



RESEARCH PAPER**Teaching Strategies Used by Public and Private School Teachers: A Comparative Study of Secondary Schools of Azad Jammu and Kashmir**

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ABSTRACT

This study was conducted to compare the teaching strategies used by public and private school teachers at secondary level in AJ&K. Quantitative research approach was used to conduct the study. In this approach descriptive research method was used. In descriptive method the researcher used survey method to collect the data from the respondents. The population of the study were female secondary public and private school teachers of tehsil Kotli, Azad Jammu and Kashmir. In the tehsil Kotli Azad Jammu and Kashmir, there were 256 female teachers working in secondary schools. The sample was chosen using the universal random sampling approach by the researcher. A total of 256 female secondary school teachers were used to select the sample. A five-point Likert scale was framed as a research tool for this study. Two specialists from the Department of Education at the University of Kotli AJ&K validated the questionnaire. The reliability of the instrument was 0.82, which was adequate for performing conducting the survey. The researcher collected data from female teachers of public and private secondary schools through personal visits to the sampled schools. The data was analyzed by using Statistical Package for Social Sciences (SPSS). The researcher applied mean, frequency, and percentage to analyze the data. It is concluded that public school teachers had a higher mean score in brainstorming, small group discussion, games, and solo study method than private teachers. Furthermore, in the demonstration technique, the mean score of private instructors is higher than the mean score of public teachers. To strengthen the teaching technique, private teachers may use brainstorming, small group discussion, games, and an individual study strategy.

KEYWORDS Education, Public and Private, Secondary Level, Teaching Strategies

Introduction

Teachers are the ones who carry out the instruction. They are important in the creation of instructional materials, teaching activities, and classroom management. Teachers must have the effective teaching methodologies and classroom management techniques. The essences of gifted education include enhanced professional competence, a clear grasp on teaching methods, self-adjustment, parents' sentiments, and communication amongst and aid from expert instructors (Ghazi, 2012).

Teaching is the construction and management of a setting in which a person would want to overcome gaps or impediments and will learn while doing so. Teaching is a set of acts designed to encourage students to learn (Tariq, 2012). Teaching is a kind of interpersonal influence intended at shaping another person's prospective behaviour."

Teaching is a collection of behaviours involving an agent, a goal, and a scenario that includes two sets of factors: those over which the agent has no control (class size, student characteristics, physical facilities, etc.) and those over which he has control (such as teaching methods and tactics) (Watkins, 2006).

A teaching strategy is a broad plan for a lesson that comprises the framework, instructional goals, and a list of methods that will be used to carry out the strategies. Teaching techniques include the teacher's actions in the classroom, such as developing teaching methods, providing appropriate stimulus for timely replies, practicing learned responses, enhancing responses via additional activities, and so on (Nasir, 2012).

Teachers must use a variety of instructional tactics to guarantee a student-centered approach in the classroom in order to foster creativity, innovation, and critical thinking in pupils. When teachers are aware of how pupils learn, they are more likely to be more successful in the classroom. As a result, it's critical that the primary consequences of teaching methodologies be represented in classroom practice. Recent study results seem to demonstrate that focused instructional techniques are becoming more popular in the secondary school level of education in the teaching of many disciplines (Iqbal, 2012).

These educational techniques include problem-solving, active practice engagement of learners in the teaching process, and a focus on the learning process rather than the deliverables. These are a few of the tactics and techniques. There are two types of teaching methods: conventional and innovative. Conventional instructional techniques are those that are often used by instructors and are regular and well-known. They are generally teacher-centered, with little or no student activities. These include lecturing, story-telling, recitation, and other educational methods. Innovative techniques, on the other hand, are those that are considerably more recent and are primarily learner-centered. Questioning, inquiry/problem solving, role-playing, and dramatization are some examples (Adediran, 2014).

