

## COMPARISON OF RURAL AND URBAN TEACHERS' INSTRUCTIONAL QUALITY IN CONTEXT OF AVAILABILITY OF A.V AIDS

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### ABSTRACT

*The main purpose of the study was to investigate and compare the urban and rural teachers' instructional quality working at middle school level in Bannu. The questionnaire was developed for the collection of data. The population of the study comprised of boys and girls public school teachers, working at Middle School Level in district Bannu. Mean, Standard Deviation and Independent Sample t- test was used as statistical tools. Finding shows that rural and urban respondents viewed that teachers are well trained in the use of A.V aids and teaching kits were inexpensive but most of rural and urban respondents viewed that proper A.V aids were not available so student learning is not promoted by regular use of AV aids in teaching learning process. Mostly rural and urban classrooms lack promotion of students learning using A.V aids. It was recommended that the authority should implement various regulations for the teachers, so that teachers are equipped and make capable with modern teaching strategies.*

**Keywords:** Instructional quality, Middle school, AV aids

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## **INTRODUCTION**

Education is the backbone of progress and development, on which a state's economy depends. It is also acknowledged fact that quality education leads to progress and strong economy. Instructional qualities carry its importance for the promotion and upgrading students' understanding. That is why teacher is liable to provide quality education to the individuals. It is known that teacher has dominant and pivotal role in the society. In the process of learning teachers have been given a high rank, and it is true that a teacher can make the students able to lead the individuals onto the right path. There are many dimensions about teachers and their teaching in which the most important one is teachers' efficacy which has the notion that if teachers are able, regarding classroom control and students learning, they have to adopt and apply advance classroom strategies (Scribner, 1998).

In the developed countries teachers are given long term training by various programs and system. In order to put these solving hard tasks, such countries are trying to build structure, for developing related process and the provision of financial aids for various levels and types of education.

Revision of literature is as clear as the sunny day that quality of instructions in the classroom leads to the quality of education. For these purpose teacher is regarded as the most prominent figure, providing quality of instruction at classroom. Teacher higher qualification, content knowledge, methodology and their focused purpose has greatly developed teaching learning process (Govt. of Pak 1998). All the instructional material is inadequate in teaching learning process. Without well trained teacher, fully equipped library and laboratories the instructional process cannot be fulfilled. The task of teaching by well qualified and trained teachers, prepared the learners by their good performance to achieve their own goal (Avalos and Haddad 1999). Quality teachers are those who are scholars in knowledge imparting process. They have unique styles and values

which are the common ingredients of teaching perceptions. They also focus to have positive impact individual physical growth using various strategies during lectures observation of ethics and repetition of learning (Cobb, Darling Hammond and Murangi, 1999).

### **Statement of the Problem**

The problem understudy was “Comparison of rural and urban teachers’ instructional quality in context of availability of A.V aids”.

### **Significance of the Study**

The study would helpful for the students to compare it with day to day teachers’ competencies and professional skills. It would arouse teachers’ sense of perception with follies and shortcomings in teaching perspective. Similarly the results would be helpful to find out the deficiencies and obstacles in teaching and students’ learning process at Middle school Level. It would enable the teachers to get more and more skills by the application of proper A.V aids in day to day activities. Similarly the study would arouse the students’ sense of understanding to handle problematic situation by the use of proper A.V aids. By this study the learners would get more information by means teaching materials and they would happily accept every barrier they face. The study would also helpful for conducting an effective research.

### **Objectives of the Study**

1. To find out the Quality of instruction of rural and urban teachers in context of availability of necessary A.V aids.
2. To compare and contrast Quality of instruction of rural and urban teachers in context of availability of necessary A.V aids.

### **REVIEW OF RELATED LITERATURE**

The initial start of education took place from the birth of first man on the earth. All the surrounding things in world were comprehended to him by divine knowledge. Since that it has been known that teacher has dominant and pivotal

role in the society. It is highly depends upon the quality of his own instruction. Instructional qualities carry its importance for the promotion and upgrading students' understanding.

### **Teachers Beliefs and Classroom Teaching**

Beliefs values and perceptions of individuals can mould human activities (Ashan&Anjum 2012).Tan 2001 has highlighted the work of Bear, Frenstmachr, Soltis and Simonton, saying that teaching approaches are positively affected by teacher's beliefs, attitudes and educational philosophies. It also manipulates classroom atmosphere and instructional rules which teachers may apply.

