

**A study to find out the existing teaching methodologies  
and its effects on learning outcomes in Chiltan town,  
Quetta.**

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**ABSTRACT**

*Teaching methods are instructions followed by teachers to achieve learning outcome of students. The objectives of this research paper were to explore the existing teaching methods followed by teachers and to suggest and recomend new teaching methods for public school teachers in Chiltan Town Quetta. This research was quantitative cum qualitative in nature, Primary data was colleted through two types of questionneire. One questionnaire was specified for teachers and other for students. Each questionnaire consisted of twenty to twenty-five close and open handed questions . The data was collected from 113 respondent, 98 students and 15 teachers. The responses of the participant's regarding to question about teaching methods were that most of the participants used Lecture method, question Answer, Direct method, Grammar translation method for arts and languages subjects and the response of the science teachers were that they uses concept based teaching method and also uses experimental based teaching method when it was needed. Most of the teachers were agreed that they do not prepare any lesson plan before the delivery of their lecture. It was found that most of the teachers in Chaltan Town Quetta were not*

*professionally trained. The students learning outcomes and Bench mark were not achieved by most of the teachers. It was concluded that the teachers were not using new teaching methods based on constructivism approach and they were still using traditional methods. It was recommended that teachers should adopt constructivism approach of teaching and a training program regarding the new and effective teaching methods should be conducted for all public schools teachers .*

**Key words.** Behaviourism Approach, Bench mark, Constructivism, Competency, Approach, Teaching Methods, Nationalism, Universalism, traditional teaching, Students Learning Outcomes.

## **INTRODUCTION**

Teaching methods are instructions followed by teachers to achieve learning outcome of students. The role of teaching methodologies can't be neglected. The achievement of learning outcomes are directly dependent on teaching methods. A hundreds of teaching methods are introduced by educationalist for teaching and learning procedure. Efficient and appropriate teaching methods can easily improve learning outcomes of the students.

Globally many developed countries are trying to introduce new and effective teaching methodologies so that the student get their learning goals. A large amount of capital is used for teachers training and to introduce new teaching methods for teachers. One of the oldest approach called behaviourism teaching approach was adopted by many developing and developed countries for many years. Now this approach is converted to constructivist approach. Now educationalist emphasis on interaction between teachers and students. Now the classrooms are turn on students centred classrooms.

The main objectives of education in Pakistan to introduce Islamic thoughts and education as an integrated part of curriculum, to provide basic primary education to all children through community schools, to provide learning tools which helps children in education and also to provide free education to convert students as a useful citizen which can pay a positive contribution to the society. The government is also trying to provide effective trainings to the teachers and educational administrators and to provide technical and vocational education to the students.

Every classroom teacher have different teaching methods for each subject. All subject can't be tough on same method. School environment, availability of teaching resources, qualification of teacher, training for professional development, behavior of head teachers can easily effect the teaching and learning process, and here classroom, physical environment can't be ignored (Altun, T, 2013, P 31)

Effective classroom management and teaching method is of critical importance regarding success of teacher and students. According to some educationist classroom management and teaching technique and methods can be taught. Sometimes most experienced teacher can't achieves SLOs of some weak students. Effective teaching methods can separate a good teachers from others. A good teachers can identify new and fruitful teaching techniques and can develops their lesson plans. He or she can easily identify the effective classroom management. Some steps of effective teaching methodology can be;

- Brainstorming and discussion
- Co-operative learning
- Role play and simulation
- Presentation
- Problem solving method
- Covestioning skill
- Reflective practice.

In teaching and learning process those students and teachers are considered best learner and teacher who's share their ideas, experience and knowledge, responding and asking questions, taking active part in all activities and share their comments and suggestions.

## **1.2 SIGNIFICANCE OF THE STUDY**

Teachers play a key role in education system and he or she is a agent of change. Training for professional teacher development is now recognized globally. A dramatic changes in economics, culture, politics and technology needs reform in education and teaching methods now the world is changing from nationalism to universalism, from simple technology to technologically united world, in this situation it can be the responsibility of teachers to prepare the students for this change The achievement of student learning outcomes are totally dependent on teaching methods of teachers. A less research work has been completed by the researcher in Baluchistan regarding teaching methods. The study find the current teaching practices in public schools at secondary level. This study provided a clear picture of teaching methods in government schools.

