Equity Pedagogy as a Means to Address Educational Needs of Students to Burgeon Inclusive Culture in Colleges and Universities

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Abstract

The concept of equity in education is associated with access to educational institutions and resources, to the quality and dissemination of knowledge. Equity pedagogy addresses the matter of fairness, access and inclusion in academia. Due to the heterogeneous group of students, teaching at college and university level is a multitasking act. It is more than imparting information; rather, it's meeting the needs of students. It requires to get knowledge on students' individual differences prominently about their abilities, disposition, family status, and need to instruct in ways to respond effectively to their diverse needs of the students. The proposed study has explored teachers' role in using equity pedagogy to address students' diversity and bring the culture of inclusion in colleges and Universities. All teachers of various departments of public sector colleges and universities were the population of the research study. We conducted in depth interviews to collect data from 75 teachers of 14 public colleges and 11 universities of Punjab province of Pakistan. The qualitative interpretive design was used. Three broader themes; changing factors, impartiality & teaching for inclusion, followed by 11 subthemes emerged after data analysis. The study explored that most of the teachers have lacking equitable pedagogical practices to meet educational needs of students with diversity. Resultantly many needs of students with diversity remained unmet and the target of equal access, equity and inclusion still seems faraway. The study recommended for teachers to have increased understanding of students needs to practice equity pedagogy to fulfill their academic needs as well as to increase the accessibility to flourish the culture of inclusive and equitable education in colleges and universities in Pakistan.

Keywords: Equity pedagogy, Inclusion, Educational needs.

Introduction

Equity embraces the matters of social segregation, racism, gender, or status discernment or some other form of latent discrimination (Castalli, Ragazzi, & Crescentini, 2013). The concept of equity in education is related with access to

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educational institutions, resources, and to the worth and dissemination of information. Equity pedagogy has emerged as an important domain of educational research talking about the fairness and justice in education. The concept of equity interconnects with the multicultural education. It is ability of a teacher to be fair in the use of teaching styles to suit the needs of students with diversity. There are many definitions of equity pedagogy. Banks, McGee, and Banks (1995) explain the concept of equity pedagogy as teachers' ability to use teaching strategies in a manner to facilitate students with diversity including racial, cultural and ethnic diversities. Use of equity pedagogy enables the students to achieve the knowledge, skills and attitudes require functioning effectively within democratic society. It also enables the students to build, perpetuate and flourish a humane and democratic society (Wagner, 2013). It is essential for educational institutions to welcome diversity, create, and burgeon the culture of inclusiveness. The proposed study encompasses the current situation of colleges and universities that how they are responding to the diversity existing in the institutions of the country.

Equity pedagogy is important pillar and instrument to estimate the situation prevailing in the institutions. Many recent studies have also highlighted and explored the role of equity pedagogy to improve the learning experiences of all learners regardless of their race, ethnicity, family background, language and socio-economic background (Lund, Darren, Solomon, & Levine-Rasky, 2006). The studies further linked equity pedagogy with inclusion as outgrowth of fairness and justice (Pantić & Florian, 2015). In this regard, teachers need to actively promote the process of knowledge construction and production to bring the idea of equity pedagogy in to practice (Gudjonsdottir, Hafdis, Óskarsdóttir, & Edda, 2016) to promote inclusive culture and community. A meta study conducted by Lawrie, Marquis, Fuller, Newman, Qui, Nomikoudis, Roelofs, and Van Dam (2017) has stated (after reviewing researches on equitable practices and inclusion) that equitable teaching/learning practices at higher education level promotes campus culture that value respect, acceptance, and work for wide variety of learners. Hence equity pedagogy place teachers in a challenging situation as they are required to use teaching strategies suits the learning of all types of students.

Teaching at higher education level like in colleges and Universities is a dynamic process. It is not merely a process of knowledge transfer; rather it requires understanding students' multiple needs and individual differences too. Understanding students need requires getting knowledge about race, class, sexual identity, gender and ability, religion, geographical difference, socio economic status, family backgrounds and educational differences of the students. These information help teachers to teach according to students' profile. At post graduate colleges and University level the diversity of students is at its maximum level. Teachers have to instruct students from all ability groups (Goddard, Goddard, Kim & Miller, 2015; Gilham & Tompkins, 2016).

Equity pedagogy do require to instruct the students keeping in view their diverse needs including educational needs without compromising on fairness in all aspects of pedagogical practices.

