

**RESEARCH PAPER****Impact of Traditional Teaching Methodologies on the Performance of Students at Primary Level in Government Schools of Hyderabad City****Shahzeen Laghari**

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ABSTRACT

The study aims to explore the impact of traditional teaching methodologies on the performance of students at Primary level in Government Schools of Hyderabad city. Teaching methodologies are the prime important part of teaching learning process. The nature of this study was descriptive and survey research design was used. Qualitative method for data collection has been used. The population of the study consists of all the teachers and students of Government Primary Schools of Hyderabad city. Sample was taken by means of probability method. Questionnaire tool was used to collect data. After brief analysis it was found that some of the Government Primary Schools follow traditional ways of teaching. Based on findings it was recommended to make use of innovative new methodologies to encourage students' participation, engagement and conceptual learning. The research suggests to implement different methodologies of teaching in classrooms to make teaching learning process more effective.

Keywords: Effective Teaching, Government Schools Hyderabad, Students' Performance, Teaching Learning Process, Traditional Teaching Methodologies

Introduction

Education is a social process. It is a process of acquiring knowledge, finding truth, enlightening mind, learning values and skills. Searching and creating of new things, a purposeful activity to develop new knowledge and judgment. Education is an art to make skillful and productive members of a society (Muzaffar, 2016). Hence, this art needs proper methodologies to deliver all the knowledge and skills effectively. It is an important tool for social, political and economic development of a society. To impart knowledge effective teaching methodologies are required.

Teaching is an important process of education which requires proper teaching methodologies to convey this knowledge to the learners. Effective teaching methodologies are to be used for this purpose. Effective teaching methodologies meet with the needs of the students, ensures their participation and involve different innovative techniques to make teaching learning process more effective and constructive. Teaching is an art and a science. A good teacher needs to find effectual ways to handle this art and a good approach to deliver this science.

Methodology is a way of practices used to teach students. Teaching Methodologies are selected as per the nature of the subject and according to the level of learners. Many different methodologies has been introduced by the educationists. Traditional Teaching methodologies are the old, long established and usual ways of teaching that are based on rote learning, memorization and syllabus completion. These are teacher's controlled approaches in which students are completely passive. These approaches make whole learning process tedious and tiresome for learners. Traditional methodologies known as conventional education, which is widely used in schools. (Alessa & Hussein, 2023).

Traditional Teaching emphasis lies solely on teaching rather than learning. Involvement in any task leads to life long learning. Traditional methodologies largely depends on textbooks only. On the other hand modern methodologies of teaching largely involve students participation and ensure students' interaction throughout the teaching learning process. Students' achievement also rely on the way lesson and the knowledge is delivered to them. Activity based learning, peer share technique, project method, pictorial approach and so many like these has enhanced students learning and achievement. In old way of teaching, the teacher is the source of ideas and information, and the student receives and interacts with them, as a recipient of information (Perse, 2017).

Teaching Methodologies in government primary schools rarely promote students learning. Teachers' dependency on books, relying on lecture method and requiring students to supply answer same written by the teacher all and all leading to rote memorization and examination oriented study. Students having no understanding of the content however, in other countries this kind of teaching methodologies are replaced by student-centered approaches with the sole purpose of learning. That is considered as learning for life.

Primary education is founding stage in the entire educational process that requires every child to learn basic literacy numeracy and practical skills related to problem solving. This basic education helps learners in socio economic development but with traditional ways of teaching all this seems unachievable.

Different teaching methodologies are beneficial for students learning. These methodologies enable students to think critically, help in problem solving and in over all learning. Students at primary level are active, energetic enthusiastic hence they require learning that involve them in different activities. It has been observed that involving students in activities help them to apply all their knowledge in practical life to solve real life problems. Traditional methodologies do not involve these practices. Traditional way of teaching is a teacher-dominated interaction (Broughton, 1994; Rahmawati, 2017).

