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Chinese and Pakistani Teachers' Perspectives About Quality Oriented Education of China

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

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I. INTRODUCTION

a) What is Quality?

Quality refers to a person, in politics, ideology, style, morality and knowledge, skills, etc. After a long exercise, achieved a certain level of learning. It can play various acts of human long-term, continuing influence and even decisive role. (Cai Ling2003).

b) Quality -oriented education

Through the long term development and evolution of school building, it has come into being as a complete site of more canonical pattern and model-building. By the way it also gestates the birth of rapid development of China's primary and secondary school buildings and campus design to become the main construction of artificial space environment for the primary school students' growth. By entering into the 21st century, "Quality education" sounded the clarion calls for architects continue to review their designing

around the educational environment and the quality of teaching space. During recent years, all aspects of the architecture and teaching space design have been being changed continuously. (Retrieved on December 11, 2011.) [<http://mt.china-papers.com/3/?p=71099>]

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

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

Quality - oriented education is also focused on the education for promote into the comprehensive development and improvement of the overall quality. Quality- oriented education is individual development and social development to improve the quality, the pursuit of long-term interests and objectives of education. It is for every student and different for each student and quality -oriented education, called for respect for every student. Quality -oriented education is based on the improvement of overall quality of students, fitting teaching to students' social development needs of the educational content. (Penny Ur. 2008)

Quality -oriented education includes the quality of internal and external. Intrinsic quality of the main people of the world, the environment, perception and meaning of life, including the person's world view, outlook on life, values, morality, and so on.

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

Quality -oriented education is based on to raise overall students' performance, and it is a comprehensive measure of the quality of students in various forms. (Zhang xiaoqi, 1996). In Quality-oriented education all students achieve full potential and access to raise the overall personality development in order to lay a solid foundation to continue to develop in the future. Quality-oriented education comprehensively

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improves the basic quality as the fundamental purpose to respect for human subjectivity and initiative. The wisdom focuses on the development potential and the formation of human personality as the fundamental characteristics of education.

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

c) *Quality-oriented education models of China*

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

i. *The model of Independent Education*

The independent model of QOE is based on the constructive theory of teaching and learning. Under the guidance of the constructivist theory of "self learning and practice", the teaching model can be summarized as: a student-centered. In the teaching process, the organizers can be the teachers, mentors, helpers, and the role of facilitator, the use of scenarios, collaboration, conversation and other elements of the learning environment of students. They give full play the initiative, pioneering spirit enthusiasm and ultimately to enable students to effectively achieve the knowledge of the significance of the current construction purposes. (Qu Zonghu 1998)

"Self learning and training" make students more active. In the training schools where they should not use brain only, but also attempt to the body's exercise, use creative thinking to identify problems, explore issues, to use the best way to creatively solve problems.

ii. *The model of Guidance Education*

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

Guidance in teaching style typically are:

1. The requirements of teachers should in pre-made or questions, students use their brains, a variety of actions envisaged in the thinking and practice and find the best solution.
2. Teachers to design teaching content into a range of issues, and a purpose to introduce students to a

mastery of technology, understand the truth of the Learning Centre where students are to explore ideas or creating the possibility on students' strong initiative.

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

iii. *The model of Group education*

This teaching model is under the guidance of teachers, a flexible form of organization of teaching activities where the students are to find their own partners to form a similar free and small mixed groups of learning, self-set learning objectives, give full play to the autonomy of small groups, promote students' initiative to conduct collaborative learning, complete learning tasks and consciously experience the fun of exercise. (Wu han, 1998)

The basic features of small group

1. Interactions are equal, in-depth and comprehensive.
2. Unity of purpose, integrated intensity.
3. Group members' face to face interaction.

