Pakistan Social Sciences Review
www.pssr.org.pk

RESEARCH PAPER

The Social Cognitive Context of Teaching in Public Sector Primary Schools of Punjab

[1]Nokhaiz Tahzeeb*, [2]Dr. Ahmad Raza and [3]Muhammad Omer Raza

1. M Phil Scholar, Department of Sociology, School of Social Sciences & Humanities, University of Management and Technology Lahore, Punjab, Pakistan
2. Associate Professor, Department of Sociology, School of Social Sciences & Humanities, University of Management and Technology Lahore, Punjab, Pakistan
3. Visiting Faculty, Department of Sociology, School of Social Sciences & Humanities, University of Management and Technology Lahore, Punjab, Pakistan

| ***Corresponding Author:** | nokhaiz.tehzeeb@yahoo.com |

ABSTRACT

The aim of this research is to examine the application of social and cognitive approach in the teaching practices in public primary schools of Punjab. The social cognitive structure, established by Bandura, prioritizes the role of observational learning, in which kids pick up new behaviors and abilities by observing teachers and peers. The study emphasizes incorporation of modern instructional strategies to promote social, cognitive and emotional growth of kids. The setting is an urban district, Mandi Bahauddin, located in Punjab. Fifteen teachers from primary schools participated in semi-structured interviews to provide data for this qualitative study. The phenomenological approach has been used to examine the perceptions and experiences of primary school teachers regarding social and cognitive context of teaching.The research data is coded, evaluated, and compared with the concepts from the literature review and interview findings. The findings of this study show that teachers believe internal elements like motivation, attention, retention, and replication as well as observational learning have an impact on children's social and cognitive development. These learning aspects can be enhanced by incorporating modern tools and resources into teaching strategies. The study also recommends the need for regular updates in teacher training, curriculum and infrastructure for the improvement of educational outcomes in Punjab's public primary schools.

| **KEYWORDS** | Cognitive Learning, Kids, Primary School Students, Punjab, Social Learning |

Introduction

The first step in a child's academic path is primary school. In Pakistan, young students' intellectual and social growth is greatly influenced by their primary education. This stage usually encompasses the first five years of a child's educational journey, starting in grade one and continuing through grade five. It serves as the cornerstone upon which a child's educational structure is built, assisting in their personal development and preparing them for further education (Ahmad, 2023).

The primary school years are crucial for children's cognitive, emotional, and social development, as they are a foundational time when children formally begin their educational journey. During this period, children experience physical and cognitive changes, acquire new social roles outside of their family context, and begin to form their identities (Carter et al., 2024).

A country's socioeconomic development largely depends on its level of education. High-quality primary education is a necessary first step in building a solid educational framework (Hussain et al, 2011).

Primary education in Pakistan comprises five formal grades for children aged five to nine. This marks the first stage of free, mandatory education (Hussain, 2020).

In Pakistan, education in schools serves as the cornerstone of both personal and societal growth. It provides young minds with the knowledge, skills, and critical thinking necessary to function in an increasingly complicated world. Primary school lays the foundation for literacy and numeracy, which are essential skills for accessing more information and contributing to society. Additionally, education in schools plays a vital role in fostering acceptance and social cohesion. It promotes empathy, understanding, and a sense of national identity by educating children from various backgrounds (Muzaffar, et. al., 2020; Khan, 2024).

The public sector's contribution to basic education has been decreasing over time. Due to the comparatively higher quality of education provided by private schools, urban middle-class and elite families are gradually moving from the public to the private school system. However, it is crucial to remember that the majority of low-income urban and rural families still depend primarily on the public sector to provide their children with a primary school education (Arif & Saqib, 2003).

Influenec of Bandura's Social Cognitive Theory on teaching practices

Albert Bandura is one of the most influential psychologists in history. Bandura's social learning theory, which he later renamed social cognitive theory, developed into a significant explanation of human behavior, particularly with reference to motivation, learning, and self-control (Schunk & DiBenedetto, 2023).

Observational learning is central to Bandura's theory of social cognition. According to Bandura's concept, motivation, retention, attention, and reproduction are the four fundamental requirements that must be met for any form of observation and modeling of individual learning actions in society (Main, 2022).

Bandura believes that environmental reinforcement and other external factors are not the only ones that impact behavior and learning. A person's motivation and state of mind are major factors in determining whether or not a behavior is learned (Firmansyah & Saepuloh, 2022).

The process by which an observer tries to mimic a displayed behavior or movement is known as modeling, which is sometimes referred to as observational learning. Observational learning is based on the idea that the observer guides the performance of motor skills later on by using the learned cognitive representation (Han et al 2022).

Bandura demonstrates that learning takes place through observation, even without new behavior from the learner. Teachers change the culture of their school and promote desired behaviors by using positive role models. The entire class and student body benefit from having positive role models both inside and outside of the classroom, not just individual students (Kurt, 2019).

A teaching method is a common approach that combines the efforts of the teacher and the students; it is an efficient way to organize and guide learning. The degree of creativity and personal development of a teacher influences how various instructional methods are applied and integrated (Skutil et al., 2016).

