



A Study to find out the Teaching Methods in Secondary Schools of Zarghoon Town, Quetta

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Behaviorism Approach, Benchmark, Competencies, Constructivism, Standards, Students Learning Outcomes.



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Abstract: Teaching techniques are viewed as a perplexing space. They are subject to epistemological convictions, impacted by the discipline, and include a 'blend of systems and definitions whereupon the scholarly community can't conform. Teaching methods plays a vital role in teaching and learning process. The objectives of this thesis was to analyze the current teaching methods in secondary schools of Zarghoon Town Quetta and also teachers perceptions of best and effective teaching methodologies in secondary schools and to suggest best teaching methods for future teaching process. The results found that there is a traditional teaching method followed by most of the teachers. No constructive method of teaching was found. The students learning outcomes were not achieved through traditional teaching method. It was concluded that low interest of teachers toward new teaching methods, lack of teaching material, unskilled or less trained teachers, and ineffective teaching methods can result in an unsatisfied and boring classroom. Besides, it was observed that there is no personal interest of teachers involved to encourage their students to acquire new ideas, to use internet facilities and other teaching aids. It was recommended that government should arrange in service training facilities to all secondary school teachers and trainings should introduce new and effective teaching methods through which the teachers fulfill their teaching objectives.

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Introduction

A method exhibits that, for example, "an approach or action for accomplishing an objective or an efficient system, procedure or a body of norms" all the time identified with a science or art. In concurrence in addition to this (methods have structure and consistency) and subsequently causes to notice the structure by expressing those techniques or methods which have distinct advances or stages and sub-practice that are intermittent and material to different topics. A few instances of techniques are: a talk/lecture, a recreation game, a contextual investigation, or an investigation. For the reasons for this postulation, we can believe the method to be a very much organized system to educate.

Instruction is an edification, which investigates the individual about the qualification between the two thoughts of good and bad. Making an individual proficient isn't the lone motivation behind education, yet additionally making him or her to find out about belief, the right demeanor, conduct, and making information and self-governance. When there is a motivation to bring a change, there is opportunity to get better all over. Advancement can be upgraded which compensates the two learner and the instructors. Educating and learning are interrelated terms. The extremely successful and valuable strategy to figure great instructing is the amount of information that the learner has acquired all through the cycle. There is continually certain relationship between rating of the learner in regards to the "learning curve" throughout a semester and to a great extent assessment for the educator and the actual subject "on the off chance that there is nothing learned during the instructing, it is comparable to simply talking". A teacher's proficiency is rated on how much the students have gained knowledge during teaching.

A powerful instructing depends on a few factors like encouraging feedback, advance coordinator, prompts and criticism, higher request addressing, positive environment in classroom and mutual learning. It is hence basic for an educator to be exceptional with this load of educating apparatuses continuing towards their classroom to create better outcomes. To this end numerous techniques and procedures have been distinguished and drilled that has delivered better and energized results. Besides, the collaborative learning is most broadly utilized and favored strategy for instructing (Wolfersberger & Canella, 2015)

Many educational institutions are attempting to recruit powerful instructors with the goal that understudies learning experience is improved. Other than that, they are attempting to investigate and distinguish numerous inventive teaching strategies to improve their own educating experience. As per the necessity obviously, capacity of learners, and accessibility of learning

materials, many teaching techniques are accessible that teachers can carry out in their classes, to raise the exhibition of the students (Earley, 2014)

Scholars do, accept that there are longstanding difficulties around teaching strategies, paying little attention to methodological technique, subject, or academic year. These difficulties generally come from the feelings of students from the cycle and culture of exploration, they strive to get what is essential for them, what they want to do as well as at what place they stand in the more extensive examination scene (Lewthwaite & Nind, 2016).

The characteristics of teaching techniques have turned into an issue of significance as the geography education has remained confronting constant changes. The learner body has impressively extended and enhanced by means of social and geographical status. New understudies call for modern instructing strategies. Current advances have introduced in the classrooms, accordingly changing the idea of the interactions among understudies and educators. The administrations, the understudies and their families, the businesses, the funding suppliers progressively request an incentive for their cash and want more productivity through instructing. The fundamental issue is that the good quality education require clear definitions which is lacking and somewhat can't be detached from arguments on Quality customs that stay dubious terms. A few researchers view quality basically as a result and some researchers view as a property. However, some view educating as the ceaseless course of decrease of deformities thus quality instruction cannot completely gotten a handle on and assessed. Indeed, originations of value instructing end up being stakeholder family, learners, educators or assessment organizations don't share the meaning of what "great" educating or "great" instructors is.

