

1 Chinese and Pakistani Teachers Perspectives About Quality 2 Oriented Education of China

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6 **Abstract**

7 The topic of the present study was ?Chinese and Pakistani Teachers? Perspectives about
8 Quality Oriented -Education of China? The present study aimed to appraise the
9 quality-oriented education models of China and to find out the possibility of their
10 implementation at primary level in Pakistan to improve the quality of education. It was a
11 descriptive study and data for the study was gathered through administration of a
12 questionnaire. The data for the study was collected from Chinese and Pakistani primary
13 school teachers. Findings depicted that there were no significant differences in the opinions of
14 the Chinese and Pakistani primary school teachers. In the opinions of the teachers of both
15 countries independent model of quality oriented education is the best for primary level
16 education. Teachers of both countries favoured independent model of quality oriented
17 education and were not in favour of creative model, they did not give importance to feelings of
18 student in learning processes and did not identity their problem in learning environment. It
19 was recommended that as the Primary School Teachers of China and Pakistan are in favour of
20 independent model of quality oriented education. The primary education system of both
21 counties may follow this model for primary level. Teachers of China and Pakistan may be
22 trained to teach in real context providing students chances of discuss, creating interest in
23 teaching learning process, using playful activities for learners.

25 **Index terms—**

26 Quality refers to a person, in politics, ideology, style, morality and knowledge, skills, etc. After a long exercise,
27 achieved a certain level of learning. It can play various acts of human long-term, continuing influence and even
28 decisive role. (Cai Ling2003). b) Quality -oriented education Through the long term development and evolution
29 of school building, it has come into being as a complete site of more canonical pattern and modelbuilding. By
30 the way it also gestates the birth of rapid development of China's primary and secondary school buildings and
31 campus design to become the main construction of artificial space environment for the primary school students'
32 growth. By entering into the 21st century, "Quality education" sounded the clarion calls for architects continue
33 to review their designing around the educational environment and the quality of teaching space. During recent
34 years, all aspects of the architecture and teaching space design have been being changed continuously. (Retrieved
35 on ??ecember 11, 2011.) [<http://mt.china-papers.com/3/?p=71099>]

36 According to Bernard, (1999) quality-oriented education is human development and social development of the
37 actual needs of all students. Focusing on development of human intellectual potential, the formation of human
38 personality is a sound fundamental feature of the quality oriented education.

39 Comprehensive development of education is to promote the intellectual and physical freedom to the full, take
40 the initiative to develop is to promote all aspects of human talent and interest in the development of expertise
41 in the harmony and unity.

2 II. THE MODEL OF GUIDANCE EDUCATION

43 Quality -oriented education is also focused on the education for promote into the comprehensive development
44 and improvement of the overall quality. Quality-oriented education is individual development and social
45 development to improve the quality, the pursuit of long-term interests and objectives of education. It is for
46 every student and different for each student and quality -oriented education, called for respect for every student.
47 Quality -oriented education is based on the improvement of overall quality of students, fitting teaching to students'
48 social development needs of the educational content. (Penny Ur. 2008) Quality -oriented education includes the
49 quality of internal and external. Intrinsic quality of the main people of the world, the environment, perception
50 and meaning of life, including the person's world view, outlook on life, values, morality, and so on.

51 Quality -oriented education is a topic with distinctive characteristics of the times and important theoretical
52 value. (Kai yuan2003) We should base ourselves on the overall target of constructing a harmonious socialism
53 society, overcome the original way of thinking and ponder the quality-oriented education issues from a higher
54 view of positioning.

55 Quality -oriented education is based on to raise overall students' performance, and it is a comprehensive
56 measure of the quality of students in various forms. (Zhang xiaoqi, 1996). In Quality-oriented education all
57 students achieve full potential and access to raise the overall personality development in order to lay a solid
58 foundation to continue to develop in the future. Quality-oriented education comprehensively improves the basic
59 quality as the fundamental purpose to respect for human subjectivity and initiative. The wisdom focuses on the
60 development potential and the formation of human personality as the fundamental characteristics of education.

