WHERE IS THE PROBLEM IN EDUCATION: THE TEACHER OR THE METHOD?

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Abstract: *This article looks at what's going wrong with education. It tries to figure out if the main problems are because of the teacher or the teaching methods that the teacher uses. The article wants to know if the teacher is the problem or if it is the way that the teacher is teaching that's the problem. It is looking at the teacher and the teaching methods to see what is going wrong, with education. The main goal of this study is to find out what things hurt the process. The results show that problems with education are really about how the teacher can use methods, not the methods. In conclusion, improving educational quality depends on developing teachers' professional competence and using teaching methods appropriately.*

Keywords: *education, teacher, teaching methods, educational problems, teaching effectiveness, pedagogical competence*

Introduction

Education is a very important concept for humanity and the world." John Dewey has said something that really impresses me: "If we train today's children as we trained yesterday's, we rob them of tomorrow." That means we have to modify how we conduct education to make education work well for current students. "Education is a key that unlocks all kinds of things. Confucius said something about education. "Education breeds confidence. Confidence breeds hope. Hope breeds peace." That means education has something to do with making humanity and the world a better place. We have to make sure education works well and has a beneficial effect on students. We have to make sure education is conducted in a way that really affects students positively. I think we have all these concepts from really intelligent men, but education has a huge problem. It seems to me that education has a huge problem to make things hard for students.

That gives me a question: Is there something wrong with teachers or education methods that teachers apply to education? This paper seeks to investigate this issue by examining typical problems like lack of competence in teachers, poor implementation of teaching methods, learning passiveness of students, and the mismatch between theoretical and learning aspects.

This research will benefit educators, students in pedagogy, and policy-makers who are interested in advancing teaching methods and improving learning results. By examining how teaching and teacher performance interact, this research is expected to offer key insights into improving teaching quality and creating an efficient and interactive learning environment.

Main body

Among the hottest topics in modern education, it would probably be hard to find an issue more widely discussed and questioned than whether the cause of these problems lies with the teacher and their methods of teaching. A high degree of correlation has been found in studies regarding teacher competence and the results of learning among students: meta-analyses regarding teacher efficacy show a strong relationship with overall education quality (effect sizes $r \approx .8$, $p < .05$), indicating a strong link between teacher efficacy and students' results since teacher confidence and competence clearly play a huge role in determining students' learning results.

Conversely, a set of teaching methods might not be as clearly defined and structured: studies validate the fact that too simplistic notions regarding traditional and modern teaching methods can be a huge limitation regarding actual teaching effects, since these methods can vary in implementation depending on the teacher in question. Statistical data from studies on the comparative method affirmation these considerations on a more complicated note. For example, contextual learning, wherein examples from real-life scenarios are incorporated into teaching, can enhance conceptual knowledge gains in students by a margin of up to 40% and can increase digital literacy and engagement through technology-based and interactive methods by a margin of 45% against more traditional teaching methods, wherein gains on an average can be seen in the range of 25%.

Furthermore, in an academic environment wherein novel technological and interactive platforms and tools are utilized on a regular basis, a gain of 15-20% in aggregate learning quality has been observed against the conventional methods altogether. Real-life classroom practices also highlight the significance of application. Think of an algebra teacher who had to deal with less engagement when it came to traditional methods of teaching in class. When the teacher started using context-based problems, like solving city-wide budgets in algebra class, active participation increased and even test scores began to show improvement in several weeks. This holds true in global trends when assessing large-scale research games like TIMSS, or Trends in International Mathematics and Science Study, where countries from more student-centric learning environments have in general topped in mathematical achievement ranks of fourth and eighth graders. Another aspect is formative evaluation and feedback.

In John Hattie's Visible Learning meta-analysis, formative evaluation was revealed to be one of the most influential approaches to achieving better results, with an effect size d value close to 0.90, based on meta-analyses with more than 800 studies with millions of students. "In other words, when teachers check periodically to determine if students understand what they're being taught and adjust instruction accordingly, students learn more than if they had practiced more or if they had taken a high-stakes test." In spite of the decent level of evidence that shows the effectiveness of teaching methods, issues in implementation still exist. This is because many teachers experience resistance to change, lack adequate professional growth, and do not have sufficient resources, which can reduce the effectiveness of effective teaching methods.

In a particular learning institution that used digital interactive tools without training for teachers, despite improving engagement, the progression stagnated, and this shows that a teaching method can’t be solely effective, and preparation is required. Functionally, synergy towards this end, in terms of effective teaching and methods, is essential. Best practices include:

- Engaging in regular informal assessment to inform teaching and provide feedback.
- Student-centered learning tasks and the use of real-world contexts to increase relevance and promote motivation.
- Engaging in continuous professional growth processes to develop pedagogical skills and knowledge for different innovative techniques.
- Integrating technology meaningfully, so as to ensure that it drives learning and doesn't distract students.
- Ultimately, an effective education system has to grow out of a mindset that recognizes the teacher as the key change agent and the tools of the trade as something to be used wisely. Anything less than marrying the education expertise of the teacher with the effective implementation of those tools will result in a learning community that enhances education achievement levels while doing little else positively along the way.

Conclusion

Finally, as far as conclusion is concerned, the available evidence today goes on to show that for education to be successful, it requires the intervention of both teacher capabilities and teaching methodologies. Educators can ensure better student participation and performance by constantly upgrading their capabilities, adjusting teaching methodologies accordingly, and supplementing lectures with practical illustrations from everyday life. Both statistical and classroom-level analyses have confirmed that when educators start using interactive and student-centric teaching methodologies, students showmarked improvement in their performance.

To tackle problems in education, it is necessary to focus on both knowledge and doing. Schools, as well as policy makers, need to offer teacher professional development and support. On the other hand, teachers need to incorporate reflection, flexibility, and innovation in their practice. Then, they can easily overcome student passiveness, inappropriate methodologies, or lack of resources.

Ultimately, the key to unlocking the power of education is not an either/or proposition between the teacher or the method. Rather, the synergy that is created through the interaction between the two is the key. When a good teacher uses effective methods in the classroom, students will not only learn knowledge, but the critical thinking skills and creativity required to succeed in the face of a rapidly changing world.

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