# Participatory Action Ethnography: Methods, Strategies, and Interventions Implied by Teachers to Attain a Good Relationship with students in Primary Schools



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Thesis submitted to the Department of Anthropology, Quaid-i-Azam University Islamabad, in partial fulfillment of the degree of Master of Philosophy in Anthropology.

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# Formal declaration

I hereby declare that I have produced the present work by myself and without any aid other than those mentioned herein. Any ideas taken directly or indirectly from third-party sources are indicated as such.

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**Year 2022**

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## Final Approval of Thesis

This is to certify that we have read the thesis submitted by Ms. Sundas Fatima. It is our judgment that this thesis is of sufficient standard to warrant its acceptance by the Quaid-i-Azam University, Islamabad for the award of the Degree of M.Phil in Anthropology.

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# Abstract

Teachers are those who teach an individual and make them better and more competent human beings. They faced many challenges and issues while teaching students. These challenges may include behavioral, maintaining a relationship with them, and developing a strong bond with them so they can learn without facing any barriers. This research paper is aim to explore teaching philosophies and how teachers implement these philosophies while teaching students. Further, this paper was aim to explore methods, strategies, and interventions that teachers used to develop a good relationship with their students.

This thesis is exploratory in nature, and this qualitative research methodology has been used. Purposive and snowball sampling technique was used for the selection of participant. The data was collected from well-educated teachers of three reputable schools of Rawalpindi. The interview was taken from 15 teachers of the primary section. The Semi-structured interview guide was used to meet the aim of this research. Thematic analysis has been used for data analysis.

The results show that teachers use teaching philosophies according to their choice to teach students. Further, they have faced many challenges in maintaining a good relationship with their students. Teachers use different, methods, strategies, and interventions to maintain a strong bond with students because they believe that students will learn more if they have a strong sense of communication with their teachers. Nowadays, students are more sensitive and didn't bear to be scolded or beaten by teachers. That is why teachers should be more conscious of teaching them while controlling their behavior.

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# 1. Introduction

A teacher is one who selflessly devotes her/himself to making an individual educated and competent for professional and social life. Teachers make a culture of the school with their style of teaching, way of talking, and behaving with students, staff, and elders. Students learn what they see in their surrounding culture. That is why a teacher needs to make the school environment healthy and safe for learning. Teachers teach students not only subject matter but also give life lessons so they become acceptable in society and achieve better lifestyles standards. Teachers play an effective role in deciding a student's future (Reichl, 2017). She provides power and strength to students to compete with the complex society and culture. She helps students to polish their skills and abilities so they can find their niche in this world.

Teaching is a very complex and difficult profession because teachers put so much effort to make a blank child a better and more successful human being. Teachers use different methods and techniques to deal with students. They face different challenges and hurdles in their profession (Alabaster, 2016). Many teachers are good at teaching subjects and clearing students' confusion about topics but cannot control a large number of students in a classroom. While some are good at handling students but cannot clear students' confusion. They are also accountable to school management for students' progress and achievement with these problems.

Teachers follow teaching philosophies and make their goals and aim to teach students. In a philosophical statement, they decide their style and approach to teaching students. The most common teaching philosophy in Pakistan is Traditional Philosophy. Many teachers follow traditional ways of teaching students that also come under a teacher-centered approach to teaching students. Proponents of this philosophy believe that students should have to obey their teachers and cannot stand against teachers' rules and regulations (Anuradha, 2021). Further, they believe that what teachers said are the last words and no one can raise any objection because it is considered a shameful act and disrespect for a teacher.

As time passes, every aspect changes. Now, teachers are from a new generation and they have faced the consequences of not asking any question from teachers if they didn't get the answer to a question. They believe in teaching students in a friendly environment. They follow a student-centered approach to teaching students. They said that their dishonor would be when their students cannot understand a topic and fail to ask a question from a teacher from fear (Subedi & Shrestha, 2020).

Teachers adopt different methods, strategies, and interventions to deal with students. They try to make a good relationship with students so they can ask questions without any fear or hesitation. They help students to make themselves productive and creative. They believe that a school's environment directly affects students' way of learning (Liftoff, 2016). They try to make the school environment better for learning by developing a trustful and positive relationship with students.

Teachers show positive energy toward students so they can also feel energetic and excited for learning (Sieberer-Nagler, 2015). They try to make the rough and tough subjects easy by narrating them in simple words for students. If teachers will be energetic and ebullient, then students will also be exuberant towards learning new things. Such teachers can easily make a better association and link with students.

Funny teachers have great humor to develop a good connection and ties with students because students can never get bored in such teachers' class and always feel energetic (McCabe, Sprute, & Underdown, 2017). If such teachers feel that the subject is going dry and students start feeling sleepy then they suddenly crack a joke and make a whole class awake in just seconds to grab their attention. They make learning fun and relief. These teachers have great humor to sense students' needs and wants to study that is why they never let the class get bored and make every topic exciting and creative.

Some teachers use advantages of students' interests. They took surveys from students about their interests and how they want their teacher to teach them (Meador, 2019). Surveys enable teachers to measure students' interests and incorporate better ways to teach their students. Every student is diverse but if the teacher starts knowing their nature and interest then it makes it easier for teachers to teach their students by making a good connection with them.

Teachers should give proper feedback on their appropriateness and perfection because it motivates students and guides them to correct their mistakes on time (Wiseman & Haunt, 2014). Apart from mistakes, if they have done their work fabulous then teachers should praise them by using different jargon and motivating phrases. Teachers can give them stars on their hands or faces because they become happy from the teacher's single act of love and compliment.

Students learn by active learning. A Teacher should maintain a dynamic environment for students to learn and try to engage students throughout the lecture. Teachers can engage students by asking questions from time to time and asking one student to solve the question on board (Muijs & Reynolds, 2017). This can actively engage the whole class in learning and they wait for their turn to solve the question on board.

Teachers put much effort to teach students because it is not easy for a teacher to teach in a diverse classroom where every student is different from one another (Parris, 2019). In this thesis, I will try to find out the challenges that teachers face to deal with students and how teachers can develop a good relationship with diverse nature students. This research is exploratory and tries to explore different teaching philosophies that teachers follow to teach their students and make them able to survive economically and socially. Further, this thesis will explore different methods, strategies, and interventions that teachers imply to build a connection and a strong tie with students.

## 1.2. Statement of Problem

A classroom with strong learning can possess a deep understanding of a student and teacher relationship. There is a diverse culture sitting in a classroom and one teacher is dealing with social and cultural diversity. A teacher is maintaining the balance between every student and giving them a balanced environment to study. Teachers make a balanced environment by giving emotional, social, and knowledge support to every student equally. S/he helps students by implementing different methods of teaching to make students creative and efficient. Teachers use multiple strategies and interventions to develop a positive and strong relationship with students. So, this thesis attempts to explore methods,

strategies, and interventions that teachers used in the classroom to make a good relationship with their students. Further, it will explore how many teachers are known for teaching philosophy and what kind of philosophy they used to teach their students. This study especially focuses on primary standard teachers that possess more energy to deal with young minds. This research is highly significant because it elucidates the diverse culture of teaching in primary schools by exploring methods, strategies, and interventions of teaching.

## 1.3 Research Objectives

This research is based on the following objectives

1. To explain various teaching philosophies used by teachers to deal with students in the diverse culture of a classroom.
2. To explore the different methods that teachers used to teach students.
3. To explore interventions and strategies to develop a good relationship with students.

## 1.4. Research Question

How do teachers use teaching philosophy while maintaining a good relationship with students by following different methods, strategies, and interventions?

## 1.5. Operationalization of key Terms

This thesis is based on the following keywords

### 1.5.1. Teaching Philosophy

Teaching philosophy is defined as a systematic and critical statement that defines a teacher's module of teaching students effectively in a particular context or an institute (Campos, 2010). It is an introspective statement of the teacher's beliefs and values in teaching students. This philosophical statement carries teachers' ideas and concepts of learning. It also reflects teachers' methods to teach their students. It covers teachers' goals,

objectives, and aspirations to transmit knowledge and encourage students to learn. It also tells teachers strategies and techniques to meet these goals, objectives, and aspirations. It also helps teachers to assess students' academic achievement.

### 1.5.2 Methods of Teaching

A method is also known as a procedure or a systematic way that helps to attain goals. Teaching methods consists of techniques, principles, and pedagogy that teachers used systematically in a classroom (Teaching Methods, 2020). It is a procedure that helps teachers to attain their goals and objectives. It systematically guides teachers to choose the best method for teaching that enables students to learn and give their best academic results. Teachers use various methods to teach a large number of students at a time and help them to complete their tasks.

### 1.5.3 Strategies of Teaching

Strategies are used to achieve long-term goals and plans. Teaching strategies are the mechanism of approaches that teachers used to achieve their desired goals (Armstrong, 2020). Teachers make strategies to complete their syllabus and daily work. While dealing with students it is not easy for a teacher to complete a whole book in a given duration. So, teachers make some strategies to complete their syllabus and help students to understand their course. Teachers use different strategies according to the diverse nature of a classroom and implement them to achieve their goals.

### 1.5.4 Interventions of Teaching

Interventions are the act of intervening that helps to deal with the problem. Teaching interventions are the steps taken by teachers to help and support students in their areas of need and difficulty (Lynch, 2019). Intervention in teaching enables teachers to deal with special cases such as emotional distress of students, trauma, and psychological issues. It helps teachers to improve students' mental and physical condition by removing educational

hurdles and barriers. Teachers help students by giving them time and dealing them with care and love.

## 1.6. Significance of Study

This study is completely done from an emic perspective. It is completed by using the qualitative method. This study is based on teachers and their relationship-building with their students. Previous researches are based on methods, strategies, and interventions that teachers used in a classroom but they did not study a classroom culture as a whole. Further, no or less previous researches carry teaching philosophy from primary level schools. This research carries a teaching philosophy that is new in Pakistan's educational culture. This research includes methods, strategies, and interventions that are used by teachers to attain a good connection and relationship with students. This research is purely based on primary level teachers who possess much energy to teach young souls and minds.

## 1.7. Outline of Thesis

This thesis covers seven chapters and every chapter systematically demonstrates knowledge. The first chapter is the introductory chapter. The introduction chapter gives an overview of a research problem and what the researcher tries to explore in the following chapters. This chapter covers the significance of a topic, scope of a topic, research objectives, research question, and definition of keywords.

The second chapter is of Literature Review. The literature review helps readers to gain the understanding and knowledge of existing research. It also provides a background to the research. I used a thematic literature review that gives an easy understanding to readers about different methods, strategies, and interventions that teachers used to attain a good relationship with students.

The third chapter is based on methodology. This chapter helps readers to know what kind of methodology has been used to collect data and what hurdles a researcher has faced in

completing a thesis. This chapter covers locale, data collection method, rapport building, and sampling techniques.

The fourth chapter is the first chapter of analysis that covers the first objective of the thesis. It highlights all the philosophies of teaching that teachers used to teach students. The fifth chapter highlights the second objective of the thesis and explores methods of teaching that teachers used in a classroom to develop a good relationship with students while the sixth chapter helps the third objective to explore the strategies and interventions that teachers imply to attain a good relationship with students.

The seventh chapter explains some solutions that we all can do to make our educational sector more better and healthy place to learn. These solutions help school management, teachers, students, government and parents to take initiatives for educational institutes to overcome issues.

The eighth chapter is of a summary and conclusion. The summary covers the important idea of the thesis that gives a clear and precise understanding of all chapters. Summary enables readers to discern the main objectives, methodology, and findings of the thesis in a precise way. The next of chapter seven is of conclusion that concludes a whole thesis in short words. The conclusion chapter helps to rephrase the main argument of the research and helps readers to understand the idea behind the thesis.

# 2. Thematic Review of Literature

A literature review is written to provide background to your research topic and help readers to reveal the gap point of current work. It is beneficial for research because it establishes the familiarity and importance of the research topic (Anonymous, 2021). Literature Review is of four substantive types i.e. Topical/thematic, theoretical, methodological, and policy literature review. The researcher chooses Thematic Literature Review because it suites best on this type of research where the researcher needs to cover a large number of factors, topics, and points in one chapter.

## 2.1. Educational Philosophy

Every teacher has different teaching philosophy but there are only some who know about it. The teacher's goal, aim, and objectives regarding teaching and learning are its teaching philosophy and how a teacher can practice it during delivering lectures or throughout its whole career. These teaching philosophies have had a great impact on student's academic achievements. Every teacher has his or her own artistic and creative way of teaching that directly affects the student's result and academic achievement (Tombrella, 2020). Furthermore, every act that teacher performs while interacting with students or in a classroom or a school environment is a way of teaching that comes under its philosophy of teaching that includes teacher's way of talking, walking, moving, and dressing, all of this comes under teaching style which directly affects the interest of students in learning and hence the student's result.

Educational philosophy is of four types that help teachers to form teaching philosophy and make teaching statements these are Perennialism, Essentialism, Romanticism, and Progressivism (Miller, 2011). Perennialism is a subject-centered philosophy that tells students to think critically and rationally so they can create and learn things on their own. They create well-mannered and organized classrooms that develop skills of mastery and a sense of truth and reasoning among students that last lifelong.

Essentialism is another subject-centered philosophy that aims to train minds and transmit difficult and essential topics progressively and upgrade the students (Sahin, 2018). They give a solid understanding of the present world by mainly focusing on the material world's culture and history. They follow the traditional way of teaching such as giving notes, conducting lectures, maintaining behavior, taking assessments or exams yearly or semester-wise, and then promoting students to the next class.

Romanticism is student-centered philosophy that believes that knowledge can only be gained through intuition, not through deduction. They focus on student needs whether they want to study or not (Carter, 2013). They are against the typical or traditional ways of teaching but they prefer emotional self-awareness so we can improve the human condition with love and care by listening to them that how they want to study or learn.

Progressivism is also student-centered philosophy that believed that students can learn more from their life experiences, progress and changes. They believe that education should be student-centered rather than a teacher because it is a student who is learning and how they want to learn is up to him/her (Labaree, 2005). They believe that students learn more in a group rather than in isolation so they promote the cooperative learning method. They make their curriculum according to the interest, needs, and abilities of the student. This philosophy aims to develop the problem-solving ability among students. They deny the traditional way of teaching because they believe that students learn through experiential reality so we need to be focused on them rather than on the teacher. This philosophy is based on John Dewey's pragmatics theory that focuses on a person's experiential reality (Williams, 2017).

## 2.2. Methods of Teaching

Teaching is a universal phenomenon. Every human being is taught from birth even they never go to school because a child's primary education such as behavior, manner, religion, family structure, and habits start from their home (Higher Education Commission, 2012). While in school there are some methods that teachers used to teach their students because

of large groups, teachers need special methods to manage the classroom's behavior, task completion, and so on.

## 2.2.1. Student-Centered vs. Teacher-Centered Teaching Method

There are two types of instructions i.e. direct and indirect instructions. In Direct instruction, the teacher or professor is used to giving lectures and lessons daily according to the given subject plan while in indirect instruction, the teacher is a subject who can only guide students if a student wants it because this type of instruction is based on classroom activities, group activities or project-based learning (Higher Education Commission, 2012). Like these two types of instructions are different from one another and are in opposition, student and teacher-centered methods are also in opposition where one is based on learning of student by its own and teacher is a secondary character who can only guide them while in teacher-centered method teachers are a primary character who is supposed to guide, teach and assess students from start to end of the class.

Somehow, it is to be believed that teacher-centered methods are a lower-order thinking approach because students are asked to learn lectures that are delivered by the teacher and recall all the points mentioned in the lecture and then the teacher assess students ability to recall things by taking exams and tests while the student-centered approach is considered as higher-order thinking because, in this way students manipulate information, ideas and knowledge in different ways and then they transform it in their meanings and context. (Serin, 2018) Further, students gave conclusions on knowledge and ideas by explaining facts, questioning them, generalizing ideas, and synthesizing information on their own (Collins & O'Brien, 2003). Basically, in this way, they construct the knowledge that gives them the opportunity and ability to think out of the box and then they discover new ideas and information over previous knowledge.

There is always a debate between student-centered and teacher-centered approaches so we will discuss them in detail.

### 2.2.1.1. Student-Centered Method

In this approach, both teacher and student equally work in the learning process but still, teachers have authority over students because it's the teacher's responsibility to guide, facilitate, teach and clear their subject problems and make sure that students are getting subject matters. As the trend of technology is increasing, almost all education sectors use technology in learning processes for example use of computers, laptops and the internet become common in education sectors and their knowledge too, so every student has basic knowledge about the use of computer and internet (Costley, 2014). Some education sectors also gave activities and tasks that use the internet and ask students to search from different sites and complete the task because the internet become the main source to connect with the global world so every student must know how to utilize technology for the betterment of their lives.

As there are advantages there must be some disadvantages in such an approach. A teacher gave computer-based assignments to students where student learn the usage of the internet and computer but the software also have some autocorrect options that correct grammar, punctuation, spelling, and handwriting mistakes on its own. So in this case it is the least possible for students to learn their own mistakes that is why physical interaction between teachers and students is important they should not depend on technology (Owston, Murphy, & Wideman, 1992). Some education sectors record lectures and PowerPoint presentations for daily lectures and provide these lectures to students so they can learn from these lectures and presentations while sitting at home. Initially, it seems advantageous but in contrast, students have no physical interaction with the teacher at that time so when he/she is listening to the lecture, he/she is not able to ask questions about that lecture if in case he/she didn't get the point.

This is also known as the constructivist approach because in this approach students learn, construct, understand and develop knowledge, meaning, and facts by experience that is not time being knowledge but will stay with students for the lifetime because they have learned knowledge by their own experiences (Vygotsky & Cole, 1978). It can also develop self-confidence among students and they start thinking about certain facts and try to build new

knowledge that can never be underestimated. So in this way educational institutes can get the better academic achievement of students.

### 2.2.1.2. Teacher-centered approach

It is the primary method of teaching in which passive learning is utilized by direct teaching or instructions. This approach believes that students learn when the teacher gives them a precise lecture through audio and visual communication. Further, according to this approach, students learn only when the teacher and professor guide them through their precise lectures, activities and utilize time solely with students, follow their lesson plans and give assignments and activities to students for their homework and students should complete on time (Vygotsky & Cole, 1978). These assignments should be based on class lessons that the teacher or professor has taught them, so students can do their assignments easily and the teacher can judge who has or has not learned them.

This approach revolves around teachers and did not give much control over student's hands but they believe teachers as the sole suppliers of learning, and teachers must have authority over students so they can learn and maintain behavior properly (Giles, Ryan, Belliveau, Freitas, & Casey, 2006). Controlling students and their behavior is a priority in this type of approach because if one student is creating disturbance then the whole class will be disturbed and the teacher cannot complete its lecture in a given time (Freiberg & Brophy, 1999). That is why it is supposed that teacher can make the environment of the classroom favorable so every student actively participates in classroom lecture and don't feel bored and create disturbance in the classroom. So, teachers must have skills of controlling students, making them attentive in a classroom all the time, and gaining good academic results from all students.

## 2.2.2. Kinesthetic Learning

This method is also known as tactile learning or hands-on learning. This type of learning is based on students' intelligence whether to give them proper lectures, demonstrations, and lessons, it is based on students performing activities on their own so they can make,

create and develop things through their intelligence (Teaching Methods, 2020). This type of approach believes that classroom activities are more effective and efficient in teaching students because in this method students cannot get bored and sleepy through lectures and demonstration of teachers as they are actively busy in doing things by their own mental and physical capabilities. Through this method, we can get better academic results of students because it is not or maybe barely based on technology but creativity and self-skills of students.

### 2.2.3. Developing Class Environment

Classroom climate or environment is a construction of students' feelings and emotions about their teachers and peers (Reid & Radhakrishnan, 2003). Instructors need to care and rapport in the classroom to make the environment of the classroom fair for teaching and learning (Wells & Clayton, 2014). Teachers must assess the behavior of student developers and teach self-control techniques to them. It is also helpful to maintain a classroom environment if teachers set rules and regulations for students and if someone disobeys these rules then it must be essential that they receive punishment for breaking rules and regulations of class.

### 2.2.4. Tradition of Starting Class

Every teacher has its way of starting class such as some will greet students before starting of lectures and ask how they are feeling how the yesterday went, any difficulty regarding the previous message and so on while some teachers take lessons that they gave students to memorize, so, it depends on teacher how they start the class.

Another factor that comes under this method is how a teacher manages the time of class in which they give lectures, take previous lessons, check notebooks, and so on. For example, if the duration of one class is of 45 minutes then it is the teacher's responsibility to manage class activities accordingly because student's interests get easily diverted if the teacher didn't manage time and didn't give proper time to them and in the end, they lost their

interest in a particular subject and hence that affect their academic achievement (Oliver & Reschly, 2007)

## 2.2.5. Extracurricular Activities

Extracurricular activities are a source of developing students' physical and mental health because these are apart from the teacher's instructions and guidelines and students of every age and class can participate in these activities (Kapur, Importance of Extra-curricular Activities in Education System, 2018). Extracurricular activities may include sports, speech competitions, quizzes, drama, exhibitions, painting competitions, performing arts, dance, singing, historical site visits, park tours, etc. These activities are aimed to encourage students and develop confidence among them.

Students who participate in extra-curricular activities learn more than those who did not participate in such activities (Blomfield & Barber, 2009). These students also possess a higher level of academic achievement, stay more active and sound, and have greater character development.

## 2.2.6. Practical Demonstration

Secondary school students found it difficult to understand many concepts of science subjects such as chemical reactions and physical movements. Chemical reactions are one of the six main concepts of chemistry and it is not easy to understand because they can be mixed until or unless students practice such reactions by themselves (Butts & Smith, 1987).

Demonstration methods such as live practical, video sharing, diagrams, etc. can help students to learn these reactions and physical movements easily if they are planned and managed properly with subject experts (Basheer, Hugerat, Kortam, & Hofstein, 2016). These methods promote the skill of thinking and learning subject matters, practicing reactions, using laboratory instruments easily and hence these methods help students to achieve good marks in exams because it can stay in their long-term memory. After all, they have seen practicing these things.

### 2.2.7. Assessments

The assessment aims to measure the learning of students throughout the year. Assessment may be summative or formative (Baht & Bhat, 2019). Formative assessments are those assessments that are taken by teachers during the annual class duration that may be a quiz, surprise test, oral test, one-minute assignment, etc. while summative assessments are annual and final assessments or exams to measure student's learning ability of the whole year such as final projects, final year exams that are meant to promote students to next level or class.

### 2.2.8. Dogmatic Method

Dogmatic Method in education means strictly following principles and objectives to the education system. Rakaesh in 1960 defined a dogmatic teacher as structured, principle oriented, inflexible, convergent, focused on the subject matter, and strict on student's future needs while on the other hand non-dogmatic teacher is divergent, flexible, and focused on student's present needs (Kremer-Hayon, Moore, & Novat, 1986).