In addition, the relationship of educator and learner is critical and there is a lot of writing that gives significant proof that solid connections among instructors and understudies are fundamental parts to the sound scholastic advancement of all understudies in schools.

Significance of the study:

The importance of the research study were from key investigations that explicitly explored by teaching techniques across methodological, global and disciplinary limits. These significant visions of knowledge and topics chiefly around the requirement for dynamic, legitimate and reflexive instructional methods to help and support educating or teaching techniques. These discoveries additionally line up with key boundaries of this review analysis around dynamic and student focused learning that provide chances for learners to take part in research. These key reviews further featured the requirement for a 'instructive culture' among instructive analysts and professionals, and are contextualized around the difficulties that students and

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instructors face in educating and learning research techniques. It is the outcomes from the key investigations that structure the lynchpin of this study and recommend thus.

Plainly, there is a requirement for examination to acquire information regarding the matter and the manner in which it ought to be educated to accomplish learning benefits. The fundamental objective of this work is to evaluate teaching strategies corresponding with their impact on learning information science in secondary schools. It utilizes a hypothetical system that arranges teaching strategies in 4 classes: (i) Whether the teaching techniques improve "behavioristic", "constructivist", or socio and cultural learning; (ii) Whether the techniques are formal or casual, (iii) the sort of connection the techniques infer, lastly (iv) their position or grade in learning pyramid.

The paper is organized this is to say. In the first place, the present status of informatics teaching in secondary schools is portrayed. Also, the hypothetical viewpoint on teaching techniques is laid out. This is trailed by the examination plan of the work. Then, at that point, the outcomes, conversation, and suggestions are detailed. At last, a few comments finish up the article

Purpose of the research:

The main purpose of the study was to analyze the current teaching methods in secondary schools and to find out the teacher's perceptions of best and effective teaching methods in Zarghoon Town, district Quetta. The reason for this exploration is to decide the ability level of the instructors and different teaching systems in the learning and teaching measure and to suggest the educators/lecturers their methodologies, strategies, procedures and class exercises which are considered productive.

Educating and learning both the exercises are same that one mirrors the other, so that it's desirable over utilize the expression "Instructing and Learning Methods" instead of "Instructing Methods". As we as a whole know the result of instructing is learning, accordingly the detachment of the two exercises isn't suitable. The teaching methods or their connected practices perhaps not the lone factors in deciding the achievement of students in their classrooms. To work with Researchers and instructors in looking all the more profoundly into the course of different instructing systems, to comprehend and make a correlation with various norms of tutoring in Pakistan thinking about various classes of social orders (elite-class, working/middle-class and lower class).

The exploration might open the entryway a little more extensive on our comprehension of training practices and their association with understudies' obtaining. The principle objective of this study was to distinguish, through

research, the best teaching techniques permitting understudies to awesome and participate in proficient correspondence.

Literature Review

The standards to measure great teaching are the sum and the excellence of learning the understudies get. (Sajjad ,2011). The best showing teaching methods are the individuals who have demonstrated history of accomplishment in utilize the greatest number of models, while every standard connects with understudies in different ways each enjoys its benefits relying upon the data they instruct. Knowing the contrasts among these approaches will assist with choosing the approach that is finest for specific class of study and to characterize a specific educating style.(Pat McCarthy ,1992).

Speech/Lecture: It is a teaching technique in which the instructor is the fundamental roller, students address the detached components, while the lecturer addresses the dynamic one. Conversation and Dialog: It is the technique for discourse and conversation by utilizing questions and replies to arrive at indicated reality. This teaching approach goes to Greek savant "Socrates", when he utilized the technique to make his devotees arrive at reality. Reasonable Demonstration: Practical exposition is considered as one of the overall teaching techniques which is successful in showing abilities of utilizing devices, lab tests in science and preparing on offering lecture, etc. learning in groups: Group formation by the instructor is one of the establishments of the accomplishment of learning in group. Studies demonstrations that the students get more scholarly and social advantages when the group individuals are heterogeneous.(Ravi, 2013)