Most primary school teachers agree that humor, bright colors, and brief communication are necessary since young children are easily distracted. To keep kids interested, a primary school curriculum typically includes all of these components (Muzaffar, & Javaid, 2018). When instructional strategies are designed and implemented with the purpose of achieving specified academic objectives for students, teaching practices align with those outcomes. Developing critical thinking abilities, effective communication, and social-emotional learning are examples of non-academic yet essential outcomes (Tayyab, Naveed, & Andleeb, 2023).

The most important school-based factor influencing students' achievement is teacher quality. Effective teacher preparation programs result in teachers having this kind of influence. In the teaching and learning process, teachers have a significant role to play (Mincu, 2015).

Social and emotional skills are taught, modeled, and practiced through clear instructions, enabling children, adolescents, and adults to manage problems, routine tasks, and interactions effectively (Muzaffar, 2016; Weissberg, 2019).

The role that teachers play is crucial in the development of teaching strategies, lesson plans, and classroom administration. (Shah, 2022).

Effective classroom environments encourage students to participate in their education and improve their social skills. Positive classroom environments also decrease aggressive and disruptive behaviors through the use of effective discipline and management strategies by teachers. Choudhry, et. al., 2016) These strategies prevent inappropriate behavior from students and provide instruction and modeling for managing conflicts, including support for social problem-solving and appropriate emotional expression (Thomas, Bierman, & Powers, 2011).

The current educational environment does not regard old or traditional teaching methods as dominant because these approaches cannot provide improved education, as they are solely teacher-oriented. In contrast, better education is provided through self-learning or contemporary educational tools, and the understanding gained from these educational programs remains in the learner's memory for a long time (Bunatovich, Khidayevich & Abdurakhmonovich, 2020).

Literature Review

The literature review has explored relatable research data on current educational reform policies, literacy, school enrollment, dropout data, various teaching methods and challenges across the country, particularly in the province of Punjab.

Educational Reform Policies in Punjab

Since primary education is a fundamental human need, it is recognized as a basic human right in the 1948 Universal Declaration of Human Rights. Therefore, access to basic education has become a major concern for nations across the world (Majoka & Khan, 2017).

Pakistan has retained the colonial education system since its inception. Most Pakistanis today believe that the system does not meet the evolving needs of the nation in the twenty-first century. Pakistan offers three primary educational systems: the state education system catering to the middle and lower-middle classes, religious schools for

lower-class families, and the exclusive private Cambridge system for the upper class (Khan, 2018).

Primary education, in particular, is often regarded as a public service that belongs to the government and should be provided to all citizens equally, regardless of cost. Nonetheless, governance, efficacy, and quality issues place significant restrictions on the delivery of education, as they do on other government services (Nisar, 2017).

In Pakistan, the public sector, which operates more than 164,000 institutions and serves 21.6 million students, is primarily responsible for providing education, according to a 2016–2017 data report (ADB, 2019).

With the ratification of the 18th Amendment, education is now a provincial matter. Rules, curriculum development, and policy-making are among the significant areas of education that fall under the legislative and executive powers of the provinces (Aziz et al, 2023).

Government schools in Punjab, the most populous province in Pakistan, are instrumental in ensuring educational access for a diverse and growing population. For many students, these government schools have long served as their main source of formal education (Kanwal, Kamran & Rafiq, 2023).

In recent decades, Pakistan's education system has attracted global interest. Punjab province serves as a testing ground for numerous national and international projects, ranging from more radical approaches to strengthening the teaching profession to more conventional input-based changes, such as improving school infrastructure. Despite an increase in reforms, the general consensus is that the quality of education in the province and the nation remains low (Aslam, et al, 2019).

Since the current administration took office in 2013, Punjab has seen significant improvements in the quality of its curriculum, learning materials, teacher development, assessments, and school environment. The Punjab government's 2013 action plan, as outlined in its strategic framework, aims to fulfil Article 25A, which mandates free and compulsory education for children aged five to sixteen (Dubash, 2018).

In Pakistan, crowded classrooms are a significant yet frequently neglected problem that reduces the effectiveness of early childhood education. Student disturbances are more common in overcrowded classes. However, a welcoming and appealing environment encourages rational thought and well-behaved conduct, so space and location issues are important considerations in educational settings (Ashraf, Alam & Gladushyna, 2024).

An Overview of Current Primary School Data in Pakistan

According to the Economic Survey 2022–2023, Punjab has a literacy rate of 66.3%, while Pakistan's overall literacy rate is 62.3%. The survey also noted that 24% of children in Punjab are out of school (Abbasi, 2023).

There are 150,129 primary educational institutions in Pakistan, according to numerous national and international reports. Of these, 18,753 (12%) are in the private sector, and 131,376 (88%) are in the public sector. Nearly 10.471 million boys (55% of the total enrolled in primary education) and 8.280 million girls (45%) are enrolled in primary education overall. Primary school teachers in Pakistan are distributed between the public sector (324,561, or 77%) and the private sector (98,236, or 23%) (Hussain, 2020).

There are an estimated 22.8 million children between the ages of 5 and 16 who are not attending school. Pakistan now has the second-highest number of out-of-school children (OOSC) globally, with 44% of all children in this age range. Five million children aged five to nine are not enrolled in any school (UNICEF, 2016).

