

ROLE OF PRIMARY SCHOOL TEACHERS IN TEACHING ENGLISH SUBJECT AT PUBLIC AND PRIVATE SCHOOLS OF SINDH, PAKISTAN

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ABSTRACT

The purpose of this study was to examine the role of primary school teachers in teaching English subject at government schools of Sindh. Descriptive research design was used to collect data from the students and approach was purely quantitative. In order to conduct the study, the data was collected from the students of primary schools who were in class four. The population of the study was district Matiari. The sample size was 100 students randomly and simple random sampling technique was used to collect the data from the students. Following data analysis, it became evident that Sindh government schools' primary English instruction needed to be improved in the function of teachers. There was no statistical significance difference between male and female teachers at government primary schools. There was statistical significance difference between male and female teachers at private primary schools. Female teachers were more effective than male teachers at teaching English subject in grade 4 and 5. Additionally, private schools were good at teaching English subjects at primary level rather than public schools. The data indicated a need for targeted teacher training and professional development programs to enhance the proficiency of primary school teachers in delivering English language education, potentially leading to improved student outcomes in the subject.

Keywords: Primary, Teaching, Public, Private

INTRODUCTION

English is compulsory subject from primary to higher education in public and private schools of Pakistan. The role of primary school teachers in teaching in English subject in government school of Sindh is multifaceted and critical. The teacher's ability to create a conducive learning environment and teach basic language writing reading speaking skills is pivotal in a child's overall academic success. First, the teachers must be able to teach English subjects in primary schools, second teachers must teach and introduce English subject to students in a fun and engaging way. They can use a variety of teaching tools such as games, songs, and other /interactive activities to make the learning experience enjoyable for students, this help to create a positive

learning environment where student are motivated to learn and practice the English subject.

In Pakistan the language teachers are not skilled in oral competency especially at early school and they themselves feel uncomfortable, not being fully professional in grammar, pronunciation, accent and the rules related to the spoken English (Ayub, S, 2016). Mostly the teacher faced this kind of problem the which are essential for delivering the teacher of the English subject to the students for effective learning are not provided to them it become very difficult for the teachers to teach without the resources essential for the lectures. The growing need of the English subject makes it even more important to learn it. That student who have strong

command over the English subject can easily seek admissions into renowned educational institutions on the other hand student who lack proficiency may not have the access to the well reputed educational institutions. Subject disadvantages the student in the process of learning teach English subject have no hope of acquiring the kind and amounts of academic capital that they need to move into higher education or same work.

Different research studies have shown that the students did not have sound create English skills because the English was not adequately taught to them in grades (1 to 5) the teacher were being also not satisfied with their own English subject skills. To assess the primary school teacher in teaching English subject the primary school is focused different subject students face problem. English subject not properly read the word \lesson not properly speaking writing grammar and vocabulary level school the quality at primary and basic education level is very important for the development and process of any schools. Teachers are not properly qualified and trained to teach English (Hazrat ullah, 2021). Role of teacher in teaching English subject a teacher should play various role such as learner facilitator asses manger and evaluator before teach the students English subject teacher has to first place himself herself as a learner and think from the teacher perspective in doing so student can be captured with interest.

Currently Pakistan is on the fifth number with respect to world population. Its man-power is another one of its resources. Primary education is most important first stage of compulsory education, coming between early childhood education and secondary education. Primary education usually takes place in a primary school or elementary school. In some countries, primary education is followed by middle school, an educational stage which exists in some countries, and takes place between primary school and high school. According to (Sabil & YuanTong Kai 2017) basic primary education underpins the success of society. Every year of primary education increases a person's productivity and reduces their dependence on social resources. The goal of education is to enable children to learn, realize their full potential, and participate meaningfully in society. In spite of increasing enrolment rates, too many children are learning far less than what they are taught about or what they

ought to learn in school" According to (NCHD- National Commission for Human Development) In Pakistan, the situation of primary education is very grief as there are 19 million primary school age children. Out of which almost half are still out of school. According to an estimate, gross enrollment rate in schools is 60% but almost 50% children get dropout of schools before reaching the fifth class. Only one third of the 50% survivors pass the primary education.

