

## Analysis of Existing Teaching Practices at Higher Secondary Level in Punjab, Pakistan

**Uzma Sarwar**

School of Education Shaanxi Normal University, Yanta campus: No.199, South chang'an Road, Yanta District, Xi'an, 710062, China

**Samina Zamir**

School of Education Shaanxi Normal University, Yanta campus: No. 199, South chang'an Road, Yanta District, Xi'an, 710062, China

**Tariq Mehmood Bhuttah**

School of Education Shaanxi Normal University, Yanta campus: No. 199, South chang'an Road, Yanta District, Xi'an, 710062, China

**Zhan Yong Qi\***

School of Education Shaanxi Normal University, Yanta campus: No.199, South chang'an Road, Yanta District, Xi'an, 710062, China

### Abstract

The main objective of the present study has investigated the effects of teaching practices on performance of teachers at higher secondary level in Sargodha District. The population of the study consisted of all secondary school teachers, who teach in the higher secondary class in Sargodha District. The study sample is consisted of 400 higher secondary school teachers selected from Sargodha District. It is a survey research and descriptive by nature. Questionnaire is used in the present study for data collection. These results showed that male teachers are more agreed with full command on subject matter, relate the content with previous knowledge, develop lesson plan based on student's needs, development and progress and prior knowledge, consult other sources of knowledge before lesson preparation while females teachers are disagree with the statements.

**Keywords:** Teaching practices; Higher secondary school.



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### 1. Introduction

Inside present societies, education is considered as a basic necessity of rights of every person. In the process of education, the teacher holds an essential place. He has a vision as a nation builder, character manufacturer and spiritual father. It is the improvement and primary who helps in transmitting qualities held by the era. It is the educator, who contributes essentially in building the character of the people. Nations of the world can't advance and create without a quality education system. It is an actuality that a nation like Pakistan needs a lot of changes in its current instructive educational framework (Akhtar, 2011).

According to expert principles for teachers in [Government of Pakistan \(2009\)](#) Quality of learning is contingent upon the quality of teaching. World class training is impractical without world class educators, in particular at essential levels of Katchi-10 evaluation, who train, advice and move their students for quality learning and awards. According to the Commission on National Education (1959): "No instruction method can rise above the teachers, who serve it and its quality depends eventually upon the quality and efforts of the teachers. Education is straight nation building movement and if chief of thought and action, on different walks of life is to be produced; the country's best teacher must be used in the teaching occupation".

A model teacher practices positive principles natural in educational pursuit's to conform to professional standards of conduct and performance. The teacher, trusting in the worth and pride of each individual, identifies the highest significance of the pursuits of reality and the nature of independent principles. Fundamental to these goals is the safety of sovereignty to learn and to teach and the assurance of equivalent educational chance for all. The teacher accepts the responsibility to adhere to the highest moral values.

#### 1.1. Statement of the Problem

Literature revealed discrepancy between the actual and desired teaching practice, therefore, and this study was designed to "Analyze the existing teaching practices at Higher Secondary School level in Punjab, Pakistan".

#### 1.2. Objectives of the Study

This study was designed to achieve following Objectives:

1. To explore existing teaching practices carried out by Higher Secondary school teachers.
2. To identify problems and issues of existing teaching practices at Higher Secondary school level.
3. To improve existing teaching practices at Higher Secondary school level.

### 1.3. Research Questions

Following are the research questions of this study:

- Are the teachers are capable to implement new Teaching Practices?
- Is there any need for enhancement of Teaching Method?
- The new Teaching Practices are creating classroom administration easier?

## 2. Literature Review

Many researchers have written lots of things on teaching practices and students' learning. Research has indicated that teaching practices are actually warm, concerned, and flexible in their general approach to student. [Kindsvatter et al. \(1992\)](#), identified general education, professional skills reasoning, numerical skill and reading comprehension of the teacher as important factors for better students' achievement. Only good and appropriate practices can achieve the Objective of the curriculum. According to [Buckley and Caple \(2000\)](#) a procedure and a chain of activities that facilitating an individual to comprehend and increase knowledge, skills and understanding that are purely related to a thin field of activity but allow a wide range of troubles to be defined, analyzed and solved. According to [Robinson et al. \(2008\)](#), Teaching is the procedure by which we try to convey knowledge to someone through activities and experience. Teaching is the reflective, thinking activity.

