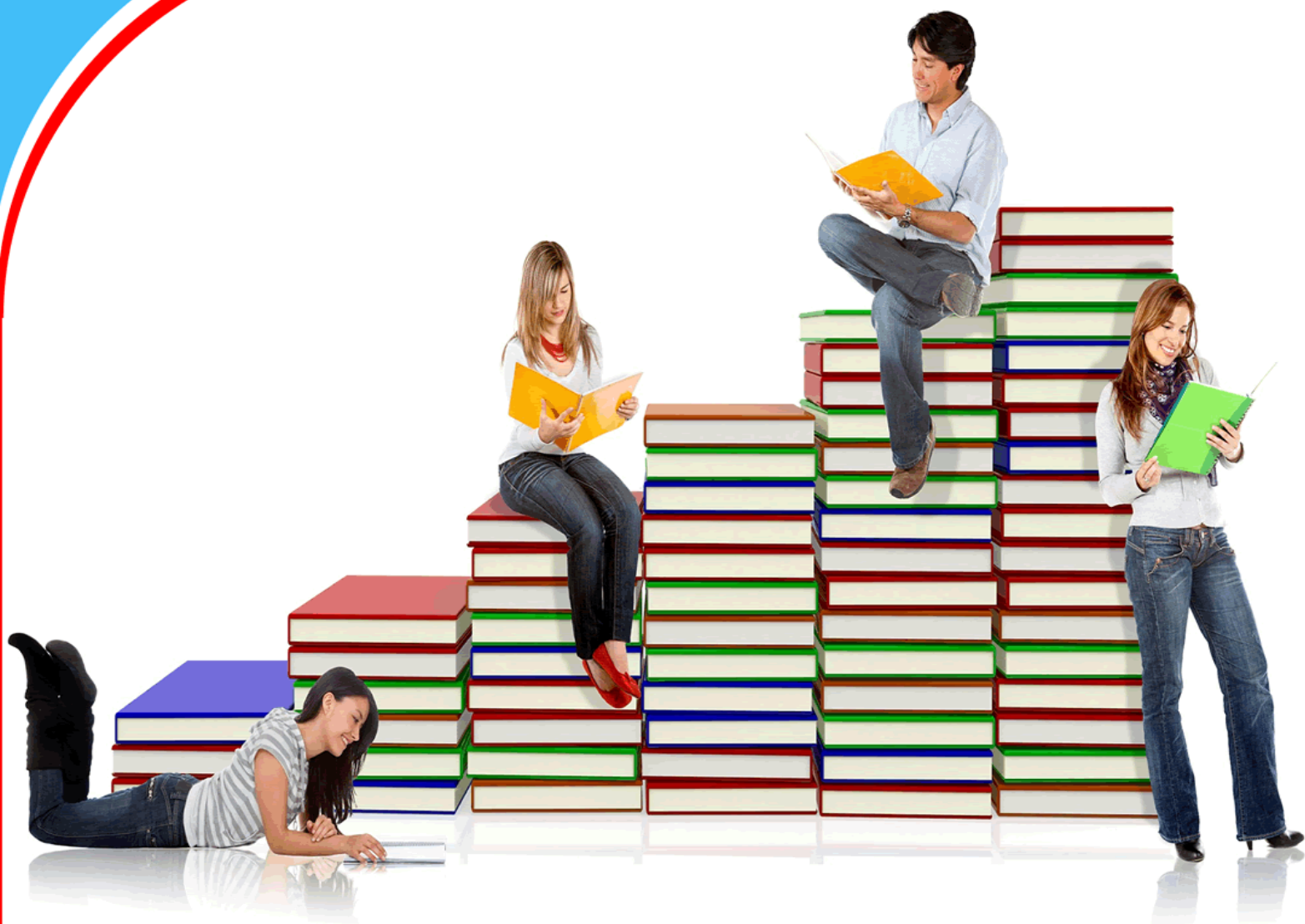


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**The Anatomization of Learning Principles  
Administration in Secondary School Teaching**

*Khadija Muhammad Hussain Marvi*



## The Anatomization of Learning Principles Administration in Secondary School Teaching

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### Abstract

**Purpose:** The study analyzed the challenges teachers' face when teaching students. The biggest difficulty is developing the current topic while working with the pupils' prior concepts.

**Methodology:** A qualitative research methodology was used in this study. Group interviews were conducted with five teachers from each school making total of 15 teachers.

**Findings:** Discussion-based teaching methods may solve this problem but many schools do not use them due to limits imposed by school authorities. The lesson planner serves as the basis for the working environment in the classroom. The seven learning principles in teaching training are designed to grow the self-directed learner in a setting where people love learning and actively seek it out. However, most teachers do not engage in teaching and learning in their actions, and our educational systems do not gain any benefits from the skills of qualified teachers. The principle of learning results in self-directed learners, but it is not an action; rather, it is a set of skills and talents. Yet, they are constrained by imperceptible restrictions. Each institution has its own set of guidelines. Institutions frequently employ outdated teaching methods and lack modernization. Although students are frequently referred to as intellectuals, the conception of this study illustrates through "Concept of Acuity" which is the combination of developmental and constructional theory states, under the direction of teachers, student can improve their talent and learning capacities by sharpening their focus, attentiveness, insights, and awareness.

