



The Impact of Teaching Methods on Students' Performance at Secondary School Level at Gujrat City

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Abstract:

The main concern in the education sector is teaching methods that influence students' performance. This study examined the impact of teaching methods on students' performance at the secondary school level in District Gujrat. The study objectives were to find the distinctive teaching methods used for the instruction of science subjects'; to assess students' perception of the appropriateness of teaching methods, and to work out the amount of relationship between teaching methods and students' performance. The study applied a descriptive analysis that incorporated qualitative and quantitative approaches. The sample size was 150. The study found that classical methods like lectures are no more effective. The study recommended different areas for more analysis because the same study should be conducted in different districts before generalization is completed. Similar analyses need to be conducted in private schools to know the teaching conditions. Future researchers are required to expand the scope of the study by conducting a study in more than one city. They can also use samples with multiple demographic characteristics for example students from the college and university levels. This study contributes to the theory and practice as well it will be helpful for the education department administration and policy makers in planning and resolving such issues.

Key Words: Teaching Methods, Students' Performance, Secondary School Level, Descriptive Analysis, Gujrat City.

Introduction

The execution of optional school understudies in Gujrat has been poor and one reason referenced is the sort of encouraging strategies utilized. It was likewise noticed that a large portion of the understudies in the city of Gujrat at the secondary school level fizzled or neglected to indicate great execution in the summative evaluation results. Most of the examinations led in Pakistan have concentrated on variables that influence understudy execution (SP) and arrangement plan as opposed to how showing strategies (TM) impact the case of understudy performance. This ponder conquers any hindrance and inspects the impacts of showing techniques (TM) on understudy execution (SP) in the city of Gujrat. The examination is likewise worried about the elements that impact showing techniques at school, many encouraging strategies happen in the training division. Hence, all procedures are intended to guarantee that educators prevail in their endeavor to disperse learning. The study was conducted to determine students' perception regarding teaching methods used in instructions of science subjects at Secondary level school in Tehsil Gujrat, to measure the students' performance at the Secondary school level in Tehsil Gujrat, and to find out the relationship between teaching methods and students' performance at secondary level in Tehsil Gujrat. The main research questions were what are teaching methods used in science subjects in Secondary schools in Tehsil Gujrat; to analyze the students' performance at Secondary school in Tehsil Gujrat? And what is the relationship between teaching methods and students' performance in secondary school? The investigation concentrated on the training techniques utilized and their effect on understudy execution in Tehsil Gujrat's open auxiliary schools. The objective populace was understudies who contemplated science for something like a year. Two different classifications are science instructors and school controllers. Since the training techniques are so various, the examination concentrates just on 7 of them which are arrangements, conceptualizing, talk, exhibition, perusing, introduction, and course. The study should have revealed the impact of teaching methods on student performance in secondary schools and contributed to the body of knowledge. Secondly, the study is expected to provide a basis for future literature researchers on the effects of teaching methods on student performance in science subjects in high schools. Third, the results of the study hope to help policy makers, particularly the Ministry of Education and Vocational Training, to propose policies that strongly encourage the equitable distribution of resources in public institutions to obtain them. Better results Fourth, the results also hope to benefit Tehsil Gujrat's secondary school teachers, as they have provided ideas on the most appropriate teaching methods to use in science subjects. Finally, the results of this research hope to add to the body of knowledge on teaching methods and the basis for future research.

Literature Review

Teaching Methods are utilized to pass on information to understudies they are the assets by which the instructor endeavors to pass on the ideal learning or on the other hand understanding (Ndirangu, 2007). The decision of a demanding strategy of educating by the instructor decided by number of components which incorporates. the substance to be educated, the destinations which the instructor wants to accomplish accessibility of educating and learning assets, and the capacity also, inspiration of the instructor to ad lib on the off chance that convectional educating. helps are not accessible, assessment. what's more, follow-up exercises and Individual student contrasts (Basileo & Toth, 2019). Research. on educating techniques. Has for long been of intrigue. to educationists. Be that as it may, a few investigations. have been conveyed. Out on persuaded viewpoints. of the program however have not examined. the understudies' execution at auxiliary dimension of training in the utilization. of some instructing strategies (Zeeb, Biwer, Brunner, Leuders, & Renkl, (2019).

