



## School teachers' awareness of students' individual differences at primary level

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### ABSTRACT

The present study was designed to investigate the school teachers' awareness towards Individual differences at primary level, study also intends to compare the awareness of individual differences among government and private teachers at primary level. Due to limited time available for study, only 24 primary schools were randomly selected for the purpose of collecting data. 120 teachers from these schools were randomly selected a sample for study. A questionnaire was constructed for teachers which included 30 items, data was collected through personal visits of the schools. Data was analyzed in the light of objectives through two-way chi-square. Private school teachers are aware of the concept of individual differences as compared to government school teachers. In private sector school teachers respect individual differences in their classes as compared to government sector school teachers.

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### Introduction

The science of psychology studies people at three levels of focus captured by the well Known quote: "Every man is in certain respects (a) like all other men, (b) like some other men, (c) like no other man". (Murray and Kluckhohn, 1953). Individual differences psychology focuses on this second level of study. It is also sometimes called Differential Psychology because researchers in this area study the ways in which individual people differ in their behavior.

Individual differences are a cornerstone subject area in modern educational psychology. Plato stated more than 2000 years ago: "No two persons are born exactly alike; but each differs from the other in natural endowments, one being suited for one occupation and the other for another. Sir Francis Galton studies the differences in human abilities. Individual difference psychology examines how people are similar and how they differ in their thinking, feeling and behavior. No two people are alike, yet no two people are unlike. So, in the study of individual differences we strive to understand ways in which people are psychologically similar and particularly what psychological characteristics vary between people.

Louis Thurston, in 1933, noted that a list of 60 adjectives on an assessment he developed could be reduced to five meaningful factors. Allport and Odbert (1936) combined through the English language and found over 4,500 adjectives that are used to describe personality, and formed the primary starting point for Raymond Cattell (1946), renowned psychologist and creator of the 16PF assessment. Cattell found 16 personality factors that accounted for the majority of trait terms used to describe personality. Donald Fiske (1949) was the first to discover that five, not sixteen, factors accounted for the variance in personality trait descriptors. Norman (1963) replicated the Tupes and Christal study and confirmed the five-factor structure for trait taxonomy. Building on Cattell and Fiske, Tupes and Christal thoroughly established the five factors we know today.

Raymond Cattell designed the "Big Five factors of personality" in which five classifications are revealed. In

psychology, the "Big Five personality traits are five broad factors or dimensions of personality discovered through empirical research. There have been different theoretical perspectives in the field of personality psychology over the years including human motivation, the whole person, and individual differences. The Big Five falls under the perspective of individual differences. Currently the most popular approach among psychologists for studying personality traits is the five-factor model or Big Five dimensions of personality.

Individual differences research typically includes personality, motivation, intelligence, ability, and IQ. Interests, values, self-concept, self-efficacy, and self-esteem (to name just a few). Individual differences are of many types like physical differences, I.Q differences, aptitude differences, knowledge and skill differences and personality differences.

Primary education is the first stage of education. Primary education according to Collins Dictionary means the education of child up to the age of eleven years. It includes early five or six years of schooling. Ghafoor and Farooq (1994) describe the primary education as, "First is the primary stage that last of five years and enrolls the children of 5-9 years". The teacher are the central value transmitters in the class room, they must support the individual differences of each child by examine their own fears, uncertainties, prejudices and limitations. Teachers those who are teaching at primary level in order to inculcate interest and achievement motivation among young learners must have an awareness of the individual differences of the students present study is design to investigate the awareness of primary teachers of private and public sector regarding the individual differences of their students.

### Statement of the Problem

The study was designed to explore the awareness of government and private school teachers towards individual differences at primary level.

### Objectives of the Study

1) To investigate the awareness of teachers of government sector towards individual differences at primary level.

2) To investigate the awareness of teachers of private sector towards individual differences at primary level.

3) To compare the awareness of individual differences among government and private teachers at primary level.

#### Null Hypotheses

There is no difference among government and private teachers at primary level regarding the awareness of individual differences of their students.

#### Method

This study was descriptive and survey research. Teacher awareness was independent variable and individual differences among students were dependent variable.

The following method and procedure was used for this study:

#### Population and Sample

All primary teachers of private and F.G schools of Islamabad are considered the population of this study. A stratified random sample of 120(60 from each sector) teachers was collected from 24 primary schools (12 from public sector and 12 from private sector).