## 2.3. Strategies of Teaching

Every teacher uses different strategies to plan a lesson, deal with students, maintain the classroom, and achieve good results for their students. There is a vast variety of strategies that teachers chose and every teacher's technique and strategy is different from others that depends on students' behavior and their academic outcome (Murugesan, 2019). Because some students need more attention than others and it may be because of their personality traits, peer pressure, family structure, and other problems while some students live their lives happily with their parents without any depression and such students did not need special kind of care and attention from their teachers. That is why teachers use different strategies to deal with different students and to make their classroom environment balanced for all students.

### 2.3.1. Cooperative Teaching Strategy

This type of learning involves students and teachers shared purpose. It plays a vital role in the development of a child, encouraging and motivating them to learn as well as improve their academic performance. In this type of learning every student achieves his/her goals and aims as others do. Students learn more in a group with their peers so that is why cooperative learning consider more beneficial for students and teachers than other types of teaching methods.

About 81% of teachers prefer group study and apply this method to almost daily practices in the classroom (Sanci & Kilic, 2011). Further, they apply the cooperative study method to every classroom, every grade, and in almost every activity that is why academic activities in such kind method are considered preferable because students start learning and participating while looking at one another student or their friend. In this way, teachers can encourage them for their active learning and concern about developing their intellectual abilities and moral development (Mart, 2013).

With some advantages, there must be disadvantages of one thing. Where some students learn more in cooperative teaching another student who could not understand the process or method are start making noises that disturb the whole environment of the classroom. Likewise, gender differences, dominating nature of some students are also challengeable for a class environment where some students take the lead of doing all the tasks of the group and others become passively working in a group. Every student has a different way of learning so some students learn things immediately while others take time likewise some teachers are also inefficient and are unable to take the classroom together in a group (Davis, 1993). Furthermore, students also want to choose their group members by themselves because they are not comfortable with some students or they want to work with their friends.

### 2.3.2. Visualization

Visualization means to see something or learn by looking at things. It is a very common phenomenon that every person learns more by looking at things because these things become a part of their consciousness and it lasts longer than just verbally teaching them (Shabiralyani, Hasan, Hamad, & Iqbal, 2015). For example, teachers can make charts, flowcharts, short audio/video clips, display photos, make whiteboard interactive, or through local field trips students can learn better than audio lectures and handwritten notes.

### 2.3.3. Rehearsal

Rehearsal means repetition. In this strategy, teachers ask students to repeat exact words of lectures so they can remember by recalling them again and again. This step took 16-24 repetitions for a student to store the lecture in long-term memory (Bıyıklı & Dorgan, 2015). It aims to store lectures in students' memory, in contrast, teachers prefer students to directly memorize them but it does not generate any meaning and understanding that gives a long-term effect on students' critical thing and interpretation. In the local language, we use the word *Ratta* for this strategy but in literal meaning, it is called Learn by Heart or memorizing by repeating words or lecture.

Rehearsal strategy is of four types are Simple, Cumulative, Copying/note-taking, and text markup repetition (Neer, 2010). A simple rehearsal strategy is a traditional way of repeating words or lectures such as tables. Cumulative rehearsal strategy is a type of chunking long lectures or notes that are used to memorize poems or summaries. Copy/Notetaking rehearsal strategy is used in visual lectures where students note down important points that are taught by teachers. Lastly, the Text Markup rehearsal strategy is used when students have printed lectures and teachers asked them to highlight or mark important points from them. It is also aimed to use different colored markers and highlighters that look fascinating and grab students' attention over lectures and notes.

### 2.3.4. Assigning Task as per Student's Ability

Every classroom has multiple students and every student has a different IQ level. Some students pick lectures immediately and some students take time. So, in this strategy teachers are supposed to assign tasks according to students' ability so they can assess where students are falling and whether they are understanding lectures or not. Tasks are carried out by students separately.

These types of strategies used the teacher as a demonstrator that helps students to learn according to their skills. Teachers provide help and support to students by assigning them tasks that may be games or other subject-related tasks. In this way, teachers can develop a sense of responsibility among students and can promote self-confidence among them (Saputra & Aziz, 2014). It can also grab student interests because they become active in such kinds of activities and teachers can easily do analysis and give feedback on every student's performance separately.

### 2.3.5. Control Behavior in Classroom

The most important ability that helps teachers to control behavior in the classroom is his/her ability to engage students in the curriculum without scolding them and developing a strict personality image among students (Parsonson, 2012). Kern & Clemen in 2007 reviewed the literature and describe some strategies to control behavior in the classroom. These strategies include seating arrangements that teachers are supposed to arrange students according to their behavior, give effective instructions, try to make the subject curriculum interesting by giving examples from their daily lives, assigning a sequence of activities constantly to grab their attention, and asking sudden questions from a lecture that is being taught.

### 2.3.6. Increased Autonomy

Increasing autonomy means giving students the right to express their perspective regarding the subject matter and other aspects of society and science etc. it means motivating students to ask questions about facts and ideas rather than memorize every point of a subject that is

being written on books. In this way, students start thinking out of the box and try to construct their knowledge (McCombs, 2010). That in return engages students more in studies and develops their interpersonal skills of thinking and learning (Jimenez J. L., 2021).

### 2.3.7. Brainstorming

In 1938, American Advertisement Company Manager, Alex Osborn introduced the strategy of brainstorming in education sectors. It aims to solve a problem that is originally not known yet. Once the brainstorming strategy is developed among students, they can break up old ideas, create their own, make connections between them and enhance or enlarge the limit of knowledge and education (AlMutairi, 2015).

### 2.3.8. Creative Problem Solving

Creative Problem-Solving strategy involves students finding out ways to solve problems or to solve problems by creating new ideas and ways (AlMutairi, 2015). In this way, the teacher can assign a task to every student or give them a puzzle to solve it with some clues, here every student will solve the problem by doing creative problem-solving techniques that will generate deep awareness to take creative decisions by thinking, reflecting, and predicting ideas and facts (Al.asar, 2000). In the end, students will learn to handle different challenges individually and generate ways to solve problems (Abu Jado, 2007).

### 2.3.9. Inquiry-Based Learning

In this type of strategy, teachers empower students so they can ask a question and find a solution regarding their subject matters. It is a philosophical and general approach to learning and consists of some components that include orientation/observation, questions/conceptualize, investigation, conclusion, and discussion (What is Inquiry-Based Learning (IBL)?, 2020). To develop a classroom more inquiry-based, it is necessary to modify teaching materials and introduce more learning materials in the classroom.

Teachers must develop an inquiry-based attitude among them to engage the whole classroom in activities (Dostal, 2015)

### 2.3.10. Active Learning Strategy

Active Learning Strategy helps the teacher to assess students' capabilities and academic outcomes easily because in this method teachers assess students on every activity and give feedback properly. This helps both students and teachers to assess the academic achievements of students regularly. There are two prerequisites of such a strategy. First is 'fun' and later is 'learning'. In this strategy, students learn with fun in the classroom. Teachers can do multiple things such as individual feedback, choral response, grab a volunteer, pass the pointer, Socratic questions, read aloud, guess the answer, and so on. These strategies help teachers to grab students' attention and it also makes students attentive and ready for questions that can lead to assessing their learning capability in minutes (Yee, 2017).

### 2.3.11. Knowing Students and Developing Respect

Knowing students is a unique strategy used by some teachers and it is more effective than others because when students become known by teachers it becomes easy for them to understand the mentality and needs of students that what is their background, what are the psychological and physical problems they are facing, what are their interests etc. All these issues possess a great deal of impact on student's performance in class. Likewise, this behavior can create a sense of respect for teachers in students' minds and automatically helps students to perform well in that teacher's class or subject (Schräder- Naef, 2002).

## 2.4. Interventions of Teaching

Interventions in the education system are the steps teachers take to improve their academic achievements, classroom interaction, and behavior. Teachers adopt different kinds of

interventions to monitor students' achievement, progress, outcome, and learning (Murray, Coleman, Vaughn, Wanzek, & Roberts, 2012).

## 2.4.1. Components of Intervention

Lynch in 2019 gave four components of interventions used by teachers to remove educational barriers of students. These components are Proactive, Intentional, Formal, and Flexible (Lynch, 2019).

### 2.4.1.1. Proactive Intervention

Proactive means are positive and preventive. These interventions aim to resolve or remove hurdles and obstacles students faced in the education sector before they become larger and difficult to remove (Lynch, 2019). These interventions may include formal and informal activities. Teachers identify the problem of students and try to overcome it. Proactive interventions aim to resolve mainly discipline problems and effectively in teaching prosocial abilities, conflict management, and development skills (Dorjan & Tomita, 2014).

### 2.4.1.2. Intentional Interventions

This type of intervention is used when the weakness is observed (Lynch, 2019). A teacher needs to know the weakness of every student so then he/she can easily give a solution to the problem (Bell, Robertson, & Norsworthy, 2017). Effective teacher teaches the contemporary and traditional aspects of life to their students and take viewpoint from every student so everyone will be attentive in class and participate in the ongoing debate of class. This develops students' interest in learning and knowing things and established a habit of critical thinking that in return makes students able to question aspects of life. So, knowing students' weaknesses and making them their strengths is the art of teacher that he/she should know.

### 2.4.1.3. Formal Intervention

Formal Intervention is used to ensure that every student received the highest quality of learning and teaching in school. That helps the student to fulfill their potential. This type of intervention is management based that it is management's responsibility to resolve the issues of students immediately after identifying them and the organization has a high level of the management team to sustain improvement (Formal Intervention Process (FIP), 2015). This type of intervention is used by students who have problems in reading and writing. School management will help such students by providing extra care and tuition to such students so they can meet the requirement of class (Lee, n.d.).

### 2.4.1.4. Flexible Intervention

Targeted and flexible intervention means there must be some time for students to work on their own. At that time, they will make groups of their own choice, choose topics from their choice, perform and present it by their choice. This intervention helps students to work in a group and also develop a sense of membership and leadership in a group (Targeted and Flexible Intervention Blocks, 2010). It will not also help students to work with peer groups but also develop time management skills. Teachers who used this type of intervention can make good relationships with students and hence get the good academic achievement of students.

## 2.4.2. Giving Reward

Students lack interest in school due to continuous failure in academic assessments but the only thing that develops interest among students in school is motivating them by giving rewards on their single achievement or success (Long & Bowen, 1995). It is equally important to reward students for their unconventional performances rather than the conventional ones (Eisenberger & Rhoades, 2001). Students should be rewarded other than academic achievements such as attending daily classes, for their good behavior, good handwriting, good speaking skills, presentation skills, drawing skills, and so on.

### 2.4.3. Teach Social Skills

Teaching social skills to students is important to make students socially and personally adjustable in life (Mathur & Rutherford, 1996). Teachers are the role model for their students that is why teachers need to behave in appropriate manners, talk with respect, show affection to their students, always be polite and ready to solve their problems. Only then do students give respect back to teachers because they get attached to their teachers easily who show love and affection to students (Johns, Crowley, & Guetzloe, 2005). When students observe the teacher's behavior this way, they will try to follow his/her behavior with the same intentions and most importantly what the teacher will teach, students will learn with full interest and that in return control their behavior. In that way, teachers can teach social skills to their students by showing them.

### 2.4.4. Diversify Teaching Style

Teachers who showed diverse teaching styles can develop interest among students in the classroom easily (Tremblay-Wragg, Raby, Ménard, & Plante, 2021). Because teachers have different responsibilities and different styles associated with these responsibilities such as he/she has authority, he/she is demonstrator, facilitator, and delegator as well (Gill, 2020). That's why he/she should follow diverse or hybrid teaching styles to make students motivated and always active in the classroom.

### 2.4.5. Demonstrate Friendly Environment

Giving and taking lectures throughout the period, checking copies, strictly following rules and regulations, no freedom for students, and so on can decrease students' ability and stamina to learn (Bucholz & Sheffler, 2009). It is important to balance the environment of the classroom such as Teachers should be strict on manners and learning material but at the same time, he/she should be friendly with their students and always ready to hear the problems of his/her students. This will generate a sense of easiness and love among students towards the teacher.

Teachers' friendly behavior with a student can motivate students and make students self-determined as well. Educators use the self-determined model (Argan & Wehmeyer, 2000; Palmer & Wehmeyer, 2003) to help students to set their goals, needs, and wants. This model is based on three phases, each phase helps students to know their goals, needs, wants and problems, and help them to solve them with the instruction of their teachers. In phase I, student identify their goals. In phase II, students will create a plan to achieve their goals. In the final phase, students will self-evaluate whether they are doing it the right way and this method is helping them in achieving their goal or not. This will develop self-determination and decision-making skills in students. Teachers who possess friendly behavior with students make their students more versatile and elegant in the classroom.

# 3. Research Methods and Research Setting

## 3.1. Introduction

The methodology is the systematic and theoretical analysis of data collection methods and principles that the researcher used in his/her research (Igwenagu, 2016). This chapter circumscribed concepts are the profile of research, quantitative and qualitative methods/techniques, paradigm and theoretical model, and phases (Ishak & Alias, 2005). This chapter of methodology is based on methodology, methods, tools for data collection, population, sample size, sample technique, unit of analysis, and locale. Further, this chapter will discuss methods that researchers used, how they entered the field, what problems they faced, what was their locale, who helped them, how much effort is required to collect data, and so on.

Research is a ubiquitous means of omnipresence (Rajasekar, Philominathan, & Chinnathambi, 2013) because every fact or knowledge passed through steps of research, experiments, documentation, and theories to be acceptable such as smoking is injurious to health, students learn from surroundings, culture shapes the personality of an individual. All these facts and phenomena were vague until or unless complete research with experiments and proofs have not been done.

Research methodology is important for both scientific and non-scientific fields of study because new events and problems occur every day and every event and problem needs methods and methodologies for research that help us to understand the nature of these events and problems. For this purpose, the researcher needs to design a research methodology that includes locale, area profile, sample size, data collection methods, and techniques. Research methodology helps to solve the research problem and prove the hypothesis.

When researcher talks about research methodology then it means it will cover all the methods that the researcher used to solve the problem and other questions such as why he/she used such method for their research as there are many other methods as well, how

the researcher is formulating research hypothesis and how he/she collected the data, and how he/she will going to analyze it in research write-up (Kothari C, 1990).

In this research, I plan this research methodology according to research demands that are based on teachers, school management, and student's academic achievement. In this research methodology, I will cover the following topics such as research area, population, data collection methods and tools, ethical considerations, sample size and technique, methods for data analysis, Rapport building. This research is exploratory because in this research I will explore what methods, strategies, and interventions teachers use and imply on students to control their behavior, to achieve good results, to make them physically and mentally capable so they can learn more and good results in their academic life.

I have selected qualitative research methodology with the explanation of the model of ontology, epistemology, methods, and research design. Ontology is defined as the study of being (Crotty, 2003), such as what kind of phenomena, world, and problem we are investigating, where reality exists, and what is the structure of that reality while Epistemology is the way of understanding what we know is how we know and what are the philosophical grounding of that understanding and knowledge that we already know and further, it will ensure us that the knowledge we know is either legitimate or adequate. There are two types of epistemology i.e. positivism and interpretivism. I have used Interpretivism because positivism epistemology is used when research is based on large participants and statistic methods and research's data is based on objectivity while interpretivism is based on the in-depth meaning of phenomena and also explains why and how the reality is happening.

## 3.2. Sample and Sampling Technique

The sample is the group of people taken by a researcher from a large population for research, to meet the objectives of the research and to answer questions of research that the researcher wants to investigate, explore and prove (Sampling in Research, 2006). In this

research, I have used 15 teachers from 3 different schools. I have used purposive and snowball sampling techniques to meet the criteria and needs of the research.

### 3.2.1. Purposive Sampling Technique

This technique is a nonprobability sampling technique that is used for the selection of participants to collect data for research (Palinkas, Green, Wisdom, & Hoagwood, 2013). In this technique, research has clear knowledge about the participant who can give in-depth interviews and detailed information about the research phenomenon that is under investigation. I have used this sampling tool to investigate and explore the data from schools. Further, this technique was useful for me to choose teachers who are educated, have at least 2-3 years of experience and are working in private schools.

### 3.2.2. Snowball Sampling Technique

Snowball Sampling Technique is also known as Chain-referral Sampling Technique that is a non-probability sampling technique in which respondents from fieldwork refer other respondents for data collection (Snowball Sampling; Definition, Method, Advantages and Disadvantages, n.d.). In this research, I used Snowball Sampling Technique in my first locale that was 'Government New Islamia Model Secondary School Carriage Factory Colony Dhoke Hassu Rawalpindi. The supervisor of this school served 13 years in Government Muslim High Secondary School No. 1. He introduced me to the Principal of Muslim High School and then the Principal allowed me to conduct fieldwork there.

## 3.3. Gatekeeper

Gatekeeper acts as a mediator between researcher and respondents. He may be an employee of that organization or institute where you need to collect your data (Andoh-Arthur, 2019).

He helped you to grant access from that organization or institute and helped you throughout your fieldwork.

### 3.3.1. Gatekeeper 1

My first Gatekeeper, to interview, was Mr. Shujahat Murtaza Ahmed, whose age is 25. He is working as a freelancer. He was my schoolfellow since Kindergarten. His father is a government school employee. I called him and suddenly he talked casually about his father who is working in a government school. After that, I keep my thesis concern in front of him that I need someone to help me in this sector. He held a meeting for me with his father and principal of Government New Islamia Model School Dhoke Hassu. In that meeting, I put so much effort to convince the principal that his staff's data will never be leaked and will never be used for any other purpose instead of academic purpose. Finally, after clearing my objectives, hypothesis, and questionnaire to the principal, he allowed me to interview the teachers.

### 3.3.2. Gatekeeper 2

My second gatekeeper was Aqsa Zafar who is a secondary teacher in Aisha Lasani Model Secondary School Hassan Campus. She is one of my close friends since 2015. We met after 2 years at a meetup party that was arranged for our common friend's bridal shower. Casually she asked me about my thesis and I told her that I need to take interviews with teachers. She asked me to drop a fieldwork letter and a written application in school. She introduced me to the Branch Head of the school, Miss Asia Zafar. Miss Asia then introduced me to the Principal of the School, Mr. Amjad Kamran. After asking questions about my thesis, he permitted me to take interviews with primary teachers. I also told him that I need to take pictures of the school, he allowed me to take pictures but he also told me not to take any single picture of his staff members. So, I agreed and went to teachers

and take interviews. All of them greeted me with respect and showed a positive response towards me.

## 3.4. Key Informants

Key Informants are those who know what is happening in the field and have an idea about all the employees and staff of that organization (Marsh, 2017). Key Informant has first-hand knowledge about your field and helps to take interviews from other respondents as well.

### 3.4.1. Key Informant 1

My first Key Informant was Murtaza Ahmed, whose age is 54, who is a senior teacher and supervisor in Government New Islamia Model Secondary School Carriage Factory Colony Dhoke Hassu Rawalpindi. He served 5 years in this institute and 13 years in Government Muslim High Secondary School No. 1 Saidpur Road Rawalpindi. He is 14th Grade serving personnel of PPSC (Punjab Public Service Commission).  Because of his strong position in government schools, I choose him to guide me and help me in collecting data for my research. He introduced me to the principal of the school, Professor Sher Hassan, who allowed me to interview their teachers.



**Figure 1 Key Informant 1**

### 3.4.2. Key Informant 2

My second Key Informant was Mustajab Hassan, who is the coordinator in Government Muslim High Secondary School no 1. The principal of the school asked him to guide me throughout the fieldwork. First of all, he showed me the whole school and also give a briefing about the history of the school. He was very kind and also helped me to meet my respondents. He introduced me to the staff of the school and asked them to give me interviews if they are willing. Every teacher gave a positive response and was willing to be a respondent. There was a sports day in school. Mr. Mustajab Hassan took me there and showed me the whole tournament of cricket after taking interviews from respondents.



**Figure 2Key Informant 2**

### 3.4.3. Key Informant 3

My 3rd Key Informant was the Branch Head of Aisha Lasani Model Secondary School Hassan Campus. She introduced me to the principal and after that, she helped me to visit the school. She guided me throughout my fieldwork. She was a very kind and brave

woman. She was serving in this institute since 2018 and now she become a Branch Head of the school. She is very kind to her staff and treats them with great respect. That is why every staff member loves working with her. Even every student shows great respect towards her because in the morning she greets every student with *Salam* and a smile on her face.



**Figure 3 Key Informant 3**

## 3.5. Field of Research

The field of research in a qualitative methodology is the setting or place that is being observed by the researcher in their natural environment. It is the place where researchers go to understand, observe and interact with people for research purposes and try to answer his/her research question (Field Research; Definition, Examples & Methodology, 2016). My field of research was three primary schools of Rawalpindi.

## 3.5.1. Rawalpindi

Rawalpindi is known as the 'Village of Rawals', and the Rawals were a group of Yogis. At that time, they were living an ascetic life. The Mongols destroyed the ancient city of the Bhatti tribe (Gajnipur or Gajipur). Jhanda khan, the Gakhar Chief, restored this area and gave it the name Rawalpindi. Rawalpindi district grew rapidly in the reign of Malka Singh in 1765 and he invited settlers from different parts of Punjab. Rawalpindi district is located in the north of Punjab. This district covers a total of 5267 sq. km of area. According to the 2017 census, the estimated population of Rawalpindi was 2.098 million. Almost 90% of inhabitants of this area speak different dialects of Punjabi such as Pothohari, Pahari, Majhi, Chhachi, Gheba, Dhani, and Shapuri while 10% speak other languages such as Urdu, English, Pushto, Balochi, Saraiki, etc.

During the British era, the Rawalpindi district was created. In 1905, separate boundaries of Rawalpindi from Attock were created. Muslim refugees got settled in Rawalpindi after Independence in 1974 while Hindu refugees migrated towards India.

The temperature of Rawalpindi varies a lot because of its location and elevation in the area. The temperature of this area never goes too high and too low because of its location near mountain hills. Its temperature varies from 39°F to 101°F while in rare cases it rises to 108°F and falls below 34°F.

### 3.5.1.1. Govt. New Islamia Model Secondary School Carriage Factory Colony Rawalpindi Dhoke Hassu

Government New Islamia Model Secondary School is located in a carriage factory colony in Dhoke Hassu. The current Headmaster of the school is Sher Hassan, who is a very gentle and nobleman. Mr.Murtaza Ahmed introduced me to the headmaster of the school. He asked me about my degree and the topic of my thesis. He encouraged me as I am working on the student-teacher relationship. I asked him about the history of the school. He told that this school was established in 1976 and the building was going through so many changes

after that. This school is consists of 22 classrooms, 35 teachers, 1 hall, and a ground where students can play during break time. The primary section is separate from the secondary section and there are a total of 5 classes in the primary section and 6 subject teachers. My fieldwork was restricted to the primary section so I took 5 interviews from primary teachers and 1 from the headmaster of the school.



