

**TENDENCY OF DEVELOPMENT IN TEACHING METHODS
ADOPTED IN SOME PRIVATE AND GOVERNMENT SECONDARY
SCHOOLS OF TANDOJAM DISTRICT HYDERABAD (SINDH)**

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ABSTRACT

In order to assess the development tendency in teaching methods adopted in private and government secondary schools, the study was carried out during 2014 in Tandojam district Hyderabad (Sindh) as the area of study. Forty students were divided into two groups such as: experimental group (attended teacher with modernized/innovative teaching methods) and control group (attended teacher having traditional teaching methods). Using a checklist, the impacts and students' perceptions were assessed. 10th class students of private and government secondary schools were evaluated to study impact of teaching methods on learning concepts of the students. Modernized English teaching techniques and conventional teaching were compared on English subject. The respondent students' ability to learning concepts in relation to English subject was tested on the basis of their conceptual as well as traditional way of test. In conceptual test for English subject, experimental students secured 71.15% (SD ±5.6154, S.E.±1.3004) and control group secured 58.55% marks (SD= ±4.8165, S.E. ±1.0772) indicates that students attended innovative teaching methods in class acquired 12.60% higher marks in the conceptual test than those attended conventional teaching methods. In test based on traditional questions, experimental group secured 69.95 %marks (SD=±4.9468, S.E.±1.1061) and students of control group secured 68.75% marks (SD=±4.0115, S.E.±0.8570) showing 1.20% difference in favour of students attended modernized English teaching methods. The performance of students attended teachers using innovative teaching methods performed very well in concept paper as well as in the traditional test. The performance of control group students was poor in test based on concept paper, but performed well in the tradition test. High majority experimental group rated all innovative teaching methods adopted at their schools as 'good' and 'satisfactory' but fewer gave 'unsatisfactory' opinion. The majority of the control group students rated modern teaching methods as 'unsatisfactory' at their schools.

Keywords: Tendency, development, teaching methods, students, modern, innovative, concepts, perception, secondary schools.

INTRODUCTION

Sending a child to school does not guarantee his development until the proper atmosphere and quality education is not ensured; which is only possible by providing atmosphere of child's interest. It is obvious that the learning or the lesson itself does not possess any interest for the students. In fact, the teacher is an element that makes the lesson enjoyable by adopting various methods of teaching methods that develop interest for learning among the students. There is an imperative role of teaching techniques in the learning process, development of confidence, make the mind creative and producing students with skill and knowledge. Generally, the school functioned under public sector administration have relatively poor adoption of modern technologies developed for making the learning enjoyable so that the students are confident enough to become skillful and creative.

The education in Pakistan is functional under two methods of teaching which includes the traditionally adopted teaching techniques and modern educational techniques that have been developed by innovation in the existing system of education considering different research experiments on effective learning processes in different parts of the world. Mostly the students are still attended by traditional methods of teaching and dealt by command approach, particularly at the schools that are established in the low privileged areas of the country. In this way of teaching and dealing with the students, their intellectual growth is obstructed. However, the modern teaching strategies develop confidence among the students and progress towards intellectual development is smoothed that also consequences the critical thinking and creativity among the students (Khurshid and Ansari, 2012). It has been proved by Khurshid and Ansari (2012) that there is significant impact of teaching technique on the students' academic performance. The students engaged in getting education at the schools adopting modern techniques of teaching have proved to be high scorers in the subject tests when compared with the performance of students taught under the conventional methods of teaching. Under the modern and innovative methods of teaching, the students are not only effective in learning their lessons but their activity based learning results to enhance the ability of solving problems in real life. Such an innovating method of learning and consequent quality development of the students enriches the understanding of the student at maximum level. The modern method of dealing with the students at

school for imparting the knowledge and information influences the learning of student positively (Boud and Feletti, 1997).