According to website [cmu.edu](http://cmu.edu) "Instruction is a multifaceted activity, frequently obliging us as teachers to manage different undertakings and objectives." The accompanying little yet effective arrangement of standards can make showing both more successful and more productive, by helping us make the conditions that encourage students learning and minimize the requirement for amending materials, substance, and arrangements. While actualizing these standards compels a promise in time and exertion, it frequently spares time and vitality later on. [Westwood \(1996\)](#) suggested that effective teachers have following factors:-

- Have well-managed classrooms where students have the maximum opportunity to learn.
- Maintain an academic focus
- Have high, rather than low, expectations of what students can be helped to achieve
- Are business-like and work oriented
- Show enthusiasm
- Use strategies to keep students on task and productive
- Impose structure on the content to be covered
- Present new material in a step by step manner
- Employ direct (explicit) teaching procedures
- Use clear instructions and explanations
- Use a variety of teaching styles and resources
- Frequently demonstrate appropriate task approach strategies
- Monitor closely what students are doing
- Adjust instruction to individual needs and re-teach where necessary
- Provide frequent feedback to students
- Use high rates of questioning, to motivate students and to check for understanding.

In research study of [Ali \(2005\)](#) he pointed out that many techniques and methodologies are used to teach the students and all these methods have advantages and disadvantages. The need of this era is to improve the methodology of teaching practices in simple and comprehensive. Only enthusiastic, expert and trained teachers can apply new practices to teach their students to meet the global objectives. In the research of [Thomas Shuell \(1986\)](#) pointed out that student-centered teaching is built on the assumption that "what the student does is actually more important in determining what is learned than what the teacher does". Therefore, as important part of our learning and teaching practices is a student-centered and active learning approach to engage students in learning.

Research indicates that students are the most qualified sources to report on the extent to which the learning experience was productive, informative, satisfying, or worthwhile. While opinions on these matters are not direct measures of instructor or course effectiveness, they are legitimate indicators of student's satisfaction, and there is substantial research linking students satisfaction to effective teaching practices ([Theall and Franklin, 2001](#)). A meta-analysis of 41 research studies provides the strongest evidence for the validity of student rating since these studies investigated the relationship between student rating and student learning.

Socio cultural theory directs our attention to the settings in which novices learn, and the role of peers and instructors in guiding learning. Most forms of professional preparation involve opportunities for novices to use their knowledge in a variety of practice settings; the nature of these settings will help shape what they are able to learn. In such settings, novices can experiment with their new knowledge and skills.

One of the well-documented problems of learning from experience is knowing what to look for, or how to interpret what is observed ([Dewey, 1902](#); [Feiman-Nemser and Buchmann, 1986](#)). Novices may not know what to attend to in looking at interactions between therapists and clients, in the unfolding of a math lesson, or in interview between a rabbi and a grieving congregant. In fact, research on expertise suggests part of what differentiates novices from experts is their ability to see and remember more details of a chessboard or classroom (Ch1, 2006).

## 2.1. Research Instrument of the Study

One questionnaire was used for data collection. Questionnaire consisted on three parts that were preamble, demographic information, and the last one comprises on the questions for the teachers. Questionnaires comprise on closed ended questions. Each question has to be scored on a five point scale with (1) = strongly disagree (2) = disagree (3) = Neutral (4) = agree (5) = strongly agree. It was convenient for the respondent to provide responses and easy to interpret data by using SPSS computer software.

## 2.2. Pilot Testing of the Study

Before the main study validity and reliability of the instruments were tested by pilot study. Pilot study was carried out with small sample size. The main purpose of the study was to determine the validity and reliability of the instrument. Two schools were selected for pilot study by using random sampling technique. After pilot study necessary amendments were made to the instruments and ensured the reliability of the instruments for the study.

## 2.3. Reliability

In order to calculate the reliability statistics Cronbach's alpha is conducted using SPSS. Overall reliability coefficient of the construct (all items together) is given in the following table. Researchers are agreed that research instrument is considered reliable if value of Cronbach's alpha Coefficient is equal to or greater than 0.70

## 2.4. Reliability Statistics

Cronbach's Alpha	N of Items
.843	40s

## 3. Research Methodology and Data Analysis

To achieve the objectives of the study descriptive survey method was adopted. Target population of this study constituted all the Higher Secondary School teachers in Punjab Pakistan. Accessible population of the study is Higher Secondary School teachers situated in Sargodha. Due to time and financial constraints study is delimited to only Higher Secondary Schools Of Sargodha District. A convenient sample of 400 teachers is selected from district Sargodha. A questionnaire is designed for teachers. Questionnaire consisted on three parts that were preamble, demographic information, and the last one comprises on the questions for the teachers. Questionnaires comprise on closed ended questions. Validity and reliability of the instruments are checked by pilot testing. The instrument is developed in English and SPSS 20.0 is used for data analysis of this study.

