

Teachers' Practices of Differentiated Instructions, Fair Interactions and Fair Assessment of Students in Sargodha

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Abstract

Classrooms are the most diverse and complex social structure for teaching-learning process where teachers practice differentiated instructions, assess students with fairness and interact with just. Sans doubt, potency in teaching always lies with teachers' equity based interaction, assessment and pedagogy. Quality of student-teacher interaction is vital and fundamental to understand students' engagement in classroom, fulfillment of students differentiated learning needs and their assessment that does justice with them. Teachers are considered as a catalytic agent who can play a pivotal role in students' classroom to narrow the achievement gaps among students by bringing equity in classrooms. The purpose of the study undertaken was to examine teachers' differentiated instructions, student-teacher fair interaction and fair assessment during teaching-learning process in classrooms. The study was quantitative and descriptive in nature and data were collected through self-developed questionnaire administered on primary school teachers. By using convenience sampling, 300 teachers were selected as sample from four tehsils of district Sargodha. The study found that albeit, teachers in primary schools are using differentiated instructions but not to the degree of satisfaction. They need more knowledge and orientation to understand the need and importance for using differentiated instructions in their classrooms. Also the study found that teachers are less fair in their assessment of students as well as do less justice with students while interacting with them in classrooms and schools.

Keywords: Fair interaction, differentiated instruction, fair assessment

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Introduction

Educational institutions have individual differences between children that can be seen in different situations. These differences exist as socio-economic, gender, racial, opportunity, achievement etc. such differences effects their mental abilities. So teaching children by ignoring their status is called equality. For instance, a child whose parents do not care whether their child is getting education properly or not, gets more attention from his teacher as compare to the child whose parents are fully involved in his educational process, and his learning abilities are being polished with time to time. This is what we called equity. Now Equity is most prominent place in national and international education policies (Ball and Youdell, 2009; Hutmacher, 2002; UNESCO, 2007; OECD, 2005; Equity, 2000; Gorard, 2011). It means that we have to pay more attention to the child than those who have already excelled him. This way all the children are brought to the equal level. Equality asserts that everybody should be given equal opportunities, while equity asserts that everyone should have similar or equal mode of living. In equity there can be an inadequate division of goods, sources and services.

Baye and Demeuse (2008) explained that education would be equitable when the outcomes of education would be free and independent from any factors like socio-economic status, gender, ethnic minority, disabilities, original disparities and many other factors. A sketch is drawn from the study of Baye and Demeuse (2008) based on their equitable education concept.

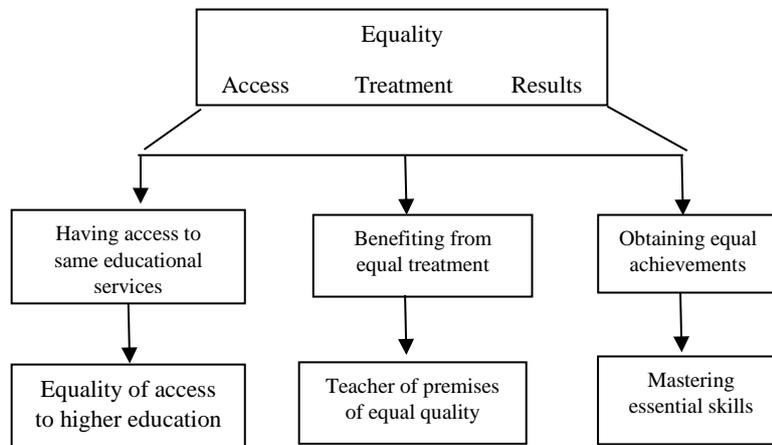


Figure: 1 Researchers' concept of equitable education

All students are equal and deserve equal rights and opportunity. This egalitarian principle can be achieved through equitable education. There are many issues relating to

the justice and equity in education like student-teacher general interactions, differentiated instructions and fair and equitable assessment at class room level. Differentiation means tailoring instructions to meet individual needs whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instructions. Fair interaction and fair assessment are important components in teaching learning process in classroom.