#### Research Instrument

After going through the relevant literature, questionnaire was developed for primary level teachers. The Questionnaire consisted of 30 items and these items were constructed by using five-point scale.

#### Results

The data was analyzed in the light of the objectives of the study {Two-way Chi-square} was used for data analysis. For this purpose two ways chi-square was used as a statistical tool .The following tables present the comparison of the views of public and private school teachers towards individual differences at primary level about every item of the questionnaire.

Table 1 show that the obtained  $\chi^2$  value (97.02) is greater than the critical value (9.49) at 0.05 levels.

Table 2 shows that the obtained  $\chi^2$  value (97.02) is greater than the critical value (9.49) at 0.05 levels.

Table 3 shows that the obtained  $\chi^2$  value (99.83) is greater than the critical value (9.49) at 0.05 levels.

Table 4 shows that the obtained  $\chi^2$  value (96.99) is greater than the critical value (9.49) at 0.05 levels.

Table 5 shows that the obtained  $\chi^2$  value (0.72) is less than the critical value (9.49) at 0.05 levels.

Table 6 shows that the obtained  $\chi^2$  value (117.33) is greater than the critical value (9.49) at 0.05 levels.

Table 7 shows that the obtained  $\chi^2$  value (105.76) is greater than the critical value (9.49) at 0.05 levels.

Table 8 shows that the obtained  $\chi^2$  value (3.37) is less than the critical value (9.49) at 0.05 levels.

Table 9 shows that the obtained  $\chi^2$  value (0.76) is less than the critical value (9.49) at 0.05 levels.

Table 10 shows that the obtained  $\chi^2$  value (104.44) is greater than the critical value (9.49) at 0.05 levels.

Table 11 shows that the obtained  $\chi^2$  value (99.08) is greater than the critical value (9.49) at 0.05 level.

Table 12 shows that the obtained  $\chi^2$  value (107.86) is greater than the critical value (9.49) at 0.05 level.

Table 13 shows that the obtained  $\chi^2$  value (103.59) is greater than the critical value (9.49) at 0.05 level.

Table 14 shows that the obtained  $\chi^2$  value (106.88) is greater than the critical value (9.49) at 0.05 level.

Table 15 shows that the obtained  $\chi^2$  value (117) is greater than the critical value (9.49) at 0.05 level.

Table 16 shows that the obtained  $\chi^2$  value (96.93) is greater than the critical value (9.49) at 0.05 level.

Table 17 shows that the obtained  $\chi^2$  value (110.27) is greater than the critical value (9.49) at 0.05 level.

Table 18 shows that the obtained  $\chi^2$  value (97.58) is greater than the critical value (9.49) at 0.05 level.

Table 19 shows that the obtained  $\chi^2$  value (108.44) is greater than the critical value (9.49) at 0.05 level.

Table 20 shows that the obtained  $\chi^2$  value (113.15) is greater than the critical value (9.49) at 0.05 level.

Table 21 shows that the obtained  $\chi^2$  value (114.19) is greater than the critical value (9.49) at 0.05 level.

Table 22 shows that the obtained  $\chi^2$  value (110.26) is greater than the critical value (9.49) at 0.05 level.

Table 23 shows that the obtained  $\chi^2$  value (108.25) is greater than the critical value (9.49) at 0.05 level.

Table 24 shows that the obtained  $\chi^2$  value (112.09) is greater than the critical value (9.49) at 0.05 level.

Table 25 shows that the obtained  $\chi^2$  value (112.95) is greater than the critical value (9.49) at 0.05 level.

Table 26 shows that the obtained  $\chi^2$  value (100.71) is greater than the critical value (9.49) at 0.05 level.

Table 27 shows that the obtained  $\chi^2$  value (106.04) is greater than the critical value (9.49) at 0.05 level.

Table 28 shows that the obtained  $\chi^2$  value (115.2) is greater than the critical value (9.49) at 0.05 level.

Table 29 shows that the obtained  $\chi^2$  value (108.49) is greater than the critical value (9.49) at 0.05 level.

Table 30 shows that the obtained  $\chi^2$  value (108.26) is greater than the critical value (9.49) at 0.05 level.