In secondary schools, effective teaching should primarily consist of student-directed interactive learning achievement-oriented activities both inside and outside the formal classroom, in which the learner actively participates and makes a conscious and deliberate effort to induce and acquire significant learning under the supervision of the teacher, who serves as a learning collaborator, director, guide, catalyst, and helper. As a result, educating it aids in the learning of others. In a teaching-learning situation, the teacher is neither a taskmaster nor an emperor who dispenses encyclopedically information. Meaningful leadership is when a student's activity is directed in such a way that the student is allowed democratic flexibility to learn by doing it himself, demonstrating his intellectual integrity and ability for judgement via his activity participation commitment (Anrabi, 2008).

In Pakistan, there are two sectors operating side by side in secondary education: the private sector and the government sector. The private sector plays a significant part in a country's educational growth. It aids in both improving and expanding the quality of the product. Even in the most sophisticated nations, the private sector carries a significant portion of the cost of this vital social cause. In a nation like Pakistan, where the population growth rate is over 3% per year and only around 20% of the current students attend secondary school, the private sector's help is critical in sharing this enormous load. The government alone will not be able to establish and operate all of the schools necessary for this purpose (Arif, 2013).

Recognizing that the government cannot accomplish policy goals on its own, it is critical to seek voluntary participation of the private sector in education growth. The

private sector must be certain that educational institutions founded by them will not be nationalized in the future. Unless such assurances are provided, private industry will be hesitant to spend more in education. The country also need assurances that private institutions will maintain high standards and provide the necessary physical infrastructure (Begum, 2013).

When comparing the performance of private schools to that of government schools, it has been noticed that private schools consistently outperform government schools. The number of pupils enrolling in private schools is steadily growing. The researcher is interested in learning about the teaching tactics employed by private school teachers. As a result, the researcher intended to conduct this research to compare secondary school teaching strategies using by public and private school teachers in Kotli Azad Jammu and Kashmir.

Literature Review

Teaching

Teaching is private contact between a more full-grown character and a less developed one which intended to additional the training of the last option. Instructing is learning as selling is to purchasing. In the words educating is plan and control of a circumstance in which there are holes or deterrents which a singular will try to survive and from which he will learn over doing as such (Srinivasan, 2007).

Teaching is a structure relational impact pointed toward changing the conduct possible someone else. Instructing is an arrangement of activities including a specialist, an end experiencing the same thing including two arrangements of variables those over which the specialist has no control (class size, qualities of students, actual offices, and so on) and those which he can adjust (like methods and methodologies of educating) (Adekoya, 2011).

Teaching as an intuitive interaction, fundamentally including study hall talk which happens among instructor and student and happens during specific perceptible exercises. Educating is a logical interaction and its significant parts are content, correspondence and input. Showing system emphatically affects understudy learning (Wang, 2014).

Teaching Strategies

The teaching strategy brings about an instructive way to deal with teaching and picking up, joining and ideal getting sorted out of the techniques, means and types of collection of the members. These components, coordinated into the functional constructions, depend on a foundational vision and intended to guarantee a functioning the last option level being straightforwardly connected with learning teaching method, preparing hypothesis and practice. Taking on a strategy implies embracing a rule for activity, and partner it a specific worldwide method of hierarchical endlessly. It ought to, normally, be called attention to that in actuality we take on blended and consolidated procedures, as per the goals, the level of the gathering we are working with, the substance covered and so forth (Protheroe, 2008).

Types of Teaching Strategies

There are many kinds of teaching strategies that can be applied in the language teaching process. Wehrli (2008) explained the teaching strategies as follow:

Brainstorming

Brainstorming is an interaction for producing different thoughts/choices in which judgment is suspended until a greatest number of thoughts has been created. Brainstorming as a gathering inventiveness discussion for general thoughts. Additionally, significance of brainstorming for the understudies are: (a) assisting understudies with tackling issues; (b) assisting understudies with profiting from the considerations of others through the development and develop them; and (c) helping the association of the students and building associations among them and assess the points of view on others (Almani, 2012).

Brainstorming is a strategy or instrument of teaching utilized by the educator where greatest or every one of the understudies partake by answering or introducing sees on one point. This procedure energizes novel thoughts among understudies which couldn't have ever occurred under ordinary conditions. In the field of schooling brainstorming is a huge or little gathering of exercises that urge the understudy to zero in on a subject and add to the free progression of thoughts (Kornell, 2013).