Table-1. Information Related to Demographic Variables

Gender	Frequency	Percent
Male	200	50
Female	200	50
<b>Age</b>		
21-30	48	12.0
31-40	92	23.0
41-50	210	52.5
51-60	50	12.5
<b>Experience</b>		
1-10	122	30.5
11-20	126	31.5
21-30	130	32.5
31-40	22	5.5
<b>Qualification</b>		
B.A	54	13.5
M.A	320	80.0
M.PHIL	26	6.5
<b>Marital Status</b>		
SINGLE	24	6.0
MARRIED	376	94.0

N= 400

Table-1.1. Gender Wise Classification of Respondents

Gender	Frequency	Percent
Male	200	50
Female	200	50
Total	400	100

Figure-4.1. Indicates that percentage of males and females are equal

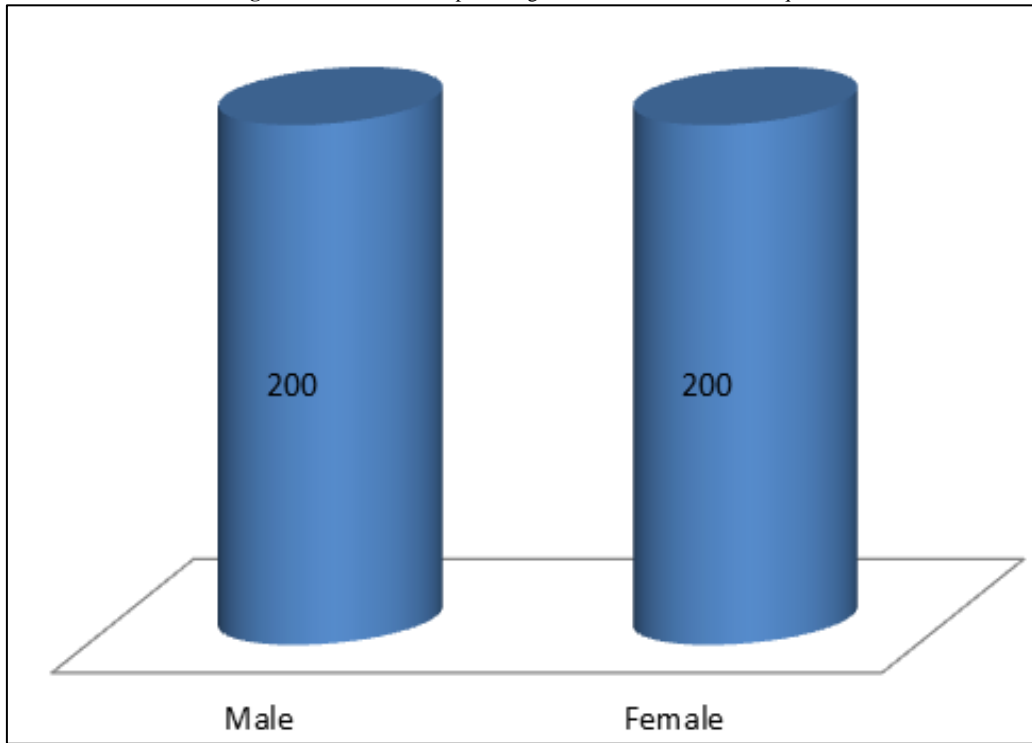
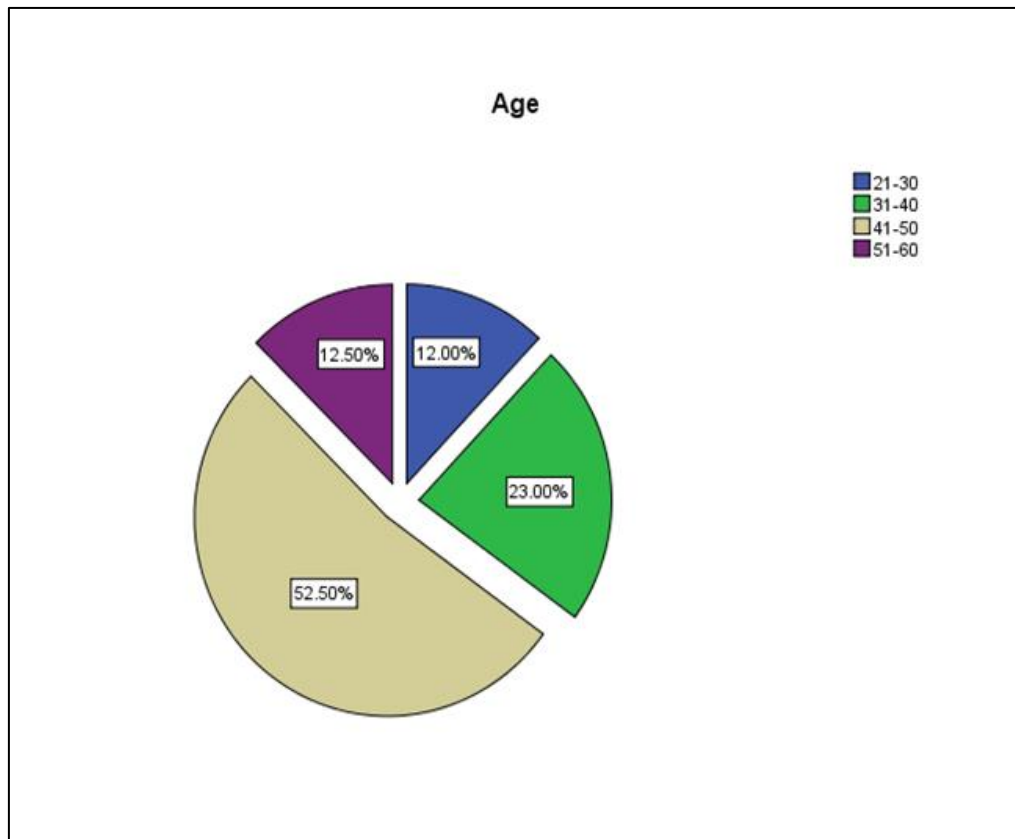


