

EFFECTIVE USE OF TEACHING METHODOLOGIES AT SECONDARY LEVEL IN PAKISTAN

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Abstract: The objective of the study was to investigate the effective use of teaching methodologies at Secondary level in Pakistan. All the participants i.e.100% of Fourth Six week training workshop on “Educational Leadership and Institutional Management” for educational managers at Academy of Educational Planning and Management, Ministry of Education, Government of Pakistan were included in the sample. For the purpose of data collection, a questionnaire was prepared. Data collected through the questionnaire was tabulated, analyzed and interpreted by applying percentage. Major findings of the study reveal that (1) teachers’ presents a brief overview of the contents; (2) teacher’s uses A.V. aids to enhance the student’s comprehension of the concepts; (3) teacher speaks at a rate which allows students time to take notes; (4) teacher evaluates the success of his teaching by asking questions about the topic at the end of the session and; (5) teacher assigns homework and checks it regularly. It was concluded that teachers probe questions answer is incomplete, repeats questions when necessary and also responds students queries politely and carefully; teacher establishes and maintains vigilant contact with the student’s body movements do not contradict the speech and takes notes to respond students curiosity and the teachers voice can be heard easily, he raises and lowers his voice for variety and emphasis. It has been recommended that A.V. materials should be used more vigilantly by teachers to make their teaching effective, teacher must pay attention to remove sign of puzzlement to make students learning better and teacher should pay more attention to his own personality and manners and be cooperative with student’s words.

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1. Introduction

Teaching is a complex process which requires proper teaching methodologies, in order to inculcate knowledge in the minds of the students and to transfer knowledge to next generation. Secondary education is a turning state therefore; effective teaching methodology is to be adopted according to the needs of the students so that proper guidance can be given.

According to Vijayalakshmi,K.S.(2004,P.1) teaching is both an art and a science. Able teachers always find ways and means to improve their teaching techniques. With the change in time the teachers are asked to employ newer methods for teaching their pupils more effectively so that they must be able to cope with the demand of the age. The latest techniques of teaching are a need of hour.

The progress of country depends upon the quality of its teachers. Ranga (2005, p.5) has commented on teacher education as “the irony of fate, however, is that teaching is the most unattractive profession and teacher no longer occupies an honorable position in the society. Teaching can regain its earlier noble status in case the quality of teacher education in our country is improved.”

The term “Teacher” is used for the person, who teaches the students, guides the learners and enables them how to read and write. Encyclopedia of education defines teacher education as, “education and preparation of individuals enabling them become professional teachers.” Frank and Wagrall (1987, p.11) have emphasized the need for making teacher education dynamic. They suggested that, “in order to keep pace with- technology changes in society the teacher education programs of all levels in country must be planned in such a way that the teachers produced by these programs, are broadly educated, scientific minded, uncompromising on quality innovative, but sympathetic towards students. Aggarwal (1990, p.26) has concluded that “teacher education is that knowledge, skills and abilities which is relevant to the life of teachers as teacher.”

It is also important to provide in-service training to teacher for adopting proper teaching methods. Teacher education is not teaching the teacher how to teach. It is the initiative, to keep it alive, to minimize the evils of the “hit and miss” process: and to save time, energy, money and trouble of the teacher and the taught. The necessity of the teacher to perceive that the course in teacher education would, help him

minimize his trouble, and to appreciate that it would save the children from much of the painful process through which he has himself passed. Teacher education is needed for developing a purpose and for formation of a positive attitude for the profession. "Teacher education refers to the policies and procedures designed to equip teachers with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the school and classroom."(<http://www.wikipedia.com>).

According to Shami & Hussain (2005,pp.2-3) Secondary Education comprises of two stages-secondary and higher secondary. The secondary education is of two years duration comprising grades IX-X. There is a secondary schools certificate(SSC) examination at the end of 10th class and it is conducted by the Boards of Intermediate and Secondary Education throughout the country. The medium of instruction in most of schools is Urdu, except in English medium schools whereas the higher education grades XI-XII, is imparted at both Intermediate Colleges and Higher Secondary Schools. The students follow two years program of study at higher secondary level, which leads to the Higher Secondary School Certificate (HSSC).The medium of instruction in science subjects is mostly English. The Boards of Intermediate and Secondary Education at the end of 12th grade conduct the examination for higher secondary school certificate.

