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Application of the Invitational Learning Model in Government and Non-Governmental Educational Institutions

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Abstract



This study focused on investigation of the use of invitational learning model in government and non-government educational institutes of KPK, Pakistan. This study was delimited to the public and private schools of District Mardan. A quantitative approach was adopted for collection of data wherein questionnaires were used as data collection for taking information from the respondents. It has been concluded that educational institution buildings, classrooms, staffrooms, offices, hallways, cafeteria, library, playgrounds of the government educational institutions are of high importance, to make teaching learning environment attractive for the learners. Findings of the study were, well planned programs offer a good learning environment to the students which affect their educational performance.

Keywords: Invitational Learning Model, Physical Facilities, Public & Private Institutes

Introduction

A sign of human brilliance is education. It is the role of educators to remove all barriers and to create a path for teaching (Burns & Martin, 2010). All students require opportunities for a fulfilling life outside of higher education. They take initiative and are self-assured in their own interests and objectives. I want others to assist me. The learning process is hampered by the inertia of both trainers and students. A sincere invitation places emphasis on commitment, integrity, and the removal of all barriers (Burns & Martin, 2010). Institutions of higher learning possess the same "personality" as people. These recognized and increased traits play a role in increasing student comprehension in educational institutions. A place of learning will become a welcoming and memorable place for them. The foundation of the invitational education approach is this (Cazden, 2001).

Objectives of the Study

- To determine the use of invitational learning model in public and private sector schools of district Mardan.
- To compare the use of invitational learning model in public and private sector schools of district Mardan.

Research questions of the study were:

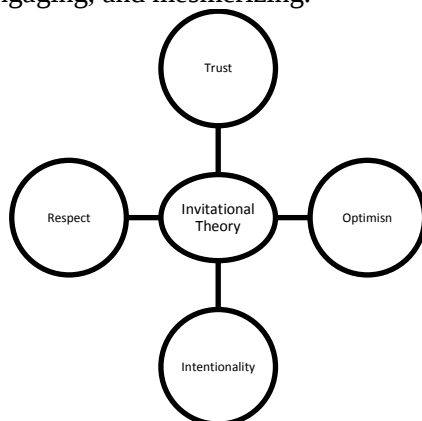
- Do public and private schools of district Mardan utilize invitational learning mode?
- Is there any comparison in the use of invitational learning model in public and private schools of district Mardan?

Literature Review

Institutional buildings, including classrooms, staff rooms, office buildings, corridors, cafeterias, libraries, common areas, restrooms, and playgrounds, were the study's main focus. People - Both those participating in teaching others and those not at all connected to the educational process. Educational Programs: Competitive or recreational activities provided by educational institutions. Institution policies and processes. The social conduct of teachers, their general conduct, their goals, their adherence to fairness and justice, and how they treat students equally and justly.

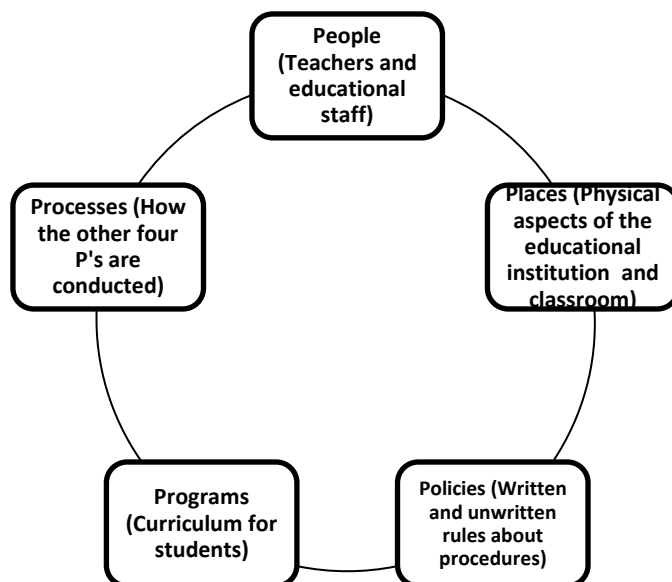
Invited learning model "The invitation theory was first presented by Purkey (1978; quoted in Purkey and Novak, 2013). Using social ideals, commitments, and skills as the foundation, he described it as an educational framework that teaches and learns contacts. Insidious processes

requiring ongoing interpersonal and interpersonal interaction are covered by the adjectives fascinating, engaging, and mesmerizing.



