

COMPARISON OF PEDAGOGICAL BELIEFS OF ENGLISH AND URDU TEACHERS

Abstract: It is very essential to understand all the phenomena and circumstances running within the process of education or teaching-learning setting, some of the factors that should be considered on the top of the understanding list are pedagogical beliefs and practices of teachers. Pedagogical beliefs and practices are very much related to the tactics, ways, methods and strategies that teachers use for facing or challenging coming in their routine professional line. These are also essential for refining teaching and students' learning atmosphere for keeping their motivation and interest up for enhanced performances. The objective of the study was to compare the pedagogical beliefs of English and Urdu teachers. In order to achieve the objectives of this study related literature was reviewed. A questionnaire on the basis of reviewed literature on five point Likert scale i.e. 5 = Strongly Disagree, 4 = Disagree, 3 = Undecided, 2 = Strongly Agree, 1 = Agree was used for data collection. Random sampling technique was used to draw sample from the population of school teachers from all public -sector secondary schools of the Lahore. Two English and two Urdu teachers were selected randomly from each school total 660 secondary school teachers of Lahore 330 Urdu teachers and 330 English teachers were the sample of the study. Frequency and percentage and t. test used for data analysis. The study revealed that Urdu teacher had High level of pedagogical beliefs in comparison with the English teachers. Which indicates that Urdu teachers recognize themselves more proficient and comfortable in caring out of their responsibilities of teaching as compared to the English teachers. Urdu teachers felt High level of contentment and comfort in involving their students in class activities, planning better approaches to increase students' interest, and handle complex situations in the class during teaching as compared to English teachers.

Keywords: teachers, beliefs, education, comparative analysis

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INTRODUCTION

It is very essential to understand all the phenomena and circumstances running within the process of education or teaching-learning setting, some of the factors that should be considered on the top of the understanding list are pedagogical beliefs and practices of teachers. Pedagogical beliefs and practices are very much related to the tactics, ways, methods and strategies that teachers use for facing or challenging coming in their routine professional line. These are also essential for refining teaching and students' learning atmosphere for keeping their motivation and interest up for enhanced performances. Moreover teacher's beliefs and practices are also considered responsible for exert some influence on policies regarding teaching profession, curriculum development, professional development and ultimately students' learning.

RATIONALE OF THE STUDY

The study in hand is based on the grounds of assumption that beliefs of a teacher are strongly responsible for shaping his/her style of instructions during classroom settings. Teachers' beliefs and opinions about teaching strategies and pedagogies act as a dictionary through which what teachers do and what experiences do they face and respond can be comprehensively understood. According to Cantu (2001) belief of human beings are reflection of what they do or want to do, in the same way what teachers think about what they do or want to do provide a platform of decision making and judgments about classroom instructions.

PAST STUDIES AND PRESENT SCENARIO

Past studies had exposed a number of factors regarding teachers' multifarious opinions about their teaching and pedagogical matters. It is important to accept all the aspects of these opinions and options they make in this way any researcher could reach the extent on what teachers decide regarding practices during classroom instructions. It is thoroughly stated by many researchers (Handal and Herrington 2003; Stipek et al. 2001) that during teaching-learning environment pedagogical opinions of teachers always play a pivotal role in stimulating or disrupting the learning environment. Many other researchers

supported the idea that to what extent the study of teacher's beliefs are important to study and understand, some of them are given below:

- According to Borg (2001) beliefs play a central role for teachers to select their specialized subject, the content for the lesson, instructional and teaching-learning activities, deciding about the knowledge to be transferred and conducting assessments and evaluations during classroom instructions
- Mansoor (2008) stated that the study of teachers' belief is very important for understanding the psychological stance and symphony of a teacher with regard to his/her teaching profession, while Richards (1998) also favoured the concept.
- There found a conflict among defining about the beliefs of teachers, there is no clear or specific definition on the concept, thus there is a need to ponder upon this matter (Tatto and Coupland 2003).
- On the other hand, Barcelor (2003) had a reason for not having a specific definition of teachers' belief i.e. he is of the opinion that beliefs are a kind of thoughts and views, they envelop all related information about it one can only have faith on its existence.
- A general concept about teacher's belief about their teaching practice or profession is related to what he/she thinks about teaching or learning in general or what they think particularly about their own teaching or students' learning environment (Haney, Lumpe and Czerniak (1996).
- Pondering upon another dimension to understand a teacher belief is like to have a bird's eye view on numerous aspects related to all the concepts on education i.e. teaching as a profession, curriculum, teaching environment, ethics and objectives of education, while influence of all these factors on students' learning and pedagogical goals ultimately (Ghaith 2004).