61 "Quality-oriented education", the goal is to improve the quality of education. (According to Marx, and many
62 great philosophers say, modern and future of people's "full development"2007) c) Quality-oriented education
63 models of China

64 The so-called Quality-Oriented Education (QOE) is fundamental to the development of the quality of students.
65 The basic factors of QOE are: social needs education goals and pattern requirements. To improve the effectiveness
66 of primary education, it is better to promote growth of mental health and personality improvement. Curiosity
67 inspires students to explore and think. There are eight teaching models of quality oriented education that can
68 be followed for imparting quality education.

69 1 i. The model of Independent Education

70 The independent model of QOE is based on the constructive theory of teaching and learning. Under the guidance
71 of the constructivist theory of "self learning and practice", the teaching model can be summarized as: a student-
72 centered. In the teaching process, the organizers can be the teachers, mentors, helpers, and the role of facilitator,
73 the use of scenarios, collaboration, conversation and other elements of the learning environment of students
74 .They give full play the initiative, pioneering spirit enthusiasm and ultimately to enable students to effectively
75 achieve the knowledge of the significance of the current construction purposes.(Qu Zonghu 1998) "Self learning
76 and training" make students more active. In the training schools where they should not use brain only, but also
77 attempt to the body's exercise, use creative thinking to identify problems, explore issues, to use the best way to
78 creatively solve problems.

79 2 ii. The model of Guidance Education

80 The type of guidance teaching is that teachers according to teaching objectives and base on student's knowledge
81 or age characteristics of reality to use a variety of vivid. This model means to lead students to positive thinking
82 so that they take the initiative to obtain knowledge and develop intelligence in a positive way of teaching. (Wu
83 han 1998)

84 Guidance in teaching style typically are: 1. The requirements of teachers should in pre-made or questions,
85 students use their brains, a variety of actions envisaged in the thinking and practice and find the best solution.
86 2. Teachers to design teaching content into a range of issues, and a purpose to introduce students to a mastery
87 of technology, understand the truth of the Learning Centre where students are to explore ideas or creating the
88 possibility on students' strong initiative. 3. Students in the learning of the subject with question.

89 You can go to their own assumptions, to try to verify and draw their own conclusions. In accordance with
90 their own ideas to practice, students determine their own learning and progress. Together with the interaction
91 among the students learning to teach each other, mutual evaluation, free them from the teachers. 4. Teachers to
92 provide a technical approach based on phenomenon allowing the students to explore this new approach.

93 iii. The model of Group education This teaching model is under the guidance of teachers, a flexible form
94 of organization of teaching activities where the students are to find their own partners to form a similar free
95 and small mixed groups of learning, self-set learning objectives, give full play to the autonomy of small groups,
96 promote students' initiative to conduct collaborative learning, complete learning tasks and consciously experience
97 the fun of exercise. (Wu han, 1998) The basic features of small group 1. Interactions are equal, in-depth and
98 comprehensive. 2. Unity of purpose, integrated intensity. 3. Group members' face to face interaction.

99 The process of physical education teachers in the main task is to help students know them, understand the
100 objective, students' learning is active and lively, easy to form in harmonious, harmonious relations between
101 teachers and students, give full play to the students and teachers, the main leading role.

102 **3 iv. The model of tiered educational**

103 The model is individualized in the teaching of students according to different principles of individual difference
104 psychological and physiological characteristics of the implementation of appropriate teaching content and teaching
105 methods .So different students interested in hobbies. Strengths are given full play and it stimulates their learning
106 initiative to enable students to active and happily study physical knowledge, technology, skills, develop physical
107 fitness habits. (zhang yan, 2005) v. The model of Situational Education Situational teaching model comprises
108 the teaching content is incorporated into the story to complete the task of teaching to reach the intended target.
109 (Wang Huanbo, 2007) Specific methods are: teachers compiled the content of classroom teaching .Such as simple
110 stories or visualizing, setting the video object, setting a certain scenario etc. Teachers and students play different
111 the role of the story. Attention and interest of students about the development of teachers to exercise a variety
112 of teaching content, the students play a role in the process to do the movements with the gradual development
113 of the story into the role.

