

A Study Of Teaching Practices And Their Influences On Secondary Level Learner's Academic Performance

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Abstract

The articulation determined the teaching practices involved at secondary level and also their influences on academic performance of learners. The study was delimited to Sindh province. The population of the study was secondary school teachers of Hyderabad division of Sindh province and the sample of the study 210 teachers from rural and urban area of Hyderabad selected on random basis. A self-developed questionnaire was used as a research instrument framed with the assistance of all co-authors of the study. The reliability of the instrument was 0.84 assured and validated by piloting test. The study concluded that the effective teaching practices reinforce to achieve high learners' academic performance and there is no significant difference in the rural area and urban area teachers. The study recommended that government may give better incentives to the teachers for their effective teaching practices and manage refreshers courses and workshops time to time.

Keywords: Teaching Practices, Rural and Urban Area, Secondary Level, Academic Performance, Sindh Province.

Introduction

Teaching practices defines as teaching performances which enforced students learning directly and indirectly. It is not only an intellectual involvement with others, but also a rational and sentimental appointment with self-regulation (Shukla, 2014). Teacher Quality based on the student learning results. Teaching practices are accountable for the extraordinary superiority is not well understood. It also influences on students' learning and narrates with excellence of teachers. Teaching practices are a particular instructional activities and techniques that a teacher uses in classroom (Mushtaq, 2014).

Teaching practices effects on teacher performance infinitely and cant demonstrated in separation from their collaboration with students' behavior. Teachers need to adjust and assume their activities. It can be well-educated and enhanced by exercise and preparation. It depends on teachers' inspiration and appears to be most valuable to concentration on expansive practices and continually acts throughout the teaching occupation (Charanjit & Dhillon, 2013).

According to Farah (2014), the learner performance plays a significant role for excellence of education which generates excellence of graduates. So, they involved in

growth of the country. They are the pillar of their country. Mostly learners cannot focus different issues for some purpose like institution related difficulties, self-confident, non-trained teachers, inadequate services and improperly of informative materials (Ali, Zubair & Siddiqui, 2022). Without student involvement learning institution cannot survive. It is generally reported that students' educational performance is not better. They are many factors which affect achievements of the learner. Some of the teacher-centered others are the institution related and house related factors. Teacher belongs factors are highly effective for performance of learners and institution based factors better effect of educational performance (Shaheen, Hussain, Sarwar, Afzal, & Gilani, 2019).

According to Duruji, Azuh & Oviasogie (2014), the teachers play many tasks in school level. The teaching practices play an ineffective role for academic performance of learners at secondary level. It is not possible to train all the teachers in training program because of the shortage of period and funds. So, adaptive learning that cut across the board have been recognized. They have been organizing very effective for every teacher. A present teacher is prepared to try original things, from innovative educational apps to teaching skills. Being original means not only trying innovative things, but enquiring your students, creating actual-world associations and refining an imaginative attitude. It's receiving your students to revenue risks and having students learn to cooperate (Zeb, Nasreen & Ullah, 2022).

Nadeem and Hashmi (2022) suggested that now a day's educational classifications have a significant mission to respond all communities. The nature of organizational systems has an important mission to respond all communities. The nature of organizational center is complex which accomplished by pedagogy and professional development strategies in teaching learning process (Glatter, 2012). We are currently

obsessed by the additional period of the 21st century and instruction classifications are silent occupied to appreciate accurately what requirements to occur for educators to develop self-confident 21st century teachers. We know that a 21st century instruction should be a crucial element in formulating inhabitants to be energetic, involved and knowledgeable choice producers and citizens (Muhammadi & Muradi, 2017).

Up-to-date teachers have the capability to establish and formulate for the unidentified. Teachers use explanation practices during their lesson. The explanation practices help teachers to explain their lesson effectively and appropriately. The explanation skill helps students to understand lecture effectively. Through exploratory practices get more knowledge and get success. Teachers explain their lecture effectively in classroom. When teachers explain their lecture well then the motivate students to learn. When lecture are well prepared then it develops interest in learner. To present the subject matter in simple manner before the students a teacher define rationally 'how' 'why' and 'when' 'concept the teacher has to give proper explanation for the students to become proper learners (Boserup, Tan & Toulmin, 2013).