In academics, the achievement of students is mainly dependent of teachers' way of teaching and behavior in the class. It has been proved that structured and well planned activity in the classes markedly more effective than the traditional methods of teaching and dealing with the students in class. The perception of the student on teaching techniques adopted at the school in classroom is also of great significance. The students' satisfaction for gaining from the teacher during class stimulates towards learning and enhances their curiosity in activities related to their academics. It is well stated that the students are best judge to evaluate the effectiveness of teaching methods. Hence, it is suggestible that teaching techniques must be improved on the basis of perception of the students on the particular subjects and related elements. The students are more critical to develop rating on the effectiveness of teaching methods (Doyle, 1993). According to Mirza (2003) proper input is needed to improve the existing education system which is possible by causing improvement in the teaching method and other learning process. It is also obvious that without proper efforts, development of competent and skilled students is not possible. In a similar investigation, Nayak and Singh (1997) under conventional education system, the best educational scheme is shifted to a bad scheme when the teachers handle this scheme traditionally. However, the competent teachers convert simultaneously a bad scheme into a good scheme by giving effective and sensible input. The behavior of teachers is imagined from the methods of their teaching in the class (Rahman *et.al.*, 2011). McGee and Howard (1998) stated that the conventional methods of teaching have proved to be ineffective and hinders the students' growth; and only one teaching method cannot meet the students' learning needs; because the students belong to diversified background with various learning questions in mind. It is clear that that level of students learning cannot be imagined without getting the concepts cleared to student (Croker and Algina, 1986).

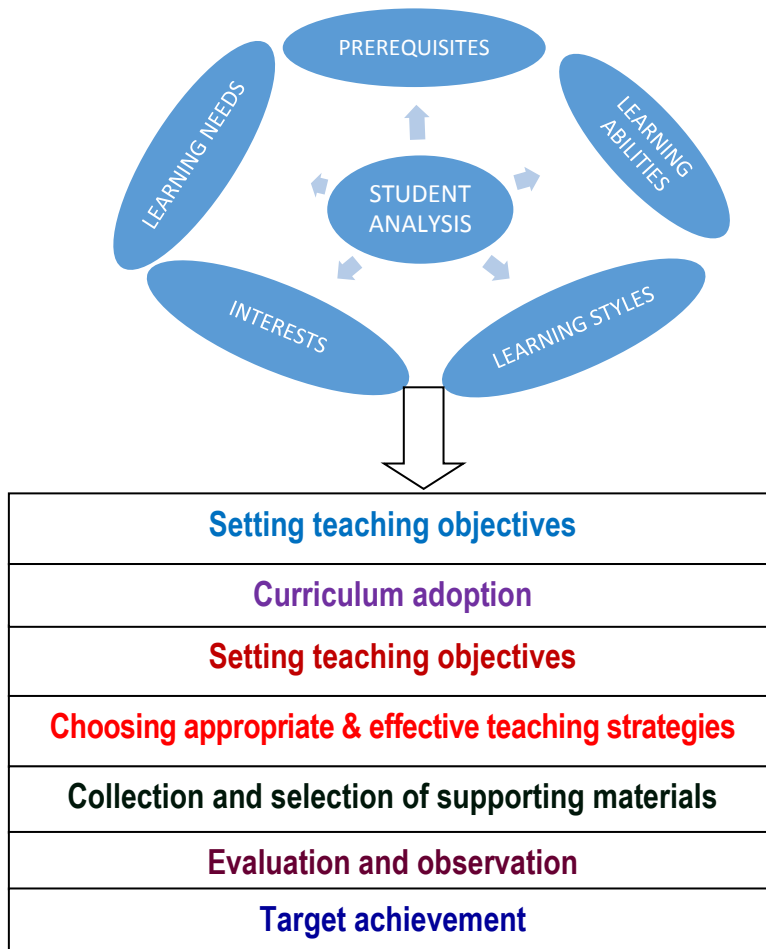
For development of conceptual education, the innovative methods of teaching may be used at all school levels which included the elements such as: lectures, followed by demonstration and group discussions as well as creative writing tasks. Generally, the lectures are delivered to impart knowledge on various topics and these lectures need to be listened with maximum concentration (McKeachie and