114 **4 vi. The model of Open Education**

115 Open teaching model is defined as physical education under the guidance of the dynamic structure to open. The
116 students rely on their own power to acquire new knowledge and a creative learning. (Huang Lishen, 2008) Such
117 as teaching of rope skip pins teaching. It called the students free to compose, the results of students jumps much
118 higher than the design of several teachers. The advantage of open teaching model is "unified and flexible control
119 chaos" which will help develop students' creativity, imagination and self-control ability.

120 **5 vii. The model of Creative Education**

121 Creative learning model is based on understanding the structure of psychological theory, the model focuses on
122 the development of the ability of students. The model is the creation of situations, to establish hypotheses and
123 make verification. It is arranged by the teacher or learning environment an appropriate atmosphere for students
124 to identify problems and then propose solutions to the problem of students. (Gao Yi, 2008) This pleasant feeling
125 can not only attend in mobilizing the potential factors involved in current activities and make such a good
126 condition to the future of the study. The development of creative thinking is the core of discovery learning,
127 students practice the spirit of innovation and discovery learning activity is the key.

128 **6 viii. The model of pleasant Education**

129 This education model is related to study traditional music in ancient China based on the innate human emotion.
130 Especially the pleasure of a sense of psychological mechanisms, happiness is a simple primitive emotion but it
131 forms the basis of the emotions. Enjoyable educational experience according to their own, determines the four
132 basic elements. It included namely, love, beauty, interest and creativity. In other words, pleasure is a tool for
133 development of education in the pursuit of pleasure purposes and happy with the development of a dialectical
134 unity. Therefore, in primary education must guide students to learn happily, happy activities and happy life.
135 (Yang Hong-lin, 2009).

136 **7 d) Features of quality-oriented education of China**

137 Under the guidance of teachers, the students study their doubts and their own explorations. The implementation
138 of this teaching model is intended to fully mobilize the study subject, the enthusiasm of the students and guide
139 them to take the initiative to learn, analyze problems and develop their problem-solving skills to learn to seek
140 knowledge.

141 **8 e) Chinese Teachers Only Focus on Exam-oriented Education 142 in China**

143 Liu Zhao Hui and Hu zhong-ping (2005) observe that as a matter of fact, the word "examorientation" is just a
144 neutral expression which is not necessarily negative or positive. The later is naturally a value-based judgment
145 rather than a reality-based judgment, because there is a specific value instead of the reality of exam-orientation
146 in the education. According to the value-based judgment, exam-oriented education is specifically a negative
147 concept. It is the same to the concept of quality-oriented education. The way of understanding the concept of
148 quality-oriented education and that of exam-oriented education and how the annotation of opposition is made is
149 the key to the judgment between the two types of education.

150 Tsinghua University Professor Qin Hui (2003) explains that quality -oriented education is the purpose of
151 examination-oriented education. China's college entrance examination-oriented education to bring the pressure
152 is not bad but a quality -oriented education for scarce resources will lead to competitive pressures.

153 It is obvious that Qin Hui's (2003) view is indeed correct. China's biggest problem is not education lack of
154 innovation in education, but rather the very lack of nurturing students' scientific literacy. Students mistakenly
155 think that the scientific basis of scientific knowledge on is just rigid. Quality-oriented education is a topic
156 with distinctive characteristics of the times and important theoretical values. Continuously improve the quality-
157 oriented educational theory and move toward the combination of theory and practice in choosing research method,

10 G) CHINA'S EDUCATIONAL REFORMS AND THE QUALITY ORIENTED EDUCATION

158 tap the successful pattern of quality-oriented education and summarize and enrich the quality-oriented educational
159 theory.

