

MANUAL

RESEARCH PROJECT   
B.Ed (1.5 Year/2.5/4 Year)

Course Code: 8613/6464

Name: Syed Shafqat Ali Shah   
Roll No: BY 672912  
Registration No: 19PCT01716   
Semester: 3rd   
Region: Jhang   
Theme: Mutual Cooperation   
Sub-theme: Mutual Cooperation Between Teacher and Students   
Topic: Developing Mutual Cooperation Between Teacher and Students Through sharing opinions at secondary level in District Chiniot.

Department of Early Childhood Education and

Elementary Teacher Education

FACULTY OF EDUCATION

ALLAMA IQBAL OPEN UNIVERSITY ISLAMABAD

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1. COURSE DESCRIPTION

Pre-service teacher education in Pakistan has been criticized for being heavily   
content-ridden on the cost of ignoring practical aspect. No doubt, theoretical   
knowledge should be linked with classroom practices to make the teacher   
education programs more effective. The Higher Education Commission Pakistan   
suggested some radical changes in the teacher education programs. In wake of the   
transformation, Allama Iqbal Open University is trying to equip its student-  
teachers with skills based on practical works under the supervisions of   
experienced and highly qualified teachers. Research Project is one of such   
offerings to the students which will provide them some basic skills for being an   
effective classroom teacher. It is designed to provide them with critical approach,   
scientific attitude and reflective thinking. In the previous semesters, the students   
were offered ‘Research Methods in Education’, ‘Critical Thinking and Reflective   
Practices’ and ‘Teaching Practice-I’. The experiences from these courses will help   
the students to build their narrative and complete this research project.

We have already learnt that action research is a way of solving local problems by   
adopting steps of scientific method. It is not uncommon that a teacher faces many   
problems of different nature during teaching and at workplace. Action research   
provides more valid and reliable solutions of the problems faced by them at   
classroom and institution level. So, mastering action research can be an important   
step in becoming a more effective teacher. Keeping in view the importance of   
action research in the professional life of the teachers, universities of the   
developed countries have made action research a part of teacher education   
programs. For setting higher standards of pre-service teacher education in   
Pakistan, Allama Iqbal Open University has also made it mandatory for B.Ed   
students to conduct an action research and write a report. As action research   
targets *learning teaching through researching teaching* and based on some   
practical work, it provides an opportunity to change student-teachers’ beliefs   
based on practical experiences. It will help the students understand how scientific   
method is used to solve classroom problems.

One the most important considerations in action research is ‘*context*’ - that’s why   
we are not bothered about the generalization of the results. It is conducted in the   
context of the researcher and the problem relates to the personal context. The   
critical question of an action research is mostly narrated in personal pronoun i.e.

‘I’ and ‘My’. For example, “How can I improve reading skills at primary level?”   
or “How can my teaching develop higher order thinking among students at   
elementary level?” Sticking to one’s own context provides another benefit. It   
provides an insight into the classroom and the institutional practices as a whole.   
The other major consideration of Action Research is the ‘*reflection*’ of the   
student-teacher. Action research at this level should be something meaningful to a   
student-teacher - lessons which can be carried with as a professional teacher to   
make you a wiser, smarter and more effective teacher. Once a student-teacher gets   
through action research, he/she gets to know and handle a scientific method to   
solve his/her professional problems rather than always looking for trial and error   
method.

2. COURSE LEARNING OUTCOMES

At the end of the course, the student-teacher will be able to:

 Identify an educational problem within the classroom / institution

 Review the literature related to the identified problem

 Develop a scientific plan to solve it

 Execute an intervention to achieve the objectives

 Collect data about the problem with the help of a research instrument

 Analyze the data

 Draw conclusions based on the analysis of the collected data

 Use APA manual in writing and formatting a research report

3. INTRODUCTION TO RESEARCH PROJECT

The purpose of research project is to engage student-teachers in action research process. Action research helps student-teachers to begin a cycle of posing questions, gathering data, reflection, and deciding on a course of action. Research project helps to understand a particular problem or phenomenon along with strengthening their comprehension of research process. They discover first-hand knowledge about (a) how the steps of the research process are interlinked, (b) develop an understanding and appreciation of how knowledge evolves, and (c) adds a contribution to the existing body of knowledge.

The purpose of action research project is either to solve a problem or to improve a practice in education within local settings. The output of an action research project may provide immediate solution to a problem at classroom or school level. What is NOT an action research?

 Action research is nota library project where we theoretically learn about a

topic that interests us.

 Action research is not an attempt of trying to find out what is wrong, rather

it is a quest for knowledge about how to improve a particular practice/situation.

 Action research is not about doing research on or about people, or finding

all available information on a topic looking for the correct answers. Action   
research involves people working to improve their skills, techniques, and   
strategies.

 Action research is not about learning why we do certain things. But it is

about how we can do things better. It is about how we can change our instruction to impact students’ learning.

4. TEACHING-LEARNING METHODOLOGY

The research project is an activity-based course. The student-teacher will   
complete the research project under the guidance of a supervisor. It will be   
mandatory that the supervisor has at least an M.Phil degree in the field of   
Education. A person holding a degree of M.Phil / MS without thesis will NOT be   
eligible for supervision. Furthermore, M.Phil / PhD degree holders in the fields of   
natural sciences, engineering, agriculture, languages, and Arts and Humanities   
will not supervise students’ project work. In extraordinary circumstances, the   
persons holding the required degree in some specific subjects of social sciences   
may be appointed as a supervisor but only with the prior approval of the   
Chairman, Department of Early Childhood Education and Elementary Teacher   
Education. Further:

 A 3-day workshop will be held to share the concept and methodology of

action research with the students. The students will be allotted their supervisors during this workshop. It is more advisable that the topic of research should also be finalized during this workshop.