Table-1.2. Classification of Respondents with respect to Age

Age	Frequency	Percent
21-30	48	12.0
31-40	92	23.0
41-50	210	52.5
51-60	50	12.5
<b>Total</b>	<b>400</b>	<b>100.0</b>

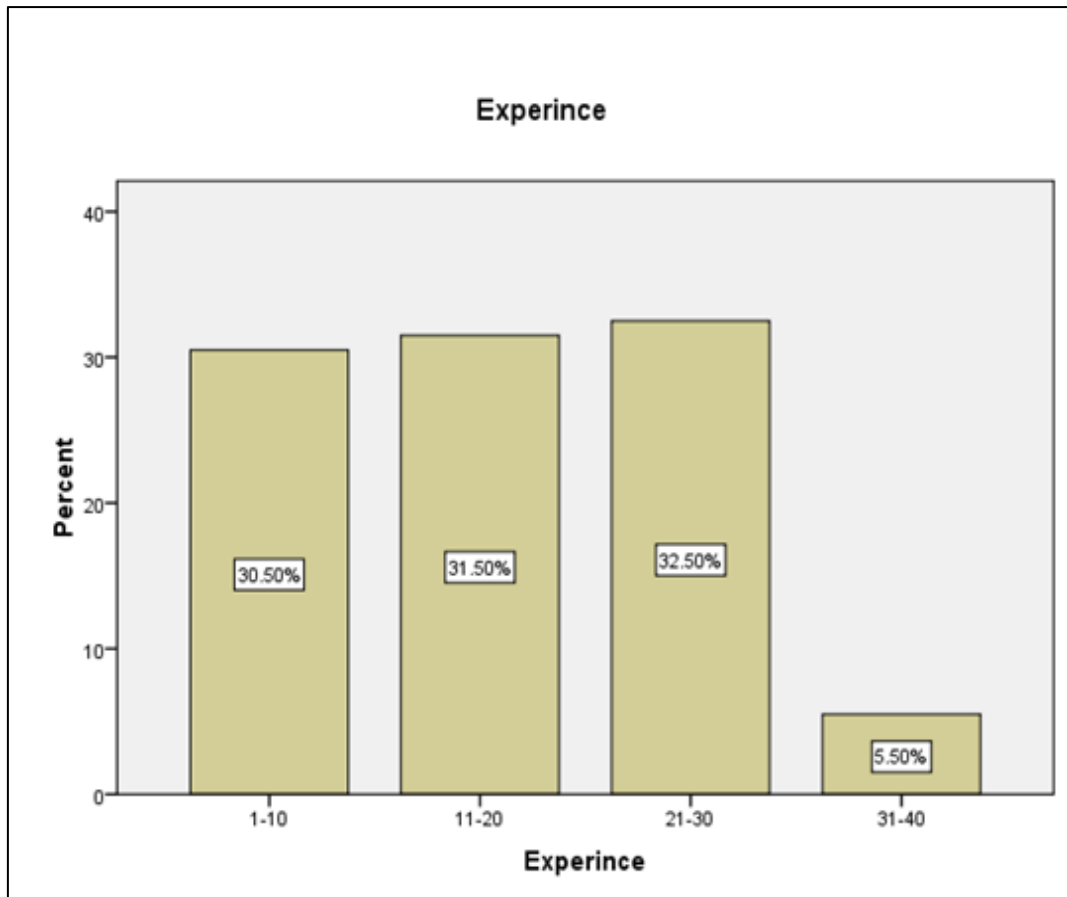
The table 1.2 shows that age of teachers between 21-30 years was 48 (12 %), the age between 31-40 years was 92 (23 %), the age between 41-50 years was 210 (52.5 %) and the age between 51-60 years was 50 (12.5 %).