**Figure 4 Government New Islamia Secondary School Carriage Factpry**

|   | Subject | Teacher | Teaching Philosophy |
|---|---------|---------|---------------------|
| 1 | Principal | Mr. Sher Hassan | Perennialism |
| 2 | englsih | Aymen Serwar | Perennialism |
| 3 | Home teacher | Sadaf tallat | Essentialism |
| 4 | Math | M. Riaz | Romanticism |
| 5 | Pst | Sidra Abid | Romanticism |
| 6 | Science | Shehnaz Ahmed | Progressivism |

**Table 1 Name of Teachers of Islamia School**

### 3.5.1.2. Govt. Muslim H.S.S. NO-1

Government Muslim High Secondary School no-1 is located on Saidpur Road Rawalpindi. This school was built in 1813 and is now 208 years old. In 1813 this school was built by Sikhs to educate their children and then moved to a new building in 1913 that covers approximately 100 kanals of land. Sir Michael Francis O'dwyer who was the governor of

Punjab at that time, laid the foundation of the new building. The building of this school was constructed in E-shape and according to Anglo-Indian Architectural Style. It also consists of three playgrounds and a hostel for students. Playgrounds are spread over 47 kanals of the total area of the school (Yasin, 2019).

From the entrance of the School, we can see a vast building of the school and on the left side, the Buddha tree is located that is almost 200 years old. The school building also consists of the hall that is used by Sikhs for their religious occasions. Before the partition only a few people visited this place but after 1947 many Hindus and Sikhs start living near this school and made their permanent residence around this school.

Now the majority of the population lives near this school as in 1996 this school becomes higher secondary school and now up to 12th standard students are seeking education there. Abdul Jalil is the current principal of the school and on one occasion he was seen playing cricket with their students during sports gala week in the school's cricket ground.



**Figure 5 Government Muslim High Secondary School no 1**

|   | **Subject** | **Teacher** | **Teaching Philosophy** |
|---|---|---|---|
| 1 | Principal | Abdul Jalil | Perennialism |
| 2 | Math | Gulnaz Farooq | Perennialism |
| 3 | Science | Saf UR Rehman | Perennialism |
| 4 | GK | Ayesha Zahoor | Essentialism |
| 5 | Islamiat | Sumaira awan | Progressivism |

**Table 2Name of Teachers of Muslim High School**

### 3.5.1.3. Aisha Lasani Model Secondary School

Aisha Lasani Model Secondary School is located in Muslim Town Rawalpindi. It was its first branch, which was established in 1980 by Mr. Kamran Qureshi. After his death, his wife Madam Noor Qureshi took hold of the school and prove herself a competent and hardworking lady. She alone made this school the best in the whole Muslim town. After that, she took another step forward and established another branch of the school in the Al-Noor colony, and now that campus is known as Hassan campus. With time both campuses come in a list of the best private schools in the city. After that she ingrained another campus of the school in Khurram Colony and named that campus as Ata-e-Noor Campus. In 2015, she gave Hassan Campus and Atta-e-Noor Campus to his elder son, Mr. Amjad Kamran, and the first and the oldest campus to his youngest son Mr. Mudassir Kamran.

Hassan Campus is located on Qadeer Road and has at least 700 students enrolled from Montessori to the primary section. This campus is consists of 20 classrooms, 1 hall, 1 library, 1 computer lab, 1 science lab, and a big ground in the mid of the school that separates the primary section from the secondary section. Its Montessori section is located in another building. Because of so many students, they established another building for the Montessori section that is located in front of the main campus.

|   | Subject | Teacher | Teaching Philosophy |
|---|---------|---------|---------------------|
| 1 | Science | Rubab Rahim | Perennialism Philosophy |
| 2 | History | Qurat ul ain | Essentialism Philosophy |
| 3 | English | Kiran satti | Romanticism Philosophy |
| 4 | Home | Anita Aftab | Romanticism Philosophy |
| 6 | Urdu | Aqsa Rahim | NA |
| 7 | Principak | Madam Noor Qureshi | Progressivism Philosophy |

**Table 3 Name of Teachers ofAisha Lasani School**

## 3.6. Rapport Building

We do rapport building to develop trust, connection, and affinity with someone. It is a very important tool in the data collection method because if the connection is missing between

researcher and respondent then it is not possible for a researcher to develop trust with their respondent and it may also become difficult for the researcher to gain relevant and appropriate data for their research (Need, 2020). So, the researcher needs to maintain friendly behavior with their respondent because in this way respondents will feel secure and at ease with the researcher and may be willing to give more data for their research.

The researcher needs to possess a positive influence on the interviewer by developing their attractive personality because the first thing people notice in you will be your personality (Buist, 2007). After that, your communication skills will be good enough that you have an idea about basic manners and how to impress others with your words (Kapur, Rapport Builidng, 2018). To maintain rapport with your respondents you need to take note of your communication style throughout the field.

I started my fieldwork with informal greetings and introduced myself to respondents. Then I asked about their family members and how well they managed and decorated their classrooms. This thing gives me a plus point in developing rapport with teachers. Teachers also possess friendly behavior with me and give every possible data to me.

## 3.7. Qualitative Research Methodology

 Research methodology is the systematic way to gather data, analyze it, and answer the research question. Research methodology is of two types, i.e. qualitative and quantitative research methodology while some researchers used a mixed methodology that is the use of both methodologies in research. Both methodologies possess different ways of collecting and analyzing data. In qualitative research, the methodology researcher takes interviews while doing participant observation. It may also include different other methods of collecting data such as open-ended surveys, Focus group discussion, Case study, oral history, content analysis, etc. while in quantitative research, the researcher used statistic methods and close-ended questions to collect data. Choosing research methodology is an important stage in research because it gives direction to research and researcher that how he/she is going to complete research.

My research is based on qualitative research methodology. In which I chose an open-ended question to ask from respondents while taking interviews and doing participant observation in my locale. With interviews, I do audio recording and took some pictures of the school, academic and extra-curricular activities happening in my locale.

## 3.8. Data Collection Methods

The method is a way of doing research. Choosing a data collection method depends upon the nature of the research methodology. As I choose qualitative research methodology, my data collection methods include participant observation, in-depth and face-to-face interviews, audio recording, and photography. Most respondents were females because most of the primary school teachers were females and they were not comfortable in video recording that is why I skipped video recording from my data collection method.

### 3.8.1. Face-to-face interviews

Face-to-face interviews are the best way to collect data from your subject. Interviewers are supposed to ask direct questions from the respondent. This type of interview can be semi-structured, structured, or non-structured. Semi-structured interviews are flexible because one question generates another question (Mathers, Fox, & Hunn, 1998). As the nature of my research is exploratory, I chose semi-structured face-to-face interviews with my respondents. We should be very attentive while conducting such types of interviews because we should keep in check on our words. Face-to-face interviews are considered as more authentic interviews because in such cases the researcher is directly dealing with the subject and no other mediator or third party is involved in such interviews. That's why the chances of fake or bogus answers are very less in this type of interview.

### 3.8.2. Telephonic Interview

This is another type of conducting interviews with respondents. This type of interview can be conducted when your respondent is located far away or due to any other reason you are unable to approach your respondent physically. In my case, due to the third wave of COVID-19, schools were closed and I was unable to approach my respondents personally so I took 3 interviews on call from the teachers of the Aisha Lasani Model Secondary School System.

### 3.8.3. Audio Recording

Audio recording is used to record data in audio form. Recording conversation between researcher and respondent is one of the types of data collection methods. For this purpose, the researcher can use a mobile phone or tape recorder to record the conversation. I used a mobile phone and I asked my respondent before recording whether he/she is comfortable with it or not. Every teacher allowed me to record audio as they were well-educated and were known to the value of audio recording in the thesis.

This type of research is beneficial in the qualitative data collection method. The advantage of audio recording is that the researcher can record all the ongoing conversations in their device and are focused on respondents that what they are saying. As the researcher, at that time, is not busy taking notes but is more focused on his/her job (Bloor & Wood, 2006).

### 3.8.4. Photography

Photography is the art of capturing images of nature. It is another method of data collection in which researchers use cameras to capture different sites of field. It allows the researcher to articulate the visual statement of the field. It also helps the researchers to generate an explanatory model for data analysis and interpretation (Jr, 1991). I used photography in all locales. First of all, I took permission from the school's principal and then captured the

image of their school and students. Every student allowed me to take their pictures, even they were happy and everyone was showing willingness and asked me to take their pictures. Some teachers did not allow me to take their pictures while my key informants allowed me to take their pictures. All pictures are present in my thesis for visual analysis of school.

## 3.9. Tools for Data Collection

Data collection and data analysis need different methodologies. Further, the methodology needs different tools to collect data.  I used qualitative research methodology and in-depth interviews as a data collection in qualitative research methodology. So, in this research, I choose an interview guide and jotting book as a data collection tool for qualitative research.

### 3.9.1. Interview Guide

In qualitative research, the interview guide is the tool of data collection that consists of questions. These questions cover all the topics that the researcher wants to know in the research. An interview guide is simply a guide that implicitly guides you to the research fundamentals (Robbes, 2016). It is not important to go with the flow of the guide or ask questions as scripted on the interview guide but an interview guide is just like a helping tool in your hand when you go in your field.

In this research, I used an interview guide that consisted of 24 questions. I asked questions randomly from respondents in a friendly way to make them comfortable. An interview guide helps you to give consistency and direction to you in your field so you cannot miss anything in your field.

### 3.9.2. Jotting Book

A jotting book is like a notebook to a researcher in which he/she use everything in vernacular language for his/her ease. In the jotting book, the researcher notes and jots down all the data that the researcher has noticed in his/her locale. For this purpose, I used a diary in which I write every expression and gesture of my respondent in the diary. This was just a helping tool in my hand while recording video and audio of my respondents. It is just like proof to ensure that a researcher has done his/her work authentically.

### 3.9.3. Probing

Probing is the technique for getting respondents back on track. Sometimes respondents give vague or irrelevant answers to the researcher. To deal with such a type of response, the researcher used communications skills to take respondents back on research questions (Lavrakas, 2008). I didn't need this technique much because my all respondents were educated and are well known about the importance of research. 2 of my respondents start giving examples of their personal life and I did not need that information, so with a smile and positive response I repeated my question and then she gave answer accordingly.

## 3.10. Ethical Consideration

Ethics in simple words are moral philosophies or principles that systemized the concept of right and wrong in someone's life. Likewise, every researcher has some ethics to do fieldwork and for this, the researcher should follow all these ethics while conducting interviews (What is ethics?, 2015).  In this research, I followed ethical concerns i.e. informed consent and voluntary participation, anonymity, confidentiality, and data protection.

### 3.10.1. Informed Consent and Voluntary Participation

Voluntary Participation means giving your subject a free choice to participate or not. The researcher cannot force the respondent to participate as a respondent because it is the subject's will. While informed consent is to inform respondents that this data is safe and only used for research purposes. Informed consent is some sort of agreement with the respondent to ask questions according to their choice.

After the formal greeting, I asked every respondent whether I can ask them questions for my thesis purpose or not. Every teacher willingly performed as a respondent while one teacher was busy in her schedule so she denied participating.

### 3.10.2. Anonymity

Anonymity in research is to ensure respondents that I will never disclose or reveal his/their identity not even his/her name in a thesis or afterward. Anonymity is an ethical practice to protect the rights of privacy to not use any personal information of respondents in research. In this research, every respondent tells his/her name but due to ethical consideration, I will use imaginary names of respondents that did not question the credibility of the thesis.

### 3.10.3. Confidentiality and Data Protection

Confidentiality is somehow the same as anonymity but this ethical practice is commonly used in qualitative research. Confidentiality is also a verbal agreement with respondents that I will never use their personal information in my research. Further, their data will also be safe in the future and cannot be used by any third party. It is also the practice of modifying respondents' data and separating it from data that is being used in research (Allen, 2017). I assure my respondents to keep their data safe and will never be given to any third party for any purpose.

## 3.11. Data Analysis Method

In qualitative research, the data analysis method is defined as the use of methods to systematically analyze, organize, ordering transcripts and interviews in the thesis. Data analysis in qualitative research is divided into five categories i.e. content analysis, narrative analysis, discourse analysis, thematic analysis, and grounded theory (Dudovskiy, 2018). I have used the thematic data analysis method.

### 3.11.1. Thematic Analysis

Thematic analysis is also known as framework analysis. In this type of data analysis, the researcher identifies the themes, familiarizes them, and interprets them. These themes explain all the topics that are being asked in interviews (Caulfield, 2019). Thematic analysis has been done when the researcher wants to know people's opinions, beliefs, and experiences from qualitative data.

In this research, I have used the thematic data analysis method to cover topics of interviews because it suits best to my research. As the nature of research is exploratory and I wanted to know teachers' methods, strategies, and interventions. So, thematic data analysis covers and explains all the topics systematically. Respondents gave interviews in bilingual and I translated data from Urdu to English that was taken in the Urdu language for the ease of the reader. To avoid biases and contradictions I used analytical and critical techniques.

## 3.12. Position of Researcher

Researchers possess two types of positions in research either is emic or etic. In emic, the researcher focuses on the viewpoint of the subject while in etic researcher focused on their viewpoint. As this is ethnographic research, I use emic perspective and I have completed

my research while focusing and analyzing respondents' viewpoints, experiences, and beliefs. It is difficult for a researcher to completely follow the emic perspective but being an anthropologist, the researcher used reflexivity to keep research on track. Reflexivity is a practice to highlight the importance of emic perspective in ethnographic research. During my fieldwork, I kept an emic perspective in my mind and try my best to follow up respondent's words.

# 4. Philosophies of teaching

There are different kinds of philosophies that teachers adapt in his/her teaching career to teach students. In this chapter, I will explore whether teachers are known for teaching philosophy or not. Further, if they are known to teach philosophy, what kind of teaching philosophies do they use to deal with their students?

Teaching philosophy is simply a statement that shows the teaching and learning beliefs of teachers. Some common types of teaching philosophies include Perennialism, Essentialism, Romanticism, and Progressivism. In this chapter, I will explore which type of teaching philosophy teachers practice in his/her life. Further, this chapter will explore other personal teaching philosophies of teachers that they have believed in.

## 4.1. Perennialism

Perennialism is like a creative thought of a subject. It enables students to think out of the box and helped them to complete their tasks with little guidance from the teacher. This type of philosophy generates a sense of responsibility among students to complete their tasks within a given period. Most of my respondents believe in this type of philosophy because they want their students to be creative. Mr. Sher Hassan, Principal of Government New Islamia Model Secondary School said in his interview:

*Mai 20 saalu se teaching profession mai hu and in my whole career I believe students should learn by themselves. Qk jb wo khd koshish krtay hain to wo ziada sekhtay hain banisbat ye k hm unko har aik chz khd btaen k kesay krni hain. Mai apnay staff ko b yae kehta hu k 1 class se hi koshish krayn students ko assignments dayn or wo assignments jo teacher ki thori c guidance se hi wo kr layn. Mazeed ye k hmari society mai education ko lay k bht competition hai to ab hmay koshish hi ye krni chaeay k students khd sekhayn.*

**Translation:** I am in the teaching profession for the past 20 years and in my whole career I believe students should learn by themselves. Because they learn more when they try to learn by themselves, apart from this we teach every single thing to them. I also asked my staff that we should give self-assignments to students and they have done these assignments

with the little guidance of teachers. Further, competition regarding education in our society becomes tough. So, we should try that students learn by themselves.

Abdul Jalil, Principal of Muslim High Secondary Schools no 1. also believes in learning students on their own. He said:

*Hmara Mulk abi tk underdeveloped countries mai q shumar hoti hai? Is leay Qk hm apnay students ko productive bnanay ki bjae robots bnatay hain, hm unka IQ test unk sabaq yad krnay ki slahyat pe krtay hain jo, in the end, srf aik kitabi keeray se ziada nh hotay. Phr end pe hm unse experience mangtay hain r experience kahan se ae jb tk schools hi unko experience provide nh krta blkay srf r srf hm robots produce krtay hain. Is leay mainay aj tk students ko kbi unk memorize krnay pen nh reward dea mai unse practice krwata hu, unko assignments deta hu jo wo khd kr k aen. Or isk bar-aqs jb sabaq sunnay ki bari ati hai to as it is words sunnay ki bjae mai prefer krta hu k students apni language mai smjhaen or usko apnay words mai likhayn.*

**Translation:** Why is our country still counted in underdeveloped countries? It is because we produce robots instead of making students productive themselves, we test their IQ on their memorizing ability that is not more than a bookworm. In the end, we ask for experience from them and from where they get experience? Until or unless we, institute, will not provide them experience but we only produce robots. That is why I never give rewards to my students on their lesson memorizing ability, I give self-assignments. Apart from this, I prefer that they learn lessons in their own language and write on their own instead of memorizing as it is book words.

Miss Rubab Rahim, the science teacher of the primary section in Aisha Lasani Model Secondary School, said in the question of teaching philosophy:

*Well! I don't know what teaching philosophy is lkn mera manna ye hai k students smjhnay ki bjae yad krnay pe zor detay hain qk hmaray exams r academic career ki requirement hi yae hai to agr ye kaha jae k mai students ko unko yad krwanay ki bjae unko productive*

*bnanay ko ziada prefer krti hu to ye ghalt nh hoga. Mainay M.Ed. mai teaching philosophy ka kch prha tha jo k ab mjhay khasa yad nh k ye teachers k prhanay ka andaz hota hai uski koi statement hoti hai. Kher, meri koi teaching statement to nh lkn mai students ko productive bnanay pe r unko khd smjhnay pe unko creative bnanay pe ziada zor deti hu. Lkn meray akelay k changing lanay se kia hoga jb tk hm poray system ko na change kryn. Hmara system ki requirement hai k bachu ne ratta lgana hai nh to wo fail ho jaen gay is leay aesay hi chalta aa ra hai.*

**Translation:** well! I don't know what teaching philosophy is? But I believe that students prefer memorizing over learning lessons because it is our exams and academic career's requirement. So, if we say that I believe in making students productive over their lesson memorizing ability then it will not be wrong. I learned something about teaching philosophy in M.Ed. that it is the teacher's way of teaching, his/her some sort of statement. Well! I don't have any teaching philosophy but I prefer students' ability to learn things and ability of creative thinking. But I cannot bring change alone until or unless we change the whole system. It is our system's requirement that students will memorize lessons otherwise they will fail in exams.

Two other respondents said they follow perennialism and believe that students should try to learn their lessons and only then they can become creative. Miss Gulnaz Farooq, a Mathematics teacher of Muslim High Secondary School no1, said:

*I have done M.Ed. from Allama Iqbal Open University and have so much knowledge about teaching philosophy. Qk unk recent curriculum mai aik alag subject teaching philosophy ka prhaya jata hai. Jb k hm khd b students rahay hain r ab aik teacher ban k ehsas hota hai k students ko ratta lgwana r unko sabaq yad krnay r na krnay ki basis pe judge krna aik bht ghalt faisla hai. Mera manna hai k student tb tk nh sekhta jb tk samjhaya na jae ya unko usi chz ko live experiment kr k na dikhaya jae. Mathematics to subject hi aesa hai jo ratta lgaya hi nh ja skta lkn phr b bachay formulas ko yad krnay ki koshish krtay hain or bht c ghaltia kr jatay hain. Meri pori koshish hoti hai k mai unko practice se sikhau lkn unk zehan srf is chz ko accept krtay hain k agr hm yad krayn gay to hi pass houn gay. Hmay*

*apnay apko badalna chaeay hmay pta hona chaeay k hmari teaching philosophy kia hai. I believe in learning by own that is a perennialism.*

**Translation:** I have done M.Ed. from Allama Iqbal Open University and have so much knowledge about teaching philosophy. They have the separate subject of teaching philosophy in their curriculum. As we were also students, so now, being a teacher I realized that it is totally a wrong decision to memorize lessons, and judge students on the basis of this. I believe the student will never learn until we teach them, clear their concepts, and showed them live experiments of phenomena. Mathematics is a subject that does not need memorizing of the lesson but still, students try to do memorize formulas and make so many mistakes because of this. I try my best to teach them through practice but their minds only accept that if they will not memorize then they will fail. We should try to change ourselves first, we should know teaching philosophy. I believe in learning by own, that is perennialism.

Perrenialism is the way of making students creative. Only some of my respondents follow this type of teaching philosophy and want to bring change to the school system. But they said they alone can do nothing because the whole system should be changed. Miss Aymen Sarwar, English teacher of the primary section in New Islamia Secondary School Carriage Factory Dhoke Hassu said:

*Meri teaching philosophy ye hai k students ko khd koshish krni chaeay sekhnay ki or is mai hm ustad aik bht bara role play krtay hain. Jab mai student thi mjhay sabaq yad krnay mai bht masla hota that qk mjhay tbt k sabaq yad nh hota tha jb tk concept clear na ho. Hmara school system aesa tha k agar sabaq yad nh hai to teacher punishment deti thein, to unk dar se yad krna prta tha or mai apni teacher ko isi dar se kehti b nh thi k mjhay smjh nh aya. Lkn ab jb khd ustad hu to mai koshish krti hu meray bachay smjh k yad kryn or na srf yad kryn blkay khd chezu ko solve krnay ki koshish krayn. Isi leay mai in sbko daily basis pe board pe English ki practice krwati hu. Or rozana aik new sentence deti hu k isko convert kr k dikhaen. After the end of every session, my students become capable enough to translate any given sentence from Urdu to English. Or mazeed ye k km se km wo 10 lines*

*khd kisi b essay pe likh sktay hain. Js ko mai apni bht bari achievement smjhti hu k mainay in sbko itna to sikhaya k ye khd creative bnay hain.*

**Translation:** my teaching philosophy is that the students should try to learn things on their own and in this, we teachers play an important role. When I was a student, it was very difficult for me to memorize lessons because I could not memorize until the teacher clear my concept regarding the subject matter. Our school system was like if we did not memorize the previous lecture, the teacher gave us punishment, so I try my best to do so. Now, when I am a teacher, I try my best that my students learn with a clear understanding of concepts. Not only learn but also try to solve by themselves. That is why I asked them to do practice on board on daily basis and daily gave them 1 sentence to convert into English. After the end of every session, my students become capable enough to translate any given sentence from Urdu to English. Further, they are capable of writing 10 lines essay on any topic. I consider it my big achievement that I made them capable enough to do things on their own.

Teachers who have done B.Ed. or M.Ed. are known for teaching philosophy and they try to change their school's tradition of making students a bookworm. They follow perennialism teaching philosophy because want to make their students productive. They give self-assignments to students to develop the ability of creative thinking among them. Such kinds of teachers become successful to achieve good results for students in their academic career and teach them in real meanings.

