



ADVANCE SOCIAL SCIENCE ARCHIVE JOURNAL

Available Online: <https://assajournal.com>
Vol. 03 No. 02. April-June 2025. Page#.352-358
Print ISSN: [3006-2497](https://doi.org/10.3006-2497) Online ISSN: [3006-2500](https://doi.org/10.3006-2500)
Platform & Workflow by: [Open Journal Systems](https://openjournal.org)



Pedagogical Innovation in Primary Education: A Comparative Analysis of Teaching Practices in Public and Private Schools

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Abstract

This study explores the comparative implementation of pedagogical skills and teaching methodologies in public and private primary schools of Faisalabad, Pakistan. With the growing emphasis on educational quality and student engagement, the research aims to examine how teachers from both sectors apply instructional strategies, manage classrooms and utilize modern teaching techniques in their daily practices. Using descriptive-comparative model with inferential analysis, data were collected through a structured questionnaire from a sample of 120 primary school teachers, evenly divided between public and private institutions. The findings reveal significant disparities between the two sectors. Private school teachers were more inclined toward the use of student-centered approaches, ICT integration and innovative classroom practices, whereas public school teachers, despite holding higher academic qualifications, faced challenges such as lack of resources, overcrowded classrooms and limited professional development opportunities. The study concludes that teacher effectiveness is shaped not only by formal education but also by institutional support, training availability, and access to pedagogical tools. Recommendations include targeted policy reforms, increased investment in teacher training and enhanced collaboration between public and private educational institutions to bridge the pedagogical implementation gap.

Keywords: Pedagogical Skills, Teaching Methodologies, Public Schools, Private Schools, Primary Education, ICT Integration, Teacher Training, Comparative Study.

Introduction

Education plays a pivotal role in the socio-economic development of a country. The foundation of effective learning is laid at the primary level, where teachers are entrusted with the crucial responsibility of nurturing students' abilities and preparing them for lifelong learning. In the modern era, pedagogical skills, instructional technologies and effective teaching methodologies are essential components of quality education. However, in countries like Pakistan, significant disparities exist between public and private school systems in terms of infrastructure, teacher training and access to educational resources. The concept of pedagogy has evolved beyond traditional rote learning approaches, emphasizing learner-centered instruction, interactive classroom environments and the integration of digital tools. According to Avdiu-Kryeziu and Kryeziu (2024), the purpose of education is not merely the transmission of knowledge but fostering critical and creative thinking skills that enable learners to become productive members of society. The relevance and implementation of pedagogical practices are influenced by various factors including teacher training, institutional support, classroom resources and cultural attitudes toward education.

Teachers can enhance the technological pedagogical skills by providing appropriate training in the use of technology-based instruction, which will enhance students' creative abilities. Using technology-based learning resources to teach students for self-learning is also advised. Students' development of creative skills depends on technology (Usman, 2024).

Pedagogical abilities encompass a variety of teaching techniques that can be applied successfully based on the requirements of the students. The study found a substantial mean difference between these teachers' scores for achievement on the posttest and pretest. To improve their abilities and pedagogical skills, the study suggests that primary school teachers participate in professional development trainings connected to pedagogy (Akram et al., 2024).

In the context of Pakistan, public schools generally follow structured recruitment processes with requirements such as B.Ed. and M.Ed. qualifications. However, as noted by Kamran et al. (2024), the practical implementation of modern pedagogies in these institutions is often limited by infrastructural and technological constraints. On the other hand, private schools, though often lacking formal teacher certification requirements, tend to exhibit greater flexibility and innovation in applying pedagogical skills (Zaheer et al., 2021). This disparity calls for a comparative analysis to evaluate how both sectors implement pedagogical knowledge and teaching methodologies at the grassroots level.

Teachers must structure their cognitive and educational activities using a technological approach in order to strengthen their professional and pedagogical skills. It serves this function by being incorporated into the design of foreign didactic pedagogical technology (Narzulloevna et al., 2020). The pedagogy used to teach a subject and subject-specific content understanding are the two most crucial domains. Teachers may find it challenging to effectively teach pedagogical content knowledge if they do not fully understand the subject. It demonstrated how important it is for teachers to acquire pedagogical content knowledge (Jacob et al., 2020).

Technology-integrated teaching pedagogy fosters students' motivation, critical thinking, teamwork, creativity and social responsibility. Researcher also disclosed that teachers' 21st century teaching abilities were improved by technology. Technology offers innovative ideas for activities that encourage expanded and higher-order thinking. In order to foster a proactive approach learning culture in classrooms across all subject areas, teachers and students alike must use online resources (Hair et al., 2019).

This study aims to bridge this knowledge gap by providing an in-depth comparison of public and private schools in Faisalabad, focusing on the perceptions and application of pedagogical practices among primary-level educators.

