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

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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 educati0nal pursuit’s t0 congr0m t0 professi0nal standards of c0nduct and perf0rmance. The teacher, trusting in the w0rth 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, therefoire, and this study was designed t0 “Analyze the existing teaching practices at Higher Sec0ndary Sch00l level in Punjab, Pakistan”.

1.2. Objectives of the Study
This study was designed t0 achieve fo1l0wing obj0ctives:
1. T0 expl0re existing teaching practices carried out by Higher Sec0ndary sch00l teachers.
2. T0 identify pr0blems and issues of existing teaching practices at Higher Sec0ndary sch00l level.
3. T0 impr0ve existing teaching practices at Higher Sec0ndary sch00l level.
1.3. Research Questions

Followings are the research questions of this study:

- Are the teachers 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, proficiency, and skillful numerical 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 “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 classro0ms where students have the maximum opp0rtunity t0 learn.
- Maintain an academic f0cus
- Have high, rather than low, expectati0ns of what students can be helped t0 achieve
- Are business-like and w0rk oriented
- Sh0w enthusiasm
- Use strategies t0 keep students on task and pr0ductive
- Imp0se structure on the c0ntent t0 be c0vered
- Use clear instructions on the activities on how to approach
- Use strategies to keep students on task and pr0ductive
- Use high rates of questioning, t0 motivate students and t0 check f0r understanding.
- Pr0vide frequent feedback t0 students
- Imp0se structure 0n the c0ntent t0 be c0vered
- Use strategies t0 keep students on task and pr0ductive
- Maintain an academic f0cus
- Use strategies t0 keep students on task and pr0ductive
- Use high rates of questioning, t0 motivate students and t0 check f0r understanding.
- Pr0vide frequent feedback t0 students

In research study 0f 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 pr0ductive, 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 in 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.

50% 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 preparatory involve 0pp0rtunltes 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 when interacting with therapists and clients, in the unfolding of a math lesson, or in interview between a rabbi and a grieving c0ngregant. 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 0r classro0m (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      |

| Age      | Frequency | Percent |
|----------|-----------|---------|
| 21-30    | 48        | 12.0    |
| 31-40    | 92        | 23.0    |
| 41-50    | 210       | 52.5    |
| 51-60    | 50        | 12.5    |

| Experience | Frequency | Percent |
|------------|-----------|---------|
| 1-10       | 122       | 30.5    |
| 11-20      | 126       | 31.5    |
| 21-30      | 130       | 32.5    |
| 31-40      | 22        | 5.5     |

| Qualification | Frequency | Percent |
|---------------|-----------|---------|
| B.A           | 54        | 13.5    |
| M.A           | 320       | 80.0    |
| M.PHIL        | 26        | 6.5     |

| Marital Status | Frequency | Percent |
|----------------|-----------|---------|
| 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    |
| Total | 400       | 100.0   |

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 %).
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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     |
| Total    | 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     |
| Total         | 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    |
| Total          | 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| -.123   | .264    |
|                                                                        | Female | 3.710 | 1.153 |    |         |         |
| I use instructional technology to promote students attention and thinking| Male   | 2.920 | 1.140 | 398| -.2684  | .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| -.2094  | .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 |    |         |         |
At the end appendix I results shows that reveals significant difference between the Male (M= 3.58, SD= 0.35) and Female (M= 3.09, 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 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 desire 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 conduct 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”

| Name: | Gender | Male / Female |
|-------|--------|--------------|
| 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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