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

iv. *The model of tiered educational*

The model is individualized in the teaching of students according to different principles of individual difference psychological and physiological characteristics of the implementation of appropriate teaching content and teaching methods. So different students interested in hobbies. Strengths are given full play and it stimulates their learning initiative to enable students to active and happily study physical knowledge, technology, skills, develop physical fitness habits. (zhang yan, 2005)

v. *The model of Situational Education*

Situational teaching model comprises the teaching content is incorporated into the story to complete the task of teaching to reach the intended target. (Wang Huanbo, 2007)

Specific methods are: teachers compiled the content of classroom teaching. Such as simple stories or visualizing, setting the video object, setting a certain

scenario etc. Teachers and students play different the role of the story. Attention and interest of students about the development of teachers to exercise a variety of teaching content, the students play a role in the process to do the movements with the gradual development of the story into the role.

vi. *The model of Open Education*

Open teaching model is defined as physical education under the guidance of the dynamic structure to open. The students rely on their own power to acquire new knowledge and a creative learning. (Huang Lishen, 2008)

Such as teaching of rope skip pins teaching. It called the students free to compose, the results of students jumps much higher than the design of several teachers. The advantage of open teaching model is "unified and flexible control chaos" which will help develop students' creativity, imagination and self-control ability.

vii. *The model of Creative Education*

Creative learning model is based on understanding the structure of psychological theory, the model focuses on the development of the ability of students. The model is the creation of situations, to establish hypotheses and make verification. It is arranged by the teacher or learning environment an appropriate atmosphere for students to identify problems and then propose solutions to the problem of students. (Gao Yi, 2008)

This pleasant feeling can not only attend in mobilizing the potential factors involved in current activities and make such a good condition to the future of the study. The development of creative thinking is the core of discovery learning, students practice the spirit of innovation and discovery learning activity is the key.

viii. *The model of pleasant Education*

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

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

Under the guidance of teachers, the students study their doubts and their own explorations. The implementation of this teaching model is intended to fully mobilize the study subject, the enthusiasm of the students and guide them to take the initiative to learn,

analyze problems and develop their problem-solving skills to learn to seek knowledge.

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

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

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

It is obvious that Qin Hui's (2003) view is indeed correct. China's biggest problem is not education lack of innovation in education, but rather the very lack of nurturing students' scientific literacy. Students mistakenly think that the scientific basis of scientific knowledge on is just rigid. Quality-oriented education is a topic with distinctive characteristics of the times and important theoretical values. Continuously improve the quality-oriented educational theory and move toward the combination of theory and practice in choosing research method, tap the successful pattern of quality-oriented education and summarize and enrich the quality-oriented educational theory. (Retrieved from www.cnki.com.cn on December 12, 2011.) Quality-oriented Education is an education which aims at enhancing the National Quality. Therefore, Quality-oriented Education is not only related to the students' growth and success, but also related to the nation's future and hope.

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

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

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

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

f) Lack of Implementation of Innovative Practices in Teaching in Traditional System

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

In traditional primary education, Chinese students do not even know how to think independently.

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

Since the 1990s, the concept of quality-oriented education to encourage a student's creative spirit and ability rather than the centuries-old tradition in China of "teaching for examination and learning for examination" - has gradually found its place in Chinese education [www.china.org.cn retrieved on December 11, 2011]. Firstly, here is described the history of quality education in China. The emergence of the quality of education in China dated in the mid of 1980s, it has more than 20 years, during which approximately it can be divided into four stages of development. Here it has briefly been summarized as follows:

h) Germination Stage of Gestation (about 1985 - 1990)

This is the development of quality education in the first phase, marked by May 27, 1985 issued by the Central Committee "On education reform decisions." The first part of the title clearly states: "The fundamental purpose of education reform is to improve the quality of the nation, more talent, a good talent." Subsequently, several scholars have written that one of the few articles to explain the national quality content, to improve the quality of national significance and its relationship with the personnel training. In the "Decision", inspired by when he was the deputy director of the State Education Commission in 1987, Liu Bin, in an important meeting in April during the speech, clearly put forward the concept

of quality education: "Basic education can not simply accomplishing studies education and civic education should be a socialist, socialism is the quality of civic education." After two years, a number of scholars have published articles discussing the issue of quality education, and proposed to develop the political, moral and cultural qualities, psychological quality, aesthetic qualities, skills and physical qualities such as quality education goals and objectives. All of these, for the formal introduction of quality education have laid a solid foundation. (Mao Yufei 1998).

i) Initial implementation phase (about 1990 - 1999)