160 (Retrieved from www.cnki.com.cn on December 12, 2011.) Quality-oriented Education is an education which
161 aims at enhancing the National Quality. Therefore, Quality-oriented Education is not only related to the students'
162 growth and success, but also related to the nation's future and hope.

163 Wangchayi (1999) describes "Education has problems", it means that quality-oriented education and
164 examination-oriented education is education of the opposition and the media hype of the invention can be false
165 problem. Exam-oriented education is a meaning of chaos, the concept is not correct, the criticism directed at the
166 selection of the least bad way to test to be precise: China's primary education is all for scores of education. It first
167 needs more information and more laboratory equipment; the state will need to increase investment in primary and
168 secondary education. China's primary education at least has nine-year compulsory education (zhangyuan2005).

169 Teachers are forced to test scores of students teaching and learning, doing exercises, speaking exercises and
170 examinations so that the students test scores high, but it certainly is not as good (Zhangyuan2005).

171 In the past primary education did not take into account the students' self-learning ability, initiative, enthusiasm
172 and did not consider for enhance the students' knowledge and true understanding of the quantitative evaluation
173 system.

174 A variety of incredible contrary to the aims of education wound management and even murderous things have
175 happened. Liu from Shanghai, a teacher told us that the sum of the words: "What is the school does not teach
176 students? Schools do best is to make students lose interest in learning." (Chenrun1999)

177 9 f) Lack of Implementation of Innovative Practices in Teaching 178 in Traditional System

179 The problem of Chinese primary education is: China's primary schools teach the basic knowledge that is not
180 enough. Likewise science education is almost empty. Objectively speaking, China's education system has begun to
181 realize the need for students to do scientific research and enable students to understand how scientists do scientific
182 research. In traditional primary education, Chinese students do not even know how to think independently.

183 10 g) China's Educational reforms and the quality oriented 184 education

185 Since the 1990s, the concept of quality-oriented education to encourage a student's creative spirit and ability
186 rather than the centuries-old tradition in China of "teaching for examination and learning for examination" has
187 gradually found its place in Chinese education [www.china.org.cn retrieved on ??ecember 11, 2011]. Firstly, here
188 is described the history of quality education in China. The emergence of the quality of education in China dated
189 in the mid of 1980s, it has more than 20 years, during which approximately it can be divided into four stages of
190 development. Here it has briefly been summarized as follows: h) Germination Stage of Gestation ??about 1985
191 -1990) This is the development of quality education in the first phase, marked by May 27, 1985 issued by the
192 Central Committee "On education reform decisions." The first part of the title clearly states: "The fundamental
193 purpose of education reform is to improve the quality of the nation, more talent, a good talent." Subsequently,
194 several scholars have written that one of the few articles to explain the national quality content, to improve
195 the quality of national significance and its relationship with the personnel training. In the "Decision", inspired
196 by when he was the deputy director of the State Education Commission in 1987, Liu Bin, in an important
197 meeting in April during the speech, clearly put forward the concept of quality education: "Basic education can
198 not simply accomplish studies education and civic education should be a socialist, socialism is the quality
199 of civic education." After two years, a number of scholars have published articles discussing the issue of quality
200 education, and proposed to develop the political, moral and cultural qualities, psychological quality, aesthetic
201 qualities, skills and physical qualities such as quality education goals and objectives. All of these, for the formal
202 introduction of quality education have laid a solid foundation. (Mao Yufei 1998). "Quality-oriented Education"
203 and the "examination-oriented education" are diametrically opposed to the two educational philosophies. The
204 so-called "examination-oriented education" refers to "the objective existence of our educational practice, the
205 deviation from the educated groups and the actual needs of social development. The differences in the five are
206 as follows:

207 "Examination-oriented education" focuses on the scores and selection in order to obtain a high score to obtain
208 further education to qualify for the head, is short-sighted profit-oriented. And quality-oriented education is
209 educated individual development and social development aimed at improving the quality, the pursuit of education
210 long-term interests and objectives. m) Implementation of quality-oriented education is to meet the technological
211 challenges of the 21st century needs.