Higher education institutions are the places where teachers are dealing with the youth of their nation, a most difficult time period of students' life. The challenge of meeting students' educational needs through fair practices and equal learning opportunities is at highest. The research study conducted by Correa and Wilkinson (2017) highlighted that most of students' needs are not addressed by teachers due to lack of awareness regarding equitable teaching strategies. Unmet needs of students at this stage can cause many psychological problem leading to low academic performance, low self -concept and social segregation (Clark & Zygmunt (2014).

In practical, designing classroom learning environment to fulfill the requirements of entire students' body seems an unrealistic target, when you are in classroom of 40 and above number of students. Often teachers think they have delivered such a perfect lesson where all students will be able to satisfy their educational needs. However, there may only be a few students whose needs have met. In such situation teachers should put efforts to maximize fairness through using equitable teaching strategies and allow students to equally participate and feel welcomed in their classrooms.

Theoretical Framework

Theoretical and conceptual frameworks are mirror image to each other. What we have conceptualized for our study is important to fit-in the framework of theories and literature available on equity pedagogy and inclusiveness in higher education institutions. In addition to other theories we draw on Banks' (1995) theory of equity pedagogy, for the development of theoretical and conceptual framework of this study. According to Banks equity pedagogy permits students to attain the knowledge and skills requires to challenge fundamental societal structures of in equalities and work as social agent.

Research Problem

Teaching at higher education level has multi-dimensional roles. It's not only process to impart the knowledge rather to meet the educational needs of the students to embrace their diversity and to reach the culture of inclusion at colleges and Universities. For this teachers have to use equitable pedagogical practices. Exploring the role of teachers of various universities of Punjab, Pakistan in using and promoting equity pedagogy within the institutions may prove to be a significant contribution in developing and burgeoning inclusion ultimately leading to respect students' needs in their respective institutions. The purpose of this research is to explore the way teachers are using for equity pedagogy to meet the individual needs of students with different racial, ethnic and cultural backgrounds studying at higher education level in their

respective institutions. The study has further explored and highlights the role of teachers in eradicating inequalities through using equity pedagogy and promoting an inclusive and peaceful institutional environment leading towards an inclusive society at large.

Research Objectives

The research was conducted to achieve following objectives:

1. Get insight into teachers' use of different equity pedagogical strategies for meeting educational needs of students with diversity to transform students' community into an inclusive community.
2. Explore the ways by which the practices of equity pedagogy may be enhanced to flourish inclusive culture in our colleges and universities.

Questions of the Study

The researchers raised and tried to get answer of following research questions:

1. What type of strategies teachers are using to practice equity pedagogy for meeting educational needs of diverse learners studying at colleges and universities that resultantly transform students' community into an inclusive community?
2. How can the practices of equity pedagogy be enhanced to promote inclusive culture in our colleges and universities?

Methodology of the Study

A qualitative interpretive approach was used to gather views of 75 teachers working at colleges and Universities of Punjab. Qualitative research approaches are particularly suitable in ascertaining the meaning out of respondents' personal experiences (Creswell & Poth, 2018; Merriam, 2015).

Participants of the Study

A number of seventy-five (75) teachers teaching at different general education colleges and universities were the participants of this research. The data were collected into two steps; a total number of 9 districts were selected from the 09 divisions of Punjab, and after it a total number of 75 teachers were taken as sample of study through convenient sampling technique. The sample was selected from districts Lahore, Faisalabad, Gujrat, Multan, Dera Ghazi Khan, Bahawalpur, Islamabad, and Rawalpindi.

Amongst 75 number of teachers, 60 %(45) of the teachers were from universities whereas, 40% (30) of the teachers were from different colleges. Majority (90%) of the university teachers were Ph.D., rest of them were Master and M.Phil. Only 10% of the college teachers were Ph. D in different subjects. All teachers were selected on the basis of their informed willingness. The prominent features of participants' demographics

were described as both male and female, possessing different multicultural and geographical backgrounds, and teaching from last five to above.

Trust Worthiness

The trust worthiness of research has been established through lengthy procedures for fact finding to bring valid data and trustworthiness of the researchers (Patton, 2002). Focusing on the interview guide and research questions during interviews also increased trustworthiness (Jacob & Furgerson, 2012). To cross check the data field notes were also taken (Birt, Scott, Cavers, Campbell & Walter, 2016). Trustworthiness has also estimated due to the originality of the results, representing open-mindedness and un- biasness of the researchers. The role of researchers was of outsider; perhaps only in two institutions they were insiders.