What is difficulty: Difficulty is undesirable circumstance faces an individual or various people. This new circumstance is because of an adjustment of the cycles of work or as a result of outside factors (Thomas, 2001). Data advancements changing the human's make the most of every opportunity. Educating happens outside a customary classroom setting utilizing the facility of net (Spector, 2001)

As the method of learning transformed or modified, the method of instructing is additionally altered, instructors here ought to show other sort of capability that mirror his insight, abilities, mentalities and setting of performance and this capability ought to be approved by one of the accessible ways catalogs through an affirmation cycle that analyze all factors that an instructor might have to the skill (Levy-Leboyer, 1999).

Early instructors accepted that, viability of educating and learning are dictated by the kinds of teaching systems practiced in a classroom. Dewey, J., (1964), Montessori (1968) and Froebel (1974). Additionally, when it attests

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that, academic practices that consider students' beginning understandings and previously established inclinations about themes, gives an establishment of verifiable information and calculated understanding(National Research Council, 2005).

Methodologies utilized in classroom set high premium on learners' precise comprehension of science ideas. Understudies were normally uncovered on challenging, sometimes hypothetical science information and thoughts and considered responsible for awareness of materials through deductively, specialized and challenging public conversation. In Japan, instructing procedures underscored scientific schooling as a passage to modern, innovative progression, this had empowered Japan to stay serious on the worldwide market where industrialization and innovation are critical (Roth & Gainier, 2007).

In Kenya, an investigation uncovered, normally applied instructing procedures in class were, speech, critical thinking, models and experimentation. In any case, set up that on normal talk, models and critical thinking were ordinarily practiced (Maina, 2012). As per "Dimension Model Theory" (DMT) in teaching Science there are (4) types of Dimensions related to learning styles identified with every understudies favored method of getting data in class. The (4) Dimensions depend on the sort of data understudies get in class (tactile or instinctive), the method in which they get it (visual or spoken), the procedure through which they get it (effectively or brilliantly) and the arrangement or sequence where they get it (consecutively or around the world) (Felder & Silverman, 1998)

Furthermore, the lacking of teaching materials for instructing and learning science comprise a significant reason for understudy underachievement. Fault for disappointment in class lays on helpless classroom rehearses and not failure of the understudies to learn. Unless and except if there is a prepared and nonstop stockpile of instructing learning instrument and sufficient help benefits, any development presented in educational program will be a fleeting interest. (Kangu, 2015)

The idea of instructive culture focuses on the supporting of a culture or way of life around the educating (and investigation of instructing) of exploration strategies. Such a culture or practice is portrayed by the trading of thoughts inside an environment of efficient discussion, examination and assessment. (Wagner et al., 2011). Analysts see the necessity to drive the educating of exploration strategies from expert's appearance to experimental examination and into a more considerable exploration base. This is expected to assist with supporting teachers to depend on an organization of companions, dissipated examination literature, and much experimentation for

fostering their training that is having transparent exchange around the difficulties, contests and disappointments that instructors experience in directing their own exploration produces a corresponding learning climate that is advancing for the two understudies and employees. Open exchange can be accomplished through different means like the advancement of networks of training and institutional drives that open chances to share difficulties and triumphs in teaching research strategies (Pfeffer & Rogalin, 2012)

In a new report which gives an all encompassing perspective on implanting exploration and teaching/learning society through an associated educational program at institutional level. That is one that associates understudies to investigate, to an exploration culture, to community and to the chances and difficulties of the twenty-first century (Fung, 2017).

There is no exclusive recipe for instruction research techniques given its reliance after instructing and learning settings. Notwithstanding, it is clear, that specialists in exploration and teaching method see the requirement for understudies at all levels to be drenched however much as could be expected in research practice as well as that dynamic, bona fide and reflexive learning fit this. Understudies need freedoms to foster a viewpoint of where they perceive him/her selves in the more extensive scene of study to enable them to think and behave like scientists. Sustaining an instructive culture to help instructors in teaching research strategies is likewise seen as basic (Groessler,2017).

What establishes great or helpless teaching strategies isn't not difficult to characterize, on the grounds that these are impacted by educators regularizing evaluations, the sort of learning the techniques should encourage understudies qualities, the instruments being utilized, physical climate and social climate, and numerous different components from society, school organization, and instructive and social factors also (Imsen, 2009).

