CHAPTER-4

DATA ANALYSIS AND INTERPRETATION

4.0 INTRODUCTION

Data analysis as an inevitable part of the research is a systematic process of illustration, evaluation and deriving of significant interpretations of the collected data. This chapter presents a descriptive analysis of the data obtained through data collection tools like; Questionnaire, Classroom Observation Schedule, Focus Group Discussions and Semi-Structured Interview Schedule. The major aim of the present study was to examine the pedagogy as a core quality indicator in Afghan secondary schools. Thus, conforming to the type of the study and its objectives, most of the gathered data under the present study needed to be distilled descriptively for making a clear sense of it.

Accordingly, the objectives of the study deal with three main pedagogical aspects: (i) Teachers' teaching-learning methodology and classroom practices, (ii) Curriculum and textbooks delivery practices (iii) The techniques and procedures of evaluation as the inseparable parts of the pedagogy. A wide-ranging consensus is there on the key role of the teacher in education, particularly high quality and competent teacher is believed to be the most influential factor of quality education. Put differently, it is thought that the quality of education is mostly correlated and dependent on the quality of teachers and instruction. In 2000, Finland became the best for its quality education in the assessment of the Program for International Student Assessment (PISA). One of the key reasons, as researches had shown, was the availability of excellent teachers in the schools of this country. (Sahlberg, 2010)

Besides, looking at the leading role of the school policies to support effective instruction, this study investigated how school policies helped teachers to improve their pedagogical skills and teaching methodologies. Thus, school principals were enquired to provide information that whether or not their policies contribute to achieving learning goals and successful curriculum implementation. The challenges of the teaching-learning practices and successful curriculum implementation and evaluation process were the other related aspects discussed with the principals in 26 surveyed schools.

The next main objective of the study was to examine curriculum and textbook delivery practices in the schools. The curriculum is an essential part of pedagogy next to teachers' teaching methodology. (National Research Council, 2001) As noted by UNESCO (2016), the quality curriculum is equally essential for quality education. Thus, the study has focused on the application of curriculum in secondary schools and teachers' efficacy in curriculum implementation as well. Moreover, the study also explored the perspectives of teachers, students and principals about the curriculum in terms of relevance, effectiveness, application, shortcomings and challenges. The relevant data were gathered from principals, teachers and students.

In addition, the present study also covered the evaluation as a vital part of the teaching-learning process. To check whether the students attain expected long and short-term learning goals, the teacher has to design an appropriate assessment to measure the real progress of students' learning. Therefore, evaluation/assessment is an inseparable part of the instructional process. Consequently, teachers were asked to provide their details regarding classroom evaluation procedures and the techniques they were using for students' evaluation in their classrooms. Further, the Classroom Observation Schedule was also conducted to observe teachers' techniques they were using for students' assessment in the classrooms.

Perceiving the significance of the validity and credibility of the data, information was triangulated from other employed tools in all aspects. The questionnaire was administered to collect information on teachers' daily classroom teaching-learning practices, while the Classroom Observation Schedule, Focus Group Discussions and Semi-Structured Interviews evenly served for the same purpose, but in a different way. The data were collected from the teachers, principals and students with the help of four mentioned tools. The questionnaire was distributed to 220 secondary school teachers. A total of 65 classroom observations were done in all 26 schools in different classes of the subjects namely; Mathematics, Science, Social science and Languages. Also, the interviews were conducted with 26 principals of the selected schools. Also, 210 students were encouraged to give their views under FGDs about the teaching-learning process, school curriculum and evaluation procedures laid down in their schools.

4.1 DATA ANALYSIS AND INTERPRETATIONS

The data analysis presented in this chapter has been done objective wise and interpretations made based on the analyzed data. It means, to achieve the first objective: (*To study the classroom pedagogical practices in secondary schools of Paktia province in Afghanistan with respect to Teaching-Learning process, Curriculum and text-books and Evaluation procedures.*), the data collected through the Classroom Observation Schedule were analyzed. And to achieve the second objective: (*To study pedagogy as a quality indicator in secondary schools of Paktia province in Afghanistan as perceived by the students, teachers and principals.*), the data collected through the Questionnaire, Semi-Structured Interview and Focus Group Discussion were analyzed.

4.1.1 Analysis of the Data Collected through Classroom Observation Schedule

The investigator observed a total of 65 classes of different school subjects like; Mathematics, Science, Humanities, and Languages in 26 schools. The employed Classroom Observation Schedule was based on the items related to two major parts namely; Teaching-Learning process and Evaluation procedures adopted by the Afghan secondary school teachers. Hence, the collected data were analyzed with reference to the above-stated parts to make it a meaningful process of drawing out the interpretations and ultimately the findings of the study.

4.1.1.1 *Analysis Related to Teaching-Learning Process*

Analysis of the data for each aspect of the Classroom Observation Schedule related to the Teaching-Learning Process has been analyzed with the help of frequencies and percentages for further interpretation. The detail of the same has been given as under:

Table 4.1 Assigning Homework

1. Teacher checked students' homework.				
Observation	**Effective**	**Somewhat Effective**	**Ineffective**	**Not Observed**
Frequency	23 (35%)	34 (52%)	-	08 (13%)
Total	**65**			

It can be seen from Table 4.1 that, 23 (35 per cent) teachers gave homework effectively, whereas 8 (13 per cent) teachers did not give any homework on the day of observation.

It was also observed that 34 (52 per cent) teachers' assigned homework to the students was somewhat effective in terms of presenting the homework in the class, the homework practice itself (whether it is only to the knowledge level or it helps students for developing their application level, too), giving clear instruction how students should complete it and explaining the purpose of the homework. Thus, based on the above analysis it can be interpreted that although the majority of the teachers tried to engage their students by giving homework, their focus was only limited to develop the knowledge level.

Table 4.2 Recalling the Previous Lesson

2. Teacher provided time for the students to think, recall and discuss each other in pairs what they have learnt from the previous lesson.				
Observation	**Effective**	**Somewhat Effective**	**Ineffective**	**Not Observed**
Frequency	12 (18%)	44 (68%)	-	09 (14%)
Total	**65**			

The Table 4.2 shows that only 12 (18 per cent) teachers provided time for the students to think, recall and then discuss whatever they have learned from the previous lessons. These teachers were benefiting the initial moments of the class to attract students' attention towards the new lesson by asking them to recall and mention the main points from the previous lesson. But then, the majority of the teachers 44 (68 per cent) could do it somewhat effectively as they were seen asking one or two questions and then immediately calling on students for the answer. At the same time, 9 (14 per cent) teachers did not ask any questions about the previous lesson. Thus, it can be interpreted that a very less number of teachers provided scope to the students to recall and discuss the key important points they had learned from the previous lessons, during the introductory phase of a new lesson.

Table 4.3 Eliciting Information about the Previous Lesson

3. Teacher elicited information about the previous lesson from the students.				
Observation	**Effective**	**Somewhat Effective**	**Ineffective**	**Not Observed**
Frequency	10 (15%)	51 (78%)	-	04 (07%)
Total	**65**			

The Table 4.3 reveals that, 10 (18 per cent) teachers elicited information about the previous lessons effectively before entering to the lesson of the day. While, 51 (78 per cent) could do it somewhat effectively as they were seen asking one or two questions and then immediately calling students for the answer. At the same time, 04 (07 per cent) teachers did not elicit any information about the previous lesson. Thus, it can be revealed that the majority of the teachers found eliciting information somewhat effectively about the previous lesson by asking questions.

Table 4.4 Carrying out Warm-up Activity

4. Teacher carried out a warm-up activity before entering to the new lesson.				
Observation	**Effective**	**Somewhat Effective**	**Ineffective**	**Not Observed**
Frequency	04 (06%)	23(36%)	-	38 (58%)
Total	**65**			

The Table 4.4 indicates that only 04 (06 per cent) teachers effectively used warm-up activity in their classrooms. These teachers chose attention-grabbing, relevant and useful activities in different subjects to prepare students to continue the class. On the contrary, 23 (36 per cent) teachers were observed somewhat effective in carrying out warm-up activities. At the same time, the other 38 (58 per cent) teachers did not carry out any warm-up activity in their classes. Thus, it can be interpreted on the basis of the analysis that the majority of the teachers did not use warm-up activities before entering into a new lesson and the others those who carried out the activities, were also found not fully relevant and effective.

Table 4.5 Using Brainstorming Techniques

5. Teacher employed brainstorming techniques.				
Observation	**Effective**	**Somewhat Effective**	**Ineffective**	**Not Observed**
Frequency	-	54 (83%)	-	11(17%)
Total	**65**			

It can be seen from Table 4.5 that, 54 (83 per cent) teachers were observed using brainstorming techniques, but somewhat effective. On the other hand, 11 (17 per cent) teachers were not observed employing any brainstorming technique. Consequently, it can be interpreted on the basis of the above analysis that the majority of the teachers used the brainstorming technique in a somewhat effective way.

Table 4.6 Engaging Students in Problem Identification

6. Teacher engaged students in problem identification and definition.				
Observation	**Effective**	**Somewhat Effective**	**Ineffective**	**Not Observed**
Frequency	-	48 (74%)	-	17 (26%)
Total	**65**			

The Table 4.6 indicates that, 48 (74 percent) teachers engaged students in problem identification, in a somewhat effective way. It means, the teachers did not have a well-prepared pre-plan for carrying out the activities and getting the expected outcomes from the students. However, as it seems above, 17 (26 per cent) teachers not at all engaged students in the activity of problem identification and definition at the time of observation in their classes. Thus, it can be interpreted that the majority of the teachers engaged students in problem identification and definition, but that was found somewhat effective.