 One-on-one meetings between the student-teachers and the supervisor. The

supervisor will get the progress from the student and propose the way   
forward. The minimum number of these meetings is nine. The meetings will

be decided with the mutual understanding of the supervisor and the student-  
teachers.

 The work (booklet) must be completed within the stipulated period of time

and it will be submitted to the regional office with the approval of the supervisor.

 The regional offices will permit only those students to submit their report

who have at least 80% attendance of the workshop sessions.

 A supervisor will not supervise more than 25 students at a time. Though in

special circumstances, the number of students may be increased subject to the prior approval of the Chairman, Department of Early Childhood Education and Elementary Teacher Education.

Workshop

A 3-days workshop is a compulsory component of the course. At least 80% attendance in the workshop sessions is mandatory failing which the student will be disqualified for report submission and evaluation and he/she has to attend again the workshop. The workshop will be conducted by the concerned regional office. The Dean Faculty of Education may appoint some faculty members to visit the workshops, if needed, to convey to the coordinators / supervisors what is and what is not required from the students.

During workshop, the students will get acquainted with the purpose and procedure   
of action research. A coordinator and two supervisors will be appointed for the   
workshop. Only persons eligible to supervise the students will be involved in the   
workshop. They will also work as the resource persons. Except in special   
circumstances, the number of students in a class should not exceed 75. It is   
recommended that the students should be distributed among the same three   
persons who were involved in the conduct of the workshop. First two days of the   
workshop will be dedicated for the sessions regarding action research. On the   
third day of the workshop, the students will work with their supervisors to decide   
the topic and plan of their project. The recommended program of the workshop is   
given below. However, minor changes can be made to adjust to the local   
requirements.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Day | Session | Activity | Timing | Duration |
| 1 | I | Inauguration of the workshop,  communication of purpose, pattern and  schedule of workshop | 2:00 pm to  3:00 pm | 1 hour |
| II | Introduction and importance of Educational  Research | 3:00 pm to  4:00 pm |  |
| III | Introduction and importance of Action  Research in teacher education program | 4:00 pm to  5:00 pm |  |
| IV | Identification and selection of problem for  Action Research | 5:00 pm to  6:00 pm |  |
| V | Sources of Locating related Literature and  Citing it - APA manual | 6:00 pm to  7:00 pm |  |
| 2 | I | Data Collection in Action Research  Observation (note-taking, anecdotal record,  checklists, etc.) | 2:00 pm to  3:00 pm |  |
| II | Data Collection in Action Research  Interview (survey; attitude / aptitude rating  scales; formal interview, informal interview,  etc.) | 3:00 pm to  4:00 pm |  |
| III | Data Collection in Action Research  Artifact - the physical record (student work;  portfolios; test scores; attendance record,  etc.) | 4:00 pm to  5:00 pm |  |
| IV | Data analysis and interpretation | 5:00 pm to  6:00 pm |  |
| V | Distribution of students in groups and  allotment of the supervisor | 6:00 pm to  7:00 pm |  |
| 3 | I | Students’ presentations on their topics | 2:00 pm to  3:00 pm |  |
| II | 3:00 pm to  4:00 pm |  |
| III | Finalizing research topics | 4:00 pm to  5:00 pm |  |
| IV | 5:00 pm to  6:00 pm |  |
| V | Time Frame and scheduling the meetings | 6:00 pm to  7:00 pm |  |

Selection of Topic

The Dean, Faculty of Education will provide a theme and a set of sub-themes. The   
Director Regional Services will disseminate this list to all regional centers and the   
concerned Regional Director will be responsible to convey it to all supervisors at

the time or before the workshop of the course ‘Research Project’. This practice will be followed every semester as for each semester new theme and the sub-  
themes will be provided by the Dean, Faculty of Education.

The selection of the sub-theme - the topic of the research project for each student   
is up to the mutual understanding of the student and his/her supervisor. The   
supervisor is responsible to give almost equal weightage to each sub-theme. It   
means that if a supervisor is going to supervise the work of 25 students and there   
are 08 sub-themes given, every sub-theme should be selected by at least 03   
students. In simple words, divide the number of students by the number of sub-  
themes; and in this way, equal weightage to each sub-theme should be ensured.

Writing Project Report

You must consider the following points at the time of writing your project report:   
 Write you report concise and brief. You are supposed to write your report on   
 the given space as it is not permitted to attach extra sheets by your own.   
 The report must be written in English language ONLY. A report written in   
 any language other than English will be awarded zero marks.   
 Do not copy your report from some other student. If two or more reports are   
 found to be similar, all such reports will be awarded zero marks.   
 If you are already a practicing teacher, use your classroom to conduct this   
 action research. And if you are not a teacher, you can conduct your research   
 during Teaching Practice-II (CC-8608).

Dear student

You are required towriteyour response on the given blank spaceONLYin the   
manual issued by the department. Write brief and concise; keep in view the   
space specified for a particular portion. Don’t use extra sheets. Only handwritten   
responses will be accepted. Don’t write in any language other than English.

5. ASSESSMENT OF PROJECT REPORT

Research project is a practical course. There will be no written examination at the   
end of the course. At completion of the project, the manual will be submitted to   
the concerned regional office of Allama Iqbal Open University. The project   
manual must be signed by the supervisor on the given form provided in the   
manual. Without the signature of the supervisor, the manual will NOT be   
accepted. Furthermore, the concerned regional office will ensure that the said   
student has at least 80% attendance in the workshop failing which the student will

not be allowed to submit the manual. Though attendance in the workshop bears no marks yet it is mandatory for manual submission.