Uztosm (2013) has asserted various kinds of studies which are concerned to teachers' beliefs. A teacher has assigned a number of areas. He further quoted Calder-head, who divided teachers' beliefs into five areas including learning to teach, instructional role, inter-related teaching method, and determination which directs and justifies the individual action which is called Perspective. It is a sight by which teaching and learning is seen. Perspectives are philosophical tendencies to education learning and teacher's responsibility (Pratt, 2002).Pratt has also found the same five perspectives related to teaching, in which the first one is transmission perspective that guides to command over subject matter. The second one is developmental perspective which means learner centered learning is based and invokes high-order thinking skills. The third one is "An apprenticeship perspective" which assists that is applicable in real setting of any work to do exactly. The fourth one is "A nurturing Perspective" which invokes to enhance real motivation. The fifth one is a social reform perspective" which develops social change (Pratt 2002). As viewed by Pratt that among the five perspectives the Transmission perspective showed that it encourages teachers to have a teacher-centered approach. This approach convinces instructors to adopt their own teaching and assessing strategies in students learning processes, while the

other four perspectives encompasses student centered or learner centered teaching approach in the promotion of classroom teaching.

### **Teacher-Centered and Student-Centered Teaching Approaches**

Pedersen (2003) has taken the work of various writers as Cuban; Hannafin et al. and Jonassen, for explaining teacher centered approach and what is student centered approach. He has mentioned few variables such as goal setting, instructors' role motivational tendencies, assessment and learners contact, so that all the qualities of the student become visible. He further asserts that students gain knowledge according to the teachers self-developed objectives through teacher centered approach. The teacher assigns objectives such as giving direction to various activities to coup with learners' interaction, effective motivation for the purpose of getting high marks or grades through the assessment process, while in the student-centered approach the teacher waits for the students to do their own work by their own choice, and experiences. The student get as they desired, according to the core subject. In this process student interacts with peers and learned in a grouped shape as they read some interesting subject, including subject –based learning, project-based learning and scenario-based learning that increase the student motivation.

### **Parameters of Student-centered Teaching Approach**

In teacher centered approach students remain passive while in student's centered approach, students are active participants in learning process. In order to make learning and educational process flexible and promoting teaching authentic, the student centered approach is used by the theory of constructivism. (Attard, De loio, Geven and Santa, 2010).Attard has suggested a lot of sources relating to literature and also expressed the identity of various parameters fall in the category of student centered teaching. He suggested some parameters, which are as follow:

Firstly it is innovative teaching which includes various form of learning such as group learning problem based learning and other kind of learning and other kind of learning method. So the responsibility falls on the students learning.(Trowler et al; Fedler at el; VanEekelen et al ,as cited in Attard et al 2010).

Secondly it is used in the learning outcomes, in which students expect to get it through knowledge, dexterity and perceptions in learning process (Attard et.al. 2010).

### **Teachers' beliefs and pedagogical content knowledge**

A social constructivist belief is developed by effective teachers' educational program (Forrestor, 2008). It also promotes professional kills, develops physical growth and social welfare perspective. It guides the instructors to apply this approach in teaching learning process, (Student centered approach) Darling-Hammoud (2000) has insisted that there is much professional education for instructors to gain. Therefore researchers have found that there is no difference between the qualified and unqualified teachers in the context of professional.

### **Names of programs for admission**

In 1956 J.V was replaced by PTC (Primary Teaching certificate) and eight years education was replaced to Matriculation (Govt. of Pak 1956). Similarly the name of BT was replaced by B Ed as 14+1 formula came into force for the teachers training at secondary level. All The govt. colleges of Elementary Teachers and colleges IER and education department in universities were given the tasks to offer teachers education programs. All most in all the above departments M.S/M. Phil and PhD program were also offered in order to enable educators, educations leaders and scientists, so that the derived good to achieve.

### **Teachers Qualities**

Teachers Abilities High lead council of education and sports service 2007 has highlighted a number of teachers qualities which are the following.