**Table-1.3.** Classification of Respondents with respect to Experience

Year	Frequency	Percent
1-10	122	30.5
11-20	126	31.5
21-30	130	32.5
31-40	22	5.5
<b>Total</b>	400	100.0

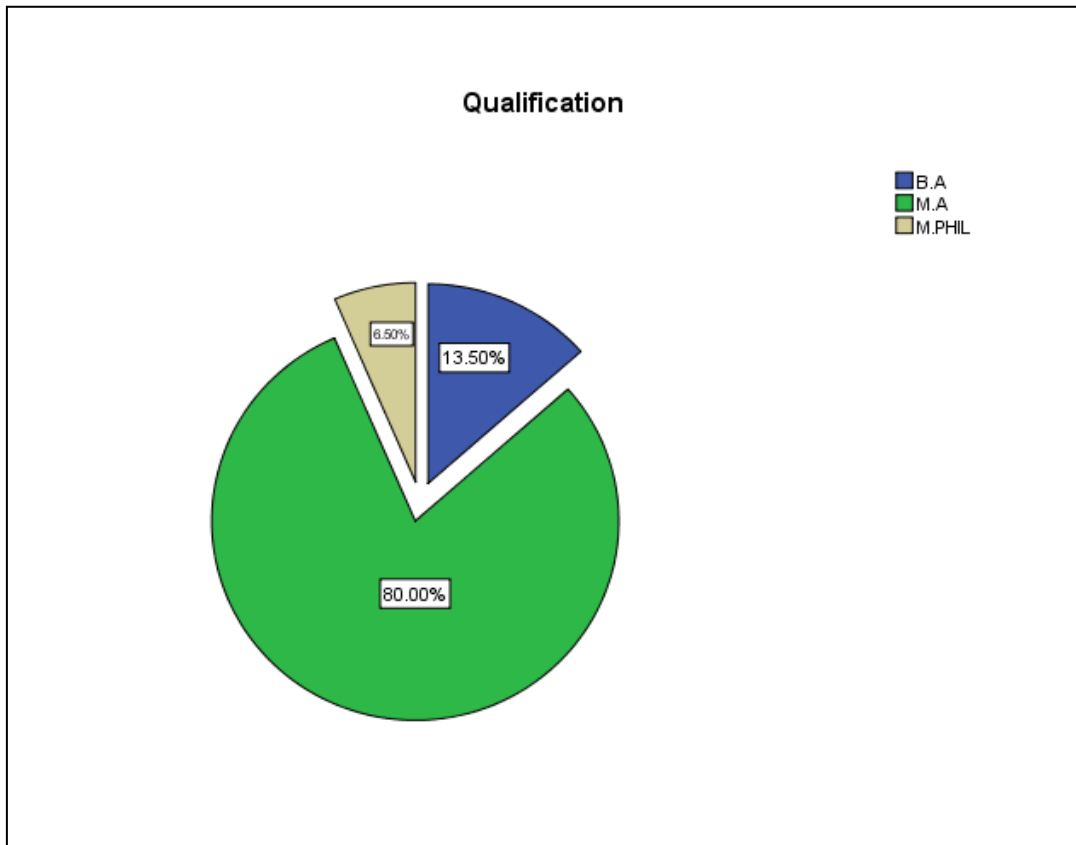
The table 1.3 shows that experiences of respondents. The respondents who have experiences 1-10 years were 122 (30.5%), the experience between 11-20 years were 126 (31.5%), the experience between 21-30 years were 130 (32.5%) and the experience between 31-40 years were 22 (5.5%).



**Table-1.4.** Classification of Respondents with respect to Qualification

Qualification	Frequency	Percent
B.A	54	13.5
M.A	320	80.0
M.PHIL	26	6.5
<b>Total</b>	400	100.0

The table 1.4 shows that qualifications of respondents. The respondents who have B.A education were 54 (13.5%), M.A degree holder respondents were 320 (80 %) and the M.PHIL degree holder's respondents were 26 (6.5%).



**Table-1.5.** Classification of Respondents with respect to Marital Status

Marital Status	Frequency	Percent
SINGLE	24	6.0
MARRIED	376	94.0
<b>Total</b>	400	100.0

The [table 1.5](#) shows that respondents single and married. The respondents single were 24 (6%) and the respondents married were 376 (94%).