Instrument and Data Collection

The instrument of the study was open ended interview (Mohajan, 2018). Earlier, an interview protocol was developed on the basis of literature review (Castillo-Montoya, 2016). We asked both exploratory and explanatory questions (Choy, 2014) to get maximum information from the participants. Since this study was qualitative interpretative research, our prejudices, dogmas, and speculations could have middle into the analysis of data (Strauss & Corbin, 2008). To minimalize chances of subjective bias on the research findings, member checks were used after interviews (Anney, 2017).

Before conducting the interviews, formal permissions have been pursued from the administrators of all the concerned departments of colleges and universities. It took 30 to 50 minutes to conduct an interview from each teacher individually (Jamshed, 2014). Before formal conduction of interview, the teachers (participants) were assured about the secrecy of the information and their identity.

The interviewees were free to speak in any language. All interviews were tape recorded with the permission of interviewees (DeJonckheere & Vaughn, 2019). The interviews were begun with the question "are you ready and easy for the interview, can you please tell us different types of students you are teaching etc. Respondents were free to reply as long as they want without any disturbance. Validity of information gathered from interviews also confirmed with the help of field notes taken throughout the interviews (Maxwell, 2013).

Data Analysis

Data gathered from the interviews were analyzed by using the thematic analysis (Alhojailan, 2012; Javadi & Zarea, 2016). In thematic analysis we can identify themes, based upon the categories. Identifying patterns in the data facilitates researchers to come up with important or interesting, themes and finally use these themes to address the research questions/hypothesis (Creswell & Poth, 2018). The data were summarized into different themes, keeping in view the six steps frame work of thematic analysis

suggested by Braun & Clarke (2006). These steps includes 1) becoming familiar with the data,2) create initial codes,3) work for themes,4) analyze themes,5) define themes and 6) write-up. The data analysis was an ongoing process, begun immediately after the first 10 interviews and comprised of line by line or open coding. To generate initial codes, open coding through constant reviews of the interviews and line-by-line analysis of the data have been made (Carbin & Staruss, 2015; Chun, Birks & Francis, 2019).

With the help of open coding method, data were coded under several titles corresponding to their content through continuous comparison of events (Gills et. al, 2016) and categories that appeared from interviews, henceforth 32 categories arose (Halton, 2007). To reach the findings of our research question these 32 categorized were merged and re-appeared in to 14 distinctive sub themes or categories due to constant comparison. These 14 distinctive categories ascribed three broader themes. These themes are appeared after analyzing data both at semantic and latent level. Each of the university and college along with their teachers were assigned alphabetic codes for the purpose of data analysis. The code for university 1 was U-A and for teacher T1OUA (teacher 1of university A). Similarly the code assigned to colleges were C-A, and for teachers T1OCA (teacher1 of college 1).

Findings of the Study

On the basis of analysis of data collected through in- depth interviews three broader themes succeeding by 14 subthemes have presented here.

Theme.1: Changing Factors

This theme appeared after getting insight onto teachers' talk during this research. It describe that equity pedagogy requires some changes. *Students-teacher ratio, teaching as passion, time constrains, flexible curriculum and increased accessible environment* emerged as sub themes

Sub Theme 1. Students–Teacher Ratio

For equity pedagogy understanding students' needs and their individual differences has been considered as primary element in view of many college and university teachers. But a vast majority of teachers expressed increased students-teacher ratio as one factor of not understanding and meeting students' educational needs at maximum. The teacher 1 of University C said

> *I know students have different abilities and needs. Different students need different instructional strategies and I tried to give variety in instructions but I am not meeting the educational needs of all students besides of my all intentions because I am having strength of 40 to 55 students in my class.*

The T1OCD articulated as:

> *There are 55 learners in my class and I am aware of this fact that all 60 students have different needs. But due to large number of students, I could not teach justly. Teaching justly entails concentrating on students' educational needs, to understanding their educational needs, we need ample time for this. Unfortunately, focusing on individual differences is not possible in a class of 60.*

The teacher further added that:

> *Unmet needs some times, eventually leads towards segregation from the society by turning student into an aggressive or anxious being.*