Many researchers draw out that teaching profession, regard for teachers, school network, teachers' teaching skills, teachers' relationships and varied forms of educational assessment and evaluation were the factors that influence the equitable educational process (Scheerens & Bosker, 1997; OECD, 2005; OECD, 2010; PISA, 2000; Doebert et al., 2004). Following are the objective of the study:

1. Finding out the nature of teachers use of differentiated instructions in classroom.
2. Examine student-teacher fair interaction
3. Investigate fair and equitable assessment

Based on the objectives, following research questions were formulated:

1. To what extent teachers are using differentiated instructions at primary level?
2. Do teachers interact with their students equally on the bases of their gender, socio-economic status language, ethnicity, cast or any other different characteristics?
3. To what extent teachers assess students equally on the bases of their mental abilities and interests?
4. Is there any significance difference based on teachers' demographics in term of differentiated instructions, student-teacher fair interaction and assessment?

Equity and Fairness

In education equity and fairness has so much importance because this century is globalized and due to globalization teachers face in their classrooms a variety of students. Teachers must have awareness how to deal their varied students because students have different background, language, social status, age, gender, culture, ethnicity, creed, color, cast, religion etc. It is the responsibility of the teachers to deal with their students according to their differentiated needs because the whole society expect this from the teachers and this expectation is increased with the passage of time. It is teachers professional responsibility and teachers should recognize the professional commitment that they have to make best of students' learning with respecting all the

learners' equally. The outcomes of this study identified extent to which teachers are using equity in education regarding fair interaction, instructions and fair assessment to highlight the importance of this emerging issue of equity and fairness in student-teacher fair interaction, student fair and equitable assessment and differentiated instructions (Baye and Demeuse, 2008).

Differentiated Instructions

Every individual is important in a classroom; everyone is different from one another. It is not possible to treat every student with the same method or instruction. Then how is it possible for a teacher to get same good results from every student? Individuals are different then they need differentiated instructions because everyone cannot be stuck in a single stick. To match the students' learning profile, an instructor modifies the classroom instructions to increase the learning potential of his students. These types of instructions are used to help all the students by keeping in mind their different abilities (Akos, Cockman and Strickland, 2007). Responsive instruction is the other name of differentiated instruction. These instructions take place when instructors developed deep understanding regarding their students; different mental abilities, increasingly expert to consider student as individuals, and with the target to maximizing the capacity of individual student, teacher create more flexibility in his instructions according to the requirements of the students (Tomlinson, 2003).

The goal of differentiated instruction is to assist each learner in learning process to maximize the potential, growth and achievements of every individual by approaching each learner where he/she exist on the bases of his/her mental abilities (Dixon, Yssel, McConnell and Hardin, 2014). Differentiated instructions do not focus on individuals' deficiencies rather than on the strengths and uniqueness to maximize the achievements. Differentiated instructor keep in view the students' differentiated background, knowledge, attentions, choices, and likings for learning, readiness, language, reactions and responses (Tomlinson, 2003). If differentiated instructions are properly planned, designed and applied with all learners' weakness and strengths considered as product, all the students take more interest with their full potential and participation in learning process (Akos et al., 2007). Differentiated instructions in a classroom provide alternatives ways to achieve learning goals for various types of students at a time in same classroom and level. Differentiated instruction is essential for students, if they are to be achievers in life. It is very crucial part of instructions (Stone, 2012).

Teacher- Student Fair Interaction and its Importance

To create a fair interaction between student and teacher, the initial stage is to know each student which creates a better chance for a teacher to establish a fair and equitable interaction with student. Jacobsen, Eggen and Kauchak (2006) found that

knowing students creates a positive interaction and support students' learning. Fair interaction between teachers and students have great positive impact on students learning outcomes. A stable, positive, respectful, fair and equitable student- teacher interaction affect both students and teachers. Teachers can achieve more through their students with the help of equitable interaction and students can perform more confidently in such equitable environment. They can perform more freely (Gardiner, 2004). Keeping in view that above point the bellow section will focus on the importance of student- teacher fair interaction. In classroom teachers pay more attention on content and interaction because these two commodities are effective for learning. Connection with students is the main skill of a teacher. Skillful teachers create positive interactions towards their students in teaching learning environment (Mcewan, 2002). When teachers teach their students while creating fair interaction with students known as nurturing pedagogy. Nurturing pedagogy is very helpful for teachers to achieve student's learning outcomes. Teacher can create supportive and warm interaction with students through learner centered classroom environment (Strahan and Layell, 2006). Interactions are very important in people's life. Positive interaction between parents and children, make children to feel secure this sense of security helps to build confidence in their children. Like this example of parents and children, student- teacher fair interaction create great confidence in students life, they can perform well in classrooms as well as in their adjustment of life (Kopolw, 2002). Doda and Knowles (2008) made a study on the interaction between middle school teachers and their students of north America. They asked a question "What should middle school teachers know about middle school students?" The results of the study revealed that 2,700 students wished that their teachers build very healthy, positive and rewarding interaction with them. They concluded that in students' point of view a good teacher is who know his student, who have interaction with each student, who have fellowship and friendship with each student.