Mr. Safi-ur-Rehman, who follows perennialism philosophy said:

*"Teachers who failed to develop a sense of creativity in their students are a failure because it is easy to make students Rattu Tota. Being teachers, we should ask students to understand a concept and then learn it because they will never forget concepts for their entire life and it will stick on his/her mind for a long time. Let me give you an example of my top-grade achiever student, Muhammad Abdul Rehman, he never gets less than 95% marks in exams, and it is hard for us to find a single mistake in his paper. One day I asked him to explain his paper in his own words, he failed and have no idea what he has written in his paper*

*while one student of mine have a clear understanding of every concept but failed to write in exams because he don't have good English writing skills as he is from Sakhar (a village in Sindh) and recently migrated here. He is very good at explaining concepts, even he can teach better than me. So, currently, I am working on him and also asked the English teacher to give him an extra class of writing English."*

Mr. Saif-ur-Rehman is the senior teacher of primary school. He teaches general science in Muslim High Secondary School no 1. He used the word *Rattu Tota* that is used for a student who memorizes every lecture but has no understanding of what he/she is memorizing. He gives an example of one student who achieves full marks in exams but when he asked him to tell us in Urdu what he has written in the exam or explain this lecture in his own words, he fails because he is very good at memorizing lectures but he cannot understand the concepts. Meanwhile. Another student is not good at writing English and always failed in memorizing and writing lectures in English but whenever you will ask him to explain this concept, he will teach you better than a teacher. It is clear that teachers who follow perennialism philosophy want their students to be creative instead of becoming bookworms and *Rattu Tota*.

## 4.2. Essentialism

It is another type of teaching philosophy that is also subject-centered but they follow the traditional way of teaching. Their aim is limited to completing the academic year and promoting students. They are restricted to training minds and making students pass annual exams.

One of my respondents said in an interview:

*Meri teaching philosophy statement ye hai k 'It is my aim to give students an environment that is suitable for them to learn and grow, mentally and physically.' Bht se teachers bht different philosophies of education use krtay hain lkn Pakistan k education system ki requirement ye hai k ap srf mainstream ho k successful ho qk agr ap system mai changing lanaay ki koshish kro gay to apko system se hi nikaal dayn gay. Hmay saal k start mai aik*

*schedule dea jata hai js mai poray subject ko pehlay 3 semesters mai divide kia jata hai or phr usko 2 phases mai r hr phase ko complete krwanay k leay apk pas srf 15 se 18 days hotay hain r us doran hm srf written work hi complete krwa sktay hain. Qk ye mushkil hota hai k 45 minutes ki class mai students k behavior ko b maintain kro or un se daily previous lecture ka oral test b lo or unk daily k daily concepts b clear kro or written kam krwa k check b kro or reading b krao book pe. To hm is plan ko meet krnay k leay bs bachu ko likhwanay pe hi zor detay hain qk hm system ko change nh kr sktay.*

**Translation:** My teaching philosophy statement is that: 'It is my aim to give students an environment that is suitable for them to learn and grow, mentally and physically.' Most of the teachers follow different teaching philosophies but the requirement of the Pakistani education system is that you are successful if you are mainstream because if you want to bring change in the system then the system will kick you off. They give us a schedule at the start of the year, in which they divide the whole subject into 3 semesters, and every semester is then divided into two phases and you have 15-18 days to complete every phase and during this time we can only complete written work. In 45 minutes class, it is difficult for us to maintain students' behavior, to take an oral test from previous lectures from them, clear their concepts on daily basis, check their written work daily after completing, and also complete the reading work as well. So, to meet this plan, we only put the effort into completing their written work because we cannot change the system.

Madam Qurat-il-ain is a history teacher in Aisha Lasani Model Secondary School and she follows the traditional way of teaching that is Essentialism. She believed that we cannot change the system that is why we are restricted to following an annual schedule that is given by the school.

Madam Sadaf Tallat, home teacher of grade 2 in Government New Islamia Model Secondary School Carriage Factory Colony, said:

*Teaching is a very difficult profession because you are not only answerable to your school management but also to yourself as well. You cannot deny the fact that your students will never achieve good results in school until or unless they start revising lectures. Primary*

*schools k students ko concepts clear krwana zruri nh hota qk wo bachay abi chotay hotay hain hmay unki writing pe or kam complete krnay pe focus hona chaeay. Unki copies attractive honi chaeay. Meray khyal mai koi b topic unk curriculum mai smjhanay layk nh hota. agr mai apko apni teaching philosophy ka btaou to jb mainay M.Ed. kia tha tb mai sochti thi k mai bachu ko srf smjhaya krugi r concept based questions exam mai dugi lkn jb mai khd is field mai ae to meri teaching philosophy completely change ho gae. Meri teaching philosophy ye hai k 'being a teacher, I believe every student should get good marks in exams because if any of my students will fail in exams it means I am failing.' To isi trha meri teaching philosophy ab Essentialism hai. Mtlb ye k jo jo material or visible chezayn bachu k leay good marks achieve krnay k leay zruri hain hmay srf un pe focus krna chaeay qk zaaty tarbyat krnay k leay unk parents hain.*

**Translation:** Teaching is a very difficult profession because you are not only answerable to your school management but also to yourself as well. You cannot deny the fact that your students will never achieve good results in school until or unless they start revising lectures. It is not necessary to clear concepts of primary school students because these students are young and we should focus on their writing skills, work completion, and making their copies attractive. I think there is no topic in their curriculum that needs to be understood. If I tell you about my teaching philosophy when I have done M.Ed. I thought that I will only give an understanding of the subject to students and give concept-based questions in exams. But when I entered this field my teaching philosophy become totally changed. My teaching philosophy is: 'Being a teacher, I believe every student should get good marks in exams because if any of my students will fail in exams it means I am failing.' Likewise, now, my teaching philosophy is Essentialism. This means we should focus on all the material and visible things that are necessary for students to achieve good marks in exams.

Ma'am Ayesha Zahoor, a very humble and most favorite teacher of all students. She teaches GK (General Knowledge) from Grade 1-4 in Muslim High Secondary School no1. She has done B.Ed. and currently pursuing M.Ed. from Allama Iqbal Open University Islamabad. She has an interest in English poetry. She told me that she read approximately 46 books of English poetry. She said:

*Teaching philosophy aik bht ahem sawal hai hmaray is education sector mai jo bht se logu ko maloom nh hain. Mai is bat ka aaghaz aik bht famous quote se krugi jo k Matthea Harvey ne likha hai 'Teaching is a great way to keep learning'. Mera manna hai k hr education sector ka aik curriculum set hota hai or hm us curriculum ya aik set schedule ko change nh kr sktay qk agr aik bnda b us mai changing lanay ki koshish kray ga to pora ka pora structure distuirb ho jaega is leay hmay aik teacher honay k naatay apnay khd setup bnanay ki bjae aik set curriculum ko follow krna chaeay taa k hr chz aik flow mai chlay. Or jb ap aik flow mai chlayn gay to bachu ko b smjh aega k wo ks stage pe hain or what will be the next step after completing writing material. And interestingly being a teacher you will also learn so many other things such as it will make a positive change in your behavior, it will develop confidence in you and it will help you to learn subject matters as well. So keep teaching students in a flow.*

**Translation:** Teaching philosophy is a very important question in the education sector and very few people know about it. I will start this conversation with a very famous quote from Matthea Harvey 'Teaching is a great way to keep learning'. I believe that every education sector has a set curriculum and we cannot change a set schedule because if anyone tries to do so then it will disturb the whole structure. That is why being a teacher, it is better to follow a set curriculum of school instead of setting up your own curriculum so that everything will go in a flow. When we go in a flow, our students will understand at which stage they are on and what will be the next step after completing writing material. And interestingly being a teacher you will also learn so many other things such as it will make a positive change in your behavior, it will develop confidence in you and it will help you to learn subject matters as well. So keep teaching students in a flow.

## 4.3. Romanticism

Followers of this philosophy believe in teaching with love and care. This is another type of student-centered philosophy that focuses on teaching students according to their choice and will. So many teachers and professors believe in teaching students without forcing them because they think that students never learn with force but with love. Further, students can not only love learning but they will start contributing and participating in studies that

result in their academic achievements. Mr. Muhammad Riaz, the Mathematics teacher of the primary section in New Islamia Model Secondary School Dhoke Hassu, said:

*Mainay apni primary or secondary education Jehlum k aik chotay se school se hasil ki. Jahan ustad srf daant dapat k or zabardasti prhatay thay or agr koi sabaq nh yad kr k aya to usko buri trha maar prty thi or saza milti thi. Jis k natejay mai hm unk dar se parh to letay thay or sabaq b yad kr k atay thy lkn kabi sabaq ko smjha nh tha. Mzay ki bat ye k hm kbi unko kehtay b nh thay k sir hmay ye topic smjh nh aya or hmay smjha dayn jo k aik manfi fayl tha ustad ka b or hmara b. Isi leay jb mainay teaching philosophy ko smjha teaching krnay se pehlay to mainay romanticism approach ko bht muffeed paya. Qk ye kehtay hain shagird ko aesy prhao k wo apki muhabbat mai giriftar ho jae ye sheikh saadi ki hakayt mai se aik hakayt b hai or mera believe b. Basically student aik bht sensitive creature hai wo prh k marks lay lay ga lkn uska faeda nh lkn agr apka student aik lafz b smjh k prh lay to wo apki jeet hai ustad honay k natay. Isi leay mai pori koshish krta hu k mery students srf yad na krayn balkay wo smjhayn, janayn or phr usko yad krayn.*

**Translation:** I completed my primary and secondary education at Jhelum's school, where teachers only teach students by scolding them and forcing them to study. If anyone did not learn a lesson, the teacher will punish that student and beat them brutally. As result, we learn from fear and revise our lesson but we never understand the lesson. Interestingly, we never said to them that we did not understand the lecture that was the negative attitude of teachers and students both. That is why, when I come to know teaching philosophy before teaching, the Romanticism approach fascinates me more. Because they believe in teaching students in such a way that students will stick in your love, which is also one of Sheikh Saadi's philosophies. Basically, students are very sensitive creatures, they will get good marks by memorizing lectures but that is all vain. But, if your student will learn a single word then that will be your win being a teacher. That is why, I try my best that my students will not only memorize lessons but understand them, know them and then memorize them.

Romanticism Philosophy of Education denies the traditional ways of teaching students. They work on making teachers, students friendly. They said it is very important for a teacher to ask students whether either they want to learn or not because if they did not want

to learn and you will force them then it may never be possible that students will understand the lesson. Romanticism is totally a student-centered approach that wants to bring a change in the education sector and the followers of this approach are totally dependent on students' will of studying.   They want to make students creative and strong physically, morally, socially, and intellectually. Miss. Sidra Abid, a subject teacher of Pakistan Studies in New Islamia Model Secondary School Carriage Factory Dhoke Hassu, said:

*I have never taught students without their consent. If they want to study I will teach them and if they are denied then I will never teach them a word qk parhanay pe zabardasti krna bewaqofi hai. Mjhay romanticism philosophy of teaching hmesha se bht achi lgti thi qk mai khd b aesi hu k jab mera dill nh hai parhnay ka to jitna marzi force kr lea jae mai nh prhti. Or mzeed ye k, hmay new generation new tarequ se hi prhana chaeay. New technology new inventions ko schools mai utilize krna sekhna chaeay. Hmaray bachay bht masoom hotay hain un pe wo tareqa nh azmana chaeay jo aik janwar pe azmaya jata hai jb wo bat na manay. Insan ko bat smjhanay ka aik tareqa hai r bachu ko smjhanay k leay srf pyar r muhabbat ko istemal krayn or koi dosra rasta nh hona chaeay.*

**Translation:** I have never taught students without their consent. If they want to study I will teach them and if they are denied then I will never teach them a word because forcing over studying is nonsense. I always like Romanticism teaching of philosophy because I am also like that if I did not want to learn then I will never learn whether you enforce me or not. Further, we teach our generations a new way of teaching. We should learn to utilize new inventions and technologies in school. Our students are very innocent, and we should never use techniques on students that we try on animals when they did not listen. There are sensible ways to teach humans and to teach students there is no way other than love and affection and there should be no other way.


Romanticism is another name of emotions that adds up in intuitions. It is to be said by the proponents of this teaching philosophy that everyone should place emotions in the education sector and students will learn with love from those teachers with whom they have emotional feelings and affection. Romanticists start thinking about their surroundings and try to transcend themselves by developing meanings of the material world. They

believe that students should go beyond the knowledge that is being written in books from past centuries because the new era wants new knowledge. Madam Kiran Satti an English teacher of a primary section in Aisha Lasani Model Secondary School said:

*I have been working here since 2013. First, I have a teacher-centered approach and teach students from my own methods and strategies. Sometimes, I used force to teach students and if they did not study, I punish them because this was the traditional way of teaching. Teachers who successfully control students' behavior are considered talented and count on the best teachers list. I started my M.Ed. in 2018, my teacher, Dr. Muhammad Riaz-ul-Haq, asked a question that what if I start beating a student? Did he ever love learning from me? Did he come to my class with all his mind and heart? Will he ever love that subject? Lately, he answered his questions and said that the answer to all these questions is a straight NO. Then I understand what my professor wanted to say when I come to my class and saw my student's faces. They all were present in class with complete notebooks with proper uniforms and sitting properly just because they were afraid of me. They did never want me to take their extra class. Then I thought I am a failure in the teaching profession and I am not the best teacher because apparently, all my students give me the best result in academic life but I never made them love me. Then I studied teaching philosophies and I came to know what I was doing with my students was old thoughts of teaching that were not applicable for current students. So, I chose Romanticism and wanted to teach students from their intuition. Now, you can see my students love when I come to their class and can ask me questions what they want to ask. But you know what I have seen a change in myself was happiness. I become happy when my students become happy after studying from me and now if someone gave me an award of the best teacher then I can say it from all my heart that yes I am the best teacher because my students learned something from me by their will.*

Romanticism believes in self-reliance. They said students should be independent in their actions and thoughts. Teachers should give them a choice of how to study and when to study so they can work for their goals and aims. Romanticists are more likely to be flexible over teaching methods and strategies because they believe that we cannot apply one

teaching method to every student. Further, they follow new technologies because they say that students are attracted towards technology and games that is why we should think about it. Teachers are like a guidebook for students who are only supposed to guide students not control them. By applying technologies and games, we can make our students creative and productive. We can add some puzzle games in mathematics and the movement of planets, sun, and moon in science. Shortly, being a teacher we are supposed to be creative then we can make our students creative. Madam Anita Aftab was the home teacher of class 1 in Aisha Lasani Model Secondary School. She said in response that:

*Romanticism is like adding romance and love to a student's life. This love and romance lead a student towards learning things and affection with the school because a student who comes happily in school can learn better than one who comes in school crying. One of my students always wants me in front of the main gate to welcome him. The funny thing is when he did not find me in that place he started crying and did not want to join a class. So, the fact that I want to show you is that the student who loves you will love studying from you as well that in result affect their academic achievement. I want to tell you the story of my one student. One day Anaya'a mother come to me and said she is not showing any interest in doing her homework. That is very disturbing for me because she always obtains good marks and if she will show the same intention daily then it will affect her result. When her mother left I noticed that she is sad and did not even complete her classwork with the same intention that she was used to. I asked her Baby what happened. She stared at me and did not give me an answer and literally that behavior scared me. I gave her favorite chocolate and asked again by taping on her head. She said I am not giving her attention. I smiled and asked why she felt so. She started crying and said Madam you love Rameen more than me and she said that you did not love me. Then I hugged her and said sorry to her because she felt so. Just a little hug made her feel better. The fact that I want to show you that love and care can make a student feel better and affect their academic achievement.*

Intuition is the most powerful thing in a student's life. Romanticists said that students will never learn what you want them to learn because in this case you are forcing them but they

will learn when you will ask them what they want to learn. If we conclude the whole discussion of romanticism in one sentence then it cannot be wrong saying that Romanticism believes in students' will of learning.

## 4.4. Progressivism

This is another student-centered philosophy and somehow similar to the romanticism philosophy of education with little difference in methods of learning and teaching. They said it is students who are learning so methods of teaching should be according to them. If they want to learn in isolation without any disturbance then it is management's duty to provide them with a particular environment that suits them best because students are paying separately. Madam Sumaira Awan is the Islamiat teacher in Muslims High Secondary School no1. She said:

*Progressive is a very unique and modern teaching philosophy and why I believe in progressivism is because I have seen every student sitting in one class have a different mindset and it is their right to have teaching methodologies according to them. Bazahir, ye bht mushkil hai k hm hr student ko usk taste k mutabik environment provide kryn lkn ye na-mumkin to nh hai. Misaal k tor pe agr aik bacha shor o ghul mai nh parh skta to ap jitna marzi effort kr layn wo bacha nh prhay ga progress nh dikhae ga. To kia ye mushkil hai k class k andr usko aik alag chair pe bitha dea jae jo ya to sbse end pe ho ya sbse front pe taa is trha wo bacha akely beth k acha perform kry ga. So, keep this thing in mind that we teachers are responsible for our student's bad results because we never try to put effort into them. I have seen mostly teachers are here just for the salary. Jesay hi school time khtm hota hai wo ghar ko Janay k leay betaab hoti hain unko koi concern hi nh hota k bachu ne concepts smjhayn ya nh. Meray nazdek ye teaching profession k sath na-insaafi hai.*

**Translation:** Progressive is a very unique and modern teaching philosophy and why I believe in progressivism is because I have seen every student sitting in one class have a different mindset and it is their right to have teaching methodologies according to them. Apparently, it seems difficult that we provide a separate environment to every student

according to their taste but it is not impossible as well. For example, if one student cannot study in vociferate environment and did not show any progress. Then, is it difficult that in the class we arrange a separate chair for him/her that maybe at the front or last row of the classroom? In this way, that student will perform better while sitting alone. So, keep this thing in mind that we teachers are responsible for our student's bad results because we never try to put effort into them. I have seen mostly teachers are here just for the salary. When school time ended, these teachers try to reach home. They do not have any concern whether they cleared the student's concept or not. In my opinion, it is an injustice to the teaching profession.

The progressivists follow Dewey's pragmatics theory and believed that students learn from their experiential reality so it is important to make their students progressive. Further, they said teachers should be like a guide not more than that because if we do spoon-feed our students then they become used to it. They will write every answer by asking their teacher and did not try to answer it by themselves, and this will reduce their creative thinking ability. Madam Noor Qureshi, Senior head of Aisha Lasani Model Secondary School said:

*I trained my teachers to let students teach themselves because bacha prhta hi tb hai jb usko prhnay dea aje or hmara jo overall education system hai Pakistan ka wo bachu ko khd prhnay nh deta. Hm unko prhatay hain or phr usi pe judge krtay hain jo hmne prhaya hota hai. Hmay chaeay hm bachu ko prhnay dayn khd hi. Mainay aik period zero period hr class ka arrange krwaya jo assembly k bd direct start hota hai js mai hm bachu ko aik aik topic detay hain phr kehtay hain wo baki bachu ko prhaen. Jb wo bacha sbko prhata hai to uska mind direct questions krta hai k agr ye concept aesy hai to q hai iski reasons wo khd dhondnay ki koshish krta haio ya next day teacher se poch leta hai. Don't you think this is the best technique that I am developing in my students? Yes, it is. Or iski basis pe hmne bht se students ki academic progress note ki hai.*

**Translation:** I trained my teachers to let students teach themselves because a student learns when we let them learn. Our Pakistan education system did not let students learn themselves. We teach our students and then we judge them on what we taught them. We should let our students learn themselves. I arranged a zero period for every class that starts

exactly after assembly. In this period, we give every student a topic and ask them to teach this topic to the rest of the students. When he taught them, his mind try to ask a direct question about a topic and try to find out the reasons behind logic and facts or maybe ask from the teacher on next day. Don't you think this is the best technique that I am developing in my students? Yes, it is. And on this basis, we note the academic progress of most of the students.

Progressivism teaching philosophy focuses on the whole students. They try to change the school system and want to introduce tools and books that are according to students' tastes and interests. They want to make students creative and independent over what they want to learn. For this, they try to make their curriculum student-friendly. They asked the school's management to arrange educational trips, curricular activities, and games on daily basis. Madam Shehnaz Ahmed science teacher in New Islamia Secindary School in Carriage Factory Dhoke Hassu, said:

*One day I asked a reason from my students about their boredom with school and studies. They said 'Madam hr roz hm 8 bjy se 2 bjy tk hm sabaq yad krtay hain daily or prhtay hain bs. Kia ye thk hai k rozana aik hi routine follow ki jae Monday se Friday or jb hm ghar jatay han to hmne Quran Pak prhnay chlay jana hota hai wahan se waps aa k hm tuition prhtay hain phr khana khaa k soo gay. Ye routine bht mushkil lgti hai. Baki schools mai trips jatay hain color days hotay hain or hmray school mai kbi kch nh hota. isi leay bs aik hi routine ko follow kr k hm bore ho chukay hain'. Bachu ki is bat se mjhy realize hoa k waqae they are right. Mainay principal se bat ki jo bht hi Nobel insan hain. Unhune meri bat smjhtay hoay abchu k leay aik farewell arrange ki js mai different activities thein or hr bachay ko 1 dish ghar se lanay ko bola gea jo homemade product ho bs woi. Bachay is farewell k leay itnay excited hoay k us din hmaray school full strength thi yaqen kryn poray school mai 1 b bacha chutti pe nh tha. Usk bd hmne game week start keay phr hr saal ka aik educational trip b arrange hota hai ab or sbse bhar k khushi ki bat ye k bachay ab daily khushi khushi atay hain. Isi leay ye jo John Dewey ne kaha tha k education system is for students to us system ko unk mutabik bnana chaeay. Or ab andaza hoa k Dewey k according*

*ye system hm baray logu ki trha bored or tension wala nh blkay bachu k leay full of excitement or activities wala hona chaeay.*

**Translation:** One day I asked a reason from my students about their boredom with school and studies. They said 'Madam every day from 8 o'clock to 2 o'clock we are just supposed to learn and memorize daily lectures. Is it fair that we have to follow the same routine from Monday to Friday and you know when we went home, we left for Quran classes and after that we take tuition then we take dinner and went for sleep? This is a very tough routine. In other schools, they arranged trips, color days, but there is nothing like that in our school. That is why we get bored by following the same routine daily.' After the student's conversation, I realized that they are right. I talked to the Principal who is a very Nobel man. They understand my words and arranged a farewell for students in which we have arranged different activities and asked students to take 1 dish each from their home that must be homemade. Students become excited about that farewell and trust me no one was absent on that day and our school's strength was full. After that we started the game week, then 1 educational trip once a year. And most importantly, students come to school happily daily. That is why John Dewey had said that the education system is for students so that system must be according to them. And now I realized that according to Dewey this system should not be like us, bored and full of tensions but according to students that is full of excitement and activities.

