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**AN ANALYSIS OF THE CURRENT TEACHING PRACTICES OF
SECONDARY SCHOOL TEACHERS IN THE REMOTE AREAS
PAKISTAN**

Abstract

Education plays an important role to boost up the social and economic status of a country. The aim of this study was to analyse the teaching practices of secondary school teachers in District Kech, Balochistan, Pakistan. The study adopted descriptive observation method to collect data for the research study. Random Sampling technique was used to select head teachers and secondary school teachers. The observation tool was used for collecting data. The data was analyzed through statistical method. The findings of this study suggest that the teacher training institutions should improve the in-service teacher trainings that teachers become able to develop and practice the all components of teaching practices. The study further explored that the results of the study will help to understand of the current teaching practices at secondary level in Balochistan. Second, it will help to provide a proper mechanism for assessment and monitoring of teaching practices in future.

Keywords: *Teaching Practice, In-Service Trainings, Training Institutions, Secondary School Teachers,*

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Economic and social development of a country depends on education and its application in every field of life (Shaikh, 2009). Education role is very important to develop people in every field of life (Iqbal Ahmad, 2013). Teacher trainings support to advance the teaching and learning process. Teacher training programs improve the teachers teaching practice, pedagogical knowledge and methods of teaching (Farah Azam, 2014). Teaching practice is the essential part to all teacher educational programs (Noel, 2007). Bureau of Curriculum & Extension Centre (BOC & EC) and Provincial Institute for Teacher Education (PITE) are teacher training institution at public sector in the Province of Balochistan that provide pre-service and in-service teacher education and training programs.

To carry out research activities in the field of education to enhance the quality of teaching practices is one of the main objective of Provincial Institute for Teacher Education (PITE), Balochistan (BEMIS, 2017). So, the improvement in teaching practices of secondary school teachers have become very important for active learning in the classroom. This study explored the current teaching practices of secondary school teachers in District Kech, Balochistan. This study also provided proper directions to teacher training institutions to conduct such teacher training programs that help to improve the teaching practices of secondary schools teachers in Balochistan. The objective was this research study to explore the current teaching practices of government secondary school teachers.

In the provinces of Pakistan, the teacher training facilities provide through different teacher training institutions namely, autonomous bodies, public and private universities,

and degree awarding and chartered institutions, BOC& EC,PITE, Elementary Teacher Training Colleges and Decentralized Teacher Resource centers which established under the education reform program (USAID, 2005).Helen Poet(2010) conducted a study on the impact of professional learning and development activities in England. The study explained that the teacher professional trainings helps to improve the teaching skills and teaching practices.

Teaching practices is an important skill which effect the classroom performance of teachers in teacher education. Teaching practices consisted of classroom teaching observation and lesson demonstration (Qaiser Suleman, 2011).Teaching practice effects on classroom learning environment and students achievements. The teaching practices are included the classroom management, clear presentation, effective lessons, informative and encouraging feedback, student orientation and enhanced activities (Ischinger, 2009).

Queensland Government (2006) conducted a study on reflecting on my teaching practices in The State of Queensland. The study explored that teaching practices enrich the excellence of teachers in teaching. The study explored that teaching practices motivate teachers to assess the teaching and learning approaches regularly. The study also identified that teaching practices has positive impacts of active teachings on children's learning.Aijaz Ahmed Gujjar(2011)conducted a study to evaluate the teaching practice in Pakistan. The study explored that teaching practice is an important and theoretical component of teacher training. Further Koross(2016) found in his study that the teaching practice has positive impact to increase the

professional skills of teachers. Nayimuli(2009)identified that the teaching practice is an essential element of teacher training which have a positive influence on teaching and learning environment.

According to above related review, it is observed that the teaching practice of secondary school teachers is an importance part for learning and teaching process.

The design of the study is descriptive in nature, observation method was used to conduct the study.

After performing a deep literature survey, the following model was proposed.