**Recommendation:** Prior knowledge evaluation can be used to conduct cognitive collaborative learning in the classroom, giving students freedom of thinking and attention. Teacher feedback is necessary to deal with prior knowledge collaborative learning challenges.

**Keywords:** *Background, environmental, influencing, acuteness, and self-regulated.*

## 1.0 INTRODUCTION

A significant skill in a teacher's literacy toolkit is the ability to formulate and pose engaging higher-order questions that catch students' interest, spark dialogue, and motivate students to examine and comprehend difficult texts and concepts. Only those with in-depth knowledge and competence in the subject matter they are teaching may do so successfully. Learning about topic delivery in the classroom is necessary before teaching in a classroom. The subject matter is important in the context of education, thus before implementing a lesson in the classroom, one should be aware of it and have a clear plan for what precisely to teach the students. The only way to learn the right techniques for this is to enter in a professional teacher education program. The study of teaching is increasing fast in Pakistan. The most recent step in a journey that began seriously in 2006 with the development of a national curriculum is represented by this redesigned student plan. The 2010 school study plan curriculum and the 2008 National Professional Standards for Teachers in Pakistan then added to this. The USAID educational team partnered with HEC faculty and staff to develop the B.ED. Course (Hons). The student teaching resources from HEC include the seven principles of learning. After obtaining a thorough evaluation from the national curriculum review committee (NCRC) together with the course manuals, the syllabus was approved as the amended scheme. Set seven guiding principles for instruction in the classroom.

The study focused on promoting understanding of teaching without training. The reason is that many more require training or teaching awareness since only a small group of individuals are doing this with a complete understanding of teaching. Whenever one has a deep understanding of how to impart, the next most vital subject is "how to learn." Creating instruction is a work that demands formal training and practical experience, to progress on to the context's more technical parts. Sarah, Fletcher, Carol and Mullen (2012) states mentoring is the activity that facilitates human learning and prepares people for the new revolution of the next generation. Moreover, coaching fosters traits through illuminating and clarifying the principles and realities that guide the conduct of required requirements or the nature of collaboration. Most often, teachers or parents serve as a child's mentor and coach. The teachers are given a clear sense of duty. Many times, children will guide each other in class in informal ways with the help of their classmates, but as a mentor, the teacher should supervise this and guide everyone in the right direction. With all learners, transference and subjectivity will increase teaching efficiency. Teaching strategies are constantly improved for teachers' social awareness and literacy. It develops an effective classroom culture where students discover that there is no imposing knowledge for learning, even if they believe in developing sound ideas. Finally, information is processed cognitively to produce structural understanding.

Kevin, Jacqueline and Rhonda (2007) states quality reflection is at the core of effective teaching, and it is the responsibility of teacher education to generate high-quality teachers. To solve these issues, I am going to integrate systematic supervision with reflection, target planning, and another reflective technique called target representation. Jeffrey and Nancy (2008) states in order to move beyond knowledge assessment, learning centers acknowledge that learners' current knowledge strongly influences their future learning. Many different teachers have developed and used teaching methods that meet the criteria for student-centered learning, which gives opportunities for discussion and improvement throughout the learning process and leads to evaluation and judgment at the conclusion of the learning experience. The result of empowering learners to choose the knowledge they want to master is what is known as auto learning. What teachers give to

students, behind that, students adopt responsibility for learning. Jennifer, Robinson, Pharm and Adam (2020) states student learning objectives through mentoring the results show that social presence affects the learner's interaction with and perception of the mentored. Beliefs about learning and level of Trust were explored as a feature that may influence the role of social presence. Depending on the medium's capacity to relay secondary finding revealed like lovable intonation and a person's expression, social presents were once thought to be an accepted as a means of the information medium itself. (Alyssa, Ju-yu, Thomas & Rodrigo, 2004).