There are many teachers who did not follow any of the educational philosophies because they never experienced and learn about teaching philosophy. Most of the teachers said they have never heard about teaching philosophy before but they become curious about that. Then I tell them teaching philosophy is a statement in which you write about your style of teaching students. I also taught them the basic teaching philosophy statement because they wanted to know. Madam Aqsa Rahim, Urdu teacher in Aisha Lasani Model Secondary School said:

*Mjhy in teaching philosophy ka nh pta tha jab ap ne btaya to usk bad mainay aik philosophy ko apnay teaching style k sath kafi milta julta paya. Mai apnay bachu ko kabi prhnay k leay force nh krti or log smjhtay hain urdu mai aesi kon c mushkil bat hai jo smjh na ae*

*lkn urdu se ziada koi mushkil subject hi nh. Ye jo hm urdu boltay hain ye to urdu hai hi nh qk urdu k alfaz itny mushkil hain k hm b aksr preshan ho jatay hain. Isi leay mai mukhtalif mashghlay krwati hu bachu se jesy jo ism ki iksaam hain wo bht mushkil hain. jb bachay krnay lgtay hain to sbse pehlay mai unko kehti hu k koi chart bna layn in se related to wo unk leay ziada easy ho jata hai phr. To phr jb ap ne mjhy btaya to mjhy lgta hai progressivism ziada suit krti hai.*

**Translation:** I did not know about teaching philosophy but when you tell me about teaching philosophies then I found one philosophy similar to my teaching style. I never forced my students for learning and people think what is difficult in Urdu subject that one cannot understand. But I believe that no subject is much difficult them an Urdu subject. Urdu that we speak is not Urdu because mostly words of Urdu are much difficult that we get confused. That is why I asked my students to perform different activities. For this, it becomes easy for my students to understand different types of the noun that is much difficult and confusing. When they start learning the types of a noun, I asked them to make charts that help them to understand topics. So, when you tell me then I realized that Progressivism suits my teaching style a lot.


Many private schools did not ask teachers for teaching philosophy in recruitment time. They just take tests and demonstrations for teachers regarding their grip over the subject matter, their teaching style, their ability to control the behavior of students, and their personality. That is why teachers have no or some understanding regarding teaching philosophy. Those who have done M.Ed. have a great understanding of educational philosophy and they have made some statements for this as well. Government school teachers are well aware of teaching philosophy because the government made it necessary for teachers to complete B.Ed. or M.Ed. degree. In this degree, teaching philosophy is a separate subject that teaches different styles of teaching that help teachers to make their objectives and statements of teaching philosophy.

# 5 Teaching Methods

Methods of teaching depend on teachers and how they want to teach their students. Every teacher adapts teaching methods according to their choice. Teaching methods are of different types and are implied by teachers differently. Sometimes, school management also guides teachers to adapt their teaching methods such as norms of starting a class, dealing with students in a particular time and space, and so on. In this chapter of analysis, I will explore different methods of teaching that teacher adapts to maintain a good relationship with their students.

## 5.1. Teacher-centered method

Many teachers believe in teacher-centered teaching methods. They said if we are teaching then methods and strategies that we need to adapt should be according to us because we know every student is different and we have to deal with them accordingly. Ma'am Noor Qureshi said:

*Har bachay ka mizaj aik dosray se mukhtalif hota hai or hmay unko unk mutabik hi deal krna hota hai. lkn ye jo aj kal ki new school of thoughts or approaches chal re hain k students ko unki marzi se prhana chaeay to ye to blkl ghalt hain. hmaray bachay to tb tk prhtay hi nh jb tk un pe sakhti na ki jae. teacher honay k natay mai srf yae kahugi k aik teacher ko apna myaar nh khona chaeay in new methods ko follow kr k. ustad or shagird k darmyan aik gap acha hota hai. warna hmaray bachu ko agr hm ye keh dayn k agr unka dill hoga to hm unko prhaen gay warna nh to bachay to kbi nh kahayn gay k hnara dill hai hmay prhaen. wo to wesay hi prhae se jan churatay hain k koi moqa milay r hm classroom se bhag k ground mai beth jaen. is leay teacher centered ho k hi bachu ko prhanay mai akalmandi hai.*

**Translation:** Every student's mood is different, and we should teach them accordingly but many new schools of thought believed that we should teach our students according to them, which is not correct. Our students will never study until or unless we force them. Being a teacher, I can only say that we should not lose our dignity by following new methods of teaching. There should be a gap between students and teachers. Because if we ask our

students that we will only teach them if they are willing to study then our students will never say that they want to study and teach us. Students show procrastination while studying that they are seeking the chance to run from the classroom and sit on the ground. That is why we can only teach students by following a teacher-centered approach.

Teacher-centered methods are also known as traditional methods of teaching because they believe in teaching students by their choice. They did not focus on students' will for learning. They try to complete courses and take assessments as set by the school management. The teacher-centered approach is conventional in which teachers are supposed to give lectures daily, present the planned notes, check homework, and complete the syllabus in a given time period. That is why new schools of thought did not follow up a teacher-centered approach to teaching students.

## 5.2. Student-centered Method

Students-centered teaching methods are also counted in new schools of thought for teaching students because they focus on teaching students by their will. They did not force students to study because they said students will learn if they want to learn so if you start pushing them on study then they show procrastination towards studies. Miss. Sidra Abid said:

*Hmay lgta hai agr hm bachu ko daant k prhaen gay r apna image aik strict teacher honay ka show kryn gay to wo parh layn gay lkn aesa har giz nh hai. Ab jo generation schools mai hain unko to unk parents ne kbi nh daanta hota to wo hmary daant ka kia asar layn gay. Mera manna ye hai k bachu ko unk mutabik prhanay mai hi smjhdary hai. Mai apko aik incident batty hu o 3 saal pehlay hmaray school mai hoa tha. Mera aik student tha Muhammd Raza, he was very mischievous, wo teacher ko prhanay nh deta tha js teacher k sath wo zid bandh lay. Qk jb teacher usko dantti thi wo us teacher se nafrat krna start kr deta tha r hr moqa dhondta tha us teacher ki reputation khrb ho jae. Mainay us bachay ka jab kafi teachers se suna k wo aesay teachers ko tang krta hai to I called him in my office alone. Wo jb aya to mainay usko bht pyar se salam kr k bethnay ko kaha. He sat down and start asking me what he have done? Mainay pocha raza beta apki bht c shikaytay aati hain*

*k ap teachers ko prhanay nh detay class mai discturbance create krtay ho jski waja se class ka half time gzr jata hai. He laughed and said k Ma'am kbi mainay apki class mai disturbance create ki? Nh ki, right? I nodded and asked then why you create disturbance in other classes. Wo kehta hai teacher ap mjhse ye sawal pochayn k mainay apki class mai r science ki class mai kbi disturbance q create nh ki? I laughed and asked him to go forward to wo kehta hai 'teacher mai student hu mjhse ghalti ho jati hai kbi prhae mai to kbi kisi or chz mai lkn kbi ap ne mjhy pori class k smnay insult nh kia ap ne pori class k smnay mjhay nh daanta blkl science wali teacher ki trha. I respect you both lkn jo baki teachers hain wo class k smnay dantti hain aksr marty hain jski waja se baki students bad mai mazaq uratay hain jo chz mjhy bht hurt krti hai phr ap kesy keh skti hain mai un teachers k sath usi trha respectful way mai behave kru jesy apki or science ki class mai krta hu.' Then I realized what exactly happened in such a case. I arranged a meeting and asked my other staff members to change their behavior. Usk bad mainay principal se b bat ki or aik cirucular bheja principal ne js mai teachers k new rules set keay gay k teacher kbi bachu ko dantayn gin h lkn phr b agr koi bacha class mai tang krta hai to principal ko inform kia jae r wo us bachay se khd bat kryn gay or masla solve kryn gay. Us wqt mjhy realize hoa k hmaray students by force nh prhna chahtay blk wo pyar r respect se prhna chahtay hain.*

**Translation:** We think that being strict with our students would make them follow the rules and if we portray ourselves as strict teachers, they will be more regular and get better grades in our subject. But this is not true, the school going children belong to a generation whose parents have not been strict. The parents of these children tend to treat their children with politeness and avoid scolding them. A student who is being raised with love and no scolding can never be obedient to a teacher who is always strict. This will simply contradict the brought up and the image he has of parents in his head. Teachers are supposed to be a student's intellectual parents, which is not possible if we contradict the definition of "parents" in the student's head. Therefore, I think treating the children in the way they've been brought up would be the right way. I'll like to mention an incident here which happened in our school 3 to 4 years ago. There was a Student of mine, Muhammad Raza, who was very mischievous, and he would not let the teacher teach if he doesn't want to. Also if he was scolded or punished, he would start hating the teacher and would not let any opportunity pass where he can damage the teacher's reputation. When I got to know about

this student that he was misbehaving with the teachers I called him to my office. I didn't scold him or anything I simply asked him to sit in a very polite way. He was worried and kept asking what he has done. I asked him then about the complaints I received and why would he disturb the class and waste their time. The kid smiled and asked me if he has behaved that way in my class or not, he didn't. I shook my head and asked him the reason for misbehaving in other classes. He told me that he never disturbed my class because I never scolded him for his mistakes in his homework. The only thing which offended him was being insulted in front of the whole class just because of the silly mistakes a student can make. Students later make fun of the one who is scolded and insulted in the class. These things triggered and hurt him and that's why he didn't respect the other teachers, which is wrong no doubt we should always respect our elders but these children are not brought up to face harsh behaviors and insults. That's when I realized that we have to change ourselves to deal with this generation. I called a staffs meeting and discussed the case. The case was passed to the Principal and he, then, set a new circular which explained new rules for teachers, teachers were now forbidden to scold or slap the students, misbehaving students were supposed to be reported to the Principal's office and he would talk to them privately. This was a better way to treat the students, with respect and love.



**Figure 6 Muhammad Raza**

Student-centered believers said that it is important for every teacher to not to treat students strictly because this generation has never been scolded by their own parents. This generation is living in a nuclear family where they have never faced the harsh words or reality of society. If we talk to them strictly then they will show denial and they become dishearten. That is not our motive or aim. So, teachers should deal their students softly so they can share every issue with them.

## 5.3. Mixed method

The kinesthetic method is also considered a mixed method of teaching because it also focuses on completing the yearly syllabus and students' will of learning. They believed that we cannot complete the given task if we did not focus on both because relying on one method is not a good choice. In this response Mr. Sher Hassan said:

*Meray khyal mai ye mumkin nh k hm kisi aik teaching method ko choose kryn teacher-centered or student-centered mai se. is leay mai kehta hu k dono chezu ko ekatha lay k chalna chaeay qk ap khd sochayn k hm kesy bachu ko ye mukammil choice day dayn k wo khd decide kryn k whether to study or not. Or han hm teachers ko blkl azadi nh day sktay k wo students ko blkl apni marzi se prhaen. Bhlae isi mai hai k hm students ko dono tareqay azmatay hoay prhaen. Han kbi kbi students ka dill nh krta prhnay ka lkn once in a moon ye option thk hai k teacher apna period chor day or unko games period day day lkn weekly ya daily ye chz thk nh. Agr yae hisab rahay ga to bachay kb prhayn gay wo to phr school time pass k leay hi aen gay na. or ye b thk nh k hm teachers ko kahayn k bs syllabus complete krwanay pe zor rkhayn or bachu ko class mai b sahi prhaen or homework b heavy day is trha to unka dill prhae se uth ajega. Isi leay dono ko follow krna chaeay k kbi kbhar hm bachu ko freedom day dayn lkn us surat mai agr bachay kam complete krnay ka promise kryn. Time pe kam kia aje woi behtr hai.*

**Translation:** In my opinion, it is not possible to choose one from teacher-centered and student-centered teaching methods. Therefore, I prefer both approaches and make them work together. According to my, leaving it on students to study or not is not a good approach. Neither can we let the teachers alone decide the way they want to teach the

Students? The better way is to teach our students using both methods. Students, sometimes, might not feel like studying and teachers should leave the class and let them enjoy their time but that too, once in a blue moon not too often. Giving a free hand often will only waste their time, and giving no days off with loads of homework will make it hectic and a burden for the students. Therefore, things are to be kept moderate, a little freedom doesn't hurt if students are obedient.

Some respondents believe that following one method is not a good idea but we need to follow different methods by knowing the situation. They said that we cannot teach our students by completely following a teacher-centered or student-centered approach because in some situations you have to change your perspective. That is why following the method according to the situation will help the teacher to maintain a good relationship with students and also it will help students to achieve good marks in exams.

## 5.4. Maintaining Behavior in Class

Maintaining behavior and classroom environment is a very tough thing in a teaching career because it depends on teachers' skills and techniques to handle students in a classroom. Maintaining discipline in a classroom is important because teachers cannot teach students in a messy environment. Madam Aqsa Rahim said in response:

*Aik class js mai 30 se 40 bachay hain uska environment control krna aik art hai. Qk hm bachu ko unk misbehave krny pe maar b nh sktay ye HEC k rules k against b hai js pe FIR b darj ho skti hai or dsra ye insani hakok k b khilaf hai. Isi leay bht c mukhtalif techniques istemal krni prti hai mukhtalif mizaj k bachu k sath. Mai to class mai enter hotay sath hi bachu ko khraa krati hu phr unse previous lecture sunti hu jski waja se saaray bachay attentive ho jatay hain k mjh se pta nh konsa sawal ma'am pochayn gi. Phr class mai disturbance start hoti hai jb bachu ne classwork k leay pages prepare krnay hotay hain kisi bachay ki pencil nh mil re to kisi ka scale nh mil ra isi leay bachu ko copies ghar se prepare krnay ka kehti hu. Is trha time b bach jata hai r class environment b control rehta hai.*

**Translation:** Controlling the environment of a class of 30 to 40 students is in itself an art. We are not allowed to slap or hit the misbehaving students, it goes against the rules HEC has set, and we'd have to use different techniques to control these mischievous and misbehaving students. I, personally prefer to make students revise and then question them about the last lecture which makes them attentive in the class. Then, getting their copies ready for classwork is a huge task, the disturbance, students asking for pencil, eraser, pen and what not. All this chaos disturbs the decorum of a classroom therefore, I ask the students to prepare their classwork notebooks from home to avoid this disturbance.

Madam Anita Aftab said:

*Itnay ziada bachu k behavior ko control krna asan nh hota. mera ye manna hai k hmay students ko free will to deni chaeay prhnay ki lkn aik jga ka aik environment or rules and regulations hotay hain jo bachu ko pta honay chaeay k hm school ae hain aik class mai bethay hoay hain to hmay idr ks trha behave krna hai. Hr class mai aik na aik bacha shrarty hota hai bht mai usi bachay ko discipline monitor bnati hu class ka or usko duty deti hu k jo bacha prhae k doran shor kry ga uska name note krna hai phr hm principal ko uska btaen gay or principal usk parents ko inform kryn gay. Baki bachay to wesay hi khamosh hotay hain lkn jo shrarty bacha hai jb usko monitor bna dayn to wo bht loyalty k sath kam krta hai or na khd shor krta hai na bachu ko shor krnay deta hai. Ab jo sbse bara masla tha wo ab masla hi nh raha or is trha student mai positive change ata hai wo bht responsibility se kam krta hai. Isi leay sakhti nh dikha sktay qk ye bachu pe masbat asar nh dalta.*

**Translation:** Controlling these many students at once is not an easy task. I believe that students should be given a free hand but should also be taught about the rules, regulations and how the decorum of a place should be maintained. Every class has at least one mischievous student who would try his level best to disturb the class. My technique to control the environment in such a class is to make that one child the Discipline Monitor. Now when the mischievous student is itself the discipline in charge, he'll perform his duty with loyalty and would note any misconduct in the class. The biggest problem is then no

more a problem. Also, this brings a positive change in the student and they do their work responsively. We cannot be strict with them as it doesn't positively affect their minds.

Almost every teacher believes that maintaining the behavior of students in a classroom is not easy because it requires teaching skills and techniques. Some scold students who misbehave in a class while some belief in handling such students with love. Some teachers cannot tolerate students' contumacious conduct and punish them while nowadays many teachers agree on dealing stubbornly disobedient students with love. If they still do such mischievous acts in a classroom then they hand over such student to the principal and then the principal call their parents.

## 5.5. Classroom Tradition

Every teacher has a different tradition of starting and ending a period. Some teachers start a class with reading material after greeting students while some teachers check the homework of students and some start a class by taking L.B.H from students. Ma'am Sidra Abid responded:

*Mery class mai discipline routine ki waja se maintain rehta hai, hr bachay ko pta hota hai k ab agay kia hoga. Wo ye hai: mai class mai enter hoi, bachay khray houn gay or salam or good morning kahayn. Phr hm Allah se dua mangtay hain "Rabbi Zidni Ilmaa". Ye hm 3 dfa dua krtay hain or phr revision ka part ata hai. Mai phr staudents se pichlay lecture se sabaq sunti hu or jo bacha sonata hai srf wo bethta hai. Ye repetition class mai disturbance create nh honay deta. Revision k bd, hm directly classwork start kr detay hain. Isi trha unko time hi nh milta kch sochnay ka jo disturbance create kry class mai. Bachay aksr shikayt b krtay hain k mai bht tez kam krwati hu lkn mjhay lgta hai mai unka time bachata hu pr unko ziada se ziada indulge rkhti hu ta k wo apna wqt zaya na krayn.*

**Translation:** The discipline of my class is usually maintained because of the routine we have, every student knows what is going to happen next. It goes as follows: I enter the class, the students are supposed to stand up and greet me with the Salam, and Good morning. We all then pray to Allah to increase our knowledge with the Dua *"Rabbi Zidni*

*Ilmaa".* We pray this three times then comes the revision part, I then question the students from the previous lecture and only the students who answer me are allowed to sit. The repetition of the same daily routine helps decrease the chaos, and my class rarely has any disturbance. After the revision, we immediately start the classwork. I think they don't get the time to think of anything to disturb the class. Students often complain to me that I am going a little fast but I think I am making their time more productive and am keeping them indulged so they don't waste this time at least.

Many teachers responded that they start class with reading and class material. After completing today's work then they take their oral test and check their notebooks. This is a very common tradition of starting a class that is followed by many teachers. Teachers like Madam Sidra Abid took initiative and changed the tradition by grabbing students' attention towards studies and making them all-time attentive and active.

## 5.6. Extra-curricular activities

Extra-curricular activities have a profound impact on student's physical and mental health. Many schools arranged an activity-based week that encourages students to participate in games. Many schools arranged games week in a mid of session to make their minds fresh. These extra-curricular activities are considered game-changing for students because, after a hectic time period of study, students feel energetic and fresh for such extra-curricular activities. Teachers also put a great effort into students' physical and mental building. They are not just focusing on studies but also on practical work as well. Ma'am Aymen Sarwar said:

*Hmaray school mai aik week games ka arrange kia jata hai. Bazahir primary section k students chotay hotay hain or wo ziada bari games mai participate nh kr sktay to hm unk leay activities arrange krtay hain k kisi b subject ka koi b topic lay k us pe live model prepare krna hai. Aksr bachay itnay perfect models bnatay hain k hmay yaqeen nh ata k ye inhune khd bnae hain. Aik dfa students ko mainay btaya k telephone aesay b bnta hai k ag rap dono sides pe disposable cups lga do or unko aik lambi wire se connect kr do to hm*

*aik dosray ki awaz sn sktay hain un cups mai qk waves pass hoti hain. Next day meri kch students wo model bna k lay k aen. Mjhay itni khushi hoi k in bachu mai potential hai sekhnay ki or mjhya lgta hai k ye bachay practical work mai ziada creative hotay hain banisbat ratta lganay mai.*

**Translation:** Our school arranges a Student's sports and activity week every year. The students from the primary section cannot take part in sports so we arrange a practical model competition for them. They would have to choose any topic from their book and create a live 3D model of it. Sometimes, the models are so creative and perfect, they amaze me. I once taught a class about string and cups and how attaching disposable cups to a string can create a small telephone. Those students created this as a model in their competition and I was amazed that how creative and perfect the model was. These students have a lot of potentials to learn and the cramming system can never match the knowledge students gain from practical projects



**Figure 7 class activity**

Playing games and participating in games with students develop a good relationship with students and it can also put a great impact on your health as well. Abdul Jalil is a very noble principal.  He said:

*Meray bachu se ziada mai excited hota hu games week k leay. Itnay hectic days hotay hain sbah ana kam krna or phr sham ko ghar jana lkn jb ye week ata hai aesay lgta hai in bachu ki age mai chlaa gea hu. In bachu k sath cricket khelta hu inka coach bnta hu or aksr to sath batting or bowling b krata hu qk cricket mjhy bht psnd hai. Ab jb ye game khelny ka meray mood pe itna asar prta hai to sochayn bachu ki khushi ka to andaza b nh kia ja skta. Ap khd dekhayn hr bachay k chehray pe bari c smile hai qk inko aj prhnay ki ya teacher se daant khanay ki koi tension nh hai. In days mai, mai sb teachers ko khasosi hadayt deta hu k bachu ko kisi b bat pe dantna nh hai ye aik week inko full enjoy krnay dayn taa k next week se wo isi smile k sath aen. Or waqae is activity ka bachu pe bht masbat asar hota hai.*

**Translation:** Whenever, the Sports and games week arrives, you'll find me more excited than these students. Days other than these are so hectic but in this very week, I feel like I am a child myself. I play cricket with them, usually, I act as a coach but sometimes I get to bat myself. Now, if these games affect me this much, imagine the positive change in student's life with these activities. You'll see big smiles and cheers everywhere around the school. I advise all the staff here not to scold any students during this week. Students are supposed to enjoy to their fullest this week so they can have a positive attitude in the next week as well. And it truly helps.

**Figure 8: Principal is giving instructions to students**

Participating in extracurricular activities increases self-esteem and confidence among students. It is good for students' health as well. Almost every teacher said that extracurricular activity can give positive energy to teachers as well. Further, they suggested that every annual session should have one games week in which students have to play all day with teachers without any burden of studies and exams so they can come for studies with fresh and energetic minds after that week. Ma'am Sadaf Talat said:

*Extracurricular activities ka bachu pe bht gehra asar prta hai or wo asar positive hota hai unki mental health k leay b or physical health k leay b. Ye positive asar mazeed bhar jata hai agr ap aik teacher ho k khd b unk sath khelo or un activities ka part bno. 5th class mai Ahmed Ali, aik new student aya the session k blk start mai. Us bachay mai confidence ki bht kam thi qk wo aik gaou k urdu medium school se aya the or usk leay English mai saray subjects prhna bht hi tough that. Ab session k bech mai jb games week ki tyari start hoi or games k leay hmne bachu ko select krna tha. Tb us bachay ne btaya k maam mai cricket khelta tha apnay gau mai or sbse ziada runs bnata tha. Usk test k bd hmne usy pass kr lea cricket k leay lkn hmne socha nh tha k wo waqae itna acha khel skta hai. Games week k final mai us bachay ne highest runs bnae or apni team ko jitaya. Us k bad us bachay mai confidence develop hona start hoa r usne English subjects prhnay mai b kafi achi progress dikhae. To dekhayn khel b prhae k sath sath zruri isi leay hai qk ye bachu mai self-esteem*

*or confidence ko develop krti hai. Or sbse bhar k apka apk bachu k sath relationship maintain hota hai. Qk ap studies se hat k bachu k sath participate krtay hain or bachu kop ta chalta hai k hmari ye jo teacher bazahir bht strict hain ye to srf studies k mamlay mai strict hain baki to ye hmaray sath itni energy k sath bat krti hain. To I think it is important to arrange a whole week for students taa k wo khushi khushi or muskuratay hoay chehru k sath school aen.*

**Translation:** Extracurricular activities have had a great impact on students and this impact is positive for their mental and physical health. This impact increases more if a teacher participates in these activities with their students. At the start of the session, a new student got admission to the 5th class. He completed his early education from Urdu medium school of a village which is why he has a lack of confidence. It was difficult for him to study subjects in English. When in the middle of the session, preparation of games week started and we have to select students for games, then he told me that he plays cricket in his village and makes the highest runs. After the test, we selected him for a cricket match but we never thought that he played very well. In the final, he makes the highest runs and he made the team win. After that, confidence starts developing in him and showed progress in studying English subjects. Look, games are also important with studies as they develop self-esteem and confidence among students. More than that it maintains a relationship with your students because you participate with students apart from studies. Students realized that teachers look strict with their studies only but they talked to us with love. To I think it is important to arrange a whole week for students so they can come to school happily and with smiles on their faces.