Methodology

This research followed descriptive-comparative model with inferential analysis to explore and analyze the implementation of pedagogical skills and teaching methodologies in public and private schools at the primary level. The target population included all primary school teachers from both public and private institutions in Faisalabad. The total population was 306. A sample size of 120 respondents was determined using an online sample size calculator with a confidence level of 95% and a confidence interval of 7, ensuring representative and reliable results. The random sampling method was used to ensure equal opportunity for selection across different schools and avoid bias. A structured questionnaire was developed to collect data. The questionnaire was reviewed by education experts for content validity and piloted before final distribution. Data were analyzed using SPSS (Statistical Package for the Social Sciences). Statistical tests used included: Independent sample T-tests for group comparisons, Weighted scoring of pedagogical components, Comparative tables for public vs private school responses. The analysis focused on identifying statistically significant differences between public and private sector teachers regarding pedagogical knowledge and practice.

Results and Discussions

Comparative analysis about weightage score of public and private schools' respondents according to perceptions and knowledge of pedagogical skills and techniques

Perceptions and Knowledge	Public Schools score	Private School score
Teacher's specific skills to groom the learners	24	22
Emphasis on behavioral and learning skills of students	23	18
Pedagogy of teaching and classroom management	12	20
Pedagogy of content knowledge	11	21
Know about variety of ways to track learners understanding	15	17
Critically thinking and value learning	17	19
Implement the alternative instructional technology	16	22
Participated in teachers training and professional workshops	21	15
New teaching methodologies are introducing in the school	13	20
Pedagogical techniques should be implemented at primary level	18	18

The table presents a comparison between public and private schools regarding the perception and implementation of pedagogical skills. According to the results based on respondents' scores, private school teachers demonstrated a higher perception and stronger implementation of

pedagogical techniques compared to their counterparts in government schools. The assigned ranks indicate that private school respondents are more enthusiastic about adopting and applying new teaching methods.

Although private school teachers generally have less experience with pre-service training and not all possess formal teaching certificates, they compensate for this by actively using innovative teaching strategies and incorporating technology such as computers, the internet and other digital tools. Nevertheless, teachers from both sectors expressed a common interest in integrating modern technologies into primary education. Public school teachers, however, reported experiencing first-order barriers that hinder effective integration of pedagogical approaches and technology. These barriers include classroom environment constraints, limited resources and large student-to-teacher ratios. In a developing country like Pakistan, where the education system is still evolving, such findings are not unexpected. Public school teachers highlighted limited access to the internet, a lack of computers, audio-visual aids and other instructional equipment as major obstacles.

In the context of developing nations like Pakistan, where financial and technical resources are insufficient to support technological integration, these external barriers become even more critical. This is particularly significant given the increasing prevalence of smartphones, tablets and laptops, and the generally positive attitudes of teachers toward their use. In contrast, private schools tend to invest independently in the adoption of modern tools and techniques for classroom instruction. Additionally, both public and private school teachers identified challenges such as lack of time and the perceived inefficiency or complexity of using educational technology. Some respondents believed that incorporating technology into teaching can be time-consuming and frustrating, while others viewed it as a time-saving and effective tool (Kamran et al., 2024).

T-Test for public and private schools’ respondents according to perception and knowledge about pedagogical skills and techniques

Measures of Perceptions and Knowledge	Test Value= 0.05					
	T	df	Sig.(2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Attended professional training	4.674	1	.001	2.15000	-3.6949	7.9949
Use alternative instructional tools	31.667	1	.020	2.37500	1.4220	3.3280
Ability to track learner’s knowledge	411.00	1	.002	2.05500	1.9915	2.1185
Skills of Problem solving	19.947	1	.003	1.89500	.6879	3.1021
New methods are introducing in school	5.952	1	.001	1.87500	-2.1275	5.8775
Learner pedagogy of teaching and class management	5.278	1	.002	1.90000	-2.6742	6.4742
Learned Pedagogical Content Knowledge	3.459	1	.003	1.88500	-5.0399	8.8099

The table reveals a statistically significant difference between public and private schools regarding teachers’ perceptions and knowledge, with significance levels at $p < 0.05$ for all measures. Public school teachers had a higher mean score for professional training, indicating

they possess formal teaching certifications. However, due to inadequate infrastructure, they often struggle to fully implement the skills and techniques learned.

In contrast, the highest mean score for the use of instructional technology was observed in private schools, attributed to better availability of technological resources. Private schools also showed higher mean values in pedagogy of content knowledge and classroom management, highlighting their stronger implementation of teaching strategies.