According to the Economic Survey of Pakistan 2022–2023, there were 476,500 teachers registered nationwide, and 180,200 operational primary schools, following the 18th amendment to the constitution. Primary enrollment was 8.743 million nationwide in 2009–2010. This figure rose by 2.65% in 2020–2021 and reached 11.4 million in 2022–2023. However, this increase is significantly lower compared to the annual population growth rate, which is estimated to be 2.55% this year (Ahmad, 2023).

Punjab enrolled 13 million children in schools between 1998 and 2020, resulting in a 19% increase in the percentage of enrolled children in household surveys (Raza, 2023).

Data from PESP (2019/20) reported that a number of reforms have been implemented by successive administrations in Punjab to improve the public education system. Currently, there are 52,470 public schools in the province, accommodating 12.4 million boys and girls. This has increased the availability of schools, according to the School Education Department (SED) of the Government of Punjab (GoPb). The primary level (ages 5-9) participation rate in the province rose from 84.8% in 2011 to 90.4% in 2017, as indicated by a series of subsequent household surveys.

Effective Teaching Methods for Primary Schools

A role model is anyone whose actions are observed and imitated by others. Positive role models, through simple logic, play a vital role in encouraging good behavior and shaping lifelong perspectives. Positive role models significantly influence a child's development by promoting constructive behavior and attitudes in both children and adults (Austin, 2022).

Teachers model appropriate behavior and avoid modeling negative behavior. In the physical, mental, and emotional domains of development, modeling also encompasses interest, cognitive processes, attitudes, instructional materials, media, academic achievement, motivation, emotions, and more (Varas, Margolis, & Mead, 2023).

Teaching techniques are essential to a child's acquisition of knowledge, cognitive and social abilities, self-awareness, and fellowship with peers (Jahiu, 2021).

Over time, traditional teacher-centered teaching approaches evolve into a student-centered framework. Activity-based learning gives rise to various instructional strategies, including collaborative learning, shared learning, student-centered learning, and practical learning. Activity-based learning is the most effective method of education for teaching many subjects in primary schools (Parveen & Mushtaq, 2021).

Teachers have a significant impact on students' lifelong learning, personal development, and academic achievement. They encourage positive interactions and motivate students to realize their full potential by providing excellent training and mentoring. Instructors fill in the gaps in students' lives by acting as a support system. They serve as a motivation for students to dream bigger and set higher goals. Excellent teachers hold their bright pupils accountable for both their accomplishments and failures, ensuring they reach their full potential (UOP, 2024).

Kalim & Bibi (2024) found in research that some experts in the country conclude that low academic achievement in public schools results from a lack of resources. Nonetheless, instructors remain the most important component of the educational environment and directly influence students' academic success.

Children develop a strong sense of security and attachment to the school environment when there are positive interactions between the teacher and students, such as kind and honest communication. The teacher-student relationship builds on this. Peer acceptance, social skills, and student participation in class activities all correlate with close relationships between teachers and students (Chen et al, 2020).

When teachers build stronger, positive relationships with their students, the student-teacher relationship climate in the classroom improves, along with the student's emotional trust in the teacher and identification with them. This occurs because classrooms with higher numbers of students with severe psycho-social difficulties also demonstrate better social-emotional and achievement-related outcomes, while maintaining the quality of instruction and considering the students' background characteristics (Dietrich, Zimmerman, & Hofman, 2020).

Studies indicate that integrating technology into the classroom provides students with an engaging and focused learning experience, keeping them interested in the subject matter. Using tablets, screens, and other modern technologies in the classroom helps students learn in an engaging and enjoyable way. Teachers enhance the dynamic nature of students' education by assigning tasks that involve digital resources, presentation skills, and group projects (Haleem et al, 2022).

Multimedia educational technology is an integral part of the primary education process, improving the success and effectiveness of teaching and learning (Shilpa & Mishra, 2016).

Multimedia uses technology to enhance understanding and memory by combining several media types, such as text, symbols, visuals, pictures, audio, video, and animations. It employs visualization technology to improve communication by displaying both static and moving graphics for better expression and comprehension (Abdulrahman et al, 2020).

The tools known as "AV aids" help teachers improve the learning process by making it more precise, engaging, and authentic. Visual aids, such as maps, charts, pictures, models, videos, slides, real objects, etc., help clarify or simplify a problem or lesson, making it easier to understand and remember. There are many visual aids available today, including models, real-world objects, pictures, maps, charts, flashcards, poster boards, chalkboards, slides, and projection systems (Vishnupriya & Bharathi, 2022).

In the classroom, audio-visual resources are tools that support and facilitate the teaching-learning process, making it more engaging and accessible. These tools integrate both hearing and sight, allowing the introduction of new subjects with ease. They help learners retain information for a longer time. The learning process becomes more efficient and logically sound through the use of audio-visual tools. These tools capture students' attention, increase their motivation and interest in learning, and boost their enthusiasm for both teaching and learning (Kwegyiriba et al, 2022).

Valerio (2012) suggests that instructors must present material in a way that engages students. Some ideas include using community members, holding sessions outside of the classroom, or assigning students to dress up as particular characters. Involving students helps combat de-motivation, subject aversion, and disruptions to classroom order. A wide range of high-quality materials, interest-related writings, and innovative teaching methods can significantly impact students' engagement and help them connect to the subject.