Communication practices are very common concept in everyday life and important role play in Thus communication may be considered as a way of exchanging ideas, opinions, thoughts and knowledge from the sender to the recipient. It is process of transfer and getting messages that allow humans to exchange knowledge, skills and attitudes. The communication type of the teachers should be highlighted in training programs of teachers to facilitate the smooth transmission of the knowledge. Verbal communication must be focused to make teaching learning practice more empathetic, interactive and fun filled. Chances of misunderstanding among students and teachers minimized due to clear communication. Discipline every walk of life and area of setting.

Within the process of communication some barriers do occur which can be avoidable and which cannot avoidable so an individual should inculcate. Communication is an academic skill. Nevertheless maximum people are burn with physical capability to conversation cannot transfer well without an exceptional effort and improve various skills (Borg, 2015).

Teachers use audio-visual aids during their lesson. The audio-visual aids help teachers to develop interest for students. There are numerous types of audio-visual aids such as filmstrips, projector and flash cards used by teachers during teaching practices (Barton, 2017). Commitment is a basic teaching practice it is also a moderate practice. In this way, a teacher is always involved in his occupation. The students see their teacher is present and also devoted for them. Currently educational process is reformed by using white board. It revolved from learning based on transfer the knowledge from the teacher. Such technique motivates to utilize the learning process. It involves numerous applications which increase learning process. It represents comprehensive system which helps to manage learning. It allows learners to grip the content of the course easily anytime and anywhere. Board system also helps educational systems for outdated learning and permits the universities e-learning sources such as PowerPoint, video, audio and gesture files and others submissions which board does not involve (Biggs, 2011).

Teaching practices of teachers with effective teaching skills and administration events are one of the most substantial variables in teaching and learning procedure. Effective teachers use effective skills, rules and routines to make sure that students are keenly involved in lesson. Mostly effective teachers exhibit strong skills (Guskey, 2010). An illustration practices is a drawing, painting or published effort of art which clarifies, explains, visually represents, and decorates a written text which may be of legendary nature. Probing questions are a part of

several protocols which are used in teaching and learning process. In this teachers clarify which they learn. It helps the presenter to think more deeply. It helps to develop interest and motivates learners to become aggressively involved in lesson. It helps to estimate student's preparation and check homework. It also works to develop critical thinking. It summarizes and reviews previous questions (Canagarajah, 2011).

There are many problems that faced a teacher during duties most important are: Low proficiency of the students in grammar because students used ICT facilities or at least presentation slides unreliable computer contact sorts out particularly challenging for instruction to participate technology into prevailing lesson plans. So computer literacy is necessary for both teacher and students. In Pakistani scenario, teachers are facing many problems regarding teaching practices like insufficient resources, unavailability of audio visual aids, proper space and lack of interest by students' performance and learning.

Objectives of the Study

The major objective of the study is to compare the teaching practices in rural and urban secondary school teachers of Hyderabad division of Sindh province and their influence on learner's academic performance.

Research Questions of the Study

- What is the difference between teaching practices in rural and urban secondary school teachers?
- What is the influence of teaching practices on learner's academic performance?

Research Methodology

The study was quantitative in nature and survey design was followed. All the secondary school teachers teaching secondary classes of Sindh province was the population of the study. The researcher selected Hyderabad division of Sindh

province due to easy approach and to avoid financial disturbance. The sample of the study was 210 secondary school teachers selected on random basis from rural and urban area given equal opportunity (Gay, Mills & Airasian, 2009). The researchers framed questionnaire which measure and fulfill the study. The reliability of the instrument was found to be 0.84 which is

reliable and validated the instrument by pilot testing. The researcher collected data online and with the help of friends via emails. Data was analyzed by using descriptive as well as inferential statistics.

Data Analysis and Interpretation

Table 1: Teachers use white board and audio visual aids during teaching practices to attract students

Statement	Area	Frequencies					Mean	Std-Dev	t-value
		SA	A	N	DA	SDA			
Teachers use white board and audio visual aids properly to attract students	Rural	43	30	11	4	8	4.00	1.12	0.820
	Urban	57	30	11	4	12	4.02	1.32	

N: 210, Alpha 0.05

Table 1 indicated teacher's responses about the statement that teachers use white board and audio visual aids during teaching practices to attract students. The respondents of rural area (73) and urban area (87) were agreed that teachers use white board and audio visual aids during teaching practices to attract students whereas respondents of rural area (12) and (16) were disagreed about the above mention statement respondents of rural area (11) and urban area (11) show that they are

undecided about the statement. The respondents of rural area and urban area mean score (4.00, 4.02) and standard deviation (1.12, 1.32) respectively show the agreement of the statement. The t-value showed that there is no momentous difference in the rural area and urban area teachers. It was concluded that the majority (87%) were agreed that teachers use white board and audio visual aids during teaching practices to attract students.