To enhance conceptual learning among the students teachers may follow the innovative methodologies such as activity based tasks, demonstration, peer learning, creative writing tasks and many others like these that make their participation real. Teaching aids like Audio, video, documentaries, images, art ,craft and other pictorial material are used in innovative teaching learning. As the Maxim goes "if we hear we forget, if we see we remember, and if we do something we understand it." Thus, use of audio visual aids make teaching learning process more influential and leading.

Primary education is a foundation of all other levels of education. It is significant for every child to get this basic knowledge that is right of every child and is free of cost as per the Pakistan's constitution (Muzaffar, et. al., 2020). It will enhance confidence among the learners. At the primary level students are ardent to learn and curious to explore things their own rather than being passive listener. Verbal instructions and lecture based teaching for all subjects at this very founding stage is unsuitable. In some of the government Primary schools of Hyderabad city old ways of teaching methodologies are followed as yet. Which are making learning uninteresting for learners. The old chalk and-talk teaching is no more fruitful for the teaching at primary level of education. Thus, this study has been done with the purpose to see impact of traditional methodologies at primary level in Government Schools of Hyderabad city.

Litrature Review

Traditional Methods: known as conventional education, which is widely used in schools. The old- way of teaching, The teacher is the source of ideas and information, and the student receives and interacts with them, as a recipient of knowledge (Perse,2017) Modern Teaching Methods:Education reforms mean that learning is taught from a

completely different angle. Progressive educational practices focus more on the individual student's needs rather than assuming all students are at the same level of understanding. The modern way of teaching is more activity based, using questioning, explaining, demonstration and collaboration techniques. Modern learning encourages students to collaborate and therefore be more productive. (Jackson,2017).

Traditional and Modern Teaching Methods

Because traditional techniques used repetition and memorisation of information to educate students, it meant that they were not developing their critical thinking, problem solving and decision-making skills. Modern learning encourages students to collaborate and therefore be more productive. Saying that, traditional and modern teaching methods are both effective and useful in today's education. As with most things, it's all about balance. Teachers need to understand when a traditional method works best and when it's right to try new and innovative approaches. (Mahta 2019).

Inductive and Deductive Methods of Teaching

Teaching theories could be managed according to two major parameters: A teacher centered approach versus a student-centered approach, and high-tech material use versus low-tech material use. (Nilson, 2016; Alessa & Hussein, 2023).

Traditional methods of teaching were used for centuries in schools. Traditional methods of teaching depend on the deductive methods of teaching, in which the teacher is the center of the classroom. The teacher is the only source of information. The teacher is the one who leads the class, explains and write the content on the board and students have to memorize and recite the information given, and students have to take in the decisions made by the teacher. According to these methods students lack decision making and problemsolving skills. Students learn just to pass the semester and pass the exams. (Mehta, 2019; Alessa & Hussein, 2023).

Modern Teaching Methods

Being in the 21st century, there becomes an insistent need to introduce technological requirements in the education system at all levels. The education system has been changing and introducing new methods of teaching which have a completely different view and approach towards the educational teaching and learning system. Teachers teach every student as an individual recognizing that each student has his own needs, interests and way of thinking and learning. The students' needs are highly considered. Students are more active in class, the methods are based on activities which completely involve them into the process of learning. Students actively participate to gain knowledge and improve their skills and aid them face any kind of challenges in the future, in which the teacher only guides and leads them to reach their goals. (Mehta ,2019),(Grey,2019) and (Alessa & Hussein, 2023).

The rapid development of the times has also brought more advanced educational methods and concepts. Many experts advocate replacing traditional educational methods with modern educational methods. The difference between the two educational methods depends on three aspects: educational method, educational purpose, and educational focus.(Wang, 2022).

The traditional method of teaching and learning has been in existence for centuries, with little change over time. However, this approach is no longer effective in the twenty-first century. The modern approach to teaching is centered around the question of "why do we want to teach?" This question prompts us to consider the unique culture of each classroom, taking into account the diversity of students' backgrounds, experiences, knowledge,

environments, and learning goals. The new way of teaching involves explanation and demonstration. This approach can be achieved by combining the two historical methods of *educere* and *educare* (Kumar, 2023).