- 1) Observation of scholarly views with students thinking. Avoid misconception and peruse the learners in order to comprehend in a number of methods.
- 2) Nominate all those learners in the class who are weak in understanding or heaving lethargy during the lecture.
- 3) Demonstrate frankness as learners openly asks something.
- 4) Enables the learners to learn in real sense having deep understanding and counsel them effectively.
- 5) Invoke the learners to be active participants in problem solving matters and argue them to demonstrate cooperation with others in difficult tasks.
- 6) Demonstrate excitement for subjects and motivate the learners by his own professional skills and teaching role so that they are inclined to the class.
- 7) Provide effective environment in the class room.
- 8) Effective communication.
- 9) Creativity and imagination are his major tools.

Saeed (2003) has asserted in his publication named "Assessing Quality in education" that there are a number of facets of quality education particularly in Pakistan situation and generally the situation of some other Countries it leads, to its desired goal quality in education observes if the goals are fulfilled as desired. It has been seen that the quality of education is emphasized in various education policies of Pakistan and some other countries have done a lot of struggles at international level as in South Asia, Africa and Latin American. It refers to quality instructors' pupil subject matter, effective learning institutions and gaining of objectives.

## **RESEARCH METHODOLOGY**

The major purpose of this study was to compare the rural and urban teachers' instructional quality in context of availability of A.V aids working at Middle School Level in District Bannu. The study was descriptive in nature. The following procedure was adopted for the study.

## **Population**

The population of the study was boys and girls public school teachers at Middle School Level in District Bannu. There were 75 boys Public Middle Schools in which 549 male teachers working as well as 76 girls' Public Middle Schools in which 521 female teachers working in District Bannu.

## **Sample**

The sample of the study consisted of 200 teachers (among these 100 were male and 100 were female teachers) of the selected schools. The data was collected from 70 schools in which 50 were boys Public Middle and 50 were girls of Public Middle schools. Simple Random sampling method was used for the selection of the respondents.

## **Research Instrument**

For collection of data, researcher personally developed a questionnaire consisted of ten statements. The questionnaire was finalized after process of pilot testing.

## **Pilot Study**

Validity is the exact measurement, in which the researcher wanted to measure, bearing its supposed result (Jopp, 2000).

Reliability refers to the study when there is consistency in result, having authentic representation of entire population (Rosenthal and Rosnow, 1991). Before administering the research tool the validity and reliability of the questionnaire was confirmed. The validity of the tool was confirmed in the light of the guidance of the experts. For the reliability of the tool, the collected respondents were entered in the SPSS 24, while reliability co-efficient Corn beach alpha value was found 0.78 which was suitable to take a prudent start of the data collection on the tool.

**Data Collection**

The data was collected personally by the one of the researchers through administering the questionnaires on the sampled respondents. For the purpose, permission was also sought from the head of the schools to ensure the ethical consideration of the study

**Data Analysis**

Data was collected through the above mentioned research instrument. It was, analyzed, tabulated and interpreted in the light of the objectives of the study using SPSS 24.The most suitable statistical method for descriptive analysis like mean, standard deviation, for objective No.1 was applied. To conform the result for the objective No.2 and 3 inferential analyses was conducted using independent sample t-test.

**ANALYSIS AND INTERPRETATION OF DATA**

This portion of the study mainly deals with the analysis, tabulation and interpretation of the collected and analyzed data. The analyzed data was tabulated and interpreted in the light of the objectives of the study.

To address the descriptive objective of the study, the following weight, scale and range was used to interpret the table data showing descriptive analysis of the study.

| <b>Weight</b> | <b>Scale</b> | <b>Range</b>   |
|---------------|--------------|----------------|
| 1.            | SA           | 4.51-----5.00  |
| 2.            | A            | 3.51----- 4.50 |
| 3.            | UD           | 2.51-----3.50  |
| 4.            | DA           | 1.51-----2.50  |
| 5.            | SDA          | 0.5-----1.50   |