212 Contemporary scientific and technological development is characterized by new breakthroughs and highly
213 integrated. Science and technology into productive forces greatly shorten the cycle, knowledge and information
214 dissemination beyond time and space. In order to better meet the 21st century science and technology and
215 knowledge-based economy challenges, each one must have life-long learning to constantly change and improve
216 and develop oneself.

217 Implementation of quality oriented education is to overcome the "examination-oriented education". Long-term
218 primary and secondary education in China as the "examination-oriented education" tendency for the troubled
219 one-sided pursuit of their studies, contrary to the "Education Law" and "the principle of compulsory education
220 law affecting the overall national education policy implementation is not conducive to the younger generation
221 comprehensive development.

222 In today's growing self-awareness era, a teacher should inspire students to noble morality with superb teaching
223 skills to guide students to conduct rigorous education students to a broad range of knowledge, new knowledge
224 structure to attract students.

225 Classroom teaching is the main front of school education. Quality-oriented education is the main channel.
226 Classroom teaching focus on to innovative education for the soul, the development of students as their own,
227 to help students achieve a solid grasp of basic knowledge and skills conducive to student learning capabilities,
228 helping to train students to create awareness, creative thinking and creative ability.

229 **11 n) Objectives of Quality-Oriented Education**

230 The true meaning of education can be summarized as "a mention, four rounds":

231 **12 "Mention"**

232 The so-called "mention" is education to enhance the status of persons. System in the cosmos and human beings
233 are respectable. Thousands of years, the vast majority of people is a society of slaves, who are oppressed and
234 exploited among the people and simply do not have experience and interpersonal.

235 **13 "Four founds"**

236 First, find the human values. People are valuable. The so-called human values are that all people should have
237 the status, role and dignity. Education must help people get their rightful place and enjoy their due dignity to
238 play their due role. The second is to explore human potential. Any life to have some or even good potential,
239 it is the possibility of human physical and mental development. Explore their potential, to the possibility into
240 reality. Third, the human personality development, everyone must have their own personality. o) Curriculum of
241 Quality-Oriented Education In primary School the main courses are in Chinese language, mathematics, English,
242 science, society, sports, music, art and other courses. The largest share in primary school curriculum is of Chinese
243 Language. In China, the primary Chinese language is broken down into reading, grammar, writing and speaking
244 etc.

245 Primary education in China is generally six years. Primary School courses include language, mathematics,
246 English, science, society, sports, music, art and other courses. The largest share in primary school curriculum is
247 of Chinese Language. In China, the primary Chinese language is broken down into reading, grammar, writing
248 and speaking etc. Mathematics is a language is also very important course. Chinese primary schools always
249 focus on mathematics education. English language is the most important addition to others courses. They are
250 to learn foreign languages because it is the most important concept. In English language learning, more teachers
251 are focusing on reading, grammar and pronunciation teaching.

252 Natural science classes typically include scientific knowledge, environmental education, science technology and
253 physics knowledge. Social studies cover a very wide range of subject, generally include in historical, political,
254 economic, resource conservation knowledge and so on.

255 Social class is often with the knowledge of imparting to students. Such as arrangements for the students or
256 data collection .Some teachers will use audio, video and other modern electronic teaching equipment.

257 Although the primary school curriculum in recent years in China has been expanded and strengthened, but
258 overall the whole primary school language, mathematics for various reasons other subjects often failed to attract
259 enough attention sometimes subject to reduce and sometimes even canceled.

260 **14 p) Primary Education in Pakistan**

261 Pakistan's primary four categories: private schools run by the individual investor; established by the government-
262 funded public schools; rose by the township rural schools; A small number of British, American-run schools.

263 In these schools, run by the self-funded private schools teaching facilities and teachers are the best. All teach
264 not only in English schools but also the communication between teachers and students is also in English. Teachers
265 in these schools have many of the background of educated abroad, even in the preschool staff also served as the
266 Senate who has studied abroad or have foreign qualifications recognized diploma. Established by the government-
267 funded public schools are not all the conditions. English is just taught as a course. These schools are mostly for
268 middle-class families, below the ordinary working-class. Raised by the township rural primary school conditions
269 are even worse, the medium of instruction the mainly in local languages.