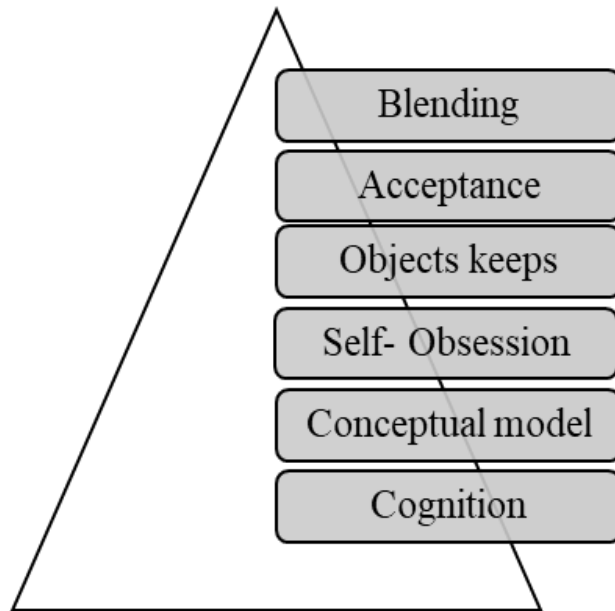
### **1.1 Research Problem**

The vast majority of private schools believe that a successful teaching-learning process begins at their institution and employ teachers who hold higher degrees in education. However, it is regrettable that those teachers, in a variety of situations, do not implement their extensive knowledge and instructional strategies during class. And students do not gain anything from their particular teaching training. There is training available for teachers that Aspects of the B.Ed. (Hons) teaching education are covered by the seven principles. Additionally, this is regulated by HEC or Pakistan's national curriculum, therefore all teachers are required to incorporate these ideas into their lessons. The question is what type of quality is required to teachers, for developing objective-leading students in the learning environment (Kevin, Jacqueline and Rhonda, 2007). The principles, which make up the bulk of their training and earning, ought to be put into effect by College of teacher's education. Additionally, if the teaching staff is still engaged in their line of work despite the many difficulties they encounter in the classroom, they ought to be open about the challenges they face in following their professions.

## **2.0 THEORITICAL FRAMEWORK**

### **2.1 Developmental Theory of Learning**

Kendra (2022) sates that Jean Piaget made this suggestion in his studies on how children's understanding grows. He monitored them while they engaged in conversation and other activities to accomplish this. With his knowledge of how children's minds develop and work, he made a fundamental contribution to education. He was particularly aware of the developmental progression of children's comprehension of their environment. It was understood that children should delay taking on certain duties until they are psychologically capable of doing so. Various ideas related to Piaget's research were offered; 1- Blending is the method by which a person incorporates knowledge from the surroundings into their thought, and it may involve changing perceptual data to satisfy particular requirements. 2- The change that integration causes to one's ideas or beliefs is known as acceptance. It's important to remember that merger and acceptance never combine. 3-The idea that an object or group of objects keeps their original qualities even after being remodeled or given a new look. On the other hand, 4- self-obsession is the viewpoint that you are at the center of things and that all things moves around you. 5- The intellectual description of a combination of connected experiences, ideas, and is called a conceptual model. 6- In terms of cognition, Jean Piaget postulated that people acquire new skills through constructing rational structures one after another. He also concluded that young newborns initially think in necessarily changed ways than adults do (Hasan, 2012).



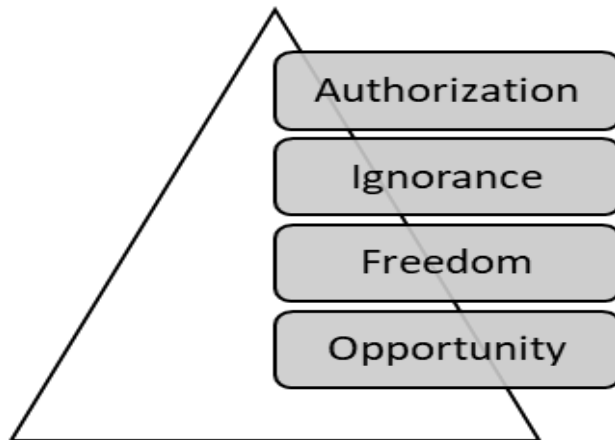
**Figure 1: Theoretical Model, developmental theory of learning**

### **2.1.1 Engaged to applying developmental stages in learning**

Students and teachers should have the opportunity to gather and use data on student achievement of learning objectives when a teacher plans lessons. It also needs to be able to change to accommodate evolving ideas and skills. When instructing and studying with students, teachers should take into account each student's level of maturation. Learners will be able to communicate knowledge and skills despite maintaining their level of understanding in mind.

### **2.2 Constructivism Theory of Learning**

Bada (2015) states constructivism is a theory of knowing with philosophical and psychological roots. The three men who developed this thesis are Vygotsky, Brunner, and John Dewey. It claims that information is made rather than silently ingested by the conscious human. Constructivist teaching methods must be used by the teacher to carry out the front of goals. 1- The teachers taught initially, then the students build new information based on what they have received. This is a classic method of instruction. 2- This is a traditional technique of instruction where students are told to take notes on potential learning opportunities for subsequent investigation while the teacher intentionally ignores learning opportunities while instructing. 3- This is a democratic way of teaching that provides pupils more latitude to discover their physical environment and generate fresh knowledge and answers to problems. 4- Since this is a participatory form of teaching, students have many chances to engage in their education. The realist teaching approach, it was argued, comprises five stages.