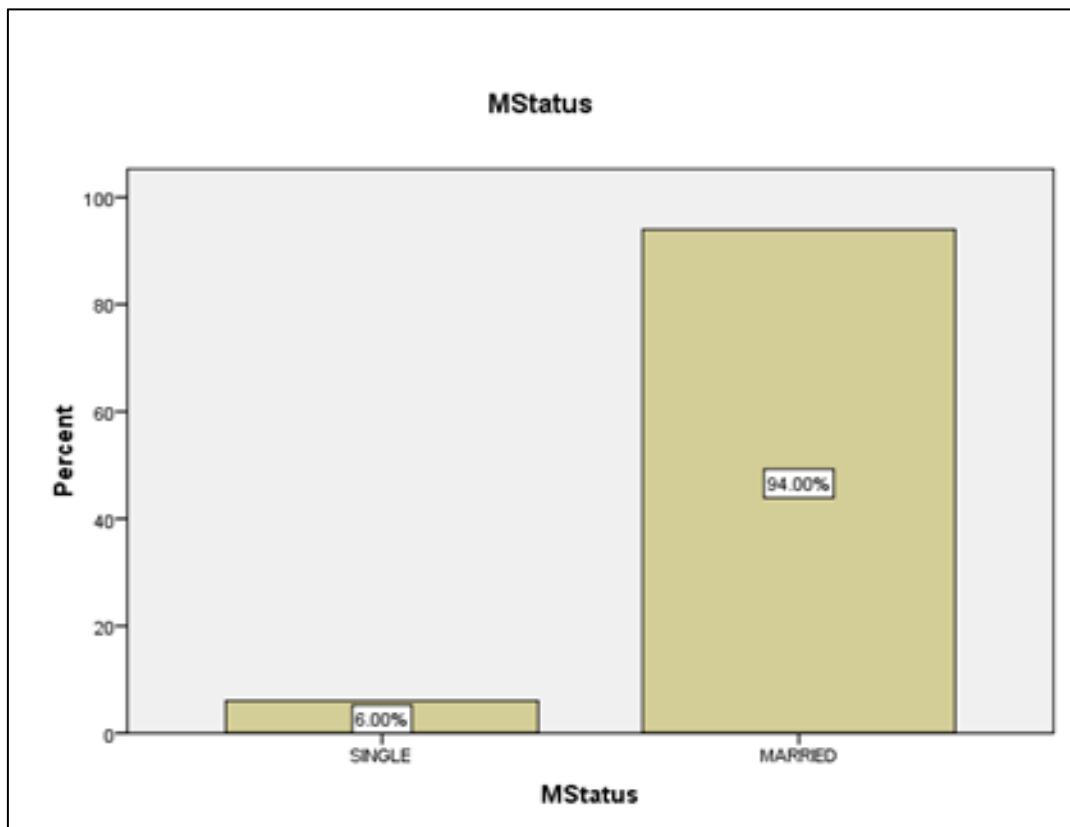


Table-2. Analysis of Responses

Question	Gender	Mean	SD	Df	t-value	P-value
I have full command on subject matter	Male	3.58	0.35	398	4.244	.000
	Female	2.94	0.80			
I relate the content with previous knowledge	Male	3.72	1.37	398	2.159	.042
	Female	3.30	1.33			
I can effectively explain the content	Male	3.52	1.341	398	-.251	.802
	Female	3.56	1.313			
I facilitate through multiple ways in imparting knowledge	Male	3.31	1.320	398	1.513	.132
	Female	3.04	1.402			
I plan my lesson on daily basis	Male	3.36	1.241	398	2.159	.042
	Female	3.34	1.239			
Lesson planning helps me to deliver content effectively and confidently	Male	3.420	1.187	398	2.112	.042
	Female	2.930	1.274			
I develop lesson plan based on student's needs, development, progress and prior knowledge	Male	3.290	1.287	398	2.314	.022
	Female	2.900	1.187			
I design instructions appropriate to student's stage of development, learning style, strengths and needs	Male	3.610	1.208	398	1.658	.099
	Female	3.350	.998			
I check previous knowledge before lesson preparation	Male	3.540	0.409	398	-.213	.831
	Female	3.580	0.234			
I consult other sources of knowledge before lesson preparation	Male	3.860	1.113	398	2.240	.026
	Female	3.480	1.159			
I deliver lecture in a professional way	Male	3.740	1.0135	398	.423	.673
	Female	3.670	1.056			
I deliver lecture in a friendly way	Male	3.510	1.049	398	1.680	.095
	Female	3.230	1.203			
I keep in view individual differences of students	Male	3.410	1.088	398	.139	.890
	Female	3.390	.945			
I treat students respectfully during lecture	Male	3.500	1.302	398	-.173	.853
	Female	3.430	1.144			
Answer the student's questions during the lecture kindly.	Male	3.330	1.254	398	-.445	.687
	Female	3.310	.948			
I create students interest/stimulate before introducing new topic/concept	Male	3.930	1.112	398	-1.123	.264
	Female	3.710	1.153			
I use instructional technology to promote students attention and thinking	Male	2.920	1.140	398	-2.684	.018
	Female	3.320	.959			
I modify instructional styles according to the student's requirement/needs	Male	3.440	1.204	398	-.566	.562
	Female	3.330	1.039			
I have knowledge of general methods/styles of teaching	Male	3.330	1.226	398	-2.094	.046
	Female	3.680	1.135			
I design instructions appropriate to student's stage of development, learning style, strengths and needs	Male	3.100	1.226	398	.000	1.000
	Female	3.100	1.058			
I identify strategies that make subject matter meaning full and easy/learning style of students	Male	3.270	1.139	398	-.951	.343
	Female	3.430	1.037			
I use a variety of teaching styles and resources	Male	3.190	1.073	398	-.061	.982
	Female	3.300	1.243			
I use clear instructions and explanations	Male	3.700	1.015	398	.895	.362
	Female	3.570	1.039			
I maintain discipline in the classroom	Male	3.440	1.046	398	-.629	.536
	Female	3.530	1.007			
I create a safe and secure learning environment	Male	3.670	1.013	398	1.210	.252
	Female	3.510	.952			
I observe all activities of the students during class	Male	3.600	.989	398	.777	.460
	Female	3.490	1.062			
I possess classroom management techniques	Male	3.770	1.045	398	1.309	.193
	Female	3.560	1.217			
I design instructions according to student's level	Male	3.450	1.076	398	1.023	.318
	Female	3.290	1.134			