The study further point out new teaching methods for secondary school teachers. The study will also provide effective teaching approaches for Baluchistan education department and non- government organizations so that the government may introduce effective methods for secondary schools and the education department and NGOs may introduced professional development programs regarding teaching approaches and methods

### **1.3 OBJECTIVES**

Following were the objectives of the study.

- (a) To explore the existing teaching methods followed by teachers in Chiltan Town Quetta.
- (b) To find out the effects of present teaching methods on learning outcome

To suggest new teaching methods for the teachers in Chiltan Town Quetta

### **1.4 JUSTIFACATION OF THE STUDY**

- (i) The present study find out the existing teaching methods in schools
- (ii) The student find out how these method are useful in teaching and learning process
- (iii) This work find out the effects of present teaching methods on learning outcomes of students.
- (iv) The study recommended or suggested fruitful teaching methods to the teachers, head teacher and educational officers.
- (v) The study presented a clear picture of gaps existing in teaching methods

### **1.6 RESEARCH QUESTIONS**

- What are the current teachings method of secondary school teacher in public institutions?
- What are the effects of current teaching approaches on learning outcomes of secondary school students?
- What are the suggestions recommended by the research scholar regarding effective teaching methods?

**1.7 Key words.** Behaviorism Approach, Bench mark, Constructivism, Competency, Approach, Teaching Methods, Nationalism, Universalism, traditional teaching, Students Learning Outcomes

## **LETERATURE REVIEW**

Education is like a light that provide a right direction to the mankind. If educating is failed in indoctrinate self-obedience as well as commitment towards achievements in the intellect of learners it would not be their fault. It is our duty to convert education towards sports as well as learning and we have to generate interest among the learners and beside all this we have to motivate them to keep themselves in the institution rather than to make them run away. The process of education is supposed to be like a fun as well as an excitement but not like a burden, actually it is like an essential ingredient in the growth of a child and this also would help them to turn out to be a good quality citizen. Education is like an engine which develop the progress of any community (Damodharan and Rengarajan , 2013, p .2-4, 15)

Education and Educator policies are the major mechanisms through which the institutions strategically organize the process of teaching as well as learning. The learning as well as teaching plans must be a valued document chiefly towards institutions, and it must provide constructive direction for developing and managing the process of teaching as well as learning. It functions includes to inform and assure third parties, but not just for your own-self that the institution of yours must address the requirements of its learners suitably. (Blackey, 2011. p. 3-5)

The quality of teaching as well as leadership is defined and evidenced by the various systems of education throughout the globe which proves that the main factor in concluding that how best children can do depends on methodology of teaching. The best system of education throughout the world sketch their teachers among the top graduates and they provide them the best level of training including focusing on their practices at the classrooms. While ensuring that the teachers are receiving effectual proficient growth all the way through their career, by means of favorable circumstances to examine as well as work together with other teachers and that would be suitable towards training of leadership (Crown, 2010. p. 9, 10, 12)

If we talk about a productive learning it involves multifaceted tasks that characteristically result in a sensible invention or management towards audience. In this regard the five major effective learning components are:

essential towards curriculum, prearranged around dynamic questions that would lead learners to meet major concepts or ideology focusing on constructive inquiry and building awareness. Usually the investigation development based knowledge has instituted that those learners who engage and attain beneficial gains in realistic awareness are superior than those who attain traditional instructions (Barron B and Linda D M, 1999, p 3,4)

A good level of teaching is what that leads to enhance the progress of students, the effective teaching is defined as to improve the achievement of students by using the outcomes which does matters towards their success in future. Research shows that the progress of students is the benchmark through which the quality of a teacher must be assessed. In fact the definition of successful teaching is sort of problematic. Preferably, it may be defined as what leads to a high level achievement by learners in evaluating outcomes. It is acknowledged that the existing methods of assessment related to high-supportive responsibility might not completely confine the assortment of outcomes. In spite of these boundaries the logic of judgment related to effectual teaching make sense by the impact of assessed learning. If in case the assessments or value added models are not enough there is a requirement of improvement. Meanwhile we have to work out to understanding any claims that are related to the effectiveness of teaching. (Jackson , 2012. p . 1 -3)