Pllana (2020) discusses several strategies to maintain students' attention, including providing external motivation, involving them in random questioning, making them laugh, incorporating frequent free play, clarifying topics, and asking challenging questions. Furthermore, at the end of the lesson, teachers should ask students at least one question about what they learned.

In many academic subjects, engagement has a direct or indirect relationship with intelligence, interest, motivation, and satisfaction with learning outcomes (Kong, 2021).

Kapur (2018) defines assessment practices as a crucial component of teaching and learning. He specifies criteria for assessments, ensures that students receive constructive feedback frequently to support continued learning, creates assessment practices that accurately reflect the scope of learning program objectives, uses assessment data to inform planning and instruction, and encourages reflection and self-evaluation.

Parent-Teacher Collaboration

The interaction between parents and teachers is considered one of the key elements in a child's academic achievement. Parent-teacher collaboration, interaction, and engagement are important behaviors in this context. Students typically exhibit higher levels of emotional, social, and behavioral adjustment when parents are involved in their education, both at home and in school (Wal, 2020).

The living conditions of rural Pakistani families are often unsuitable for the education and growth of young children. It is evident that a family's size, the educational backgrounds of parents, and financial status significantly impact their children's learning and involvement (Malik, Rafique & Qayyum, 2020).

According to Sheridan (2019), positive interactions between parents and educators enhance children's emotional wellness, social skills, and academic achievement. Children perform better both at school and at home when parents and teachers collaborate. A literature review indicates that when teachers and parents adopt a partnership approach, children's work habits, attitudes towards school, and grades improve. They exhibit fewer behavioral problems, increased social skills, and a greater capacity to adapt and cope with various circumstances.

Instructors play a significant role in motivating parents to become active in their children's education. It has been determined that parent-teacher contact, instructional techniques, and teacher invitations are effective ways to encourage parental involvement both at home and in the classroom. Teachers, however, require support from school administrators, who create and enforce policies, as well as set the standards, requirements, and culture of the institution (Yulianti et al, 2020).

Theoretical Framework

Social Cognitive Theory

In the late 1970s and early 1980s, social learning theory was revised to emphasize the cognitive aspects of learning from the social environment. Social cognitive theory, developed by renowned professor Albert Bandura, elaborated on how behavior production is influenced by self-efficacy and how modeling and observational learning function (Vinney, 2019).

Learning involves modeling and does not always lead to a change in behavior. Cognitive processes are essential, as they mediate the learning process and determine whether a new response is learned. In 1977, Bandura hypothesized the role of meditation processes, or the considerations that occur before imitation, acknowledging that people do not always observe and copy a model's behavior (Bouchrika, 2024).

Bandura's theory asserts that cognitive, behavioral, and environmental factors constantly interact to explain human behavior. This social learning process is heavily influenced by an individual's environment. For example, someone raised in a gambling-friendly environment may find themselves enjoying gambling or noticing that those around them do not view it negatively. The core of this theory is that people learn best through imitation and modeling behaviors, especially regarding social and moral learning. This theory also highlights the importance of conditioning. Through rewards and consequences, individuals can reflect and decide what social behavior is appropriate (Mujahidah & Yusdiana, 2023).

Connection between Social Cognitive Theory and Education

Teachers and students in education are greatly influenced by Bandura's social learning theory, now known as social cognitive theory. Research findings demonstrate that modeling is helpful when introducing new methods into the teaching process. When teachers or students observe an advanced model in action, their own knowledge and understanding grow as a result of the observation. This is known as observational learning. In the context of education, self-efficacy relates to the confidence that a teacher or student has in carrying out particular tasks that help them achieve specific objectives. According to Bandura's theory of observational learning, students watch models to develop their capacity for self-regulation (Devi, Khandelwal & Das, 2017).

Observational learning is a key element of social cognitive theory. It involves observing others and picking up on their desired and undesired behaviors. When you take action, it becomes a fast method to learn something. A model is someone who sets an example of behavior for others. These models could be imaginary characters known as symbolic models or actual persons who influence the behavior of an observer, such as teachers, peers, and supervisors (Andreev, 2024)

Implication of Social Cognitive Theory in Primary Schools of Punjab

Social cognitive theory, developed by Albert Bandura, plays a significant role in the social and cognitive development of children in primary schools. When applied to public sector primary schools in Punjab, it offers effective teaching strategies that enhance the classroom learning environment.

The Punjab region has a diverse culture and socioeconomic population, and as a result, many families choose public sector schools for their children's free education. By addressing diversity, primary education in Punjab cultivates a supportive and dynamic learning environment, incorporating the principles of social cognitive theory into the educational framework.

Material and Methods

Qualitative research helps understand people's perceptions, beliefs, and attitudes within a particular context. This study adopts a qualitative approach to explore teachers' perspectives and gather crucial insights into the social and cognitive aspects of learning in educational settings.

Pehnomenological research seeks to explore and drive meaning from the subjective experiences of individuals. The phenomenological method provides an in-depth representation of instructors' perspectives on the social-cognitive learning theory. This study aims to gain a deeper understanding of the learning objectives of children in primary schools within this specific educational context. In this study, primary data is collected by in-depth interviews of 15 individuals to share detailed information about their teaching experiences in their own words.