#### Conclusion

In the light of the analysis of data following conclusions were drawn:

1. The private school teachers are aware of the concept of individual differences as compared to government school teachers.
2. The private school teachers respect individual differences in their class as well as develop tools for diagnosing individual differences as compared to government sector school teachers.
3. The private school teachers and government school teachers do not use any standardized measuring tools to discover the differences early.
4. The teachers of government and private sector do not maintain high expectations for all students.
5. The private school teachers make sure that instructions and objectives were understood by every student as compared to government teachers.
6. The private school teachers were well aware of communication styles and they use different ways of communication as compared to government teachers.
7. The private school teachers were well aware that cultural differences as a source of learning problems as compared to government school teachers that were not well aware about it.
8. The private school teachers were fully aware that background of each student is different and also that they have different personality characteristics as compared to government school teachers.

**Table 1: I know the importance of the concept of individual differences.**

	Strong disagree	Disagree	Neutral	Agree	Strongly agree	Total	$\chi^2$
Public	35 (58.3%)	19 (31.7%)	3 (5%)	2 (3.3%)	1 (1.67%)	60 (100%)	97.02*
Private	0 (0%)	1 (1.7%)	1 (10%)	27 (35%)	21 (53.3%)	60 (100%)	

\*Significant

df=4

 $\chi^2$  at 0.05 level = 9.49**Table 2: I respect individual differences in my class room**

	Strong disagree	Disagree	Neutral	Agree	Strongly agree	Total	$\chi^2$
Public	35 (58.3%)	19 (31.7%)	3 (5%)	2 (3.3%)	1 (1.67%)	60 (100%)	97.02*
Private	0 (0%)	1 (1.7%)	1 (10%)	27 (35%)	21 (53.3%)	60 (100%)	

\*Significant

df=4

 $\chi^2$  at 0.05 level = 9.49**Table 3: I develop tools for diagnosing individual differences.**

	Strong disagree	Disagree	Neutral	Agree	Strongly agree	Total	$\chi^2$
Public	30 (50%)	25 (41.7%)	5 (8.3%)	0 (0%)	0 (0%)	60 (100%)	99.83*
Private	1 (1.7%)	2 (3.3%)	4 (6.7%)	26 (45%)	27 (43.3%)	60 (100%)	

\*Significant

df=4

 $\chi^2$  at 0.05 level = 9.49**Table 4: I find it difficult to work with individual differences in classroom.**

	Strong disagree	Disagree	Neutral	Agree	Strongly agree	Total	$\chi^2$
Public	21 (35%)	36 (60%)	2 (3.3%)	1 (1.7%)	0 (0%)	60 (100%)	96.99*
Private	0 (0%)	4 (6.7%)	3 (5%)	20 (33.3%)	33 (55%)	60 (100%)	

\*Significant

df=4

 $\chi^2$  at 0.05 level = 9.49**Table 5: I use standardized measuring instruments to discover differences early**

	Strong disagree	Disagree	Neutral	Agree	Strongly agree	Total	$\chi^2$
Public	14 (23.3%)	39 (65%)	5 (8.3%)	1 (1.7%)	1 (1.7%)	60 (100%)	0.72
Private	13 (21.7%)	38 (63.3%)	5 (8.3%)	2 (3.3%)	2 (3.3%)	60 (100%)	

\*Significant

df=4

 $\chi^2$  at 0.05 level = 9.49**Table 6: I give extra time to my students in case of problems in their studies.**

	Strong disagree	Disagree	Neutral	Agree	Strongly agree	Total	$\chi^2$
Public	32 (53.3%)	27 (45%)	1 (1.7%)	0 (0%)	0 (0%)	60 (100%)	117.33*
Private	0 (0%)	0 (0%)	2 (3.3%)	23 (38.3%)	35 (58.3%)	60 (100%)	

\*Significant

df=4

 $\chi^2$  at 0.05 level = 9.49**Table 7: I use different ways of communicating**

	Strong disagree	Disagree	Neutral	Agree	Strongly agree	Total	$\chi^2$
Public	35 (58.3%)	23 (38.3%)	1 (1.7%)	0 (0%)	1 (1.7%)	60 (100%)	105.76*
Private	0 (0%)	2 (3.3%)	3 (5%)	25 (41.7%)	30 (50%)	60 (100%)	

