

Techniques Used in the Teaching-Learning Process at Secondary Schools in Peshawar District, Pakistan

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The paper was designed to investigate the effect of different classroom techniques in the teaching-learning process. Mixed-method approach was used to explore the issue at hand. The participants were all government secondary school teachers and students in Peshawar district. The stratified sampling technique was used to select the respondents. The sample size was 400 students and 20 teachers from 20 different campuses. The questionnaire and the observation checklist were used to gather data. Approximately 94.1 percent of respondent students agreed that teachers were using strategies to improve expectations in the classroom. Almost, 94.1 percent of respondent students believe that the instructor uses strategies to maintain classroom expectations. It was found during observation that the majority of instructor watched the student during the teaching-learning process, and it was a useful technique. Most of the respondent teachers often found, in practice, that they were using the technique to uphold classroom expectations. Teaching and learning processes take place step by step, the change also plays an important role in improving appropriate conduct during the teaching-learning process and empowering the learner through a technique that helps both the teacher and the students to achieve the learning objective.

Keywords: *Techniques, Teaching, Learning Process, Secondary Level*



INTRODUCTION

Students often struggle with time management in class, beginning or ending too early or too late. In the latter case, the student may appreciate the activity and desire for it to continue, or the student may feel compelled to end whatever activity is currently underway. One method for mitigating inappropriate behavior is to use time signals. Where an instructor says "School Starts Now," one tactic is to use nonverbal motions, such as raising his or her hand in the air and eventually dropping it when he or she says "School Starts Now" (Ohl et al., 2019).

Campbell and Skinner (2004) invented the Timely Transitions Game (TTG), a strategy for modifying pupil behavior by complicated timing protocols and a group-based integrated reward scheme of randomly chosen parameters. Giving verbal warnings to the students that it was time to line up correctly was one of the clear and precise pace tactics. The teacher started a timer and recorded the amount of time it took the students to line up properly. The stopwatch was started again when these standards were not fulfilled during the process. The group-oriented incentives scheme contained a map that was used to monitor transmission times and a case.

At the end of each day, a sheet with one of the day's transition assignments and one with time was drawn. Learners would gain incentives, such as more break time if the transition duration was slightly shorter. Instructors were expected to conserve almost 1.5 hours a week of usable job time by introducing the TTG. Will students respond to instructor instructions? Improving correct responses has been shown to reduce the amount of time wasted switching from one situation to the next. Teachers could spend more time engaging students in constructive learning rather than dealing with classroom management issues if they took advantage of the earlier ability to answer quickly (Ferguson, Ashbaugh, O'Reilly, & McLaughlin, 2004).

Educators should encourage students to make better choices by using constructive motivating approaches. For some types of acceptable behavior, a student can receive positive reinforcement, favorable grades, or extra recess. When offering the incentive, keep in mind that such incentives can be detrimental to other students. Extra teacher assistance or civic attention, for example, may not be well received by middle and high school students. In those cases, the teacher can include alternative opportunities, such as homework or motivation selection (Kaser, 2013).

Explicit feedback can be more beneficial in increasing acceptable behavior. Clear instruction accomplishes two goals: first, it informs students of their accomplishments, and second, it instructs all students about how to get their educators' attention (McIntosh, Sanford, Herman, McGraw & Florence, 2004).

Kariuki and Davis (2000) investigated the association between constructive coaching approaches and adjustment times in the classroom. Students were able to assess their actions,



set goals for progress, select positive feedback for motivation, and make helpful recommendations using positive disciplinary methods.

At the first class meeting, the students decided that the greatest incentive for reducing transition times would be scholarships. There was a "menu" with essential rewards provided for the students. Transition times were reduced as a result of the study. Since they were encouraged to make choices in the classroom, students became even more interested in enhancing their transfer times (Sadker, Zittleman & Sadker, 2012).

The students in the classroom were aware that there was a problem and were searching for peaceful solutions. According to the scholar, this approach has many benefits for students. It also promotes individuality by allowing students to make decisions about their education. Second, changing a teacher's position from that of an authoritative figure to that of a facilitator will help students develop a strong sense of class identification. According to the speaker, constructive planning is a good way to minimise shift times (Emmer, & Stough, 2001).

This technique is recognised and referred to by the investigator as part of his job. During transition times, Starr (2007) suggests placing a clock in the classroom for all students to see. Students that need visual reinforcement will benefit from using the clock. In his lesson, the researcher used a stopwatch (www.timetimer.com). It's a great visual aid for students.