Private schools are playing an increasingly important role in the educational development of the country by effectively integrating ICT tools to improve student learning outcomes. According to the findings, 85% of private schools and only 42% of public schools have access to instructional technology, showing a substantial gap between the two sectors (Zaheer et al., 2021).

Comparative analysis about weightage score of public and private schools' respondents according to teaching methodologies

Methodologies	Public Schools score	Private School score
Knowledge about variety of methodologies	18	32
Focus on pedagogical techniques	16	28
Activity base and participatory learning technique	14	29
Cross curricular skills	16	28
Individualized learning approach	20	10
Implementation of effective classroom strategies	17	14
Dealing with student's learning problems	19	11
Use of story maps, concept maps or text structure frames	15	23
Inquiry base and construction of knowledge approach	12	21
Focus on student's spoken	27	15
Use of internet for searching teaching material	14	15
Focus on activities to maximize learning	09	18
Communicate in English language	19	20
Communicate in mix language	19	17

The table presents an analysis of public and private school teachers' methodologies related to pedagogical skills. Public school teachers tend to be more qualified, often holding pre-service certifications such as B.Ed. and M.Ed. However, private school teachers show greater concern and flexibility in adopting varied teaching methodologies. Private schools typically design their own curricula and recruitment policies, often not requiring pre-service certifications. Instead,

they emphasize in-service training and periodically arrange professional development sessions for their staff.

Effective teaching depends not only on a teacher's qualifications and skills but also on the organizational environment, including available resources and institutional policies. Research on the transfer of training indicates that while public school teachers enter the profession with strong beliefs about interactive teaching, they often face challenges implementing these approaches due to a lack of supportive infrastructure. Many find a disconnect between their training and the realities of the classroom.

In public schools, head teachers or officials often impose fixed teaching patterns, leading many educators to rely on traditional methods. This contributes to a general dissatisfaction with teaching quality and student engagement, as public classrooms often remain teacher-centered, with limited student participation. In contrast, private schools foster a more learner-centered environment, aligning with international standards. As a result, the influence of private school culture in education is steadily growing (Awan and Zia, 2015).

T-Test for public and private schools' respondents according to teaching methodologies

Measures of Methodologies	Test Value= 0.05					
	T	df	Sig.(2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Motivate students to invent new things	11.045	1	.002	2.43000	-3.654	5.2254
Maintain impartial climate	9.936	1	.040	2.38950	-0.6663	5.4453
Individualized learning when required	6.594	1	.002	2.27500	-2.1086	6.6586
Adopt verity of methodologies	5.467	1	.001	2.46000	-3.2578	8.1778
Use effective classroom strategies	11.514	1	.003	2.01500	-0.2086	4.2386
Cross curricular skills	3.735	1	.002	2.18500	-5.2481	9.6181
Implement learned pedagogy	3.628	1	.000	2.19500	-5.4923	9.8823
Use participatory and interactive activities	3.114	1	.001	2.18000	-6.7143	11.0743

The table highlights a statistically significant difference between public and private schools in terms of teaching methodologies. In public schools, a higher mean value related to student motivation reflects teachers' concern for student development. Public school teachers also focus on individualized learning and maintaining an impartial classroom climate despite facing numerous challenges. In contrast, private schools demonstrate stronger implementation of modern methodologies, effective classroom strategies, cross-curricular skills, participatory activities and application of learned pedagogy. The distinction in teaching approaches between the two sectors is clear.

While public schools have a broad infrastructure and follow formal recruitment processes involving written tests and interviews, the lack of technological tools and limited practical application hinder their ability to meet modern educational standards. Additionally, poorly maintained infrastructure further discourages teachers from taking initiative.

Unlike private school teachers, who face job insecurity and are driven by performance expectations, public school teachers often enjoy job security, which may reduce their motivation to take on greater responsibilities (Shanker, 2015).

Conclusion

Research concludes that the implementation of pedagogical skills and modern teaching methodologies differs significantly between public and private primary schools in Faisalabad. While public school teachers hold higher academic and professional qualifications, they face infrastructural and technological barriers that hinder effective teaching. Private schools, although hiring less formally trained teachers, offer greater access to resources and promote innovation in teaching practices. The challenge lies not in teacher motivation but in the support systems provided. There is a critical need for investment in public school infrastructure, revision of administrative policies and widespread professional development to bring equity in educational delivery across sectors.

Recommendations

- Government and private institutions should revise teacher training curricula to include practical pedagogy and technology use.
- Continuous professional development sessions should be mandatory for both sectors, with emphasis on digital literacy.
- ICT tools should be made accessible in public schools to bridge the digital divide.
- Public and private schools should align curricula and pedagogical expectations to reduce disparity in learning outcomes.
- Regular assessment of pedagogical implementation should be conducted with feedback mechanisms for improvement.

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