\*Significant

df=4

 $\chi^2$  at 0.05 level = 9.49**Table 8: I maintain high expectations for all students**

	Strong disagree	Disagree	Neutral	Agree	Strongly agree	Total	$\chi^2$
Public	31 (51.7%)	19 (31.7%)	5 (8.3%)	2 (3.3%)	3 (5%)	60 (100%)	3.37
Private	28 (46.7%)	17 (28.3%)	4 (6.7%)	2 (3.3%)	9 (15%)	60 (100%)	

Non-Significant

df=4

 $\chi^2$  at 0.05 level = 9.49

**Table 9: I listen carefully to each and every student**

	Strong disagree	Disagree	Neutral	Agree	Strongly agree	Total	$\chi^2$
Public	28 (46.7%)	25 (41.7%)	5 (11.7%)	1 (1.7%)	1 (1.7%)	60 (100%)	0.76
Private	26 (43.3%)	24 (40%)	7 (11.7%)	1 (1.7%)	2 (3.3%)	60 (100%)	

Non-Significant

df=4

 $\chi^2$  at 0.05 level = 9.49**Table 10: I accept students as they are**

	Strong disagree	Disagree	Neutral	Agree	Strongly agree	Total	$\chi^2$
Public	34 (56.7%)	22 (36.7%)	2 (3.3%)	1 (1.7%)	1 (1.7%)	60 (100%)	104.44*
Private	0 (0%)	1 (1.7%)	2 (3.3%)	28 (46.7%)	29 (48.3%)	60 (100%)	

\*Significant

df=4

 $\chi^2$  at 0.05 level = 9.49**Table 11: I make sure that instructions and objectives are understood by every student**

	Strong disagree	Disagree	Neutral	Agree	Strongly agree	Total	$\chi^2$
Public	37 (61.7%)	18 (30%)	3 (5%)	1 (1.7%)	1 (1.7%)	60 (100%)	99.08*
Private	0 (0%)	2 (3.3%)	3 (5%)	25 (41.7%)	30 (50%)	60 (100%)	

\*Significant

df=4

 $\chi^2$  at 0.05 level = 9.49**Table 12: I access students on their accent**

	Strong disagree	Disagree	Neutral	Agree	Strongly agree	Total	$\chi^2$
Public	36 (60%)	22 (36.7%)	2 (3.3%)	0 (0%)	0 (0%)	60 (100%)	107.86*
Private	0 (0%)	2 (3.3%)	3 (5%)	24 (40%)	31 (51.7%)	60 (100%)	

\*Significant

df=4

 $\chi^2$  at 0.05 level = 9.49**Table 13: I evaluate teaching material for gender bias and adjust materials accordingly**

	Strong disagree	Disagree	Neutral	Agree	Strongly agree	Total	$\chi^2$
Public	35 (58.3%)	22 (36.7%)	2 (3.3%)	1 (1.7%)	0 (0%)	60 (100%)	103.59*
Private	1 (1.7%)	1 (1.7%)	3 (5%)	36 (60%)	19 (31.7%)	60 (100%)	

\*Significant

df=4

 $\chi^2$  at 0.05 level = 9.49**Table 14: I am aware of communication style that is consistent with the values of student's cultures**

	Strong disagree	Disagree	Neutral	Agree	Strongly agree	Total	$\chi^2$
Public	25 (41.7%)	32 (53.3%)	2 (3.3%)	1 (1.7%)	0 (0%)	60 (100%)	106.88*
Private	0 (0%)	1 (1.7%)	4 (6.7%)	16 (26.7%)	39 (65%)	60 (100%)	

\*Significant

df=4

 $\chi^2$  at 0.05 level = 9.49**Table 15: I create a physical environment that affirms differences**

	Strong disagree	Disagree	Neutral	Agree	Strongly agree	Total	$\chi^2$
Public	30 (50%)	27 (45%)	3 (5%)	0 (0%)	0 (0%)	60 (100%)	117*
Private	0 (0%)	0 (0%)	1 (1.7%)	29 (48.3%)	30 (50%)	60 (100%)	

\*Significant

df=4

 $\chi^2$  at 0.05 level = 9.49**Table 16: I am aware of cultural differences as a source of learning problems**