This is the quality of the educational development of the second phase, marked by July 29, 1991 the State Education Commission issued "on the implementation of primary school graduation examinations system of views." The next few years, the Centre Public China (CPC) Central Committee and State Council issued the "China Education Reform and Development Program" (1993), "Education Law of the Peoples Republic China (PRC)" (1995), "national education" 95 "Plan and the 2010 Development Plan" (1996) and other documents to improve the quality of the nation, the implementation of quality education and other important issues have made specific provisions and requirements. (Mao Yufei 1998).

j) Comprehensively promotes the quality oriented education (About 1999 - 2007)

This is the quality of the educational development of the third stage, marked by June 13, 1999 Central Committee and State Council issued "on the reform of education to promote quality education decision." "Decision" a comprehensive and systematic specification of the purpose of quality-oriented education focus is content, principles and methods and means

k) Content development stage (about 2007-present)

Quality education in China, after the three stages of development, the fourth phase can and should turn to a new stage of development. That is content development stage. In seventeenth Communist Party of China National Congress of the report "on the priority to education and human resource power " Must be stressed that, given the quality of education in the first three stages of development, lack of guidance of scientific concept of development, one way or another have all the bias, so that in future content development stage, we must consciously be concept of development, seriously deal with the quality of education in their own internal and external aspects of the relationship.

l) What is the Difference between Quality-Oriented Education and Examination-Oriented Education?

"Quality-oriented Education" and the "examination-oriented education" are diametrically opposed to the two educational philosophies. The so-

called "examination-oriented education" refers to "the objective existence of our educational practice, the deviation from the educated groups and the actual needs of social development. The differences in the five are as follows:

"Examination-oriented education" focuses on the scores and selection in order to obtain a high score to obtain further education to qualify for the head, is short-sighted profit-oriented. And quality-oriented education is educated individual development and social development aimed at improving the quality, the pursuit of education long-term interests and objectives.

m) Implementation of quality-oriented education is to meet the technological challenges of the 21st century needs.

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

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

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

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

n) Objectives of Quality- Oriented Education

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

1. "Mention"

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

2. "Four founds"

First, find the human values. People are valuable. The so-called human values are that all people should have the status, role and dignity. Education must help people get their rightful place and enjoy their due dignity to play their due role. The second is to explore human potential. Any life to have some or even good potential, it is the possibility of human physical and mental development. Explore their potential, to the possibility into reality. Third, the human personality development, everyone must have their own personality.

o) Curriculum of Quality- Oriented Education

In primary School the main courses are in Chinese language, mathematics, English, science, society, sports, music, art and other courses. The largest share in primary school curriculum is of Chinese Language. In China, the primary Chinese language is broken down into reading, grammar, writing and speaking etc.

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

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

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

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

p) Primary Education in Pakistan

Pakistan's primary four categories: private schools run by the individual investor; established by the government-funded public schools; rose by the

township rural schools; A small number of British, American-run schools.

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

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

In formal education system, there are a number of stages which are illustrated in the diagram in Annexure-I as described briefly below: Primary Schooling: This stage consists of five classes' I-V and enrolls children of age 5-9 years. Since independence, for male it was 80 percent and for female it was 61 percent. For urban female it was 92 percent and for rural it was 50 percent. The lowest participation rate observed for rural female was in Sindh Province and that was 33 percent. The net enrolment rate was 42 percent, for urban male it was 47 percent and 37 percent for rural female (Khan, Sughra, 2004).

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

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

To improve the quality of basic education since 1974, the Government of Pakistan conducted a total of 15 time's larger education reform achieved a lot. Over the years, international organizations, with the help of

Pakistan in the country established a number of teacher education institutions from 1996 to 2006 and during the 10 years, teacher education institutions increased by more than 200. These institutions train a large number of teachers, to a certain extent, ease the teacher shortage problem, but the problem of primary education still have not been fundamentally resolved. National Education Census 2005 showed that 26 percent of teachers in Pakistan have not received formal teacher education; only 37% of teachers were trained as primary school teachers' qualification.