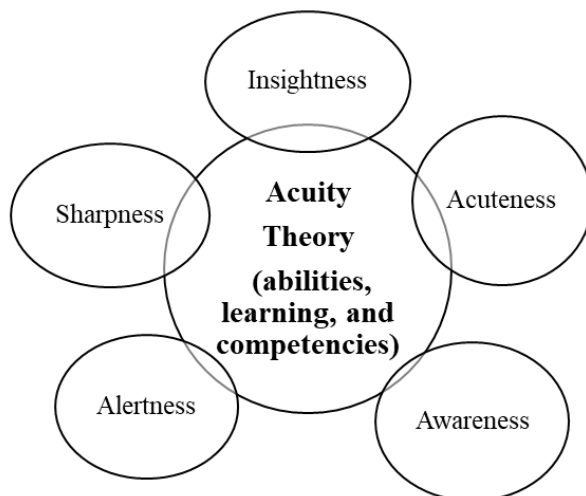
**Figure 2: Theoretical model, constructivism theory of learning**

### 2.2.1 The Influence of Constructionist Speculations for Learning and Teaching

Teachers should use raw data and primary sources, in addition to manipulative, interactive, and physical materials. Teachers should encourage student critical thinking and inquiry by asking them thoughtful, open-ended questions. Professional development should consider the important of using learners experience in teaching and learning process. Learners are challenged within close proximity to their current level of development. By experiencing the successful completion of challenging tasks, learners gain confidence and motivation to embark on more complex challenges.

### 2.3 Conceptual Framework

The preceding constructivism and developmental theories can provide explanation for how pupils build their abilities, learning, and competencies for the modern world. When these arguments are merged, they claim that Acuity theory" is created, which gives new learners 1- Insight for perceptions, 2- Acuteness for perspicacity, 3- Sharpness for schematic understanding, 4- Alertness to understand and construct learning goals, and 5- Awareness of the proper course for future professions and projects.



**Figure 3: Conceptual model of abilities, learning and competencies**

In educational writings and discussions, constructivism is mentioned. It also refers to the concept that knowledge is a result of human civilization and that existence and knowledge are two distinct things. Phenomenology, freedom, and authenticity, which refers to observable existence, serve as the foundation for progress. According to the realist viewpoint, the idea of correspondence has become more and more difficult to uphold as a result of the growing abstraction of scientific knowledge. Contrary to constructivism, general framework that there is something outside of us that is not directly available to require anything of us. This makes realism a logical perspective. our statements about our understanding correctly portray the hazy reality The constructivist viewpoint is pragmatic; decision take place when language claims are valid if they enable us to accomplish our goals, have the desired pragmatic effects, and, most importantly, if they allowed us to defend and exert physical control. The constructive viewpoint holds that knowledge claims are justified; we concur that they are helpful in achieving our objectives. Pragmatism defines the truth of constructional reality, while development denotes existential reality. Both require comprehensive information and precise concepts for the creation of visible and unseen reality, hence the theory of acuity is a synthesis of past theories. Is founded on the existence of pragmatic epistemology. It establishes a new learner's intellectual compatibility and does not stop at skills; it also discusses explanations that are result-oriented and makes comparisons between past, present, and future realities.

The humans of the twenty-first century, the need for education have not increased much. Common learning methods were sufficient for pupils in the past, but in the modern era, students must learn and develop more complex mental skills. In the recent past, developmental and constructivism could be acceptable if they were found in human individually, but nowadays, our students should be able to think for themselves. For developing their capacity for comprehending and challenge. A student equipped with deep insights for the deep understanding of knowledge. The ability of develop correct perception by self-findings. For those abilities minds should be sharpened with knowledge and surroundings. And alertness of behavior if develop in young individuals they will be aware of changes and able to compare revolutionary changes in surroundings. Those types of intellectual minds are gifted by god, but in this era, teachers can develop the rest of the pupils by several teaching methods.

## **2.4 Objectives of the Study**

- To define about including the seven learning principles in teaching methods.
- To determine the reason for resistance to applying new teaching methods and learning processes.
- To analyze instructors' opinions on the B.Ed. program in the context of their working lives.

### **2.4.1 Research Questions**

1. What opinions of the teachers on the application of the seven learning principles in teaching methods?
2. Why teachers resist new teaching methods and learning processes during Classroom Teachings.

## **3.0 LITRATURE REVIEW**

A set of Principles about the nature of learning that is used in the classroom are referred to as self-regulatory learning principles, beliefs, or concepts. It is a systematic strategy for finishing a project

that is open to teamwork, partnerships, and group discussions. It is a long-term strategy developed to accomplish a particular goal, and it implies a clearly structured series of actions. It is essential for teaching content-based skills.

