

## **An Investigation on the Role That Pedagogy Plays as a Benchmark for Excellence in Secondary Schools**

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### **Abstract:**

The education quality cannot be assessed only by looking at one specific influential factor because it is a multifaceted phenomenon. As a result, the learner, their classroom environment, their teachers, the instructional approaches, the curriculum, the teaching materials, administration, and pedagogic leadership all contribute to the quality of learning as a continuous process. According to UNICEF (2002), activities that take place both within and outside of the classroom but are nevertheless integrated into the educational environment have an impact on how well a student is educated. In other words, the effectiveness of a teacher and their teaching in a certain setting can be evaluated in light of the results of the students who attend. According to Alton Lee, pedagogical technique is the single most important component that has a direct impact on students' learning results (2003). The necessary knowledge, skills, aptitudes, and values that pupils should have attained at the end of their time in school are known as learning outcomes for students. Education professionals and pedagogy experts are still divided on what constitutes high-quality instruction. Let's take another look at that now. However, it is not intended for this topic to be repeated in this section because the difficult issue of defining performance and efficiency education has already been examined in more detail in the prior chapters, especially in the first chapter of this thesis. Therefore, the main topics discussed in this chapter are a brief summary of the research, the key findings, the outcomes of the data analysis provided in the previous chapter, and the study's pedagogical implications.

**Keywords:** *Pedagogical practice, pedagogical leadership, pedagogy specialists, pedagogical implications*

### **Introduction:**

#### **Background**

Learning was originally concentrated on mosques, and this tradition is where the history of the country's school system begins. In the past, people would get instruction in Islamic studies from clerics known as Mullahs in places of worship such as mosques and educational institutions known as madrasas. These institutions continue to serve as the traditional education centres, albeit having undergone some modest adjustments to both their course of study and the teaching-learning style that they employ. As a direct result of this, the initial steps toward developing a contemporary educational system were taken toward the close of the 19th century. In the

year 1878, the city of Kabul, welcomed the opening of two sophisticated educational institutions: 1 general&1military. Finally, in 1903, a second junior high was also established to a faculty of no more than ten instructors. After then, there was a hastened acceleration of the process of modernization that followed. In the year 1906, brand new school textbooks and Teacher's Guides, often known as Guidebooks, were created for the very first time (Dr. J. Rukumani et al. 2014). Following this, in 1912, the first Teacher Training Institute was also established in order to prepare teachers for the successful implementation of this new curriculum. This decision was made following an analysis of the difficulties that teachers faced when attempting to teach the newly introduced school textbooks.

## **LR**

The literature review is regarded an essential component of this work because its purpose is to compare and contrast the findings of this study with those of other relevant studies and academic works that have been undertaken on a variety of elements that influence education quality. As a result, the first part of this chapter provides a comprehensive evaluation of all of the academic works that were investigated, particularly in underdeveloped countries. These reviewed research examined the fundamental elements that have an impact on education quality, including quality indicators. The findings of these examinations are described here. The quality of education is evaluated based on the academic performance of students and the outcomes of their learning, both of which can be influenced by a wide variety of factors, including the policies and laws of the government on both the national and local levels, the teachers and the professional preparation they have received, the students, the instructional materials, the school governance, community-related issues, physical infrastructures, and the supervision provided by the school, amongst many others (Zamanzadeh, et al. 2021). Therefore, there may be thousands of study articles and pieces of literature that are pertinent to the aforementioned elements that are available. On the other hand, references have been made to the most pertinent studies, which are those that have an intimate link with the problem statement and the goals of the research. As a consequence of this, the next section of this chapter gives a summary of studies that were examined. This is followed by a discussion of a huge number of additional relevant research that were carried out outside of the setting around the world.

## **Objective**

The following primary goals have been taken into consideration during the design and execution of this study:

- 1) To investigate the pedagogical procedures that are used in secondary schools, specifically with regard to: a) the process of teaching and learning; b) the syllabus and the school books; and b) the procedure for evaluating students' performance
- 2) To investigate the importance of pedagogy in determining the overall quality of secondary schools from the perspectives of students, instructors, and principals.

## **Hypothesis**

H0. There is no significant change in the pedagogical procedures that are used in secondary schools, specifically with regard to: a) the process of teaching and learning; b) the syllabus and the school books; and b) the procedure for evaluating students' performance

H1. There is significant change in the pedagogical procedures that are used in secondary schools, specifically with regard to: a) the process of teaching and learning; b) the syllabus and the school books; and b) the procedure for evaluating students' performance

H0. There is no significant change in the importance of pedagogy in determining the overall quality of secondary schools from the perspectives of students, instructors, and principals. H2. There is significant change in the importance of pedagogy in determining the overall quality of secondary schools from the perspectives of students, instructors, and principals.