Svinicki, 2006). On the other hand, Kumar (2003) stated that the problem based learning also could be an effective method of teaching that in various studies showed positive and effective results in intellectuality development and creativity of the students. By this method of learning, the concepts of various subject topics are developed rather to memorize the learning material. The learning issues can be identified by the students by discussing the same in class which are necessary to get the lesson understood by the students. According to Shefton (2001), by discussion teaching technique, the students can share the knowledge; knowledge is imparted by the teacher and can be compared with each other among the students and the teacher as well. In this way, the students can communicate their views and ideas, feelings and opinions and after clarifying, they can pool the knowledge they achieved by discussion. In the past, the study carried out by Yasmin (1984) and compared the effectiveness of inquiry method of teaching and conventional method of teaching in relation to learning the biological science concepts for secondary school students. In this study, the students taught under inquiry teaching method and other innovative teaching techniques proved to be highly efficient with conceptual discussion and answering as compared to those under conventional teaching method. In a relatively recent study, Mehmood and Rehman (2011) revealed that by adoption of lectures, inquiry, query, discussion and homework assignments, the teachers maintained a vigilant contact with their students. Moreover, audio/visual aids facilitated the concept comprehension among students and these techniques proved to be highly effective at secondary school level. In some other studies, the medical and non-medical students were enquired for the effectiveness of different teaching methods (Khatoon *et.al.*, 2013) and their perceptions were invited on innovative teaching methods (lectures, role playing, videotapes, problem based learning, case study) as well as conventional methods of teaching. It was observed that the mostly the students shown their feasibility in relation to their understanding with case study method of learning and perceived it as an easy, interactive and interesting learning method on specific topic. On the basis of facts stated above, the study was carried out to investigate the tendency of development in teaching methods adopted in private and government schools of Tandojam, district Hyderabad.

OBJECTIVES OF THE STUDY

- To compare the teaching methods adopted in the class at various private and government secondary schools.
- To examine the impact of teaching methods on students’ learning concepts at various private and government secondary schools.
- To know the students’ perceptions on teaching methods adopted in the classroom.

CONCEPTUAL FRAMEWORK



METHODOLOGY

Research Design: The study was carried out to assess the development tendency in teaching methods adopted in private and government secondary schools of Tandojam district Hyderabad (Sindh) and compare the effectiveness with the conventional teaching method by using students taught under innovative and conventional teaching methods. The students of private and government secondary schools (Class-X) were the target population of the study. Two private high schools running under conceptual form of teaching methods were selected for this study for using the students as experimental group; while two government high schools were selected for using the control group students. In all 40 students of private and government secondary schools were selected for this study. Twenty (20) students were selected from private secondary schools and equally 20 students were selected from the government secondary schools existed in Tandojam. The trends in regards to modern and innovative teaching techniques were assessed on checklist basis and methods of teaching mainly included group discussion (forming a group of students to share their knowledge on a specific aspect), individual presentation, query approach based on critical questioning, inquiry approach based on information searching from various sources including library or internet browsing, reading, traditional homework, creative writing task. With the courtesy of senior administrative personnel, the checklist was filled with the required information. The information incorporated in the checklist was further confirmed from the school administrator.

For conducting comparative evaluation of innovative and conventional teaching methods, possessing average 40 students were selected from different private and government schools. These students were distributed in two groups equally, each group comprised of 20 students. The students selected from the private schools and government schools where the teachers use innovative teaching methods were kept as experimental group; while the 20 students selected from the private and government schools where the teachers use traditional teaching were kept in the control group. English teacher of the respective schools was briefly explained the study purpose and requested for monitoring the students of both the groups. The students in the experimental group (20) were exposed to modern innovative methods of teaching in the classroom such as; group discussion, presentations, critical questioning (query), giving

creative writing tasks, searching the required information from libraries or internet browsing (inquiry) for English subject assignment).

On the other hand, the students in the control group (20) were taught English by conventional teaching method by reading out the lesson, doing exercise by copying answer by asking the student to get the answers of formal questions given in the end of each lesson/chapter), copying the material written by teacher on the board and traditional homework was given to them.