Crawford, Saul and Mathews (2005) conducted a study on the effects of the student-teacher interaction to the success of the teachers. The sample of this study was consisted on two different groups of Canadian students of Atlantic coast and students of pacific coast. Researcher conducted interviews and gathered the data from the students. The results revealed that the teachers are required to create a positive interaction with their students rather than only assessing students. Positive interaction effects the learning and success of the students in a positive way. Waters, Marzano and McNulty (2003) done many meta-analyses on the effectiveness of the teachers. The outcomes of these mate-analyses concluded that there are four main elements important for the effectiveness of the teachers. There are rules and procedures, disciplinary interventions, cognitive set and teacher-student interactions. The researcher suggested that the fourth element is a pivotal element for the other elements. It is important for good performance of the students in teaching-learning process.

Lee (2001) conducted a study on teacher and students' relationships. He concluded that academic performance of the student can be enhanced through confidence development between teacher and students. Lyubomirsky, King and Diener (2005) found in their study that the good behavior of the teacher led a way for good performance of the student in teaching learning process. Pianta, La Paro, Payne, Cox and Bradley (2002) elaborated that the quality of teacher- child interaction is a stronger predictor of behavioral than of academic outcomes. Doll, Brehm and Zucker (2004) also concluded that reliability and quality of student-teacher interaction creates helpful and conducive learning environment in classroom. Undesirable learning outcomes can be controlled by making a positive and strong interaction (Griggs et al., 2009). Spencer-Oatey and Xiong (2006) summed that positive interaction is beneficial for learners in class room. Students' self-confidence, learning skills, skill to apply the knowledge etc. can be improved by the positive student-teacher interaction. The positive interaction between students and teacher effects positively performance of the students. Birch and Ladd (1996) tried to find the answer of the question "high quality teacher- student interaction"? They found the views of students about interaction. They said that in positive learning environment the interaction of the teachers with students plays important role in providing strong base. Free communication-based environment of students and teachers helps the students to remain busy with learning in their classroom settings. This type of environment let the learners to learn positively.

Burchinal et al. (2002) conducted a longitudinal study on student teacher interaction. The sample of the study was students of grad two in kindergarten. In this study they correlated friendly interaction of teachers and students with language development skills and capability of reading. They concluded that friendly interaction of students and teachers is helpful for slow learners in the learning of language development skills. O'Conner & McCartney (2007) conducted a longitudinal research. The sample of the study were 1,000 learners that were proceed from grad one to grade six. The purpose of the study was to identified correlation between students' achievement and student- teacher interaction. They found that students who practiced positive student teacher fair interaction showed high academic achievements and at elementary level student teacher interaction may also helpful for students' achievement in later learning.

Fair Assessment

The assessment is unfair, if two children have not equal opportunities to learn something but they are being assessed same (Gee, 2003). Fair assessment is linked with fair interaction and differentiated instructions because fair assessment can be expected after equitable student-teacher interaction and differentiated instruction used for varied students. In this paper Equity and Fairness used to capture the links between student fair

interaction, differentiated instructions and fair and equitable assessment. Equitable learning of students depend on cognitive and corporal variances but it too dependent on the oldness, sexual characteristics, linguistic, social class, ethnicity, disability, also social status of the learner (Pegg et al., 2012). Webber et al. (2014) said that due to globalization there is mix of language, religion, culture in a classroom. They noted these differences in the major cities of the West. They summed that issues related to equity and fairness required more conceptualization for result from multicultural settings. Do significant differences exist in pupils' demographics exist in terms of pupils' expected and experienced equity in public schools? The value system and the knowledge of a teacher affect the effective learning and teaching practices as well as the affective assessment (Banks, 2010).

Tierney et al. (2011) also confirmed these word of Banks and said that effectiveness of teaching learning process depends upon the teachers and their teaching practices. In classroom with varied students having individual differences and individual needs, school should provide access to differentiated instructions, equitable environment and fair and equitable assessment and support student individually to accommodate their individual differences (Webber et al., 2011). One of the important characteristic of the system of education is to give the value to the differences of the students (Macfarlane, 2016). The main duty of the teachers is to encourage multicultural school environment and support the performance of individual student. Mcguire et al. (2006) suggested that teachers should apply those instructional and assessment practices which generate equitable fairer education system as well as society.