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

II. LACK OF TEACHING MODEL

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

a) *Statement of the Problem*

The purpose of the present study was to explore Chinese and Pakistani teachers' perspectives about the quality-oriented education models of China for implementation of these models at primary level in Pakistan for improving the quality of primary education.

b) *Objectives of the study*

Followings were the objectives of the study:

1. To explore perspectives of Chinese's primary school teachers about the characteristics of quality-

- oriented education models of China;
- To investigate perspectives of Pakistani's primary school teachers about the characteristics of quality-oriented education models of China;
 - To compare perspectives of Pakistani's primary school teachers' about characteristics of quality-oriented education models of China;

c) *Research Hypotheses*

- There is difference in the opinions of Chinese primary school teachers about models of Quality oriented education of China.
- There is difference in the opinions of Pakistani primary school teachers about models of Quality oriented education of China.
- There is difference in the opinions of Chinese and Pakistani primary school teachers about models of Quality oriented education of China.

d) *Delimitation of study*

The present study was delimited to following factors:

- To only the quality-oriented education models of China;
- Information from primary school teachers of China and Pakistan only about four models of quality oriented education of China only (independent model, guidance model, group model, creative model);
- Data only from primary school teachers in Pakistan and China only through questionnaire.

e) *Procedure*

i. *Population*

All primary school teachers of Chengdu city of China and all primary school teachers of Islamabad capital city Pakistan were the population of the study.

ii. *Sample*

The data for the study was collected through convenient sampling technique. Sample for the study was following:

Pakistani Primary school teachers= 20

Chinese Primary school teachers= 20

For this research, data for the study were gathered through administration of a questionnaire.

iii. *Design of the Study*

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

iv. *Development of Instrument*

The researcher developed a questionnaire under the guidance of the supervisor. The questionnaire

was based on the characteristics of the four models of quality oriented education of China. These were:

Independent Model, the item No: 1-9.

Guidance model, the item No: 10-15.

Group Model, the item No: 16-22.

Guidance Model, the item No: 23-27.

v. *Validation and Reliability of Instrument*

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

III. DATA COLLECTION

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

a) *Analysis and Interpretation of the Data is given below*

Table 1 : Chinese Primary School Teachers' Perspectives about models of quality oriented education.

Model	N	Mean
Independent	20	58.40
Guidance	20	27.05
Group	20	49.50
Creative	20	13.30

Interpretation :

The table No. 1 explains that the Chinese teachers' opinions about quality-oriented education models of China. The table shows that Chinese

respondents have higher mean score (58.40) on independent model of quality education of China and the lowest mean score (13.30) on creative model of quality education of China.

Table 2 : Pakistani Primary School Teachers' Perspective about models of quality oriented education.

Model	N	Mean
Independent	20	59.10
Guidance	20	26.45
Group	20	48.35
Creative	20	13.35

Interpretation :

The table No. 2 explains that the Pakistan teachers in the opinions about quality-oriented education models of China. The table shows that

Pakistani respondents have higher mean score (59.10) on independent model of quality education of China and the lowest mean score (13.35) on creative model of quality education of China.

Table 3 : Comparison of Chinese and Pakistani Teachers' Perspectives about models of Quality Oriented Education. Independent Model (ind), Guidance (gud) Model, Group (gp) Model, and Creative (Crt) Model.

Teacher		ind	gud	gp	crt
	N	Mean	Mean	Mean	Mean
Pakistani	20	59.10	26.45	48.35	13.50
Chinese	20	58.40	27.05	49.50	13.40
Total	40	58.75	26.75	48.93	13.40

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.

Table 4 : Gender Differences on Independent Model (ind), Guidance (gud) Model, Group (gp) Model, and Creative (Crt) Model of Quality Education.

Gender		ind	gud	gp	crt
	N	Mean	Mean	Mean	Mean
Male	11	58.18	26.55	49.09	13.00
Female	29	58.97	26.83	48.86	13.55
Total	40	58.75	26.75	48.93	13.40

Interpretation :

The table No. 4 explains that there are no significant gender differences of respondents in their opinions about quality education models of China.

However, the table shows that all the respondents have higher mean score on independent model of quality education of China. The respondent has lower mean score on creative model of quality education of China.

Table 5 : Age Differences on Independent Model (ind), Guidance (gud) Model, Group (gp) Model, and Creative (Crt) Model of Quality Education.