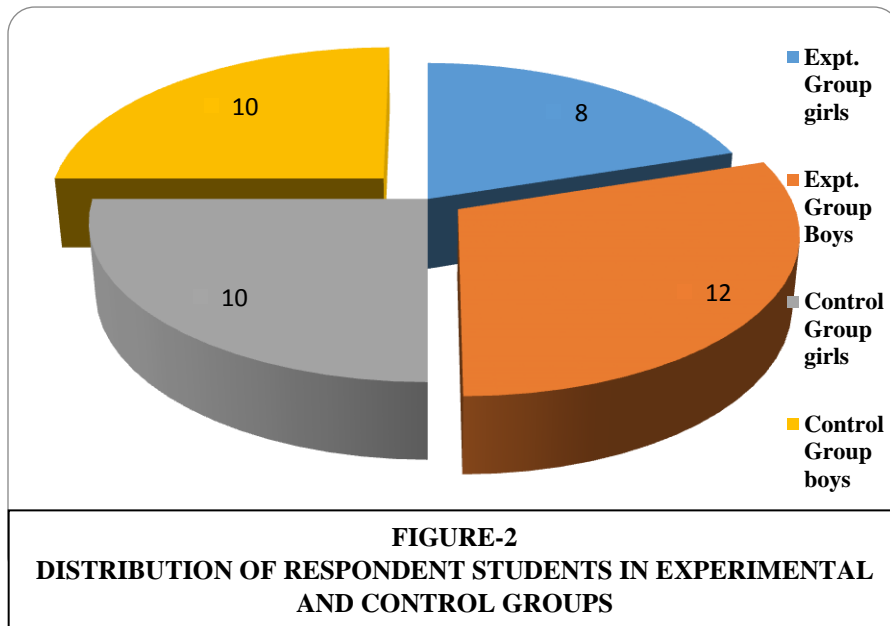
Data Collection Technique: After a period of one month, the students of experimental as well as control group were asked to respond to the question given in written form; such as “what the student felt about the methods of teaching during their English subject class?” The students were asked to answer to rate the teaching method as Good, Satisfactory or Unsatisfactory. After getting the students’ opinion on their satisfaction level over the teaching methods, an English test was conducted to determine the effectiveness of teaching methods and learning concepts of lessons taught to the experimental students for a period of one month. The test comprised of conceptual paper that was related to critical thinking and learning concepts; while the traditional paper was also used as second section of the test that related to formal and conventional questions). The test was based on 100 marks, and 50 marks for conceptual paper and 50 marks on traditional test paper. The performance of both the groups was evaluated on the basis of marks they obtained in both the sections. The perceptions of students on the effectiveness and their reliability on these methods of teaching in their class were also known.

Statistical Analysis: The data were analyzed by using one-way ANOVA to assess significance of difference in the test scores of experimental and control group of students. For knowing the perceptions of students of both the groups, the frequencies and percentages were calculated

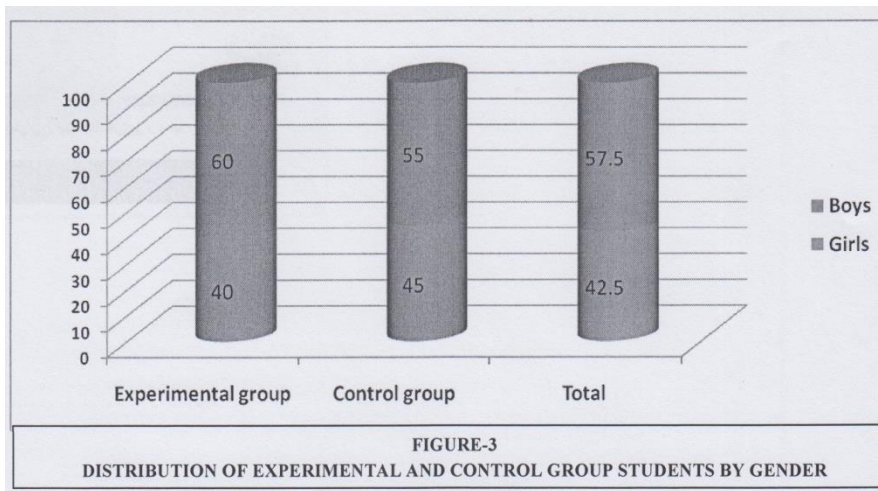
RESULTS AND DISCUSSION

Out of 40 respondent students belonged to various private and government secondary schools of Tandojam, eight girls in the experimental group and 10 girls in the control group were the part of this study as respondents; while 12 boys in the experimental group and 10 boys in the control group participated in the experimental

study (Figure-2). Overall 18 girls and 22 boys of the secondary schools were the respondents in the experimental and control groups.



Gender: Females are a vital segment of the social strength and it was necessary to get participation of both the girls and boys in the study. The figure (Figure-3) illustrates that the experimental group of students comprised of 60 percent boys and 40 percent girls; while the control group of students comprised of 55 percent boys and 45 percent girls. Overall, the boy students were 57.5 percent of the total strength of the boys used in this study; while girl students contributed 42.5 percent of the sample size of 40 students.