Methodology

The researcher used survey design to explore equity in education through related variables at primary level. The data were collected from 300 primary school teachers from four Tehsils of District Sargodha. Sample size were 333 but the total return rate for study was 90.4 % or 300 responses.

The sample size was calculated through sample size formula

$$\text{Sample Size} = \frac{\frac{z^2 \times p(1-p)}{e^2}}{1 + \left(\frac{z^2 \times p(1-p)}{e^2 N} \right)}$$

N= population, e=Margin of error, z= z-score at 95% confidence interval

The population for this study, for the quantitative methods, comprised of Primary school teachers. There were 2478 male and female school teachers in four tehsil of district Sargodha (N = 2478). Convenience sampling technique was followed by the researcher. Mostly researchers used convenience sampling technique (Etikan et al.,

2016). In convenience sampling, samples are nominated by convenience according to their accessibility, availability and willingness (Abram, 2010). These schools teachers had different education level, professional qualification, gender, as well as different teaching experience. These related profiles of respondents were identified as demographic variables. Among the sample of 300 primary school teachers with their distributions, are given below in the Table 1.

Table 1

Demographics characteristics of teachers

Demographics characteristics of teachers	n=300
<i>Gender</i>	
Male	47(16%)
Female	253(84%)
<i>Number of respondents w.r.t education level</i>	
B.A/B.Sc.	50(16%)
M.A/M.Sc.	204(68%)
M.Phil.	35(12%)
Other	11(4%)
<i>Number of respondents w.r.t professional qualification</i>	
No	41(14%)
B.Ed.	199(66%)
M.Ed.	43(14%)
Other	17(6%)
<i>Number of respondents w.r.t teaching experience</i>	
1 to 2 year	99(33%)
3 to 5 year	110(37%)
6 or more	91(30%)

Instrument Development

As described that quantitative data collection would adopted in this study. By using questionnaire as research tool for data collection survey method was followed to reach respondents. So, pre- determined questions were asked to the subject in form of a typed questionnaire. Pre-determined questions had taken a lot of hard work and time based on extensive literature review, original questionnaire of Tomlinson's (2005), Fisher et al. (1995) Using the "Questionnaire on Teacher Interaction", experts opinion and field work. By field work it is meant that researcher conducted meeting with primary school teachers, talked asked and discussed with them on equity in education, differentiated instructions, student-teacher fair interaction and assessment with as many

primary teachers as possible at any opportunities at the initial stage of the research. The purpose was to understand the subject of equity in education in a better perspective and also in an attempt to gauge the actual phenomena or changes that were actually happening at their respective schools. These would help in the formulation of research questions that would not be too high in content, the data collected through the questionnaire.

Validity and Reliability of the Instrument

The researcher to get firsthand information and observing the actual conditions and it helped the researcher to grasp and forming a pre idea about the research phenomena. Pilot study would follow suit. Forty primary level teachers that were part of the study population would be given the questionnaire, for them to fill up. These responses were use in Pilot Study. The data collected would then be processed using the Statistical Package for Social Science software, to ascertain its reliability and validity. In SPSS responses were analyzed, to make sure that the measures developed within the instrument were relevant and acceptable, the instruments were tested for its validity and irresponsibleness. Validity refers as achieved measure that was claimed to be measure (Devlin and Gray, 2007). An in-depth pilot study was conducted by distributing the questionnaire to 45 teachers of primary level within the district Sargodha Punjab Pakistan, completed questionnaire were returned. Prior to the actual data gathering exercise, reliability test was done on the data collected from the pilot study. The outcome of this exercise was a new set of questionnaire that would be used for the actual survey. Results of pilot study are presented below. As Cronbach's alpha is 0.842, which indicates a high level of internal consistency for scale with 45 sample size.

Analyses and Results

By using statistical techniques collected data were composed, arranged and analyzed through IBM SPSS and following results were draw out.

Table 3

Effect of teacher's gender on student-teacher fair interaction (S-T), differentiated instructions (DI) and fair assessment (FA).