## **Material and method:**

### **Study design**

The selection of an acceptable research design for the study was the next significant and consequential matter in research that needed to be resolved after the problem, research questions, and objectives of the investigation were decided upon. Research studies that are qualitative and research studies that are quantitative both use different designs. The current study was a descriptive survey research that was conducted to describe a particular situation (pedagogy) and behaviour of a particular group of participants (teachers and students), which has allowed the researcher to not only present the current situation but also to interpret and report the actual facts on the ground. According to Best and Kahn (2006), descriptive survey type studies are used to determine "what is," so the researcher was able to: The particular information is required for responding to the research questions since descriptive survey type studies are used to determine "what is." In light of the study's findings and the objectives it set out to accomplish, the researchers decided that a descriptive survey design would be the most efficient way to gather details about the current state of school education, particularly with regard to the instructional strategies used by teachers and the pedagogical procedures used in the classroom.

### **Data collecting**

In the course of the research, qualitative data were gathered with the assistance of several instruments and methods including a questionnaire, a semi-structured interview schedule, a focus group discussion schedule, and a classroom observation programme. In addition to this, a study of some papers was also carried out. The researcher went through the effort of going through the content of the school textbooks in order to collect data about the design and arrangement of the content within the textbooks.

### **Data analysis**

The majority of the data collected were qualitative in nature, and it was necessary to analyse and interpret them descriptively in order to give a thorough account of the state of instructional methods in secondary schools. The data were collected through the use of a questionnaire, a semi-structured interview schedule, a focus group discussion schedule, and a classroom observation schedule.

## **Result and Discussion:**

Because this study is an investigational one, more discussion of the findings and their potential ramifications is also necessary to ascertain how the shortcomings found may affect the calibre of education. This is necessary in order to determine whether or not there is a correlation between the identified deficiencies and the quality of

education. As a result, this part of the chapter provides a concise discussion on the investigator's general unbiased thoughts on the analysis's conclusions and any effects they might have on the quality of secondary education.

According to conclusions of the data analysis, the vast majority of teachers enter their classrooms without having done the necessary amount of prior preparation and planning. It was noted that most teachers did not pay much attention to the lesson preparation process and did not create a lesson plan that was well-organized for their regular classroom instruction. It is believed to be an important component of the teaching-learning process to have a lesson plan in the classroom, and it is beneficial to the instructor in a variety of different ways. To begin, having a strategy that is well thought out and prepared will make successful teaching in the classroom much easier. It might help a teacher complete all of the scheduled teaching-learning activities step-by-step and effectively use the time allotted for each lesson.. An efficient lesson plan should include at a minimum these three fundamental components: the lesson's goals and aims, activities for teaching and learning, and activities for assessing student comprehension (Jones, 2018). Accordingly, how would a teacher instruct a class effectively while ensuring that the pedagogical practices and learning goals were in line, and evaluation if they do not have a documented lesson plan that includes all of the listed necessary elements?

### **Conclusion:**

The current research presents the findings of an in-depth inquiry into the use of the importance of pedagogy in determining the overall quality of secondary schools located. The teaching-learning process, curriculum and textbooks, and evaluation methods were the three main areas on which the research was undertaken. As a result, when the study's findings are taken into account, the teachers' subpar performance in each of the examined pedagogical components should raise concerns about the general standard of education. Despite the fact that the majority of the instructors have taken part in in-service training, it is alarming to see that the vast majority of them still lack basic pedagogical skills and seem to be ardent supporters of conventional teaching-learning methods. Particularly, it seems that the majority of them will face more challenges in ensuring the adoption of the new curriculum. The lack of preparation that teachers have for their work is one of the primary factors that contributes to their ineffectiveness in the classroom.

A country ripped apart by conflict, where educational institutions for teachers have a terrible track record and are unable to produce sufficient numbers of qualified educators for the country. Because of this, there is an urgent requirement for improvements to be made in professional development programmes and training as soon as possible. Continuous follow-up and activities based in the classroom should be a part of every newly conceived plan for the professional development of teachers that is developed by the government itself, as this is the most effective way to ensure quality education. The follow-up strategy should support and hone teachers' abilities to apply effective pedagogical methods and practises in the classroom.. According to what was seen in their actual classroom settings, the vast majority of teachers require ongoing help in order to improve their instructional methods that are used on a daily basis in the classroom. According to the findings of this study, the vast majority of educators who had previously participated in a sequence of professional development programmes in pedagogy continued to rely solely on instructional strategies that did not involve student participation (such as didactic lecture). As a result, teachers should benefit from the new professional development and enrichment programmes as they work to change their attitudes and beliefs about teaching-

learning strategies, particularly the assessment 32 process. The use of technology in the classroom by instructors should also be improved through professional development programmes.

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