Conceptualizing has some beneficial, they are: (a) remembering understudies for more raised degrees of thinking; (b) propelling companion learning and makes cooperation; (c) progressing definitive thinking; and (d) helping packs with showing up at arrangement. On the other hand, there are some disadvantageous of conceptualizing. (a) requiring understudies discipline; (b) may not be strong with colossal social occasions; and (c) can incite "thoughtless similarity (Garg, 2009).

Case-based Small-group Discussion

In this teaching strategy, small groups of 5-10 location case-based assignments, trading perspectives while figuring out through a critical thinking process. In this teaching strategy process, group centers around imaginative critical thinking, with some development planning. Revelation is energized in a configuration in which the two understudies (Coulson, 2009).

Case-based Small-bunch Discussion has some valuable. They can be (a) actually incorporates individuals and vitalizes peer bunch learning; (b) helps individuals with exploring past data and develop what they know; (c) works with exchange of considerations and awareness of normal concerns; and (d) propels improvement of unequivocal thinking capacities. Of course, Case-based Small-bunch Discussion has some disadvantageous. It (a) could decline into off-attempted or social conversations; (b) can be a test to ensure interest by all, especially in greater gatherings; and (c) can be perplexing for individuals when they are at basically different levels of data and aptitude (Farooqi, 2014).

An instructor could make an action for understudies to participate in and afterward see what they do, posing examining inquiries to figure out how they're taking part in the undertaking. This can thusly prompt better preparation and guidance. It's additionally a potential chance to survey and obviously recognize what understudies have proactively realized. In a virtual, simultaneous meeting, an instructor could place them into a breakout room or do this in the fundamental room. Giving guidance to small groups of understudies is a dependable method for separating and support understudies (Wilson, 2006).

Demonstration

Demonstration implies playing out a movement with the goal that students can see how it is done to assist with getting ready student to move hypothesis to viable application. Besides, demonstration procedure includes the educator telling students the best way to follow through with something. The invaluable of demonstration are to (a) assist with peopling who learn well by displaying others; (b) advance fearlessness; (c) give a valuable open door to designated questions and replies; and (d) permit consideration regarding be centered around explicit subtleties instead of general speculations (Nasir, 2015).

Demonstration is a showing technique used to discuss a thought with the guide of visuals, for example, flip graphs, banners, power point, and so on. A demonstration is the method involved with showing somebody how to make or accomplish something in a bit by bit process. As you show how, you "tell" what you are doing. To make progress in demonstration strategy the instructor need to complete three things which are important for this technique. The demonstrator ought to utilize clear language and bit by bit strategy so the understudies comprehend the idea of demonstration effectively (Newby, 2014).

Games

Games are accustomed to bring rivalry, support, drills, and criticism into the growth opportunity as an inspiration and a chance for utilization of standards. Painstakingly arranged utilizations of games in the homeroom (e.g., for rehearsing specific action words, tenses, questions, locatives, and so on) add an interest to a study hall. The worthwhile of game: (a) effectively includes students; (b) can add or recover inspiration; (c) advances group mastering and cooperative abilities and (d) can beat inventiveness down assuming that organization is extremely inflexible and center is emphatically around winning (Yamano, 2013).

A few ethnographers are persuaded that it was schooling that was the justification for making many games. Their assignment was to replicate normal everyday environments of people, share information with the future and set them up for legitimate working in the general public. A genuine model might be chess, which was utilized as a regular reenactment game 2000 years prior. Its point was to get ready warriors to do fights (Surdyk, 2008).

The game is a higher type of play in view of regarding stringently set rules by something like two understudies. The writing incorporates different definitions and arrangements of games too albeit most writers utilize the term of educational game straightforwardly. The game as a type of play where set rules are noticed. For this situation a significant part of the game is to accomplish a rigorously characterized score. He likewise highlights the instructing elements of the game: regard for standards, plausibility to contend, showing how to win and how to lose. Then again, the instructive game is a game with a specific educational reason, a showing device (Okon, 2007).