<i>Gender</i>		<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>t</i>	<i>p</i>
<i>Fair Interaction</i>						
	Male	47	58.80	6.11	2.122	.067
	Female	253	61.01	8.40		
<i>Differentiated Instruction</i>						

	Male	47	30.48	2.58	1.63	.103
	Female	253	29.55	3.74		
<i>Fair and equitable assessment</i>						
	Male	47	134.31	10.84	-1.914	.057
	Female	253	138.87	15.61		

Table 3 shows the results for independent samples t-test. An independent sample t-test was conducted to compare male and female difference. The results suggested that, there was no significance difference in male and female teacher's opinion regarding student-teacher fair interaction ($t=2.122$, $p>0.05$). but there was significance difference in male and female teacher's opinion regarding differentiated instructions and equitable assessment ($t=1.63$, $p>0.05$; $t=-1.914$, $p>0.57$).

Table 4

Effect of teacher's education level on S-T fair interaction, D.I and FA at primary level.

<i>Education level</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
<i>Fair Interaction</i>					
Between Groups	1519.35	3	506.45	8.247	.083
Within Groups	18055.41	294	61.41		
<i>Differentiated Instruction</i>					
Between Groups	1519.35	3	506.45	8.247	.090
Within Groups	18055.41	294	61.41		
<i>Fair and equitable assessment</i>					
Between Groups	73.83	3	24.61	1.922	.060
Within Groups	3752.09	293	12.80		

Note: SS =Sum of square df= Degree of Freedom MS=Mean square F=Test Statistic value

Table 4 is about the result of effects of teacher's education level. There was four conditions of education level education B.A/B.Sc., M.A/M.Sc., M.Phil. or other. The results suggested that, there was no significant effect of education level on student-teacher fair interaction, differentiated instructions and equitable assessment at $p>0.05$ level for four conditions [$F(3,294)= 8.247$, $p=0.083$; $F(3,294)=8.247$, $p=0.090$; $F(3,293)=1.922$, $p=0.060$].

Table 5

Effect of teacher's professional qualification on S-T fair interaction, D.I and A at primary level.

<i>Professional qualification</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
<i>Fair Interaction</i>					
Between Groups	3026.09	3	1008.7	4.618	.004
Within Groups	64658.22	296	218.44		
<i>Differentiated Instruction</i>					
Between Groups	2187.29	3	729.09	12.32	.000
Within Groups	17387.47	294	59.141		
<i>Fair and equitable assessment</i>					
Between Groups	214.48	3	71.49	5.801	.001
Within Groups	3611.43	293	12.32		

Note: SS =Sum of square df= Degree of Freedom MS=Mean square F=Test Statistic value

Table 5 is about the result of effects of teacher's education level. There was four conditions of education level education No professional qualification, B.Ed., M.Ed., or other. The results suggested that, there was significant effect of teachers' professional qualification on student-teacher fair interaction, differentiated instructions and equitable assessment at $p < 0.05$ level for four conditions [F(3,296)= 4.618, $p = 0.004$; F(3,294)=12.32, $p = 0.000$; F(3,293)= 5.801, $p = 0.001$].

Table 6
Post-hoc Test of Difference

(I)P.Q	(J)P.Q	Mean Difference (I-J)	p
No Professional Qualification	B.Ed.	-8.75843*	.001
	M.Ed.	-4.37266*	.000
No Professional Qualification	B.Ed.	-5.84202*	.000
	M.Ed.	-4.50789*	.043
No Professional Qualification	B.Ed.	-2.35777*	.000
	M.Ed.	-1.19058*	.021

Note: P.Q = Professional Qualification * The mean difference is significant at the .05 level

Table 6 is about the result of effects of teacher's professional qualification on fair and equitable assessment statement wise. There was three conditions of professional qualifications No, B.Ed., or M.Ed. There was significant effect of professional qualification of teachers on fair and equitable assessment at the $p < 0.05$ level for the three conditions [F(3,293)= 5.801, $p = 0.001$]. All three type of professionally qualified teachers does not assess students equally.

Professional Qualification of teachers significantly related to student- teacher fair interaction. Post Hoc Multiple Comparison Test using LSD test indicated that the effect of No professional qualification is significantly different from the effect of B.Ed., (I-J)=-8.75843, $p<0.05$. Effect of No professional qualification is also significantly different from the effect of M.Ed., (I-J)=-4.37266, $p<0.05$.

LSD test indicated that the effect of No professional qualification is significantly different from the effect of B.Ed., (I-J)=-5.84202, $p<0.05$. Effect of No professional qualification is also significantly different from the effect of M.Ed., (I-J)=- - 4.50789, $p<0.05$. M.Ed. professional qualification is significantly different from the effect of Others (PTC), (I-J)= -4.97811.