The final date of submission will be communicated by the DRS to the regional   
centers. No submission after the deadline will be accepted. If a student is unable   
to submit the report within the stipulated time or falls short of the minimum   
attendance of the workshop, he/she will have to reregister in the course. The   
student will pay full fee of the course (the fee is subject to any change by the   
university administration). He/she will be given two chances to reregister in   
consecutive two semesters (offerings) and if the student remains unable to pass or   
avail these chances, he/she will be considered fail and has to get fresh admission   
when the course is offered.

The project manual will be evaluated against total number of 100. The distribution of marks is provided against each part. Adequacy, relevance, quality and language will guide the scoring of responses.

TOPIC APPROVAL FORM

*(Note: This form must be filled and signed on the last day of the 03-days workshop)*

Student Name: Syed Shafqat Ali Shah   
Registration Number: 19PCT01716  
Roll Number: BY672912   
Programme: B.Ed (1.5 Year)   
Supervisor Name: Salma Waqar

Theme Mutual: Cooperation

Sub-theme: Mutual Cooperation Between Teacher and Students

Topic of Research Project:

Developing Mutual Cooperation Between Teacher and Students Through sharing opinions at secondary level in District Chiniot.

Workshop Coordinator Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
(Name)

Resource Person-1 Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
(Name)

Resource Person-2 Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
(Name)

Date of Approval of Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

DECLARATION

*(To be filled and signed by the student and retained by the Controller of Examination)*

I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Daughter / Son of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
Roll No. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Registration No. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,   
a student of B.Ed Program (1.5 Year / 2.5 Year) at Allama Iqbal Open University   
do hereby declare that the research project entitled \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
submitted by me in partial fulfillment of B.Ed (1.5 Year / 2.5 Year) program is   
my original work and has not been submitted or published earlier. I also solemnly   
declare that it shall not, in future, be submitted for obtaining any other degree   
from this or any other university or institution.

I also understand the zero tolerance policy against plagiarism of the university and the HEC and if my work is found to be plagiarized or copied from someone other’s work at any stage, even after the award of the degree, the work may be cancelled and the degree confiscated.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Signature of the Student)

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Day-Month-Year) (Name of the Student)

Research Project Submission Approval Form

*(To be filled by the student;and signed by the supervisor and the RD)*

This research project entitled \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ submitted by (student name) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Roll No. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Registration No. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Program (1.5 Year or 2.5 Year) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ was conducted under my supervision. I have read it and found it to be satisfactory regarding its originality, content, language, relevancy, consistency, citation and reference list. It is ready for submission for evaluation to Allama Iqbal Open University as a partial fulfillment of B.Ed (1.5 Year / 2.5 Year).

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Signature of the Supervisor)

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Day-Month-Year) (Name of the Supervisor)

Certified that the student has completed at least 80% attendance and all required components of the workshop.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Signature of the Regional Director)

Name of the School *(where the action research was conducted)*:

Government High School Chak No. 125 JB Jappay

Overall background of the participants of the project; area / school: *(socio-*  
*economic status, occupation / profession - earning trends of majority of the*   
*parents, literacy rate, academic quality, and any other special trait of the* *community where the school is situated)* (10 Marks)

Generally, socio-economic characteristics like age, education, occupation and other socio-economic characteristics play a pivotal role in the mutual cooperation process. The demographic attributes like age, education, annual income and farm size play a significant role in the performance of their usual activities that directly impacted on education and socialization of the children. In different researches age has been found to have either positive or negative effect on the socialization, learning and behavior of the individual. Education is vital for the development and is considered an important factor in the betterment of any society. This school is situated in Chak No. 125 JB Jappay Union Council 19 tehsil and District Chiniot. It is a remote area almost eight villages are linked with this school. Well qualified and trained teachers are teaching there. Most of the schools are at primary level in nearest villages, for the completion of middle and secondary level study almost all students move in this school. More than nine hundred students are enrolled in this school. The availability of electricity is also an important aspect to assessment of socio-economic and demographic characteristics. Here two types of people are living according to my observation the availability of electricity is 98% and in rare areas that called, Daira, Jhuggi and far from village have no electricity are 2% from main area. People have different occupations like business, agriculture, jobs, labour, etc. But most of them have agricultural occupation because this area is cultivated and agricultural. A very strong irrigation system like Canal Jhang Branch, Rajbah, Jmal Jatti and other linked canals are in this area. Farming occupation is a multidisciplinary profession, and the people related to agricultural farming have also different means of earning other than farming, which significantly supports their agricultural farming. Around 55%, 15%, 20% and 10% are attached with agriculture, Business, labor and jobs respectively. As mentioned above this is a remote area where the literacy rate is an average and most of the people have low literacy rate. Around 35% people have high qualification 30% have bachelor and 35% less than bachelor. People have different businesses like shop keeper, trading, shoe shops, welding, agricultural pesticides and medicines sale purchasing, property dealing etc. Socio-Economic and demographic characteristics are the vital part of any research by which we can get result accuracy and reliability.

Theme: Mutual Cooperation

Sub-theme: Mutual Cooperation Between Teacher and Students

Topic: Developing Mutual Cooperation Between Teacher and Students Through sharing opinions at secondary level in District Chiniot.

1. Why did you select this specific sub-theme and topic? Relate it to your

experience / problem in your classroom / institution. (10 Marks)

*(Give the background and rationale of the study)*

As I have mentioned that this is a remote area and people don’t have discretion and awareness for getting education. When I was teaching in the school at the starting days I felt there was a gap between children and me. Then I felt there is a need of a proper cooperation and understanding between teachers and students. I asked to other colleague teachers of this school 80% assessed the same problem and suggest me to work on this kind of topic where we can make a better understanding and cooperation between teachers and students.