▪ SETTING UP THE SCENE

According to the explanations provided in the early section, we can conclude that in view of various researchers' opinions; teachers' beliefs are based on teachers' cognitive and psychological inspirations which direct all the behaviours of a teacher related to teaching. Some of the scholars were of the view that teachers' belief act as a concrete platform either positive or negative i.e. sometimes it acts as a fostering element for intake of innovative knowledge, an overseer upon the teaching material provided or obstruction for dynamics coming ahead in teaching practice (Fullan 2016). It is evident from the past studies that beliefs and opinions of teachers are founded in three types of resources i.e. teacher as teaching individual, teacher as previous student and teacher as a stack of knowledge (Richardson, 1996). These all stances provided basic information regarding teaching to teaching profession; this can be examined directly by observing any teaching-learning session (Lortie 1975). In this way one can say that it also provide a basis for teachers to generate assumptions and hypotheses regarding what do's and don'ts should be in teaching as well as how it should be done. These assumptions that teachers adopt from different various supplies prove to be imposing forceful impact of their beliefs regarding teaching practices and pedagogies (Tsui 2003).

▪ TEACHER'S PEDAGOGICAL BELIEFS

These are also additionally based on various main and sub factors related to educational or school setting like administration, peer relations, school climate, attributes and qualities of students accompanied by legislations that are functional in a particular school setting (Fang 1996). In short there found a handsome amount of researches present worldwide that support the prominent influences of teachers' beliefs on their classroom practices. One of the proponents of this arena of studies, Pajares (1992) summed up the findings of most of the past studies related to teachers' pedagogical beliefs that there is a tough positive association with educational planning, decision making and classroom instructional practices. Pajares (1992) also stated that these beliefs if generated during pre-service trainings of teachers

can act as a pivotal existence in understanding teacher's behaviour and their knowledge about their teaching profession. Thus he proposed as a result that these beliefs are among most influencing mediators, responsible to translate behaviours into practice (Ernest 1998). Similarly, the teachers' pedagogical beliefs are considered to be loaded with information that holistically influences all teaching policies, plans and practices (Clark and Peterson 1986).

There found an increasingly strong concern among educational scholars to conduct studies on beliefs of teachers and their instructional practices. The findings of these studies created two dimensions of the same scenario. Some of the studies examined to conclude that there were no significant relation among the two variables (Parmelee 1992; Van Zoest 1994; Nespar 1987) on the other end some found that beliefs played as important role as any other factor during classroom instructional practices and discussed beliefs with translating power of abilities to realities (King 2002; Farrow 1999).

Furthermore some researchers examined the effect of teachers' beliefs on every component of education among them one is curriculum development and implementation. In curriculum practice four aspects could be of great concern with regard to beliefs of teachers' i.e. knowledge, teacher's role, students' abilities and course content (Cronin-Jones 2001). He further stated the reason of misjudgements about teacher's behavioural influencing elements are due to the fact that teachers sometimes mislead researchers in stating wrong opinions or they just don't want to share.

Beliefs are generally related to psychological state of mind, that is why it is said to hold or adopt a belief by anyone (Green 1971), thus it is admitted that to defining or studying the term 'belief' is not an easy task (Johnson, 1994). Famous researchers like Pajares (1992) and Borg (2001) give beliefs a name of a type of construct that is quite complicated or cluttered. According to Borg (2003) described in extensive literature review of his studies, there are almost sixteen distinctive concepts regarding teachers mental or psychological understanding that is described in terms of beliefs of teachers had been discussed in previous some decades. Keeping in view the above statements it is summarized that all the concepts

and constructs regarding teachers' perceptions, beliefs, attitudes, concepts, thinking, views, opinions, suppositions and more like that can be put in the same term of reference for almost all purposes, proposing the idea of Borg (2001).

When discussing about study in hand, we are using teacher's belief term as their general thinking and perception as well as statements they mention to describe their perceptions about their knowledge about any concept, this is same as Basturkmen, Loewen and Ellis (2004) stated in their study. According to Borg (2001), beliefs alone are useless if not compared to the practices; he also recommended the need and requirement of such comparison among teacher's beliefs and their professional practices. Favoring Borg's concept of messy construct, the researcher of this study also took beliefs as multi-dimensional sort of cognition that helps teachers in guiding in terms of their practices, attitudes and actions (Borg 2001).

▪ INSTRUCTIONAL PRACTICES OF TEACHERS

The arguments go on towards the particular effects of beliefs on teachers' instructions and especially on those that are qualitatively considered good.

United States is among those western countries that gave a rebirth to constructivist approach of education and thus exert pressure to adopt it, consequently meaning and conception of direct instruction as a teaching methodology was reformed and highlighted (Kirschner, Sweller and Clark 2006). The main reason of this reform was to facilitate students with the options and resources to solve their problems happening in real world as well as to equip them with the ability to interpret the main goal, reasons, meanings and objectives of the duties or tasks provided to them (Wahlstrom and Louis 2008).