2. Effective Teaching Methods

There are several teaching methods which are used to teach various disciplines at secondary level in Pakistan. However, majority of the teachers use only lecture method to teach even science subjects i.e. Biology, Chemistry, and Physics whereas, these subjects demand practical demonstration. There are many excuses of not adopting modern methods of teaching, the most important is that majority of the teachers have argument that curricula is lengthy and working environment is not provided in public sector. Following are important teaching methods commonly used by the teachers such as direct instructions or lecturing, inquiry based learning, cooperative learning and group discussion:

2.1 Direct instruction is the most common form of instruction. This is the lecturing method of teaching. Many teachers use this teaching method almost exclusively, as it is considered the simplest, and one can cover large amounts of material in a short period of time. However, this is not the most effective teaching method to teach all students, especially younger ones, who often need a more engaging, hands-on strategy in order to learn effectively. In

addition, it is hard for teachers to tailor instruction to students at different levels.

2.2 Inquiry-based learning is a teaching method which is rapidly gaining popularity in the United States. Based on the scientific method, this teaching method can be used for virtually all subjects. Using inquiry-based learning takes a lot of time, energy, and planning, but it is often very effective. Students practice problem solving and critical thinking skills to arrive at a conclusion. This teaching method is extremely student-centered and student-directed, and can be modified for students at any level, reaching them where they are. Teachers will generally need to start by modeling the process to the students.

2.3 Cooperative learning is another teaching method that is considered highly effective when done correctly. With cooperative learning, students are put in small groups to work together. They are usually not grouped by ability, but put in a group with children at a variety of levels. The students are then given tasks to accomplish together. Teachers may need to monitor these groups carefully, to make sure they are staying on task and that all students are participating. This form of instruction also lends itself well to differentiation, because the teacher can assign specific tasks to children at different ability levels. (<http://www.wisegeek.com>).

2.4 Group discussions, for example, can often work well in classrooms of small or moderate size. Teacher typically acts as a moderator for this type of lesson, so one might begin the discussion but then pass the process of learning off to the students. This can be one of the most effective teaching methods for students who want to be engaged in their own learning, but can be less effective in other settings.

While many teachers may not view lecturing as one of the most effective teaching methods, there are still some settings in which lecturing can work well. Presentation of new information in a concise and informative way can often be important in a classroom. Lecturing can work well in such an instance, though teacher should typically pair such lectures with time for group discussion or other types of work that more effectively engage these students and keep them active. (<http://www.wisegeek.com>).

3. Successful Teaching

Mursell (1954) describes successful teaching as, "it has revealed a number of specific aspects or

emphases in the total pattern of meaningful learning, which make the general orientation more definite.

- Learning is essentially purposive. It is meaningful in the sense that it “matters” to the learner.
- The basic process of learning is one of exploration and discovery: not of routine repetition.
- The outcome or result achieved by learning is always the emergence of insight, or understanding or intelligible response.
- The result is not tied to the situation in which it was achieved but, can be used also in other situations.”

Ibrahim ((1990, p.12) has also described effective teaching as:

Main objective of teacher education program has always been to prepare effective teachers, such teachers should be capable of bringing desired behavioral changes in their students to an optimal level in relation to the infant in terms of human energy and material resources expended in the process. Teachers while teaching in a class room will have to meet their challenges also to pass through various processes, such as communication of the content style of presentation, use of audio visual aids. In brief, teacher effectiveness in an area which is concerned with relationship between the characteristics of teachers, teaching acts and their effects on the educational outcomes of classroom teaching.

It is evident that the teacher has always to adopt variety of teaching methods and teaching strategies in teaching his subjects in classroom situation to make teaching more effective and result oriented.