Getting a quality education is not possible without the cooperation and understanding between students and teachers. Teachers are the fathers of nation and the children are the sons of nation so the collaboration between both of them is vital element for the betterment of the society. School is not just a place for education but it is the place where a builder (teacher) make a building (future of students) by using his own sweat. It is also the 2nd priority place for the socialization of the children. Before selection of this topic I thought if I will work on this area then might be the possibility the mutual cooperation between teacher and student. I also discussed with head teacher of this school Chak no. 125 JB. He appreciated my thought and suggested the same topic for my B.Ed research.

**Background of the Study:**

Different elements are attach behind this study like village area, low awareness, poverty, low confidence, low education, low empowerment, low socio-economic condition of the people in this area. Due to these elements nobody can get a quality education, understanding, socialization etc. If these factors available at the place where the young generation is getting education then they will face the psychological problems and automatically they will fall in these diseases like mind stress, low understanding, low quality of education and many more like that. The solution of these issues that I found just was the gap between teachers and students so I choose this topic for my research.

**Rational:**

This study will help to find out the gap between teachers and students. It will also help for better socialization and understanding between teachers and students. It will be fruitful for the development of the future of coming generation. We know the current condition of the school, class and area as well after conducting this research we will mitigate the deficiency in cooperation between teacher and students. We will be able to achieve to decrease the problems create by lack of mutual cooperation between students and teachers like low quality of education, low understanding, low awareness, mind stress, etc.

2. What was your discussion with your colleague / friend / senior teacher or

supervisor regarding the problem? (05 Marks)

*(Provide your discussion with your colleague or supervisor for better understanding of the problem and alternate solutions)*

**Discussion with Colleagues:**

Before selection of this topic I thought if I will work on this area then might be the possibility the mutual cooperation between teacher and student. I also discussed with colleague teachers and head teacher of this school Chak no. 125 JB. They appreciated my thought and suggested the same topic for my B.Ed research.



**Discussion with Supervisor:**

I shared my experience day by day with my supervisor then she supervisor asked me to choose this topic for the betterment of this society. She also pointed out the importance of mutual cooperation between children and teachers in which she told that the level of understanding will be increase by conducting this research.

**Discussion with Friends:**



After school teaching when I came back at my village and met my friends then I shared my experience and discussed them the current situation of the school, class and students then they suggested me try to build up understanding and cooperation between individuals and groups as well. This step will be better for this society.

3. What did you find about the problem in the existing literature (books /

articles / websites)? (10 Marks)

*(Explore books and online resources to know what and how has been already done regarding this problem)*

Different problems were observed in previous the literature. Referring to various studies, Berlak, H. (2001), for example, points out the numerous benefits on different levels resulting from the active involvement of parents in school life. These benefits include improving parents’ opinions of teachers and schools, and also of their pupils, resulting in a reduction in negative behaviour amongst pupils, thus achieving a more appropriate school atmosphere. These positive changes foster improved communication between teachers and children, leading to a rise in parents’ expectations of their chil­dren, etc. which in turn brings about an improvement in pupils’ learning hab­its and a corresponding improvement in academic achievements. Researchers have confirmed that the overall involvement of parents represents a positive contribution to learning and the learning achievements of pupils Bhardwaj, M., Joshi, R., & Bhardwaj, M. (2010). These studies prove that there is a close relationship between the teachers and students by mutual cooperation, their wellbeing, their attendance at school, their views, their homework assignments, their school marks and their educational aspirations. This is also linked to higher learning achievements of pupils, the time spent on their homework, a more favourable attitude towards school and a lower number of pupils who quit school.

All of these effects naturally differ according to the degree and quality of parents’ direct involvement, but certain effects are already present if parents are regularly informed of their child’s progress Cooper, P.M. (2003) points out that teachers can create a more positive classroom environment, allowing them to dedicate more time to teaching, when they share the same expectations as parents and when both sides support each other. The goals of mutual cooperation between teachers and students are thus evi­dent.

However, this gives rise to the question as to what form such cooperation should take, and how to establish and develop it. With these considerations, the authors assume that by using cooperative learning model through the performing art of culture, both problems can be solved. The material that will be the focus of research that is related to cultural and ethnic diversity, it aims to tolerance among the accumulated in the form of differences can be further improved, not to mention now a lot of SARA (*Suku, Agama, Ras, dan Antargolongan* or Ethnic, Religion, Race, and Inter-Groups)-based conflict that occurred in Indonesian social and political landscap Hughes, J.N., Gleason, K.A., & Zhang, D. (2005), perceptions of academic competence in academically at-risk minority and  
majority first grade students. Different researchers expressed their views and the literature showed that almost same problems like understanding in lesson, lack of confidence, lack of awareness, lack of communication skills, etc.

4. What were the major variables / construct of your project? Give definitions /

description from literature. (05 Marks)

*(What are the key terms in your topic or study? what do you mean of these*   
*terms? What particular meaning you will attach to the term when used in*   
*this project?)*

Different major variables for this project are enlisted below:

**Cooperation:** Cooperation is a joint action or an act or instance of working or acting together for a common purpose or benefit.



Cooperation is also a combination of persons for achieving purposes / objectives of the tasks for joint benefits.

**Mutual Cooperation:** Mutual Cooperation is joining-up usually implies developing and working to a comprehensive task / map planning across the public sector, in this case, manage socially and emotionally factors by two or more than two persons of a community.



**Opinion sharing**: Opinion sharing is a content-based activity, whose purpose is to engage students' conversational skills, while talking about something they care about.

Different opinions can be observed from existing literature like opinions for conducting some activities like learning through games, study competition, lectures and other related methods.



In this research we pointed out some learning in which socialization of the children, psychological grooming, education learning, etc.

By collaboration of opinion sharing related socialization of the children, psychological grooming, education learning the vital tool for their implementation in this School is the mutual cooperation.