In Pakistan there are different types of institutions available like private and public institutions, technical institutions, and madrasas (religious institutions). These institutes are having the triangle of three main pillars; consisted of Teachers, Students, and parents. Our study focused on two main types of schools in Pakistan that is public and private school system. Now a days private schools are becoming more favorite and attractive for majority of the students due to their better education systems, test criteria and knowledge creation and evaluation standards, which comparatively very cheap but inefficient are losing their attraction. Parents prefer to send their children in private schools and avoid public schools. The main purpose of the study was to investigate the current status of teaching English subjects at public and private primary schools.

Statement of the Problem

In primary education, the compulsory inclusion of English as a subject in grades 1 to 5 holds significance for preparing students for advanced English studies. Proficiency in English reading and writing plays a pivotal role in a student's comprehension and mastery of subjects such as science, mathematics, and other disciplines taught in English medium. Understanding the effectiveness of English instruction at this foundational stage is crucial for optimizing subsequent learning outcomes. Therefore, this research seeks to comprehensively investigate the role of primary school teachers in imparting the English language curriculum within government schools of Sindh, with a view to enhancing the quality of English education."

Objectives of the Study

To assess the primary school teachers (male & female) in teaching English subject.

To identify the problems in teaching English subjects in government and private school.

To recommend few suggestions for the improvement of English subject in primary schools.

Hypothesis of the Study

H0₁: There is no significant difference between male and female teachers at public primary schools in teaching English subject.

H0₂: There is no statistical significance difference between male and female teachers at private primary schools in teaching English subject.

H0₃: There is no significant difference between teaching English subject at public and private schools.

Significant of the Study

The primary school plays a pivotal role in imparting English language education in government schools of Sindh. This study aims to provide valuable insights for the government of Sindh to assess the teaching of the English subject, including teaching methods and the challenges faced by students. It is apparent that some teachers may not sufficiently address the individual needs of students, resulting in difficulties in comprehending and engaging with the subject. Resolving these issues requires a more focused and patient approach, aimed at alleviating the frustration students may experience when grappling with English-related challenges.

Furthermore, this research would be helpful for the government of Sindh for implementing teaching of English and enhancing the quality of English language education in primary schools. By addressing these issues and implementing suggested improvements, we can create a more conducive learning environment that empowers students to excel in their English studies. This, in turn, will contribute significantly to their overall academic success and proficiency in the English language. The resulting improvements will have a positive impact on the educational landscape of Sindh, paving the way for a brighter future for its students.

Delimitations of the Study

This study was delimited primary school teacher in teaching English subject in government Sindh district Matiari.

LITERATURE REVIEW

Sindh face several challenges when teaching the subject the lack of resources inadequate training large class sizes and the lack of support from school administrators education officials and parents all contribute the difficulties that they encounter sociolinguistic factors also pose a significant challenge as the prevalence of regional dialects an languages may effect students ability to communicate effectively in English these problems can hinder students' academic success and English subject proficiency well as limit their opportunities for personal and professional growth.

It is crucial that these challenges are addressed by providing teacher with the necessary resources training and support to enable them to deliver quality English language instruction to their student. The standard of education of a Sindh intertwines and determines its position among other nations. Before we continue examining English subject learning, it is crucial to emphasize the distinctions between two-term private school and government school learning. A brief overview of the literature on the subject is provided in this section. Saville Troikas (2006) gives an illustration of two people. One is a young child learning to talk naturally in his home environment, and the other is a student in a classroom learning the norms of utilizing the English language under the guidance of his teacher. Teaching in non-English speaking nations is a challenging task. The English curriculum is still taught in schools, and many of them have even chosen to use English as their primary language of instruction. In conclusion the role of primary school teachers in teaching the English subject in government schools of Sindh is critical for students' academic and personal growth by creating a supportive and teaching skills teacher help their students become confident and proficient. The English language is a collection of significant sounds that student's worldwide use to comprehend and express their feelings to one another.

It is simple for teachers to implement GMT, a teacher-centred approach to teaching English. In this approach, the native subject serves as a scaffold,

primarily used by the teachers during instruction. It is simple for teachers to communicate a concept and for students to pick it up fast when a native subject is used frequently. The approach is more challenging than it may seem because it requires the student to focus on both the English language and two English subjects simultaneously, which could pose problems for them. The textbook (grades 4-5) is taught at the primary level in Sindh's government primary schools. It presents the material found in the textbook in the appendices. It overviews the different kinds of primary English textbooks used and taught in English-speaking countries.