Teacher centered method of teaching i.e. lecture method mostly used in schools at primary level in Pakistan (Khalid & Azeem, 2012). In the traditional method of teaching in our classrooms preference is given to the completion of content without bothering the students' interest (Khalid & Azeem, 2012), where students just practice rote learning rather than having creative thinking. The prevalence of students' passiveness environment the questioning from students is mostly discouraged (Adak, 2017). To cope with the needs of the modern era, adaptation of innovative teaching and learning strategies, students' active involvement in different activities are must (Farooq, et al, 2020; Mehmood, et al, 2023).

It is concluded in previous researches (Lee et al., 2016; Zaidi et al., 2017; Raja, 2018; Habibzadeh et al., 2019; Lo et al., 2020) that the learners have mixed perceptions about traditional lecture method for its effectiveness. Nurutdinova et al., (2016) conducted a study to evaluate the effectiveness of various teaching method in a primary school for grade five students. The conclusion of the study indicated that traditional lecture method has created low critical thinking skills in the learners as compared to the other teaching methods. Some researchers (Balliu, 2017; Alaagib et al., 2019) also concluded that the traditional lecture method is a useful teaching strategy when the learning material is not available in written form like book. Zlotzkaya, (2016) proposed a research to check the suitability of the teaching methods according to the learning environments. The results of the study indicated that the traditional lecture method is a useful teaching strategy especially when there are large group of learners before the instructor. (Saira, et al, 2021).

Material and Methods

This study was survey design of research and descriptive nature. In this study qualitative method was used to identify various teaching methodologies in Government Primary Schools of Hyderabad city. Data was collected from different schools of Hyderabad city. Population of this study consisted of all the teachers and students of Government Primary School. Sample of the study included 50 teachers and 30 students. Questionnaire tool was prepared to get data from the elected sample of the population. Closed ended type of questionnaires based on yes/no items were developed. Through online survey data from teachers was collected. Student's data was collected through manual questionnaire.

Conceptual Framework

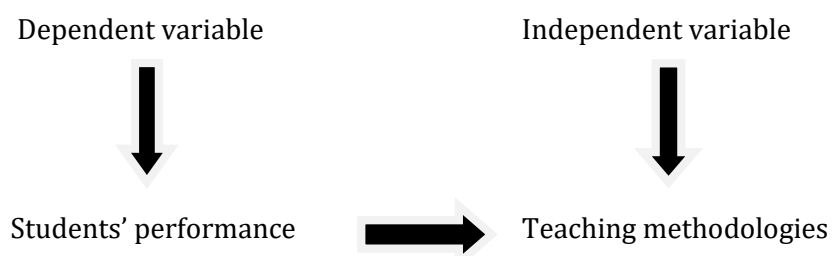


Figure 1. Conceptual framework

Results and Discussion

Table 1
Students' Data Interpretation

S.#	Statements	Yes	No	Yes%	No%
1	Do you like the way teachers teach you?	18	12	60%	40%

2	Do you understand through lectures?	15	15	50%	50%
3	Do they arrange discussion class?	12	18	40%	60%
4	Do you get chance to be active in the class?	12	18	40%	60%
5	Do you perform any activity in any classroom?	15	15	50%	50%
6	Do they demonstrate any activity for any subject?	14	16	45%	55%
7	Do they use any model or chart in any class?	18	12	60%	40%
8	Do your teachers give you chance to talk & share your views?	14	16	45%	55%
9	Do you feel any difficulty in your studies?	24	06	80%	20%
10	Do you face any problem in any subject?	22	08	75%	25%
11	Do you get bored by the ways you being taught?	22	08	75%	25%
12	Do you understand any topic that you memorize just to pass exam?	18	12	60%	40%
13	Would you like to be involved in activities?	27	03	90%	10%
14	Would you like to be active in class?	27	03	90%	10%
15	Would you enjoy learning through different methodologies/ways?	30	00	100%	0%
	Mean	19.2	10.8	64	36
	Total		30		100%