5. What did you want to achieve in this research project? (05 Marks)

*(Objective / purpose of the study; what was the critical question that was tried to be answered in this project)*

**Objective / purpose of the study:**

The purpose of this action research will be finding the Developing Mutual Cooperation Between Teacher and Students Through sharing opinions at secondary level in District Chiniot.

**Objective of this research are:**

* To find out the socio-economic characteristics of the respondents in the study area.
* To assess the need of mutual cooperation between teachers and students in the study area.
* To find out opinions sharing tools for the implementation of mutual cooperation.
* To suggest the policy measures for betterment of the education system in light of the study findings.

**Research Question:**

This study aims to make an action plan for the effecting of mutual cooperation between students and teachers elementary class students in school. Specifically, it seeks to answer the following questions:

* What are the problems affecting the learning of the students in context of class and teacher misunderstanding?
* What kind of problems students are facing in the class?
* What kind of solution you will recommend for the resolving of the problems?
* Which method will be useful for resolving these issues?

1. Who were the participants in your project? (05 Marks)

*(Give details of the individuals or groups who were focused in this project*   
*e.g. the early-grade students whose handwriting in Urdu was not good or*   
*the students of class VIII who did not have good communication skills)*

The targeted population was enrolled students and teachers in elementary class of government high School chak 125 JB. However, in this questionnaire, thirty-two (40) students and 10 teachers were taking a related course, were selected in a government high School chak 125 JB, as a sample while considering the research control and validity of this study. This sample included students of only Urdu medium. These participants might generally represent the students in elementary class. The mutual cooperation between teachers and students through sharing opinion in secondary level was assessed by their data. This curriculum purported to enhance students' socialization and depositions through speculating about academic learning and life issue discussion.

7. How did you try to solve the problem? (10 Marks)

#### (*Narrate the process step-wise. Procedure of intervention and data collection*)

Action research incorporates little scale deliberate request and contains various stages which every now and again endure in cycles.

**Method of the study:**

The procedure of this research was involved on an activity research to discover and tackle the issue. The socialization wonder under investigation was the mutual cooperation between students and children through sharing opinions at secondary level. Survey, interviews, field notes and perceptions were utilized to gather the information expected to give the data knowledge important to respond to the research questions.

**Data Collection:**

The term survey is normally used on the other hand with audit. It is ordinary and straightforward strategy for data amassing, in actuality, look at. Moreover, it is snappiest, most affordable, private method for socialization affair data from respondents. The data was accumulated through efficient research gadget. So in such sort inspects, it is indispensable during progress of estimation gadget for quality data to recollect all points of view. Emotional/Quantitative system was used to get critical and cautious information. Information was assembled through survey including simply close completed request in regard to investigate goals. The close by completed overview was made for data gathering.

**Sampling:**

The entire group from which a sample is chosen is known as the population and we choose the students of Government High School Chak no. 125 JB. It was quite convenient for me, being a resident of nearest village of this school, to accumulate quality data from chosen city and Area. Sample is smaller representation of large data. Generally, it consists of all the observation that represents the whole population. The number of observation included in a sample is called size of sample. The students of Government High School Chak no. 125 JB, and teachers were selected for this class based action research.

**Ethical Consideration:**

From the inception of this research I was extremely particular to carry out an ethical inquiry and therefore gave serious thought to all ethical aspects this study would entail. As teacher-researchers, my elementary class responsibility was to my students. An action research is considered ‘ethical’ if research design, interpretation and practical development produced by it have been negotiated with all parties directly concerned with the situation under research. Permission to conduct the study was first sought from the principal and Area governing body. Permission was sought from Area head. Permission was granted by the Education Department for this study to take place at the Area where I was teaching. The rights of the participants (elementary class students) were spelled out clearly i.e. they could refuse to be audio recorded and they could demand to see any notes or recordings.

*8.* What kind of instrument was used to collect the data? How was the instrument developed? (05 Marks)

*(For example: observation, rating scale, interview, student work, portfolio,*   
*test, etc.)*

**Research Instrument:**

Questionnaire was used to collect the data needed to provide the information insight necessary to answer the research questions. In this technique a number of questions were designed according to requirement and relevancy of researcher being conducted. The questionnaire was prepared to attain study objectives.

**Quantitative research**

Quantitative research is explaining phenomena by collecting numerical data that are analyzed using performing based methods (in particular statistics)’. Quantitative data contains close ended information such as that found on impacts of mutual cooperation instruments .In this study the students and teachers were given a questionnaire to find out the impacts of mutual cooperation between teachers and students through sharing opinions at secondary level in district Chiniot and this questionnaire was derived and analyzed in terms of numerical data. This is why the research falls under quantitative category.

**Questionnaire**

A questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondent’s statistical society. Usually a questionnaire consists of a number of questions that the respondent has to answer in a set format .A distinction made between open ended and closed ended questions .An open ended question ask the respondent to formulate his own answer, whereas a closed ended question has the respondent pick an answer from given number of options.