Sub Theme.2: Teaching as Passion

The teachers of both college and universities have expressed passion as motivating factor to meet academic needs of students with diversity. They pointed out the passion of teachers as main force behind student centered teaching. Considering teaching as facilitation to students. A teacher 7 of university A;

> *For me teaching is not a profession, rather, teaching is my passion. When teaching is a passion for every teacher, then teaching even a single concept, or a single line can change students' life and inspire them but if they take it just as duty, then they would not be able to inspire students' life.*

Sub Theme.3: Time Constrains

The subtheme time constraints emerged from the teachers' views regarding lack of time to complete many task other than classroom teaching. They voiced it as their limitation in meeting educational needs of all students. A teacher 3 of College G voiced it in following words;

> *you are talking about meeting educational needs of students (with bit anger) do you is it possible in our culture. (After long pause) Some-times it looks a misfortune as being a teacher, especially when I am forced to pay odd duties like polio drops, elections, work for epidemics, and struggle for promotions and so on. Teaching is something prestigious, but in our society it has become more a labor. Paying odd duties waste our lot of time, a time which we were supposed to be spent in the classrooms with students, listening their problems and understanding their strengths and needs.*

Subtheme.4: Flexible Curriculum

The subtheme flexible curriculum appeared from thick data collected from teachers while getting insight in to use of equity pedagogy to meet educational needs of the variety of students. Teachers expressed that equitable practice in teaching to meet

educational needs of the students requires a flexible curriculum instead of subject centered, or a rigid curriculum.

Teacher 6 of University 2 said as;

> *There is no second thought regarding the multilevel abilities of students but we can utilize students' abilities only if our curriculum allows us to do so*

Teacher 1 of University G

> *Meeting educational needs of students requires an adaptable curriculum, which benefit both the teachers and the students. We have structured curriculum rather objective based, a subject centered curriculum. Which compels both teachers and students to perform with in certain parameters.*

Subtheme 5: Accessibility

This themes based on the teachers' expression on importance of accessible learning environment within the institutions**.** The teachers expressed that meeting students' demands openness in educational endeavors happening within and outside classroom environment. According to them at higher education level, students are with vast variety of needs and meeting these needs through equity is impossible with a bolted educational system.

Teacher 10 of University I expressed

> *If we want to meet needs of all students, we will have to be more open and welcoming for the all type of students. We need to be accessible for every kind of students, leaving grouping and giving space should be our priority. Meeting students' needs for an inclusive culture requires to make classrooms, syllabus, facilities and ourselves accessible for the all students.*

This theme has unfolded many important points for teachers who are intended to practice equity while for meeting students' educational needs in a multicultural and diversity oriented higher education institutions. The theme shows lack of awareness regarding academic needs of the students at the part of teachers. Teachers not only accepted and also highlighted the reasons of having lack of awareness of students' needs. As researcher, we have felt a need to focus more on learners while designing our curriculum, and try to facilitate teachers to upgrade their pedagogical practices if we want to meet the educational needs of the students. This theme has highlighted the nexus of teacher-student and curriculum to reach the culture of equitable and inclusive educational endeavors.

Theme 2: Impartiality

Impartiality has emerged as the second distinctive theme on the basis of data analysis. It sees teachers as neutral being and keeping them away from developing

certain biases based on students' differences to practice equity pedagogy. The theme is based on four subthemes. This theme moves around one English phrase *enjoy pride while remaining unprejudiced.*

Sub-Theme 1: Gender Disparity

This subtheme talks about giving priority students of one gender on other gender. In most of the cases this disparity effects male students. Teachers have shown their concerns about *gender disparity as* one of the major aspects of in- equitable pedagogical practices of teachers.

Talking on this one of the university teacher said that;

> *Gender disparity is not present too much in our culture, but in co-educational institutions, some time, it is desirable to give favor to the female students, it is quiet natural, female students are more attentive and more responsive then male students.*

To explain his view point the teacher support it by referring religion;

> *Our religion ordered to be merciful and kind with the females. They are like our sisters and daughters.*

One of the university teacher expressed that;

> *For two decades I have worked in public Universities, during this, I have observed a difference between female and male students, I mean when it comes to female students, they asked questions, raise their hands, share their opinion and ideas, whereas boys remain much quieter and less out spoken then the girls. It seems girls are more hardworking, willing to learn and were more serious towards their study.*