270 In Pakistan's primary education there is no uniform curriculum, each school is self-contained. In different
271 schools, what the students learn is entirely different. In Pakistan the University's entrance examination papers
272 are in English, for the non-English teaching graduate students in order to go to college is almost impossible.

273 In formal education system, there are a number of stages which are illustrated in the diagram in Annexure-I as
274 described briefly below: Primary Schooling: This stage consists of five classes' I-V and enrolls children of age5-9

19 III. DESIGN OF THE STUDY

275 years. Since independence, for male it was 80 percent and for female it was 61 percent. For urban female it was
276 92 percent and for rural it was 50 percent. The lowest participation rate observed for rural female was in Sindh
277 Province and that was 33 percent. The net enrolment rate was 42 percent, for urban male it was 47 percent and
278 37 percent for rural female ??Khan, Sughra, 2004).

279 Examinations are usually held annually, which is the main criterion to promote the students to higher classes
280 or to retain them in the same class. However, recently a system of automatic promotion up-to grade-III has
281 been introduced in some schools. The Board of Intermediate and Secondary Education (BISE) conducts the
282 examinations of Secondary and Higher Secondary. The degree level examinations are conducted by the respective
283 universities ??Khan Sughra, 2004).

284 Eastmond, Jefferson. N (1977) observes that in Pakistan, a national commitment is needed to solve the
285 problems of primary education. In all districts, school mapping and current pupil participation studies should be
286 conducted followed by a planning exercise to provide guidelines and a sequence for completion of specific school
287 projects

288 To improve the quality of basic education since 1974, the Government of Pakistan conducted a total of 15 time's
289 larger education reform achieved a lot. Over the years, international organizations, with the help of Pakistan in
290 the country established a number of teacher education institutions from 1996 to 2006 and during the 10 years,
291 teacher education institutions increased by more than 200. These institutions train a large number of teachers,
292 to a certain extent, ease the teacher shortage problem, but the problem of primary education still have not been
293 fundamentally resolved. National Education Census 2005 showed that 26 percent of teachers in Pakistan have not
294 received formal teacher education; only 37% of teachers were trained as primary school teachers' qualification.

295 Pakistan Government has set up a number of teacher education institutions, such as government primary
296 School, Provincial Institute of Education, University faculties of education, university education, teacher
297 professional development agencies, the Authority syllabus, course outline and the Board of Education. Training
298 Department staff and so on, but the Government does not clarify the division of teacher education institutions,
299 teachers, education authorities lack the coordination, management and guidance. Due to lack of communication
300 and inter-agency cooperation failed to learn from each other. In addition, Pakistan's lack of teacher education
301 program evaluation system, teachers receive no training in evaluation and feedback, teachers' professional
302 knowledge and teaching ability.

303 15 II.

304 16 Lack of Teaching Model

305 Teaching usually follows the following steps: reading -to explain -to ask questions. Teachers often read aloud
306 the text and then ask questions from the student .These questions are usually asked of them to recall just read
307 the article. Read is little question of teaching changes. In addition to oral questions, teachers may also write
308 down the questions and answers on the blackboard for students to copy in the textbook. Teacher should ask
309 the question from the groups of the students so that they can freely discuss issues. Teacher should keep moving
310 in the classroom to determine that the students' group discussions do not deviate from the topic. Five minutes
311 later the group should be asked to begin to state their answers. This way of teaching will certain by extent help
312 to teachers to a great make up for the shortcomings of the main teaching methods.