Essentially, methods of teaching should target advancing learning amid the understudies and be adjusted to capability objectives of the educational plan, encourage higher request abilities, for example, "inspect", "investigate", "examine" and "explore" and give rules on how the strategies ought to be utilized (Repstad & Tallaksen ,2006). An essential for viable instructing is that educators ace an expansive scope of teaching standards and skill they can be applied in various circumstances to advance learning (free interpretation). According to a down to earth perspective, no teaching technique is better compared to another, despite the fact that strategies vary impressively according to a hypothetical perspective (Ogden, 2004)

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Material and Methods

Research Design

This study was quantitative as well as qualitative. Descriptive analysis was carried out. Reflections were taken from secondary school teachers. In descriptive research there was collection of selected data from teachers in order to answer the identified research question.

Population

The total population of Quetta is approximately 2 million, In reference to education department, Quetta city is divided into three towns, namely Zarghoon, Chiltan and Kuchlak town. Zarghoon town is the most populated town of Quetta city, and it is also called old area of the city. Most of the schools, colleges and universities are situated in same town, it is also a economical hub of Quetta, The literacy rate of Zarghoon town is higher than chiltan and Kuchlak town. In Quetta city there are 120 boys and girls school, in which 44 Schools are situated in Zarghoon town. All teachers from secondary schools Zarghoon Town Quetta were included in population.

Total number of schools in Zarghoon Town Quetta

S #	Boys	Girls
1	23	21

BEMIS data, 2019- 2020

Sampling

For this research study, random sampling was carried out. 10 secondary schools (boys- 5 and Girls- 5) from Zarghoon Town Quetta were selected. 100 male teachers and 100 female teachers were selected as respondents. All teachers were from secondary schools. These teachers were highly qualified and also having their professional qualification. Mostly teacher had their master degrees, they have done their bachelor and master in education as well. A number of teachers have more than 10 years of experience as a secondary school teacher. Junior vernacular teachers (JVTs) and Junior English Teachers (JETs) are also engaged in secondary classes due to shortage of secondary school teachers. A number of classes were given to them in secondary school level. The qualification of those teachers was bachelor. And they have completed their CT, PTC and B, ed as a professional degree.

Research Tools

One questionnaire was prepared for quantitative and qualitative data and all the respondents were teachers from secondary schools. The questionnaire was composed of 35 questions. Through questionnaire the data was extracted from the teachers. The questions were asked about current teaching methods adopted by secondary school teachers, impact of teaching methods, students learning outcomes, assessment and effective teaching methods.

Data Analysis

The questionnaire was composed of closed ended questions. Such questionnaire was used for survey and statistical study. The method composed of 5 Likert scale having option of strongly agree to strongly disagree. The collected data was analyzed through SPSS and simple percentage was carried out.

Data Analysis

Table 1 shows trained teacher regarding teaching methodologies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	70	35	35	35
	Agree	40	20	20	55
	Undecided	6	3	3	58
	Strongly Disagree	30	15	15	73
	Disagree	54	27	27	100
	Total	200	100	100	

Table 2 shows effectiveness of teaching methods

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	62	31	31	31
	Agree	38	19	19	50
	Undecided	2	1	1	51
	Strongly Disagree	34	17	17	68
	Disagree	64	32	32	100
	Total	200	100	100	

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Table 3 shows teaching method on constructivism approach.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	36	18	18	18
	Agree	20	10	10	28
	Undecided	4	2	2	30
	Strongly Disagree	68	34	34	64
	Disagree	72	36	36	100
	Total	200	100	100	

Table 4 shows teaching method on behaviorism approach.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	100	50	50	50
	Agree	44	22	22	72
	Undecided	6	3	3	75
	Strongly Disagree	10	5	5	80
	Disagree	40	20	20	100
	Total	200	100	100	