Table 4.7 Engaging Students in Solution-finding

7. Teacher engaged students in solution-finding activities and comprehensive solution articulation.				
Observation	**Effective**	**Somewhat Effective**	**Ineffective**	**Not Observed**
Frequency	-	48 (74%)	-	17(26%)
Total	**65**			

The Table 4.7 reveals that, 48 (74 per cent) teachers engaged students in learning activities for solution-finding and comprehensive solution articulation, while 17(26 per cent) teachers were observed not carrying out such activities in their classes. Thus, it can be interpreted from the analysis that the majority of the teachers engaged their students in activities for solution-finding in their classes, but somewhat effective.

Table 4.8 Allowing Students to Discover Key Ideas

8. Teacher allowed students to discover key ideas individually through structured activities and/or questions.				
Observation	**Effective**	**Somewhat Effective**	**Ineffective**	**Not Observed**
Frequency	11 (17%)	22 (34%)	-	32 (49%)
Total	**65**			

It can be seen from Table 4.8 that, 11 (17 per cent) teachers allowed their students to discover key ideas individually through some structured activities and/or questions. At the same time, 22 (34 per cent) other teachers were observed somewhat effective to engage their students individually in discovering ideas through activities in the classroom. On the other hand, in half of the observed number of classes 32 (49 per cent) teachers did not engage students in any activity like this. Thus, it can be interpreted from the above analysis that nearly half of the total teachers in the observed classes allowed their students to discover key ideas individually.

Table 4.9 Encouraging Students to Make the Judgment

9. Teacher encouraged students to judge or evaluate situations, problems or issues.				
Observation	**Effective**	**Somewhat Effective**	**Ineffective**	**Not Observed**
Frequency	09 (14%)	48 (74%)	-	08 (12%)
Total	**65**			

Looking at the Table 4.9, it can be revealed that, 09 (14 per cent) teachers effectively encouraged students to judge or evaluate situations, problems or issues. On the contrary, 48 (74 per cnet) other teachers were somewhat effective in this respect. At the same time, the other 08 (12 per cent) teachers did not engage or encourage students to judge and evaluate issues and situations. Thus, it can be interpreted from the above analysis that although the majority of the teachers encouraged the students to judge or evaluate situations, problems or issues but that was somewhat effective.

Table 4.10 Encouraging Students to Ask Questions

10. Teacher encouraged students to ask questions.				
Observation	**Effective**	**Somewhat Effective**	**Ineffective**	**Not Observed**
Frequency	15 (23%)	46 (71%)	-	04 (06%)
Total	**65**			

It can be observed from Table 4.10 that, 15 (23 per cent) teachers effectively encouraged students to ask questions in their classes. At the same time, 46 (71 per cent) other teachers were found somewhat effective in encouraging students to ask questions in the class. These teachers were usually calling on students at the last moments of the class to ask questions if any. Meanwhile, 04 (06 per cent) other teachers did not encourage students to ask questions. Thus, it can be interpreted that the majority of the teachers encouraged students to ask questions, but in a somewhat effective way. They could not create a conducive classroom environment where students feel free and safe to raise questions.

Table 4.11 Treating Students Fairly and Equitably

11. Teacher treated all students in a fair and equitable manner.				
Observation	**Effective**	**Somewhat Effective**	**Ineffective**	**Not Observed**
Frequency	61 (94%)	04 (06%)	-	-
Total	**65**			

The Table 4.11 reveals that, 61 (94 per cent) teachers treated their students fairly and equitably in their classes. In all these observed classes, teachers were treating every individual in the class properly and no corporal and verbal punishment were noticed by the researcher. Here the other 04 (06 per cent) teachers were not allowing students to ask questions while they were presenting their lectures in the classrooms. Thus, it can be interpreted that the vast majority of the teachers treated all students fairly and equitably in their classes.

Table 4.12 Assisting Students to Make Inferences

12. Teacher asked questions to assist students in making inferences from data and drawing conclusions.				
Observation	**Effective**	**Somewhat Effective**	**Ineffective**	**Not Observed**
Frequency	-	23 (35%)	-	42 (65%)
Total	**65**			

It can be seen from Table 4.12 that, 23 (35 per cent) teachers were somewhat effective in using questions to assist students to make inferences from the given information and draw conclusions. Generally, these activities were limited only to the reading of a text from the textbook. Teachers were asking students to read a text individually and then share their inferences with the class. On the other hand, the data showed that 42 (65 per cent) other teachers did not ask questions at all to assist students in making inferences from the information and drawing conclusions. Thus, it can be interpreted from the above analysis that the majority of the teachers did not engage students in teaching-learning activities through which students could make inferences from the information and draw conclusions.

Table 4.13 Giving Answers to Students' Questions

13. Teacher gave answers to students' questions/queries gladly.				
Observation	**Effective**	**Somewhat Effective**	**Ineffective**	**Not Observed**
Frequency	51 (78%)	14 (22 %)	-	-
Total	**65**			

The Table 4.13 indicates that, 51 (78 per cent) teachers gave answers to students' questions gladly. Notably, it refers to teachers' behavior only, not the suitability and effectiveness of the modes teachers used for answering students' questions. The above data also showed that 14 (22 per cent) other teachers' behavior of responding to students' questions was somewhat effective. Thus, it can be interpreted that the majority of the teachers gave answers to students' questions in a kindly and friendly way.

Table 4.14 Interaction of Students in Group and Pair Activities

14. Teacher encouraged students to interact with each other in Group and Pair activities.				
Observation	**Effective**	**Somewhat Effective**	**Ineffective**	**Not Observed**
Frequency	-	24 (37%)	-	41 (63%)
Total	**65**			

The Table 4.14 indicates that, 24 (37 per cent) teachers encouraged students to interact with each other in group and pair activities in a somewhat effective way. But then again, 41 (63 per cent) other teachers did not create any situation for the students to interact with each other in group and pair activities for the sake of learning in the class. Accordingly, it can be interpreted that the majority of the teachers did not encourage students to interact with each other in group and pair activities during their class. Since teaching-learning in their classes was mostly based on the lecture method, students had to just listen to their teachers silently during the class.

Table 4.15 Integration of Teaching Methods

15. Teacher integrated more than one teaching methods in the class.				
Observation	**Effective**	**Somewhat Effective**	**Ineffective**	**Not Observed**
Frequency	-	28 (43%)	-	37 (57%)
Total	**65**			

It can be seen from Table 4.15 that, 28 (43 per cent) teachers integrated more than one teaching methods somewhat effectively in their teaching. They were delivering interactive lectures, thereby reducing the boredom of their lectures. Some others were combining lectures with a follow up student-centered activities. But still, it cannot be considered an effective integration of different teaching methods. On the other hand, it was observed that 37 (57 per cent) other teachers adopted only the lecture method. Thus, it can be interpreted from the above data analysis that the majority of the teachers observed using only the lecture method in their classes.

Table 4.16 Providing Equal Learning Opportunity

16. Teacher provided equal learning opportunity to all the students in the class.				
Observation	**Effective**	**Somewhat Effective**	**Ineffective**	**Not Observed**
Frequency	-	65 (100%)	-	-
Total	**65**			

The Table 4.16 indicates that, all 65 (100 per cent) teachers were found somewhat effective in providing equal opportunity for every individual to all the learners in the classroom. Teachers engaged students in pair/group tasks along-with lectures, but no assessing activity was observed to gauge whether or not every individual learns equally. Thus, it can be interpreted that all the teachers were somewhat effective with respect to providing equal learning opportunities to all and every individual in the observed classrooms.

Table 4.17 Encouraging Students' Participation

17. Teacher was asking a variety of questions to encourage participation of all the students.				
Observation	**Effective**	**Somewhat Effective**	**Ineffective**	**Not Observed**
Frequency	-	65 (100%)	-	-
Total	**65**			

The Table 4.17 reveals that, all 65 (100 per cent) teachers were somewhat effective with regard to encouraging students' participation in the classroom, especially by asking a variety of questions from them. Teachers were asking some questions at different stages of the lesson, that is, in the beginning, middle and at the end. Very few teachers were found asking questions during the lesson to check the understanding of some specific learning facts. Thus, it can be interpreted that all the teachers were somewhat effective in encouraging students' participation in the classroom by asking them a variety of questions.

Table 4.18 Encouraging Students to Synthesize or Summarize Information

18. Teacher encouraged students to synthesize or summarize information within or across disciplines.				
Observation	**Effective**	**Somewhat Effective**	**Ineffective**	**Not Observed**
Frequency	-	26 (40%)	-	39 (60%)
Total	**65**			

The Table 4.18 shows that, 26 (40 per cent) teachers were observed somewhat effective with regard to encouraging students to synthesize or summarize information within or across disciplines. At the same time, 39 (60 per cent) other teachers were observed not encouraging students in such activities. Accordingly, it can be interpreted from the above data analysis that the majority of the teachers were observed not encouraging students to synthesize or summarize information within or across disciplines.

Table 4.19 Providing Opportunities to Generalize

19. Teacher provided opportunities for the students to generalize from concrete information to the abstract.				
Observation	**Effective**	**Somewhat Effective**	**Ineffective**	**Not Observed**
Frequency	-	38 (58%)	-	27 (42%)
Total	**65**			

The Table 4.19 shows that, 38 (58 per cent) teachers were somewhat effective with respect to providing opportunities to the students to generalize from concrete information to the abstract. At the same time, 27 (42 per cent) other teachers did not provide such opportunities to their students in their classes. It can be interpreted that more than half of the observed teachers provided opportunities to their students to generalize from concrete information to the abstract in their classrooms.

Table 4.20 Comparing and Contrasting Ideas

20. Teacher engaged students in comparing and contrasting ideas.				
Observation	**Effective**	**Somewhat Effective**	**Ineffective**	**Not Observed**
Frequency	-	23 (35%)	-	42 (65%)
Total	**65**			

The Table 4.20 reveals that, 23 (35 per cent) teachers engaged their students in comparing and contrasting ideas. On the contrary, 42 (65 per cent) other teachers did not engage students in such learning activities. Thus, it can be interpreted that the majority of the teachers were observed not engaging their students in comparing and contrasting ideas.