4. Lesson Planning

For effective teaching a good method must be adopted by a teacher. A teacher has many options when choosing a style to teach by. The teacher may write lesson plans of their own, borrow plans from other teachers, or search alive or within books for lesson plans. When deciding that what teaching method to use, a teacher will need to consider students background, knowledge, environment, and learning goals. Teachers know that students learn in different ways but almost all children will respond well to praise. Students have different ways of absorbing information and of demonstrating their knowledge. Teachers often use techniques which cater to multiple learning. Styles to help students retain information and strengthen understanding. A variety of teaching strategies and methods are used to ensure that all students have equal opportunities to learn. A lesson plan may be carried out in following ways (<http://www.google.com>):

4.1 Questioning

A teaching method that includes questioning is similar to testing. A teacher may ask a series of questions to collect information of what students have learned and what needs to be taught. Testing is another method of testing.

4.2 Explaining

Another teaching method is explanation. This form is similar to lecturing. Lecturing is teaching, giving a speech, by giving a discourse on a specific subject that is open to the public, usually given in the classroom. This can also be associated with demonstrating and modeling.

4.3 Demonstrating

Demonstrations are done to provide an opportunity in learning new exploration and visual learning tasks from a different perspective. Demonstration can be exercised in several ways.

4.4 Collaborating

Students working in groups are another way a teacher can enforce a lesson plan. Collaborating allows students to talk among each other and listen to all view points of discussion or assignments. It helps students think in unbiased way.

5. Teaching Method, Teaching Strategy and Tactic

It is usually considered that teaching methods, teaching strategies and teaching tactics are same, but there is visible difference in the meaning. Swarup (1994, p.6-8) has explained these terminologies as follows:

5.1 Teaching Method

In the teaching method, the main aspect is the way of presentation and the contents. The teaching method is determined according to the nature of the contents. There can be three methods of the content. There can be three methods of presentation. Such as:

- **Telling Method:** Lecturing, questioning etc
- **Doing Method:** Project method
- **Showing Method:** Demonstration, observation etc.

5.2 Teaching Strategy

The term strategy refers to pattern of acts that serve to attain certain outcomes and to ground against certain others. The word strategy means the determination of some policy by planning before presenting the contents with the help of which the student's force is faced and the teaching objectives are achieved. Pre-planning is key to success.

5.3 Teaching Tactics

Teaching tactics means the method with which new knowledge is marked in the minds of pupils permanently. Teaching tactics are more comprehensive than the teaching strategies. In other words, under a single teaching strategy, by using one of more teaching tactics, the lesson can be made easy, clear and understandable.

6. Taxonomy

Taxonomy is a classification system that is arranged in a hierarchy. According to David J. et al (1985, p-85) "taxonomy is more than a simple division of material into groups: it involves understanding the nature of groups and their relationships to one another. He further stated that there are several advantages in using taxonomy. First and foremost, it facilitates communication. The second advantage of using taxonomy is that it is purely descriptive, without implicit value in any of its categories. It is a system that in itself is neither good nor bad. Another advantage is that taxonomy gives us a basis for selecting criteria for evaluation even self evaluation. The facilitation of planning is a third advantage. Teachers have a means of sequencing tasks, assessing relative weight given each level and evaluating congruency between goals and learning strategies selected. A final advantage to using the taxonomy is that the process of learning is enhanced. By evaluating student progress at each level of domain, learning problems can be diagnosed and remediated.

7. A brief Review of Previous Researches

- Yasmin, et al (1984) conducted research study on "a comparative study of the effectiveness of the inquiry and traditional methods for teaching biological sciences in laboratory at the High School Level." A sample of 400 students was further divided into 8 groups (4 experimental and 4 control). The findings of the study reveal that the inquiry approach is more effective as compared to traditional methods.
- Haass, M.S. (2002). In his research study titled, "the influence of teaching methods on student achievement on Virginia end of course standards of learning test for Algebra" suggested that Algebra teachers should emphasize direct instruction, technology aided instruction, and problem-based learning. These three teaching methods categories ranked highest in both analyses.

- Jason, M.C. (2006) conducted a research study titled, "effective teaching methods for large classes" has concluded that the lecture/discussion teaching method was the most preferred among students. Student comments as to their reason for selecting this as the most valuable method seem to suggest that they have a desire to be somewhat active learners, engaging in discussion rather than passively listening to a lecture. Overall, the findings of this study suggest that faculty teaching large classes should attempt to include constructive active teaching methods in their courses whenever possible. Results indicate that most students prefer to be active in their learning process. The active and collaborative teaching methods examined in this study are not only desirable to many students, but they also appear to produce significant improvement in terms of learning outcomes.

