Effect of use of Teaching Kit on Performance of Students at Primary level

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Abstract

In this era of globalization use of teaching kit play a vital role for the performance of students in primary education. Comparative research may help to assess the pace of project development, and explore the impediments for adopting timely remedial measures. This research aims to explore the effect of use of teaching kit in Community Model Schools and Govt. Girls Primary Schools. Community Model Schools set up under Girls Primary Education Project (GPEP), in 1994 and funded by Asian Development Bank (ADB), and comparison of their academic performance and use of teaching kit with Govt. Girls Primary Schools. The target population of the study comprised of all Community Model Schools and Govt. Girls Primary Schools in the Punjab in Pakistan. However, the accessible population was three fifty schools (175 Community Model Schools and 175 Govt. Girls Primary Schools) from thirty five districts of the Punjab. To see the effects of use teaching kit on academic performance of students, a sample from each district ten head mistresses, twenty teachers, ten administrators, one hundred students and one hundred parents were randomly selected. Documentary facts were used for seeing the effects of use teaching kit on academic performance of students in both types of schools, as well as a
questionnaire of five point likert scale was designed to investigate and collect data about the students’ performance and effect of use teaching kit. Data was analyzed by using descriptive statistics as well as t-test to compare both types of schools at 0.05 level of significance. Results indicated that Community Model Schools are better in students’ performance due to the use teaching kit than Govt. Girls Primary Schools.

Introduction

Teaching kit play a vital role not only in improving student achievement in the classroom, but also in the understanding of the subject. The students have the opportunity to be more creative and learn things easier. Teachers provide students with a broad understanding of co concerning the things of daily use materials. Various examples and activities with teaching kit ultimately improve the performance of the students as a whole, especially in primary school.

According to Mehmood (2006b) training kit consists of a large steel box, which had 102 different items. These became known as learning aids. These included all Primary subjects. These subjects were science, math, social studies, and Urdu. These tools and instruments enabled teachers to promote the idea of low cost / little cost materials.

Teaching kits were given to 65,000 schools across Pakistan in phases from 1975 to 1977. It was made possible with financial support from UNICEF. It was affordable for all kinds of schools. It was very clear that all primary and elementary school in the province of Punjab had set (Government of Pakistan, 2004c). In addition to facilitating teachers in distributing education through the use of educational kits academics may well be promoted through co-curricular activities.

Community model schools were developed in parallel with the Govt. Girls Primary Schools. Stat. Girls Primary schools are those schools with two PTC teachers and fewer physical facilities operated by state funds in a stereotypical way. Community model schools had the financial assistance from the government and the
specific problem in society. Community model schools were like other Govt. Girls Primary Schools, but significantly different for qualifications headmistresses, availability of physical facilities and community mobilization. The educational initiative of Govt. Pakistan to increase girls' primary education was reinforced by a loan worth $ 64200000 approved by the Asian Development Bank for Girls Primary Education Project. These funds would be used for the construction of 980 Community model schools. The Community schools meant to be an association of national, state and local organizations working in the education sector.

A typical Community Model School in Pakistan included a building includes well-lit classrooms equipped with desks, chairs, fans; a playground is equipped with recreational opportunities in the form of slides, swings and see-saws; additional infrastructural support extended to the construction of a principal, an staff, a shop, toilets and water facilities. Five female teachers and a principal with higher qualifications were recruited and trained for each school. For a society committee would be formed to manage the school and to persuade local parents to send their daughters to school on a regular basis. The average price of a typical Community Model School was estimated to be 3 million Pakistani rupees. The land for the school was provided for free by the community in each Community Council document the contributions of the community towards educational empowerment in their locality. This method is used by the Pakistani government to reduce the cost of establishing schools in rural areas by requiring the community to donate a piece of land for the school (Govt. of Punjab, Standard manual, 2004).

These Community model schools were established in the last decade of the twentieth century. The second phase would objectives induct all children of project areas in Class I, bring dropped to zero%, giving an optimal framework for monitoring and the development and provision of educational materials. Girls Primary Education Project (GPEP) was stretched over the period 1990-95, but it could not be completed earlier than 1998. Objectives were increasing the employment rate of women, the
development of girl's education, training of female teachers, the multiplication of the number of female teachers, provision support environment for continuity in education and the establishment of the Community model schools for girls in the country. The underlying principle of focusing on girls in the reform of basic education by continuing to be simply this: the higher development returns to national investment that accompanies the education of girls (Govt. of Punjab, 2003a).

Given the investment, innovation in the idea intended target, it becomes imperative to know the reality of the Community Model schools in terms of the efficacy of the use of teaching kits and academic performance of the students in terms of catchment area.

Purpose of the Study

The purpose of this study was to gather and utilize documentary data and perceptual data from the head mistress, teachers, administrators, students and parents in order to see the difference in effect of use of teaching kit on student's performance in Community Model Schools and Govt. Girls Primary Schools in Punjab.

Following are questions of research:

a) What is the difference between the leaders' qualification in CMS and GGPS?

b) How do headmistress, teachers, administrators, parents and students perceive the effect of use of teaching kit in CMS and GGPS?