In this study, the majority of secondary data comes from various databases, including journals, books, articles, dissertations, and other published studies, incorporating 60 citations.

Research Design

This study uses qualitative research to gather rich information, experiences, and individual perceptions. The qualitative research method must remain adaptable to facilitate the development of ideas and ensure careful consideration during data collection, analysis, and interpretation derived from observations and interviews (Creswell, 2002).

Thus, a qualitative study approach is the most effective way to investigate teachers' beliefs and experiences regarding the social cognitive factors of learning and teaching. Additionally, phenomenological research is particularly suited to topics that focus on understanding individuals' varied perceptions of a particular situation or event and their interpretations.

Using a qualitative design, it is possible to explore the viewpoints of multiple teachers involved in the same teaching experience phenomenon.

Research Setting

In the district of Mandi Bahauddin, Punjab, two public primary schools have been selected for this study.

Population

Phenomenology is a qualitative research method that seeks to understand and explore individuals' lived experiences within their surroundings. All participants in this study have been teaching for more than five years, making them valuable for examining lived experiences about the research topic. This research's population consists of 15 female teachers from the two public primary schools in the district of Mandi Bahauddin.

Sample

Fifteen female primary school teachers have been selected from the public sector using purposeful sampling to investigate the shared experiences of teaching practices within the social cognitive context.

In the district of Mnadi Bahauddin from Punjab, two public primary schools have been selected to investigate for this study.

Data Collection

This qualitative study uses semi-structured interviews to collect data in order to thoroughly examine the phenomenon of social cognitive teaching approaches. An interview guide aligned with study questions is developed to ensure that participants provide consistent information. During the interview, open-ended questions are asked, with follow-up questions considered as necessary.

Data Analysis

Data analysis is a process of organizing, reviewing and interpreting the collected data. In this qualitative study, thematic analysis is used to analyze the data. Throughout the investigation and data collection process, eight common themes emerge for data analysis. The transcripts of the respondents' comments allow the researcher to delve deeper into their opinions on the research subject.

The derived themes are: Modern Tools for Observation, Multiple Class Activities for Attention, Enhancing Cognitive Abilities, Role of Replication, Importance of Motivation, Role Models, Social Behaviors, and Parental Involvement.

The teachers' responses connect to and explain this data analysis based on the eight identified common themes. The participants' varying responses relate to the general concepts and common themes.

Every respondent acknowledges the integration of internal factors such as attention, retention, replication, and motivation with observational learning. They agree that using innovative teaching techniques and materials in the classroom facilitates observational learning by utilizing these components.

Results and Discussion

The discussion focuses mainly on implementing creative teaching that aligns with international standards, highlighting several important facets of education in Punjab, the most populous province in Pakistan. It highlights the move away from traditional, teacher-centred learning towards strategies that enhance students' social and mental growth, drawing on Albert Bandura's social cognitive theory. This shift is necessary to give students the practical information and abilities to prosper in a technologically advanced environment.

The research delves into the critical role of a child's formative school years in establishing the groundwork for future achievements. Vital experiences and social interactions shape children's identity, social competencies, and self-understanding during this crucial period. Educators play a pivotal role in nurturing children's social and cognitive growth through the creation of stimulating learning settings and providing valuable feedback.

The study emphasizes the importance of including contemporary materials in the curriculum to establish a more stimulating and productive learning environment. These techniques significantly improve students' overall growth by encouraging the development of social and emotional intelligence and cognitive growth. Instructors are

essential to this shift because they use strategies to enhance observational learning, a valuable tool for helping students retain information.

Moreover, this study indicates that modern teaching practices integrating technology and motivational techniques promote a stimulating and encouraging learning environment. Students are more likely to stay in school and pursue their education in an engaging and supportive learning environment, which is especially crucial considering Punjab's high dropout rates.

The data underscores the significant importance of social skills in shaping learners' overall development. Social skills play a pivotal role in enabling individuals to forge connections, navigate new social scenarios, and pave the way for future academic accomplishments. A strong foundation in social skills enhances the likelihood of academic excellence and equips children to flourish within the regimented educational settings typical of schools. Moreover, effective classroom management by teachers is vital for fostering positive social exchanges among students.

A child's academic performance depends on parental involvement, and instructors are crucial in encouraging parents to be involved in their children's education. Effective tactics that encourage parental participation in the classroom and at home include teacher invites, instructional methodologies, and parent-teacher communication. Teachers need assistance from school officials to enforce rules and foster a cooperative learning environment.

The discussion highlights the necessity of continual efforts to change Punjab's educational system, especially in public schools, to guarantee that every student has access to a high-quality education that promotes social and cognitive growth. By implementing these innovative teaching strategies, Punjab may better prepare its students for the opportunities and challenges of the modern world.

Findings

The study's results highlight the value of observational learning for pupils, focusing on incorporating contemporary teaching strategies with educational technologies. Teachers usually concur that children learn best through observation, especially when employing contemporary resources like tablets, LED displays, and multimedia.