313 17 a) Statement of the Problem

314 The purpose of the present study was to explore Chinese and Pakistani teachers' perspectives about the quality-
315 oriented education models of China for implementation of these models at primary level in Pakistan for improving
316 the quality of primary education. b) Objectives of the study Followings were the objectives of the study: 1. To
317 explore perspectives of Chinese's primary school teachers about the characteristics of quality-2. To investigate
318 perspectives of Pakistani's primary school teachers about the characteristics of qualityoriented education models of
319 China; 3. To compare perspectives of Pakistani's primary school teachers' about characteristics of qualityoriented
320 education models of China; c) Research Hypotheses 1. There is difference in the opinions of Chinese primary
321 school teachers about models of Quality oriented education of China. 2. There is difference in the opinions of
322 Pakistani primary school teachers about models of Quality oriented education of China.

323 18 ii. Sample

324 The data for the study was collected through convenient sampling technique. Sample for the study was following:
325 Pakistani Primary school teachers= 20 Chinese Primary school teachers= 20 For this research, data for the
326 study were gathered through administration of a questionnaire.

327 19 iii. Design of the Study

328 It was a descriptive study and data for the study were gathered through administration of a questionnaire. As
329 the study focus was to find out the perspectives of Chinese and Pakistani teacher about QOEM of China.

330 **20 iv. Development of Instrument**

331 The researcher developed a questionnaire under the guidance of the supervisor. The questionnaire was based on
332 the characteristics of the four models of quality oriented education of China. These were: Independent Model,
333 the item No: 1-9. Guidance model, the item No: 10-15. Group Model, the item No: 16-22. Guidance Model,
334 the item No: 23-27.

335 **21 v. Validation and Reliability of Instrument**

336 The questionnaire was given to experts of National University of Modern Languages (Education Department)
337 Islamabad and they were requested to check the validity of the instrument. The experts check the questionnaire
338 and returned it with their suggestions. The suggested amendments were made in the questionnaire. A pilot study
339 was conducted on 15 primary school teachers from Pakistani primary school, who were not included in the sample
340 before administering it on the sample. At this stage some items were found difficult for respondents, therefore
341 these items were deleted from the questionnaire. The reliability of the questionnaire was checked through using
342 Statistical Package for Social Sciences (SPSS). The Cronbach Alpha value of the questionnaire was .794 which
343 shows that this questionnaire was quite valid to measure views of primary school teachers' about four quality
344 oriented models of China.

345 **22 III.**

346 **23 Data Collection**

347 The data for the study were collected from one Pakistani primary school and one Chinese primary school. The
348 researcher visited China for collection of data during the month of October 2011. After getting permission
349 from authorities of the school, the researcher contacted personally the primary of the selected schools teachers,
350 informed them about the objectives of the study and delivered them the questionnaires. The researcher assured
351 simple teacher about the confidentiality of the information provided by the teachers and requested the teachers to
352 give response honestly without leaving any statement. All the teachers returned the questionnaire so the return
353 rate was 100%.

354 **24 b) Findings and Discussion**

355 The findings of the study revealed that primary teachers of China and Pakistan were in favor of independent
356 model of quality oriented education of China at primary level. It shows that teachers of both countries (China
357 and Pakistan) are in favour of providing children chances of self learning and they want to teach student in real
358 life context .It is a fact that when we learn in real context then thing becomes clear and we can understand
359 the text and concept very well and at the same time it can promote thinking of students as well. Self learning
360 provides students opportunities to learn with responsibility. Independent model of quality oriented education
361 also provide opportunities for discussion. In this way we can develop communications skills of our children and
362 can provide them opportunities to express their feelings and thoughts. In this way they are able to develop new
363 knowledge. The independent model provides opportunities for teachers to perform his/her duties as facilitator.
364 Through applying various types of activities teachers can create enthusiasm and motivation for learning. In this
365 way active involvement of students in teaching learning process creates interest in learning. Independent model of
366 quality oriented education has a unique quality that it provides training opportunities for students in how to take
367 initiative. It means that teachers of China and Pakistan are in favour of providing such learning environment.