8. Statement of the Problem

The present research was designed to investigate the effective use of teaching methodologies at secondary level.

9. Objectives

The objectives of the study were to:

1. Investigate the effective use of methods of teaching at secondary level.
2. Explore advantages and disadvantages of various methods.
3. To identify the use of teaching methods effectively.

10. Significance of the Study

This study has great importance for the teachers in general and for secondary school teachers in particular, as this study has collected a lot of information about teaching methods, their effectiveness and appropriateness about various disciplines at secondary level. Furthermore, study will guide the head teachers in exploring proper methodologies for teaching. The significance of the study will also be for the planners and education managers in policy formulation or revision of teacher education programs at secondary level in the country. It will also help in-service teacher education institution to award or offer relevant in-service i.e. training programs.

11. Delimitations

The study was delimited to all the participants of Fourth Six Week Training Workshop on "Educational leadership and institutional management" for Educational Managers at Academy

of Educational Planning and Management, Islamabad.

12. Method

The following method was adopted to carry out the study:

12.1 Population

All the 25 male and female participants of the "Fourth Six Week Training Workshop on Educational leadership and institutional management for Educational Managers" served as population of the study. This included teachers and education managers from all over Pakistan.

12.2 Sample

100% male and female participants of the training workshop were taken as sample. It included heads of institutions from all the provinces of Pakistan.

12.3 Instrument

Questionnaire was the major instrument of the research for the collection of data. A questionnaire was developed for the teachers and education managers of the training workshop for the purpose of data collection. The questionnaire was validated by the experts. It was further improved after pilot testing on the heads of institutions of Government Secondary Schools of Islamabad and was then finalized.

12.4 Data Collection

The questionnaire was personally administered to the respondents i.e. participants of the training workshop and collected back after their completion.

12.5 Data Analysis

Data collected were tabulated, analyzed and interpreted and presented in Table 1. Percentage was calculated by using statistical technique for analysis. The data obtained were tabulated in term of frequency. The frequencies were converted into scores by assigning the following scale value of each of five responses:

SA = Strongly agreed	05 points
A = Agreed	04 points
UNC = Uncertain	03 points
DA = Disagreed	02 points
SDA = Strongly disagree	01 points

Table 01
Results of Data Analysis

Statement	S A	A	U N C	D A	S D A	M e a n S c o r e
Teacher asks questions to see	15	7	1	2	0	4.4
	88%	04%	08%			

what the students knew about the new topic.						
A sufficient amount of material is included in the lesson.	2	1	4	3	1	3.56
	68%		16%		16%	
Teacher states the purpose of the class session in the beginning.	8	1	2	3	1	3.88
	76		8		16	
Teacher presents a brief overview of the content	9	1	3	1	0	4.16
	84		12		4	
Teacher makes explicit the relationship between today's and the previous class session.	12	8	3	2	0	4.2
	80%		12%		8%	
Teacher explains new terms, concepts and principles.	11	9	4	1	0	4.2
	80%		16%		4%	
The introduction used to draw upon student's experiences.	6	1	3	1	0	4.4
	84%		12%		4%	
The teacher arranges and discusses the content in a systematic fashion.	6	1	1	0	4	3.84
	80%		4%		16%	
Teacher asked questions periodically to let students participate in session.	10	9	4	2	0	4.08
	76%		16%		8%	
Teacher presents clear and simple examples to clarify abstract and difficult ideas.	11	8	3	3	0	4.08
	76%		12%		12%	
Teacher uses alternate explanations when necessary.	8	1	5	1	1	3.92
	72%		20%		8%	
Teacher asks questions to illicit the relationships among various ideas.	5	1	7	2	0	3.76
	64%		28%		8%	
Teacher periodically summarizes the important ideas.	9	1	3	1	0	4.16
	84%		12%		4%	
Teacher asks questions continuously to build upon the topic.	10	8	3	0	4	4.04
	72%		12%		16%	
During group discussions in the class the teacher ensures the adherence to the topic.	5	1	8	1	0	3.8
	64%		32%		4%	
Occasionally teacher divides the students in groups to discuss the topic of the lesson and	9	5	10	1	0	3.88
	56%		40%		4%	