**INTERVIEW SHEDUAL**

**Developing Mutual Cooperation Between Teacher and Students Through sharing opinions at secondary level in District Chiniot.**

**S.No.\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**To identify the demographic characteristics of respondents**

**Q.1 Respondent’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Q.2 Age**

1. Less than 5 years \_\_\_\_\_\_\_\_\_\_\_\_
2. 5-10 years \_\_\_\_\_\_\_\_\_\_\_\_
3. Above 10 years \_\_\_\_\_\_\_\_\_\_\_\_

**Q.3 Class**

1. Up to Primary \_\_\_\_\_\_\_\_\_\_\_\_
2. Primary to Metric \_\_\_\_\_\_\_\_\_\_\_\_

**Q.4 Family size \_\_\_\_\_\_\_\_\_\_\_\_\_\_**\_\_\_\_\_\_\_\_\_\_\_\_

**Q.5** **Occupation**

1. Agriculture \_\_\_\_\_\_\_\_\_\_
2. Job Holder \_\_\_\_\_\_\_\_\_\_
3. Agriculture and service \_\_\_\_\_\_\_\_\_\_
4. Laborers \_\_\_\_\_\_\_\_\_\_
5. Any other \_\_\_\_\_\_\_\_\_\_

**Q.6 Land holding (Acres) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Q.7 What are the problems affecting the learning of the students in context of class and teacher misunderstanding?**

1. Emotional \_\_\_\_\_\_\_\_\_\_\_\_
2. Learning problems \_\_\_\_\_\_\_\_\_\_\_\_
3. Educational problems \_\_\_\_\_\_\_\_\_\_\_\_
4. Behavioral issues \_\_\_\_\_\_\_\_\_\_\_\_
5. Any other \_\_\_\_\_\_\_\_\_\_\_\_

**Q.8 What kind of problems students are facing in the class?**

* 1. Lack of Understanding \_\_\_\_\_\_\_\_\_\_\_\_
  2. Lack of Communication \_\_\_\_\_\_\_\_\_\_\_\_
  3. Lack of Confidence \_\_\_\_\_\_\_\_\_\_\_\_
  4. Mental stress \_\_\_\_\_\_\_\_\_\_\_\_
  5. Any other \_\_\_\_\_\_\_\_\_\_\_\_

**Q.9 What kind of solution you will recommend for the resolving of the problems?**

1. Cooperation \_\_\_\_\_\_\_\_\_\_\_\_
2. Mutual cooperation \_\_\_\_\_\_\_\_\_\_\_\_
3. Discussion \_\_\_\_\_\_\_\_\_\_\_\_
4. Any other \_\_\_\_\_\_\_\_\_\_\_\_

**Q.10 Which method will be useful for resolving these issues?**

1. Opinion sharing \_\_\_\_\_\_\_\_\_\_\_\_
2. Verbal activities \_\_\_\_\_\_\_\_\_\_\_\_
3. Physical game activities \_\_\_\_\_\_\_\_\_\_\_\_
4. Any other \_\_\_\_\_\_\_\_\_\_\_\_

**Q.11 Type of the house:** Katcha \_\_\_\_\_ Semi paka \_\_\_\_\_ Pakka \_\_\_\_\_

**Q.12 Number of rooms in house:** `\_\_\_\_\_\_\_\_\_\_\_

**Q.13 Availability of separate kitchen:** Outdoor \_\_\_\_\_ Semi-indoor \_\_\_\_\_ Indoor \_\_\_\_\_

**Q.14 Availability of electricity**: Yes \_\_\_\_\_ No \_\_\_\_\_

**Q.15 Availability of bathroom:** Yes \_\_\_\_\_ No \_\_\_\_\_

**Q.16 Street pavement:** Katcha \_\_\_\_\_ Pakka \_\_\_\_\_

**Q.17 Sewage water disposal:** Open drain \_\_\_\_\_ Piped \_\_\_\_\_

**Q.18 Availability of safe drinking water:** Yes \_\_\_\_\_ No \_\_\_\_\_

**Q.19 What are the problems you face during work?**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Q.20 Any Suggestion/comment about this study ?**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

9. What were the findings and conclusion? (*Provide instruments and analysis* *as appendix*) (10 Marks)

The socio-economic characteristics are clearly observed by the above tables now we will move for the impacts of mutual cooperation through sharing opinions at secondary level. Most of the respondents answered to choose opinion sharing method for the solution of the problems. High number of respondents recommended the mutual cooperation as a solution of the problems. According to the data most of the people belongs to agriculture farming source, some of them have business setup and rare of them have different jobs in government and private sectors. By participatory and non-participatory observation I observed the average age of the people in the this village was 62 years. In this study explore the details of the respondents in regarding socio-economic characteristics in which explain the number of rooms, type of kitchen, bathroom, type of house even find out the use of electricity and safe drinking water as well.

|  |  |  |
| --- | --- | --- |
| **Type of the house** | | |
|  |  | **Percent** |
| Katcha |  | 14.0 |
| Semi paka |  | 80.5 |
| Pakka |  | 5.5 |
| Total |  | 100.0 |

In this table shows an aspect of demographic characteristics of the women laborer respondent from study area. Types of house are dividing in categories katch, semi paka and pakka the results are 14%, 80.5% and 5.5% respectively.

#### Number of rooms in house

|  |  |  |
| --- | --- | --- |
|  |  | **Percent** |
| 1-2 |  | 81.5 |
| 3-4 |  | 16.5 |
| 5-6 |  | 2.0 |
| Total |  | 100.0 |

The data of this table shows the numbers of rooms in their house. According to the categories1-2, 3-4 and 5-6 rooms in a house most of them were fall in 1stcategory 81% have 1,2 rooms in their houses and 16.5% and 2% people have 5 or more than five rooms In their house.

#### Availability of separate kitchen

|  |  |  |
| --- | --- | --- |
|  |  | Percent |
| Outdoor |  | 16.5 |
| Semi-indoor |  | 17.0 |
| Indoor |  | 66.5 |
| Total |  | 100.0 |

Separate kitchen is the aspect of demographic, social and economic assessment of the respondents. In the above table three categories shows outdoor, semi-indoor and indoor the results are 16.5%, 17% and 66.5 respectively. Mostly respondents has indoor kitchen in the study area.

#### Availability of electricity

|  |  |  |
| --- | --- | --- |
|  |  | Percent |
| Yes |  | 95.0 |
| No |  | 5.0 |
| Total |  | 100.0 |

In the above table shows the availability of electricity. It’s also an important aspect to assessment of socio-economic and demographic areas of the respondents. Here two categories shows yes and no according to results most of the respondents have electricity 95% and in rare areas that called, Daira, Jhuggi and far from village have no electricity are 5% from whole population.