Numerous examinations confirmation demonstrated that the difficulties going up against the auxiliary teachers are essentially on the strategies for granting the information. It was contended by Adufe (2008) that educating is based on techniques which at the long run bring about compelling educating. Guidance is the correspondence to the student and the securing by him on explicit abilities, data, information or other set up. information. The type of guidance or then again instructing connected.in accomplishing these targets is alluded to as strategy (Glewwe, Holla, & Kremer, 2008). Technique subsequently, alludes. to the procedures and strategies. an instructor of either Secondary or Elementary training uses to transmit. realities, aptitudes, data and information to the students. to encourage the achievement. of the set destinations. It is of a need that an apt educator should be familiar with different showing methodologies which might be connected to subjects at various class circumstances. Adufe (2008) asserts that numerous strategies for training exist in instruction and these techniques are intended to influence educator to prevail

in their offer to scatter learning. In any case, the accomplishment in the utilization of any technique varies because of a shrewd examination of the goals, the students in class, the educational programs content or the kind of topic. Additionally, the effect of any instructing, technique isn't just restricted to the conditions encompassing. the instructing yet. likewise, the focal points and the hindrances of a specific. strategy in a specific. circumstance ought not be forgotten.

Factors Determining Teaching Methods

The Method must be right for the Learners

A few educators consider technique determination as a region. in which they have a selective restraining infrastructure. This origination isn't right as his strategy determination would impact his understudies (Rehman & Haider, 2013). The intrigue, age, level, and shortcomings. of understudies should control the determination of the pertinence strategy. For instance, it would not be right for an educator to force the utilization of the dialog technique in any class of understudies who have discourse issues.

The method must be also right for the teacher

Every educator is a one-of-a-kind identity with various conduct. A few educators may act well under specific conditions and circumstances, while others may flop altogether under comparative conditions (Umer & Siddiqui, 2013). For instance, a few educators are naturally persuaded, while others are inherently inspired.

The Method should be best for the Subject Matter

By subject, we allude. to the subject to be instructed. Regardless of how great the instructing system is, if the technique isn't in accordance with the theme, you will get next to zero achievement.

The Strategy must be right for the Resources Available

From assets, we incorporate guide or instructing materials. The choice of an educator 9 to utilize a specific content or reference material relies upon the accessibility of the content. Indeed, even Adesanya (2006) displayed some essential criteria that ought to be considered before choosing any educating technique.

Time Allocated

The time apportioned for the subject in the program ought to be a guide in choosing educating strategies (Akram & Zepeda, 2015). Additionally, clarify that an educator who has a restricted time may be inclined toward the perusing strategy given his traits. Notwithstanding, the perusing technique isn't pertinent in the instructing of central classes. The techniques utilized in educating fluctuate starting with one nation then onto the next, contingent upon the data or aptitudes instructed and can likewise be affected by the demeanor and excitement of the understudy. A few examinations on showing techniques, for example, Asikhia (2010), have discovered that educator capabilities and understudies 'natural variables don't influence understudy execution, yet instructors' encouraging strategies impact understudy execution. low scholarly execution. Moreover, encouraging strategies are managed by the showing medium, for instance, when English is utilized, the guidance technique must be more intelligent than detached (Pillar and Skilling, 2005). He likewise contended that class instructors direly need to find out about viable procedures for showing understudies of English (Thompson, 2004). The instructing techniques regularly utilized, particularly in creating nations, center around educators (Guloba, Wokodola, & Bategeka, 2010), which are viewed as ineffectual in advising information. An accomplished educator can transform a drilling exercise into an alluring one by applying diverse instructing strategies. Fundamentally, it is the showing techniques and showing strategies (TM) of an instructor that entrances his understudies and reasonably affects the understudy's execution (SP).