I promote team work and co-operative learning	Male	3.030	1.123	398	-.422	.673
	Female	3.200	1.218			
I involve all students in classroom discussion	Male	2.910	1.228	398	-.129	.878
	Female	2.930	.951			

At the end appendix I results shows that reveals significant difference between the Male ( $M= 3.58, SD= 0.35$ ) and Female ( $M= 2.94, SD= 0.80$ ),  $t(398) = 4.244$ . It is obvious from P-value (.000) that the male teachers are more satisfied with the full command on subject. These results showed that male teachers were more agreed with “I have full command on subject matter” while female teachers were disagree with the statement. Results also reflects a significant difference between Male ( $M= 3.72, SD= 1.37$ ) and Female ( $M= 3.30, SD= 1.33$ ),  $t(398) = 2.159$ . It is evident from P-value (.042) that the results are significant. These results showed that male teachers were agreed with “I relate the content with previous knowledge”. There is insignificant difference between Male ( $M= 3.52, SD= 1.341$ ) and Female ( $M= 3.56, SD= 1.313$ ),  $t(398) = -.251$ . It is manifest from P-value (.802) that the results are insignificant. The statement about the question has equal level of opinions from both male and female teachers. It means that both type of gender explore the same attitude about the statement. These results showed that both male and female teachers were agreed with “I can effectively explain the content”.

The results reveals an insignificant difference between students with the comparisons of Teaching Practices. There is insignificant difference between the Male ( $M= 3.31, SD= 1.320$ ) and Female ( $M= 3.04, SD= 1.402$ ),  $t(398) = 1.513$ . It is evident from P-value (.132) that the results are insignificant. The statement about the “I facilitate through multiple ways in imparting knowledge.” has equal level of opinions from both of the teachers. It means that both type of gender undecided with the statement. Result indicate insignificant difference between Male ( $M= 3.36, SD= 1.241$ ) and Female ( $M= 3.34, SD= 1.239$ ),  $t(398) = .124$ . It is plain from P-value (.132) that the results are insignificant. The statement about the question has equal level of opinions from both of the male and female teachers. It means that both kind of sex explore the equal arrogance about the statement. These results showed that both male and female teachers were agreed with “I plan my lesson on daily basis”. There is significant difference between Male ( $M= 3.420, SD= 1.187$ ) and Female ( $M= 2.930, SD= 1.274$ ),  $t(398) = 2.112$ . It is apparent from P-value (.042) that the results are significant. The statement about the question has equal level of opinions from both of the male and female teachers. It means that male teachers are more agree about the statement. These results showed that male teachers are agreed with the “Lesson planning helps me to deliver content effectively and confidently” while female teachers were neutral with the statement.