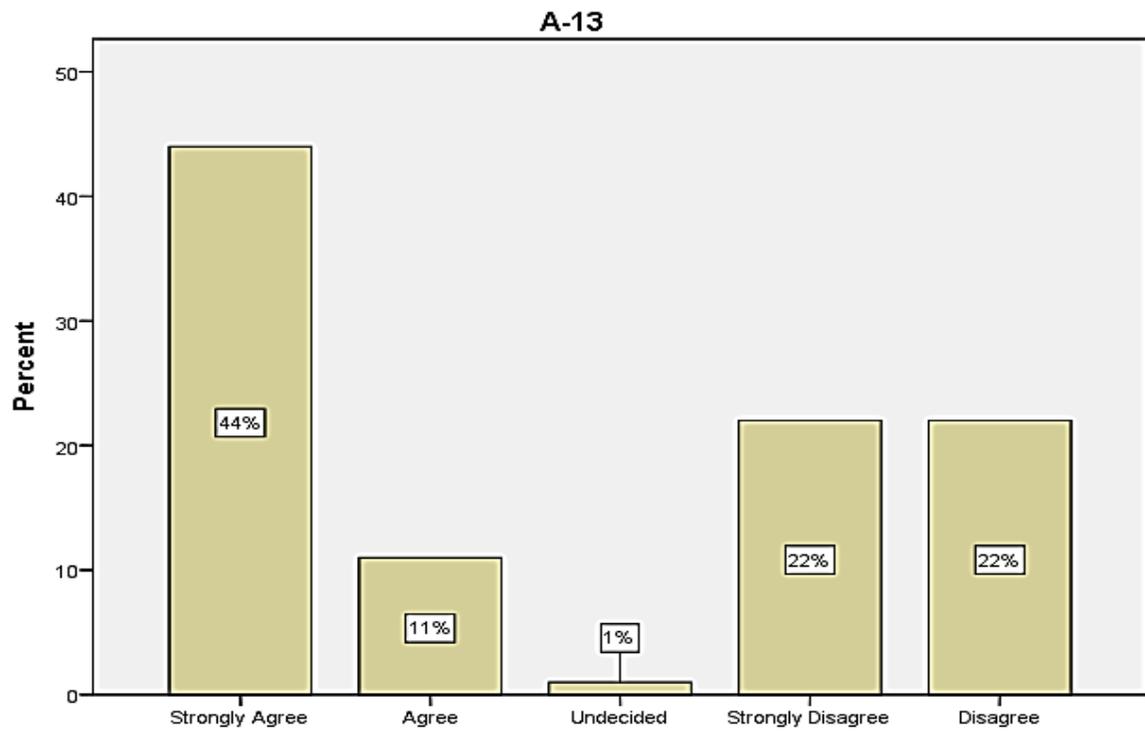


Figure 1 shows students satisfaction with teachers teaching method

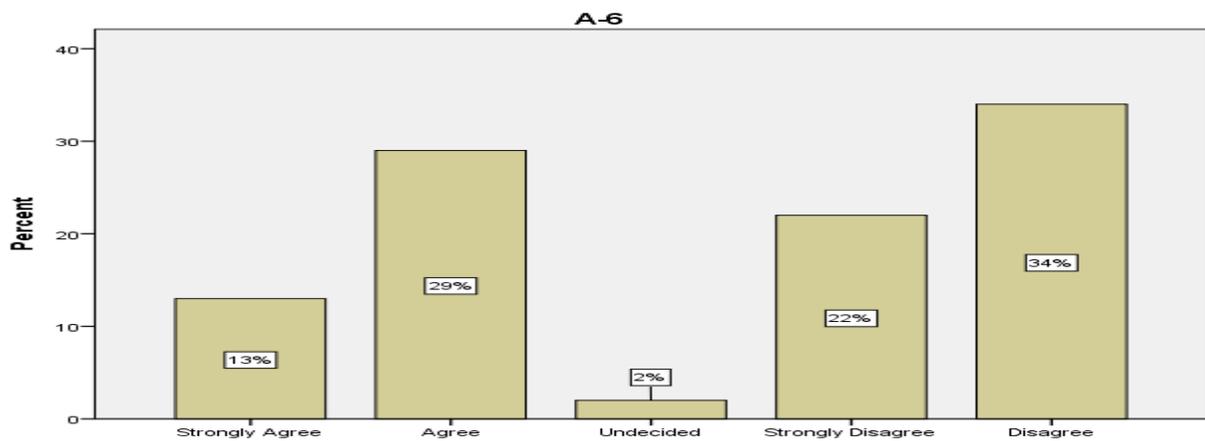


Figure 2 shows teachers teaching method achieves students learning outcomes.