To generate competent educators and authorize them to teach age group of learners and scholars the basic requirements are clearly demarcated in the specialized text which involve standard about the knowledge of teachers and what they require to get acknowledged. The standard level growth related to educators is an element of larger international movement related to insure quality in various fields of human undertaking, to analyze assurance in quality with having a serious viewpoint the aspects that contribute to the quality of education, observe their attendance and to assess the impact which is having on the learning outcomes of students. (Policy and Planning Wing Pakistan. 2009, p .2, 3)

## **RESEARCH METHOD**

This research was quantitative cum qualitative in nature. Both Secondary and Primary data was collected, Secondary data was collected from different reports, published by UNICEF, UNESCO, Alif Ailaan and government of Balochistan. BEMIS Data was also be considered, Primary

data was collected through two types of questionnaire. One questionnaire was specified for teachers and other for students. Each questionnaire consisted of twenty to twenty-five questions.

### **Instrument**

Two different types of questionnaires were used as an instrument for this research and the data was collected from 113 respondent, 98 students and 15 teachers.

### **Population and Sample**

All public middle and high schools of Chiltan Town Quetta were total population. 10 schools were selected as a sample (5 middle and 5 high schools) and these sampling comprises of 5 girls and 5 high schools. The data was collected randomly.

### **Limitation**

This study was limited to boys and girls government middle and high schools of Chiltan Town, Quetta.

### **Delimitation**

The selected objectives for this study has importance regarding future planning. It may be a prime study regarding exiting teaching methodologies adopted by public school teachers. The data collection was not limited to few senior teachers. All senior and junior teachers and students were the part of data collection.

## **RESULT AND ANALYSIS**

### **Results of Teachers**

Table 4.1 shows trained teacher regarding teaching methodologies

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	1	6.7	6.7	6.7
Agree	2	13.3	13.3	20.0
Strongly Disagree	4	26.7	26.7	46.7



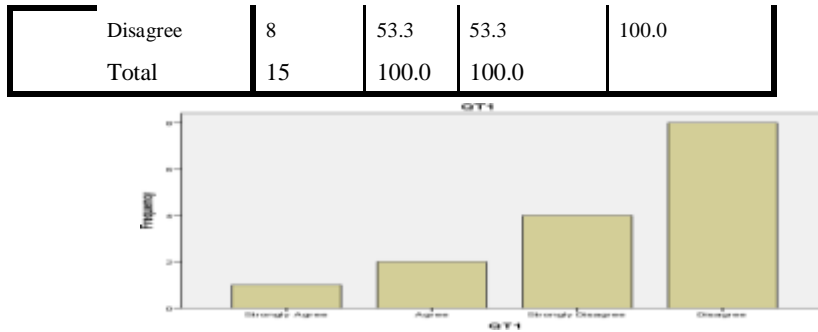


Figure 4.1 shows trained teacher regarding teaching methodologies

#### Analysis 4.1

The concluding part of the above table 4.1.1 shows that most of the participants they disagreed with this question that they are not trained teacher regarding to the teaching methodologies.

Table 4.2 shows teacher's satisfaction when they are implementing their teaching methods

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	8	53.3	53.3	53.3
Agree	4	26.7	26.7	80.0
Undecided	3	20.0	20.0	100.0
Total	15	100.0	100.0	

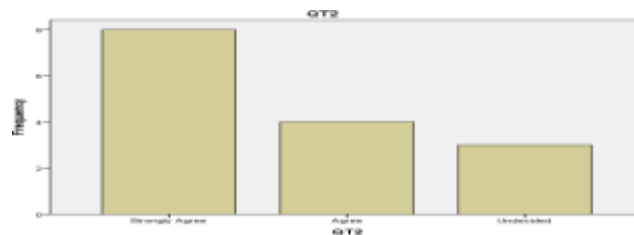


Figure 4.2 shows teacher's satisfaction when they are implementing their teaching methods

#### Analysis 4.2

The frequency test of the above table 4.2 explores that most of the participants they strongly agreed with this question that they feel relax while they are implementing their teaching methods