**Table 1: Location based comparison in context of AV Aids**

| SN             | Statement  | Locality | M    | SD   | t     | P   |
|----------------|--|----------|------|------|-------|-----|
| 1              | Proper AV aids is available in the school for teachers to teach different subjects | Rural    | 2.03 | 1.18 | 3.73  | .00 |
|                |  | Urban    | 2.77 | 1.47 |       |     |
| 2              | Teachers are well trained to use A.V aids effectively.                             | Rural    | 2.93 | 1.51 | -1.26 | .20 |
|                |  | Urban    | 3.20 | 1.44 |       |     |
| 3              | Students learning are promoted in the classrooms using AV aids                     | Rural    | 2.56 | 1.37 | -2.29 | .02 |
|                |  | Urban    | 3.03 | 1.47 |       |     |
| 4              | Teaching Kits are inexpensive and easily available in market.                      | Rural    | 3.56 | .94  | -1.05 | .29 |
|                |  | Urban    | 3.70 | .97  |       |     |
| 5              | Models are used in the classroom by the teachers                                   | Rural    | 2.85 | 1.20 | -.18  | .85 |
|                |  | Urban    | 2.88 | 1.36 |       |     |
| 6              | Time management is arranged by the teachers in using AV aids.                      | Rural    | 2.59 | 1.36 | -.38  | .70 |
|                |  | Urban    | 2.67 | 1.35 |       |     |
| 7              | Teaching materials are adequate to teach different subjects in the school.         | Rural    | 3.08 | 1.25 | -1.42 | .15 |
|                |  | Urban    | 3.36 | 1.46 |       |     |
| 8              | Teaching kits are latest and attractive.   | Rural    | 3.13 | 1.32 | -1.56 | .11 |
|                |  | Urban    | 3.44 | 1.40 |       |     |
| 9              | AV aids is regularly used in teaching learning process.                            | Rural    | 2.38 | 1.24 | -1.84 | .06 |
|                |  | Urban    | 2.73 | 1.37 |       |     |
| 10             | Teachers rebuild the scattered ideas of students in a visualized form.             | Rural    | 2.53 | 1.32 | -2.59 | .01 |
|                |  | Urban    | 3.02 | 1.28 |       |     |
| <b>Overall</b> |  | Rural    | 2.76 | .95  | -.31  | .00 |
|                |  | Urban    | 3.08 | .75  |       |     |

In the above table mean scores of rural and urban teachers about the statement “Proper AV aids is available in the school for teachers to teach different subjects” (M= 2.03, M= 2.77 and SD= 1.18, SD=1.47) respectively. However p value is .00 which is less than .05 which is less than level of significant which means that there is significant difference. Therefore it depicts that urban teachers are more agree the statement” Proper AV aids is available in the school for teachers to teach different subjects”.

Mean scores of rural and urban teachers about the statement “Teachers are well trained to use A.V aids effectively” (M= 2.93, M=3.20 and SD= 1.51, SD=1.44) respectively. However p value .20 is greater, which means that there is no significant difference. Therefore it depicts urban teachers are in favor of the statement, Teachers are well trained to use A.V aids effectively.

Mean score of rural and urban teachers about the statement “Students learning are promoted in the classrooms using AV aids” (M= 2.56, M= 3.03 and SD= 1.37, SD=1.47) respectively. However p value is .02, which is less than .05 which is less than level of significant which means that there is significant difference. Therefore it depicts that urban teachers are more in favour of the statement “Students learning are promoted in the classrooms using AV aids”.

Mean score of that both rural and urban teachers about the statement “Teaching Kits are inexpensive and easily available in market” (M= 3.56, M= 3.70 and SD=.94, SD=.97) respectively. However p is value .29 is greater, which means that there is no significant difference. Therefore it depicts that urban teachers are in favour of the statement, Teaching Kits are inexpensive and easily available in market for students.

Mean scores of rural and urban teachers about the statement “Models are used in the classroom by the teachers” (M= 2.85, M= 2.88 and SD 1.20, SD=1.36) respectively. However p value .85 is greater, which means that there is no significant difference. Therefore it depicts that rural teachers are in favour of the statement “Models are used in the classroom by the teachers”.

Mean scores of rural and urban teachers about the statement “Time management is arranged by the teachers in using AV aids” (M=2.59, M= 2.67 and SD =1.36,SD= 1.35) respectively, However p value .70 is greater, which means that there is no significant difference. Therefore it depicts that urban teachers are in favour of the statement “Time management is arranged by the teachers in using AV aids”.

Mean scores of rural and urban teachers about the statement “Teaching materials are adequate to teach different subjects in the school” ( $M=3.03$ ,  $M=3.35$  and  $SD =1.45,SD= 1.20$ ) respectively. However  $p$  value .12 is greater, which means that there is no significant difference. Therefore it depicts that urban teachers are in favour of the statement “Teaching materials are adequate to teach different subjects in the school”.