Invitational Learning Theory Model source: William Purkey (2013)

Assumptions supplied through an invited learning approach can be used in an educational process to foster each person's hidden skills. This model illustrates a number of outside variables that affect a person's academic growth, whether they succeed or fail. "According to Purkey (2006), the invitation is a streamlined form of narrated or silent e-mail that is used for both internal and external institute communication. Teachers impart these ideas to their students in order for them to grow into balanced individuals.



Invitational Learning Theory Model source: William Purkey (2013)

Usefulness of the Learning Model of Invitation

According to Parkey (2013), it's crucial for students to be appealing to educational institutions through a variety of motivational techniques. Because he needs to develop his skills and become the best state citizen possible. The most significant thing is him. Teachers are able to discern the skills of specific students and direct them in the appropriate direction. For your understanding, we can offer all the necessary infrastructure and facilities. In order to "make the learning process more enduring and interesting, we can provide both physical and human resources. You must put up a lot of personal effort if you want to succeed in life.

Invitation to Learning

"The concept of Invitational is a powerful term that has its roots in Latin. Teaching in the classroom, providing instructions, and learning is a precise, lasting, and engaging invitational education. It means presentation, something with a lot of potential that catches people's attention and motivates them to do something better. It entails making an effective phone conversation and making all assumptions for the student's benefit. A solid and productive relationship between two stakeholders is created by ethical coordination between instructors and students (Purkey& Siegel, 2013).

Educational Institution Discipline

The rules and regulations that apply for a better and sounder education of pupils are known as the discipline of "educational institution." These regulations and legislation were developed by educational institutions in order to enhance their operations and ensure the future success of their students. These training strategies will prepare the next generation. These disciplinary methods establish a supportive environment for teaching and learning in college while preparing students for the challenges of life.

Motivating Students

Students and teachers become optimistic as a result of repeated references to institutional and extracurricular duties. Students and teachers are motivated to work toward achieving organizational goals and professional development. Additional resources can be employed to enhance learning (Hanze, & Berger, 2007).

Motivational Model

Exemplary motivation does not imply a cheerful disposition. One should have great aspirations and adhere to high values. It is preferable to fight for a cause and regret prior failures. You will soar higher if you aim for a star rather than a tree. Both magnificent accomplishments and honourable failures have the power to haunt the world. The finest method for fostering positive attitudes, manners, and etiquette in children is through this (Hanze, & Berger, 2007).

Verbal Praise

Students should receive vocal appreciation from adults. Through these motivational approaches, students can then show that they excel more and more as they play to their "strengths. Both parents and educators have a responsibility to make every effort to inspire their kids and students to perform their best job (Hanze, & Berger, 2007).

Admiration

The use of praise as a tool to inspire kids is crucial. Children who are visiting their families for the first time frequently have little interest in learning activities and refuse to enrol in school. When given instructions that are action-oriented, students learn more effectively. (Mayer, 2007)

The Inviting Educational Institution

The most effective way to shape a student's personality and personality as a whole is to live at an institution. By releasing future members from the constricting and outdated constraints of the past, educational institutions not only advance society by preserving it by teaching subsequent generations to value knowledge and experience. It also has a social structure. Making it a true tool for social advancement rather than just a for social stability. The institution should be a model place where new students are welcomed and existing students can enjoy learning activities. Teacher maturity, teacher care, genuine affection, and enduring strength are emphasized" only in the invited classroom (Purkey& Novak, 2008).