Students' Performance in Subject Test

Performance of Students in Conceptual Test of English

Subject: The students were evaluated for their performance in two ways i.e. using a conceptual paper for the subject test and a test based on the traditional questions given in English test. The conceptual test paper and traditional test paper both were presented to the students to respond on different days; and the marks acquired by the students of experimental and control groups were taken into account. The ANOVA (Table 1) suggested highly significant ($F=55.70$, $P<0.01$) difference in the marks acquired by the experimental group (attended innovative methods of teaching) and control group (attended conventional methods of teaching) of students. The results (Table 2) indicated that the average marks obtained by experimental group of students were in the range of 63 and 85 percent, while the average of marks obtained by the students of experimental group was 71.15 percent ($SD=\pm 5.6154$, $S.E. \pm 1.3004$) in the conceptual paper for English subject test. On the other hand, the marks obtained by the students of control group in the conceptual paper for English subject test were in the range of 52-70 percent, while the average of marks obtained by the students of control group in the conceptual paper for English subject test were 58.55 percent ($SD= \pm 4.8165$, $S.E. \pm 1.0772$). There was a considerable difference in the marks obtained by both the groups of students, and the students attended teachers with innovative teaching methods acquired 12.60 percent higher marks in the

conceptual test as compared to the students attended teachers with conventional teaching methods.

The results suggested that the modern methods of teaching developed a clear clarification of the concepts of the lesson the students are being taught while the students attending the teachers with conventional teaching methods could not get clarification of the lesson taught to them during the class. The experimental group of students used group discussion that not only developed confidence among them but they also enabled to remove confusion of mind related to the lesson. The group discussion also facilitates the students to share their knowledge with each other. Adopting methods of inquiry and query enabled and forced the students towards utilization of their thinking abilities and enabled them to become habitual of brain storming. These reasons enabled the students attending teachers of innovative teaching methods to perform well in solving the conceptual questions. However, conventional approaches towards teaching including reading the text book, copying the answers of questions given in the end of the text book or copying the material written on the blackboard by the teacher checked the growth of students for critical thinking; and this reason caused the poor performance of these students in the conceptual test paper. McGee and Howard (1998) stated that the conventional methods of teaching have proved to be ineffective and hinders the students' growth; and only one teaching method cannot meet the students' learning needs; because the students belong to diversified background with various learning questions in mind. It is clear that that level of students learning cannot be imagined without getting the concepts cleared to student (Croker and Algina, 1986). Haas (2002) examined the effectiveness of teaching methods on the learning concepts of students in Algebraic problems and investigated the impact teaching techniques on the academic achievements of the students. It was observed the teachers teaching Algebra are using direct instruction methods and no innovative methods were used. It is the need of the time that the teachers dealing with Algebra must adopt technology supported instructional methods as well as problem based learning along-with the direct instruction for development of students in Algebraic subjects. Some researchers consider teaching as the art of assisting students in learning. Kumar (2003) stated that the problem based learning in mathematics and other algebraic subjects were effective method of teaching that also showed positive and effective

results in intellectuality development and creativity of the students. By this method of learning, the concepts of various subject topics including Algebra are developed rather to memorize the learning material. The learning issues can be identified by the students by discussing the same in class which are necessary to get the problems solved by the students. The results of the present study also indicated that students of experimental group were confident enough and skillful to search required information from libraries and by internet browsing for their school assignments. Such activities and tasks given by the innovative teachers caused to develop their abilities of exploring the environment as well as establish linguistic and cognitive aptitude. The researchers conducted in the past indicated significant improvement in the cognitive skills of the students due to use of computer and browsing on the internet for various educational purposes. Likewise the use of library facilities developed students to achieve excellence in the academics; and learning habits of the students are markedly developed with their encouragement to explore their required material from the books in the libraries as well as develop them by adoption of such an atmosphere of discipline and sensibility with learning aptitude in the libraries.

TABLE-1
ANALYSIS OF VARIANCE FOR PERFORMANCE OF
EXPERIMENTAL AND CONTROL GROUP STUDENTS IN THE
CONCEPTUAL TEST PAPER OF ENGLISH SUBJECT

Source of variation	D.F.	S.S.	M.S.	Observed F	Prob.
Groups	1	1587.60	1587.60	55.70	0.0000**
Error	38	1083.50	28.51		
Total	39	2671			

Grand Mean 64.850 CV 8.23

TABLE-2
MARKS ACQUIRED BY EXPERIMENTAL AND CONTROL GROUP
STUDENTS IN THE CONCEPTUAL TEST PAPER OF ENGLISH SUBJECT

Groups	Freq .	Range (%)	Marks secured (%)	S.D. ±	S.E. ±
Experimental group	20	63-85	71.15	5.6154	1.3004
Control group	20	52-70	58.55	4.8175	1.0772
Difference			12.60		

