

**Research Paper**

The Impact of Trained and Untrained Teachers on Students' Performance: A Study at Secondary School Sibi

Balochistan

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Abstract

The purpose of this research was to identify the root causes of differences in teaching techniques used by trained and untrained teachers at the secondary school level in Sibi, Balochistan. A quantitative survey design was adopted, and data were collected using a closed-ended questionnaire from 70 teachers and 200 students. The study examined teachers' teaching methodology, classroom practices, and students' perceptions of teaching effectiveness. The findings revealed that trained teachers used more organized, student-centered, and interactive teaching methods, including effective lesson planning, classroom management, and the use of teaching aids. Students reported higher understanding, engagement, and participation in classes conducted by trained teachers. In contrast, untrained teachers relied mostly on traditional, lecture-based teaching methods, showed less classroom interaction, and rarely used instructional materials, which resulted in lower student engagement and understanding. The study concludes that teacher training has a significant positive impact on teaching quality and classroom effectiveness. It is recommended that professional training programs, workshops, and refresher courses be provided to all teachers, and that schools support the use of modern teaching methods and instructional aides to enhance student learning outcomes.

Keywords: Teacher Training, Teaching Techniques, Traditional Methods, Student Perception, Secondary Education, Balochistan

Introduction

It is regarded as a societal foundation for a prosperous economy, social progress, and effective governance in which teachers play a very important role throughout enhancing education. But their efficiency and effectiveness are determined by their educational background. Success can only be ensured by recruiting well-educated teachers who are intellectually engaged and enthusiastic about their work. The system, on the other hand, is doomed to failure if teacher lack an educational foundation and are unable to devote their minds and souls to their profession. A child's long-term success is greatly dependent on boys or girls education. As a result, education is essential part of socialization of student's wisdom. Therefore, child socially train in school so that a society may benefit his /her both physically and psychologically. In this regard that in order a student learns their skills, or professional abilities which are benefited to society. Author further said that a psychologically level of students can be understand a trained teacher rather than untrained (Akinsolu, 2010). For that reason, teachers performance a significant role in the educational organization. On the other hand, the influence of teachers on schoolchildren ought to not be underestimated. Because when hiring new teachers, educational institutions should consider new teacher qualifications, training, and experience, such as unskilled teachers have a negative impact on students' academic performance (Iheonunekwu, Anyatonwu, & Okoro, 2014). Different study's findings have shown that trained teacher's skill associate with pupils' academic progress and untrained teachers are incapable of providing adequate instruction to their students. Because, the majority of the lessons are centered on the teacher, in which trained teachers adopt or use 21st century teaching methods rather than untrained teachers (Khurshid, 2008). A trained teacher is commonly defined subjects at the

appropriate level in a given educational policy in which basic necessities of academic requirement are given for teaching in classroom. A teachers refers to instructors their all teaching professional experience and training according to pedagogical training. In this regard, a teachers is the motivating factor behind the school. A school without a teacher is comparable to having an empty soul (Munawar, 2022). Throughout Pakistan's educational history, various education programmers have highlighted that teacher education and training must improve which recommended for the use of skilled instructors to help construct the educational system according to the All Educational Conference in 1947 (Khan, 2017). No educational system is better than its teachers, according to the National Education Report of 1959. It pushed for major changes in teacher education and training. In Educational Policy 1972-80, the development of an Open University with a strong faculty for teacher education is advocated. Education quality at all levels of schooling in Pakistan is commonly regarded to be low, according to a World Bank assessment from 1991. As a result, the National Education Policy 1998-2010 emphasizes that the most essential aspect of the educational system is teacher educational quality, as well as teaching approaches that develop independent thinking, such as well-trained teachers and well-planned curricula (Qureshi, 2022). In practically every way, Pakistani secondary schools is awful. The primary goal of this study is to identify and compare the performance characteristics that separate skilled instructors from unskilled instructors. Based on the comparison, make recommendations for improving the educational system. Although it is difficult to establish the impact of teacher training on teacher performance from a Pakistani perspective.

Literature Review

In the current study, teachers and students are regarded as the most relevant and accountable

components because they have a direct impact and influence on the outcomes of their work. The entire performance of the educational system is determined by the simultaneous integration of two autonomous but strongly interconnected entities. To put it another way, teachers and students are the most apparent signs of who is in command of the instruction in classes. In a classroom, we may still notice the use of teacher-centered approaches like lecture, explanations, and presentation if we look at a teacher's expertise or teaching methods. Teachers in such classes are dissatisfied with their professions and have a negative attitude about them. The Sibi is one of the poorest in district in Balochistan. As a result, it is unable to provide necessary teaching materials and technology to its students. Our classrooms are large, and our teachers are behind on technology advancements. Untrained teachers use their native tongue when teaching English. This is how lessons are taught, with no respect for student psychology or the use of proper instructional resources. It's used to teach in the old-fashioned way (translation method). Most teachers are unable to properly use techniques in the classroom due to a lack of training (Manan, 2019). According to research findings that years of experience had generally helpful but variable effects, whereas distinguishing between different types of undergraduate coursework and professional development training. In this regard, that earning an advanced degree had no meaningful effects (Anwer, Tahir, & Batool, 2012).

