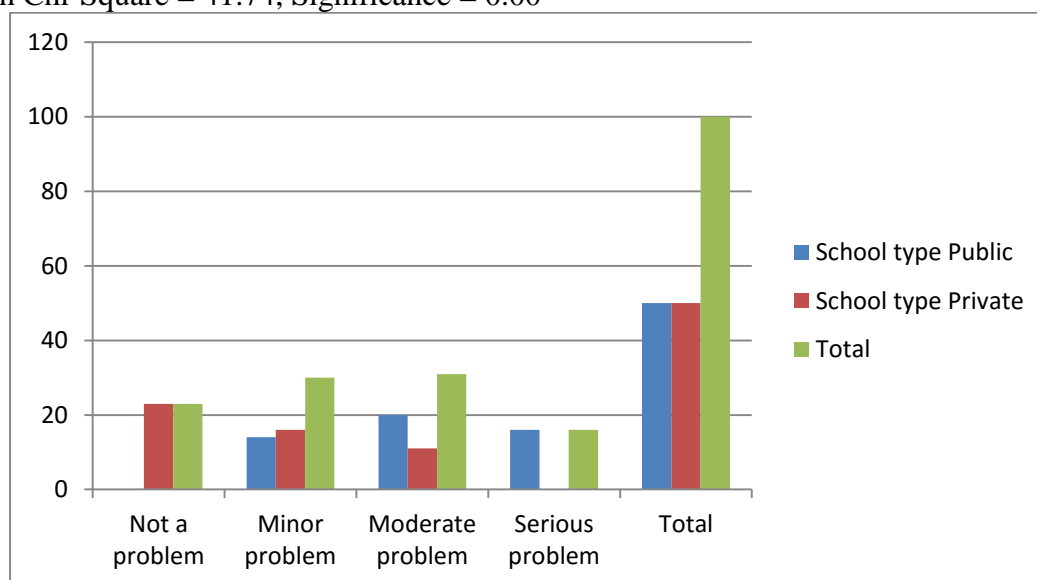
### 3.6.3 Teachers do not have adequate workspace

The teachers were asked whether having a adequate workplace could contribute to the implementation of innovative teaching styles in the classroom.

Table 9  
*Teachers' adequate workspace*

		Not a problem	a Minor problem	Moderate problem	Serious problem	Total
School type	Public	0	14	20	16	50
	Private	23	16	11	0	50
Total		23	30	31	16	100

Pearson Chi-Square = 41.74, Significance = 0.00



The results in Table 9 show that inadequate workspace is a major problem for 16 public sector teachers, a moderate problem for 20, and a minor problem for 14; none of them reported it to not be a problem. In private sector schools, 23 teachers reported that it was not a problem, 16 reported that it was a minor problem, and 20 reported that it was a moderate problem; none of them reported that it was not a serious problem. The results very clearly indicate that inadequate workspace might have an impact on the differences in the application of innovative teaching styles by both public and private sector teachers. The results, therefore, reject the null hypothesis. The availability of a comfortable workspace may be a contributing factor for creating an achievement gap.

### 3.6.4 Inadequate instructional materials and supplies for teachers

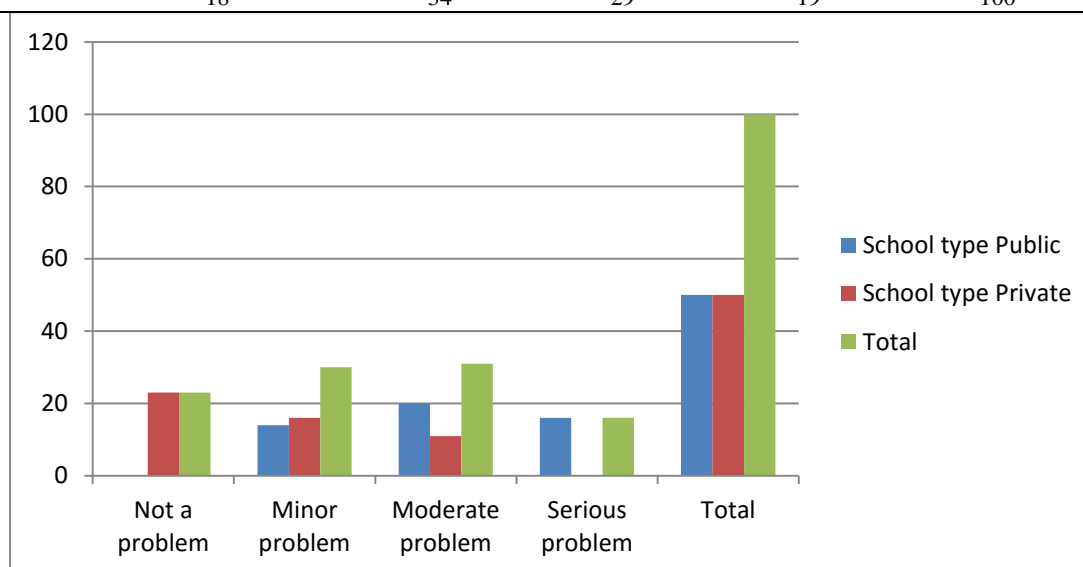
Unavailability of instructional resources contributes significantly to teachers' inability to collaborate and try out teaching innovations in the classroom.