Studies affirm the appealing and initiating capacity of games. This is so as games show chasing, making, merging and utilizing vital data. They permit to go past data found in books, bear novel thoughts, foster social abilities and construct the establishments for collaboration. expanded viability of instruction with recreation. It could be accepted that games are a chance for instructors to work on the viability of the educating system. They take into account expanding contribution of understudies. They are proficient in conquering huge shortfalls of customary educating techniques. The improvement of PC advancements increasingly more oftentimes takes into consideration a more extensive utilization of showing electronic games (Rosen, 2011).

Independent Study

The most striking attribute of the independent study strategy, that recognizes it from different techniques, is that it is an independent method of learning. Independent study is an understudy's independent quest for scholastic skill in as independent a way as he can practice at a specific time. Independent study strategy is recognized from different techniques, like the talk strategy, by the development of the understudies', abilities and capacities to seek after learning all alone (McRae, 2012).

The independent study technique offers the understudy the chance to adjust objectives, assets, and exercises to their own requirements. The understudy effectively partakes in what the future held as well as how it is to be educated. There is persuading proof that individuals who step up in learning learn more things, and learn better, than do individuals who sit under instructors latently ready to be educated (Scrudder, 2010).

The independent study technique makes the understudies answerable for their own learning. The technique obliges understudies to ask into a subject and frequently to coordinate information from various disciplines. They foster exploration abilities by choosing, gather, and present data. The independent technique creates in the understudies the abilities of an independent student (Gibson, 2011).

The independent study technique utilized by a group of understudies can create in them agreeable, direction, authority, and critical thinking abilities. The independent study strategy cultivates a definitive point of formal training which the advancement of scholarly skill is. Independent study can help an understudy, working exclusively or in a group, become an issue solver, an administrator of his/her own time, and a student who is figuring out how to learn (Inouye, 2010).

Independent study shows that understudies educated by the independent study technique didn't constantly foster more prominent capacity or inspiration for advancing independently. Independent study showed that there were gains in self-acknowledgment, friendliness, and scholarly proficiency among the partaking understudies. Personnel and understudies who took an interest in study demonstrated that the independent study understudies created expanded fearlessness, obligation, resilience, and independent reasoning (Sales, 2007).

A cautious investigation of courses educated traditionally versus those showed utilizing independent study. In 57 of 61 investigations, last assessment execution was better in the independent areas looked at than those showed utilizing the talk technique. The independent study technique when appropriately utilized, or at least, when the teacher utilizing it knows how to utilize it, can create in the understudies higher acquiring abilities. It can give the understudies expanded capacity for speculation and move, a feeling of the pertinence of learning, and the capacity to investigate, integrate, and apply what is realized. As far as understudy accomplishment, the independent study technique doesn't appear to be more successful than different strategies, with respect to model, the talk strategy (Davis, 2013).

Material and Methods

This study was conducted to compare the teaching strategies used by public and private school teachers at secondary level in AJ&K. Quantitative research approach was used to conduct the study. Quantitative research approach was used to conduct the study. In this approach descriptive research method was used. In descriptive method the researcher used survey method to collect the data from the respondents. The population of the study was consisted of 10 public and 12 private secondary schools. There are two

hundred and fifty (256) female teachers at secondary schools level of tehsil Kotli Azad Jammu and Kashmir. The sample was chosen using the universal random sampling approach by the researcher. A total of 256 female secondary school teachers were used to select the sample. A five-point Likert scale questionnaire was used as a research instrument to collect data from the female teachers. The questionnaire was validated from two educational experts of the Department of Education University of Kotli AJ&K. Pilot testing was done by the researchers to ensure that the tool was accurate and easy to use. The researcher used a pilot study to give the questionnaire to 20 female secondary school teachers. The researcher considered the concerns voiced by pilot testing participants. The reliability of the instrument checked by Cronbach's alpha statistical technique. The reliability of the instrument was 0.82 which was acceptable. The researcher collected the data personally from female teachers of public and private secondary school in tehsil Kotli AJ&K.