Modern Teaching Methods

Present day instructing strategies are not connected accurately in Pakistani schools while learning in class along these lines, numerous understudies don't confront the new difficulties of the cutting-edge period in their handy life. When

all is said in done, two showing strategies (TM) are utilized in many schools in Pakistan, to be specific customary and imaginative showing techniques/styles. The creative style of educating, as opposed to customary showing techniques, and inventive instructing styles helps improve understudies' dimension of knowledge by including them in different exercises. It helps a superior understanding and simple goals of issues and furthermore underpins in the fruitful existence of down to earth life. Educators, being the focal figure of instruction, must be skilled and proficient to confer the information they could give to their understudies. Great instructing is an exceptionally close to home way Requires an assortment of showing strategies (TM) In this examination correlations were made among dispersed and mass learning techniques and, under these, chalk instructing and discussion and interactive media devices were connected to figure out which training strategy is best and helpful, with the goal that the dedication rate and, eventually, the understudies' scholastic execution can be improved this examination. Most importantly, the educator must have satisfactory information of the educational modules' goals and benchmarks, showing abilities, interests, gratefulness and beliefs.

Method

The study used descriptive research approach. Target population of the study will be public school (Girls) with in the city in Gujrat City. Therefore, all teachers who will be teaching science subjects in 9th and 10th class and students will be target population of the study. It is necessary to mention here that study will be conducted under the boundary of Gujrat City. The study has set of plans to use non-probability sampling method for data collection from the respondents and students from public secondary school in Gujrat city. Therefore, Convenience sampling method is most suitable for researcher for data collection as it cut the time and resources. Sample size will be 200 study will take (50-teachers) and (150 Students) from public school under the boundary of Gujrat City. Closed ended questionnaires will be used for collecting employee data. The Likert scale (5-point scale) will be used for collecting data from interviewees. Information will be gathered from the respondents (educators and understudies) of open optional school through polls. Surveys will be comprised on showing strategies and understudy's execution. Respondents will be given polls in hard structure and will be return after topping off. After collection of data from the respondents, it will be further proceeded and analyzed on SPSS and study will do following analysis to achieve the objectives of the study.

- Percentage Analysis (To see the respondent's response to each question)
- Mean Analysis and Standard Deviation (To justify the response of the respondents)
- Correlation Analysis (To see the relationship between teaching methods and students' performance)
- Regression Analysis (To see the impact of the independent variable on the dependent variable)

Findings Based on Descriptive Data

44.0% of the teachers are master's degree holders, and 28.7% of the respondents (teachers) have experience between 6 to 10. 34.0% of the respondents (teachers) are aged between 35 to 40. The question answers method was identified by teachers as the most used method in teaching science subjects. The questions and answers method were identified by teachers that help students understand science subjects. 60% of teachers agreed that the combination of teaching methods impacts student performance. 58% of teachers agreed that I collaborate with the whole class in finding a solution to a problem. 54% of teachers agreed that I allow students to engage in cooperative problem-solving. 60% of teachers agreed that I allow students to discuss solutions to numerical problems with peers. 76% of teachers agreed to use reading instructional strategies to help students with comprehension. 70% of teachers agreed that Provide students with study skills instruction. 68% of teachers agreed that Encouraging students to experiment with alternative methods for problem-solving. 78% of respondents agreed that the job involves performing a variety of tasks. 40% of respondents agreed that they were comfortable with the time allocated for science learning in class. 74% of respondents strongly agreed that I work with other students in a small group on a science experiment or investigation. 50.7% are Form 9th and 49.3% are Form 10th. These results suggest that students are evenly distributed in both classes 44.7% of the respondents (students) are taking BPC, 55.3.8% are taking CPC. 43.3% of students agreed that Normally I understand well my science subject teachers during teaching in the classroom. 49.3% of students agreed that the Teacher would explain things clearly. 54.7% of students agreed that Science teachers use materials that are easy to understand. 36.7% of students agreed that My Science teacher presents the lesson in a variety of ways. 46.7% of students agreed that My Science Teacher explains something I am studying in science.