#### Availability of bathroom

|  |  |  |
| --- | --- | --- |
|  |  | **Percent** |
| Yes |  | 84.0 |
| No |  | 16.0 |
| Total |  | 100.0 |

Bathroom is the basic need for everyone in society. It’s an aspect to measure the socio- economic demographic and basic needs of the respondents in the study area. In the above table shows two categories yes and no according to results high percentage of the respondents have bathroom 84% and 16% people have not this facility in the study area.

#### Street pavement

|  |  |  |
| --- | --- | --- |
|  |  | **Percent** |
| Katcha |  | 16.0 |
| Pakka |  | 84.0 |
| Total |  | 100.0 |

Street pavement is a necessary segment to measure the worth of any society. Because the structure of any society is consider the scale of its goodness and badness. In the above table shows two categories katcha and pakka most of the respondents 84% are living in the area where pavement structure is pakka and 16% living far from village in Diaras, Jhuggiets.

|  |  |  |
| --- | --- | --- |
| **Sewage water disposal** | | |
|  |  | **Percent** |
| Open drain |  | 20.0 |
| Piped |  | 80.0 |
| Total |  | 100.0 |

In this table indicate the sewage system of the study area. How the people drop out the water from their society. In the above table shows two categories open drain and piped mostly people have piped system for water sewage are 80% and some of the are living in the area where open drain sewage system are 20% in the study area.

#### Availability of safe drinking water

|  |  |  |
| --- | --- | --- |
|  |  | **Percent** |
| Yes |  | 98.5 |
| No |  | 1.5 |
| Total |  | 100.0 |

Safe drinking water is the most important element to alive in society. Not only for human it’s also for animals and birds. Chak no 125 JB is a cultivated area. Irrigation system of this area is attached with two canals are. In some areas constructing the industries but in our study area the water was in good condition. 98.5% meet safe drinking water and 1.5% only three respondents who can’t meet the safe water in the study area.

**What are the problems affecting the learning of the students in context of class and teacher misunderstanding?**

|  |  |  |
| --- | --- | --- |
|  | Frequency | Percent |
| Emotional Problems | 12 | 2.0 |
| Learning Problems | 08 | 25.5 |
| Educational Problems | 10 | 35.5 |
| Behavioral Problems | 10 | 35.5 |
| Any other | 0 | 0 |

In the above table different answers were observed in regarding problems affecting the learning of the students. Total 40 students answered differently like 2%, 25%, 35.5% and 35.5% were emotional, learning, educational, behavioural problems respectively.

**What kind of problems students are facing in the class?**

|  |  |  |
| --- | --- | --- |
|  | Frequency | Percent |
| Lack of Understanding | 12 | 2.0 |
| Lack of Communication | 06 | 20.5 |
| Lack of Confidence | 18 | 68.5 |
| Mental stress | 04 | 15.5 |
| Any other | 0 | 0 |

In the above table different answers were observed in regarding the problems facing by the students. Total 40 students answered differently like 2%, 20.5%, 68.5% and 15.5% were facing lack of understanding, lack of communication, lack of confidence, mental stress respectively.

**What kind of solution you will recommend for the resolving of the problems?**

|  |  |  |
| --- | --- | --- |
|  | Frequency | Percent |
| Cooperation | 4 | 4.5 |
| Mutual cooperation | 45 | 95.5 |
| Discussion | 01 | 1.00 |
| Any other | 0 | 0 |

In the above table different answers were observed in regarding the solution of the problems by the students and teachers as well. Total 40 students and 10 teachers answered differently like 4.5%, 95.5%, 01% and 0% were answered the solutions of the problems like cooperation, mutual cooperation, discussion and any other as well.

**Which method will be useful for resolving these issues?**

|  |  |  |
| --- | --- | --- |
|  | Frequency | Percent |
| Opinion sharing | 46 | 96.0 |
| Verbal activities | 01 | 01.0 |
| Physical game activities | 02 | 02.0 |
| Any other | 01 | 01.0 |

In the above table the respondents answered differentaly regarding the useful methods for the solution of the problems faced by the students due to lack of mutual cooperation and also collected the kind suggestions from respected teachers as well. Total number of 40 students and 10 teachers answered differently like 96.0%, 01.0%, 01.0%, 02% and 01% were answered regarding the useful methods opinion sharing, verbal activities, physical game activities and any other respectively.

10. Summary of the Project (05 Marks)

*(What and how was the research conducted - main objective, process and findings)*

This research was conducted in the government boys high school chak no. 125 JB Jappy tehsil and district chiniot. The targeted population was enrolled students and teachers in elementary class of government high School chak 125 JB. However, in this questionnaire, thirty-two (40) students and 10 teachers were taking a related course, were selected in a government high School chak 125 JB, as a sample while considering the research control and validity of this study. Four objectives of this research as followed to find out the socio-economic characteristics of the respondents in the study area, to assess the need of mutual cooperation between teachers and students in the study area, to find out opinions sharing tools for the implementation of mutual cooperation and to suggest the policy measures for betterment of the education system in light of the study findings.

In the light of data analyzing the following findings were observed in this research:

1. In the above table different answers were observed in regarding problems affecting the learning of the students. Total 40 students answered differently like 2%, 25%, 35.5% and 35.5% were emotional, learning, educational, behavioural problems respectively.

2. In the above table different answers were observed in regarding the problems facing by the students. Total 40 students answered differently like 2%, 20.5%, 68.5% and 15.5% were facing lack of understanding, lack of communication, lack of confidence, mental stress respectively.