present report.						
Teacher uses questions to gain student's attention.	12	8	4	1	0	4.24
	80%		16%	4%		
Teacher pauses after all questions to allow students time to think of an answer.	7	8	8	2	0	4.24
	60%		32%	8%		
Teacher asks probing questions if a student's answer is incomplete.	6	1	4	4	0	3.76
	68%		16%	16%		
Teacher repeats answers when necessary so the entire class may hear.	13	9	2	1	0	4.36
	88%		8%	4%		
Teacher receives student's questions politely.	12	6	6	1	0	4.16
	72%		24%	4%		
Teacher establishes and maintains eye contact with the class.	9	1	2	3	0	4.04
	80%		8%	12%		
Teacher's facial and body movements do not contradict while demonstrating any experience.	6	1	4	1	0	4
	80%		16%	4%		
While demonstrating any process the class is so arranged that students can easily see the actions of teacher.	17	6	2	0	0	4.6
	92%		8%	0%		
Teacher speech is neither too formal nor too casual.	5	1	7	0	1	3.8
	68%		28%	4%		
When common problems arise in discussions, the teacher provides leadership to clarify situation for the group.	4	1	8	0	1	3.72
	64%		32%	45		
Teacher varies the pace of the lessons to keep students alert.	9	1	4	2	0	4.04
	76%		16%	8%		

13. Discussion

As the view of the common practice at school level the lecture method in its various forms is an effective method used by the teachers. This also relates to the teaching of overcrowded classes. Occasionally teachers do use other methods like demonstration, discussions etc depending upon the situation and the topic at hand. Demonstration method with all its characteristics is suited to the learning of practical. This may include the science and technical subjects.

14. Findings

Following findings were drawn on the basis of item analysis of questionnaire:

1. Majority of 88% respondents agreed with the statement that the teachers ask questions to see what the students know about the new topic. Mean score is 4.4 which falls within level of strong agreement with the statement.
2. Majority of 68% respondents agreed with the statement that a sufficient amount of material is included in the lesson. Mean score is 3.56 which falls within level of agreement with the statement.
3. Majority of 76% respondents agreed with the statement that the teachers state the purpose of the class session in the beginning. Mean score is 3.88 which falls within level of agreement with the statement.
4. Majority of 84% respondents agreed with the statement that the teacher presents a brief overview of the contents. Mean score is 4.16 which falls within level of strong agreement with the statement.
5. Majority of 80% respondents agreed with the statement that the teacher makes explicit the relationship between today's and the previous class session. Mean score is 4.2 which falls within level of strong agreement with the statement.
6. Majority of 80% respondents agreed with the statement that teacher explains new terms, concepts and principles in the class room. Mean score is 4.2 which falls within level of agreement with the statement.
7. Majority of 84% respondents agreed with the statement that introduction of the lesson is used to draw student's experiences and attention. Mean score is 4.4 which falls within the level of strong agreement with the statement.
8. Majority of 80% respondents agreed with the statement that teacher arranges and discusses the content in a systematic and organized manner. Mean score is 3.84 which falls within the level of agreement with the statement.
9. Majority of 76% respondents agreed with the statement that teacher asks questions periodically to allow students to participate in the classroom. Mean score is 4.8 which falls within the level of strong agreement with the statement.
10. Majority of 76% respondents agreed with the statement that the teacher presents clear and simple examples to clarify abstract and difficult ideas. Mean score is 4.8 which falls