A cross-sectional study found that teacher education plays an important role in improving student achievement. The author further said that unskilled teachers mostly use traditional methods of teaching that are not covered by scientific or advanced methodology. As a result, a skilled teacher outperforms an unskilled teacher (Hussain, Shaheen, Ahmad, & Islam, 2019). Cranton believes that effective teachers must assimilate knowledge and abilities in order to employ them quickly and flexibly. Professional qualities, teaching skills, and classroom climate

are three major variables under a teacher's control, according to him, that have a significant impact on pupil achievement. In this regard, that earning an advanced degree had no meaningful effect (Cranton, 2002). Training for professional growth comes in a variety of formats. Authors further said that also impacted on teachers skill. Teacher abilities will be improve through training because teacher abilities impact on students performance (Akhtar, Shah, & Khan, 2020). The author looked at the test scores of secondary school boys and girls. Students of trained teachers scored higher than students of untrained teachers. As a result, the authors conclude that a well-trained instructor can help students perform better (Imran & Ain, 2019). This research assisted both trained and untrained instructors. It will also benefit secondary school students and curriculum designers this study will valuable to learners, researchers, and anyone who are active in teaching.

Method and Metrial

The purpose of this research was to identify the root causes of trained and untrained teachers using teaching technique to demonstrate in classroom at secondary in the Balochistan Sibi. This study's design was based on a quantitative survey in which trained and untrained teachers quality and teaching methodology was observed, where gathered the necessary. A closed-ended questionnaire used to collect data from 70 teachers and 200 students. Furthermore, the teacher's assistant who discuss the size in depth above. A schedule for collecting primary and secondary data from books and journals will also be included in the data collection tool.

Result and Discussion

The findings of this study revealed that there was a noticeable difference between trained and untrained teachers in the use of teaching techniques at the secondary school level in Sibi, Balochistan. The data collected from 70 teachers and 200 students showed that trained teachers used more effective, organized, and student-centered teaching methods in the classroom. They were better at lesson planning, classroom

management, questioning techniques, and using teaching aids during instruction. In contrast, untrained teachers were found to rely more on traditional lecture methods and showed less variety in classroom teaching techniques. Their teaching was often less interactive and less effective in engaging students in the learning process. Students taught by trained teachers reported greater understanding, participation, and satisfaction in classroom learning compared to students taught by untrained teachers. The study further found that professional training plays a significant role in improving teachers' instructional quality and classroom performance. Therefore, the research concludes that teacher training has a positive impact on teaching methodology and student learning at the secondary level. The role of the teacher depend on proficiency, which defines the subject knowledge, and understanding of how children learn. According to findings that undergraduate coursework and professional development training had generally helpful but variable effects, whereas distinguishing between different types. According to Smith, a great teacher taught in a class that would be full of eager, engaged, and optimistic so that students can attain high academic standar. The student participation demonstrate a high level of cooperation and tolerance. Students should conduct themselves in conformity with the teacher's high standards (Banerjee, 2016). A week instructor must exhibit a number of characteristics on both sides. A unskilled teacher instils fear by imposing arbitrary timeframes and a consistent level of punishment for all incidents, big and small. A unskilled teacher look down on a comprehensive curriculum and views education as a small set of essential abilities with predictable and stereotypical outcomes. It follows to a strict timetable that regulates every routine. He only employs one method of instruction and focuses on passive learning(Arshad & Akramnaseem, 2013). This investigation looks into teaching practices, student learning results, and teachers' attitudes, behaviors, and beliefs. It identifies elements

associated with student outcomes without attempting to explain student achievement or changes in achievement, student motivation or changes in motivation, or student motivation or changes in motivation. Qualities of effective teaching connected to teaching and learning success. Several studies have described student outcomes in their school environment and well-structured lectures, and classroom. In order to, a qualified teacher may exhibit microbehavioral characteristics such as professional features and teaching abilities, whereas an inexpert instructor does not. Professional growth comes in a variety of formats. Authors futher said that constractive approach impact on teachers skill and teacher abilities can be imporve through training beacsue teacher abilities influence on students performance (Akhtar, Shah, & Khan, 2020).