The data collected from students indicates 40% students were discontent with the way they are taught. 50% students were able to understand teaching through lecture methods. 60% responded neither discussion class were arranged nor they get chance to be active into their class. On the question regarding classroom activity 50% responded they were involved in classroom activities by their teachers. 45% demonstrated classroom activities. 40% views as no use of charts and models has been made in their classroom teaching. 55% hardly got chance to talk and share their views during classroom teaching. 80% had difficulty in their studies 75% faced challenges in some of the subjects and the same number of the participants sometimes get bored the way they were taught. 40% believe memorization does not help them to understand any topic. 90% wanted to be involved into activities and to be active in their class. And all want to be taught with different methodologies rather than with same way.

Furthermore, majority of the teachers were aware of various methodologies. 88% were of the view in government Primary Schools old teaching methodologies are followed. Majority of respondent believed it was due to the unavailability of resources. Lecture method is not enough for effective teaching in primary classes. Conceptual learning cannot take place through memorization and rote learning. All respondents believed that students learn best through learning by doing. 58 % of the respondents thought teachers do not engage students in activities while learning in the classrooms. 82% view as students cannot learn being passive in their classrooms. 86% were of the view that traditional methodologies are not effective. Students' interest does not develop due to this. Reading alone is not enough for understanding of any subject. 78% supported student-centered approach as more accurate for teaching learning process for primary classes. 96% were of the view science should be taught by demonstration and experimental method. 84% of the teachers believed student face challenges due to traditional methodologies. Majority of the respondent supported idea of teaching through different teaching aids. 82% believed due to these methodologies they are lagging behind. Some of the teachers use these ways due to lack of professional training.

Findings

After a careful review and analysis of data gathered from the teachers and students it was found traditional ways of teaching methodologies lead to passive learning. Students engagement was neglected. Conceptual learning and critical thinking skills were limited.

More professional development on teaching methodologies was required. Lack of resources was one of the issues in some of the schools. Students wanted to be more involved in learning process, wanted to learn through different approaches and wanted to be more active in their classrooms.

Conclusion

To conclude, traditional methodologies lack flexibility and innovation. Traditional methodologies can have both positive and negative impacts on students performance. Their emphasis is more on rote memorization than on critical thinking and practical learning. These methodologies may not engage students fully in learning. However, at primary level interactive learning styles and student centered approaches are more effective. Therefore, it is of utmost importance for the teachers to adopt modern methodologies that are more interactive, involving students in teaching learning process, developing creativity, critical thinking, conceptual learning and practical learning. As the purpose of teaching is not only to enhance knowledge but is to be capable to solve practical problems.

Primary Education in Pakistan intends to develop each child's potential to the full, encourage a love of learning and help children to develop their skills that they would use all their lives but with traditional methodologies this aim would be difficult to be achieved. The primary stage of education is very important for the career building of an individual. This stage enables a child to raise a standard of his/her personality, all this could only be achieved by effective teaching methodologies.

Teachers should develop skills and abilities and prepare the students for life and world. Students should be provided with the knowledge that makes them able to stand well on their feet, face the challenges of life, and become successful. Thus, learning at primary level should be comprehensive. It should broaden the prospect that of the students.

Recommendations

Based on present findings, some of the recommendations are:

- To improve teaching methodologies in government Primary Schools of Hyderabad city through incorporating interactive modern learning styles that ensure students' involvement and encourage active participation in classroom learning.
- Use of different teaching aids should be made to make teaching more interesting for students. Integrating technology where is possible and available. Use of educational applications and multimedia resources may help to enhance student's learning experiences.
- Teaching at primary level should be flexible student-centered and result-oriented. As cognition is also very high at this stage due to it they need to be engaged in different activities.
- Curriculum should be flexible to help teachers to adopt lesson plans according to students need and interests.
- To provide ongoing professional development opportunities for teachers to enhance their skills and knowledge in modern teaching methodologies.
- Schools should be provided sufficient resources including learning materials and other facilities that support teaching learning process.
- By implementing these recommendations, teaching methodologies in government primary schools can be improved and more engaging and effective learning environment can be made.

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