Performance of Students in Conventional Test of English

Subject: The conventional paper of English questions was presented to the students of experimental group and control group and the test results showed that according to ANOVA (Table 3) there was non-significant difference ($F=0.71$, $P=0.4047$) in the marks obtained by the experimental group (attended teachers having innovative teaching methods) and control group (attended teachers having conventional teaching methods) of students. The data (Table 4) showed that the average marks obtained by experimental group of students were in the range of 61 and 75 percent, while the average of marks achieved by the students of experimental group was 69.95 percent ($SD= \pm 4.9468$, $S.E. \pm 1.1061$) in the traditional paper of questions for English subject test. On the other hand, the marks obtained by the students of control group in the traditional English test paper were in the range of 68-75 percent, while the average of marks obtained by the students of control group in the traditional English subject test were 68.75 percent ($SD=\pm 4.0115$, $S.E.\pm 0.8570$). There was a negligible difference in the marks acquired by both the groups of students, and the students attended teachers with innovative teaching methods acquired only 1.20 percent higher marks in the traditional test paper of English as compared to the students attended teachers with conventional teaching methods. The non-significant ($P>0.05$) difference in the performance of experimental group and control group students on traditional test paper also suggested that the students selected in both the groups were motivated to learn and talented. The students of secondary schools in the study area attended an English teacher with conventional teaching techniques also done very well in the English subject test prepared on the basis of traditional questions similar to the students in the experimental group who attended English teacher with modern methods of teaching for a month's period. This also validates that conventional methods of teaching adversely affected the process of learning among the students. In case these students are provided with a teacher possessing innovative methods of teaching, they obviously had acquired higher marks also in the conceptual questions in English test as acquired by the experimental group of students. The tradition of conventional methods of teaching virtually develops the memorizing skills of students, but they could not strengthen themselves for learning concepts. Consequently, the students are not able to think critically for solving the particular problem. It is also to mention here that the

students under taught under conventional approaches of teaching are mostly not research minded and they do not go to explore their abilities, and generally they persist to prove themselves ultimately developed for nothing. The conceptual development is need of the time to develop research minded students, so that they could think on the essentiality of higher and quality scientific as well as management education. In majority, the teachers recruited earlier are the production of conventional teaching system and seldom have they believed on the innovative teaching methods; even most of them in government schools surprised that how a student without translation of English to other local language and reading text can be developed. The teachers and researchers have suggested that focusing merely on standardized curriculum and limit of test scores, the ability of teacher needs to be developed so that he create the effective learning atmosphere and to develop critical thinking of the learners (Wong, 2007). The teachers must encourage the students and motivate them for exploring the learning material for analysis and utilization of the information they achieved by their own mind and efforts. Supporting the findings of the present study, Khurshid and Ansari (2012) concluded that that there is significant impact of teaching technique on the students' academic performance and students of schools adopting modern techniques of teaching have proved to be high scorers in the subject tests as compared to the performance of students enrolled in the schools using conventional methods of teaching. Moreover, Boud and Feletti (1997) indicated that under the modern and innovative teaching methods, the students' activity based learning results to enhance the ability of solving problems in real life. The innovating method of learning and resultant quality development of the students enriches the understanding of the student at highest level. The modern method of dealing with the students for teaching them and information affects the learning of student positively.

TABLE-3
ANALYSIS OF VARIANCE FOR PERFORMANCE OF
EXPERIMENTAL AND CONTROL GROUP STUDENTS IN THE
TRADITIONAL TEST PAPER OF ENGLISH SUBJECT

Source of variation	D.F.	S.S.	M.S.	Observed F	Prob.
Groups	1	14.400	14.400	0.71	0.4047 ^{NS}
Error	38	770.70	20.2816		
Total	39	765.100			

Grand Mean 69.350 CV 6.49

TABLE-4
MARKS ACQUIRED BY EXPERIMENTAL AND CONTROL GROUP
STUDENTS IN TRADITIONAL TEST OF ENGLISH SUBJECT

Groups	Freq.	Range (%)	Marks secured (%)	S.D. ±	S.E. ±
Experimental group	20	61-75	69.95	4.9468	1.1061
Control group	20	62-76	68.75	4.0115	0.8570
Difference			1.20		