The results from the interviews indicate that all the participants unanimously agree that observation is an important factor in learning. They believe that maintaining attention during the observational process can enhance the retention of various concepts. Many teachers share the opinion that replication process provides an opportunity to evaluate children's performance.

Motivation is identified as the most crucial component of effective learning. It is noted that encouraging remarks, praise, and recognition are essential for boosting students' self-esteem and confidence, particularly for those from underprivileged backgrounds. Teachers observe that student behavior improves, and the learning environment becomes more conducive to growth. All of these social cognitive factors are collectively important for the effective learning of students.

When educators implement teaching methodologies rooted in Bandura's observational learning principles by demonstrating behaviors and skills — it elevates the

engagement level of students. By integrating observation-driven learning within educational settings, learners can enhance various cognitive abilities and social competencies such as memory retention, analytical thinking and empathy. Through teachers portraying role models, students are motivated to emulate not only academic tasks but also interpersonal interactions.

The study participants claim that modern tools and technological resources, such as projectors, tablets, and smartphones improve the observational learning process. Audio-visual aids and interactive lessons capture students' attention and enhance their ability to remember what they learn in a classroom.

When accompanied by collaborative tasks and peer interaction, these tools enhance students' cognitive abilities, problem-solving skills, and observational learning. Educators align with the learning stages delineated in this model, resonating with the research outcomes and Bandura's knowledge theory.

The results show the necessity of keeping students' attention. Utilizing visual aids in the form of diagrams, charts, and flashcards boosts students' interest in and motivation for their academic work.

The study findings also emphasize the importance of sustaining children's interest through emotional intelligence and empathy, noting that engaging activities and visual aids are particularly beneficial for younger learners. Additionally, it is determined that traditional rote learning methods are less effective for reinforcing long-term memory compared to teaching strategies that incorporate technology and visual aids. The research further indicates that strong parent-teacher relationships significantly enhance children's social skills, emotional well-being, and academic performance.

The findings conclude by addressing the issue of limited resources in public schools. While some contemporary facilities are available, they are insufficient. The challenges faced by Punjab's public schools, particularly the lack of advanced tools and technology, hinder the effective implementation of modern teaching methods, even though these approaches foster students' social and cognitive development.

The results propose that incorporating social cognitive elements into instructional practices, along with modern tools and technology, can support the professional growth of teachers and elevate the overall educational standards in Punjab's public primary schools.

Conclusion

In conclusion, this study emphasizes the crucial role that teachers play in the social and cognitive development of primary school children. Teachers effectively apply Bandura's social cognitive theory to enhance learning outcomes in primary education, laying the foundation for a child's overall development. Students' cognitive and emotional development is promoted, collaborative learning is facilitated, and communication skills are enhanced through the use of modern teaching resources and visual aids. The social-emotional growth of primary school pupils depends on a shift in teaching strategies from conventional techniques to useful, real-world applications. Punjab has made strides in education, but problems like out-of-date curricula and a dearth of creative teaching materials still require attention. Suggestions by giving teachers access to the internet and multimedia resources, school administrators can motivate them to use creative teaching techniques.

Recommendations

- By providing instructors with access to the internet and multimedia tools, school administrators can encourage teachers to implement innovative teaching strategies.
- By incorporating modern resources such as multimedia and smart devices into classroom instruction, can enhance student comprehension and engagement.
- To improve instructional practices, it is recommended to regularly update teacher training programs to incorporate modern teaching methodologies, including Bandura's social cognitive theory.
- Eliminate rote learning and replace it with a curriculum that emphasizes problem-solving, analytical thinking, and the use of technology and digital resources.
- To support students' academic development, schools should schedule frequent parent-teacher meetings to foster better communication and collaboration.
- Invest in modernizing school infrastructure to create a safe, clean, and engaging learning environment that motivates students.

References

Abbasi, K. (2023). Pakistan's literacy rate on a downward spiral. *Dawn,*

Abdulrahman, M.D., Faruk, N., Oloyede, A.A., Surajudeen, N.T., Olawoyin, L.A., Mejabi, O.V., Imam, Y.O., Fahm, A.O., & Azeeze, A.L. (2020). Multimedia tools in the teaching and learning processes: A systematic review. *6(11),* doi: 10.1016/j.heliyon.2020.e05312

Ahmad, S. (2023). Navigating Primary Education in Pakistan: A Comprehensive Guide. *Foriedu,* https://blog.foriedu.com/primary-education-in-pakistan/

Ahmad, S. I. (2023). Education System of Pakistan. *Daily Times,* https://dailytimes.com.pk/1135553/education-system-of-pakistan-2/

Andreev, I, (2024). Cognitive learning. *Valamis,* https://www.valamis.com/hub/cognitive-learning

Arif, G. & Saqib, N. (2003). Production of Cognitive and Life Skills in Public, Private, and NGO Schools in Pakistan. *The Pakistan Development Review, 42,* 1-28. DOI: 10.30541/v42i1pp.1-28.