Strengthening physical education entails thanking students for participating in physical events that they enjoy while still demonstrating appropriate behavior. A public posting system similar to that previously used has yielded mixed results, according to the author. The tactic worked well with students who were okay with their names being published in print, but it never worked with timid students who were embarrassed to see their names on the board (Kern, & Clemens, 2006).

Shahzad (2020) used mood music in his classroom to perform experiments with students and discovered that 81 educators out of 360 used music during a transformative time. The majority of educators have used music as a source of reference for students who are going through the transition. Others have performed music in the process.

The method suggested by McIntosh & et al, (2004) includes the use of specific instructions on proper actions. They address the importance of demonstrating behavioral transformation in the same way an instructor would teach instructional material. It is suggested that students demonstrate the proper way to move as well as the incorrect way to do something.

It also recognises the value of providing multiple opportunities for children to learn how to adapt in the most effective way possible, with re-teaching as needed (Shahzad, Reba, & Khattak, 2020). The researcher in the study centre used and demonstrated this approach in



most of the classrooms. The technique does not seem to be sufficient in assisting learners with transfers. As a result, the prosecutor considers this potential alternative in part.

Many plans have been made to reduce transitional time and increase the amount of time allotted to teaching in a classroom. These include beginning the class on time, including details about the impending transition, and doing tasks before the transition occurs. The rate of on-task activity during transition and non-transition time was compared in one study (Kern & Clemens, 2007).

Failure to finish a lesson and train learners before a transition, according to Coddling & Smyth (2008), creates more disturbance of students and peripheral interjections about past encounters than teachers who use such techniques. Providing students with the necessary details about the completion of one assignment and the beginning of the next increases classroom predictability, which increases the chance that they will remain busy.

The proper physical structure of the classroom will help to minimise transition time. For more detail, finding teaching aids and equipment in a single location that is readily accessible to learners who are about to instruct would save time (Alkathiri, 2021). The paper would focus upon the teaching techniques and its impact on teaching and learning process.

OBJECTIVE

- To determine the teacher's techniques and their effect on the teaching-learning process.

RESEARCH QUESTION

- How the teaching techniques were used by the teacher that affect the teaching-learning process

METHODS AND PROCEDURE

The research used a mixed method technique. The participants were all government secondary school teachers and students in the Peshawar district. Stratified sampling techniques was used to select the respondents. The sample included 400 students and 20 teachers from 20 different campuses. Similarly, 400 students from each rural and urban school were divided into sub-strata of 200 students, 20 teachers were divided into sub-strata of ten teachers from each rural and urban school. The sub-strata of 200 was further subdivided into boy and girl 100 schools, and the teacher sub-strata was further subdivided into males and females, 5 teachers per classroom. The questionnaire and the observation checklist were used to gather data. The data was laid out on a table and represented by using percentages.

Table 1: Identifying the various teaching techniques used in secondary school classrooms

<i>Statements</i>	<i>SDA</i>	<i>DA</i>	<i>UN</i>	<i>AG</i>	<i>SAG</i>	<i>Chi-square P-value</i>
<i>The teacher observes students when they are actively engaged.</i>	09 (2.3)	0 (0)	0 (0)	148 (37.0)	243 (60.8)	558.4 (0.000)
<i>Teacher uses techniques in sequence to respond for appropriate behaviour.</i>	08 (2.0)	06 (1.5)	13 (3.3)	128 (32.0)	245 (61.3)	218.87 (0.000)
<i>The teacher uses the technique of individual reinforcement.</i>	08 (2.0)	47 (11.8)	46 (11.5)	135 (33.8)	164 (41.0)	221.45 (0.000)
<i>The teacher uses the technique of group reinforcement.</i>	45 (11.3)	16 (4.0)	35 (8.8)	151 (37.8)	153 (38.3)	364.80 (0.000)
<i>The teacher develops positive relationships with learners.</i>	21 (5.3)	27 (6.8)	17 (4.3)	125 (31.3)	210 (52.5)	299.47 (0.000)
<i>The technique of routine making is used.</i>	18 (4.5)	23 (5.8)	30 (7.5)	158 (39.5)	171 (42.8)	304.87 (0.000)
<i>The techniques of direct instruction are used.</i>	26 (6.5)	18 (4.5)	30 (7.5)	137 (34.3)	189 (47.3)	277.10 (0.000)
<i>The technique of student engagement is used.</i>	27 (6.8)	14 (3.5)	37 (9.3)	157 (39.3)	165 (41.3)	537.02 (0.000)
<i>The teacher uses techniques to maintain classroom standards.</i>	08 (2.0)	04 (1.0)	12 (3.0)	143 (35.8)	233 (58.3)	614.47 (0.000)

SAG=Strongly Agree, AG=Agree, UN= Un Certain, DA=Dis Agree, SDA=Strongly Dis Agree

Item 1 indicates that 97.80% of respondent students agreed with the instructor's observation of fully engaging students, with just 2.9 percent disagreeing. The data is meaningful since the chi-square value is 588.04 and the P-value is 0.000, which is smaller than the importance value of 0.05.