Students' Perception About Teaching Methods

Students Taught Under Innovative Teaching Methods: The students taught under innovative teaching methods were asked to perceive on various modernized teaching techniques such as using group discussion, query approach, individual presentation approach, inquiry process, improved and creative writing tools, reading, traditional homework etc. The students were given a 3-point scale such as: Good, satisfactory and unsatisfactory to disclose their opinion accordingly. The students of the experimental group (attended teachers having innovative teaching methods) were invited to perceive and 70 percent of them ranked 'Good' for 'modernized teaching techniques', 20 percent considered as 'satisfactory' and only 10 percent perceived as unsatisfactory; while the students 75 percent perceived as 'Good' for using 'group discussion' and 25 percent opined 'satisfactory' on group discussion, and none of the students under innovative teaching method perceived against the group discussion. On 'query' and 'individual presentation' approaches, 60 and 85 percent students taught under innovative teaching methods perceived as 'Good' while 35 and 5 percent opined as 'satisfactory'; while 5 and 10 percent were not satisfied over these innovative methods of teaching operated at their schools. The 'Inquiry' method was highly admired by them and 90 perceived as 'Good' innovative approach of teaching at their school and 10 percent were satisfied for this innovative approach; and none of the student showed opposition for this method adopted at their respective schools. However, only 40 percent students disclosed as 'good' on 'improved and creative writing tools' being practiced at their respective schools and 30 percent showed satisfaction over this method; while 30 percent showed 'unsatisfactory' opinion over execution of 'improved and

creative writing tools' at their respective schools. The results showed that majority of the students rated all innovative teaching methods as 'good' and some of them rated these methods as 'satisfactory' while a fewer students showed their 'unsatisfactory' opinion. This was bit surprising that these fewer students were not satisfied with query, individual presentation and improved and creative writing tools. Reading and traditional homework practices were not generally adopted where the innovative teaching methods are implemented. Mehmood and Rehman (2011) carried out studies and invited perceptions of the students at concept schools (adopting innovative teaching methods) and along-with lectures, inquiry, query, discussion, individual presentation and homework assignments were highly rated by the students and according to their conclusions under these innovative methods, the teachers could be attentive and in contact with their students. Additionally, the audio/visual aids facilitated the conceptual comprehension among students and such techniques were highly effective at secondary school level. Khatoon *et.al.*, (2013) examined students from the medical subjects for their satisfaction over the teaching methods and they found that teaching methods including lectures, role playing, videotapes, problem based learning, case study were highly rated by the medical students. Yasmin (1984) compared the effectiveness of inquiry method of teaching and conventional method of teaching in relation to learning the biological science concepts for secondary school students and indicated that the students taught under inquiry teaching method and other innovative teaching techniques proved to be highly efficient with conceptual discussion and answering as compared to those under conventional teaching method.

TABLE-5
PERCEPTIONS OF STUDENTS TAUGHT UNDER INNOVATIVE
TEACHING METHOD (N=20) ON TEACHING METHODS APPLIED IN
THEIR SCHOOLS

Teaching methods	Good		Satisfactory		Unsatisfactory		Total	
	No.	%	No.	%	No.	%	No.	%
Modernized teaching techniques	14	70	4	20	2	10	20	100
Using group discussion	15	75	5	25	0	0	20	100
Query approach	12	60	7	35	1	5	20	100
Presentation approach	17	85	1	5	2	10	20	100
Inquiry process	18	90	2	10	0	0	20	100
Improved and creative writing tools	8	40	6	30	6	30	20	100
Reading	-	-	-	-	-	-	-	-
Traditional homework	-	-	-	-	-	-	-	-

Students Taught Under Conventional/Traditional Teaching Methods: The students taught under conventional/traditional teaching methods were also asked to perceive on teaching techniques including group discussion, query approach, individual presentation approach, inquiry process, improved and creative writing tools, reading, traditional homework etc. The students of the control group (attended teachers using conventional teaching methods) were invited to show their opinion on teaching methods. The data (Table 6) indicated that and 80 percent showed ‘unsatisfactory’ opinion on ‘modernized teaching techniques’ adopted at their schools; and innovative methods were rated as ‘satisfactory’ by 10 percent and equally 10 percent student rated as good; while 85 and 75 percent students attended conventional teaching methods rated ‘group discussion’ and ‘query method’ as ‘unsatisfactory’ at their respective schools; whereas 10 percent and 15 percent rated as ‘satisfactory’ while 5 percent and 10 percent students rated these teaching methods as ‘good’ respectively. The 85 percent and 70 percent students taught under conventional teaching method of teaching rated ‘individual presentation’ and ‘inquiry approach’ as unsatisfactory; while 5 percent and 15 percent