Table 4.21 Explanation of Important Ideas

21. Teacher explained important ideas in the content simply and clearly.				
Observation	**Effective**	**Somewhat Effective**	**Ineffective**	**Not Observed**
Frequency	48 (74%)	17 (26%)	-	-
Total	**65**			

The Table 4.21 shows that 48 (74 per cent) teachers explained important ideas in the content of the lessons effectively. At the same time, 17 (26 per cent) other teachers were observed somewhat effective with respect to explaining the important ideas in the content of the lesson. Thus it can be interpreted that the majority of the teachers explained important ideas in the content of the lessons effectively.

Table 4.22 Expressing Feelings and Problems

22. Students expressed their feelings and problems freely.				
Observation	**Effective**	**Somewhat Effective**	**Ineffective**	**Not Observed**
Frequency	-	65 (100%)	-	-
Total	**65**			

The Table 4.22 indicates that in all the observed classrooms, students were expressing their feelings and problems freely in a somewhat effective way. Thus, it can be interpreted from the above analysis of the data that in all the observed classrooms, students were expressing their feelings and problems freely, but mostly it was dependent on the opportunities provided by their teachers. In general, since most of the teachers adopted the didactic lecture method, students were not given much time for expressing their feelings and problems in the classrooms.

Table 4.23 Employing other Instructional Tools

23. Teacher employed other tools / instructional aids.				
Observation	**Effective**	**Somewhat Effective**	**Ineffective**	**Not Observed**
Frequency	-	12 (18%)	-	53 (82%)
Total	**65**			

It can be seen from Table 4.23 that, 12 (18 per cent) teachers used other instructional tools except school textbooks in a somewhat effective way. At the same time, 53 (82 per cent) teachers did not use any other instructional tool or material except school textbooks, whiteboard and markers. Therefore, it can be interpreted that the vast majority of the teachers did not use any supplementary teaching-learning materials except the school textbooks.

Table 4.24 Addressing Diversity in the Classroom

24. Teacher addressed the diversity in the classroom (inclusiveness).				
Observation	**Effective**	**Somewhat Effective**	**Ineffective**	**Not Observed**
Frequency		65 (100%)	-	-
Total	**65**			

The Table 4.24 demonstrates that, all 65 (100 per cent) teachers were somewhat effective in relation to addressing diversity in their classrooms. As it was discussed in the previous sections, most of the teachers used the traditional lecture method, therefore, this method is less useful to encourage individuals' participation in the classroom. Thus, it can be interpreted that all observed teachers were somewhat effective with reference to addressing diversity (inclusiveness) in their classrooms.

Table 4.25 Incorporating Activities for Applying New Knowledge

25. Teacher incorporated activities for the students to apply new knowledge.				
Observation	**Effective**	**Somewhat Effective**	**Ineffective**	**Not Observed**
Frequency	12 (18%)	47 (73%)	-	06 (09%)
Total	**65**			

The Table 4.25 indicates that, 12 (18 per cent) teachers effectively incorporated activities for the students to apply new knowledge, mainly in Mathematics and

Language subjects. At the same time, 47 (73 per cent) other teachers were somewhat effective in incorporating activities for the students to apply new knowledge. On the other hand, 06 (09 per cent) teachers did not incorporate activities for the students to apply new knowledge. As a result, it can be interpreted that most of the teachers created opportunities for the students to apply new knowledge, but not in a fully effective and productive way.

Table 4.26 Monitoring of Team / Group Work

26. Teacher monitored effectiveness of team / group work by moving around in the classroom.				
Observation	**Effective**	**Somewhat Effective**	**Ineffective**	**Not Observed**
Frequency	-	24 (37%)	-	41 (63%)
Total	**65**			

The Table 4.26 reveals that, 24 (37 per cent) teachers monitored team/group activities in their classrooms in a somewhat effective way, while other 41 (63 per cent) teachers did not monitor at all. It shows that they did not even carry out any team/group activity in their classrooms. Thus, it can be interpreted from the analysis of the data that, the majority of the teachers did not include any team/group activity in their entire teaching session.

Table 4.27 Use of Board to Illustrate the Concepts

27. Teacher used board to illustrate the concepts by providing more examples.				
Observation	**Effective**	**Somewhat Effective**	**Ineffective**	**Not Observed**
Frequency	39 (60%)	26 (40%)	-	-
Total	**65**			

The Table 4.27 indicates that, 39 (60 per cent) teachers used the board effectively for illustrating the learning concepts by providing more examples. Teachers used the board to write the meanings of new terms, vocabulary, key grammar points, drawing diagrams, graphs, etc. alongside oral instruction. At the same time, 26 (40 per cent) other teachers used the board somewhat effectively. They were not using the board to the extent required to reinforce the oral presentation. Thus, based on the above analysis it can be interpreted that the majority of the teachers used the board effectively for illustrating the learning concepts by providing more examples.

Table 4.28 Classroom Environment

28. Overall classroom environment was conducive for learning.				
Observation	**Effective**	**Somewhat Effective**	**Ineffective**	**Not Observed**
Frequency	-	65 (100%)	-	-
Total	**65**			

The Table 4.28 shows that, the overall classroom environment in 65 (100 per cent) observed classes was somewhat effective in terms of teachers' classroom management, method of teaching, students' participation, teacher-students and student-student interaction, pair/group work and classroom physical arrangement. It can be interpreted that in almost all the observed classes, teachers were found somewhat effective in maintaining a conducive teaching-learning environment.

Table 4.29 Preparation of Materials

29. Teacher has prepared well-designed materials in an organized manner to meet the goals/objectives of the class.				
Observation	**Effective**	**Somewhat Effective**	**Ineffective**	**Not Observed**
Frequency	-	65 (100%)	-	-
Total	**65**			

The Table 4.29 reveals that, 65 (100 per cent) teachers prepared well-designed teaching-learning materials in a somewhat effective manner in terms of structure and association with the objectives of the class. It is to be mentioned here that almost all the teachers were relying on school textbooks as the only teaching-learning resource in their classrooms. Most of them did not use additional supporting materials to facilitate learning, make classroom teaching-learning more interesting and achieve the objectives for the class effectively. Therefore, it can be interpreted on the basis of the above analysis that all observed teachers could prepare teaching-learning materials somewhat effective with respect to meeting the goals/objectives of the classes.

Table 4.30 Use of Supportive Teaching Learning Materials (TLMs)

30. Teacher used some other supportive teaching-learning materials in the class.				
Observation	Effective	Somewhat Effective	Ineffective	Not Observed
Frequency	-	18 (28%)	-	47 (72%)
Total	65			

The Table 4.30 indicates that, 18 (28 per cent) teachers used some other supportive teaching-learning materials somewhat effectively. While in the majority of the observed classes, 47 (72 per cent) teachers did not use any other supportive TLMs except school textbooks. Thus, it can be interpreted that the majority of the teachers did not use any other supportive materials except school textbooks.

Table 4.31 Using Relevant TLMs

31. Teacher used relevant TLMs properly during teaching.				
Observation	Effective	Somewhat Effective	Ineffective	Not Observed
Frequency	-	18 (28%)	-	47 (72%)
Total	65			

The Table 4.31 reveals that, 18 (28 per cent) teachers used relevant TLMs somewhat effectively, while 47 (72 per cent) teachers did not use at all. Thus, it can be interpreted that a majority of the teachers were not using relevant TLMs properly during their teaching.

Table 4.32 Preparation of Lesson Plan

32. Teacher prepared a lesson plan for the lesson.				
Observation	Effective	Somewhat Effective	Ineffective	Not Observed
Frequency	-	65 (100%)	-	-
Total	65			

The Table 4.32 demonstrates that, 65 (100 per cent) teachers prepared a written lesson plan for their lesson in the classrooms, but in a somewhat effective way. The teachers had only filled a blank sheet in a book called teachers' daily teaching plan. Accordingly, teachers had to simply fill in the blank spaces allotted for the title of the lesson, objectives and some classroom activities. It could be done even after their teaching session in the classes. It was not a detailed lesson plan on a separate sheet of paper that should contain all classroom teaching-learning activities with the specific objectives, allotted time and needed materials. Thus, it can be interpreted that all the teachers prepared plans for their daily lessons but, in a somewhat effective way.

Table 4.33 Availability of Printed Materials

33. Some printed material was observed on the walls of the classroom.				
Observation	**Effective**	**Somewhat Effective**	**Ineffective**	**Not Observed**
Frequency	18 (28%)	-	-	47(72%)
Total	**65**			

The Table 4.33 reveals that, in 18 (28 per cent) observed classrooms, there were some effective printed materials on the walls of the classrooms. But in 47 (72 per cent) observed classrooms, there were no printed materials available on the walls. Thus, it can be interpreted from the above analysis that in most of the observed classrooms, printed materials were not available on the walls.

Table 4.34 Teacher - Students Interaction

34. Teacher-Students interaction		
Observation	**Frequency**	**Total**
No discipline	Nil	-
Shouted at the child	Nil	-
Hit the child	Nil	-
Punished the child	Nil	-
Quietly reminded the rules to the misbehaving child	Nil	-
Separated the misbehaving child from the other children	Nil	-
Any other	Nil	-

The Table 4.34 indicates that, no misbehaviors were observed during the classroom observations. As it was mentioned earlier most of the teachers were adopting lecture method in their classes, therefore, the teachers could easily control the classrooms.

4.1.1.2 *Analysis Related to the Evaluation process*

Analysis of the data for each aspect of the Classroom Observation Schedule related to the Evaluation process has been analyzed and interpreted as under:

Table 4.35 Ensuring the Integrated Evaluation

1. Teacher ensured the evaluation with respect to various integrated aspects in the textbooks.				
Observation	**Effective**	**Somewhat Effective**	**Ineffective**	**Not Observed**
Frequency	-	65 (100%)	-	-
Total	**65**			

The Table 4.35 indicates that, 65 (100 per cent) teachers could conduct integrated classroom evaluation somewhat effectively. The integrated evaluation here refers to the integration of knowledge, skills and attitudes through a well-organized way in line with teaching-learning materials, particularly course textbooks, course objectives and students' learning needs. Thus, it can be interpreted that in all observed classrooms the evaluation procedures employed by all the teachers were somewhat effective, but could not help effectively in students' holistic development.