Research Design

Quantitative approach was adopted for this study.

Population of the Study

All teachers and students "from public and non-public educational institutions (girls) in Mardan district formed the study population. Due to cultural constraints and lack of openness, researchers select only women's educational institutions for data collection. According to BISE Mardan data, there are 77 state girls' secondary schools and 173 non-state girls" schools in Mardan district.

Sample of the Study

A random sampling technique was used for researchers to select samples. The study sample consists of:

- (1) 20 educational institutions (10 national and 10 non-national institutions)
- (2) 200 teachers (100 teachers at state-owned educational institutions, 100 teachers at non-state-owned educational institutions);
- (3) 300 students (150 from state-run institutions and 150 from non-state institutions).

Analysis of Data:

Table No. 4.1 Teacher's Views about the Use of Invitational Learning Model

Domain	Mean non-government government	Std dev. non-government government	t	Df	Sig.	Cohens d value
Total(of the invitational learning model)	85 107	8 4	20.5	196	0.000	-2.02

Interpretation:

"The preceding table demonstrates that there is a substantial difference of 108:86 with a t-value of 22.6 between the means of the public and private sector schools. schools in the private sector. P-values of 0.000 to 0.05, however, refute this claim. A small size effect is indicated by a Cohen d value of -3.02.

Table No. 4.2 Teacher's views about Place

Domain	Mean		Std dev.		T	Df	Sig.	Cohens d value
	non-government	government	non-government	government				
Place	20	26	2	3	17.3	197	0.000	-2.35

Interpretation:

The averages for public and private sector schools varied significantly, as the table above demonstrates. In comparison to nonpublic institutions, public institutions have more appealing cafeterias, libraries, common rooms and restrooms, and playgrounds. This is 26:20 and has a t-value of 17.3, showing that the institution has buildings, classrooms, staff rooms, offices, and hallways. A p-value of 0.000 to 0.05, however, refutes this claim. An influence of minor size is indicated by a Cohen d value of -2.35 seconds.

Table No. 4.3 Teachers' views about People (teachers and other staff)

Domain	Mean		Std dev.		T	Df	Sig.	Cohen d value
	non-government	government	non-government	government				
People	18	24	2	3	18.4	197	0.000	-2.35

Interpretation:

The table above demonstrates that there was a sizable gap in the means between public and private schools. This is 24:18 and the t-value is 18.4. The government sector is happier than the non-government sector. A p value of 0.0000.05 rules out the claim. A small size effect is indicated by a Cohen d value of -2.35.

Table No.4. 4 Teachers views about Programs

Domain	Mean		Std dev.		T	Df	Sig.	Cohen d value
	non-government	government	non-government	government				
Programs	17	16	1	2	7.38	198	0.000	0.632

Interpretation:

The average score for public and private sector schools is 16:17, according to Table 4.4. The significance of this disparity is indicated by a value of 0.000. The difference in the standard deviations between the two groups suggests that the invitational learning paradigm is used differently in public and private schools in the Mardan district. A Cohen d value of -2.35 seconds denotes a substantial size effect, while a pvalue of 0.0000.05 does not support arguments.

Table No 4.5 Student's views about overall behavior of the teachers

Domain	Mean		Std dev.		T	Df	Sig.	Cohens d value
	non-government	government	non-government	government				
Behavior of the teachers	8	10	2	2	8.4	298	0.000	-1

Interpretation:

According to the table above, there is a large disparity in funding for education between public and private sector schools (8:10). This discrepancy suggests that instructors at public schools are happier with their general behaviour than those in private schools. The argument is also disproved by a p-value of 0.00 to 0.05. A tiny effect size is indicated by Cohen d-value-1.