Sub-Theme 2: Rural vs Urban

This sub-theme emerged from the findings based on interview of mostly teachers from urban back ground. While describing it a university teacher said that

> *I do not think cultural and personality differences affect students' educational performance. But differences like students from rural and urban areas do affect their educational performance because families of students from rural areas are not that qualified as the families of students from urban areas so the later are more mature and they have more exposure than the others.*

Sub-Theme.3: Performance Based

This sub-theme is derived from the teachers' interview reflects that some teacher shows more concerned towards good performers of their class, causing inequitable practices at higher education level. Teacher 8 of University of H expressed that;

> *Basically all students should be equal in eyes of the teacher whether they are poor or rich or intelligent or dull. But some students due to their behavior gain the favor of the teachers, their respect and attention as they are more obedient and perform better in the class.*

A college teacher expresses her views as

> *There is no doubt that a good performer(s) is apple of one's eye. If a student is good and his performance is likeable then teacher will always appreciate such students, as for those students who are disrespectful and poor performer obviously teacher will be strict   with them to make their behavior better.*

Sub-Theme 4: Social and Financial Status

Has arose from teachers reflecting upon discriminating between students on the basis of their social and financial status. Teacher 7 of college J narrated that;

> *Equity is sometimes compromised due to certain uncontrollable variables, for example,   students with good mannerism, personality and physique catch teacher(s) attraction easily, such students belongs to mostly rich families and possess high social status, most of them are also good performers due to family support and exposure.*

 Teacher 22 of University F voiced that;

> *Students from poor families shows lack of interest in their studies, mostly they are deprive of basic life needs, remain under financial pressures most of the time, such students are less responsive during classroom activities. As a result, some of the teachers don't take care of them, which can cause frustration, anxiety, aggression, and in extreme cases suicidal attempt.*

This theme has through light on different biases of teachers which don't let them to look into their students' needs deeply and at equal level. We as a teacher need to change our ethos of prioritizing one student on other(s) if we want to control our biases and to bring a culture of equitable practices. Furthermore, we need to use lens of impartiality while dealing with our students.

Theme 3: Teaching for Inclusion

This distinctive and interesting theme emerged during data analysis while seeking the ways teachers using not only for meeting students' educational needs rather to flourish an inclusive environment. The theme is followed by four distinctive sub-themes.

Sub-Theme.1: Beyond the Formal Curriculum

It is emerged on the basis of teachers' expressions that if we wish to address the needs of all learners and bring inclusive values in our institution, teaching of explicit/structured content is not enough.

Teacher 31 of University G explains that

> *Teaching youth at university level is not so simple. At higher education level, it is a dynamic process where we are dealing with the youth of nation. Teaching only course line in mere teaching at this level. If we want to bring a change in our society, we will have to teach beyond the boundaries of structured curriculum. There is need to teach the student, what is good and what is bad, and how to endure or tolerate bad things happenings around us, how to embrace everybody. We should tell them stories of great men, religious stories, historical events, discuss social and political issues to give them wisdom for their practical life.*

Sub-Theme 2: Questioning and Discussion

It is based on the teachers' expressions concerning with the promotion of culture of dialogue to meet students need of expression, sharing and creating inclusion among students with diverse backgrounds.

Teacher 2 of university H expressed that;

> *Questioning is a vital tool to bring students mentally in the class, remain them attentive, interactive and give them chance to speak. When we listen someone, it gives her/him a chance to clear the concepts, exchange of their knowledge and share their ideas. Allowing students to ask questions is students' right and quality of a good teacher. We should welcome every type of questions of the students. It will give them valid knowledge and feeling as a valuable members of the class, which will remain them tied with their cause.*

Sub-theme.3: Keep Students Motivated

Has appeared from the teachers' narrative on motivation as source to meet educational needs of students.

A teacher 10 of university F has stated that;

> *We should motivate students; motivation encourage the students to cope with the difficult situation. It keeps them moving to achieve their targets, which facilitate them to remain intact with larger students' community and work with peer group.*

Sub-theme 4: Group Work

This subtheme/ category group work has emerged from the teachers' interview to fulfill the needs of all learners through equity pedagogy and cherish the ethos of inclusion in academia.