The crosstab results in Table 10 indicate significant differences between the public and private sectors in this sphere. A total of 17 public sector teachers found the unavailability of supplies to be a major problem, 19 found it to be a moderate problem, and 14 found it to be a minor problem; and none of them found it a nonissue. In contrast, 18 private school teachers did not consider it to be a problem, 20 considered it to be a minor problem, 10

considered it a moderate problem, and only 2 considered it a serious problem. Thus, the inadequacy and unavailability of instructional resources and supplies is another area that might be affecting students’ achievement.

Table 10  
*Teachers do not have adequate instructional materials and supplies*

		Not a problem	Minor problem	Moderate problem	Serious problem	Total
School type	Public	0	14	19	17	50
	Private	18	20	10	2	50
Total		18	34	29	19	100



#### 4. Discussion

Various researchers, including (Gräsel,2010) indicate that the successful adoption of innovative teaching styles by teachers depends heavily on collaborative teaching—that is, discussing the topic with other teachers of the subject for possible insight into new methods of teaching. A study conducted by Jager et al. (2003) has shown that better cooperation among teaching staff is the strongest predictor of innovation in teaching practices.

Aschermann and Klenzan (2015) a group of mathematics educators engaged in a two-day training course on a Trans disciplinary research project between a high school and a university. Self-regulated learning during which they explored and developed ways of strengthening learner self-regulation In this era, our education system needs to take a different approach to teaching, namely, moving from teacher-directed education to more student-centered learning, taking into consideration their experiences, interests, motivation, and ability to construct knowledge, with the teacher guiding this process (LOE, 2006).

Multiple studies have demonstrated that observing successful teachers enhances the professional development of teachers, increases the likelihood of them adopting new teaching styles, and improves their teaching methods and contents (Anderson et al., 2005; Powell and Napoliello, 2005). Teaching in overcrowded classrooms creates an enormous challenge to

productive learning classroom environments where effective teaching and assessment strategies are crucial. In cases of overcrowding, teachers cannot practice several methods, such as higher-order questioning and active learning approaches. They are effectively confined to the “chalk and talk” instructional method (Opoku-Asare et al., 2014, p. 128).

Mohammadian et al. (2015) proved that having too many teaching hours increases the mental workload of a teacher. This, in turn, diminishes a teacher’s ability to think and innovate their teaching style. The teachers interviewed by Johnson (1990) said they could handle larger classes, but only by using more teacher-centered techniques that might forestall certain learning opportunities for students, reduce their ability to respond to individual students’ needs, and reduce the rewarding student feedback they might receive. Heterogeneity in student ability, experience, and attitude compounded the problem of class size.

Teachers work together to exchange knowledge, tools, ideas and skills, making learning more available and productive for learners. such as setting up subject, cross-subject, department, or grade-level teams, and creating departmental spaces for improvement that can facilitate collaboration (Corcoran, 1988 Firestone and Rosenblum, 1988; Hansen and Corcoran, 1989; Johnson, 1990).

Teachers respond more positively when adequate supplies are available. Such supplies both facilitate their work and reduce the distractions they would otherwise have in figuring out how to work around the system to get the supplies they need, find substitutes, or do things in a different way (Hansen and Corcoran, 1989).

## **5. Conclusion**

The study found that, relative to public sector schools, private sector schools actually have fewer pupils and teachers at secondary and all level but have innovative teaching style with latest approaches. The experiences with private sectors teachers are less the public teachers but there is more accountability in private sector than public with quick decisions and direct monitoring approaches. The outcomes of 10th class students were higher than government schools in board reviews of private schools. Nearly 98 percent of public sector schools had their own facilities with regard to control of construction, while most private schools operated in leased buildings. There is a big difference of collaborative using methodologies in both sectors private schools are using higher as per statistics chi square result of data collected. Although there is a significant difference in sharing teaching experience with other teachers among public and private sector teachers, public sector teachers perform better than private school teacher Private sector teachers visit other classrooms to learn innovative teaching styles more frequently than do public sector teachers. In the collaborative learning of teaching styles, public sector teachers are far behind their private sector peers. Public school classrooms are overcrowded compared to private schools. Teaching hours in public schools are more tiring compared to those in private sector schools. Working space for teachers in public schools is limited compared to that in private schools. Private school teachers have more access to instructional materials and supplies compared to public sector teachers.

Since both sectors teachers share the same history, culture and ethnicity, the same degree of attitude, the same conventional pre-service instruction, and the same school setting, a wide variety of teacher preparation types are common. The findings of his research found that teachers in the public division demonstrate a style of facilitator teaching, whereas teachers in the private division demonstrate an authoritarian style of teaching.



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