Aslam, M., Malik, R., Rawal, S., Rose, P., & Vignoles, A. (2019). Do government schools improve learning for poor students? Evidence from rural Pakistan. *Oxford Review of Education, 45(6),* 802–824. https://doi.org/10.1080/03054985.2019.1637726

Austin, A. (2022). How to Be a Good Role Model for Students. *Connections Academy,*

Ashraf, A., Alam, M,. & Gladushyna, O. (2024). Teachers' Perspectives on Disruptive Student Behaviors: The Interconnectedness of Environment and Early Childhood Education in Pakistan. *Sage Open, 14(1).* https://doi.org/10.1177/21582440231221121

Aziz, S. Z., Begum, M., Aman ullah., & Imad, M. (2023). A Critical Review of Low School Enrollment and Literacy Rates among Girls in Khyber Pakhtunkhwa Pakistan. *4(4),* 44-50.

Bouchrika, I. (2024). Social Learning Theory & Its Modern Application in Education in 2024. *Research.com,*

Bunatovich, U. khidayevich, D. & Abdurakhmonovich, O. (2020). The importance of modern innovative teaching methods in the higher education system of Uzbekistan. *Journal of critical reviews, 7(7).* 1064-1067.

Carter, E., Molina, E., Pushparatnam, A., Rimm-Kaufman, S., Tsapali, M. & Wong, K. K. Y. (2024). 'Evidence-based teaching: effective teaching practices in primary school classrooms'. *London Review of Education, 22 (1),* 8.

Chen, J., Jiang, H., Justice, L. M., Lin, T. J., Purtell, K. M., & Ansari, A. (2020). Influences of Teacher-Child Relationships and Classroom Social Management on Child-Perceived Peer Social Experiences During Early School Years. *Frontiers in psychology,*

Choudhry, I. A., Muzaffar, M., & Javaid, M. A. (2016). School Environment and Political Awareness at Secondary Level: A Case Study of Pakistan, *Pakistan Journal of Social Sciences, 36*(2), 991-1000

Creswell, J. W. (2001). *Educational research: planning, conducting, and evaluating quantitative and qualitative research*. http://ci.nii.ac.jp/ncid/BB26859968

Devi, B., Khandelwal, B. & Das, M. (2017). Application of Bandura's social cognitive theory in the technology enhanced, blended learning environment. *International Journal of Applied Research, 3(1), 721-72.*

Dietrich, L., Zimmermann, D., & Hofman, J. (2020). The importance of teacher-student relationships in classrooms with 'difficult' students: a multi-level moderation analysis of nine Berlin secondary schools. *European Journal of Special Needs Education, 36(3).* 408–423.

Dubash, C. J. (2018). Improving 'Quality' in Education: is Spending Effectively Better than Spending More?. *European Journal of Multidisciplinary Studies*, *3(1).* 167-171

Firmansyah, D & Saepuloh, D. (2022). Social Learning Theory: Cognitive and Behavioral Approaches, 1(3), 297-324. DOI:10.55927/jiph.v1i3.2317.

Haleem, P.A., Javaid, D.M., Qadri, P.M., & Suman, D.R. (2022). Understanding the Role of Digital Technologies in Education: A review. *Sustainable Operations and Computers.*

Han, Y., Syed Ali, S. K. B., & Ji, L. (2022). Use of Observational Learning to Promote Motor Skill Learning in Physical Education: A Systematic Review. *International journal of environmental research and public health, 19(16),* https://doi.org/10.3390/ijerph191610109

Hussain, A. (2020). Primary education: an overview. *The news,*

Hussain, A. (2020). Primary Education in Pakistan, *PIDE Blog,*

Hussain, A., Salfi, N., Khan, T. (2011). Causes of Students' Dropout at Primary Level in Pakistan: An Empirical Study. *International Journal of Humanities and Social Science, 1(12),*

Jahiu, E. (2021). Teachers' Perspectives and Practices on Effective Teaching Methods and Strategies at a Primary School in Prishtina. *A Journal of Education in Muslim Society, 8(1),* 82-95. DOI:10.15408/tjems.v8i1.20451

Kalim, U., & Bibi, S. (2024). Assessing Teacher Competencies in Public Schools of Pakistan: A Pathway for Improving the Effectiveness of Professional Development Programs for Teachers. *Sage Open, 14(2),* https://doi.org/10.1177/21582440241236060

Kanwal, A. Kamran, F. & Rafiq, S. (2023). Perceptions Of Teachers On Government School Privatization In Punjab, Pakistan. *Gomal University Journal of Research, 39(4),* 404-419. https://doi.org/10.51380/gujr-39-04-02

Kapur, R. (2018). Pedagogical Practices, *Researchgate,*

Khan, M. A. (2018). The status of early childhood education in Pakistan: Inside stories. *Contemporary Issues in Early Childhood, 19(3).* 310-317.

Khan, W. (2024). The Importance of Transforming the Primary Education in Pakistan. *Republic Policy,*

Kong Y. (2021). The Role of Experiential Learning on Students' Motivation and Classroom Engagement. *Frontiers in psychology, vol (12),* https://doi.org/10.3389/fpsyg.2021.771272

Kurt, S. (2022). Behaviorism, Key Terms, History, Theorists, Criticisms and Implications for Teaching. *EDUCATIONAL TECHNOLOGY,*

Kwegyiriba, A., Mensah, R. & Ewusi, E. (2022). The Use of Audio-Visual Materials in Teaching and Learning Process in Effia Junior High Schools. *Technium Social Sciences Journal, 31(1),* 106-114. DOI:10.47577/tssj.v31i1.6399.