Table 2: Teachers use examples to clarify the knowledge, contents and curriculum during teaching practices

Statement	Area	Frequencies					Mean	Std-Dev	t-value
		SA	A	N	DA	SDA			
Teachers use examples to clarify the knowledge, contents and curriculum	Rural	42	30	11	7	6	3.89	1.17	0.276
	Urban	44	51	11	7	1	4.04	0.791	

N: 210, Alpha 0.05

Table 2 described that teachers use examples to clarify the knowledge, contents and curriculum

during teaching practices. The respondents of rural area (72) and urban area (95) were agreed

that teachers use examples to clarify the knowledge, contents and curriculum during teaching practices whereas respondents of rural area (13) and urban area (8) were disagreed about the above mention statement. Respondents of rural area (11) and urban area (11) showed that they are undecided. The respondents of rural area and urban area mean score (3.89, 4.04) and standard deviation (1.17, .791) respectively show

the agreement of the statement. The t-value shows that there are no momentous difference in the rural area and urban area teachers that teachers use examples to clarify the knowledge. It was concluded that the majority (95%) were agreed that teachers use examples to clarify the knowledge, contents and curriculum during teaching practices.

Table 3: Teachers motivate students during teaching practices to work hard leads to high academic performance

Statement	Area	Frequencies					Mean	Std-Dev	t-value
		SA	A	N	DA	SDA			
Teachers motivate students to work hard leads to high academic performance	Rural	43	26	15	7	5	3.99	1.17	0.301
	Urban	46	47	13	6	0	4.13	0.906	

N: 210, Alpha 0.05

Table 3 portrayed that teachers motivate students to work hard. The respondents of rural area (69) and urban area (93) were agreed that teachers motivate students to work hard whereas respondents of rural area (12) and urban area (8) were disagreed about the above mention statement. Respondents of rural area (15) and urban area (13) showed that they are undecided

about the statement. The mean score (3.99, 4.13) and standard deviation (1.17, .906) respectively show the agreement of the statement. The t-value showed that there are no significantly difference in the rural area and urban area teachers about the statement. It was concluded that majority (93%) was agreed that teachers motivate students to work hard.

Table 4: Teachers guidance and communication practices enhance students' Academic performance

Statement	Area	Frequencies					Mean	Std-Dev	t-value
		SA	A	N	DA	SDA			
Teachers guidance and communication practices enhance students' Academic performance	Rural	32	36	15	9	4	3.76	1.11	0.109
	Urban	37	63	11	3	0	4.17	0.707	

N: 210, Alpha 0.05

Table 4 indicated that teacher's guidance and communication practice enhances students' academic performance. The respondents of rural

area (68) and urban area (100) were agreed that teachers' guidance and communication practices enhance students' performance whereas

respondents of rural area (13) and urban area (3) were disagreed about the above mention statement. Respondents of rural area (15) and urban area (11) showed that they are undecided about the statement. The respondents of rural area and urban area mean score (3.76, 4.17) and standard deviation (1.11, .707) respectively show the agreement of the statement. The t-value showed that there is no significant difference in the rural area and urban area teachers. It was concluded that the majority (100%) were agreed that teachers' guidance and communication practices enhance students' performance.

Conclusion

The study concluded that developing sound teaching practices continued throughout the teaching professional career. Teaching methodology and practices with the use of audio visual aids enable to promote students' academic performance. It was also concluded that students' motivation, attitude towards school, their willingness to do homework and confidence in their learning behavior are the factors of effective teaching practices (Raouf, Parveen, Kazmi & Hafeez, 2022). These factors give a prominent shape of students' personality over the time. So effective teaching practices reinforce to achieve high students' academic performance and there is no significant difference in the rural area and urban area teachers. It was revealed that students look up to their teacher for source of information, knowledge and experience, especially those displaying positive attitude.

Recommendations

1. Government may increase basic physical facilities for effective teaching practices that may also fruitful for students' academic performance.
2. Students may be able to think productively, improve new services, new ways of thinking and innovation.
3. It may recommend that government may give better incentives to the teachers for their effective teaching practices and manage

refreshers courses and workshops time to time.

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