Besides a handsome amount of literature present on the current situation of teachers' beliefs (Mansour 2008) yet there is still a necessity to conduct study on pedagogical aspect of teacher's belief in order to clarify and justify their influences on classroom instructional practices. Previous studies in one way or other focused only on one discipline or subject, our study will remain and stick to general situation with a holistic view on overall classroom setup.

STATEMENT OF THE PROBLEM AND OBJECTIVE

- Comparison of pedagogical beliefs of English and Urdu teachers
- The objective of the study was to compare the pedagogical beliefs of English and Urdu teachers.

HYPOTHESIS

- Ho: There is no significant difference among mean scores of pedagogical beliefs of Urdu and English teachers

DELIMITATION OF THE STUDY

The study will be delimited to only:

- District Lahore
- Female teachers

RESEARCH DESIGN

- The study was quantitative in nature and survey method was used to collect data

POPULATION OF THE STUDY

- The female Secondary school's Urdu and English teachers District Lahore was the population of the study. There are 172 rural and urban female secondary schools in District Lahore

SAMPLE

- Random sampling technique was used to draw sample from the population of school teachers from all public-sector secondary schools of the Lahore.
- Two English and two Urdu teachers were selected randomly from each school total 660 secondary school teachers of Lahore 330 Urdu teachers and 330 English teachers were selected as sample of the study.
- 155 teachers Urdu teachers from urban schools and 155 English teachers from rural areas was selected.

INSTRUMENTS

▪ The closed ended questionnaire as a tool of the study, after reviewing the literature on the topic. The tool covered seven domains and 46 statements in all. The domains were named as lecture organization, presentation of lesson, students' discipline, dealing with students, evaluation, code of ethics and personal characteristics. All statements were formed in interrogative form. Each statement was put against five point rating scale i.e. 5= Strongly Disagree, 4= Agree, 3= Undecided, 2= Agree, 1= Strongly Agree.

DATA COLLECTION

▪ Questionnaires were distributed among 4 teachers per school 2 Urdu teachers and 2 English teachers all of the participants were selected through random sampling Lahore. The confidentiality and anonymity of the participants was kept and ensured throughout the research session and was taken as the researcher's high priority. Questionnaire return track was properly recorded in time.

DATA ANALYSIS AND INTERPRETATION

▪ The response to the tool was designed as per the quartet grading as follows: Strongly Disagree (5) degree, Disagree (4) degrees, Undecided (3) degrees, Agree (2) degrees, Strongly Agree (1) degree. The analysis of the data computed descriptive and inferential statistics. mean scores, standard deviation, t-test was calculated.

Table. 1 Table shows the pedagogical beliefs of Urdu and English teachers.

Sr.	Respondents		Mean	Std. Deviation	t-test (α)
	Urdu Teachers		1.58	0.492	0.05
	English Teachers		2.62	0.711	0.80

Above table shows that the mean scores of English Teachers (2.62) were greater than that of Urdu teachers (1.58). On applying t-test the Urdu teachers' responses (0.05) are significant while English Teachers' responses (0.80) were not significant at 0.05 level of significance. So result shows that Urdu teachers have strong pedagogical beliefs as compare to English teachers.

The mean scores difference among Pedagogical Beliefs of Urdu and English teachers as perceived by Urdu and English teachers was calculated by testing the following null hypothesis using ANOVA test. Ho: There is no significant difference among mean scores of Pedagogical Beliefs of Urdu and English teachers The null hypothesis was tested using ANOVA test. The summary is presented in the table.

Table. 2 Comparison of pedagogical beliefs of Urdu and English teachers.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	436.727	1	436.727	5.185	0.023
Within Groups	46159.01	548	84.232		
Total	46595.74	549			

Above table shows that p-value for responses of Urdu and English teachers was significant beyond 0.05 level of significance for the total sample. Therefore, the null hypothesis stating "There is no significance difference among mean scores Urdu and English teachers was rejected. Result shows that there is significant difference among mean scores of Pedagogical Beliefs of Urdu and English teachers.

CONCLUSION

- Urdu teachers have strong pedagogical beliefs as compare to English teachers
- There is significant difference among mean scores of Pedagogical Beliefs of Urdu and English teachers.
- Results indicate that Urdu teachers recognize themselves more proficient and comfortable in caring out of their responsibilities of teaching as compared to the English teachers. Urdu teachers felt high level of contentment and comfort in involving their students in class activities, planning better approaches to increase students' interest, and handle complex situations in the class during teaching as compared to English teachers.
- This study only provided a fundamental situation and phenomenon exploring among female secondary school teachers, there is yet to be more explored like comparison of gender, locality and type of schools about pedagogical beliefs.

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