Table 4.36 Evaluation and its Domains

2. Teacher's evaluation was based on three learning domains namely; Affective, Cognitive and Psychomotor.				
Observation	**Effective**	**Somewhat Effective**	**Ineffective**	**Not Observed**
Frequency	-	65 (100%)	-	-
Total	**65**			

The Table 4.36 demonstrates that, the evaluation procedures employed by 65 (100 per cent) teachers were somewhat effective to measure three learning domains (Affective, Cognitive and Psychomotor). Thus, it can be interpreted on the basis of the above analysis that all observed teachers' evaluation was somewhat effective and based on three learning domains.

Table 4.37 Assessment of Students' Learning

3. Teacher was assessing students' learning along with teaching.				
Observation	**Effective**	**Somewhat Effective**	**Ineffective**	**Not Observed**
Frequency	-	65 (100%)	-	-
Total	**65**			

The Table 4.37 reveals that, 65 (100 per cent) teachers found assessing students' learning in a somewhat effective way. In most of the classrooms, teachers employed lecture method only which would last for almost one full teaching session. Therefore, it can be interpreted that in all observed classes teachers assessed students' learning somewhat effectively along with their teaching.

Table 4.38 Encouragement for Self-evaluation

4. Teacher encouraged students for self-evaluation.				
Observation	**Effective**	**Somewhat Effective**	**Ineffective**	**Not Observed**
Frequency	-	65 (100%)	-	-
Total	**65**			

The Table 4.38 illustrates that, 65 (100 per cent) teachers were somewhat effective in encouraging students for self-evaluation. Generally, students have to listen to their teachers' lectures in the classrooms, so opportunities for self-evaluation is very less. Thus, based on the above data analysis, it can be seen that all the teachers were somewhat effective with respect to encouraging students for self-evaluation.

Table 4.39 Encouraging Students for Peer-evaluation

5. Teacher encouraged students for peer-evaluation.				
Observation	**Effective**	**Somewhat Effective**	**Ineffective**	**Not Observed**
Frequency	-	65 (100%)	-	-
Total	**65**			

The Table 4.39 reveals that, 65 (100 per cent) teachers were somewhat effective in respect of encouraging their students for peer-evaluation practices in the classrooms. For example, a teacher was asking one of the students to come to the board and solve a math problem and then he was calling on other students in the class to provide their feedback. Some other teachers were asking their students to take out their homework and share that in pairs with the students sitting next to them. Thus, it can be interpreted based on the above data analysis that all of the teachers were found encouraging their students for peer-evaluation practices, but somewhat effective.

Table 4.40 Use of Evaluative Techniques

6. Teacher used a variety of evaluation techniques to assess students' learning at different stages of the lesson.				
Observation	**Effective**	**Somewhat Effective**	**Ineffective**	**Not Observed**
Frequency	-	65 (100%)	-	-
Total	**65**			

The Table 4.40 reveals that, 65 (100 per cent) teachers were somewhat effective in using different techniques to assess students' learning at different stages of the lesson. It is worth noting that some teachers were taking small breaks during the lecture to check students' understanding, but they were asking only oral questions and that also for reminding the specific learning facts or information they covered in their lecture. Thus, it can be interpreted that all observed teachers used a variety of evaluation techniques to assess students at different stages of the lesson, but in a somewhat effective way.

Table 4.41 Assessing Students at the End of Instruction

7. Teacher assessed the quality of students' learning in the class at the end of instruction.				
Observation	**Effective**	**Somewhat Effective**	**Ineffective**	**Not Observed**
Frequency	-	43 (66%)	-	22 (34%)
Total	**65**			

The Table 4.41 reveals that, 43 (66 per cent) teachers assessed students' learning at the end of the teaching sessions somewhat effective. Also, 22 (34 per cent) other teachers did not assess students at the end of their instructional sessions at all. Thus, it can be interpreted that the majority of the teachers in observed classes assessed the quality of students' learning in the class at the end of instruction.

Table 4.42 Assessing the Oral Expression of the Language

8. What strategies did the teacher use to assess oral expression of language?		
Observation	**Frequency**	**Total**
Called on individual pupils to repeat phrase/word/sound	46	(70%)
Choral response with signal to repeat phrase/word/sound	07	(10%)
Called on individual pupils to give brief (e.g. yes/no) response	20	(30%)
Choral response to give brief (e.g. yes/no) response	-	-
Called on individual pupils to give free expression response	07	(10%)
Any other	-	-

The Table 4.42 shows that, "Calling on individual pupils to repeat phrase/word/sound" was the only strategy mostly used by 46 (70 per cent) teachers, while "Calling on individual pupils to give brief (e.g., yes/no) response" was the strategy used by 20 (30 per cent) teachers. Also, "Choral response with the signal to repeat phrase/ word/ sound' was the strategy used by 07 (10 per cent) teachers. Likewise, "Calling on individual pupils to give free expression response" was another strategy observed for oral assessment, which was used by 07 (10 per cent) teachers. Thus, it can be interpreted that "Calling on individual pupils to repeat phrase/word/ sound" was the strategy used by the majority of the teachers for the assessment of the oral expression of language.

Table 4.43 Assessing the Reading Skills

9. What strategies did the teacher use to assess reading skills?		
Observation	**Frequency**	**Total**
Asked students to read aloud individually.	46	(70%)
Asked comprehension questions.	26	(40%)
Any other	-	-

The Table 4.43 reveals that, 'Asking students to read aloud individually' was the strategy used by 46 (70 per cent) teachers for the assessment of reading skills. Similarly, 26 (40 per cent) other teachers used 'Asking comprehension questions' as a strategy to assess reading skills in their classes. Thus, it can be interpreted that teachers used both mentioned strategies for the assessment of reading skills, but 'Asking students to read aloud individually' was the strategy used by the majority of the teachers.

Table 4.44 Dealing with Students' Response

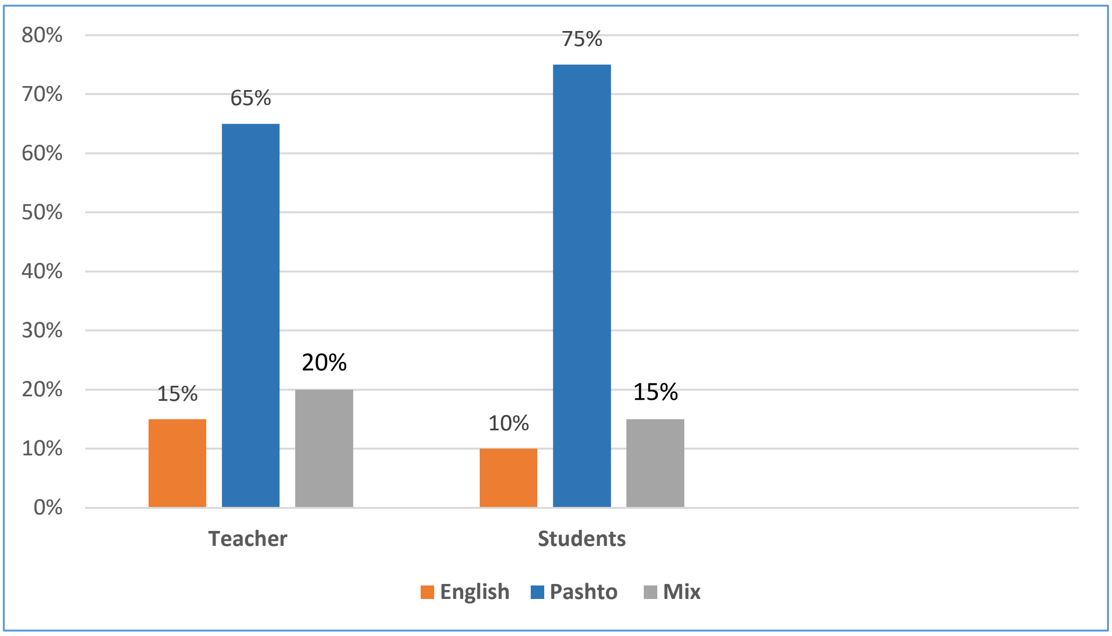
10. What did the teacher do when a student gave the wrong response or did not respond at all?		
Observation	**Frequency**	**Total**
Asked another student	20	(30%)
Provided feedback	20	(30%)
Encouraged the other students	33	(50%)
Provided remediation-analysis (breaking the task down)	26	(40%)
Criticized the student	03	(05%)
Encouraged the student to try again	26	(40%)
Ignored the error	-	-
Any other	-	-

The Table 4.44 indicates that, 33 (50 per cent) teachers used to encourage other students to answer the same question when a student could not answer the question accurately. 26 (40 per cent) teachers used "Providing remediation-analysis", as the technique to deal with the mentioned situation. Similarly, 26 (40 per cent) other teachers encouraged the student to try again. "Asking another student to answer the same question" and "Providing feedback in the case of not getting the correct response from the target student" were two other techniques equally used by 20 (30 per cent) teachers. Thus, it can be interpreted based on the above analysis that different techniques were used by the teachers while dealing with the wrong or no response situations.