Results and Discussion

Table 1
Brainstorming strategies used by public and private teachers

S. No.	Statements	N	Mean
1.	Brainstorming encourage new ideas among students	100	4.75
2.	Brainstorming promote cooperation	100	4.42
3.	Brainstorming promote critical thinking	100	4.74
4.	Brainstorming encourage the students to focus on a topic	100	4.61

Table 1 shows the mean scores of brainstorming strategies used by public and private teachers. The table further represented that mean score of brainstorming encourage new ideas among students; N=100, M=4.75, brainstorming promotes cooperation; N=100, M=4.42, brainstorming promotes critical thinking; N=100, M=4.74 and brainstorming encourage the students to focus on a topic N=100, M=4.61. Furthermore, the results directed that brainstorming encourage new ideas among students has the highest mean score in brainstorming strategies used by public and private teachers.

Table 2
Small group discussion strategies used by public and private teachers

S. No.	Statements	N	Mean
1.	Small group discussion involves the students in peer group learning	100	4.62
2.	Small group discussion helps the students to explore pre-existing knowledge	100	4.55
3.	Small group discussion facilitates the exchange of ideas	100	4.70
4.	Small group discussion promotes development of critical thinking skills	100	4.30

Table 2 indicates the mean scores of small group discussion strategies used by public and private teachers. The table further denoted that mean score of small group discussion involves the students in peer group learning; N=100, M=4.62, small group discussion helps the students to explore pre-existing knowledge; N=100, M=4.55, small group discussion facilitates the exchange of ideas; N=100, M=4.70 and small group discussion promotes development of critical thinking skills N=100, M=4.30. Furthermore,

the results showed that small group discussion facilitates the exchange of ideas has the highest mean score in small group discussion strategies used by public and private teachers.

Table 3
Demonstration strategies used by public and private teachers

S. No.	Statements	N	Mean
1.	Demonstration helps those students who learn well by modelling others	100	4.49
2.	Demonstration promotes the self-confidence	100	4.60
3.	Demonstration provides opportunity for targeted questions and answers	100	3.85
4.	Demonstration allows the students to focused on specific details	100	4.38

Table 3 shows the mean scores of demonstration strategies used by public and private teachers. The table further represented that mean score of demonstration helps those students who learn well by modelling others; N=100, M=4.49, demonstration promotes the self-confidence; N=100, M=4.60, demonstration provides opportunity for targeted questions and answers; N=100, M=3.85 and demonstration allows the students to focused on specific details N=100, M=4.38. Furthermore, the results indicated that demonstration promotes the self-confidence has the highest mean score in demonstration strategies used by public and private teachers.

Table 4
Games strategies used by public and private teachers

S. No.	Statements	N	Mean
1.	Games bring the competition among students	100	4.86
2.	Games promote the team learning skills	100	4.75
3.	Games provides challenges that can lead to confidence	100	4.64
4.	Games improve the mental health of students	100	4.88

Table 4 depicts the mean scores of games strategies used by public and private teachers. The table further indicated that mean score of games bring the competition among students; N=100, M=4.86, games promote the team learning skills; N=100, M=4.75, games provides challenges that can lead to confidence; N=100, M=4.64 and games improve the mental health of students N=100, M=4.88. Furthermore, the results showed that games improve the mental health of students has the highest mean score in games strategies used by public and private teachers.

Table 5
Independent Studies strategies used by public and private teachers

S. No.	Statements	N	Mean
1.	Independent study promotes the independent learning skills	100	4.57
2.	Independent study allows students to progress at their own rate	100	4.59
3.	Independent study improves the academic performance	100	4.71
4.	Independent study increases the motivation of students	100	4.33

Table 5 demonstrates the mean scores of independent studies strategies used by public and private teachers. The table further showed that mean score of independent study promotes the independent learning skills; N=100, M=4.57, independent study allows students to progress at their own rate; N=100, M=4.59, independent study improves the academic performance; N=100, M=4.71 and independent study increases the motivation of students N=100, M=4.33. Furthermore, the results also showed that independent study improves the academic performance has the highest mean score in games strategies used by public and private teachers.