Result describes the insignificant difference between Male ( $M= 3.290, SD= 1.287$ ) and Female ( $M= 2.900, SD= 1.187$ ),  $t(398) = 2.314$ . It is evident from P-value (.022) that the results are significant. It was proved that male teachers are more satisfied with the present performance regarding Teaching Practices. These results showed that male and teachers were agreed with “I develop lesson plan based on student’s needs, development and progress and prior knowledge” While female teachers were remain neutral with statement. The results also highlights insignificant difference between Male ( $M= 3.610, SD= 1.208$ ) and Female ( $M= 3.350, SD= .998$ ),  $t(398) = 1.658$ . It is patent from P-value (.099) that the results are insignificant. The statement about the question has alike level of opinions from both of the male and female teachers. It means that both type of gender explore the same attitude about the statement. These results showed that both male and female teachers did not give any response about any change about “I design instructions appropriate to student’s stage of development, learning style, strengths and needs”

#### 4. Conclusion

These results showed that male teachers were more agreed with I have full command on subject matter, relate the content with previous knowledge, develop lesson plan based on student’s needs, development and progress and prior knowledge, consult other sources of knowledge before lesson preparation while females teachers were disagree with the statements.

The results showed that male teachers were agreed with I relate the content with previous knowledge, can effectively explain the content, facilitate through multiple ways in imparting knowledge, plan my lesson on daily basis, design instructions appropriate to student’s stage of development, learning style, strengths and needs, check previous knowledge before lesson preparation, deliver lecture in a professional and friendly way, keep in view individual differences of students, treat students respectfully during lecture, Answer the student’s questions during the lecture kindly, create students interest/stimulate before introducing new topic/concept, modify instructional styles according to the student’s requirement/needs, design instructions appropriate to student’s stage of development, learning style, strengths and needs, identify strategies that make subject matter meaning full and easy/learning style of students, use a variety of teaching styles and resources, use clear instructions and explanations, maintain discipline in the classroom, create a safe and secure learning environment, observe all activities of the students during class, possess classroom management techniques, design instructions according to student’s level, promote team work and co-operative learning and involve all students in classroom discussion while female teachers were least agreed with the above statements relating to teaching practices.

#### Recommendations

On the basis of the above mentioned conclusions, the following recommendations should be put in place: It is recommended that pre-service and in-service training programs for female teachers should be designed to enhance the teaching practices of female teachers. Similar research should be carried out in other Districts of the Punjab



Province as well as other parts of the country. This research should be carried out in private sector for comparison between public and private sectors. Teaching methods should be formulated according to the level of the students. School administration should help the teacher to remove the difficulties in the classroom. Administration develops such programs to get the desired results. People of the society will support the teachers to get fruitful results with the new Teaching Practices. School administration should help the teachers to implement the new Teaching Practices in the school. Provisional government should provide refresher courses to the teachers and give them proper help according to the Teaching methods. School administration should remove the problems of the teachers which they are faced during the classroom. Teachers training should be conducted according to the change. Teacher's professional training should be conducted according to the need. Policy makers should plan such a curriculum which is according to the new trends and worldwide standards.

**Appendix -I**  
**“Analysis of Existing Teaching Practices at Higher Secondary Level in Punjab Pakistan”**

Questionnaire for Teachers

<b>Name:</b>	<b>Gender</b>	<b>Male / Female</b>
Institution Name	Location	Urban / Rural
Designation	Teaching Experience in years	
Age:	Marital status:	
Qualification:		

SA= Strongly Agreed

A= Agreed UN= uncertain DA=Disagreed

SD=Strongly Disagreed

Please tick (√) any one of statement relating to your answer

No	STATEMENT(SUBJECT MATTER)	SA	A	UN	DA	SD
1	I have full command on subject matter					
2	I relate the content with previous knowledge					
3	I can effectively explain the content					
4	I facilitate through multiple ways in imparting knowledge					
5	I plan my lesson on daily basis					
6	Lesson planning helps me to deliver content effectively and confidently					
7	I develop lesson plan based on student's needs, development, progress and prior knowledge					
8	I design instructions appropriate to student's stage of development, learning style, strengths and needs.					
9	I check previous knowledge before lesson preparation					
10	I consult other sources of knowledge before lesson preparation					
11	I deliver lecture in a professional way					
12	I deliver lecture in a friendly way					
13	I keep in view individual differences of students					
14	I treat students respectfully during lecture					
15	Answer the student's questions during the lecture kindly					
16	I create students interest/stimulate before introducing new topic/concept					
17	I use instructional technology to promote students attention and thinking					
18	I modify instructional styles according to the student's requirement/needs					
19	I have knowledge of general methods/styles of teaching					
20	I design instructions appropriate to student's stage of development, learning style, strengths and needs.					
21	I identify strategies that make subject matter meaning full and easy/learning style of students.					
22	I use a variety of teaching styles and resources					
23	I use clear instructions and explanations					
24	I maintain discipline in the classroom					
25	I create a safe and secure learning environment					
26	I observe all activities of the students during class					
27	I possess classroom management techniques					
28	I design instructions according to student's level					
29	I promote team work and co-operative learning					
30	I involve all students in classroom discussion					

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