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## Determining the Effectiveness of Teachers' Guide While Taking the Primary Teachers' Perspectives

### Abstract

*The aim of this research study was to explore the teachers' perspectives regarding the effectiveness of the teachers' guide at primary level. No doubt teacher education is top priority of the every system whereas, in Pakistani context have been deprived so far. Current study is supposed to explore the efforts taken in to consideration up to much extant till now. It was a Quantitative approach utilized with the Survey method to collect the data. The Sample for the study consisted of 375 primary teachers (178 males and 197 females) has been selected while using the Convenient sampling technique. The Data was collected with the help of a questionnaire including six factors: "Usefulness of teacher guide" ranging from item 1-10, "Teaching methodology" ranging from item 11-16, "Students' behavior" ranging from item 17-23, "Students' cognition" ranging from item 24-27, "Classroom environment" ranging from item 28-34, and "Student's Assessment" ranging from item 35-39. This was a 5 point Likert's rating scale ranging from Strongly Disagree to Strongly Agree. The Descriptive statistics (Frequency Analysis) and Inferential Statistics (Independent Sample t-test and One Way ANOVA) were used to analyse the data. It has been found that teachers' guide helps the teachers to arrange such activities that promote students' cognition, assessment and behavior which shows that the teachers' guides are proved to be effective in the light of the teachers' perspectives.*

**Keywords:** Teaching Guide, Effectiveness, Teachers' perspective

### Introduction

Regardless of the level of education, the quality is a thing of major concern for the stakeholders. Primary education is emphasized and focused more because it is the base for the rest of the upcoming levels including the Elementary, Secondary, Higher Secondary and Higher Education as well (Zulfqar, Siddiqui, & Mahmood, 2019). No sector including the Public as well as the private is leaving any stone behind in the attainment of the quality in education.

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However, this has been deliberately emphasized by the Government of Punjab on the Primary level of education (Sarfraz, Jabeen, Sajid, & Ali, 2019; Tatlah, 2015). The provision of the teachers' guide is also a part of that endeavor of strengthening the teachers for their effective teaching. The updating of the curriculum is vital to effective and quality education. Whereas, the implementation of the new curriculum can't be achieved successfully unless the teachers play their roles effectively (Yasmin, Nadeem, Siddique, & Ali, 2019). So, it has been suggested by the National Curriculum 2006 that the teachers' guide should be developed to help out and strengthen the teachers for the implementation of the new curriculum. Because of the aforementioned need, the development of the needed teachers' guides has been assigned to Quaid-e-Azam Academy for Educational Development (Ranjha, Mahmood, & Butt, 2019; DSD, 2012).

The professionals have been invited and involved in the teachers' guide development from the both Public as well as Private sector. The assistance has been also sought from GIZ (German Development Agency), World Bank, DFID, Pak-UK Task Force and UNICEF in this regard and the guides have been developed for subjects including Mathematics, Science and English (Ranjha, Mahmood, & Butt, 2019).

These guides have been provided to the primary teachers for usage whereas the District Teacher Educators (DTEs) have been assigned the duty of helping as well as guiding them for using them effectively. There were lesson plans including the outcomes for each lesson in these teachers' guides (Ranjha, Mahmood, & Butt, 2019; DSD, 2012).

The teacher guide has been defined as a manual for helping out the teacher and supporting them regarding the teaching of any specific book. The guide is developed for a specific book comprising the instructions regarding teaching the concerning lessons (Harmer, 2007). These guides intend to support and satisfy the teachers regarding their needs for help related to instructions (Pagelio, 2006). The characteristics of effective teachers' guides have been stated by Little & Goe (2009) that the guide should help the teacher in understanding the objectives and outcomes of the lessons and supporting the conduction of the activities related to the specific lesson (Zabihi & Tabataba'ian, 2011; Farooqui, 2008). The effectiveness of the Teachers' guide depends upon how much detailed description and supporting material has been provided in them regarding the planning of the concerning lesson plan, the possible activities for the instruction of that lesson plan along with the outcomes for that lesson (OECD, 2013). These guides must be convenient and user-friendly for the teachers to use. Otherwise, they would lose their usefulness and effectiveness as well.

As far as the past researches are concerned related to the Teachers' guide, there have been a few researchers worldwide including (Zabihi & Tabataba'ian, 2011; Farooqui, 2008; Jensen, 2001; Gearing, 1999; Hemsley, 1997; Richards, 1993). On the other hand, the aforementioned researches are older than 9 years and more where is as there is a lack of research in the Pakistani context too. So, this is the reason behind the conduction of the current research.

### Research Objectives

The study has been conducted to attain the objective stated below:

- To explore the teachers' perceptions about the effectiveness of teacher's guide at the primary level.