368 We can observe from findings of the study that teachers of China and Pakistan are not in favour of creative
369 model of quality oriented education of China. Its reason may be that due to pressure of curriculum and hard
370 routine work, teachers do not have time to take care of the feelings, emotions, thoughts and understanding
371 students' problem. As independent model of quality oriented education is as important for Pakistan teachers as
372 it is for Chinese. Therefore, it is obvious that if we implement independent model of quality oriented education of
373 China in Pakistan at primary level of education, then of course it is possible to improve the quality of education
374 at primary level which is now in current situation in pitiable form.

375 IV.

376 **25 Recommendations**

377 On the basis of the findings and conclusions of the present study, the following recommendations were made in
378 order to improve the quality of primary education in Pakistan: 1. It is recommended that the independent model
379 of quality oriented-education of China may be adopted for the effective learning at primary level in China as well
380 as in Pakistan.

381 **26 As the Primary school teachers of China and**

382 Pakistan are in favour of independent model of quality oriented education. The primary education system of both
383 counties may follow this model for primary level. 3. Teachers of China and Pakistan may be trained to teach
384 in real context providing students chances of discuss, creating interest in teaching learning process, using playful

385 activities for learners. 4. The primary school teacher of China and Pakistan may be trained in how creative
386 opportunities for students for constructions new, how to develop enthusiasm in students for learning and how to
387 take initiate in their learning and how to involve students in teaching learning process. 5. Teachers may provide
388 opportunities for students in their teaching for students' creative thinking and identifying solving their problems.
389 6. In teacher training curriculum, the characteristics of an independent model of quality oriented education can
be incorporated and teachers may be trained in use of this model in their teaching.^{1 2 3}



Figure 1: Introductiona)

2

oriented education models of China;

Figure 2: Table 2 :

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3

Interpretation :

The table No. 3 explains that there are no significant teacher differences of in the opinions of Pakistani and Chinese teachers about quality oriented education models of China. The table shows that all respondents have higher mean score on independent model of quality education. However Pakistani teachers have higher mean score (59.10) more than Chinese

teachers (58.40) on independent model of QOE. There is seen revert position on group model of quality oriented education where Chinese teachers have higher mean score (49.50) than Pakistani teachers (48.35). However, all respondents have lower mean score on creative model of quality education. Total mean score is higher on independent model of quality oriented education of China.

Figure 3: Table 3 :

4

Model

Independent

Guidance

Group

Creative

Interpretation :

2 44

Global

Journal

of

Human

Social

Science

Volume

XII

Issue

VIII

Version

I

Male

11 58.18

Female

29 58.97

Total

40 58.75

Interpretation :

Figure 4: Table 4 :

5

Model of Quality Education.

Figure 5: Table 5 :

6

Interpretation :

The table No. 6 depicts that contract job respondents have higher mean score (60.25) on independent model of quality-oriented education of China than permanent job. We can observe that

respondents (58.56) and the next higher score of respondent is group model of quality oriented education of China. The table no. 6 explains that all respondents have lower means score on creative model of quality education of China.

Figure 6: Table 6 :

7

Interpretation :

The table No. 7 explain that academic

qualification respondents have higher mean score on independent model of quality-oriented education of China. However, respondent have lower mean score on creative model of quality oriented education of China. We can observe that F.A respondents have rather higher mean score than M.A respondents (F.A respondents

=61.00, M.A respondents = 57.95) and the next higher score of respondent is group model of quality oriented education of China.

Figure 7: Table 7 :

8

Interpretation :

Figure 8: Table 8 :

Professional qualification	ind	gud	gp	crt	
	N	Mean	Mean	Mean	
M. Ed	5	59.80	27.80	50.20	14.00
B. Ed	11	59.18	26.36	48.00	13.55
Other	24	58.33	26.71	49.08	13.21
Total	40	8.75	26.75	48.93	13.40

Figure 9:

-
- 391 learning process and how to take care of students' emotions in learning process. 8. Further researches may
392 be conducted on comparing the nature of training programs of primary teachers in China and Pakistan and
393 curriculum of primary level of both countries.
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