Table 4.45 Use of Language/s during the Class

11. Approximation about the use of Language/s by the teacher and students during English class.				
Observation	**English**	**Pashto**	**Mix**	**Total**
Teacher	15 %	65%	20%	100%
Student	10%	75%	15%	100%

Graph 4.1 Use of Languages during the Class



It can be seen from Table 4.45 and Graph 4.1 that out of the total observed teachers, 15 per cent teachers were speaking in English, 65 per cent teachers were speaking in Pashto and the other 20 per cent teachers were speaking in both English and Pashto languages. Similarly, out of the total observed students, 10 per cent of the students were speaking in English, 75 per cent of students were speaking in Pashto and the other 15 per cent students were speaking in both English and Pashto languages. Most of the teachers were explaining the lesson-related topics in the Pashto language. Similarly, whenever they were asking explanations from the students, students were using Pashto. Students were not given more opportunities for speaking, but still, they were speaking English only if the teacher was asking them for some examples or explanations purposely in English. Therefore, it can be interpreted on the basis of the above data analysis that the vast majority of English teachers were not speaking in the English language classes.

4.1.2 Analysis of the Data Collected Through Questionnaire

The investigator collected the data in terms of teachers' responses from the available 220 questionnaires to achieve the second objective of the study. The employed questionnaire was based on the questions related to three different parts namely; Teaching-Learning process, Curriculum/text-books and Evaluation procedures. Hence, the data collected through the questionnaire were analyzed with reference to the above-stated parts to make it a meaningful process of drawing out the interpretations and ultimately the findings of the study.

4.1.2.1 *Analysis of the Questions Related to the Teaching-Learning Process*

Each question of the questionnaire related to the Teaching-Learning Process has been analyzed and interpreted as under:

Table 4.46 Addressing Students' Learning Styles

Q - 1 Do your teaching goals and methods address a variety of students' learning styles?		
Response	**Frequency**	**Total**
Yes	194 (88%)	220
No	26 (12%)	

The Table 4.46 shows that, 194 (88 per cent) teachers agreed that their teaching-learning methods can address a variety of students' learning styles, while 26 (12 per cent) teachers were disagreed with that. Thus, it can be interpreted based on the above analysis that the majority of the teachers believed their teaching-learning methods address students' different learning styles.

Table 4.47 Teachers' Teaching Methods

Q - 2 Is lecturing the only method you usually employ to teach each class?		
Response	**Frequency**	**Total**
Yes	12 (06%)	220
No	208 (94%)	

The Table 4.47 indicates that, 12 (06 per cent) teachers responded that they employ only lecture as a teaching method in their classes, while 208 (94 per cent) other teachers responded that they use many other teaching methods apart from the lecture. Thus, it can be interpreted based on the above analysis that most of the teachers did not adopt the lecture as the only teaching method.

Table 4.48 Rewards and Punishment

Q - 3 Do you use more rewards and lesser punishment in the classroom?		
Response	**Frequency**	**Total**
Yes	220 (100%)	220
No	-	

The Table 4.48 reveals that, all 220 (100 per cent) teachers used more rewards and lesser punishment in their classes. Thus, based on the above analysis it can be interpreted that teachers did not use punishment in their classrooms, instead, they used more rewards.

Table 4.49 Problem-Solving Based Learning

Q - 4 Is problem-solving based learning an important part of your teaching practice?		
Response	**Frequency**	**Total**
Yes	203 (92%)	220
No	17 (08%)	

The Table 4.49 reveals that, 203 (92 per cent) teachers said that problem-solving based learning is an important part of their classroom teaching. While, 17 (08 per cent) other teachers denied that problem-solving based learning is an important part of their classroom teaching. Thus, based on the above analysis, it can be interpreted that the vast majority of the teachers were employing problem-solving learning as an important part of their classroom teaching practice.

Table 4.50 Fundamental Knowledge of Educational Psychology

Q - 5 Do you have a complete fundamental knowledge of Educational Psychology?		
Response	**Frequency**	**Total**
Yes	220 (100%)	220
No	-	

The Table 4.50 reveals that, all 220 (100 per cent) teachers were having the fundamental knowledge of Educational Psychology.

Table 4.51 Providing Scope for Seeking further Knowledge

Q - 6 Do you provide your students a scope for seeking further knowledge?		
Response	**Frequency**	**Total**
Yes	220 (100%)	220
No	-	

The Table 4.51 reveals that, all 220 (100 per cent) teachers were providing scope to their students for seeking further knowledge may be in/outside of their classrooms.

Table 4.52 Following the Textbook

Q - 7 Do you tend to follow the textbook closely?		
Response	**Frequency**	**Total**
Yes	207 (94%)	220
No	13 (06%)	

The Table 4.52 indicates that, 207 (94 per cent) teachers followed their course textbooks closely, while 13 (06 per cent) other teachers did not. Thus, it can be interpreted on the basis of the above data analysis that an absolute majority of the teachers followed the school textbooks.

Table 4.53 Providing Scope for Constructing Knowledge

Q - 8 Do you provide scope to the learners for constructing knowledge?		
Response	**Frequency**	**Total**
Yes	220 (100%)	220
No	-	

The Table 4.53 reveals that, all 220 (100 per cent) teachers were providing scope to their students for the construction of knowledge. Thus, it can be interpreted based on the above data analysis that all surveyed teachers provide learning opportunities to the students to construct knowledge.

Table 4. 54 Encouraging Students for 'Learning by Doing'

Q – 9 Do you encourage the students for 'learning by doing' ? Why?		
Response	**Frequency**	**Total**
Yes	220 (100%)	220
No	-	

The Table 4.54 shows that, all 220 (100 per cent) teachers encouraged their students for ‘learning by doing’ and the very common reason that almost all of them gave was improving the ability of the learners to apply new knowledge in their real-life situations. They also mentioned some major obstacles in this regard such as lack of teaching-learning aids, laboratories and crowded classrooms. Thus, based on the above analysis, it can be interpreted that all surveyed teachers encouraged their students for ‘learning by doing’ because they think it improves students’ ability to use the acquired knowledge in their real life.

Table 4.55 Integration of Teaching Methods

Q -10 Do you integrate more than one teaching methods at a time, while teaching?		
Response	**Frequency**	**Total**
Yes	136 (62%)	220
No	84 (38%)	

The Table 4.55 reveals that, 136 (62 per cent) teachers integrated more than one teaching method at a time. But at the same time, 84 (38 per cent) other teachers responded that they used only one teaching method at a time. Thus, it can be interpreted based on the above analysis that the majority of the teachers were integrating more than one teaching method at a time while teaching.

Table 4. 56 Employing Small Group Discussion

Q - 11 Do you employ small group discussion in your class, while teaching?		
Response	**Frequency**	**Total**
Yes	127 (58%)	220
No	93 (42%)	

The Table 4.56 shows that, 127 (58 per cent) teachers employed small group discussions in their classes during the teaching. Meanwhile, 93 (42 per cent) other teachers did not use small group discussions in their classroom teaching. Thus, based on the above analysis, it can be interpreted that the majority of the teachers employ small group discussions in their classes while teaching.

Table 4. 57 Learning by Finding Solutions to Problems

Q - 12 Do you facilitate your students to learn best by finding solutions to the problems on their own?		
Response	**Frequency**	**Total**
Yes	202 (92%)	220
No	-	

The Table 4.57 reveals that, 202 (92 per cent) teachers facilitated their students to learn by finding solutions to the problems on their own. While 18 (8 per cent) other teachers did not answer at all. Thus, it can be interpreted that most of the surveyed teachers engage their students in problem-solving activities by facilitating them to find a solution to the problems on their own.

Table 4. 58 Teaching through Activities

Q - 13 Do you think that teaching through activities encourages students to develop their ideas?		
Response	**Frequency**	**Total**
Yes	172 (78%)	220
No	48 (22%)	

The Table 4.58 indicates that, 172 (78 per cent) teachers agreed that teaching through activities can encourage students to develop their ideas, while 48 (22 per cent) others were disagree. Thus, it can be interpreted that the majority of the teachers believed that teaching through activities encourages students to develop their ideas.

Table 4. 59 Learning Goals and Objectives

Q - 14 Does your teaching in every class have very specific learning goals and objectives to be accomplished?		
Response	**Frequency**	**Total**
Yes	220 (100%)	220
No	-	

The Table 4.59 reveals that, all 220 (100 per cent) teachers responded that their everyday classroom teaching has specific objectives to be accomplished. Thus, it can be interpreted based on the above analysis that all teachers believed that their teaching in every class has very specific learning goals and objectives to be accomplished.

Table 4. 60 Use of Different TLMs

Q - 15 Do you use different teaching-learning materials while teaching?		
Response	**Frequency**	**Total**
Yes	192 (87%)	220
No	28 (13%)	

The Table 4.60 reveals that, 192 (87 per cent) teachers responded that they use different teaching-learning materials, while 28 (13 per cent) other teachers used only school textbooks. Thus, it can be interpreted based on the above data analysis that the majority of the teachers used various TLMs in their classes.

Q -16 Which different methods do you use to make your teaching more effective?

In response to the above open-ended question, all 220 (100 per cent) teachers said that they use lectures, classroom discussions and pair/group activities for making their classroom teaching more effective and interesting. Thus based on the above analysis of the responses it can be interpreted that all the teachers use at least two different teaching-learning methods in their classes but maybe occasionally.

Q -17 Which type of different approaches do you use to make your teaching interesting?

The majority of the teachers skipped this question but, 64 (29 per cent) teachers responded to this question that they use some activities such as role-play, hands-on activities, classroom discussion, brainstorming and pair/group activities to make their teaching more interesting. Thus, it can be interpreted based on the above data analysis that only a few teachers used different approaches to make their teaching more interesting.

4.1.2.2 *Analysis of the Questions Related to Curriculum and Textbooks*

The data for each question of the questionnaire related to the Curriculum and Textbooks have been analyzed and interpreted as under:

Table 4.61 Usefulness of the Textbooks

Q- 18 Do your textbooks provide useful information about how to teach particular teaching points?		
Response	**Frequency**	**Total**
Yes	**220 (100%)**	**220**
No	**-**	

The Table 4.61 illustrates that, all 220 (100 per cent) teachers agreed that the school textbooks provide useful information and guidelines for the teachers on how to teach particular teaching points. Thus, it can be interpreted from the above analysis that school textbooks contain necessary pedagogical information, particularly about how to teach specific points.