### **3.1 Principle 1**

The first one as student background knowledge can help with learning, so teachers should consider the prior knowledge of their pupils. The teachers may be focusing on a method of instruction that views them as empty canvases that they would try to fill with knowledge. Susan et al. (2010) states, regarding pupils' past knowledge, the first learning principle is relevant. It comes first since it determines future learning and performance, for better or worse, and is established before they even join our course. As is well known, the human mind is more creative when it feels liberated and accepts ideas. And as a result, shaped thoughts can be created from insights and knowledge of unformed ideas. Most students in higher education are aware of this and are able to get through the rigid environment there, where following directions comes before having your opinion. However, it is the duty of qualified teachers in elementary courses to offer pupils these opportunities and create a setting.

Hannie and Ton (2005) states the concept of prior knowledge very helps full for the whole classroom. Many times students have excellent knowledge from other source and in that case teacher reach for a new approach to creating the next lecture with those guidelines. and many times in the discussion classroom students share their own knowledge in giving feedback to teachers low level learners are aware of different concepts by listening. The discussion learning method used in the classroom should not be skipped by teachers because this is a 21st-century learning style. Due to the fact that this is the only strategy that uses student engagement to genuinely discover what students are thinking. Individual students will develop a different combination of concepts as a result of this communicative approach. A process of automatic error correction is initiated, and the pupil misperception is simultaneously corrected. And because of this, it is simple for the teacher to restrict concept correction to the last step of topic evaluation. Prior knowledge is not a learner's trash can; rather, it is a connection staircase for all stages of learners. Notably in the elementary school setting where pupils are enthusiastic and eager to talk in order to express their inner views to motivating teachers.

### **3.2 Principle 2**

The second is in order to understand and use what they have learned, pupils' knowledge arrangement is important. The educational process, in my opinion, has two sides: a Cognitive side and an environmental side. It is never gratuitous or invented to have significant theoretical disagreements. They develop as a result of conflicting factors in a real issue (David, 2011). As a rationalist, Plato came to believe that meditation on oneself is the best way to find knowledge and the truth. The empiricist Aristotle searched for knowledge and truth in the world around him using his senses. As a result of his empirical foundation, Aristotle created a scientific technique for acquiring facts to investigate the world. Through his interactions with other citizens, Socrates created the dialectic technique of truth discovery. Aristotle's and other thinkers' ways of approaching problems. The use of speech and reflection as instruments for continue to learn and grow is encouraged by these strategies. To stimulate students' critical thinking for a better grasp of the material, the teacher should give each student the opportunity to speak in class.



McCrinkle, Andrea, Christensen, and Carol (1995) states that every individual learner has a cognitive ability that is stored long in permanent memory but during educational life, they don't know how to organize it and use it in an effective way. When teachers give a stage to speak, means learners speak out random words. And after making the correction and creating the link of random thoughts of learners with concern connections, learners start creating links with reality and create metacognition development in their minds. Now learners are aware of related knowledge. This make happens only teachers different strategies, which teacher get by different teaching methods and using different teaching strategies in class time. It implies that the primary environments for productive class time are the classroom atmosphere, the methods and strategies of the teachers, and the subject matter. In the minds of the learners, the blending and accurate information provide concrete and clear alertness. The second, which describes an arrangement of knowledge, and the third, which discusses students' sustained motivation, are closely related.

### **3.3 Principle 3**

The motivation of students' influences sustains and influences what they learn. Middle schoolers who struggle with comprehending are frequently cut off from it. These students may not only perform poorly academically but also lack analytical passion. Middle school dissociation is caused by a variety of situations. Self-passion development opportunity for acuteness. It means a learning mind raises its passion when it sees the space where they survive and grow with curiosity and the welcoming behavior of the environment. Our ground is elementary students' motivational creation and the concept of acuteness creation is guide us toward motivational learning in classrooms or the success of teachers in creating motivation in students. Acuteness is the intensity of thinking through which teachers can divert students toward indulging in a topic that's called motivation. Without the development of acuteness, motivation could not do the rest for good results. It needs efforts in the form of influencing positive behavior and entertaining the learner's curiosity. All of the mentioned concepts promote keeping students' learning influences on education alive. Alyssa, Ju-yo, Thomas and Rodrigo (2004) states essentially speaking, teachers need to build trust with students by providing detailed and precise feedback in order to develop motivation in their students. If students believe the instruction is genuine, they will mold it. Because motivation doesn't just happen, it helps learners continue their learning and sticks with them for the rest of their lives.

### **3.4 Principle 4**

Students must study the individual abilities that make up mastery, practice integrating them, and be aware of when to use what they have learned. A classroom engagement model is described in one of the articles as a means of motivating struggling students in middle school. "Middle school instructors can utilize seven classroom methods to guides the development construing: they can (1) build rich knowledge goals as the basis of reading teaching, (2) use socialization process to connect reading to student experiences, (3) allow students an availability of engaging books and resources, (4) provide some choice among material to read, (5) give clear instruction for essential reading strategies, and (6) promote interaction in many contexts. By adopting these techniques, a context is created for literacy learning engagement. (John et al., 2010). Ultimately, students will gain independence in their learning and thinking. In order to attain their understanding's height with the right guidance, this serves to encourage or activate a constructive mind. Maria et al. (2012) states that an emotionally supportive classroom setting is necessary for significant consideration,

fun, and commitment. It is evident in the classrooms with a neutral atmosphere, where the teacher and students are respectful of one another. This setting teaches students to be honest with their own thoughts and respectful of others' ideas. The wave of the comfortable classroom environment is organized by the flow of acceptance of individuality. In this way, the involvement of student instructors builds an atmosphere conducive to effective teamwork.