49.3% of students agreed that teachers always help us to learn a lot in every lesson. 76.0% of students agreed that the Teacher always gives some exercises to enhance their knowledge. 56.0% of students have disagreed that teachers regularly prefer to use science Laboratories for practical work. 62.7% of students agreed that the delivery of lessons from teachers is easily understandable to you. 64.0% of students disagreed that teachers always give us more time to finish work if we ask for it. 47.3% of students agreed that has communication skills in delivering the lesson. 45.3% of students were uncertain Teachers should plan lessons that allow students to progress in their learning. 61.3% of students agreed that teachers are good listeners. 62.7% of students agreed that their teachers always get marks on time. 54.0% of students agreed that teachers should share and review learning objectives regularly with students. 50.7% of students agreed that asked questions in class or contributed to class discussion.

Discussion and Conclusion

These methods allow students to better understand and understand the concepts of science. Therefore, student-centered methods are emphasized because they offer the opportunity to ask for clarifications concerning teacher-centered methods, such as reading and using seminars that place students at their destination. The study revealed that the students selected the questions and answers, the group discussion, or the combination of these strategies as superior methods that prepare them for evaluation, both in the exams and in the final exam. The investigation likewise uncovered that there is a more prominent effect on showing techniques and understudy execution, as it has demonstrated that showing techniques, for example, bunch talk, questions and answers, and a blend of procedures are brilliant approaches to instruct that, thus, positively affect understudy execution. Understudies regularly have little involvement in knowing whether the technique picked by a solitary educator was the best showing strategy or essentially "a strategy" or the strategy by which the instructor felt generally agreeable. This investigation demonstrated that the sorts of instructing strategies utilized by educators affect understudy execution. This concurs with past investigations by Haas, (2002), Gulobia, Wokadala, and Bategeka (2010) and Sajjad, (2011).

Recommendations

The consequences of this investigation have been discovered. Many territories of premium are the accompanying proposals to address each of these concerns. Above all else, the aftereffects of the investigation have likewise risen. That is the decision of which training technique will utilize the teacher. It relies upon the educator's adaptability. This can lead understudies to not get it. the import topic. Second, the investigation uncovered that educators don't appear to know about the esteem and effect. of various showing techniques on understudy execution. This has prompted insufficient inadequate application. what's more, instructing strategies that are frequently old. (like the attention fixated on the educator). The executives of the schools are in strife with the Ministry. Professional instruction and preparing ought to normally lead preparing/workshops on showing strategies in science and craftsmanship. This will assist educators with appreciating and adapting better. showing rehearses, specifically new educating strategies. It will likewise help improve understudies.

Limitations

The investigation will understand the limits of the city of Gujrat and would be progressively advantageous for understudies learning at the auxiliary dimension and can watch and show educator strategies through viable information. Moreover, the investigation will concentrate on showing techniques and their effect on the scholarly execution of open optional school understudies in the city of Gujrat. In this way, to accomplish the destinations, the objective populace will be understudies considering science subjects and instructors who show science understudies for a year.

Areas for Further Research

This examination perceived the territories. To begin with, to explore further, we have broken down the impacts of showing strategies on understudy execution in open optional schools in the Gujrat locale, the learning condition in private auxiliary schools is unique, so it is important to direct a comparable review in non-public schools of the

region of Gujrat. Besides, the exploration concentrated on government-funded schools in the Gujrat region, however before the speculation. You can do broad research. in another open zone, High schools must be finished.

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Declaration of Interest

The authors declare that there is no clash of interest.

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