	Strong disagree	Disagree	Neutral	Agree	Strongly agree	Total	$\chi^2$
Public	32 (53.3%)	24 (40%)	2 (3.3%)	1 (1.7%)	1 (1.7%)	60 (100%)	96.93*
Private	2 (3.3%)	1 (1.7%)	2 (3.3%)	36 (60%)	19 (31.7%)	60 (100%)	

\*Significant

df=4

 $\chi^2$  at 0.05 level = 9.49

**Table 17: I am aware of the background of each student is different**

	Strong disagree	Disagree	Neutral	Agree	Strongly agree	Total	$\chi^2$
Public	33 (60%)	22 (36.7%)	1 (1.7%)	0 (0%)	1 (1.7%)	60 (100%)	110.27*
Private	0 (0%)	1 (1.7%)	1 (1.7%)	20 (33.3%)	38 (63.3%)	60 (100%)	

\*Significant df=4  $\chi^2$  at 0.05 level = 9.49

**Table 18: I am aware that students have different personality characteristics.**

	Strong disagree	Disagree	Neutral	Agree	Strongly agree	Total	$\chi^2$
Public	33 (55%)	22 (36.7%)	4 (6.7%)	0 (0%)	1 (1.7%)	60 (100%)	97.58*
Private	0 (0%)	3 (5%)	4 (6.7%)	26 (43.3%)	27 (45%)	60 (100%)	

\*Significant df=4  $\chi^2$  at 0.05 level = 9.49

**Table 19: I am aware about the gregariousness students of my class**

	Strong disagree	Disagree	Neutral	Agree	Strongly agree	Total	$\chi^2$
Public	35 (58.3%)	21 (35%)	2 (3.3%)	1 (1.7%)	1 (1.7%)	60 (100%)	108.44*
Private	0 (0%)	1 (1.7%)	0 (0%)	29 (48.3%)	30 (50%)	60 (100%)	

\*Significant df=4  $\chi^2$  at 0.05 level = 9.49

**Table 20: I am aware about the students who have negative affect on others**

	Strong disagree	Disagree	Neutral	Agree	Strongly agree	Total	$\chi^2$
Public	38 (63.3%)	20 (33.3%)	1 (1.7%)	0 (0%)	1 (1.7%)	60 (100%)	113.15*
Private	0 (0%)	0 (0%)	3 (5%)	32 (53.3%)	25 (41.7%)	60 (100%)	

\*Significant df=4  $\chi^2$  at 0.05 level = 9.49

**Table 21: I am aware about the students who have positive emotions**

	Strong disagree	Disagree	Neutral	Agree	Strongly agree	Total	$\chi^2$
Public	33 (55%)	25 (41.7%)	1 (1.7%)	1 (1.7%)	0 (0%)	60 (100%)	114.19*
Private	0 (0%)	0 (0%)	1 (1.7%)	20 (33.3%)	39 (65%)	60 (100%)	

\*Significant df=4  $\chi^2$  at 0.05 level = 9.49

**Table 22: I am aware about the distractible students of my class**

	Strong disagree	Disagree	Neutral	Agree	Strongly agree	Total	$\chi^2$
Public	35 (58.3%)	22 (36.7%)	1 (1.7%)	1 (1.7%)	1 (1.7%)	60 (100%)	110.26*
Private	0 (0%)	0 (0%)	1 (1.7%)	27 (45%)	32 (53.3%)	60 (100%)	

\*Significant df=4  $\chi^2$  at 0.05 level = 9.49

**Table 23: I am aware how to handle angry and hostile students in my class**

	Strong disagree	Disagree	Neutral	Agree	Strongly agree	Total	$\chi^2$
Public	32 (53.3%)	25 (41.7%)	2 (3.3%)	0 (0%)	1 (1.7%)	60 (100%)	108.25*
Private	0 (0%)	1 (1.7%)	2 (3.3%)	19 (31.7%)	38 (63.3%)	60 (100%)	

\*Significant df=4  $\chi^2$  at 0.05 level = 9.49

**Table 24: I am aware of my students who get nervous easily**

	Strong disagree	Disagree	Neutral	Agree	Strongly agree	Total	$\chi^2$
Public	36 (60%)	21 (35%)	2 (3.3%)	0 (0%)	1 (1.7%)	60 (100%)	112.09*
Private	0 (0%)	0 (0%)	2 (3.3%)	18 (30%)	40 (66.7%)	60 (100%)	