**Figure 9 Ahmed Ali**

## 5.7. Assessments

Assessments are the way of checking students' understanding of the whole curriculum. It is a way to test students' ability to learn and memorize lessons. Every school takes annual exams at the end of sessions while some take weekly and semester-based exams to measure the yearly progress of students. Madam Gulnaz Farooq said:

*ok! agr assessments ki bat ki jae to mera manna ye hai k assessment daily basis pe hona chaeay either you take oral test or 5 minutes writen one question test but it is mendatory to take assessment daily. baki to annual exams ya semester end exams chaltay hain lkn aik teacher k leat ye ziada behtr hai k wo students ka assessment daily lay. or pta hai iski waja se apki class hr time active rehti hai or daily ka kam yad kr k atay hain. mai bachu ko atay sath khraa kr deti hu r jo sabaq sunata hai srf usko bethnay ki ijazat deti hu r mzay ki bat meray aik student ne meri complaint kr di thi k mai atay sath sabaq sunti hu or aik dfa b revision ka time nh deti. it was funny for me and mainay us bachay ko bula k kaha k beta agr ap ne smjh k yad kia hai to chahay apse ye lecture mai 10 din bd b sunou gi to apko revision ki zrurat nh pray gi. meri is explanation k bd us bachay k parents ne wo complain waps li with apologies. usk bd koi complain nh ae or wo bacha bgher revision k sunanay lg gea qk ab usk parents ko b idea ho gea tha k teacher is not right path and we have to change our children's learning method.*

**Translation:** Okay! If we talk about assessment, then I believe that students should be assessed on daily basis, either orally or a 5-minute test comprising of one question is enough, but daily assessment is mandatory. Though we have annual, monthly, semester exams it is important for a teacher that they assess their students daily. It also helps in keeping the class active and attentive. I make the students stand at the start of my class, only the students who have revised and learned the previous lecture are allowed to sit. One of my students complained about me that I make them all stand right in the beginning and don't give them time to revise, the complaint was amusing to me. I called that student to my office and told him that if he has learned the concept and knows it by heart then even if I ask you the question after a week, you'll not need to revise. The student understood and took his complaint back with apologies. I never received a complaint after that and the student started to answer the questions every time that too, without revision. Because now even the parents realized that this was not the teacher's fault but they had to amend their child's learning method.
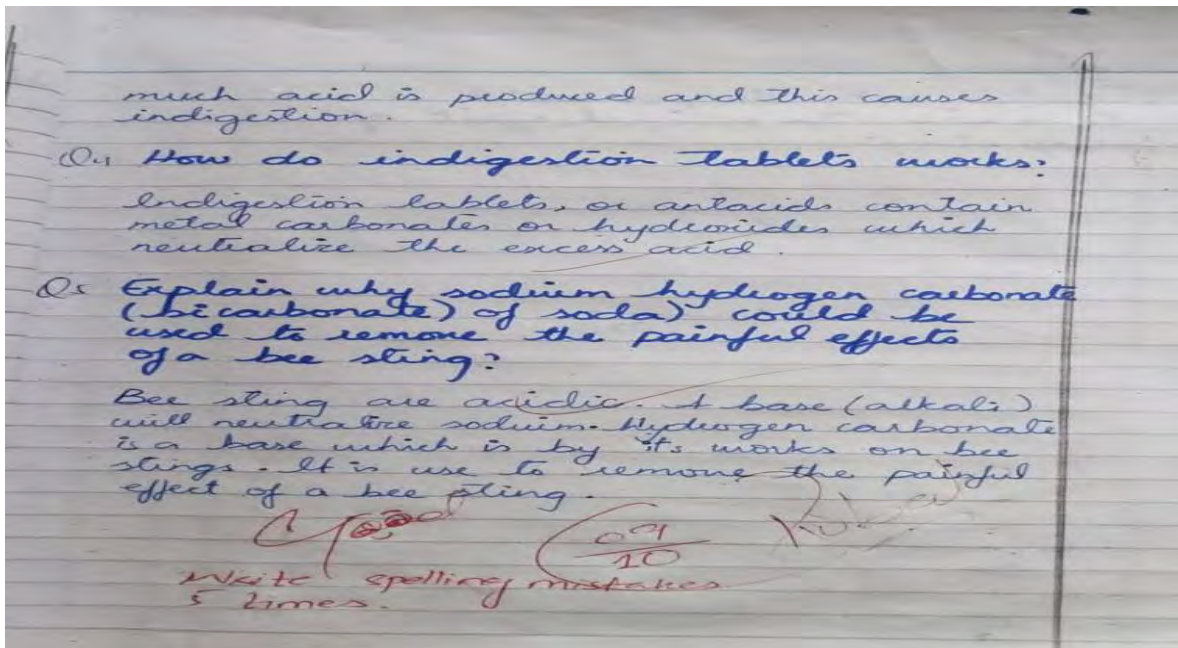


**Figure 10: Class Test or Assessment**

Madam Kiran Satti said in response:

*nh! mainay kbi as such self-assessment to nh li qk jb formative assessments hain to self-assessments ki kia zrurat hai. hm ne wahan jo time waste krna hai us time ko bachu ko yad krwanay mai utilize krna chaeay. Usk ilawa students roz roz assessments day k tang aa jatay hain. Annual curriculum 3 semesters pe base krta hai or hr semester further 2 phases mai divided hai. Ak phase ko complete krnay k leay hmay 15 working days deay jatay hain. Or hr us din mai aik subject ka phase test hota hai. Jb alreay school management daily basis pe tests lay re hain to teachers ko chaeay k wo bachu ki revision pe focus kryn na k khd b tests ya assessments lena start kr dayn. Is trha bachay upset ho jatay hain studies se or wo phr na prhnay k bahanay bnanay lg jatay hain.*

**Translation**: No! I never took self-assessments because of formative assessments then I don't think there is a need for self-assessment. We should utilize time on students' learning instead of wasting it in taking self-assessments. Apart from this, students get bored by taking assessments daily. The annual curriculum is based on 3 semesters and every semester is further divided into 2 phases. We have 15 working days to complete one phase. And every day there is a phase test of one subject. When already school management is taking tests daily then teachers should focus on students' revision unless they start taking assessments on their own. Students become upset because of this and they start making excuses not to study.

Some teachers suggest that the assessment tests should not be for junior kids but in primary level assessments exams must be creative and activity-based. Assessing students based on their ability to memorize is not a good method for primary students. Such teachers believe that we can assess students' abilities by interacting with them. It can be some game or activity-based exercises.

## 5.8. Developing Relationship with Students

It is very difficult for every teacher to maintain a good relationship with students because students need love and extra care the whole time. It is not easy for the teacher to do so because teachers have other duties to fulfill. Ma'am said:

*Students k sath relationship develop krna aik bht bri game hoti hai or iski techniques ani chaeay apko. ab dekhayn aik class k andr 40 students hain or hr student k sath apka relationship ya way of interaction different hota hai or ap sbk sath aik jesa relationship rakh b nh sktay. mera manna ye hai k hr aik time pe apko different behavior show krna prta hai for example if you are giving lecture to your students then it must be necessary for every student to be attentive what I am delivering to them blkl isi trha agr mai bachu k sath koi game khel re hu to sb bachay meray sath friendly houn gay. isi leay meray bachu ko pta hota hai k ab kam krnay ka time hai to hmay serious ho k or attentive ho k kam krna hai warna teacher naraz ho jaen gi. unko malom hai k mera all time aik hi mood nh hota blkay it depends on scenario in which we are dealing.*

**Translation:** It is a game to develop a good relationship with a student and you should know its techniques. There are 40 students in one class and your way of interaction and relation with every student is different. You cannot maintain the same relationship with every student. I believe that every time you have to show different behavior. For example, if you are giving a lecture to your students then it must be necessary for every student to be attentive to what I am delivering to them. Likewise, if I am playing games with students then all students will be friendly with me. That is why my students know that this is the time to study and we should be attentive. Otherwise, the teacher will be angry with us. They know that my mood is not the same all the time and it depends on the scenario in which we are dealing.

**Figure 11 Controlled environment of classroom**

Every teacher's perspective of maintaining a relationship with a student is different. Some maintain by showing strict behavior with students and some by showing love and care to them. It depends on the teacher what method or technique they used to do so. Some teachers show behavior according to scenario because they believe that students showed know how to act and behave in a particular scenario with a teacher. Ma'am Noor Qureshi responded:

*Mai teacher centered approach pe believe krti hu is leay mera manna hai k hmay students k sath aik gap develop krna chaeay. aik teacher or aik shagird k darmyan aik space honi chaeay jo student ko malom ho k kch b ho jae I can't go beyond this space. aik teacher ko bht technique k sath is relationship ko maintain krna hota hai. new teachers jo b ati hain wo bht freindly ho jati hain students k sath r phr students unki respect nh krtay or hr wqt us teacher k pechay pechay rehtay hain. mainay apnay students k sath aik strict relationship maintain kia hai or mjhy lgta hai aik ustad or shagird ka relationship respectful or conserve hona cheay.*

**Translation:** I believe in a teacher-centered approach that is why I believe in developing a gap between student and teacher. There must be a space between a student and a teacher, and students should know that they cannot go beyond that space. New teachers become friendly with students that is why students did not give respect to them and follow them all

the time. I maintained a strict relationship with my students and I believe that a relationship between student and teacher should be respectful and conserved.

Madam Ayesha Zahoor said:

*Meray khyal mai, jo mai adopt krti b hu, mera listening pe focus hota hai k mai unki bat sunu qk chotay bachay aesi batayn krtay hain jo bht dafa gair zaruri ya bachkana lgti hain but ye sb un k behavior k baray me btati hain. is k bad me un ki body language pr focus krti hon. is trahan techers ko pata chalta hy k kis bachay me confidence ki kami hy, konsa bacha prhai me pechay hy. In sb chezon ko jannany k bad hi ap bachon ko un ki weakness k according activities me shamil karen. meray ek student ko stage fright tha jisko mene pora one month assembly me quotations parhnay k liay diay. It was just one line for every day but it helped in building confidence. Now she can do full speeches on her own. As a teacher, we must know k hr bacha different psychic, background, or culture se hota hy. hamen chaheay k is tarhan situations handle karen k bachon ko mehsoos na ho unki koi bhi weakness or is process me wo apnay niche ko dhondh len.*

**Translation:** In my opinion, and as I practice too, I focus more on listening to the students. Questions the students ask and the inquisitive nature of some of the students might seem foolish sometimes but these questions tell a lot about their behavior. Secondly, I focus on the student's body language, these behavioral hints tell a lot about a student, which student lacks confidence or which student is simply not interested in studying. The students should then be engaged in extra-circular activities after analyzing their strengths and weaknesses. One of my students had stage fright, I gave him the task to read out the quotations in the assembly for a month. Even though the quotation was just one line every day but it helped a lot to boost his confidence and overcome his stage fright, now I see her participating in speeches. As a teacher, we should understand that every student comes from a different psyche, background, and culture. We should handle these students and their cases in a way that they don't feel weak and can find their niche.

Students maintain a good relationship with teachers by their skills and abilities. Ma'am Qurat-ul-ain Responded:

*Bachu k sath aik acha relationship develop krnay ka sbse asaan tareeqa ye hai k unk sath ziada se ziada time spend krna chaeay. Aik teacher ko malom hona chaeay k mera student ks point pe weak hai. Kch bachay extra care mangtay hain or kch bachay hr mushkil kam bgher kisi tawajjo k kr letay hain. Meri aik student hain Saleha Ahmed, she don't have any sibling, Saleha hmesha se brilliant student rahi hai studies mai b or hr extra-curricular activity mai b. uski drawings or handwriting dekh k koi banda nh keh skta tha k wo 4 class ki bachi hai. Shyd usko apnay parents ki trf se hmesha extra tawajjo mili hai. Usk father Punjab College mai English lecturer hain or uski mother housewife thi but she was an amazing lady. Saleha ki mother hr PTM attend krti thein. Unfortunately, annual seesion se exact 1 week pehlay uski mother ki kidney failure ki waja se death ho gae. She was left all alone in home with all the complexities of being abandoned by her family. She did not appear in annual exams. After a month when other students' exams ended, all staff members set a meeting and decided to talk to the principal. Hmne principal se bt kr k Saleha k father ko school invite kia or unse bat ki k Saleha hmesha class mai highest marks leti hai or abi wo exams mai appear nh ho ski to hmne Saleha k leay alag datesheet bnae hai js k mutabik month k bd unka first paper hai. Ye is leay initiative lea hai taa k itni talented student aik grade pechay reh jaegi to ye usk zehan pe bura asar dalay ga. Saleha k father agree ho gay or wo papers b denay ae lkn wo class mai highest marks nh lay ski. Is kahani ka maqsad apko yae btana tha k bachay khd b apni kablyat se teachers k sath acha relationship develop krtay hain js k result mai agr koi aesa issue aa aje to teachers mil k out of the way jaa k us bachay k leay initiative letay hain.*

**Translation:** The easiest way to develop a good relationship with students is to spend more time with them. A teacher should know at which point her student is weak. Some students demand extra care while some students do every difficult work without any care. My student, Saleha Ahmed, does not have siblings. Saleha is always a brilliant student in studies and extra-curricular activities as well. No one can say she is a 4th class student after seeing her handwriting and drawings. Maybe she always had extra care from her parents. Her father is an English lecturer in Punjab College and her mother was a housewife but an

amazing lady. Her mother attends every PTM (Parents-Teachers Meeting). Unfortunately, her mother died of kidney failure exactly before a week from annual exams. She was left all alone in home with all the complexities of being abandoned by her family. She did not appear in annual exams. After a month when other students' exams ended, all staff members set a meeting and decided to talk to the principal. We invited Saleha's father to school and talked to them that Saleha always gets the highest marks in exams but now she did not appear in exams which is why we made a separate date sheet for her and according to that her exams will start after one month. We took this initiative so such a talented student cannot be left behind and it can leave a bad impact on her mind. Saleha's father agreed on it and she come for paper but she did not score the highest marks in exams. The reason for telling this story to you is that students develop a good relationship with teachers by their abilities. As result, teachers take initiative for the student by going out of the way.

Every teacher used different methods to develop a relationship with students. Some become strict because of their rules and regulation while some show loves and care to them The teacher needs to know the nature of the student. Every student is experiencing a different lifestyle and teachers should behave with them accordingly.

Many teachers responded that they talk with their students softly because they believe that the students of the new generation are very sensitive which is why they said that we should give them time and talk to them nicely. Teachers also believe that some incidents leave a bad impact on students and after parents, teachers are their parents that help them to deal with such incidents and situations. It is equally important for teachers to talk to students about what is happening in their lives and made them their friends. Some teachers also take initiative for students that develop confidence among students.

# 6. Strategies and Interventions

Strategies and interventions are used by teachers to imply a good relationship with students. Teachers use different strategies and interventions to deliver lectures, deal with students in daily routine and behavior they manifest in class. Strategies and Interventions are different from methods because strategies and interventions are not planned and maintained orderly while these are unplanned and used by teachers to deal with students. Strategy is the use of different methods while intervention is a way of counseling. This chapter will explore different strategies implied by teachers to attain a good relationship with students. Further, this chapter will explore ways of interventions that teachers use to deal with a special case.

# 6.1. Strategies of Teaching

Teachers plan strategies to create a controlled and suitable environment for learning. Teachers use different strategies such as brainstorming, feedback, group studies, assigning tasks as per student's ability, inquiry and active learning, and rapport building to instruct and inspire students.
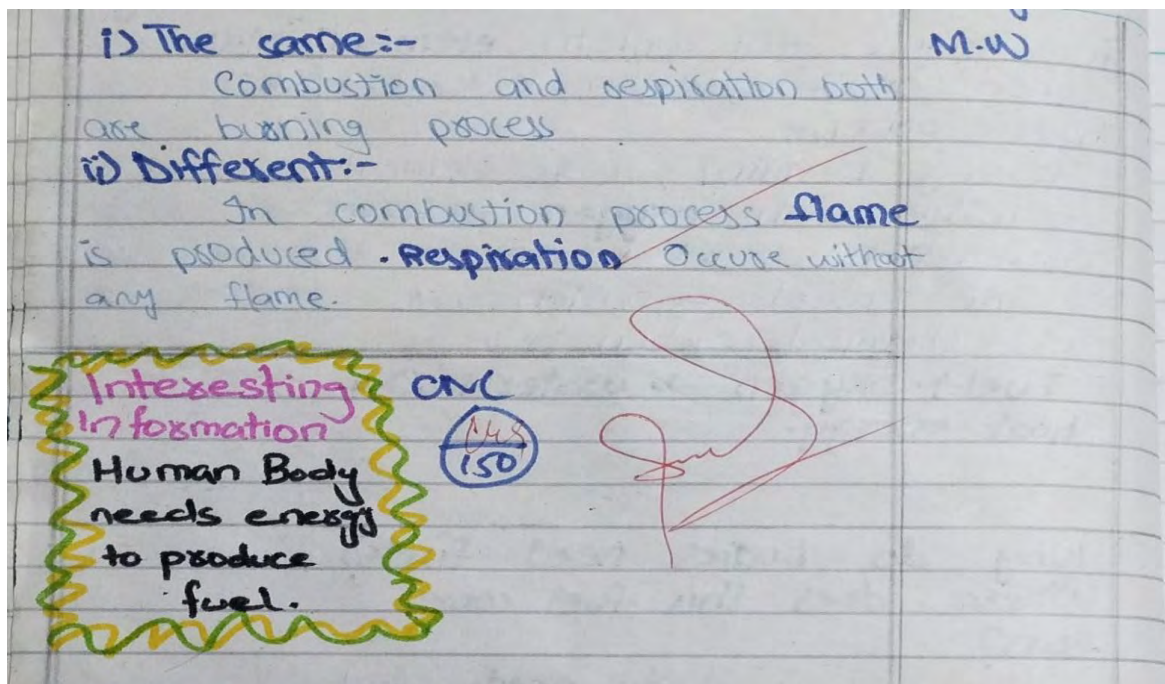
## 6.1.2. Subject Induction

Many teachers planned their subject matter and discuss it with students. Teachers believe that by doing so students get energetic and concerned about what to teach and how to teach. Students also take initiative and give suggestions to us that how they want to study that topic. Ma'am Rubab Rahim said:

*Hmara annual curriculum three semesters pe base krta hai or hr semester two phases pe. Hm apnay subject ko easy bnanay k leay usko parts mai divide krtay hain or hr phase k start honay se pehlay aik general class students k sath arrange ki jati hai js mai hm unk sath planning share krtay hain. Jsko subject planning kehtay hain day-wise planning. Jesay mera science subject hai to agr mainay bachu ko skeleton or usk parts smjhana hai to ye bht mushkil hota hai unk leay k itnay chotay level pe wo saari bones k name or functions ko yad krayn. To bachu k sath discuss kr k hm usko b divide krtay hain k hr bone k baray*

*mai hm chota sa lecture prepare kryn gay daily. Qk wo us phase ka difficult topic hota hai to daily aik aik part krnay se wo easy ho jata hai. Usk ilawa mai bachu ko science k classwork k end pe hmesha aik interesting information likhwati hu or phr papers mai usi interesting information se fill in the blanks ya MCQs questions deti hu.*

**Translation:** Our annual curriculum is based on three semesters that are further divided into two phases to make our subject easy. Before the start of every phase, we arrange a general class with students in which we share planning with them. That is also known as subject planning or Day-wise planning. I teach science, so it will be difficult for young students to learn all bone types and functions if I am teaching skeleton and its parts. After discussing it with students, we also divide it into parts and discuss each part daily. That makes it easy for students. Apart from this, I also indite them a piece of interesting information at the end of classwork and make a blank filling or MCQs question in exams from that interesting information.



**Figure 12 Interesting Information**

Ma'm Kiran Satti said:

*Mjhy lagta hai k subject induction bht zruri hoti hai. Qk ye aik path dikhata hai k ap ne kitna kam kitni duration mai complete krna hai. Hm sari teachers subject induction krti hain jisay hm phase planning kehtay hain or usko phr students k sath discuss kia jata hai. Ye thora time taking b hota hai. Usk bad hm aik copy bnatay hain jsko hm 'solvent' kehtay hain. Us solvent mai hm sara kam krtay hain blkl usi trha js trha bachu ko krwana hai. Maslan jo b aj mainay bachu ko krwana hai wo already meri copy pe same hoa hoga. Iska faeda ye hota hai k hm bachu ko dikhatay hain k kam is tareqay se krna hai. Ye aik trha ki visual representation of your work hoti hai. R ye bachu k smjhnay k leay easy ho jata hai k subject title kdr likhna hai? Kitni lines k bd hmne next question likhna hai wghera. Or sb se bhar k hmaray leay time ki bachata hai. Qk class mai khray ho k idr odr se answers dhondnay ki bjae wo answers already apk pas likhay hotay hain or is trha ap 45 minutes ki class mai copy check b kr letay ho, bachu se reading krwa letay ho, LBH b sun letay ho or classwork b complete.*

**Translation:** I think subject induction is very important because it shows a path to complete the task and its duration. We all do subject induction that is also known as Phase planning and then we discuss it with our students. It is also time taking. After that, we make a notebook that is known as 'Solvent'. We write exactly the same material in the solvent that students will write in their notebooks. For example, work that I have to appease from students is already done in my notebook. We show it to students to help them do their work. It is like a visual representation of your work and it makes it easy to teach students where to write the subject title? After how many lines do I have to start the next question? etc. It is also a time-saving strategy for us because we have a complete guide of answers while standing in a class instead of searching for answers. Likewise, you can complete classwork, check copies, take reading and LBH in 45 minutes of class easily.