Table1: A Framework for Analyzing Teaching Practices

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| Professional knowledge and beliefs | Teacher class room practice |
| Content knowledge | Structuring |
| Pedagogical content knowledge | Student orientation |
| Belief about the nature of teaching and learning | Enhance activities |
| 1.Direct transmission | Teacher professional activities |
| 2. Constructivists beliefs | 1. Exchange and co-ordination for teaching |
| | 2. Professional collaboration |

Finding of this study was that Teachers' and students' favorable perceptions toward teaching strategies will be reflected in lectures and demonstrations. These outcomes will continue. Despite strong teacher implementation, the focus of the problem-solving and interdisciplinary

teaching components will be on students' viewpoints. Problem-solving abilities must be developed in students, which is why it has long been a required component of technology courses. Interdisciplinary teaching methodologies for areas such as STEM are key trends in educational technology improvement. Additionally, teachers and students able to see exploratory and modular teaching. These are critical aspects to consider while evaluating educational tactics in the future. The gap between teachers' were observed by students' perceptions of educational activities in Sibi Balochistan, which viewed positively by both participants. When planning learning activities in these areas, more work required. Students dissatisfied with learning tasks such as data gathering and application, despite outstanding instructor performance. Teachers believe that future learning activities should accommodate for this gap.

Result Description 1: Teachers' Use of Traditional Method of Teaching

That untrained teachers mostly use traditional teaching methods in the classroom, while trained teachers are less dependent on such methods. Trained teachers were found to use more student-centered and effective teaching techniques. On the other hand, untrained teachers showed less use of activity-based and modern instructional methods. These results indicate that teacher training improves classroom teaching practices and helps teachers apply better teaching methodologies at the secondary school level.

Result Description 2: Students' Perception about Teaching Techniques of Trained and Untrained Teachers

The perception of students regarding the teaching techniques of trained and untrained teachers at the secondary school level in Sibi, Balochistan. The responses indicate that students have a more positive view of trained teachers as compared to untrained teachers. According to the students, trained teachers explain lessons more clearly, use teaching aids, encourage

participation, and apply better teaching techniques in the classroom. Students also reported that they understand lessons more easily when taught by trained teachers. This suggests that trained teachers create a more effective and interactive learning environment. In contrast, students perceived that untrained teachers mostly use traditional and lecture-based methods of teaching. They were considered less interactive and less effective in making the classroom interesting. Students also felt that untrained teachers rarely encourage discussion or active participation during lessons. Overall, the student perception clearly shows that teacher training has a positive impact on teaching quality, classroom interaction, and student understanding.

Result Description 3: Students' Perception Regarding the Teaching Techniques of Trained and Untrained Teachers

Presents students' perceptions regarding the teaching techniques of trained and untrained teachers at the secondary school level in Sibi, Balochistan. The data show that the majority of students had a positive perception of trained teachers' classroom teaching methods. A large number of students, 170 (85%), stated that trained teachers explain lessons clearly, while only 30 (15%) disagreed. Similarly, 165 (82.5%) students reported that trained teachers encourage student participation in the classroom. In addition, 175 (87.5%) students agreed that trained teachers use teaching aids and examples during instruction, which helps improve understanding. Furthermore, 168 (84%) students said that they understand lessons better when they are taught by trained teachers. On the other hand, 160 (80%) students agreed that untrained teachers use traditional teaching methods, showing that lecture-based teaching is more common among them. Only 60 (30%) students believed that untrained teachers make the class interesting, while 140 (70%) disagreed. Likewise, 70 (35%) students stated that untrained teachers ask questions and interact with students, whereas 130 (65%) said they do not.

Finally, 180 (90%) students agreed that teacher training improves teaching quality. These findings indicate that trained teachers perform better in classroom instruction, use more effective teaching strategies, and create a more interactive learning environment than untrained teachers.

Conclusion

The study concluded that trained teachers perform better than untrained teachers in using effective teaching techniques at the secondary school level in Sibi, Balochistan. The findings showed that trained teachers are more organized in lesson delivery, use student-centered methods, encourage classroom participation, and apply teaching aids more effectively. Their teaching methods help students understand lessons better and create a more active learning environment. In contrast, untrained teachers were found to rely mostly on traditional and lecture-based teaching methods. They showed less classroom interaction, limited use of teaching materials, and weaker teaching strategies. As a result, students taught by untrained teachers were less engaged and faced more difficulties in understanding classroom lessons. The study further concluded that teacher training plays a vital role in improving teaching quality, classroom management, and student learning outcomes. Therefore, professional training should be given importance to enhance the performance of teachers and improve the overall standard of secondary education.

Recommendations

Professional training programs should be arranged regularly for secondary school teachers so that they can improve their teaching skills and classroom performance. Untrained teachers should be provided proper pedagogical training to help them understand modern teaching methods and effective classroom techniques. Teachers should be encouraged to use student-centered teaching methods instead of relying only on traditional lecture-based approaches. Workshops and seminars should be organized to develop teachers' skills in lesson planning, classroom management, questioning techniques,

and the use of teaching aids. Schools should provide teaching materials and instructional aids so that teachers can make classroom learning more interesting and effective. Educational authorities should monitor teachers' classroom practices to ensure that effective teaching methodologies are being applied. Refresher courses should be introduced for both trained and untrained teachers to update their knowledge and teaching strategies. Students' feedback should be considered in evaluating teaching quality, as it can help identify strengths and weaknesses in classroom instruction.

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