Table 4.3 shows teacher's ability to achieve students learning outcomes through their teaching methodologies.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	8	53.3	53.3
	Agree	6	40.0	93.3
	Disagree	1	6.7	100.0
	Total	15	100.0	100.0

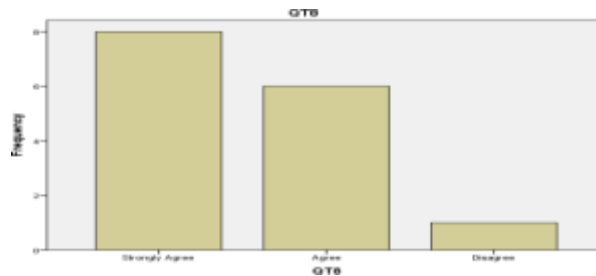


Figure 4.3 shows teacher's ability to achieve students learning outcomes through their teaching methodologies.

#### **Analysis 4.1.8**

The frequency test of the above table 4.1.8 explores that most of the participants they strongly agreed with this question that they are able to achieve students learning outcomes through their teaching methodologies

#### **Results of Students**

Table 4.4 shows achievement of students learning outcomes by students

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	89	90.8	90.8
	No	9	9.2	100.0
	Total	98	100.0	100.0

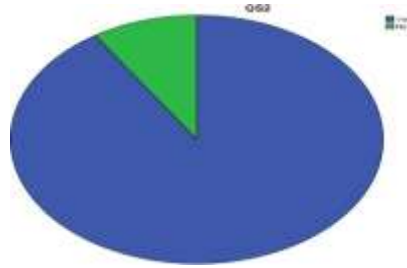


Figure 4.4 shows achievement of students learning outcomes by students

#### **Analysis 4.4**

The findings of the above table 4.4 explores that majority of the participants they agreed with this question and said yes they are achieving students learning outcomes.

Table 4.5 shows students satisfaction with assessment method of their teachers.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	97	99.0	99.0	99.0
No	1	1.0	1.0	100.0
Total	98	100.0	100.0	

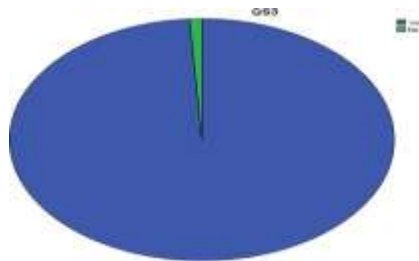


Figure 4.5 shows students satisfaction with assessment method of their teachers.

#### **Analysis 4.5**

The concluding part of the above table 4.5 shows that almost majority of the participants they agreed with this question and said yes they are satisfied with assessment method of their teachers.

Table 4.6 shows use of teaching aids by teachers

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	46	46.9	46.9	46.9
Valid No	52	53.1	53.1	100.0
Total	98	100.0	100.0	

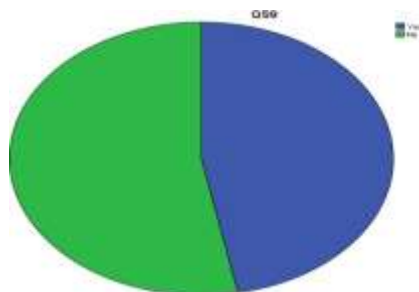


Figure 4.6 shows use of teaching aids by teachers

#### **Analysis 4.6**

The results of the above table 4.6 shows that most of the participants they disagreed with this question and said no their teachers don't use teaching aids.

### **DISCUSSION**

Few years back it was suggested that curriculum should be reviewed in Pakistan and the curriculum should address local issues like safe environment and requirement of economic development. In 2006 new curriculum was introduced and implemented in all provinces that curriculum in Pakistan focuses on social and science education. It has identified standards, bench marks, competencies and Students Learning Outcomes. (UNESCO, 2007).