### **3.5 Principle 5**

The quality of pupils' learning is improved through goal-directed activity and focused feedback. Researchers in Pedagogy write in their fifth principle that "[goal-directed exercise combined with targeted feedback] the quality of students' learning," pointing out the importance of hands-on training (Brain, Natalie and James, 2018). The fact that exercise and feedback are both qualified by the characteristics is what makes this principle significant. In order to influence learning before misunderstandings can develop, effective feedback must also be provided at the appropriate moment. Students require formative feedback at the start of the educational process. Giving feedback on time is crucial for learning, as it allows learners better able to move and involves less work from teachers in the long run. Boekaerts, Koning, De and Vedder (2006) states there are several educational goals, including low intermediate, and high-level goals during a school year. It depends on the teachers' capacity to help pupils achieve their learning objectives. And make them obvious for upcoming successes.

Almost all classrooms have a mixed group of pupils in terms of cognitive ability. Many pupils only have the ability to understand goals via hints, while others are able to comprehend when teachers understand aims. The second is that various goals require varying levels of education. After receiving helpful input from teachers in the classroom, many goals become evident, and many goals are realized by the reflection of assessments to students. Goal-directed activity helps the student to adobe the independent understanding of development behavior. Only a few students are god gifted ability of higher order understanding but many need teachers' expertise to develop this behavior in them by teaching expertise. This makes it possible if individuals to learn how to keep objects in mind, blend different knowledge and create relevant conceptual thoughts for particular scenarios. This way of thinking ability creates sharpness in the individual mind. This promotes and constructs intellectual learning personalities.

### **3.6 Principle 6**

Learning outcomes depend on how well students are developing at the moment as well as the course's social, emotional, and intellectual context. As a teacher cannot compel development but teachers can certainly support it and change the atmosphere in the classroom to promote learning. Susan, et al (2010) state the sixth learning principle addresses the level of growth of each pupil. The depth to which each student may comprehend the material is determined by their maturity, but it is also the course environment, which is itself influenced by learning, that is created by the combination of all students' developmental profiles and that of the teacher. Yes, a teacher can address the group and give the lesson to the kids more successfully if she analyses the pupils well.

### **3.7 Principle 7**

Students need to develop the ability to track and modify their learning strategies if they want to become self-directed learners. Theoretical analysis and synthesis of needs for the problem of self-directed and self-regulated learning in vocational education. Helen, Saskia, Henny and Margje

(2010) state the surroundings must adapt to the demands of the learners in order to accomplish individual learning. In order to do this, it's crucial to consider how the student, teacher, and environment interact. Michael, Stella, Penny, Mirella, & David (2018) state learning strategies promote self-regulated learners. this can be understood as when regulation of learning start it means the learner study by own self or try to help others in the studies. That means the self-recognizing process will start. For this effectiveness, teachers have to focus on motivational stages, monitoring activities, Material Resource management, and organization of knowledge in learners. Martin (2006) states that teachers also contribute to the culture of positivity because they are cognizant of how they act in the classroom and because students are still developing academically. They should receive training so they can keep a comfortable environment for students. By keeping a two-way trust level, making a stand for students, attending to their emotional support and guiding them, as well as emphasizing their cognitive development, a positive relationship between student and teacher is established. Students need to develop the ability to track and modify their learning strategies if they want to become self-directed learners.

Theoretical analysis and synthesis of needs for the problem of self-directed and self-regulated learning in vocational education. Helen, Saskia, Henny and Margje (2010) state the surroundings must adapt to the demands of the learners in order to accomplish individual learning. Student achievement must be founded on the growth of effective teaching strategies. Michael, Stella, Penny, Mirella & David (2018) state learning strategies promote self-regulated learners. this can be understood as when regulation of learning start it means the learner study by own self or try to help others in the studies. That means the self-recognizing process will start. For this effectiveness, teachers have to focus on motivational stages, monitoring activities, Material Resource management, and organization of knowledge in learners. Teachers act as a mentor or facilitators and guide them with keen observation in the classroom and via assignments. Also, observe student achievements. Students must have a complete understanding of the appropriate duties in order to follow teaching techniques, and it is the facilitator's job to guide them through all the required information.