### Methodology

The Positivist Paradigm has been followed by the researcher(s) for the conduction of this research study. It was a Quantitative approach utilized with the Survey method to collect the data. The Sample for the study has been selected while using the Convenient sampling technique. The sample consists of 178 males and 197 females belonging to 4 different districts of Punjab (122 teachers from Lahore, 72 belonging to Faisalabad, 115 from Gujranwala, and 66 belonging to Gujrat). The Data was collected with the help of a questionnaire including six factors: "Usefulness of teacher guide" ranging from item 1-10, "Teaching methodology" ranging from item 11-16, "Students' behavior" ranging from item 17-23, "Students' cognition" ranging from item 24-27, "Classroom environment" ranging from item 28-34, and "Student's Assessment" ranging from item 35-39. This was a 5 point Likert's rating scale ranging from Strongly Disagree to Strongly Agree. The validity and reliability have been ensured for the questionnaire while taking the expert's opinion followed by the pilot testing. There were 50 individuals, who took part in the pilot testing and all of these were other than the actual sample. The Cronbach's Alpha for the questionnaire was 6.7 which is acceptable.

### Data analysis

Descriptive statistics (Frequency Analysis) and Inferential Statistics (Independent Sample *t*-test and One Way ANOVA) were applied to identify the primary school teacher's perceptions regarding the effectiveness of the teacher's guide. The details of these analyses are given below:

Table 1 *Teachers Perception regarding the Effectiveness Teachers' Guide*

Sr. No.	Factors	Mean	SD
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1	Usefulness of Teacher Guide	3.21	.84
2	Teaching Methodology	3.40	.87
3	Students' Behavior	3.48	1.23
4	Students' Cognition	3.65	1.11
5	Classroom Environment	2.98	.67
6	Student's Assessment	3.49	1.06

Values of mean and standard deviation presented in the Table 1 represented that primary teachers gave neutral response against sub-construct “*Classroom Environment*” as the mean value was 2.98 whereas SD was 0.67 that was the least mean value. Opposite to this, the primary teachers were agreed that teachers’ guide helped to arranged such activities that promote “*Students’ Cognition*” as sub-construct “*Students’ Cognition*” have the highest mean value that was 3.65 while SD was 1.11.

Table 2 *Comparison in Teacher's Perception about Teachers' Guide regarding their Gender*

Factor		N	Mean	T	Df	Sig.
Usefulness of Teacher Guide	Male	178	3.2298	.325	373	.746
	Female	197	3.2015			
Teaching Methodology	Male	178	3.4195	.411	373	.681
	Female	197	3.3824			
Students' Behavior	Male	178	3.5658	1.246	373	.213
	Female	197	3.4068			

Students' Cognition	Male	178	3.7303	1.341	373	.181
	Female	197	3.5761			
Classroom Environment	Male	178	3.0377	1.448	373	.148
	Female	197	2.9376			
Student's Assessment	Male	178	3.4303	-1.193	373	.234
	Female	197	3.5614			

Results of the independent sample t-test were presented in Table 2 and the values depicted that both male and female teachers were agreed with the effectiveness of the teachers' guide as no significant mean difference was found among their results.

Table 3 *Comparison in Teacher's Perception about Teachers' Guide on the basis of District*

Factor	District		Sum of Squares	df	Mean Square	F	Sig.
Usefulness of Teacher Guide	Lahore	Between Groups	56233.32	5	11246.66	8.07	.000
	Faisalabad						
	Gujranwala	Within Groups	604708.54	434	1393.34		
	Gujrat	Total	660941.86	439			
Teaching	Lahore	Between Group	3.691	3	1.230	1.629	.182
Methodology	Faisalabad	Within Group	280.309	371	.756		
	Gujranwala	Total	284.000	374			
	Gujrat						

Students' Behavior	Lahore	Between Group	42.252	3	14.084	9.898	.000
	Faisalabad	Within Group	527.910	371	1.423		
		Total	570.163	374			
	Gujranwala						
Students' Cognition	Lahore	Between Group	16.719	3	5.573	4.629	.003
	Faisalabad	Within Group	446.668	371	1.204		
		Total	463.387	374			
	Gujranwala						
Classroom Environment	Lahore	Between Group	6.064	3	2.021	4.645	.003
	Faisalabad	Within Group	161.465	371	.435		
		Total	167.529	374			
	Gujranwala						
Student's Assessment	Lahore	Between Group	22.038	3	7.346	6.800	.000
	Faisalabad	Within Group	400.752	371	1.080		
		Total	422.790	374			
	Gujranwala						
	Gujrat						

Results of One Way ANOVA were presented in Table 3. The values depicted that significant differences were found among their results on the basis of their district in all sub-construct except teaching methodology as  $F= 1.629$ ,  $p = 1.82$ .

### Conclusion

The above-mentioned findings provide a guideline to conclude that primary teachers of Punjab agreed that teachers' guide helps the teachers to arrange such activities that promote students' cognition, assessment and behavior. Results were also helped to conclude that both male and female teachers were agreed with the effectiveness of the teachers' guide as no significant mean difference was found among their results. Whereas, the results highlighted the existence of significant differences among their results on the basis of the district in all sub-constructs except teaching methodology.

### **Discussion and Recommendations**

The findings of this study have been in contradiction with those from (Zabihi & Tabataba'ian, 2011; Farooqui, 2008) however these support the findings of (Durkin, 1984). On the other hand, it has been found that teachers' guide helps the teachers to arrange such activities that promote students' cognition, assessment and behavior which shows that the teachers' guides are proved to be effective in the light of the teachers' perspectives. So, it has been recommended in the light of the research findings that the teachers should be provided the teachers' guides so that they could provide effective instructions in return.

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