Teacher 12 of College k expressed;

> *Group work is also effective strategy, we can meet students' educational needs through combine projects, group works, and by encouraging the students to work with others. In group work student not only work together, exchange the knowledge, ideas and thoughts but also understand each other. Understanding each other is key element for the inclusion of students from multiple backgrounds.*

Teacher 35 of University J voiced that;

> *Every student is different, some students are very good in writing not good in spoken, not good kinesthetic abilities, some are good in one subject and some are in other. The week area of one student can compensate by the strong area of other. When we make groups of students, they get benefit from each other, and later on these groups become larger social groups. If students will learn to accept individual differences in their student life, they will be able to become a part of an inclusive society in their practical life. Higher education institutes are nurseries of youth.*

Discussion on Themes and Conclusion

According to most of university teachers they are under pressure of work load, research and completion of syllabus. They expressed that for equitable teaching practices, there are some changes required in current academic scenario (Gudjonsdottir, Hafdis, Óskarsdóttir, & Edda, 2016). The theme changing factors has addressed the teachers to establish close connection with each and every student of their class. But they are facing time constraints in this regard (Fradella, 2018). It is essential for equity pedagogy to meet educational needs of students, to unburden teachers from non-academic (Kubat, 2018).

The theme Impartiality reflects upon teachers certain biases based on students' individual differences as unavoidable. This leads towards inequitable practices. Teachers need to be impartial if they want to address students' diverse educational needs in a productive way (Clark & Zygmunt, 2014). The theme of gender disparity appeared on the basis of teachers' views on giving preference to female students on male students or vice versa causing inequitable practices (DiPrete & Buchmann, 2013). University teachers seems more sensitive towards this disparity. Preference of female students over male students has been highlighted and also observed by us during the

visits of universities. However, this disparity is less prevalent in the colleges, particularly where co-education does not exist.

Rural vs urban category highlighted the teachers' disparity on the basis of area of living and their races (Durden, Dooley, & Truscott, 2016). Around half of the respondents believed on the difference of abilities on the basis of their native town. These biases lead towards inequitable classroom practices and caused unmet educational needs of the students. Study conducted by Cheryl, et al (2016) have same findings.

The theme teaching for inclusion address our query investigating on teachers using equity pedagogy to promote the culture of inclusion in the institutions (Dyches, & Boyd, 2017). The theme followed by four distinctive categories for instance beyond the teaching informal curriculum, discussion and questioning, motivation, and group work. As equity pedagogy requires meeting diverse needs of students by providing equitable learning opportunities to all students (Conrad & Gasman, 2015). All students can't succeed in knowledge based subjects. The teachers expressed the need to engage students in informal or extra curriculum activates to meet their educational needs and to promote inclusion. Doja, et al. (2016) found that informal curriculum satisfies students psychological needs. Like debates, sports, poetry and drama competitions etc. The contribution of informal curriculum in students' healthy personality development cannot be denied (Cousik, 2015). Keeping students busy in informal curriculum activates not only fulfil their individual needs but provide a chance to use energy in a positive way. Many of the teachers have mentioned that discussion and questioning plays an important role in meeting educational needs of students and sense of inclusion among students. It also provides a chance to students with multiple academic backgrounds to get benefit from each other (Tomlinson, 2014). When teachers give chance to participate and speak during lectures even to a very quiet person to speak and listening every one give them feelings of acceptance and inclusion.

The category motivation emerged after getting insight in to interviews. The teachers rate motivation as driving force to keep students on task, and keep persisting their targets. Feelings of being a productive person keep students satisfied and inclusive. The findings are supported by the studies conducted by Alkis, Çetin, De Castella, and Byrne (2015) and study conducted Martinez-Acosta and Favero (2018). Equity pedagogy involves providing students learning opportunities while considering them equally important and valuable. This requires meeting educational needs of every student of the class (Banks & Banks, 2004). This research established a close connection between equity pedagogy and meeting students' needs to develop an inclusive institutional culture. Besides some sincere efforts by the teachers to deliver considering students' needs, certain factors are not letting teachers to practice equity pedagogy. Consequently, many educational needs of the students remained unmet.

Which is a big reason of students' fragmentation into different groups henceforth hurting inclusion.

Recommendations

The study recommended to unburden the teachers from unnecessary workload as mentioned by the respondents of this research. So that they may spent more time to have knowledge on their individual needs, differences and interests. Teachers need to train to adapt educational endeavors according to observed fair pedagogical practices and meeting the educational needs of the students. They should be provided training and any kind of support by the competent authorities, if they feel so.

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