Table 7

Effect of teacher's experience on S-T fair interaction, D.I and FA at primary level.

<i>Experience</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P</i>
<i>Fair Interaction</i>					
Between Groups	3026.09	2	1792.9	8.308	.000
Within Groups	64658.22	297	215.81		
<i>Differentiated Instruction</i>					
Between Groups	577.38	2	288.69	4.483	.012
Within Groups	18997.38	295	64.398		
<i>Fair and equitable assessment</i>					
Between Groups	63.61	2	31.805	2.485	.005
Within Groups	3762.32	294	12.797		

Note: SS =Sum of square df= Degree of Freedom MS=Mean square F=Test Statistic value

Table 7 is about the result of effects of teacher's education level. There was four conditions of education level education 1 to 2 year, 3 to 5 year and 6 or more year. The results suggested that, there was significant effect of teachers' experience on student-teacher fair interaction, differentiated instructions and equitable assessment at $p<0.05$ level for four conditions [F(2,297)= 8.308, $p=0.000$; F(2,295)= 4.483, $p=0.012$; F(2,294)=2.485, $p=0.005$].

Table 8

Post-hoc Test of Difference

(I)Experience	(J)Experience	Mean Difference (I-J)	p
6 or more year	1 to 2 year	6.12887*	.004

	3 to 5 year	8.28342*	.000
6 or more year	1 to 2 year	2.57996*	.029
	3 to 5 year	3.31430*	.004
6 or more year	1 to 2 year	.85227	.105
	3 to 5 year	1.10682*	.031

* The mean difference is significant at the .05 level

Teaching experience of teachers significantly related to fair and equitable assessment. Post Hoc Multiple Comparison Test using LSD test indicated that the effect of 1 to 2 year teaching experience is significantly different from the effect 6 or more year teaching experience, (I-J)=-2.57996, $p<0.05$. 3 to 5 year teaching experience is significantly different from the effect 6 or more year teaching experience, (I-J)=3.31430, $p<0.05$.

Test results indicated that the effect of 3 to 5 year teaching experience is significantly different from the effect 6 or more year teaching experience, (I-J)=1.10682, $p<0.05$.

LSD test indicated that the effect of 1 to 2 year teaching experience is significantly different from the effect 6 or more year teaching experience, (I-J)=-6.12887, $p<0.05$. Effect of 3 to 5 year teaching experience is significantly different from the effect of 1 to 2 year teaching experience, (I-J)=-8.28342, $p<0.05$. Effect of 6 or more year teaching experience is significantly different from 1 to 2 and 3 to 5 year of teaching experience, $p<0.05$.

Discussion and Conclusion

It is concluded that in four tehsils (Bhalwal, Sahiwal, Silanwali, and Sargodha) of district Sargodha, teachers at primary schools seldom use differentiated instructions. This indicates that they need more knowledge and orientation about the need and importance of these instructions. Our finding get supports from the finding of Santangelo and Tomlinson (2012). Gender of primary school teachers and their education level do not affect the use of differentiated instructions but professional qualification of teachers and their teaching experience affects differentiated instructions. Professional qualification can facilitate teachers in better understanding of the use of differentiated instructions in classrooms. Teachers can increase their understating of differentiated instructions, enhance their skill to fulfil the differentiated needs of all students irrespective their ability level in classrooms. These findings are confirmed by Stone (2012) and Smart & Igo (2008) also. Gender and education level of a teacher do not affect the student- teacher fair interaction. Professional qualification and teaching experience have effect on student-teacher fair interaction. Our study found that a professionally qualified and skillful teacher can create more positive interaction with

their students in classroom. Teachers must fairly interact with students and adopt student-centered approach. This equips teachers with equity pedagogy for better nurturing students during instructions in class. Teachers' interaction and assessment of students must be based on fairness and just. Congruent to it MceWan's (2002) findings are aligned with. Government should introduced programs and trainings for teachers to enhance fair and equitable environment at schools. Awareness should be given to the parents as well as teachers about the importance of student- teacher equitable and fair interaction. Head-teachers must ensure their school teachers use use differentiated instruction, interacting with students on equity bases and assessing their students fairly. Teachers should understand individual needs and individual differences of their students for ensuring equitable environment in school. Educational institutions should be flexible enough for providing instructions and assessment according the needs of individual students. Primary school teachers must build their capacity for differentiation instruction, fair assessment and fair interaction with students that also fulfil the agenda of fair education for all.

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