Martin (2006) states that teachers also contribute to the culture of positivity because they are cognizant of how they act in the classroom and because students are still developing academically. They should receive training so they can keep a comfortable environment for students. By keeping a two-way trust level, making a stand for students, attending to their emotional support and guiding them, as well as emphasizing their cognitive development, a positive relationship between student and teacher is established. The blending of knowledge and teaching methods constructs the authorization of actual individual personalities with different conceptual and practical approaches. In the end, Acuity creates or designs individual learners. They are the unique intelligence of our society. And the benefits of learning over time help our community, our country, and the entire world.

#### **4.0 METHODOLOGY**

This study design is taken by the 7 principles of learning which are stated in B.ED. HEC recommended manual. As this research is based on a qualitative method of research. In this, interviews were taken. And basically working on focused group interviews. The physical open-ended semi-structural, focused group interview was conducted. By teaching education qualified school teachers, who currently work in schools. They are 15 in number, from 3 different schools,

focused group of five teachers from each school. Via this directly observed attitudes, opinions, and perceptions of teachers. It gives the opportunity to do open discussions between interviews. While interviewing the real question and discussing them every teacher wrote their own opinion in their form. They do not refuse to give this type of interview because they feel flexibility and freedom while discussing all the principles.

## 5.0 FINDINGS

Findings are being gathered from three separate schools' teachers. Pick 5 educators from each institution. That includes 15 open-ended, somewhat structured questions for structured interviews. The conclusion was reached. This is applied in a teacher-focused focus group interview. The seven learning principles served as the study's framework. Teachers read the questions during an interview, engaged in movement-based discussion, and then provided their responses. The below-listed responses; P1, Learning can be assisted or vulnerable by students' past knowledge. How could students' prior knowledge impact their learning? The subject is Easier to understand (47%). It aids in moving on to the following level (34%). It forms the framework for greater clarity (20%). What function does prior knowledge serve in learning? With few examples, children will be able to understand the concept (54%). It has a 20% fundamental role. Helping students think clearly is important said (27%). What background knowledge are students required to have? It is Basic knowledge on the subject. (20%). it comprehends and performs an essential activity. (34%). Idea pertaining to the subject (47%).

P2, In order to understand and use what they have learned, pupils' knowledge arrangement is important. Why is it vital to understand pupils and how they learn? Applied when needed with the aid of the teacher (34%). It fosters excellent relationships with empathy for general growth (7%). They can learn more effectively with the use of several strategies (40%). they use knowledge in their actions (20%). Why does structured knowledge affect learning? Because they apply what they know (46%). Time is saved (7%). No discussion is necessary as a result (34%). In moments, the concept will become clear (14%). P3, The motivation of students' influences sustains and influences what they learn. What are the learning's motivating elements? Motivating them is Beneficial (80%). Appreciation and support is the factor (14%). Encouragement was cited as a factor by one teacher (7%). What impact does motivation have on academic achievement? Presented as a medal or certificate (87%). It is Outstanding (7%). It works like magic (7%).

P4, Students must study the individual abilities that make up mastery, practice integrating them, and be aware of when to use what they have learned. How can you develop the skill of learning effectively? Brainstorming or organizing an activity (20%). Practically (54%). through fostering and establishing student-centered learning (20%). Punctuality and socialization (7%). How do mastery skills work? You can't improvise with something that God has given you (7%). You get better with practice (27%). Conceptual clarity (34%). Knowledge and skills were cited by (34%). P5, The quality of pupils' learning is improved through goal-directed activity and focused feedback. How can you inform students of their progress through feedback? Increases students' academic self (74%). verbal communication inspiring people (7%). Oral and nonverbal evaluation (20%). How is learning impacted by feedback? In terms of academics, feedback can be beneficial (46%). Learning is influenced by positive feedback (54%). P6, Learning outcomes depend on how well students are developing at the moment as well as the course's social, emotional, and intellectual context. How can social and emotional contexts influence academic performance? The

entire life of the child (40%). A child feels protected and safe, which allows him to learn successfully (60%). How can emotional growth promote academic performance? Give less serious attention (67%). Concentration is lacking (34%). P7, Students need to develop the ability to track and modify their learning strategies if they want to become self-directed learners. What strategies can you employ to encourage students to learn more independently? To build their independence and experience (34%). by allowing them to handle things independently (67%). How self-directed learners are best taught? They are guided (74%). by their supervision (7%). by increasing their self-assurance (20%).

Students' prior knowledge of the subject aid in moving on to the next level. It forms the framework for greater clarity. It comprehends and performs an essential activity. Idea pertaining to the subject. Helping students think clearly is important. Pupils' knowledge arrangement is important in order to understand and use what they have learned. Applied when needed with the aid of the teacher. It fosters excellent relationships with empathy for general growth. They can learn more effectively with the use of several strategies. The motivation of students' influences sustains and influences what they learn. Motivating them is Beneficial Appreciation and support the factor Encouragement was cited as a factor by one teacher it works like magic. Students must study the individual abilities that make up mastery, practice integrating them, and be aware of when to use what they have learned. How can you develop the skill of learning effectively?