**Figure 13: Phase Planning**

Most teachers conclude classwork in the last 5 minutes of class. This strategy makes it easy for students to understand the lecture of class. It also gives clearance to content for students and helps to summarize the major points. Madam Qurat ul ain said:

*Mai whiteboard pe hmesha aik objective likhti hu js mai ye btati hu k aj hmne ye prhna hai. Jb class end hoti hai to usi objective ka conclusion btati hu. Jesy agr mainay bachu ko digestive system prhaya to to objective mai likhugi k today we are going to learn the digestive system. Then in conclusion I will ask any student to summarize or conclude the lecture. Phr wo bacha jo b btata hai 1 2 minute mai usko conclusion k tor pe smjhati hu.*

**Translation:** I always write an objective on a whiteboard in which I tell my students about what we are going to learn in today's class. When 5 minutes left to end the class, I tell the conclusion of that objective. For example, if I taught the digestive system to my students then I will write 'Today we are going to learn digestive system' in objective. Then in conclusion I will ask any student to summarize or conclude the lecture. Then in 1 or 2 minutes, I teach the conclusion what that student has been told.

Subject induction is a very important part of the class environment because it clarifies students' understanding and helps them conclude their lecture instead of blank minds. Teachers believe that concluding, summarizing, and sharing a subject plan with students is the best idea to make students more indulge in their studies. It also develops a sense of responsibility among students and they focused more on the subject matter because they have planned it by themselves.

## 6.1.2. Concentration

Teachers are always concerned about students' concentration over studies because students' focus is mostly on games and chit chats. They used different techniques to divert the teacher's attention from teaching them but teachers are experts to keep them on track. Madam

*Bachay baray honay k sath sath bht c new techniques b sekhtay hain kch apnay baray behn bhaiu se to kch bari class k students se. un mai sbse common jo wo use krtay hain wo ye k teacher ko ks trha batu mai lgana hai. Aksr bachay sawal aesa krtay hain topic se hat kr k aik lambi debate start ho jati hai class mai. To jb b bachay aesa koi topic start krnay lgtay hain to mai unko kehti hu k ye topic hm kam krnay k bd discuss krayn gay to is trha bachay jldi jldi kam khtm krnay ki koshish krtay hain taa k wo bat hm kr skayn.*

**Translation:** students learn new techniques from their siblings or their elder classes. The common technique they learn from them is how to grab the teacher's attention from teaching. Some students ask a question that starts a debate in the classroom. So, whenever students try to ask such a question, I asked them to complete the classwork first then we will discuss that thing. Students then try to finish their work on time so that they can talk about that topic.

Madam Aymen Sarwar said:

*Students daily routine se bore ho jatay hain phr wo class mai hi entertainment dhondtay hain. Mai jb board pe kam krwanay k leay turn leti thi to bachay awazayn nikaltay thay*

*kbi dogs ki kbi cats ki to kbi wanders ki. Ye bht disturbing tha meray leay jb mai new new is field mai ae thi. Mjhay blkl nh pta lgta tha konsa bacha shrarat kr ra hai. Lkn ab mai bachu ki awaz pehchanti hu. After one week mjhay meri head ne bulaya r kaha k apka prhanay ka style or attire sb bht acha hai siwae ye k ap bachu ko handle nh kr skti. Bachu ki concentration prhae ki bjae shrartu mai hoti hai. Us chz ne mjhy bht disappoint kia tha mai ghussay mai class mai gae r jesay hi board pe kam krwanay k leay muri to aik bachay ne awaz nikali 'Garam Anday'. Ab mjhay pta lg gea k ks bchzy ne awaz nikali. I just turn around and throw chalk towards him and said in anger 'k agr ab dbara awaz nikali to I will kick you off from classroom'. Us k bd bachu ne 1 2 dfa as a trial awaz nikali k waqae teacher bht strict ho chuki hain or ab hmse pyar se bat b nh krti r bs prhati hain or chali jati hain. Unhune meri narazgy ko realize kia r kch din k bd meray leay sorry k cards bnae. Us din k bd se ab wo class meri or mai unki favorite hu.*

**Translation:** Students get bored of their daily routine so they find entertainment in their class. Students make noises like dogs, cats, or wanders when I turn towards the board. It was very disturbing for me. I can never recognize who is doing mischief. Now, I can recognize their voices. After one week, my head called me to the office and said that I am good at lecture delivery and attire but I cannot handle students in a classroom. Students concentrate more on mischievous acts instead of studies. This disappoints me more. I entered a classroom angrily and when I turned towards the board for work, one of a student make a noise 'Garam Anday'. Now I knew who it was. I just turn around and throw chalk towards him and said in anger 'If you make a noise again then I will kick you off from the classroom'. After that, students do it 1 or 2 times to check that teacher become strict and did not talk to us with affection, she just teach us and left the class. They realized my anger and after some days they made sorry cards for me. Now, we are a favorite of each other.

It is very difficult for teachers to keep students' concentration on studies. Students find different techniques and ways to get rid of their studies or to waste the time of the classroom. Teachers handle them sharply by showing disappointment or by pointing them. Most of the teachers responded that they point out students and ask them to concentrate on their studies. Some teachers use harsh words for annoying students as they think that such

students cannot be deal with love because they never listen to you until you show anger to them.

## 6.1.3. Group Studies

Group or cooperative studies are very beneficial. Teachers made a group of some students and nominate one leader from them. They work under that leader and learn from their fellows. Many teachers suggested that they use this strategy and make a leader to one who is lacking in confidence. This strategy helps such students to work with their friends and talk on behalf of them that aftermath is beneficial to develop confidence among students. Many teachers think that this strategy develops a leadership quality among students and ethics to work with their fellows. Madam Sadaf Tallat said:

*Hmaray school mai aik project week hota hai. Us mai hm class mai se 5 ya 6 groups bnatay hain. Hr group mai aik leader nominate kia jata hai jo poray group ko lead krta hai. Or hr group ko aik topic allot kia jata hai or bachay us topic pe aik project or aik presentation prepare kr k latay hain. Hmesha hm leader group k us bachay ko bnatay hain jo thora shy hota hai. R presentation b usi bachay ne deni hoti hai. Lkn aksr bachu ki presentation skills dekh k hm heran ho jatay hain qk wo bht acha present krtay hain topic ko. Basically is project k bht se fawaed hotay hain jesay bachu k sath mil k kam krna js se unk sath acha relationship bnta hai, phr bachu k andr leadership qualities or ethics to work in a group develop hota hai. Jo unki practical life mai bht faedaymand sabit hota hai.*

**Translation:** We have a project week in our school. We create 5 to 6 groups of students in the class. Every group has a leader which leads the group. The groups are assigned topics on which the students prepare one project and one presentation. Usually, the shy one from the group is selected as a leader and the same student has to present their project as well. Sometimes, the presentations by these shy students are usually so good that it amazes us. This project and group activity has a lot of benefits, when teachers work together with students it helps to improve the relationship between them. It also helps in building the leadership qualities and ethics of working in a group, which is very beneficial in their life afterward.

**Figure 14 Students showing their projects**

Madam Ayesha Zahoor said:

*Meray khyal mai group studies honi chaeay qk bachay ustad ki bjae apnay friends se ziada acha sekhtay hain. Is case mai learner or tutor k darmyan aik gap or space nh hoti blkay dono ka level same hotay hain. Mai aksr weak students ko class k behtren bachay k sath bithati hu r wo us bachay ko dekh k prhae pe focus krta hai copies achi trha manage krta hai.*

**Translation:** In my opinion, students should be working in groups, because usually, students learn more from their fellows than their teachers. In this case, there is no gap or space between the learner and the tutor, they are at the same level. I usually make the weaker student sit with the brighter student in the class, the weak one gets motivated and starts focusing on his studies as well, he starts to manage his copies in a better way.

Muhammad Riaz said:

*Bachay aik group mai beth k different ideas present krtay hain. Is se unki creativity level show hota hai. R phr jb different mindsets miltay hain to aik new knowledge ko bnatay hain. Hmne bht dfa is chz ko note kia hai k bachy is trha se teamwork sekhtay hain or ks trha time ko manage krtay hoay unhune aik projhect ko complete krna hai. Projects k ilawa group studies to regular days mai b zruri hain. Aksr mathematics k topic bachay nh smjh patay to js bachay ko question smjh ae hotay hain mai us bachay ko board pe bhej k kehti hu k ab ap prhaen bachu ko. To us bachay se baki students ziada acha smjh jatay hain qk meray khyal mai bachay aik dosray ki language or learning abilities ko iada acha or jldi catch kr letay hain.*

**Translation:** Students working in a group present different ideas. This shows their creativity level and when different mindsets work together, things can be learned from different angels. I have noticed a lot of times that students learn teamwork and time management in this way. Not just for projects, group studies are important on regular days as well. Usually for mathematics, I ask the student who gets the point to present on the board. Other students ask more questions and understand better from their fellows compared to the teacher. Maybe because they understand and catch each other's language and learning abilities more.

Teachers believe that cooperative studies develop abilities to work with a group. For example, if one student is good at taking notes then he/she can help others to take notes, if someone's handwriting is good then he/she can help in writing, if someone is good at learning things easily then he/she can help other students and clear their concepts.

### 6.1.4. Direct vs Indirect Response

Giving responses to students on their daily work is a great strategy to make a good relationship with students. Teachers believe that this strategy develops the potential among students to do better and better. The most important technique to do feedback to your students is through words because appreciating students on their work allows them to put more effort into their studies. Madam Sidra Abid said:

*Mainay bht note kia hai k simple techniques in masom chehru pe bht positive affect deti hain. Jesy agr ap kisi bachay ki zra c b effort pe usko appreciate kr do ya clapping krwa do usk leay to is se us bachay mai mazed potential to do better develop hoti hai. Or sbse bhar k ye apka bachu k sath connection bht strong krti hai. Jab aik ustaad bachu ka dill nh torta or unki efforts ko appreciate krta hai to bachay us ustad se manous ho jatay hain phr uski hr bat b mantay hain.*

**Translation:** I noticed that simple techniques put a positive effect on innocent faces. For example, if you appreciate a student on minor effort or do clapping from whole class then it makes potential among students to do better. Aftermath develops a strong connection with your students. When a teacher did not break the hearts of students and appreciate their efforts then students become devoted to such teachers.

Madam Sumaira Awan responded:

*Bachu ko unk hr aik kam pe feedback dena bht zruri hota hai. Maslan agr kisi bachay ki handwriting achi hai to hmay mention krna chaeay jesy 'Good Handwriting or Beautiful or Marvelous'. These kinds of words help students to know their work's worth. Mai hr bachay k kam k end pe lazmi Good, Excellent ya stars deti hu us se wo apnay kam ki noiat ko pehchan letay hain.*

**Translation:** It is very important to give feedback to students on their every word. For example, if someone's handwriting is good then we need to mention that 'Good Handwriting, Beautiful or Marvelous'. These kinds of words help students to know their work's worth. I always write 'Good, Excellent or stars' at the end of every student's work. This way they can know their work's credibility.

Madam Rubab Rahim said:

*Ye chotay chotay alfaz bachu pe bht gehra asar chortay hain. Jesy aik weak bachay ko br br weak kehnay se wo kbi strong feel nh kry ga. Agr aik bachay ki handwriting buri hai to br br usko bad handwriting copy pe mention krnay se wo kbi usko behtr krnay ki koshish*

*nh kry ga. Lkn agr aik ustad bachay ki bad handwriting mai se aik koi alphabet utha k btae k ye bht acha likha hai or baki is trha likhna to yaqen manay is se bacha apni us weakness ko khd thk krnay ki koshish kray ga. Isi leay bachu ko aesay feedback or responses deny chaeay jnki waja se bacha mazed acha krnay ki koshish kry. Qk bacha 10 dfa koshish kr k ghalti kry ye us se kahi behtr hai k bgher koshish k wo ghalti kry.*

**Translation:** These little words leave a great effect on students. For example, a student can never feel strong by saying weak again and again to him. A student can never try to make his handwriting better by mentioning 'bad handwriting' on his copy repeatedly. But a student will try to overcome his weakness if a teacher will appreciate him by picking one good word from his copy and asking to write others in the same way. That is why it is important to give such responses and feedback that help students to try hard. Because it is better to do a mistake by putting in effort 10 times instead of not trying at once.

Teachers showed a positive response over giving feedback to students because they believe that students try hard if we give them a better response over their single effort. They said responses motivate students and help them to think about their strong points and how to overcome their weaknesses. Giving negative feedback or response to students can discourage students that affect their relationship with their teacher because such students start avoiding that teacher. That is why most teachers responded to give positive feedback on students' minor efforts to develop a good relationship with students.

## 6.1.5. Scaffolding

Scaffolding means breaking ideas and concepts. Teachers used this strategy to give students a better understanding of a subject matter. Some teachers used different pictures and diagrams to help students to learn critical components of topics. Teachers believe that visual representation of a topic helps students to memorize a topic for a longer period of time. Sir Saif-ur-Rehman said:

*Science ki diagrams mushkil hoti hain. Mai us topic se related diagram board pe bnata hu or bachu ko b instructions deta hu k wo bnaen. Maslan agr heart ki diagram hai or uska*

*flow smjhana hai k right to left hai ya left to right to usk leay scaffolding technique behtren hoti hai k diagrams bna k bachu ko smjhana. Qk is trha bachay srf sn nh ray hotay blkay dekh b ray hotay hain. Is trha wo diagram bachu k dimagh mai bn jati hai or wo ziada der tk yad rehti hai unko.*

**Translation:** Science's diagrams are difficult. I draw diagrams on board that are related to the topic. For example, if I have to teach students a flow of blood in the heart that is from left to right or right to left. Then by using the scaffolding technique I will teach students by drawing a diagram of the heart on board. Because in this way, students are not just listening but they are seeing images as well. This way, students remember that diagram for a long time because of their visual contact with that diagram.
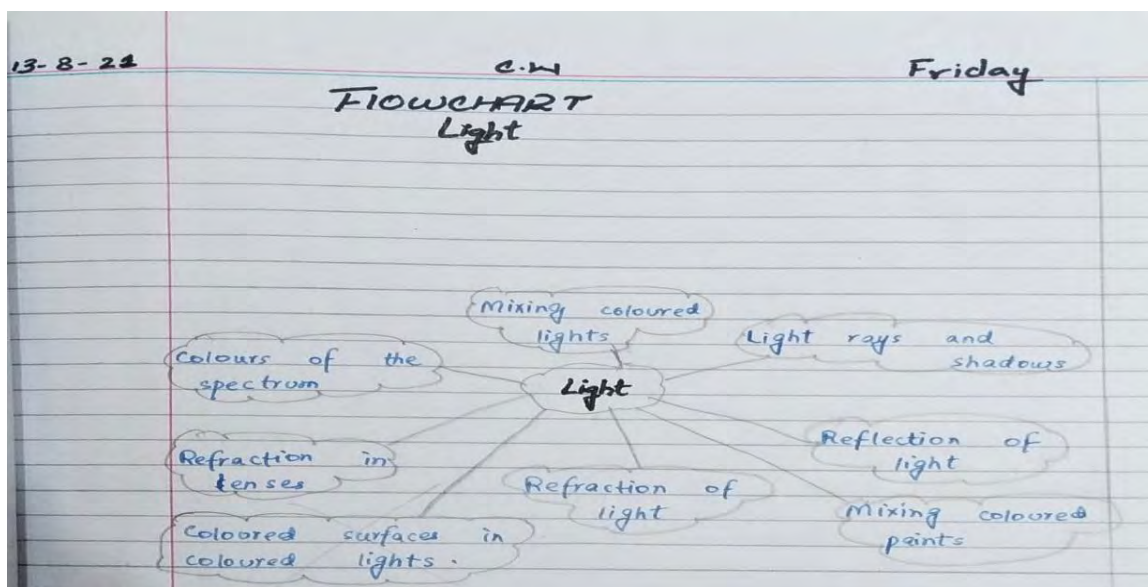


**Figure 15 Scaffolding**

Teachers used the Scaffolding technique as a visual image for their students because they believe that images stay in consciousness for a long period. Whenever students recalled the name of the particular diagram, the image starts appearing in their minds and they can easily recognize from their consciousness and can easily draw the same image on their papers.

Madam Qurat-ul-ain said:

*History bht dry subject hota hai bachu k leay. Different dates or unk events yad krna kafi mushkil kam hota hai bachu k leay. Is leay mai unk leay aik flowchart bnati hu or phr us mai heading likhty hu k is date mai ye event hoa tha. Or jb bachay b usi flowchart ko copy pe bnatay hain to unk leay yad krna easy ho jata hai year wise. Or agr nasal or un logu k nam or date of births yad krni hou to shajrah bna deti hu jo bachay b apni copies pe bnatay hain or wo unko yad krnay mai easy ho jata hai.*

**Translation:** History is a very dry subject for students. Memorizing different dates and events is very tough for students. That is why I made a flowchart for them and then write headings in them so they can easily understand events and dates. It helps students to memorize year-wise topics when they draw that flowchart. If they have to memorize generation names, and their date of birth then I draw a family tree for them and ask them to do the same. It helps them to memorize names and dates of birth.

Teachers believe that chunking and breaking topics in simple form help students to understand and memorize topics easily. Simply explaining a topic or demonstrating the topic is a different thing. Teachers believe that explaining a topic by giving examples visually or verbally helps students to understand a topic easily instead of just explaining them. Some teachers practice things with students because they believe that practical demonstration of the subject helps students to remember a topic for a long period.

## 6.2. Strategies to develop a good relationship with teachers

Many teachers used different strategies to develop a good relationship with their students. They believe that students get motivated if teachers use different strategies to deal with students in different scenarios. They believe that sometimes students get distracted because of some issues and teachers have to deal with such kinds of students by applying different strategies such as:

## 6.2.1. Spending more time

It helps teachers to develop a good relationship with students because students get attached to those teachers with whom they can share their problems and issues. Teachers also possess a better understanding of such students if they keep their problems secret and handle them with good care. Madam Aqsa Rahim said:

*Is school mai meray pehlay din se hi meri meray students k sath kafi achi understanding hai. Meray students apni problems share krtay hain jesay agr unko koi family problem hai ya fellows k sath koi issue hai to they can easily share it with me. Mai unki batu ko bht pyar or tahammul se sunti hu or un problems ko solve krnay ki koshish krti hu unki councelling krti hu.*

**Translation:** I have a good understanding of students from day one of my job in this school. Students share their problems with me. They can easily share their problems regarding their family and fellows with me. I listen to their problems with love and care and try to solve them and do their counseling.

## 6.2.2. Informal Conversation

Regularly studying gets students bored and they find their entertainment by creating a disturbance in class. Teachers who sometimes talk informally can easily possess a good relationship with students and students always listen to such teachers. Madam Sidra Abid said:

*Bachay daily aik hi routine follow krnay se bore ho jatay hain isi leay mai sath sath unse koi na koi topic discuss krti rehti hu jesay koi unka favorite sports. Agr PSL, ICC ya WCC chal raha hai to unse wo b discuss krti hu. Agr koi or social issue chal ra hai to wo b discuss krti hu is se aik to unk sath relationship strong hota hai or dosra wo class mai studies pe b focus krtay hain. Kch bachay bht shy hotay hain lkn kisi na kisi topic pe unk views jannay k leay unko motivate krna prta hai ejsy agr kisi bachay ka bag pyara hai ya*

*stationary pyari hai to mai unse usk baray mai b  bat krti hu taa k prhae se wo bore na ho jae.*

**Translation:** Students get bored by following a daily routine. That is why I usually discuss any topic with them for example their favorite sports such as PSL, ICC, or WCC. If there is any prevailing social issue, I discuss it with them. It can make a strong relationship with them and secondly they focus on their studies. Some students are very shy but to know their views on any topic we have to motivate them like if someone's bag or stationery is pretty, then I talk about it so they cannot get bored of studies.

### 6.2.3. Participate in their activities

Students have their gathering and priorities with their fellows but they keep their favorite teacher before everyone. They love the teacher who participates in their activities and events such as someone's birthday party. They share their interest with such teachers and hence it can help a teacher to develop a good relationship with their students. Madam Aymen Sarwar said:

*Aj kal k students bht active hai hr chz mai qk social media ne unko hr kam mai tez kr dea hai. Bachu ko new new tareqay atay hain k kisi chz ko ks trha celebrate krna hai. Ab bachay aik institute mai hotay hoay bht c activities or events kr letay hain jesay agr kisi student ki birthday hai to sb  mil k pesy jma kr k us k leay cake or gifts latay hain. Phr wo hmse b expect krtay hain k hm unko permission lay k dayn or unk sath celebrate krayn. Jb hm bachu ki choti choti khushiu mai participate kryn gay to it is obvious k hmara bachu k sath aik acha relationship maintain hoga. Kher, in sb chezu ka maqsad bachu ko spoil krna nh hota blkay unk sath unki khushiu mai shamil hona hota hai. Ab agr bachay koi mistake krtay hain to hm unko smjhaen gay to wo us mistake ko accept kr k apologize b krayn gay qk unko pta hoga ye teacher to hmari wellwisher hai or hmay kisi bat se mna kr re hain to us mai hmara hi bhla hoga.*

**Translation:** Today's students are very active. Social media make them more active in everything. Students know new techniques to participate in different events. Students can do different activities and events while being in an institute. For example, if there is

someone's birthday then they collect money from every fellow and buy a cake and gift for that student. They also expect us to take permission and celebrate with them. If we celebrate little happiness with them then we can maintain a good relationship with them. Its aim is not to spoil students but to share their happiness. We teach our students if they do any mistakes, they will accept their mistakes and apologize for them. Because they believe that this teacher is our well-wisher and she is stopping us for our benefit.



**Figure 16 Cards for friend**

## 6.3. Interventions of Teaching

Interventions are steps that teachers take to help students in education and mental or physical health. These steps are specially taken for the special child because they need extra time and the attention of teachers and parents. Such students are different from other students. These students are facing different issues such as some students are weak in learning and cannot understand topics easily, some need extra care as they are facing some kind of fear and some are facing psychological issues maybe because of family pressure.

## 6.3.1. Flexible mode of learning

Teachers should provide flexibility in studies and a comfortable environment for studies. Madam Aqsa Rahim said:

*bht c aesi batayn hoti hain jn se bachay motivate b hotay hain or demotivate b hotay hain. teachers ko apnay har aik bachay ki mental health k mutabik usko deal krna chaeay qk kch bachay hr choti choti bat se easily demotivate ho jatay hain. isi leay teachers ko hmesha wo bat krni chaeay js se bacha motivate ho. jesy agr aik bachay hr dfa apko bad result deta hai wo nh prhta to banisbat saying k he is defaulter ap usko aesay deal kro k beta ap ki writing achi hai ya ap mai ability hai to do better to ap is pori class ko apni kaablyat se heran kr do. bs itna kehnay ki der hoti hai or bacha apko acha result day ga.*

**Translation:** There are so many things that can motivate and demotivate students. Teachers should deal their every student according to their mental health because some students can easily demotivate from little things. That is why a teacher should talk in such a way that motivates students. For example, if one student always gives you a bad result and did not focus on their studies then instead of calling him a defaulter you can motivate him by giving good remarks on his handwriting and telling him that you can do better and surprise everyone by doing good. Just by saying this, a student can give a good result.