Main, P. (2022). Social Learning Theory - Bandura. *Structural Learning,*

Majoka, M. I., & Khan, M. I. (2017). Education policy provisions and objectives. A review of Pakistani education policies. *Italian Journal of sociology of education*, *9(2).* 104-125.

Malik, M., N. Rafique, and A. Qayyum. 2020. "Parental Involvement at Home and School at the Elementary Level: Effect of Occupation." *Journal of Elementary Education, 30 (1),* 159–178.

Mincu, M. E. (2015). Teacher quality and school improvement: what is the role of research?. *Oxford Review of Education, 41(2),* 253-269.

Mujahidah, N. & Yusdiana (2023). Application of Albert Bandura's Social-Cognitive Theories in Teaching and Learnin,Edukasi Islami. *Jurnal Pendidikan Islam, 12(2),* DOI: 10.30868/ei.v12i02.4585

Muzaffar, M. (2016). *Educational Institutions and Political Awareness in Pakistan: A Case of Punjab*, Unpublished Ph. D Dissertation, International Islamic University Islamabad, Pakistan

Muzaffar, M., Hussain, B., Javaid, M. A., Khan, I. U., & Rahim, N. (2020). Political Awareness in Educational Policies of Pakistan: A Historical Review**,** *Journal of Political Studies, 27*(1), 257-273

Muzaffar, M. & Javaid, M. A. (2018). Curriculum and Political Socialization: a Case Study of Secondary Schools in Pakistan**,** *Journal of Political Science and International Relations, 4*(2), 21-31

Nisar, A. (2017). Comparison of public-private education in Pakistan, *Pakistan & Gulf Economist,* https://www.pakistangulfeconomist.com/2017/07/31/comparison-of-public-private-education-in-pakistan/#google_vignette

Parveen, F. & Mushtaq, I. (2021). Teachers' Perceptions about the Implementation of Activity Based Teaching at Primary School Level in Punjab, Pakistan, *6 (1),* 246-257.

PESP, (2023). Punjab Education Sector Plan-UNESCO.

Pllana, D. (2020). Keeping Students' Attention Active. Education. *Society and Human Studies, 1(2),* p171. 10.22158/eshs.v1n2p171.

Raza, M. (2023). Even with more children attending school, Pakistan is struggling with alearning crisis. *Dawn*

Schunk, D. H. & DiBenedetto, M. K. (2023). Albert Bandura's legacy in Education. *Theory Into Practice, 62(3),* 205-206, DOI: 10.1080/00405841.2023.2226560

Shah, N. H. (2022). Horizontal Hostility A Concept Analysis. *Pakistan Languages and Humanities, 6(4),* http://doi.org/10.47205/plhr.2022(6-IV)11[102-114]

Sheridan, S. (2019). Establishing healthy parent-teacher relationships for early learning success. *Early Learning Network,*

Shilpa, S. & Mishra, S. (2016). Positive Influence of the Multimedia in PrimaryEducation. *The International Journal of Indian Psychology, 3(2),* 179-183. 10.25215/0302.094.

Skutil, M. Havlíčková, K. & Atějíčková, R. (2016). Teaching methods in primary educationfrom the teacher's point of view, DOI:10.1051/shsconf/20162601001

Tayyab, I., Naveed, A., & Andleeb, N. (2023). 'Primary School Teachers' teaching Practices and their relevancy with Student Learning Outcomes. *Journal of Development and Social Sciences, 4(1).* 430–437. https://doi.org/10.47205/jdss.2023(4-I)39

Thomas, D. E., Bierman, K. L., & Powers, C. J., (2011). The influence of classroom aggression and classroom climate on the early development of aggressive-disruptive behavior problems in school. *Scholars@Duke,*

UNICEF, (2016). Education Giving every child the right to education. *UNICEF Pakistan,*

University of People, (2024). Why Are Teachers Important in Our Society?. *University of the people,*

Valerio, K. (2012). Intrinsic motivation in the classroom. *Education Matters, 2(1),* 30-35.

Varas, S. Margolis, J. Mead, T. (2023). Social Cognitive Theory – Educational Learning Theories (pressbooks.pub)

Vinney, C. (2019). Social Cognitive Theory: How We Learn From the Behavior of Others. *Social Cognitive Theory: Definition and Examples.* (thoughtco.com)

Vishnupriya, S. & Bharathi, R. (2022). impact of audio visual aids in teaching. *International Journal of Health Sciences,* DOI:10.53730/ijhs.v6nS3.7877

Wal, V. L. (2020). Parent-Teacher Relationships and the Effect on Student Success. *NWCommons,* https://nwcommons.nwciowa.edu/education_masters

Weissberg, R. P. (2019). Promoting the Social and Emotional Learning of Millions of School Children. *Perspectives on Psychological Science, 14(1),* 65-69.

Yulianti, K., Denessen, E., Droop, M., & Veerman, G. J. (2020). School efforts to promote parental involvement: the contributions of school leaders and teachers. *Educational Studies, 48(1).* 98–113. https://doi.org/10.1080/03055698.2020.1740978