Methodology of study

The study was a mixed qualitative and quantitative descriptive design. The data were collected through document analysis and administer a questionnaire to the school principal, teachers, administrators, parents and students in CMS and GGPS. A sample of 350, 700, 350, 3500 and 3500 by the Rector, the teachers, administrators, parents and students, respectively, taken from 300
Effect of use of Teaching Kit on Performance of Students

Schools in 35 districts of Punjab. The same number of schools (175) and the number of teachers (two) were selected from CMS and GGPS. The simple random technique was used to select the schools and the principal, teachers, administrators, parents and students. The answer to the first and second research question was obtained from the responses of teachers’ questionnaires and documentary data from both schools.

Data Collection Procedures

Data was collected by administering the questionnaire. Questionnaires were administered by the researchers personally. The response rate for the questionnaire was 100%.

Procedure of Data Analysis

All of the administered surveys that had been received from respondents were examined and incomplete surveys were again sent back and collected then included in analysis. The data was divided into two parts. The first part was covering the answer of first research question. The statistical technique mean, standard deviation and multiple bar charts was used to describe the answer of the research question two.

Research Question 1:

What is the difference between the leaders’ qualification in CMS and GGPS?

Comparison of Results of Class 5th Students (2001-2005)

To compare the performance of students, the data was taken from the school results. The data has been presented in the following table:
Table 1

Comparison of Academic Qualifications of Headmistresses of Community Model and Govt. Girls Primary Schools in Punjab

<table>
<thead>
<tr>
<th>Certificate/ Degree</th>
<th>Community Model Schools</th>
<th>Govt. Girls Primary Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>Metric</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>F.A/ F.Sc.</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>B.A/ B.Sc.</td>
<td>67</td>
<td>38.3</td>
</tr>
<tr>
<td>M.A/ M.Sc.</td>
<td>108</td>
<td>61.7</td>
</tr>
<tr>
<td>Total</td>
<td>175</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 1 above indicates that 13% Govt. Girls primary schools have 60-70% results as compared to 1.4% Community Model Schools having the same percentage. 14% Govt. Girls Primary Schools have 71-80% results as compared to 4.57% Community Model Schools. 25.71% Community Model Schools have 81-90% pass percentage as compared to 22% of Govt. Girls Primary Schools. 68.5% of Community Model Schools have 91-100 percentage result as compared to 51% Govt. Girls Primary Schools.

Research Question 2:

How do headmistress, teachers, administrators, parents and students of CMS and GGPS perceive the effect of use of teaching kit for the performance of students?

Table 2

Comparison of effect of use of teaching kit CMS and GGPS

<table>
<thead>
<tr>
<th>Respondent</th>
<th>n</th>
<th>Mean ± S.D</th>
<th>t-test (p-value)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CMS</td>
<td>GGPS</td>
<td></td>
</tr>
<tr>
<td>Headmistress</td>
<td>350</td>
<td>79.5±15.79</td>
<td>67.89±18.57</td>
</tr>
<tr>
<td>Teachers</td>
<td>700</td>
<td>64.9±12.09</td>
<td>60.11±14.98</td>
</tr>
<tr>
<td>Administrators</td>
<td>350</td>
<td>73.57±0.87</td>
<td>64.97±0.69</td>
</tr>
<tr>
<td>Parents</td>
<td>3500</td>
<td>78.82±23.65</td>
<td>71.50±27.41</td>
</tr>
<tr>
<td>Students</td>
<td>3500</td>
<td>81.02±28.05</td>
<td>75.59±22.23</td>
</tr>
</tbody>
</table>
The Table 2 clearly show the mean score of all the variables of CMS is greater than the mean score of GGPS according to all respondents point of view and is significantly different than GGPS.

![Figure 1: Effect of use of teaching kit in CMS and GGPS](image)

**Discussion and Conclusion**

The school performance was measured through a better effect of the use of the teaching kit in this study. Community model schools were created to improve school performance through the use of teaching kit in GPEP (Phase - I and Phase - II). It was found that the Community model schools had better results in terms of efficacy of the use of teaching kit compared to Govt. Girls Primary Schools in Punjab.

Mirza (2003) reported that 50% of the Community model schools were using teaching kit, only 15% of Govt. Girls Primary schools were using teaching kit. As a result, the student's performance in Community Model Schools were much better than the students of Govt. Girls Primary Schools. According to the researcher, when teachers teach with some of the learning aids, their students perform better. As a result, the students share
better in the class activity. The results of this study is that the Community model schools had several educational kits compared to Govt. Girls primary schools and teachers in Community model schools were using these kits more effectively in relation to the teachers in Govt. Girls schools in Punjab. The present study also found that the Community model schools had better results on the effect of the use of teaching kits versus Govt. Girls Primary Schools in Punjab.

In light of the above discussion, it is clear that the effect of the use of the teaching kit for the performance of students at CMS was better than GGPS. Based on the results of the study reported here, it is recommended that the GGPS be financed.

Notes and References