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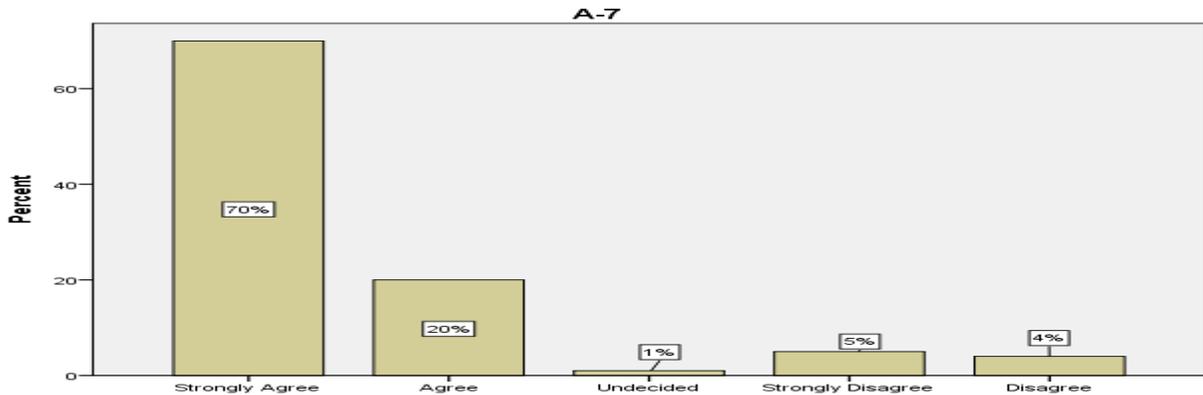


Figure 3 shows teachers professional education completion.

Discussion:

The subject instructed in the schools has their own character, significance and instructive qualities. The instructive worth of a subject is set up by objectives/points and destinations. Which are accomplished by through the investigation of the subject? The objectives or long lasting objectives can be viewed as articulation of methodology while targets are explicit, prompt and achievable objectives, explicit to one subject, exact and plainly characterized, goals are all the more straightforwardly concerned about the thing explicitly is being endeavored over a generally brief period.

To understand the current situation and the existing teaching methodologies which are being practiced in schools a questionnaire comprised of 35 questions was prepared to better know the ground realities of current teaching practices in the secondary schools of Balochistan, These questions are related to understand the teaching capacity of teachers, their qualification, their role in schools, their background of knowledge, curriculum, different teaching approaches they practice, what kind of tools they use, what is the perception of their students regarding learning and its outcomes, their interaction with students, etc. These questions were asked from 200 teachers comprising male and female, and belonging from various urban as well as rural educational institutions. The data received from these teachers is further entered into SPSS software to obtain percentage and frequency level of the questions asked the above mentioned format and graph reflects five variables in which the questions are measured such variables are "Strongly Agree", "Agree", "Undecided", "Strongly disagree" and "Disagree". The main aim of this discussion is to get awareness about the existing teaching approaches being practiced in the secondary schools of Balochistan.

While asking about are teachers training to have a grip on teaching methodologies, 35% strongly agreed, 20% agreed, 3% undecided, 15%

strongly disagreed and 27% disagreed, which means that 55% teachers are trained for teaching methodologies, while asking about the effectiveness of teaching methodologies 31% strongly agreed, 19% agreed, 1% remained undecided, 17% strongly disagreed and 32% disagreed, showing an aggregate of 50% as agreed, about the question that if they have command on national curriculum/syllabus 42% strongly agreed, 18% agreed, 3% undecided, 14% strongly disagreed and remaining 23% disagreed, from this we can assume that 60% of the teachers have command on national curriculum, another question asked that if they have awareness about the level of competence that is identified in national curriculum 28% strongly agreed, 22% agreed, 1% undecided, 19% strongly disagreed and 30% disagreed, so the result is 50% as of the question. Regarding the question about awareness of benchmarks, 24% strongly agreed, 17% agreed, 3% undecided, 18% strongly disagreed, and 38% disagreed, which makes a total of 41% who are aware of benchmarks, another question about the achievements regarding their teaching method toward the learning outcomes of students, 13% strongly agreed, 29% agreed, 2% undecided, 22% strongly disagreed, and 34% disagreed, the outcomes shows that 42% are satisfied with their teaching method toward learning outcomes, while asking about their professional qualification, 70% strongly agreed that they have completed the required education, 20% agreed, 1% undecided, 5% strongly disagreed, and remaining 4% disagreed, which means that almost 90% of the teachers have the required professional qualification. While asking that if they use behaviorism approach as a teaching method, 50% strongly agreed, 22% agreed, 3% undecided, 5% strongly disagreed and 20% disagreed, we can see that the collective answer is 72% as agreed, while asking that if they display teaching tools 33% strongly agreed, 21% agreed, 2% undecided, 12% strongly disagreed and 32% disagreed, it shows that 54% display teaching tools, about the use of multimedia, only 4% strongly agreed, 6% agreed, 3% undecided, 39% strongly disagree, and 48% disagreed,