Comparison of Public and Private School Teachers

Table 6
Comparison of public and private school teachers about brainstorming

Variable	F	Mean	S.D	t	Sig
Brainstorming	Public Teachers	4.63	0.62	-4.108	.000
	Private Teachers	4.45	0.19		

Table 6 indicates the independent sample t-test of public and private teachers about brainstorming. This table revealed that there was a significant difference in the mean score of public teachers (M=4.63, S. D=0.62) and private teachers (M=4.45, S. D=0.19) as $t = -4.108$, $p = 0.000$. It was also found that the mean score of public teachers (M=4.63) is greater than the mean score of private teachers (M=4.45).

Table 7
Comparison of public and private school teachers about small group discussion

Indicators	F	Mean	S.D	t	Sig
Small group discussion	Public Teachers	4.54	0.65	-4.018	.000
	Private Teachers	4.38	0.35		

Table 7 indicates the independent sample t-test of public and private teachers about small group discussion. This table revealed that there was a significant difference in the mean score of public teachers (M=4.54, S. D=0.65) and private teachers (M=4.38, S. D=0.35) as $t = -4.018$, $p = 0.000$. It was also found that the mean score of public teachers (M=4.54) is greater than the mean score of private teachers (M=4.38).

Table 8
Comparison of public and private school teachers about demonstration

Variable	F	Mean	S.D	t	Sig
Demonstration	Public Teachers	4.33	0.92	-7.60	.000
	Private Teachers	4.47	0.18		

Table 8 indicates the independent sample t-test of public and private teachers about demonstration. This table revealed that there was a significant difference in the mean score of public teachers (M=4.33, S. D=0.92) and private teachers (M=4.47, S. D=0.18) as $t = -7.60$, $p = 0.000$. It was also found that the mean score of private teachers (M=4.47) is greater than the mean score of public teachers (M=4.33).

Table 9
Comparison of public and private school teachers about games

Variable	F	Mean	S.D	t	Sig
Games	Public Teachers	4.78	0.47	-4.215	.000
	Private Teachers	4.63	0.17		

Table 9 indicates the independent sample t-test of public and private teachers about games. This table revealed that there was a significant difference in the mean score of public teachers (M=4.78, S. D=0.47) and private teachers (M=4.63, S. D=0.17) as $t = -4.215$, $p = 0.000$. It was also found that the mean score of public teachers (M=4.78) is greater than the mean score of private teachers (M=4.63).

Table 10

Comparison of public and private school teachers about independent study					
Variable	F	Mean	S.D	t	Sig
Independent Study	Public Teachers	4.55	0.68	-5.128	.000
	Private Teachers	4.47	0.16		

Table 10 indicates the independent sample t-test of public and private teachers about independent study. This table revealed that there was a significant difference in the mean score of public teachers (M=4.55, S. D=0.68) and private teachers (M=4.47, S. D=0.16) as $t = -5.128$, $p = 0.000$. It was also found that the mean score of public teachers (M=4.55) is greater than the mean score of private teachers (M=4.47).

Hoffer (2009) observed that tuition-based schools produce better mental results, give better person and character improvement, and give a more secure, more focused, and more arranged environment than do state funded schools. Analyst further expressed that non-public schools are more effective in making an interest in learning and energize interest in advanced education and lead a greater amount of their understudies to go to school than do government funded schools with equivalent understudies. He observed that non-public schools are more modest and, in this way, achieve more prominent levels of cooperation in sports and different exercises than do government funded schools. The more modest class size in tuition-based schools permitted educators and understudies to have more prominent contact.