3. In the above table different answers were observed in regarding the solution of the problems by the students and teachers as well. Total 40 students and 10 teachers answered differently like 4.5%, 95.5%, 01% and 0% were answered the solutions of the problems like cooperation, mutual cooperation, discussion and any other as well.

4. In the above table the respondents answered differently regarding the useful methods for the solution of the problems faced by the students due to lack of mutual cooperation and also collected the kind suggestions from respected teachers as well. Total number of 40 students and 10 teachers answered differently like 96.0%, 01.0%, 01.0%, 02% and 01% were answered regarding the useful methods opinion sharing, verbal activities, physical game activities and any other respectively.

11. How do you feel about this practice? What have you learnt? (Self - reflection) (10 Marks)

I am feeling very satisfied and glad after my research. It was quite interesting and conflict management experience. Now I am confident after this research and I am able to do these all sorts of such tasks.im feeling myself as confident, glad and learnt person. I learnt a lot of new things which I never learnt in my previous life. For example when I talked with senior Teachers, Parents and expert people I learnt a lot of cultural, ethical and communication skills. When I taught the children then my counsel dictionary and great writers, businessmen and novels .These all things increased my Conflict management, knowledge, learning and understandings also showed them video lesson of some expert and creative writers to teach them. It also helped me to learn new things. This practice also improved my learning and cooperation skills.

I also learnt how to deal the children and provide a learning environment I have improved my English grammar. I learnt new methods of communication, tackling the children and community as well. I learnt how to write stories in appropriate way. Overall it helped me to develop new writing skills, also explore new ways of teaching for me. I am glad to say that it was unforgettable experience of my life. Firstly I felt that it is difficult to implement the idea of mutual cooperation via opinion sharing but after research completion I realize that the people of community always welcome to new and positive ideas so we must give the innovative and positive ideas for the future of the society.

The first step is always awareness, because once we spread the awareness we can start to do something about it. Only awareness related any issue is not enough so at the second step we took to apply the mutual cooperation between teachers and students through sharing opinions.

Many more things I learnt from this research in which good communication skills, methods of data collection, teaching skills, enhance my knowledge, confidence, cooperation and especially a mutual cooperation with students and their parents as well for the betterment of the future of coming generation and improvement in school education system.

12. What has it added to your professional skills as a teacher? (05 Marks)

This research add a lot of new skills in my personality. It developed a high level teaching skills, good communication skills, methods of data collection, teaching skills, enhance my knowledge, confidence, cooperation and especially a mutual cooperation with students and their parents as well. For example when I talked with senior citizens or their parents and expert people now I never feel any hesitation while talking with them. I have improved my learning and teaching skills. When I taught the students, mostly I recommended them good dictionary and other relevant supportive material except syllabus books. These all things increased my learning .I also showed them video lesson of some expert and creative learning to teach them. It also enhanced my knowledge. This practice also improved my Self-awareness and understanding in mutual cooperation. I also learnt how to learning effectively and accurately. I have learnt how to deal in society. After completion this research work I feel myself very energetic and confident person and I easily can speak at any forum.

**Communication Skills:**

The most important thing that will be helpful in my future is communication with different people of the community in this project I communicate with children, teachers and children’s parents for data collection. Different people met me during data collection some of them were job holders, land holders, businessman and some retired persons were included there. It was very good experience for my learning.

**Professional Development:**

This is a modern, digital age in which children, parents and teachers need to be flexible and be able to adapt to whatever is thrown their way. New technologies are developed every day that can change the way students learn, teaching and way of socialization by parents. Likewise, administrators are changing and updating expectations and learning standards. Being able to adapt is a skill that every modern teacher must have. If it’s being able to adapt to the way students learn, the behavior their classroom exhibits, or their lesson plans, it is a definitely a trait that is a must-have.

**Patience:**

This is likely the single most important skill. Kids these days are stubborn, and many lack the inherent respect for authority that we were taught at a young age. Spending a single day in a room full of raucous teenagers is enough to send any human being to the Looney bin, which is why every good teacher needs patience in order to find a way to work with his students and earn their respect.

**Adaptability:**

Different kids learn in different ways, and some lessons need unique teaching tools. Good Parents know how to [HYPERLINK "http://www.teachercertification.org/a/preparing-lesson-plans.html"adapt their lesson planHYPERLINK "http://www.teachercertification.org/a/preparing-lesson-plans.html" HYPERLINK "http://www.teachercertification.org/a/preparing-lesson-plans.html"t](http://www.teachercertification.org/a/preparing-lesson-plans.html)o their students, so that all the kids learn optimally. This trait can take some experience and practice in a classroom setting, so give it time.

**Imagination:**

Whether you teach high Area chemistry or kindergarten, nothing is a more effective tool than using your imagination to create new and motivation ways for your students to learn. You may be inspired by the work of another teacher, mentor or a TV commercial - it doesn't matter. All that matters is that you take the initiative to find new ways for your kids to learn the material.

**Teamwork:**

Parents could have a hard time without a wide variety of support staff around them. If you feel alone, your Area principal, administrative staff, parent-teacher committee, and more are often available to provide you help. By working as a team, you may have an easier time increasing your students' ability to learn and have fun.

**Risk Taking:**

Sometimes to get the big reward, you may need to take a risk. Being a teacher is about finding a way to get kids to learn, and sometimes these new learning methods can be risky. Stick to it and you'll soon find that others are following your teaching example.

Management:

Management is a strategy in which we manage the things according to the need of the project. Same like I learnt management skills in which the data management was prominent. During the process from collection to analysing the data there were many technical obstacles that I handled with the collaboration and suggestions of my respected supervisor and seniors as well.

13. List the works you cited in your project (follow the APA manual - 6th

Edition). (05 Marks)

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