Age		ind	gud	gp	crt
	N	Mean	Mean	Mean	Mean
20-25	1	61.00	29.00	49.09	13.00
26-30	11	57.09	25.91	48.64	13.36
31-40	19	58.68	26.68	48.58	13.11
More than	9	60.67	27.67	48.93	13.40
Total	40	58.75	26.75	48.93	13.40

Interpretation:

The table No. 5 explains that the age group of respondents 20-25 have higher mean score on independent model likewise respondents of age group more than 40 have higher mean score on independent model of quality oriented- education of China. The next favourable model according to respondents is group model where each age group of respondents has higher

mean score after independent model. However, the mean score is very low of all age group respondents on creative model of quality oriented education of china. We can observe from table no.5 that all respondents are appreciating the independent of all age group model of quality oriented model of China as the total mean score on independent model is 58.75 which is the highest from other three models.

Table 6 : Responses with references to Nature of job on Independent Model (ind), Guidance (gud) Model, Group (gp) Model, and Creative (Crt) Model of Quality Education.

Nature of job		ind	gud	gp	crt
	N	Mean	Mean	Mean	Mean
Contact	4	60.25	28.25	50.25	14.00
Permanent	32	58.56	26.37	48.69	13.31
Other	4	58.75	28.25	49.50	13.50
Total	40	58.75	26.75	48.93	13.40

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.

Table 7 : Analysis of responses with references to Academic qualification on Independent Model (ind), Guidance (gud) Model, Group (gp) Model, and Creative (Crt) Model of Quality Education.

Academic qualification		ind	gud	gp	crt
	N	Mean	Mean	Mean	Mean
F.A	1	61.00	29.00	50.00	14.00
B.A	19	59.80	26.20	48.00	13.40
M.A	10	57.95	27.10	48.89	13.32
Other	10	59.00	27.61	49.80	13.50
Total	40	58.75	26.75	48.93	13.40

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.

Table 8 : Professional qualification differences on Independent Model (ind), Guidance (gud) Model, Group (gp) Model, and Creative (Crt) Model of Quality Education.

Professional qualification		ind	gud	gp	crt
	N	Mean	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

Interpretation :

The table No. 8 explains that professional qualification group of M. Ed have higher mean than others score on independent model .The next favourable model according to respondents is group model has higher mean score after independent model. However, the mean score is very low of all respondents on creative model of quality oriented education of China. We can observe from table no.8 that all respondents are appreciating the independent model of quality oriented model as the total mean score on independent model is 58. 75.

b) Findings and Discussion

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

We can observe from findings of the study that teachers of China and Pakistan are not in favour of creative model of quality oriented education of China. Its reason may be that due to pressure of curriculum and

hard routine work, teachers do not have time to take care of the feelings, emotions, thoughts and understanding students' problem. As independent model of quality oriented education is as important for Pakistan teachers as it is for Chinese. Therefore, it is obvious that if we implement independent model of quality oriented education of China in Pakistan at primary level of education, then of course it is possible to improve the quality of education at primary level which is now in current situation in pitiable form.

IV. RECOMMENDATIONS

On the basis of the findings and conclusions of the present study, the following recommendations were made in order to improve the quality of primary education in Pakistan:

1. It is recommended that the independent model of quality oriented- education of China may be adopted for the effective learning at primary level in China as well as in Pakistan.
2. As the Primary school teachers of China and Pakistan are in favour of independent model of quality oriented education. The primary education system of both counties may follow this model for primary level.
3. Teachers of China and Pakistan may be trained to teach in real context providing students chances of discuss, creating interest in teaching learning process, using playful activities for learners.
4. The primary school teacher of China and Pakistan may be trained in how creative opportunities for students for constructions new, how to develop enthusiasm in students for learning and how to take initiate in their learning and how to involve students in teaching learning process.
5. Teachers may provide opportunities for students in their teaching for students' creative thinking and identifying solving their problems.
6. In teacher training curriculum, the characteristics of on independent model of quality oriented education can be incorporated and teachers may be trained in use of this model in their teaching.
7. The teachers may be provided special training in understanding importance of students' emotions in

learning process and how to take care of students' emotions in learning process.

8. Further researches may be conducted on comparing the nature of training programs of primary teachers in China and Pakistan and curriculum of primary level of both countries.
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