The approach used in government primary schools in Sindh province to teach English at the primary level differs from what is anticipated chiefly by teachers based on the many approaches developed thus far. A substantial portion of the literature review has been allocated to technique since it bears the primary responsibility for students' learning experiences. It can either enhance or detract from them. A thorough explanation of how the method has developed thus far in this context is included, along with a description of the approaches currently in use in Sindh. This is done to demonstrate that, while many methods and techniques are available, they will remain ineffective if teachers do not use them. In addition, the textbook and other resources will only be helpful if teachers adopt these methods and techniques. All of the areas above have been supported and guided by the knowledge that renowned authors, linguists, and researchers worldwide have provided. Primary school teachers have a vital and diversified role in the teaching of English in Sindh's government schools. A child's total academic achievement depends heavily on the teacher's capacity to foster a positive learning environment and impart fundamental language, writing, reading, and speaking skills.

First and foremost, teachers must be able to excite and engage students about the subject of teaching English. To make learning fun for students, teachers can utilize a range of teaching materials like games, songs, and other interactive activities. This helps to foster a good learning atmosphere where students are driven to study and practice the English subject. Most often, the instructor encountered these issues, which are crucial for giving the teachers. English earlier and

better than the way state-owned vernacular medium schools taught it.

Shamim (2011) noted that these non-elite English medium schools did not, in principle, employ English as the only language of instruction, they outperformed elite institutions in terms of test scores. Schools with a focus on the local English for Educational Development, 2010). Ironically, the military Zia-ul-Haq prioritized promoting Urdu and a particular interpretation of Islam for the general populace rather than improving the study of English for them, despite the fact that he started teaching English in Grade 4 for state-owned Urdu/vernacular medium schools as part of his attempt to democratize English. Benazir Bhutto made the announcement that English should be taught as a topic beginning in Grade 1 in the public schools in an effort to democratize English; nevertheless, this was unsuccessful.

In particular, the decision to begin using English as a teaching medium sparked a contentious national debate in 2006 and 2007. The Ministry of Education concurrently critically examined earlier national educational policies as part of the Education Sector Reforms (ESR) (Aly, 2006; Mustafa, 2007; Jeffery, 2007; 2007; Sultan, 2007). The review, viewed by the policymakers as a "landmark and timely exercise," was undertaken because the Ministry of Education "realized that rapid developments on both domestic and international fronts had overtaken the objectives and the projections of the existing policy, and that a new articulation of the educational priorities and future of Pakistan was needed in light of the Devolution of Power, the Millennium Development Goals, the "Education for All," according to the Ministry of Education's National Education Policy Review (GoP). The evaluation was carried out using a strict design involving numerous processes, all completed after gaining the trust of the relevant education ministries and provincial governments. The review team delivered two white papers (Aly, 2006 & Aly, 2007) before offering a new policy in 2009. The existing state of the government's Urdu/vernacular medium schools was bemoaned in both journals. The controversy surrounding the new Scheme of Studies (SoS) in general and the proposal to introduce English as a language of instruction had sparked their discussion and proposals.

The new policy required English to be taught as a subject in all government schools that use Urdu or another vernacular language beginning in 2009. In a sense, the policy action confirmed and extended the choice to teach English as a subject made in April 2003 as part of the Education Sector Reforms (Ministry of Education, GOP, July 2004, p. 9). Nevertheless, in contrast to the policy decisions made in the new Scheme of Studies (Ministry of Education, GoP, February 2006), which determined that science and mathematics instruction in English would begin in Grade 1 in 2011, the new education policy actions delayed that decision by five years. In other words, the introduction of English as a medium of teaching would not occur until 2014. Most significantly, the strategy suggested using English as the primary language of instruction starting in Grade 4 instead of Grade 1. However, if any province wanted to, the policy offered the opportunity to begin teaching math and science in the English language before 2014.

RESEARCH DESIGN

This study was conducted to explore the role of primary school teachers in teaching the English subject in government schools of Sindh. A quantitative method was used in this research study, which would help to explain the methodological pathways used in this study. This study is descriptive in nature and survey technique was used to collect data from participants.

Population

The data was collected from the primary school teachers teaching English subjects to both boys and girls from different disciplines. The population of the study was about 100 students of from grade 4 and 5 studying in the Matiari district."

Sampling and Sample Size

The sample for the study is 100 students Random sample technique was used to collect data from students.

DATA COLLECTION

Data was gathered from primary school students using closed-ended questionnaire.

Research Tool

Four point Linkert scale was used in this study to collect the data from the students.