\*Significant df=4  $\chi^2$  at 0.05 level = 9.49

**Table 25: I am aware of my students who always live in fantasy**

	Strong disagree	Disagree	Neutral	Agree	Strongly agree	Total	$\chi^2$
Public	31 (51.7%)	25 (41.7%)	4 (6.7%)	0 (0%)	0 (0%)	60 (100%)	112.95*
Private	0 (0%)	1 (1.7%)	1 (1.7%)	30 (50%)	28 (46.7%)	60 (100%)	

\*Significant df=4  $\chi^2$  at 0.05 level = 9.49

**Table 26: I am aware of my students who have strong ideas**

	Strong disagree	Disagree	Neutral	Agree	Strongly agree	Total	$\chi^2$
Public	36 (60%)	19 (31.7%)	2 (3.3%)	2 (3.3%)	1 (1.7%)	60 (100%)	100.71*
Private	1 (1.7%)	0 (0%)	2 (3.3%)	35 (58.3%)	22 (36.7%)	60 (100%)	

\*Significant df=4  $\chi^2$  at 0.05 level = 9.49

**Table 27: I utilize multi cultural materials and methods during my teaching**

	Strong disagree	Disagree	Neutral	Agree	Strongly agree	Total	$\chi^2$
Public	31 (51.7%)	27 (45%)	2 (3.3%)	0 (0%)	0 (0%)	60 (100%)	106.04*
Private	0 (0%)	0 (0%)	2 (3.3%)	30 (50%)	21 (35%)	60 (100%)	

\*Significant df=4  $\chi^2$  at 0.05 level = 9.49

**Table 28: I respect the religion of my students who are different than me**

	Strong disagree	Disagree	Neutral	Agree	Strongly agree	Total	$\chi^2$
Public	33 (55%)	24 (40%)	3 (5%)	0 (0%)	0 (0%)	60 (100%)	115.2*
Private	0 (0%)	0 (0%)	2 (3.3%)	20 (33%)	38 (63.3%)	60 (100%)	

\*Significant df=4  $\chi^2$  at 0.05 level = 9.49

**Table 29: I deal with students in the same way regardless of their economic background**

	Strong disagree	Disagree	Neutral	Agree	Strongly agree	Total	$\chi^2$
Public	34 (56.7%)	24 (40%)	1 (1.7%)	1 (1.7%)	0 (0%)	60 (100%)	108.49*
Private	1 (1.7%)	1 (1.7%)	0 (0%)	17 (28.3%)	41 (68.3%)	60 (100%)	

\*Significant df=4  $\chi^2$  at 0.05 level = 9.49

**Table 30: Do you think that chronological age can affect on learning**

	Strong disagree	Disagree	Neutral	Agree	Strongly agree	Total	$\chi^2$
Public	26 (43.3%)	30 (50%)	2 (3.3%)	1 (1.7%)	1 (1.7%)	60 (100%)	108.26*
Private	0 (0%)	0 (0%)	2 (3.3%)	28 (46.7%)	30 (50%)	60 (100%)	

\*Significant df=4  $\chi^2$  at 0.05 level = 9.49

9. The private school teachers were well aware of their students who have positive emotions as compared to government school teachers.

10. The private school teachers were very well aware that how to handle angry and hostile students of their class as compared to government school teachers.

11. The private school teachers utilize multi-cultural materials and methods during their teaching but the government school teachers do not utilize multi-cultural materials and methods during their teaching.

12. The private school teachers deal with their students in the same way regardless of their economic background as compared to government school teachers.

13. The private school teachers evaluate teaching material for personality differences and adjust materials accordingly as compared to government school teachers.

#### **Recommendations**

1. It is recommended that there should be community resources, workshops, seminars and classes that will create awareness regarding to human nature among government teachers.

2. It is recommended that in teacher training there should be one subject taught regarding to student psychology.

3. It is recommended that teachers of government and private schools should use standardized techniques to find out the awareness of individual differences at primary level.

4. It is recommended that material and resources there should be provided to teachers regarding individual differences.

5. It is recommended that teachers should give assignments and exams that recognize student's diverse backgrounds and special interests.

6. It is recommended that teachers of government and private schools should use teaching tactics and to consider personality differences among students for their personality development.

7. It is recommended that teachers should communicate high expectations towards student's performance.

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