Table 4.62 Utility of the Textbooks for the Students

Q - 19 Do the textbooks provide students with what they need to learn?		
Response	**Frequency**	**Total**
Yes	220 (100%)	220
No	-	

The Table 4.62 indicates that, all 220 (100 per cent) teachers responded that the school textbooks provide students with the required information they need to learn. Thus, it can be interpreted based on the above data analysis that the teachers are satisfied with the textbooks in terms of included information and teaching-learning activities for the students.

Table 4.63 Textbook as a Pedagogical Tool

Q - 20 Do you feel that your textbook is an effective tool for the pedagogy?		
Response	**Frequency**	**Total**
Yes	162 (74%)	220
No	58 (26%)	

The Table 4.63 shows that, 162 (74 per cent) teachers believed that a school textbook is an effective tool for pedagogy, while 58 (26 per cent) other teachers did not agree with the same. Thus, it can be interpreted that the majority of the teachers are satisfied and considered their textbook as an effective pedagogical tool for their classroom instruction.

Table 4. 64 Access to other Educational Resources

Q - 21 Do you have an easy access to other useful educational resources for the teaching-learning process from your school?		
Response	**Frequency**	**Total**
Yes	57 (26%)	220
No	163 (74%)	

TheTable 4.64 reveals that, 57 (26 per cent) teachers had easy access to other useful educational resources (online resources etc.) in their school, while the majority of the teachers 163 (74 per cent) reported that they did not have any access to other useful educational resources. Thus, based on the above analysis, it can be interpreted that the majority of the teachers did not have easy access to other useful educational resources to make their classroom teaching more effective and interesting.

Table 4.65 Achieving the Standards

Q – 22 Do you feel that the existing curriculum is effective to maintain the achievement performance standards?		
Response	**Frequency**	**Total**
Yes	182 (83%)	220
No	38 (17%)	

It can be seen from Table 4.65 that, 182 (83 per cent) teachers agreed that the existing curriculum was effective to maintain the achievement performance standards. At the same time, 38 (17 per cent) other teachers disagreed with this. Thus, it can be interpreted on the basis of the above analysis that the majority of the teachers believed that the existing curriculum is satisfactory with respect to maintaining the performance standards expected for school education.

Table 4. 66 Textbooks for Achievement Performance Standards

Q - 23 Do you feel that the existing textbooks are effective to maintain the achievement performance standards?		
Response	**Frequency**	**Total**
Yes	172 (78%)	220
No	48 (22%)	

The Table 4.66 indicates that, 172 (78 per cent) teachers believed that the school textbooks were effective to achieve the target achievement performance standards, while 48 (22 per cent) other teachers did not agree. Thus, it can be interpreted based on the above data analysis that the majority of the teachers expressed their satisfaction with the effectiveness of the textbooks to maintain the achievement performance standards.

Table 4. 67 Textbooks in tune with the Curriculum

Q - 24 Do you feel that the textbooks are perfectly in tune with the curriculum? If no, then what is lacking?		
Response	**Frequency**	**Total**
Yes	157 (71%)	220
No	63 (29%)	

The Table 4.67 indicates that, 157 (71 per cent) teachers believed that the existing textbooks were perfectly in accordance with the requirements of the National Curriculum. At the same time, 63 (29 per cent) other teachers believed that the textbooks were not perfectly in tune with the curriculum. One of the reasons that most of the teachers have given is the imbalance of knowledge, skills, values and attitudes. Also, they explained that most of the textbooks do not encourage students for the use of technology which is emphasized in the National Curriculum. Some other teachers also described that the textbooks may not be helpful to encourage students for self-learning. But, it can be interpreted that the majority of the teachers believed that school textbooks were perfectly in tune with the curriculum.

Q - 25 What are the things that you like the most about the textbook (s) you teach?

In response to this open-ended question, teachers mentioned several points. The very common thing pointed out by most of the teachers is that the textbooks present new information, skills, values, attitudes that students need to learn for their brighter and sustainable future. Some teachers also commented on textbooks' content and described that it can arouse the interest of the students as it includes some useful illustrations that make textbooks more interactive and thought-provoking. Some other teachers mentioned the inclusion of pedagogical guidance for teachers on how to use the textbooks in the classroom. Also, some teachers commended the textbooks for some other qualities such as their layout and they described that the structure of the textbooks was attractive and user friendly.

Q - 26 What are the things you dislike about the textbook (s) you teach?

In response to this open-ended question, teachers pointed out some of the aspects they dislike in the school textbooks. According to them particularly; the books of Chemistry, Physics and Mathematics were not appropriate to the level of the students. They shared their own teaching experiences with these textbooks and explained that some of the lessons in these books were very difficult for the students to learn. Some other teachers also pointed out that some of the textbooks were unnecessarily overloaded with information. Further, the teachers also mentioned the lack of pedagogical instructions in some of the textbooks (but, they did not mention the specific subjects).

Q - 27 What do you like to suggest for further modifications in the existing curriculum?

In response to this question, teachers suggested two major things: First, some textbooks particularly Science-related textbooks contain complicated materials and content that may discourage students to read and understand the textbooks, therefore, they suggested the need for modifications in its content. The second point suggested by most of the teachers was the reduction of the load of information in the textbooks especially to ensure learning without burden.

4.1.2.3 *Analysis of the Questions Related to Evaluation Procedures*

The data for each question of the questionnaire related to the 'Evaluation Procedures', have been analyzed and interpreted as under.

Table 4.68 Assessment of the Students

Q - 28 Do you assess your students to determine the degree of accomplishment of desired learning outcomes at the end of a subject only?		
Response	**Frequency**	**Total**
Yes	84 (38%)	220
No	136 (62%)	

The Table 4.67 reveals that, 84 (38 per cent) teachers assessed their students at the end of the course to determine the degree of accomplishment of the desired learning outcome. At the same time, 136 (62 per cent) other teachers did not assess students at the end of the course to determine the degree of their academic accomplishment. Thus, it can be interpreted that the majority of the teachers did not assess their students only at the end of a learning subject but they may have assessed their students at various stages of the teaching-learning process.

Table 4.69 Evaluation to Improve Learning Process

Q -29 Do you evaluate your students to improve their learning process during the academic year?		
Response	**Frequency**	**Total**
Yes	220 (100%)	220
No	-	

The Table 4.69 shows that, all 220 (100 per cent) teachers evaluate their students during the course to help them improve their learning process. Thus, it can be interpreted based on the above data analysis that all surveyed teachers evaluated their students during the academic year, maybe at different stages before the final exams.

Table 4. 70 Employing the Assessment Tools

Q - 30 Do you employ the appropriate assessment tools in order to measure students' knowledge, skills and attitudes?		
Response	**Frequency**	**Total**
Yes	182 (83%)	220
No	38 (17%)	

The Table 4.70 shows that, 182 (83 per cent) teachers responded that they employed appropriate assessment tools for measuring students' knowledge, skills and attitudes, while 38 (17 per cent) other teachers did not employ the same. Thus, it can be interpreted based on the above data analysis that the majority of the teachers employed appropriate assessment tools that can effectively measure students' learning progress with respect to knowledge, skills and attitudes.

Table 4.71 Assessing the Quality of Students' Learning

Q - 31 Do you assess the quality of students' learning in a class at the end of an instruction?		
Response	**Frequency**	**Total**
Yes	220 (100%)	220
No	-	

The Table 4.71 reveals that, 220 (100 per cent) teachers answered that they assess the quality of their students in the class at the end of a teaching session. Thus, it can be interpreted based on the above data analysis that all the teachers assessed the quality of students' learning at the end of a teaching session.

Table 4.72 Ensuring Integrated Evaluation

Q – 32 Do you ensure your evaluation with respect to integrated various aspects in the textbook?		
Response	**Frequency**	**Total**
Yes	220 (100%)	220
No	-	

The Table 4.72 reveals that, 220 (100 per cent) teachers said that their evaluation integrates various aspects covered in the textbooks. Thus, it can be interpreted that all surveyed teachers had ensured their evaluation with respect to integrated various aspects in the textbooks.

Table 4.73 Learning Domains-based Evaluation

Q -33 Does your evaluation based on three learning domains (Affective, Cognitive and Psychomotor) of educational objectives?		
Response	**Frequency**	**Total**
Yes	220 (100%)	220
No	-	

The Table 4.73 reveals that, all 220 (100 per cent) teachers responded that their evaluation was based on three learning domains. Thus, it can be interpreted based on the above analysis that the evaluation done by all the surveyed teachers was based on three learning domains namely: Affective, Cognitive and Psychomotor.

Table 4.74 Focusing on Formative Assessment

Q - 34 Do you focus only on formative assessment?		
Response	**Frequency**	**Total**
Yes	-	220
No	220 (100%)	

The Table 4.74 illustrates that, all 220 (100 per cent) teachers did not focus only on formative assessment. Thus, it can be interpreted based on the above analysis that all surveyed teachers did not focus only on formative assessment but teachers used some other types of assessment, too.

Table 4.75 Focusing on Summative Assessment

Q -35 Does your evaluation process simply based on summative assessment?		
Response	**Frequency**	**Total**
Yes	-	220
No	220 (100%)	

The Table 4.75 demonstrates that, all 220 (100 per cent) teachers did not evaluate students simply with summative assessment only. Thus, it can be interpreted based on the above analysis that apart from summative assessment the teachers used formative assessment also.

Table 4.76 Encouraging Students for Self-Evaluation

Q – 36 Do you encourage your students for self-evaluation? How?		
Response	**Frequency**	**Total**
Yes	220 (100%)	220
No	-	

The Table 4.76 reveals that, all 220 (100 per cent) teachers encouraged their students for self-evaluation in different ways. According to teachers' responses, they used different ways to encourage students for self-evaluation. For example, giving homework, using questions (oral, written) in the classroom and assigning classroom pair/group work. Thus, it can be interpreted that teachers encouraged students for self-evaluation by employing different ways.