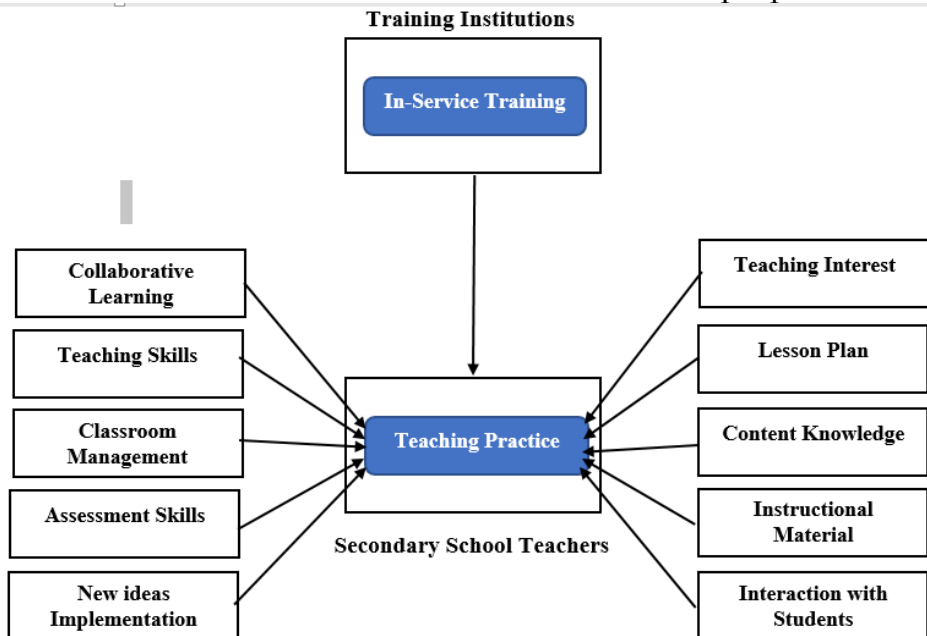


Figure 1: Research Model

After a deep study of previous literature, the study explored that the collaborative learning, teaching skills, classroom

management, assessment skills, and new ideas implementation, teaching interest, lesson plan, content knowledge, instructional material and interaction with students are components of teaching practice (Koross, 2016). This research model describes that teaching practices of secondary school teachers is improved through in-service training programs. The components of the teaching practice is area of this study. The research tools are developed on the basis of these components to collect data.

This study used Simple Random Sampling (SRS) technique to select schools and respondents of the study. The following table show the population and sample of the study;

Table 1: Demographic of the study

Gender	Secondary schools	Secondary school teachers
	Sample/population	Sample/population
Male	6/44	42/322
Female	4/30	19/150

Source: EMIS Kech, 2016-17

In this research study, the following research instruments were used for data collection;

1. Observation Checklist

The collected survey data were analyzed for descriptive analysis in statistical method

This study used observation method to explore the current teaching practices of 10 secondary schools in district Kech, Balochistan. The researcher observed the teaching practices of in-service trained secondary school teachers through observation while they were teaching their classes. The descriptive analysis (Frequency & Percentage) results of observations are shown in below table;

Table 2 Results of Observation of Teachers

S. No.	Teaching Practice components	1		2		3		4	
		F	%	F	%	F	%	F	%
1	Teaching interest	0	0	5	50	5	50	0	0
2	Lesson plan	0	0	0	0	10	100	0	0
3	Topic preparation and presentation	0	0	6	60	4	40	0	0
4	Content knowledge	1	10	5	50	4	40	0	0
5	Use of instructional material	0	0	0	0	10	100	0	0
6	Instructional technology	0	0	0	0	0	0	10	100
7	Interaction with students	0	0	1	10	9	90	0	0
8	Classroom group discussion	0	0	1	10	9	90	0	0
9	Collaborative learning	0	0	0	0	10	100	0	0
10	Teaching skills	0	0	1	10	9	90	0	0
11	Teaching methods	0	0	1	10	9	90	0	0
12	Classroom management	0	0	1	10	9	90	0	0
13	Assessment skills	0	0	0	0	10	100	0	0
14	New ideas implementation	0	0	0	0	10	100	0	0

1= Excellent, 2= Acceptable, 3= Could Improve, 4= Not Observed

The results indicate that there was no use of instructional technology during teaching (not observed 100%). The results show that lesson planning, use of instructional materials, collaborative learning, assessment skills and new ideas implementation of learning were found but need improvement (could improve 100%). The results also indicated that interaction with students, classroom discussion, teaching skills and classroom management were found (Could improve 90%). The results also indicate that the topic preparation, presentation, teaching interest and content knowledge of secondary school teachers were found (acceptable 60%, 60%, 50% and 50% respectively) but also

need improvement of these skills of secondary school teachers because these are very important components in teaching at secondary school level.

Conclusion

This study explored the role of teacher training institutions in improving teaching practices of secondary school teachers in District Kech, Balochistan. The study explored that current teaching practices of secondary school teacher further need improvement. The findings of this study suggest that the teacher training institutions should provide effective in-service teacher trainings that improve the teaching practices of secondary school teachers according to the components of teaching practices. The study also recommended that the teacher training institution should provide information of computer technology to the teachers that they can be able to use the technology as instruction in the classroom.

The research studies have some limitations that can be filled through further research study. The study was limited to the secondary school heads' and secondary school teachers of the government secondary schools in district Kech, Balochistan.

This type of study can be conducted for greater population that may consist of school teachers from other disciplines such as middle school teachers and primary school teachers. Similar research may be conducted in other districts of Balochistan and other provinces in order to have a broader understating of the domain. Such type of research can also be carried out on the impact of in-service teacher training programs on students' academic achievement.

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