perceived these teaching methods as 'satisfactory' while 10 percent and 15 percent students rated these teaching methods as 'good', respectively. Surprisingly, 55 percent and 45 percent of the control group students rated 'improved and creative writing tools' and 'reading' as 'good' at their respective schools, 20 percent and 35 percent considered 'satisfactory' and 25 percent and 20 percent perceived as 'unsatisfactory' on writing tools and reading, respectively. On 'traditional homework' method, 75 percent of the control group students rated as 'unsatisfactory'; while 10 percent and 15 percent rated 'traditional homework tasks' as 'satisfactory' and 'good' respectively. There was huge difference in the perceptions of control group students over the teaching methods adopted at their schools when compared with the opinions of experimental group students on innovative teachings methods adopted at their respective schools. The majority of the control group students i.e. 80, 85, 75, 85, 70 and 75 percent rated modern teaching methods, group discussion, query approach, individual presentation, inquiry process and traditional homework as 'unsatisfactory' at their respective schools, respectively; while 55 and 45 percent rated creative writing tools and reading as 'good' at their respective schools, respectively. Mehmood and Rehman (2011) reported that lectures using multi-media means, inquiry, query, discussion, individual presentation and homework assignments were highly appreciated teaching methods as perceived by the students of respective institutions. Khatoon *et.al.*, (2013) found that lectures, role playing, videotapes, problem based learning, case study were innovative teaching methods and liked highly by the medical students. The satisfaction of the students depends on diversified aspect as what they actually need their learning preferences or teaching style. No doubt the level of their satisfaction impacts their achievement in academics and the students proved to be influenced positively in their academic career when the teaching style at their respective institutions was in accordance with their preferred learning style (Zeeb, 2004). The present study further indicated that students generally preferred and liked the innovation the teaching style and the modern methods of teaching developed confidence and their creative thinking was enhanced. According to Baig (2011) the students felt positive and encouraged when their teacher behaved with friendly attitude and they were fearless and encouraged to show their opinions by adopting group discussion, individual presentation as well as creative writing tasks. The researcher also examined the

effectiveness of teaching techniques on students and their teachers of social study subject. The students rated and perceived as 'good' for the teaching methods such as cooperative learning, Socratic and storytelling methods, recitation and discussion were considered as the more effective methods and perceived as good in social studies subject.

TABLE-6
RESPONSE OF IN CONTROL GROUP STUDENTS TAUGHT UNDER CONVENTIONAL/TRADITIONAL TEACHING METHODS (N=20) FOR THEIR SATISFACTION ON TEACHING METHODS APPLIED IN THEIR SCHOOLS

Teaching methods	Good		Satisfactory		Unsatisfactory		Total	
	No.	%	No.	%	No.	%	No.	%
Modernized teaching techniques	2	10	2	10	16	80	20	100
Using group discussion	1	5	2	10	17	85	20	100
Query approach	2	10	3	15	15	75	20	100
Presentation approach	2	10	1	5	17	85	20	100
Inquiry process	3	15	3	15	14	70	20	100
Improved and creative writing tools	11	55	4	20	5	25	20	100
Reading	9	45	7	35	4	20	20	100
Traditional homework	3	15	2	10	15	75	20	100

CONCLUSIONS

- The teaching methods, particularly for English subject used at private schools were appreciable and students were encouraged to develop their confidence and abilities as evident from the result of conceptual test.
- The performance of students attended teachers using innovative teaching methods performed very well in concept paper as well as in the test of traditional questions in English subject.

- The performance of control group students was poor in the English subject test based on concept paper, but performed well in the tradition test paper.
- A high majority of the students in experimental group rated all innovative teaching methods adopted in practice at their respective schools as 'good' and 'satisfactory' and only a fewer students gave 'unsatisfactory' opinion.
- The majority of the control group students i.e. 80, 85, 75, 85, 70 and 75 percent rated modern teaching methods, group discussion, query, presentation, inquiry process and traditional homework as 'unsatisfactory' at their respective schools, respectively; while 55 and 45 percent rated creative writing tools and reading as 'good' at their respective schools, respectively.
- Entire student groups used in this study were found to be competent enough and wished a paradigm shift innovating or reforming the conventional teaching methods, particularly in English subject.
- Conventional instructional methods can only make the students read and write, but never by these methods, the students can be research minded.
- The modernized/innovative instructional methods not only develop confidence in students and enhance the knowledge, but also develop students' abilities to be research minded and enable the students combat the real life challenges.

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