Table 4.77 Diagnosis of the Learning Difficulties

Q - 37 Do you diagnose the learning difficulties of your students?		
Response	**Frequency**	**Total**
Yes	220 (100%)	220
No	-	

The Table 4.77 reveals that, all 220 (100 per cent) teachers diagnosed the difficulties faced by the students in the learning process. Thus, it can be interpreted based on the above analysis that teachers diagnosed the learning difficulties of the students at various stages of learning.

Table 4.78 Remedial Measures

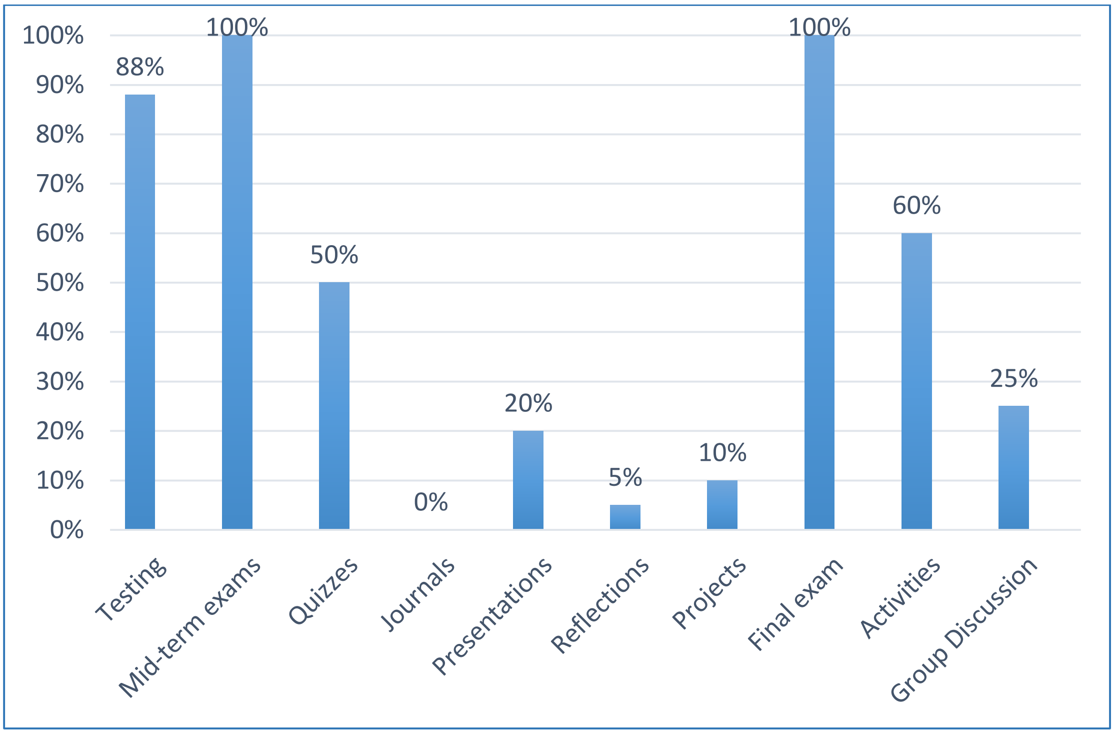
Q - 38 Do you take any remedial measure after diagnosis?		
Response	**Frequency**	**Total**
Yes	220 (100%)	220
No	-	

TheTable 4.78 indicates that, all the teachers took some remedial measures after diagnosing students' learning difficulties, mainly to provide support to those who have problems. Thus, it can be interpreted based on the above analysis that all the teachers designed and implemented remedial activities after diagnosing the learning difficulties of the students.

Table 4.79 Ways for Students' Assessment

Q - 39 Which types of ways do you follow for assessing your students?		
Response	**Frequency**	**Percentage**
Testing	177	(88%)
Mid-term exams	220	(100%)
Quizzes	110	(50%)
Journals	-	-
Presentations	45	(20%)
Reflections	11	(05%)
Projects	22	(10%)
Final exam	220	(100%)
Activities	133	(60%)
Group Discussion	55	(25%)
Any other	22	(10%)

Graph 4.2 Ways for Students' Assessment



The Table 4.79 and Graph 4.2 indicates that, 177 (88 per cent) teachers used tests to assess the students. All surveyed teachers 220 (100 per cent) used the Mid-term exam for the assessment. Quizzes were employed by 110 (50 per cent) teachers. Journal was not used by any of the teachers for the purpose of assessment. Only 11 (05 per cent) teachers used Reflection to assess students' learning progress. Projects were also employed as a way for assessment by 22 (10 per cent) teachers. All teachers 220 (100 per cent) used the Final Exam for students' assessment. Activities were used by 133 (60 per cent) teachers to assess students. Group Discussion was also used by 55 (25 per cent) teachers for the same purpose. At the same time, 22 (10 per cent) other teachers employed some other ways to assess their students' learning progress. It can be interpreted from the above analysis that the majority of the teachers were using Testing, Activities, Mid-term exam and Final exam for the assessment of the students.

4.1.3 Analysis of the Data Collected Through Semi-Structured Interview Schedules

Semi-Structured Interview Schedules were conducted with the 26 secondary school principals focusing on teaching-learning process, curriculum and textbooks delivery practices in the schools. Thus, the data collected through the Semi-Structured Interview schedules were analyzed question-wise to make it a meaningful process of drawing out the interpretations and finally the findings of the study as under:

Q - 1 Do you think that the curriculum implemented in your schools really helps you to improve the quality of education? How?

The analysis of the data collected through the above question indicates that, all 26 (100 per cent) principals believed that the existing curriculum facilitated the improvement of quality of education for a number of specific reasons. First, the curriculum was developed based on contemporary national and international standards, social demands and students' learning needs. According to them, Afghanistan had experienced different curriculums that were developed based on diverse ideologies and expected outcomes over the years of war. In view of that, the current one is a uniform curriculum which was developed on the basis of national educational standards and social needs. Secondly, the curriculum supported teachers to employ proper pedagogical practices. The principals also explained that the curriculum can promote and improve the expected literacy and numeracy skills among the students. Thus, it can be interpreted based on the above analysis that generally principals believed that the curriculum helped them to improve the quality of education to some extent but still, that is needed to be revised.

Q - 2 Do you feel that the existing school textbooks are based on the curriculum guidelines? How?

In response to this question, all 26 (100 per cent) principals answered that most of the existing school textbooks were based on the curriculum guidelines, but the content of some textbooks excessively focused on knowledge, not on skills and attitudes. They highlighted that teaching with the existing textbooks, schools could achieve the intended goals of the National Curriculum for School Education in terms of fulfilling learning requirements at each grade and level and encompassing pedagogical components needed for the effective delivery of the content of each subject. The principals also commented on the content of the textbooks and clarified that it contained the required knowledge, skills and attitudes that should be nurtured in students. But then again, these principals indicated that in some of the textbooks, particularly Science subjects, the content should foster different skills and abilities in students. Thus, it can be interpreted based on the above analysis that all interviewed principals agreed that the textbooks were closely associated with the National Curriculum guidelines, but still, some flaws were there that should be improved.

Q - 3 Do you think that the textbooks provide teachers with useful information about how to teach particular texts or topics, skills etc.?

The analysis of the collected data through the above question shows that, all principals 26 (100 per cent) admitted that the textbooks provided teachers with some useful pedagogical instructions on how to teach particular texts, topics and skills in the classrooms but not adequately. They indicated that the textbooks included teaching-learning activities for the teaching of particular topics and skills but not adequately. Thus, it can be interpreted that the textbooks provided teachers with useful pedagogical information about how to teach particular texts, topics and skills but not enough to meet the pedagogical needs of teachers appropriately.

Q - 4 Do you think that the textbooks provide students with what they need to learn in terms of knowledge, skills, facts, values, attitudes etc.? How?

The analysis of the data collected through the above question reveals that, all interviewed principals believed that the textbooks provided students with what they needed to learn but not satisfactorily. According to them, the textbooks should provide plenty of classroom activities in all the subjects to improve students' skills. Principals also explained that most of the textbooks were overloaded with factual information that cannot be covered in the available time devoted to a specific course and therefore the expected learning goals may not be achieved by the end of the course. Conversely, the textbooks were lacking teaching-learning activities or exercises that should be carried out in the classrooms to enable students to use the knowledge they acquired from every new unit or lesson. Therefore, some of the information covered in the textbooks cannot be easily communicated to the students. Thus, it can be interpreted based on the above analysis that the textbooks could meet students' learning needs to some extent, not well-balanced in terms of knowledge, skills, attitudes, values and the classroom exercises that can help students practice the acquired knowledge to improve their skills.

Q - 5 Do you believe that the teachers in your school adopt effective pedagogy for their classroom practices? To what extent the adopted pedagogy do you believe is helpful to improve the quality of education?

In response to the above question, all interviewed school principals indicated that teachers in their schools adopted a less effective pedagogy for the classroom practices. According to them, most of the teachers did not have sufficient knowledge and skills of effective teaching and they have difficulties in planning and designing of classroom instructional materials and activities. Some of the principals also explained that due to the lack of pedagogical skills, most of the teachers in their schools were not able to balance their teaching-learning strategies and students' learning needs appropriately. Thus, it can be interpreted on the basis of the above data analysis that most of the teachers adopted ineffective or less-effective pedagogy for their classroom that may not contribute acceptably to quality education. It is mentionable that the data collected through the classroom observation in this study have also indicated that most of the teachers used merely didactic lectures as the only teaching-learning practice in their day-to-day classrooms.

Q - 6 Do you have any particular policy for evaluation which helps you to improve the quality of education in your school?