Table No 4.6 Student's views about the teacher's motivation for students learning

Domain	Mean		Std dev.		T	Df	Sig.	Cohens d value
	non-government	government	non-government	government				

Students motivation	10	9	2.4 1.8	1.3	298	0.000	0.5
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Interpretation:

According to the table above, there is a substantial disparity between the means of public and private schools, which are 10:9 and 9:9, respectively. This distinction suggests that teachers at private schools inspire their pupils to learn more than those in public ones. The null hypothesis is rejected by a significance value of 0.00 0.005. A modest effect size is indicated by a Cohen d value of 0.5.

Table No 4.7 Student's views about the teacher's interaction

Domain	Mean		Std dev.	T	Df	Sig.	Cohens d value
	non-government	government	non-government				
Total(student teacher interaction)	42	47	2 5	8.8	295	0.000	-1.31

Interpretation:

The aforementioned table "illustrates that official and non-governmental education indicators differ significantly from one another. This has a t-value of 8.8 and is 47:42. Schools in the public and private sectors.a professor at a state-run institution of learning. A 0.00 to 0.05 p-value also rules out the argument. A small impact size is indicated by a Cohen's d value of 1.31.

Findings

1. The mean and standard deviation of the overall invitational learning model for public schools was 108 and 5, respectively. , reflecting the rejected null hypothesis. This has long been proven by Cohen's d value.
2. The non-government sector has a mean and standard deviation of 20 and 26, respectively, and the government educational institutions have a mean and standard deviation of 26 and 26, respectively. 3. The p-value for location is $0.00 < 0.05$, rejecting the null hypothesis. Cohan's d value confirmed this.
3. Nongovernmental education staff had a mean score of 18 with a standard deviation of 2. The government sector had a mean score and standard deviation of 24 and 3, respectively.
4. Average calculated for non-governmental education programs. The score was 17, with a standard deviation of 1. For government educational institutions, the mean and standard deviation were 16 and 2, respectively. The null hypothesis is rejected because the P-value for the program was $0.00 < 0.05$. Cohen's d value also shows this confirmation.
5. Public secondary school teachers are more satisfied with school policies than non-public schools. It is rejected with a mean score of 16:14, but with a p-value of $0.000 < 0.05$. Cohen's d-value also confirmed this.
6. Teachers in public and non-government secondary schools averaged 26:16 in favor of the four her Ps, namely place, people, program, and activity, in government secondary schools than in private secondary schools indicates that it is being implemented. However, p-values of $0.000 < 0.05$ do not support this.
7. Students in public secondary schools were found to be more satisfied with their teachers' social behavior than students in non-public schools. This is reflected in the average difference of 7:8. A p-value of $0.000 < 0.05$ rejects the argument.
8. The average score of 10:8 indicates that public higher education teachers behave better with their students than private higher education teachers. The p-value of $0.00 < 0.05$ also refutes this argument
9. Teachers in private secondary schools are more engaged in their students' learning than in government secondary schools, as indicated by a mean difference of 9:10. A p-value of $0.00 < 0.005$ rejects the null hypothesis.

Recommendations of the Study:

1. An educational institution as a small company is an educational centre for learners. Therefore, the building of an educational institution should be welcoming and attractive. Particular attention should be paid to the beautification of educational institutions.

- Educational institutions like Candle Homes have a responsibility to provide a safe and secure environment for their students, to motivate parents to pursue education, and to increase school enrolment.
2. Particular attention should be paid to non-governmental educational institutions. Appropriate controls over the heads and owners of educational institutions to make them attractive not only for making money and for business, but also for teaching and learning, as is the case with government educational institutions. And balance is required.
 3. Non-governmental educational institutions should establish a variety of games and competition programs for the physical and mental development of their students. Teachers in educational institutions should receive special training by psychologists to learn how to motivate, attract and invite students to learn, and how to interact and behave with students in a variety of situations. Governments must work for the welfare and well-being of the personnel of educational institutions. Teachers must be provided with better opportunities for professional development, fair incentive systems and satisfactory salaries.

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