Item 2 reports that 93.30 percent of respondent students think teachers should use strategies to respond to constructive actions, with 3.5 percent disagreeing and 3.3 percent unknown.

The data is relevant since the chi-square value is 218.875 and the P-value is 0.000, which is smaller than the importance value of 0.05.

Item 3 reveals that 74.8 percent believe the instructor uses individual inspiration, 13.8 percent deny, and 11.5 percent are unsure. The data is significant since the chi-square value is 221.450 and the P-value is 0.000, which is smaller than the importance value of 0.05.

Item 4 reveals that 76.01 percent of respondent students believe the instructor uses group support, 15.3 percent disagree, and 8.8 percent are unsure. The data is significant since the chi-square value is 364.800 and the P-value is 0.000, which is smaller than the importance value of 0.05.

Item 5 shows that 83.8 percent of respondent students believe their instructor builds positive relationships with them, while 12.1 percent disagree and 4.3 percent are unsure. The data is significant since the chi-square value is 299.475 and the P-value is 0.000, which is smaller than the importance value of 0.05.

According to Item 6, 82.3 percent of respondents believe their instructor uses the routine-making technique, while 10.3 percent disagree and 7.5 percent are unsure. The data is significant since the chi-square value is 304.875 and the P-value is 0.000, which is smaller than the importance value of 0.05.

Item 7 showed that 81.6 percent of students said direct teaching approaches were used, with 11% disagreeing and 7.5 percent uncertain. The data is significant since the chi-square value is 277.100 and the P-value is 0.000, which is smaller than the significance value of 0.05.

Item 8 shows that 80.6 percent of respondents think student engagement approaches were used, while 10.3 percent disagree and 9.3 percent are unsure. The data is meaningful since the chi-square value is 537.025 and the P-value is 0.000, which is smaller than the importance value of 0.05.

Item 9 shows that 94.1 percent of respondent students believe that the instructor uses strategies to maintain classroom expectations, while 3 percent disagree and 3 percent are unsure. The data is significant since the chi-square value is 614.475 and the P-value is 0.000, which is smaller than the importance value of 0.05.

QUANTITATIVE FINDINGS

1. Almost 97.80 percent of respondent students indicated that their teachers have noticed that they are fully involved.
2. Almost 93.30 percent of students who participated in the study saw the instructor use a series of strategies to react to positive behavior.

3. Approximately 74.8 percent of respondent students believe the instructor employs the individual reinforcement strategy.
4. Almost 76.01 percent of respondent students said that their instructor used the group reinforcement strategy.
5. Almost 83.8 percent of respondent students acknowledged that the instructor cultivates constructive relationships with students.
6. Approximately 82.3 percent of students who responded said their instructor used the routine-making method.
7. Direct teaching methods were listed by nearly 81.6 percent of respondent students.
8. Almost 80.6 percent of respondent students thought the student communication approach was used.
9. Almost 94.1 percent of students polled agreed that the instructor used tactics to uphold classroom standards.

QUALITATIVE FINDINGS

The majority of the teachers were studied, and it was discovered that the teachers regularly watched the learners during the activity, although only a handful of them did so frequently.

The instructor has been observed monitoring learners during the exercise to ensure that they perform their assignments on schedule and retain classroom integrity to accomplish the instructional objective.

The majority of the teachers were regularly seen using strategies in sequence to react to acceptable actions, while others were observed doing so regularly.

It has been found that the teachers have used the techniques to react and demonstrate good classroom discipline. The techniques are simple to understand and teach.

Personal encouragement was used by the majority of teachers only infrequently, although certain teachers were observed regularly and only a few were observed frequently.

Individual reinforcement seems to play a significant role in the slow learner's development of involvement in the teaching-learning phase and participation in the process.

The majority of teachers were observed regularly as they used the group reinforcement technique; however, some of them were not observed at all, and only a handful were observed frequently.