In reply to the above question all interviewed principals indicated that their schools did not have any particular policy for evaluation. Instead, all of them followed the same policy dictated by the Ministry of Education to them. Thus, it can be interpreted based on this data analysis that schools were waiting for what their eminent authorities commanded them with regard to running their school affairs, particularly policy for evaluation. For this reason, the principals might not feel a need for using their own lead initiatives to establish some policies and make decisions in line with their local needs and teaching-learning environment in their schools.

Q - 7 Are you sure that the assessment process which is employed by most of your teachers really helps the students for quality based learning? How?

The data analysis related to the answers of the above question reveals that, all 26 (100 per cent) principals believed that the vast majority of the teachers in their schools did not have sufficient awareness of effective assessment strategies and classroom practices. Therefore, the principals were not confident whether or not the assessment process employed by their teachers is helpful to provide students with quality learning in their schools. The principals indicated that almost all teachers mostly rely on traditional assessment strategies (summative assessment) only. Thus, based on the above analysis, it can be interpreted that the assessment process employed by most of the teachers did not firmly contribute to the quality of learning in secondary schools.

Q - 8 Do you think that the curriculum and textbooks need to be improved, if so, which aspects do you think should be upgraded?

In response, almost all of the principals suggested the revision of the curriculum and recommended some of the necessary modifications in content and structure (layout) of the existing school textbooks. Almost all principals suggested that the content of the textbooks should be re-structured to better suit students' level of comprehension in all secondary grades. The principals believed that the existing secondary school textbooks, particularly Science and Maths were more difficult and inappropriate to the age level of the students. They brought up the concerns of students regarding their struggle to comprehend some difficult parts of the content in school textbooks, particularly

Chemistry, Physics and English subjects. The second recommended modification was related to the structure of the textbooks as the principals suggested should be improved in terms of coherence and continuum of the topics and the list of the practice exercises followed by each lesson throughout the textbooks for all grades to make them more useful for both the teachers and students. Thus, it can be interpreted based on the above data analysis that the curriculum and textbooks need revision to better contribute quality teaching-learning and education as the ultimate outcome.

Q - 9 Do you feel that your school is having all the educational resources to fulfill the curricular objectives? If not, then what do you require?

The analysis of principals' responses to the above question reveals that their schools were lacking all necessary resources and facilities to achieve the curricular objectives successfully. Particularly, for teaching science subjects, resources like a laboratory and relevant TLMs were not available in many schools. Lack of teachers' guides (teachers' handbooks) and digital supportive instructional materials were also a serious impediment to effective teaching through which curricular objectives can be fulfilled successfully. Thus, it can be revealed that almost all the schools were lacking the educational resources needed for the successful fulfilment of the curricular objectives.

Q - 10 How professional development needs of your school teachers are taken care of?

The analysis of principals' responses to the above question indicates that their teachers attended short-term professional development workshops and seminars that are occasionally organized by the Ministry of Education and other donor NGOs. The principals did not mention any other informal professional improvement activities such as mentoring, peer observation and other formal professional development opportunities provided by their school administrations to their teachers for the purpose of professional capacity building. Thus, it can be interpreted based on the above analysis that schools did not have any particular mechanism for teachers' professional development as per their needs. Instead, every school was inclined to implement the same policy communicated by the Ministry of Education to them. There was no coaching/expert support system within the schools to provide continuous professional support to the teachers.

4.1.4 Analysis of the Data Collected Through Focus Group Discussions

Focus Group Discussions were conducted with the 26 groups of secondary school students selected from all 26 schools representing various grades. There was a total of 210 students in all the groups selected for the FGDs. Each FGDs were used to illuminate students' perceptions about teaching-learning activities, curriculum and textbooks delivery practices and assessment practices. It was tried to get a detailed picture of the ongoing teaching-learning process. The collected data through FGDs were analyzed and interpreted as under:

Q - 1 Do you think your school textbooks appropriately fit your level (age/grade)?

Out of the total number of interviewed students from different groups (210), 133 (63 per cent) students acknowledged that their school textbooks were suited to their level. Conversely, 77 (37 per cent) other students believed that some of the existing textbooks were hard to understand. The students noted that particularly science subjects were tedious and not easily comprehensible. The students further explained that some parts of the content and examples are given in their school textbooks were confusing and difficult to be solved. The students elaborated that since every individual has different difficulties in the textbooks, teachers could not provide help to all of them. Thus, it can be interpreted that some of the students felt their school textbooks difficult and inappropriate to their comprehension level and age.

Q - 2 Do your teachers facilitate the difficulties of the textbooks and are you satisfied with the way, they teach the textbooks?

The data analysis reveals that, 118 (56 per cent) students were satisfied with the way teachers taught the textbooks. But still, these students suggested that they should be engaged in more classroom learning activities to practice the newly acquired knowledge. At the same time, 92 (44 per cent) students expressed dissatisfaction with both school textbooks and teachers' instructional strategies with respect to curriculum transaction in the classrooms. According to them, usually their teachers were spending the whole teaching session only for delivering their lectures but still, they could not explain textbooks' information thoroughly in the lectures. Hence, more ambiguous points on which the students needed further clarification, remained unclear for them. Thus, it can be interpreted based on the above data analysis that teachers' teaching strategies were less helpful and less suited to facilitate the difficulties of the textbooks to the students.

Q - 3 To what extent do you think the textbooks fit your course requirements in terms of knowledge, skills and attitudes?

The results of data analysis revealed that, 162 (77 per cent) students indicated that their school textbooks could meet their learning needs in terms of knowledge, while this percentage decreased to 133 (63 per cent) in the case of skills and 120 (57 per cent) regarding attitudes respectively. Thus, it can be interpreted that students perceived that their school textbooks were not satisfactorily fit their course requirements in terms of attainment of skills and attitudes.

Q - 4 Which parts of your school textbooks do you like the most and why?

In response to this question, the students indicated that they liked the most the layouts, some included new topics and presented teaching-learning activities in the textbooks. Particularly the students pointed out the illustrations in the textbooks, the existence of different colors, organization of chapters, annotations and relevant learning activities for practice in units. Thus, it can be interpreted that there were many attractive materials and features of the textbooks, the students liked the most.

Q - 5 Which items of your school textbooks are boring, you do not like and you want them to be improved?

In response to this question, 112 (53 per cent) students mentioned the major aspect; the heavy load of information, particularly in Science textbooks. The students complained that most of the textbooks, especially Science and Maths textbooks contain too many topics that cannot be covered during the course period. Thus, it can be interpreted that more than half of the surveyed students wanted their school textbooks to be revised in terms of reducing the load of information and the number of learning topics.

Q - 6 Are you happy with your teachers' behaviors towards you in the classrooms?

The analysis of the data collected through the above question indicates that, 177 (84 per cent) students were happy with their teachers' behavior in the classroom, while 33 (16 per cent) other students said that they were somewhat satisfied with the way their teacher behave with them in the classrooms. Thus, it can be interpreted based on the above analysis that most of the students felt contented with their teachers' behavior in the classroom which is considered as a significant affecting factor in the teaching-learning process.

Q - 7 Do your teachers encourage you for active classroom participation?

In reply to the above question, 142 (68 per cent) students indicated that since their teachers use the lecture method, students are not given ample opportunities for participation. They could only ask some questions during and at the end of the teaching session. At the same time, 68 (32 per cent) other students expressed their satisfaction with respect to active participation in the classes. According to them, sometimes their teachers assign them some learning activities in the classroom and ask them questions. Thus, it can be interpreted that most of the students were not satisfied with their teachers' motivational strategies in regard to students' motivation for active participation in the classrooms.

Q - 8 How do you learn in your classroom? Name the teaching-learning activities usually carried out in your classrooms.

In response to the above question, almost all the students indicated that lecture is the usual teaching-learning method carried out in their classroom. However, 112 (53 per cent) students revealed that sometimes their teachers engage them in some other teaching-learning activities, but not very often. Thus, it can be interpreted based on the above analysis that lecture was the dominant teaching method used in almost all the classrooms.

Q - 9 Do your teacher give you homework? Usually, which kinds of homework do you do?

In response to the above question, almost all the students revealed that usually they were given written or reading homework. For example, some problems were given and asked them to solve that at home. Or, they were assigned by their teachers to read a part of a textbook and then share that in the next class. Thus, it can be interpreted based on the above analysis that the teachers used traditional homework strategies such as giving some set of questions to the students, reading a part of the textbook.

Q - 10 How do your teachers evaluate your learning? Which methods and tools do they use to assess you?

The analysis of the data collected through this question reveals that teachers employed traditional strategies and techniques for students' learning assessment. For example, most of the teachers relied on periodical tests, mid-term assessment, final exams, other unit achievement tests and oral questions as assessment techniques for checking students' learning. Thus, it can be interpreted based on the above analysis that the majority of the teachers generally use summative assessment to measure students' learning progress.

Q - 11 Do your teacher engage you in some practical work related to laboratory and computer Lab?

In response to the above question, almost all the students expressed their dissatisfaction regarding practical work and raised a number of problems such as lack of science laboratories and computer labs in most of the schools, lack of required materials in laboratories, lack of teachers' strategies for students' practical work, focusing too much on theoretical knowledge, lack of students' skills for practical work, large classes, etc. Thus, it can be interpreted based on the above data analysis that due to the mentioned reasons plus inexperienced teachers, students were able to do very little practical work in their schools.

4.2 CONCLUSION

This chapter presented the analysis of the data collected with the help of questionnaires administered to school teachers, Semi-Structured Interviews conducted with school principals, Focus Group Discussions with the students and Classroom Observation Schedules. The results of the data analysis are tabulated together with a detailed description. Also, the content analysis of interviews and FGDs are presented descriptively. The data analysis is organized into three major parts: Data analysis related to the Teaching-learning process, Data analysis related to Curriculum and textbooks and Data analysis related to the Evaluation procedures. Also, brief but clear interpretations have been made on the basis of the analyzed data, mainly to draw out findings and conclusions. The next chapter presents a summary of the entire research study along with a detailed discussion of the findings and implications of the research.