In Balochistan, for teachers, there are five designation having different scales. i.e. JV, JET, Muhalem Ul Qurban, Arabic Teacher and Secondary School Teacher (SST) science and general. JV teachers and Muhalem Ul Qurban were specified for primary schools and rest of the designation were specified for middle and high schools. SST (General) though English, Urdu, Islamiyat and Pakistan studies and SST (science) were concerned to teach science subjects. Different teaching methods were found for languages and science. Curriculum 2006 is applied in every public school and this curriculum has introduced some new and effective teaching methods for teachers. BOC and PITE has introduced professional teaching

programmes regarding the introduction of curriculum 2006. But it was observed that most of the teachers were not trained regarding curriculum 2006.

According to results some traditional method of teaching were observed like lecture method, recitation method, lecture demonstration method, inductive method and deductive method. These methods were practiced for all social, languages and science subjects. Lecture method was the most commonly used method for teaching science subjects. This teaching method was practiced in all schools. Lecture method was partially suitable for high classes. In this method the role of teacher were active and the students role was passive. The teacher talks and students were passive being. The participation of students were low and this method was one-way method. It was observed that the students get bored and students were provided readymade knowledge and they were unable to construct their knowledge. In this method the teacher never sure if the learners are learning or concentrating and understading the contant or not.(Qaiser et al., 2005, pg 44)

## **CONCLUSION**

Achieving of Students Learning Outcome and Bench Marks are directly dependant on method of teaching. Curriculum 2006 has clearly defined these terms and suggest innovative teaching methods for all subjects. These methods includes micro- teaching, programmed instructions, simulation techniques, team teaching, computer assisted instructions, individualized instruction, inductive method, deductive method, group dynamics, question technique and co-operative learning. These all methods were rarely used in schools of Chiltan Town, Quetta because it was found that most of the teachers were not professionally trained. They did not know about these teaching techniques.

Proper lesson planning is essential for all teaching techniques, it is a main key for effective teaching and it directly effects the process of learning. The teacher must the subject matter in advance and plan the mode of content delivery. This act gives the teachers an idea of how to develop the concept and how to deliver it and also how to conclude the whole lesson. Lesson planning is important because students better learn when the subject is properly delivered. It needs a hard work but having fruitfull results. Most of

the teachers were agreed that they do not prepare any lesson plan before the delivery of their lecture.

The role of teaching Aids cannot be ignored in effective teaching and learning process. It can be used to supplement the activity or process of learning and teaching. Through teaching Aids, a teachers or learner can active their sense organs which make teaching more effective, concrete and interesting. Teaching Aids can be classified in pictures, charts, direct sensory contact and printed words. Most of the teachers in public schools of Quetta city were not using teaching Aids in their classes. And there was shortage of teaching material in schools.

The responses of the participants regarding to question about their teaching methods were that at first they go for brainstorming then move towards their lecture after completing their lecture topic they explain question that arises in the mind of the students and in the check the outcomes. The responses of the English teachers were that they uses Grammar translation method, they read the paragraph again and again and after that ask questions that are related to the same lesson, define words and meanings they also translate the paragraphs at the end they check the students what they have achieved. The response of the Math teachers were that they apply basic formula to make the concept of the students clear, more and more practice is done in the classroom. The responses of the Science teachers were that they mostly uses concept clarification experiments and concentrating on practical's they also go for the feedback from the students.

#### **RECOMMENDATIONS:-**

1. Education department should introduce effective teaching methods for all subjects in its curriculum.
2. Education department of Baluchistan should specify budget for the trainings of teachers regarding new teaching methods
3. BOC and PITE should introduce professional training programmes for all cadre of teachers
4. Supply of teaching Aids should be included in cluster program.
5. A training program regarding the management and use of school laboratory equipment should be given to all science teachers.
6. Use of multi-media in teaching process may be encouraged.

7. Good learning and teaching environment should be provided by school management for effective teaching and learning environment.
8. It must be the duty of good teachers to share their teaching methods to other teachers.
9. Education department should introduce constructivism approach regarding teaching and learning in its schools.
10. A cluster qualified teachers should be organized to evaluate and monitor the teaching methods of junior teachers.
11. Non-government organization should introduce training programmes regarding the introduction of curriculum 2006.
12. Teachers should adopt constructivism approach of teaching.
13. It should be the responsibility of teachers to correlate the topic with other subjects.
14. Methods of teaching must be flexible.
15. Teachers must use those methods in which they feel relax and comfortable and which is according to the level of their students.

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