- within the level of strong agreement with the statement.
11. Majority of 72% of respondents agreed with the statement that teacher uses alternate explanations when necessary. Mean score is 3.92 which falls within the level of agreement.
 12. Majority of 64% agreed with the statement that teacher asks questions to explain the relationships among various ideas. Mean score is 3.76 which falls within the level of agreement with the statement.
 13. Majority of 84% respondents agreed with the statement that the teacher periodically summarizes the important ideas. Mean score is 4.16 which falls within the level of agreement with the statement.
 14. Majority of 72% respondents agreed with the statement that teacher asks questions continuously to build upon the topic. Mean score is 4.4 which falls within the level of strong agreement with the statement.
 15. Majority of 64% respondents agreed with the statement that during group discussions in the class the teacher ensures the adherence to the topic. Mean score is 3.8 which falls within the level of agreement with the statement. .
 16. Majority of 56% respondents agreed with the statement that teacher occasionally divides the students in groups to discuss the topic of the lesson. Mean score is 3.88 which falls within the level of agreement with the statement.
 17. Majority of 80% respondents agreed with the statement that teacher uses questions to draw students attention. Mean score is 4.24 which falls within the level of agreement with the statement.
 18. Majority of 60% respondents agreed with the statement that the teacher pauses after all questions to allow students time to think of an answer. Mean score is 4.24 which falls within the level of strong agreement.
 19. Majority of 68% respondents agreed with the statement that the teacher probes questions if a student's answer is incomplete or wrong. Mean score is 3.76 which falls within the level of agreement with the statement.
 20. Majority of 88% respondents agreed with the statement that teacher repeats answers when necessary so the entire class may get benefits. Mean score is 4.36 which falls within the level of strong agreement with the statement.
 21. Majority of 72% respondents agreed with the statement that the teacher responds student questions politely. Mean score is 4.16 which falls within the level of agreement with the statement.
 22. Majority of 80% respondents agreed with the statement that teacher establishes and maintains vigilant contact with the class. Mean score is 4.4 which falls within the level of strong agreement with the statement.
 23. Majority of 80% respondents agreed with the statement that the teacher's facial and body movements do not contradict while demonstrating any experience. Mean score is 4.00 which falls within the level of strong agreement with the statement.
 24. Majority of 92% respondents agreed with the statement that while demonstrating any process the class is so arranged that students can easily see the actions of teacher. Mean score is 4.6 which falls within the level of agreement with the statement.
 25. Majority of 68% respondents agreed with the statement that the teacher's speech is neither too formal nor too casual. Mean score is 3.8 which falls within the level of agreement with the statement.
 26. Majority of 64% respondents agreed with the statement that when common problems arise in discussions, the teacher provides leadership to clarify situation for the group. Mean score is 3.72 which falls within the level of agreement with the statement.
 27. Majority of 76% respondents agreed with the statement that the teacher varies the pace of the lessons to keep students alert. Mean score is 4.4 which falls within the level of strong agreement with the statement.

15. Conclusions

On the basis of findings following conclusions were drawn:

1. Majority of the respondents were of the view that teachers ask questions to see what the students know about the new topic.
2. Majority of the respondents agreed with the statement that a sufficient amount of material is included in the lesson and the teachers state the purpose of the class session in the beginning.
3. Majority of respondents were of the opinion that the teacher presents a brief overview of the contents; tried to make relationship between today's and the previous class session.
4. Majority of respondents were of the view that introduction of the lesson is used to draw upon student's experiences and the

teacher arranges and discusses the contents in a systematic manner.

5. Majority of the respondents were of the view that teacher asks questions periodically to enable students to participate in the classroom presents clear and simple examples to clarify difficult ideas.
6. Majority of the respondents were of the view that teacher pays special attention when ideas are difficult and asks questions continuously to build upon the topic.
7. Majority of the respondents were agreed that teacher ensures adherence to the topic during group discussion in the class and occasionally teacher divides the students in groups to discuss the topic of the lesson.
8. Majority of the respondents were agreed that teacher uses questions to draw student's attention and the teacher probes questions if students answer is incomplete.
9. Majority of the respondents were of the view that the teacher repeats answers when necessary so the entire class may get benefits and teacher responds student questions politely.
10. Majority of the respondents were agreed that teacher establishes and maintains vigilant contact with the students, body movements do not contradict while demonstrating any experience.
11. Majority of the respondents were of the opinion that students can easily see the actions of the teacher while demonstrating and teacher discusses common problems of students, clarifies the situation for the group.

16. Recommendations

Following recommendations were made on the basis of conclusions:

1. Teachers should use motivational techniques to involve them in learning process irrespective of the teaching methods used.
2. Teachers should select the method of teaching in the light of topic and learners need and level.
3. Audio- Visual aids should be used more frequently by the teachers to make their teaching effective.
4. Teachers should pay attention to remove signs of puzzlement, boredom, curiosity to make students learned in a better way.

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