Jimenez (2008) directed a near investigation of private and state funded school viability in Columbia and Tanzania, in which they observed tuition-based schools had an accomplishment advantage over government funded schools. They inferred that understudies in observationally identical settings perform much better in non-public schools. In the two nations, the financial foundations of understudies' model it was vastly improved to go to tuition-based schools. For the understudies in non-public schools came from top level salary families, better instructed guardians, and a bigger extent from metropolitan regions. Among the school related factors, they analyzed in Columbia, government funded school mean instructor compensations were higher than tuition-based schools, understudy educator proportions were lower in tuition based schools, and tuition based school understudies enjoyed a benefit in the inclination scores. The discoveries were different in Tanzania, where government funded schools are viewed as the first-class schools.

Malakar (2005) in her article "in light of this venture, the organizer of the task, expressed that the targets of the undertaking were to analyze the points and the instructive projects of pre-essential and secretly run elementary schools; to survey the actual offices accessible and the understudy enlistment rehearses continued in them; to learn about instructor's enrollment techniques, their capability levels, and their preparation and educational cycles; to concentrate on the monetary and regulatory parts of the schools; and to concentrate on the job of the school overseeing boards in the schools.

A review led by Pande (2004) as the organizer of the venture, zeroed in on the situation with private schools in Nepal. The investigation discovered that the secretly run grounds seriously needed actual offices as most of them didn't have their own structures

and were running in nearby school structures. Their monetary status was breaking down on the grounds that they exclusively relied upon understudy charges. Grounds the executives needed solid administration and it were practically broken to oversee advisory groups. A large portion of the instructors were utilized part-time so their obligation to the gig was low. Albeit a greater part of the educators had finished the expected schooling level, they needed vital preparation. In any case, the investigation discovered that classes on private grounds were held more routinely than public grounds and that the connection among understudies and educators was better.

Conclusions

1. It is concluded that instructors use conceptualizing procedure to support novel thoughts, advance participation, decisive reasoning in understudies. Also, they use conceptualizing to urge the understudies to zero in on a theme.
2. It is concluded that instructors utilize little gathering conversation procedure to include the understudies in peer bunch learning. Little gathering conversation assists the understudies with investigating prior information, trade of thoughts and advances improvement of decisive reasoning abilities.
3. It is concluded that instructors use exhibition to assists those understudies who with learning great by displaying others. Exhibit additionally advances the fearlessness, gives an open door to designated questions and answers and permits the understudies to zeroed in on explicit subtleties.
4. It is concluded that instructors concur that games get the opposition the understudies. They additionally imagine that games advance the group mastering abilities in the understudies. In addition, games give difficulties that can prompt certainty and work on the emotional wellness of understudies.
5. It is concluded that instructors concur for the free concentrate so it advances the autonomous acquiring abilities. Free concentrate additionally permits understudies to advance at their own rate and increment the inspiration of the understudies.
6. It is concluded that the mean score of public instructors in brainstorming, small group discussion, demonstrations, games and independent studies is more noteworthy than the mean score of private teachers. Additionally, the mean score of private teachers is more noteworthy than the mean score of public educators.

Recommendations

1. It is recommended that the teachers might start the meeting to generate new ideas by posing an inquiry, representing an issue, or presenting a subject theme. To such an extent that understudies might think about the inquiry/theme and give their plan to the instructor in a short explanation.
2. It is recommended that students might include themselves in the classroom and focus on their education. Instructors might permit time to students after the gathering conversations to report the aftereffects of gathering work and for understudies in different gatherings to clarify pressing issues and remark on their companions' thoughts.
3. It is recommended that teachers might get ready and plan their illustration through the readiness of topic, example arranging, assortment of material connected with the exhibition and practice of showing.

4. It is recommended that sports exercises might go on in the school to acquire the opposition to the students. The instructors might have to make plans for the game week in school.
5. It is recommended that teachers might give composed as well as oral input on classwork and schoolwork. This might be a decent method for working on understudies' trust in working freely. Educators may likewise offer to understudies' customary chances to finish quality, little gathering assignments and urge them to gain from one another.
6. It is recommended that private educators may likewise utilize conceptualizing, little gathering conversation, games and free review technique to further develop the instructing strategy. For this school organization might enlist educators who are knowledgeable about rudimentary training or having level of Bachelor or Master of Education.

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