Conclusion:

From the above discussion it can be concluded that teacher trainings are lacking up to 50 percent, the effectiveness of teaching method is also 50 percent only, command on national curriculum is lacking 40 percent, awareness to identify awareness in national curriculum/courses is observed as 50 percent, knowledge about benchmarks observed 41 percent, the achievement through current teaching methodologies toward learning outcomes according to respondents/teachers themselves is 42 percent, it was noticed that 62 percent adopt teaching methods, 72 percent use behaviorism approach, and 28 percent use constructivism approach, 54 percent teachers display teaching tools, multimedia is used only 10 percent in classrooms,

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moreover, 55 teachers think that their students are satisfied with the method of teaching being practiced by teachers, 64 percent of teachers believe that students still find boring, 46 percent of teachers think that assessment or evaluation is a part of teaching methodology, only 30 percent of teachers are practicing to encourage their understudies to prior verification before coming to judgment. It was noticed that 90 percent of the teachers have completed their professional education, this was also seen unfortunate that only 17 percent represent problems before giving lecture, similarly only 15 percent of teachers give guidance to their learners for using dictionary, encyclopedias, and internet for learning, whereas, only 28 percent provide opportunities to their students for generating new concepts and ideas which is very crucial, another downfall observed is that only 29 percent of problem solving strategies are practiced. Group discussion is only 16 percent that are being practiced, to encourage for asking questions is only 38 percent, to link new lessons with former knowledge was 23 percent, however, student motivation was 43 percent, it was observed that teacher centered approach is 65 percent, learner centered approach is 32 percent, and content centered approach is 61 percent, it can be concluded that the teacher centered approach or method is higher, to encourage students to discuss in their classroom is 29 percent. From this research one can conclude that there are so many good teaching practices are lacking,

Recommendations

New advancements proceed to emerge and carry with them the promise to change and revitalize the present schooling framework. This is just conceivable if our instructors have absolute order over the subject and are adequately sufficient to pass on this information in a way that is reasonable for all understudies at that specific degree of education. The public authority of Pakistan comprehends the importance of instructor learning/training and there have many improvements, structures, and strategies have been presented, nonetheless, helpless execution and lacking monitoring frameworks have ruined the development that the system of education of Pakistan was equipped for accomplishing. The literature review conducted on instructor teaching methods in Pakistan proposes that lone aimlessly keeping global principles of teaching methods without thinking about the issues that are explicit to our nation isn't solving the problem and that these systems, to be most generally acknowledged and executed, should be contextualized instead of standardized.

The situations in the classrooms are afflicted with social variety. Utilization of various teaching approaches will support receptiveness and harmonization amid the understudies. To carry out teaching approaches with regards to

Pakistani classrooms, a significant shift requires a calculated, institutional and strategy level changes especially in Balochistan.

- Teachers must be trained to use effectively the teaching methodologies by adopting modern teaching approaches.
- Teachers must have awareness to have command to better identify the competencies in our national curriculum.
- Teachers must use different teaching approaches like constructivism approaches.
- Teachers ought to encourage their students to use modern tools for learning and also encourage them to ask questions, verify information they receive before any judgment, and then interact with teacher during facing problems.
- Content focused and student focused methodologies must be adopted instead of teachers focus method.
- Group discussion must be encouraged, to interact and participate and fully understand the contents of learning to enhance their knowledge and have a clear concept about the subject they study. It would also help in problem solution by a mutual consent and teacher support.
- Focus must be given to teach using modern teaching approaches and less focus on traditional teaching methods like a role of teacher must not be authoritative but an advisor that support students in achieving learning goals.

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