DATA ANALYSIS

The questionnaire data were analyzed in the form of tables and figures etc. Surveys were analyzed by using descriptive statistics. The data was analyzed through MS Excel

Reliability

The reliability of tools was checked before collecting data.

Validity

It was checked by the different experts including my supervisor.

RESULTS

Item wise analysis for the questionnaire

S #	ITEMS	MEAN	MEDIAN
1	Do you enjoy learning English language learning?	2.00	2
2	Are you satisfied with the subject taught in primary school?	1.79	2
3	Do you feel awkward when you converse in English?	2.60	3
4	Do you understand English language?	1.90	2
5	Is English subject taught in your class by a teacher?	1.55	2
6	Have you ever had an English teacher whose ways of teaching impressed you?	1.95	2
7	English is better learned when teacher implement different activities for different learning styles?	2.67	3
8	Do you believe that there is a direct relationship between teaching method and learning outcome?	1.87	2
9	Is your teacher use song in your English class on many activates?	1.56	2
10	Do you like English grammar?	2.82	3
11	Does your teacher help students when they have problem in English subject?	2.23	3
12	Does the teacher pay attention to help student to speak and write English correctly?	1.74	2

13	Does your headmaster assess the primary school teacher in teaching English subject?	1.20	2
14	Does your teacher teach English subject to the students for effective learning?	1.67	2
15	Is there a need of the English subject in primary school?	3.00	3

Hypothesis Testing

H0₁: There is no significant difference between male and female teachers at public primary schools in teaching English subject.

Public School Teachers	N	Mean	t-value	Sig:
Male	100	2.770	.101	.635
Female	100	2.555		

Table 02 shows that the mean score for male teachers was 2.770, and for female teachers 2.555. The results showed no statistically significant differences ($t = .101$, $p = .635$). Hence, $H_0 1$ was accepted.

H0₂: There is no statistical significance difference between male and female teachers at private primary schools in teaching English subject.

Private School Teachers	N	Mean	t-value	Sig:
Male	100	2.304	2.581	0.01
Female	100	2.371		

Table 03 shows that the mean score for male teachers was 2.770, and for female teachers 2.555. The results showed that there is statistically significant differences ($t = 2.581$, $p = 0.01$). Hence, $H_0 2$ was rejected.

H0₃: There is no significant difference between teaching English subject at public and private schools.

Primary School Teachers	N	Mean	t-value	Sig:
Public	100	2.397	-5.237	.000
Private	100	2.619		

Table 04 shows that the mean score for public school teachers was 2.397, and for female teachers 2.619. The results showed that there is statistically significant differences ($t = -5.237$, $p = .000$). Hence, $H_0 3$ was rejected.

FINDINGS

- After the analysis of data, it was clear the teacher's role in teaching English subject at primary level in government schools of Sindh was not satisfactory.
- There was no statistical significance difference between male and female teachers at public primary schools.
- There was statistical significance difference between male and female teachers at private primary schools. Female teachers were more effective than male teachers at teaching English subject in grade 4 and 5.
- Furthermore, a noticeable difference was observed between public and private primary schools on English subject learning among primary school students. Additionally, private schools were good at teaching English subjects at primary level rather than public schools.
- The data analysis revealed a mixed sentiment, with both positive and negative reflections towards the quality of the primary school's role in teaching the English subject in government schools of Sindh.
- The study highlighted challenges in teaching, with some primary schools lacking English subject teachers for effective English language instruction, which may have contributed to the observed disparities.

CONCLUSION

The findings revealed that primary school teachers of grade 4 and 5 were not focusing in English subject. The English subject is a part of curriculum in grade 4 and 5. Private schools were better than public school. Majority schools were teaching English subject in schools. Female teachers were more effective than male teachers at teaching English subject in grade 4 and 5 in private schools. The study highlighted challenges in teaching, with some primary schools lacking English subject teachers for effective English language instruction, which may have contributed to the observed disparities. The data indicated a need for targeted teacher training and professional development programs to enhance the proficiency of primary school teachers in delivering English language education, potentially leading to improved student outcomes in the subject.

RECOMMENDATION

- Standardize curriculum and teaching guidelines for English instruction.
- Provide targeted training for primary school English teachers.
- Establish robust monitoring and evaluation mechanisms.
- Promote parental and community involvement in English learning.
- Establish regular feedback channels for continuous improvement.
- Develop long-term professional development plans for teachers.

Advocate for and oversee policy implementation for English instruction in primary school.

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