Mean scores of rural and urban teachers about the statement “Teaching kits are latest and attractive” ( $M= 3.02$ ,  $M= 3.48$  and  $SD=1.50$ ,  $SD=1.15$ ) respectively. However  $p$  value is .11 which is greater than .05 is greater, which means that there is significant difference. Therefore it depicts that urban teachers are in favour of the statement teaching kits are latest and attractive,

Mean scores of rural and urban teachers about the statement “AV aids is regularly used in teaching learning process” ( $M= 2.31$ ,  $M= 2.72$  and  $SD=1.21$ ,  $SD=1.36$ ) respectively. However  $p$  value .06 is greater, which means that there is no significant difference. Therefore it depicts that urban teachers are in favor of the statement, “AV aids is regularly used in teaching learning process”.

Mean scores of both rural and urban teachers about the statement “Teachers rebuild the scattered ideas of students in a visualized form” ( $M=2.43$ ,  $M=3.03$  and  $SD=1.14$ ,  $SD=1.43$ ) respectively. However  $p$  value is .01 which is less than .05, means that there is significant difference. Therefore it depicts those urban teachers in favor of the statement “Teachers rebuild the scattered ideas of students in a visualized form”.

## **RESULTS**

1. Urban respondents were found significantly more agree than rural on the statement “proper AV aids is available in the school for teachers to teach different subjects” with a  $P$ -value .00.

2. Urban respondents were found significantly more agree than rural on the statement “teachers are well trained to use A.V aids effectively” with a P value .20.
3. Urban respondents were found significantly more agree than rural on the statement “Students learning are promoted in the classrooms using A.V aids” with a P value .02.
4. Urban respondents were found significantly more agree than rural on the statement “Teaching Kits are inexpensive and easily available in market” with a P value .29.
5. Urban respondents were found significantly more agree than rural on the statement “Models are used in the classroom by the teachers” with a P value .85.
6. Urban respondents were found significantly more agree than rural on the statement “Time management is arranged by the teachers in using A.V aids,” with a P value .70.
7. Urban respondents were found significantly more agree than rural on the statement “Teaching materials are adequate to teach different subjects in the school,” with a P value .15.
8. Urban respondents were found significantly more agree than rural on the statement “Teaching kits are latest and attractive” with a P value .11.
9. Urban respondents were found significantly more agree than rural on the statement “A.V aids is regularly used in teaching learning process” with a P value .06.
10. Urban respondents were found significantly more agree than rural on the statement “Teachers rebuild the scattered ideas of students in a visualized form” with a P value .01.

## **DISCUSSION**

Learning needs a conducive environment, lack of environment leads to ineffectiveness of learning even a teacher's efforts are greater or teaching manner is well improved. As learning an ongoing process, a conducive environment for learning is said to be one as believed by all stakeholder in the school. It occurs by learning sharing each other experiences of teaching; it is a climate in which schools present learning resources, classrooms are interactive and students have a lot of chances to take part actively in their learning (Watkins 2003). In educational process teacher is pivotal figure in imparting knowledge, as Black and William found out, "Learning is driven by what teachers and pupils do in classrooms." (Black and William,1998).

It has found out from the study there was lack of proper AV aids in the rural and urban schools. Similarly AV aids were also not used by the teachers in these schools. Teachers did not manage time for various activities. It is found out from the studies that rural teachers did not rebuild scattered ideas in a visualized form.

## **CONCLUSIONS**

1. Mostly the Rural and urban schools there was unavailability of A.V. Aids. In some of the schools A.V aids are available but due to lack of skill and interest of the teachers, AV aids are not used
2. In most of the rural and urban schools teaching kits are latest and attractive, but rural respondents did not rebuild the scattered ideas of students in a visualized form.
3. Majority of the rural and urban respondents viewed that teaching materials are adequate to teach different subjects in the school. While in most of the rural and urban schools time was not managed to use A.V aids.

## **RECOMMENDATIONS**

Study revealed that most of the rural and urban schools Proper AV aids are not available for teachers to teach different subjects” It recommended that the availability of the AV aids must be ensured, so that the students’ learning process may not be suffered.

It has been showed that mostly rural and urban classrooms lacks promotion of students learning using AV aids. It recommended that the authority should implement various regulations for the teachers, so that teachers are equipped and make capable with modern teaching strategies. Findings revealed that rural teachers do not rebuild scattered ideas in visualized form. It is recommended for administrative authorities that special funds may be allocated for the provision of computer systems and internet facility to each and every school, so that every child can acquire developed knowledge.

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