Teachers and management should work hands in hand to make the environment of learning flexible because students cannot work in a strict environment. Students need a place where they can share their views without being judged. Madam Kiran Satti said:

*aik classroom k environment ko control krnay k leay bht c steps teachers leti hain jesy bachu k darmyan aik dosray ko bully krnay ka bht ziada rujhaan hota hai. bachay moqa dhondtay hain apnay fellow ko bully krnay ka. teacher ko aesa environment create krna chaeay k hr bacha encourage ho apna point of view deny k leay or unk mind mai ye assurity honi chaeay k hm is teacher ko apna point of view bta sktay hain without any fear of being judged. in batu se unka mind open hota hai wo creativity dikhatay hain jo aksr is dar se chup jati hai k hmay koi judge kry ga or bd mai bully kry ga.*

**Translation:** Teachers take many steps to control a classroom environment. Students try to bully one another. Students find out ways to bully their class fellow. Teachers should maintain a classroom environment in which every student becomes encouraged to give his/her point of view and their minds are assured that they can give this teacher a point of view without being judged. These things can open their minds and they show the creativity that hides from the fear of being judged and bullied.

Teachers put extra effort into students because they believe that special child needs special care. So, they try to work hard and give such students extra time so they can improve their results. Madam Gulnaz Farooq said:

*hr teacher aik bat kehti hai k hmse 10 dfa sawal kro gay to hm 10 dfa jawab dayn gay but reality is beyond this. teacher ne aik class mai bht se kam krnay hotay hain k copies check krna reading krwana r class work complete krwana to aksr special students pechay reh jatay hain. Meri aik student Sehar Fatima bht hi special child hai. Wo kch be yad nh kr skti even uski handwriting b bht khrb hai. Lkn mjhy smjh ayi k in bachu ko extra attention ki zrurat hoti hai. Mai usk sath ziada time spend krti hu baki bachu ki nisbat, mai uski extra class b leti hu or wo us mai bht khush hoti hai k teacher mjhy ziada time deti hai wo smjhty hai k mai us se sbse ziada pyar krti hu jski waja se wo phr studies mai b bht mehnat krti hai. Wo topper to nh lkn wo result acha deti hai ab or handwriting ko b bhtr krnay ki koshish ki hai usne.*

**Translation:** Every teacher says to their students that if you will ask question 10 times, I will respond 10 times but actually, the reality is beyond this. Teachers have to complete different tasks in a class that is why sometimes special students are left ignored. Sehar Fatima is a special child. She cannot learn things easily and even her handwriting is not good. I realized that such students need extra attention. I spend more time with her instead of other students, I also took extra classes with her and she became happy that I gave her extra time and I love her more. Because of this, she put more effort into her studies. She is not a topper but she gave a good result and try to make her handwriting better.

## 6.3.2. Narrative Interventions:

Listening interventions means hearing stories and events from students. Students love to hear different stories but it becomes interesting for students to study if their course work covers some stories in it. Madam Rubab Rahim said:

*Bachu ko hmne aik hi chz prha prha k thka dea hai. Is leay hmay chaeay k hm bachu ko sbq story ki trha prhaen. Qk aksr auqat aesa hota hai rough se rough subject b easy ho jata hai agr hm uski koi story bna dayn jesy chotay bachay ko seasons ka prhana hai to mai uski story bna dugi. ye sb creativity hai k hm kitna creative ho k bachu ko prhatay hain or jitna creative hm prhaen gay hmaray bachay b utnay hi creative houn gay na.*

**Translation:** We make our students tired of teaching them one thing again and again. That is why we need to teach them a lesson as a story. Sometimes rough subjects become easy if we make a story of it for example I will make a story over-season if we have to teach them about different seasons. This is creativity that how we teach them. Because of how much we teach them creatively, our students become more creative.

Some narratives are also considered in visual interventions because teachers make comics and ask students to complete the story. Sir Muhammad Riaz said:

*Maths k bht se topics bachu k leay mushkil hotay hain ab 4 class se hm basics prhatay hain bachu ko. Agr bachu ko comics bna k smjhaen maths to wo easily smjhtay hain. Jesy k ye mainay 2 chocolates bnae or inki price b agay mention ki hai ab un pe 30 percent off hai or aik space empty chor d or bachu ko kaha k in pictures ko smjhtay hoay blanks fill kryn. Bachay is ko game smjhtay hoay bht khushi se solve krtay hain or mai smjhta hu k hmaray bht se bachay ratta lganay mai pechay hain lkn wo activity based learning mai bht tez hain.*

**Translation:** Many mathematics' topics are difficult for students and we teach basics from 4th class. If we teach students by making comics then they can easily understand. For example, I made 2 chocolates and mention their prices, now I left a space for students to answer their prices after 30% off. I asked my students to fill the blank after understanding pictures. Students solve it with joy and take it as a game. I believe that most students are not good at *Ratta* (memorizing lessons) but they are very active in activity-based learning.

Teachers are very active in understanding students' abilities and skills. While using different interventions, teachers make learning easy for students. They demonstrate a better environment for their students because they know their students very well and put effort into their well-being. They evaluate students' progress by implementing different interventions because they know that some students are very special and the only way to deal with such students is love.

### 6.3.3. Emotional Intervention:

Teachers encourage students emotionally if they need emotional support. Teachers believe that some students are suffering from emotional distress and they need everyone's care and attention so they cannot be left behind in studies and social life. Madam Ayesha Zahoor said:

*Kabi kbhi aesa hota hai k koi bacha hansnay khelnay wala achanak khamosh ho jata hai. Kisi khof ki waja se ya phr koi aesa event ho jata hai life mai jo usko preshan krta hai. Or us waja se wo depression ka shikar ho jatay hain. Hmari life itni busy ho jati hai k hm bachu pe ziada dehan nh day paatay. Mera aik student Muhammad Rafay bht hi brilliant student tha. 2 haftay chuttiu k bd jb wo bacha waps aya to bht sehma hoa or bemar lg ra tha. Jb mainay pocha to he denied to tell me. 3 4 din yae dekhny k bd mainay jb uski mother ko call ki to I came to know k his father died two weeks ago in a car accident. To uski mother ne btaya k jbse usne apnay father ko blood mai dekha tbse wo is trha seham gea hai or raat ko dar ki waja se soo b nh skta. It was very tragic accident. I also become shocked to hear about his father. Phr hmay kafi mahinay lgay us bachay ko normal krnay mai qk aik bachay k zehan se us sketch ko mitana bht mushkil kam hota hai lkn agr uski surrounding mai usay emotional support krnay walay hou to wo jaldi us trauma se nikal skta hai.*

**Translation:** Sometimes a most talkative student becomes quiet because of fear or an event. And he/she become depressed about that event. Our life becomes busy that we cannot give them proper time. My student Muhammad Rafay was very brilliant. When he

came back to school after being absent for 2 weeks, he look afraid and ill. When I asked for a reason, he did not tell me. After 3 4 days I called his mother and came to know that his father died two weeks ago in a car accident. His mother told me that he become afraid after seeing his father in blood and could not sleep at night. It was a very tragic accident. I was also shocked to hear about his father. We spent several years normalizing him because it is very difficult to remove the sketch from a child's consciousness but if his surrounding people give emotional support then one can easily get rid of that trauma.

## 6.4. Interventions to Maintain Relationship with Students

Teachers are responsible for developing interpersonal relationships with students by applying different interventions. Teachers help students not just in academic achievement but to be better humans. Teachers help in their well-being through their behavior and way of dealing with their students.

### 6.4.1. Personality Intervention

Students follow every step of their teacher. From their childhood, they start adoring one favorite teacher and follow his/her style whether it is attire, personality, or etiquettes. Sir Sher Hassan said:

*Aik bacha jb apni life k first day school ata hai to us din jo teacher usy psnd ati hai wo usko hmesha respect krta hai. Respect k ilawa wo uski hr aik bat ko follow krta hai jesy usne kia pehna, kesy khana khaya, paani piya, chli, baat ki, daanta ya ks bat pe ghussa kia. Aesay hmaray pas bht se primary level k students hain jnki aik na aik favorite teacher hoti hai r wo usko hmesha follow krtay hain. Hmaray school mai 4 class ki aik student hai Nimra Azhar, wo bht pyari or masom bachi hai. Usay Madam Aymen serwar bht psnd hai. Wo ghar jaa k sara din apnay parents se unki batayn krti hain or aik din to uski mother school aen specially madam aymen se milnay. Or unhune btaya k wo jb hansti hai to hmay btati hai k madam aymen b aesay ahnsti hain or aksr us color k kapray pehnnay ki zid krti hai jo madam aymen ne pehna ho. I think ye madam aymen ki way of dealing hai k wo apni good looks se bachu ko inspire krti hain or bachay unki hr bat mantay hain.*

**Translation:** When a student came to school for the first time, from that he starts liking one teacher and always respect him/her. Instead of respecting he follows everything such as what she is wearing, how she ate, drinks water, walked, talked, scolded, or get angry over what. We have so many such students who have one favorite teacher and they always follow them. Nimra Azhar is a 4th class student in our school. She liked Madam Aymen Serwar a lot. She talked about her all day with her parents and one day her mother came to school to meet Madam Aymen Serwar. She told us that when my daughter laughs, she told us Madam Aymen laughed like this. Sometimes, she obstinate over wearing the same color dress that Madam Aymen was wearing. I think this is Madam Aymen's way of dealing to inspire students from her good looks and students always listen to her.

## 6.4.2. Influential Intervention

Teachers want to make a good relationship with students and for this, they put much effort. Teachers said that sometimes they go beyond of school's rules and regulations to develop a comfortable environment for students to study such as school management guides teachers to control student's behavior and their voices should not be high. Mathematics teacher said:

*Jab bachay aik sawal ka jawab deny lgtay hain to bht purjosh ho jatay hain or sb bachu ki koshish hoti hai k wo pehlay jawab dayn. Or jb ye aesa krtay hain to shor hota or BH hmay pink slip day deti hai jo warning hoti hai teacher k leay mtlb 3 slips means you are fired from job or ye hmay demotivate krti hai. Is chz se nipatnay k leay mainay aik intervention bnae or bachu ko kaha k jo bacha pehlay knock kray ga apnay table ko srf woi jawab day ga. Is intervention se bachay or purjosh ho gay qk unhay table knock krna psnd aya. Is intervention se mainay bachu k sath acha relationship develop kia or unko danta nh unki onchi awazu k leay. Mera manna hai k ab hmay bachu ko qabu krnay k trend ko khtm kr dena chaeay.*

**Translation:** When students try to answer a question they become energetic and every student tries to answer a question first. When they do so, their voices become loud and BH gave us a pink slip (which is used to warn teachers and 3 slips mean you are fired from your job) and that demotivate us. To overcome this thing I used intervention and asked my students who will knock the table first can answer first. This intervention makes students

more excited because they like to knock on the table. Through this intervention, I made a good relationship with students and did not scold them because of their loud voices. I believe that we should stop the trend of controlling students.

Teachers try their best to develop a good relationship with their students. For this, they used different strategies and interventions. While working in an institute, they have to follow their rules and regulations. They believe that if they follow management's rules then they can never make a good relationship with a student because the management has no idea what students are facing and how to deal with different students. Management is just supposed to set rules while they forget to make a rule that will guide teachers to maintain a good relationship with students. Teachers used their ways and styles to maintain their relationship while management did not show any favor over this issue.

# 7. Solution

The educational institute is consists of three major parties i.e. School management, Teachers, and students, that create the culture of an institute. Every party should understand their responsibility to make the educational institute a better place to learn. Now, in this section, I will discuss how these three parties can work effectively and efficiently to make the school's environment learning-friendly.

## 7.1. School's Management

Our school's system is admitting every student that comes for admission. They are not concerned about space. They did not work for their quality of managing a large number of students in a small place. They make the educational system a business. To overcome such issues management should take the following steps to make their student's future bright.

1. Give admission to the number of students that a teacher can easily teach in a classroom.
2. Try to make Montessori and Primary labs for students so they can learn new things through practicals.
3. Instead of asking teachers to control their behavior, ask to introduce creative ways of learning that develop an interest among students to learn.
4. Management should make a curriculum that includes extra-curricular activities and games between semesters.
5. They should hire qualified teachers and train them to become fruitful for students' future.

## 7.2. Teachers

Teachers are a very important part of the educational system. Students' future is dependent on the teacher's will and power to teach students. Teachers are not just an entity that teaches students but they are the one who motivates and support students throughout educational life that help students to think creatively and efficiently.

1. Teachers should be eligible enough to handle every student according to their needs and problem.
2. They should follow a teaching philosophy according to the current time.

3. They should give chance to every student to ask a question about a topic that they did not understand.
4. Teachers should be soft and kind towards students so they can share their problems to their teachers.
5. They should give assignments and tasks apart from subject matters but their topics can enable students to think and work creatively with their group members.

## 7.3. Students

Students play a very crucial role in an institution. They are also responsible for creating a disturbance in the educational sector. We cannot stand management and teachers accountable and responsible for problems in an institute. There are following steps that students can follow to make the environment of school stable and creative for learning.

1. They should control their behavior when the teacher is teaching them because their disturbance can disturb the whole environment of a classroom.
2. Students should follow the teachers and listen with attention to what the teacher is saying to them and act respectably.
3. Students should complete their tasks in a given time so they can move to the next one.
4. They should try to present in class daily so they cannot miss any important lecture.
5. They should listen to the lecture carefully and ask every question that they did not understand.

## 7.4. Other Factors

Many leading factors play a key role in the educational sector such as parents and government.

### 7.4.1. Parents

Home is the place where a child learns their basic knowledge of life. Parents are a child's first tutor, who teaches manners and etiquette. Their other socialization is an endeavor by

the habit and personality that their parents exhibit. Most of the Students' behavioral problems are the expression of their house environment. That is why it is parents' responsibility to take an eye over their child's problem and try to make their lives easy and stress-free. Instead of scolding their child for their every mistake, parents should try to teach them because their every word can affect students' personalities. Further, parents should attend Parents-teachers meetings regularly to access their child's achievement. So, it is important for parents to keep an eye on their child's activity and never leave them alone in the time of need. Such things can make a child's personality that they exhibit in a classroom because if a child has a healthy environment in the home then they can possess positive behavior in a classroom.

## 7.4.2. Government

Government plays a key role in developing and managing education sectors. They are responsible for maintaining, planning, regulating, and making policies for the education sector. They should keep a check regularly about the capacity and the propensity of schools. They can hire an official in every school that deals with problems and is also accountable for making policies according to the culture of a school. The hired official should be responsible for contributing financial support to the school and helping the school to maintain the school's building attractive. The official should act as a mediator between the ministry of education and school management. The official should provide a weekly or a monthly report to the ministry of education that monitor and evaluate the ability of the school in teaching students.

# 8. Summary and Conclusion

## 8.1 Summary

The current study explains the culture of teachers in maintaining a relationship with students. This study is purely done from an emic perspective and observes respondents' views and opinions. Many studies cover methods, strategies, and interventions but still, there was a gap between exploring teacher-student relationships by highlighting different methods, strategies, and interventions. This is an in-depth study that explores different teaching philosophies and tries to investigate the evolution of types of teaching philosophy that teachers are using.

This study focused on maintaining a student-teacher relationship. It also explores hurdles that teachers faced in developing a strong bond and relationship with students. This study is highly effective in unveiling different problems that teachers faced in maintaining a healthy environment of classroom for students. Further, it also gives a comparative understanding between government and private school teachers.

This thesis is based on three exploratory objectives. The first objective explains the different teaching philosophies in detail. Teaching philosophy helps a teacher to set aims and objectives to teach students. It is highly beneficial in adopting an approach to teach students and also helps to maintain a healthy environment for students. Many schools ask teachers for their teaching philosophy and if their teaching philosophy matched with the management's set rules then they hire that teacher. Teaching philosophy is of four types i.e. Perennialism, Essentialism, romanticism, and progressivism. Perennialism is an in-between approach that follows rules and regulations but enables students to do their work creatively while essentialism is considered as an old school of thought because it believes in strictly following rules and regulations set by an institute or a teacher. Romanticism, in contrast, is opposite to essentialism. They believe in teaching students by their will and power. Progressivism enables students to work from their choice. They did not force students to learn because they believe that students will only learn when they want to learn.

The second objective of this thesis explores different methods that teachers adopt to maintain a healthy environment with students. These methods are broadly divided into two approaches i.e. Student-centered and teacher-centered approaches. All other methods come under these two approaches. Teachers try their best to make their students creative and productive. They want their students to achieve higher ranks in their lives. For this purpose, they share their course details with students so they can understand their subject requirements. Further, they make their students creative by giving them different assignments and assessments. By adopting such methods, teachers develop a healthy and productive environment in the classroom that enables teachers to maintain a good relationship with students.

The third objective explores strategies and interventions used by teachers to develop a balanced relationship with students. Strategies and interventions are informal ways that teachers used by maintaining a relationship with students. Students need more care and attention that is why teachers use some informal ways to deal with special cases.

This study is purely exploratory and the qualitative method is used to collect and analyze data. The data is collected from three schools. Two government schools i.e. Govt. New Islamia Model Secondary School Carriage Factory Colony Rawalpindi Dhoke Hassu and Muslim High Secondary School no 1. The third locale chosen for collecting data is a private school of Khanna pull i.e. Aisha Lasani Model Secondary School Rawalpindi. The researcher took primary teachers that teach students of classes 1 to 5. All the government school teachers have done master's degrees with B.Ed or M.Ed while many primary school teachers have not done any of B.Ed or M.Ed but completed their masters' degree. Researchers have done rapport building first so they can collect data in a friendly way while keeping ethical considerations focused. All of the respondents are highly educated and have known to thesis data collection which is why every respondent was encouraged to give interviews. The data analysis has been done through thematic analysis and divided into three chapters that describe every objective in detail.

The findings show that many teachers believe in teaching students through student-centered approaches. They have also faced problems in their student life. They never asked questions from their teacher because of fear. That is why many concepts are left unclear in

their minds and that directly affects their academic results. Now, they want to give their students a comfortable and learning-friendly environment so they can ask a question without any hesitation or fear. Teachers use methods, strategies, and interventions to overcome the gap between students and teachers to maintain a good relationship with their students.

Teachers and school management are working hard to keep the school environment healthy while they lack many facilities that help students to become more productive and creative. Government schools have highly professional and experienced teachers but these schools failed to provide creative and exploratory labs to students. Private schools are working hard to make a better environment for students to study and have interactive labs for students but the fall comes in dealing with students. They highly focused on completing the syllabus and making students' notebooks attractive but they did not spare time to make their students learn. Their teachers also question their credibility in giving time to students.

## 8.2. Conclusion:

Teachers provide a healthy learning environment to their students so they can learn and grow for their society and culture. Teachers play an important role in nurturing students' minds, souls, and bodies. They helped their students to grow physically, economically, and socially. For this purpose, they use different techniques to make their students grow in a healthy environment so they can achieve their goals in life.

This thesis tries to find out teaching philosophies and the evolution of using traditional mode of philosophy to modern mode of philosophy. There are still many teachers who follow a traditional approach to teaching students and believe in maintaining a gap between students and teachers while new teachers believe in teaching students with love and affection. They believe that students can only learn in a friendly environment where they are free to ask questions from their teachers. They think that teachers are their mentors, not rulers. Teachers are the ones who nourish their students not just mentally but solely as well.

This thesis aims to cover methods that teachers use to deal with their students and maintain a strong tie with their students. Teachers are concerned for their student's academic achievement, not because of accountability to management but they want their students to learn.

This research finds out that every teacher accepts their responsibility for student's results in academic life but they also said that our education sector forgets to train teachers to make a good relationship with students. Principals follow the old school of thought for handling students but our teachers try to make a comfortable environment for students to study. Many teachers want their students to be friendly so they can share their problems with them while senior teachers want to maintain a gap between student and teacher. They believe that students will never learn etiquette and manners if they start being friendly with them.

Teachers with a positive environment can help students to grapple with the challenges of society. Teachers who let their students learn by themselves can make their students more productive and creative. They believe that by using such strategies and interventions, our students can make their ways to solve different problems and this makes their minds think

out of the box. This cannot restrict students to think from the teacher's mind but they can generate and produce the methods that develop confidence among them.

Teachers can make a good relationship with students by applying multiple methods, strategies, and interventions. Every student has a diverse nature and can demand care according to their life experience. Teachers should know their students' abilities and skills but the most important thing that most teachers fail to learn is students' mental health. They mostly focused on academic achievement and completing their annual syllabus but they do not possess any technique to know about the emotional and psychological distress or condition of a student.

This research also finds out that school management should make an institutes' culture flexible to teach, learn and grow. They should give space to teachers to handle their students from their own experiences because a teacher can deal with their students best by knowing their situation. School management should adopt new modes of teaching students such as while living in a global world they should introduce technology in school.

The private school has a Montessori lab, computer lab, and a science lab for their students to play and learn new things while government schools do not have any lab for their students. Government teachers put much effort to give their students a comfortable environment to study because they are highly educated and have knowledge of developing teaching philosophy. Government teachers undergo screening tests every month and their board checks their progress by taking demonstration teaching tests regularly. Their progress can also be tested by taking assessment tests from students. Precisely, government institutes are highly concerned over students' results and academic achievements. Private schools, in contrast, effectively work in making school's structure beautiful and comfortable but they did not take any screening test from teachers but they are highly concerned over maintaining discipline in school.

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# Appendix



**Figure 17 Students are playing in sports period**



**Figure 18 sports week in Muslim HSS1**

**Figure 19 Students are waiting for the game result**



**Figure 20 Students showing their projects**

**Figure 21 Preparation of Independence Day Event**

# Interview Guide

1. Are you aware of teaching philosophy?
2. If yes, then what is it?
3. Some students are weak in studies, what strategies have you used for such students?
4. Every student is from different background, did their background affect their result?
5. How did you handle/control students' behavior in class?
6. What are the methods you use, that you think are different from other teachers?
7. What is your tradition of starting and ending a class?
8. What are the strategies you used to handle students that help in achieving good marks of students?
9. Did you have any special student who did not behave well in class and you have used a different method to control his/her behavior?
10. Did you follow the teacher-centered approach or student-centered approach?
11. What methods or strategies have you used to maintain a good relationship with students?
12. Some students did not like rough subjects such as Mathematics, history, or science, how did you manage a relationship with students by teaching such subjects?
13. Did you believe in learning students on their own?
14. What extracurricular activities do you give to your students?
15. How do you assess student learning?
16. Are you a dogmatic (who strictly follows rules and regulations) or a non-dogmatic (a flexible teacher) teacher?
17. How did you cooperate with your students? Any case?
18. Have you dealt with students differently according to their achievement or their style?
19. Have you ever asked your student's opinions and views regarding the subject matter?
20. How often do you give feedback to your students?
21. What special jargon do you use to motivate your students?
22. How did you do rapport building with your students?
23. Have you given social awareness to your students and discussed it with them?
24. What did you believe about yourself that you follow diverse strategies, methods, and interventions of teaching or strict to any one of them?
25. Do you believe in demonstrating a friendly environment with students?
26. What intervention do you use to imply a good relationship with you, students?
27. How effective did these interventions were and what were they?

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