It has been found that the group encouragement approach aids in maintaining classroom compliance as well as achieving the instructional goal.

The majority of teachers were encountered regularly, but only a handful was observed frequently enough to maintain constructive interactions with their students.

It has been found that teachers have formed good relationships with their students, as a result of which the students have gained interest and have inquired about their difficulties.

The majority of the teachers noticed regularly, although some of them observed frequently that they use the direct guidance technique.

Clear coaching, it has been found, aids the learner in understanding explicitly and reduces time loss while teaching-learning.

The majority of teachers observe regularly, some of them observe frequently, and a handful of them werenot studied using the student interaction technique.

It has been found that when students are engaged in the teaching-learning process, they are unable to disrupt the classroom.

The majority of teachers observed regularly, others observed frequently, a few observed occasionally, and only one respondent did not observe that they utilised a method to maintain classroom expectations.

It has been found that establishing rules and regulations in the classroom aids in the development of classroom practices, which in turn aids in the resolution of classroom behavior issues.

DISCUSSION

Approximately 97.80 percent of the students who responded agreed that teachers typically monitor students while they are fully participating in class and that most teachers use approaches that are effective in the teaching-learning phase. During the observation, however, it was found that the majority of instructor respondents were watching the pupils during the teaching-learning phase, which was a good technique. According to the results, students benefit from the approach because they are conscious that the instructor is observing them and their jobs. When an instructor recognises students who are positively participating, he or she can help maximise acceptable behavior while minimising inappropriate behavior (McIntosh & et al, 2004).

Almost 93.30 percent of students say their teacher uses a sequence of techniques to respond to appropriate behavior. The majority of respondent instructors, on the other hand, were found using strategies to react to relevant actions during evaluation. In case studies with special learners with special needs or transitional behavior problems, this approach is widely used (Becker, 2011).

The trainer uses the individual reinforcement approach, according to 74.8 percent of respondent students. Even though they were being tested, most of the responding teachers were found to only use individual reinforcement on a very infrequent basis. In a research study, the individual incentive method, which seeks to strengthen classroom management, as illustrated (McNiff, 2015).

Nearly 76.01 percent of students agreed with the fact that the instructor employs the group reinforcement strategy. While the majority of respondent teachers use the method of group reinforcement, observation revealed that they do so often. The individual motivation approach, which aims to enhance classroom management, has been shown in a research report (Alberto & Troutman, 2016).

The assertion that the instructor builds constructive relationships with students was mostly decided upon by 83.8 percent of student respondents. Observation, on the other hand, showed that the majority of respondent teachers often notice that they have formed supportive relationships with their students. Interaction aids the instructor in developing a healthy interaction with the student, reducing inappropriate behavior, and emphasizing positive conduct (Borich, 2013).

The argument that the procedure of routine rendering is used was decided upon by 82.3 percent of student respondents. When being studied, the majority of the respondent teachers were consistently observed using the routine-making method. Transition methods can be used by educators to create successful classroom rituals such as lifting hands to help prevent misbehaving students, taking notes, and completing independent seatwork (Campbell & Skinner, 2004).

The assertion that direct instructional approaches are used was backed up by almost 81.6 percent of students. On the other hand, observation revealed that the majority of respondent teachers often use the direct instruction method. An instructor uses supervised instruction at the start of a new class, in which the teacher explains when to take a seat, get supplies, and focus on the teacher (Ohl et al., 2019).

The statement that a student engagement approach is used was supported by almost 80.6 percent of student respondents. During the observation, the majority of respondent teachers stated that they often use the student engagement technique. Student engagement, according to the report's results, is an important element in strengthening classroom management (Coddling & Smyth, 2008).

The assertion that the instructor uses tactics to uphold classroom standards was decided upon by 94.1 percent of students. On the other hand, the majority of respondent teachers stated that they use methodology daily to maintain classroom expectations. The classroom stander technique has become a global classroom management technique (Darch & Kame'enui, 2004).



FINAL REMARKS

Based on the above literature, the researcher concludes that the transition technique helps to improve instructional quality by maintaining classroom discipline during the teaching and learning process. Transition is often important for growing appropriate behavior in the teaching and learning process, and it motivates the learner.

RECOMMENDATIONS

- It is suggested that the instruction was given during the transformation be explicit to be more accurate.
- It is suggested that the teacher watch the students through the process, as this encourages them to voluntarily participate and makes the transition more meaningful for both the learner and the teacher.
- More analysis should be done to see how other transition techniques can help students handle both transitions and their emotional needs.



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