Brainstorming or organizing an activity practically through fostering and establishing student-centered learning. The quality of pupils' learning is improved through goal-directed activity and focused feedback. Increases students' academic self-verbal communication inspiring people Oral and nonverbal evaluation In terms of academics, feedback can be beneficial. Learning is influenced by positive feedback. Learning outcomes depend on how well students are developing at the moment as well as the course's social, emotional, and intellectual context. A child feels protected and safe, which allows him to learn successfully. Give less serious attention Concentration is lacking. Students need to develop the ability to track and modify their learning strategies if they want to become self-directed learners. They are guided by their supervision and must increase their self-assurance in order to learn more in dependently.

### **5.1 Discussion**

The study, the anatomization of learning principles administration in secondary school teaching. The results of the study analysis help us to comprehend the challenges teachers' experience when teaching students. The biggest difficulty at that time is developing the current topic while working with the pupils' prior concepts. Although it may seem challenging, students learn new ideas more quickly with its support. When seeing and learning about the present topic in class, students form schemata using earlier concepts, which makes learning simpler for them. At this stage, knowledgeable instructors organize the existing information and build confidence in the new students. And prevent them from disappearing. If the pupils were taught a nonfigurative idea that was incorrect, then presents another difficulty. For all of these, teachers need to be able to identify mistakes and fix them. Although there are many other difficulties that may arise in the classroom, only qualified teachers can successfully address this essential learning difficulty. Because they were familiar with a variety of instructional techniques.

Many teachers claimed that using discussion-based teaching methods may solve this problem, however owing to limits imposed by school authorities, many schools do not use them. This is

considered making disturbance by the school. however, few teachers appreciate prior knowledge evaluation and state that with a child's prior knowledge teachers can conduct cognitive collaborative learning in the classroom, and as a result of this amazing and unique ideas will receive and it is fascinating at various times. So it is not wrong if we said prior knowledge is a challenge of classroom teaching side by side a way of new creation and concept collaboration is to give senses to students like freedom of thinking and get student attention. Teacher's feedback makes sense few teachers know how to deal with prior knowledge collaborative learning challenge and others felled its will real challenge.

Teachers are unaware of how frequently the brainstorming technique is used for subject exploration. Though few educators believe and partially employ it in class. And support the motivational efforts. This means that when teachers use brainstorming techniques to motivate pupils, students are indirectly driven to remember to participate in the issue, and this causes them to reach different degrees of learning mastery. The lesson planner serves as the basis for the working environment in the classroom, meaning teachers plan ahead of time. So it is accurate to say that lesson plans are goal-directed because there are certain teaching objectives contained inside. All of this translates to teachers reporting on the development of the goal-directed environment. It was developed with pertinent and timely feedback. Quality feedback that fosters a social-emotional environment between the students and the teacher is encouraged by principles fifth and sixth, respectively.

However, none of the aforementioned events occurred during normal class activities. Due to the fact that verbal feedback does not satisfy students, the majority of teachers claimed it is not essential. And time-consuming tasks that are focused on achieving goals not possible with the syllabus. The building blocks of self-directed learning are all learning principles. According to the explanation above, trained teachers are familiar with everything. However, most just work as teachers. Despite knowing the outcomes, they do not engage in teaching and learning in their actions. Many of them also disregard the fact that they do not have enough time to finish the course syllabus. However, the truth is that the seven learning principles in teaching training are really for the learner's training. It not only meets the requirements for a teaching certificate. It is designed to grow the self-directed learner in a setting where people willfully love learning and actively seek it out to better themselves and their surroundings. But unfortunately, our educational systems do not gain any benefits from the skills of qualified teachers.

## **5.2 Conclusion**

The learning principle produces self-directed learners, but it is not an action; rather, it is a collection of skills and abilities. But they are controlled by invisible limits and limitations. Because of this, teachers do not use all of their skills and knowledge when teaching in the classroom. According to the principles' philosophic picture, cognitive development creates personalities and thought patterns. The people are frequently referred to as intellectuals since they possess sharpness, alertness, insights, and awareness, which refers to talent and learning skills. In the instructor's view teaching life is very stressful life they aren't able to implement freely their practices in teaching. Every institution has its own rules and regulations. Many times institutes are run with old teaching styles and do not ready for changes and many teachers deliberately do not use their teaching-learning due to their own perceptions. It doesn't mean all teachers are unhappy with the practices.

### 5.3 Recommendation

The conclusion critically examines our educational system and makes a number of corrections. First and foremost, every school should be compelled to follow the guidelines established by higher education authorities for prospective students. The authority of education should also look into how the giving structure is being used. In order for the students to receive education of the utmost quality, the school administration must pay close attention to whether it hired suitable teachers, and the teacher to display their professional training and talents, teachers should use training practices at their respective schools.

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