

USE OF TEACHING METHODS AT HIGHER EDUCATION INSTITUTIONS

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Abstract

To facilitate the process of knowledge transmission, teachers should apply appropriate teaching methods that best suit specific objectives and level exit outcomes. In the traditional teaching-learning mode many practitioners applied teacher-centered teaching methods to impart knowledge to students comparatively student-centered methods. The subject information produced by the learners is remembered better than the same information presented to the learners by the lecturer. The present study has been attempted by the researcher to explore the teaching methods adopted by teachers in formal mode teaching processes. The methods inputs, its operation and utility have been studied with teaching specificity in the Indian context. In formal education system attendance of students in a classroom is a major task. All teacher tries to accept this challenge and work hard to maintain this task. Adunola, 2011 added quite remarkably, regular poor academic performance by the majority students is fundamentally linked to application of ineffective teaching methods by teachers to impart knowledge to learners. This study revealed that even though 20 teaching methods were to be adopted by teachers of four faculties only very less number of teaching methods practiced. As a whole, a large majority of teacher of art faculty (96.25 percent) adopted lecture method, 78.75 percent teacher of art faculty adopt discussion method. Hand-on-teaching method adopted by science teacher and teacher educators (25.00 percent).

Keyword: Teaching Method, Higher Education.



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Introduction:

The method of teaching has come to occupy an important role for change behavior of students. The word 'method' is used to indicate a series of teacher directed activities that result in learning in classroom by learners. Now days absenteeism is a major problem in Indian formal education system. Students are bunking classes and depending on mobile, internet and social sites etc. Although there are 75 percent attendance is mandatory in formal education system. From my point of view if a teacher adopts appropriate and effective teaching method then learner will take interest in learning, after that teacher can change behavior of a learner. According Tebabal and Kahssay, (2011), the primary purpose of

teaching at any level of education is to bring a fundamental change in the learner. To facilitate the process of knowledge transmission, teachers should apply appropriate teaching methods that best suit specific objectives and level exit outcomes. In the traditional teaching-learning mode many practitioners applied teacher-centered teaching methods to impart knowledge to students comparatively student-centered methods. Until today, questions about the effectiveness of teaching methods on student learning have consistently raised considerable interest in the thematic field of educational research (Hightower et al., 2011). Teacher can fulfill the needs of pupil by adopting innovative teaching methods. Adunola, 2011, added quite remarkably, regular poor academic performance by the majority students is fundamentally linked to application of ineffective teaching methods by teachers to impart knowledge to learner. Effectiveness of teaching methods indicates that the quality of teaching is often reflected by the achievements and behavior of learners. Teaching is a process that involves bringing about desirable changes in learner so as to achieve specific outcomes (Ayeni, 2011).

Rational of the study:

A bird-eye views on researches on use of teaching methods were recent origin of just one and half decades. One kind of studies conducted on effectiveness of teaching methods (Aueni 2011, Adunola 2011) highlighting that teaching is a continuous process that involves bringing about desirable changes in learners through use of appropriate methods. In order to bring desirable changes in students, teaching methods used by educators should be best for the subject matter. Furthermore, (Bharadwaj & Pal, 2011) sustained that teaching methods work effectively. According Zeeb 2004, as such alignment of teaching methods with students needs and preferred learning influence students' academic attainments. The second category of studies are teacher centered methods Boud&Feletti, 1999 focused under this method students simply obtain information from the teacher without building their engagement level with the subject being taught. Toe & Wong, 2000 added the approach is least practical, more theoretical and memorizing. Teaching should not merely focus on dispensing rules, definitions and procedures for students to memorize, but should also actively engage students as primary participants (Zakaria, Chin & Daud, 2010). The third category of studies are students-centered method. In this category Greitzer, 2002 find out that many scholars today widely adopt supplier student-centered methods to enhance active learning. Most teachers

today apply the student-centered approach to promote interest, analytical research, critical thinking and enjoyment among students, added by Hesson & Shad, 2007. One another category of studies are Teacher student interactive method. Jacoby, 1978; McDaniel, Friedman & Bourne, 1978; and Slamecka & Graf, 1978) focused that this teaching method applies the strategies used by both teacher centered and student-centered approaches. The subject information produced by the learners is remembered better than the same information presented to the learners by the lecturer. Bidabadi, Nahid Shirani (2016) study on effective teaching method in higher education, according to the results of the study, the best teaching approach was the mixed method one (student-centered with teacher-centered) plus educational planning and previous readiness. But whenever the teachers can teach using this method confront with some barriers and requirements; some of these requirements are prerequisite in professors' behavior and some of these are prerequisite in professors' outlook. With this background, the present study has been attempted by the researcher to explore the teaching methods adopted by teachers in formal mode teaching processes. The methods inputs, its operation and utility have been studied with teaching specificity in the Indian context.

Objectives:

There are two objectives of the study-

1. To find out the teaching methods adopted by teacher at higher education institution.
2. To study the responses about use of teaching methodology at higher education institution.

Methodology:

The study was of descriptive nature. The scope of the study was restricted to the formal higher education institute placed/situated at Allahabad district in U.P. state of India. The sample of the study consisted of 200 teachers belonging 04 colleges of four faculties (80 from Art faculty, 48 from Science faculty, 24 Commerce faculty and 48 from Teacher education faculty). The purposive sampling technique was opted for collection of data. Data were collected with the help of questionnaire prepared by investigator. Data were analysed descriptively.

Table

Percent wise analysis of teaching methods adopted by the teachers

Sl. No.	Teaching Methods	Responses of Teachers			
		Art Faculty	Science Faculty	Commerce Faculty	Teacher Education Faculty
1.	Lecture Method	77 (96.25)	48 (100)	20 (83.33)	28 (58.33)
2.	Discussion Method	63 (78.75)	20 (41.66)	04 (16.66)	08 (16.66)
3.	Group Discussion Method	12 (15.00)	20 (41.66)	24 (100)	16 (33.33)
4.	Hand-on-Teaching	09 (11.25)	12 (25.00)	04 (16.66)	12 (25.00)
5.	Project Method	43 (53.75)	12 (25.00)		20 (41.66)
6.	Workshop Method	06 (7.50)			04 (8.33)
7.	Movie Based on Subject	03 (3.75)			
8.	Team-Teaching Method	09 (11.25)			08 (16.66)
9.	Educational Excursion	06 (7.50)	08 (16.66)		
10.	Heuristic Method	03 (3.75)			
11.	Quiz Method		04 (8.33)		04 (8.33)
12.	Demonstration Method		12 (25.00)		24 (50.00)
13.	Student Seminar		04 (8.33)		
14.	Case Study Method		04 (8.33)	08 (33.33)	
15.	Problem Solving Method			04 (16.66)	04 (8.33)
16.	Lecture cum discussion				04 (8.33)
17.	Inductive-deductive Method				04 (8.33)
18.	Explanation with Illustration Method				04 (8.33)
19.	Question-Answer Method				04 (8.33)
20.	Role Play Method				04 (8.33)

Note: Figures in parenthesis indicates percentages.

It can be observed from the table that there were varied response patterns regarding use of different kinds of teaching methods. In the case of lecture method all the faculty teachers prefer it as an important teaching method. Cent percent of science teacher adopted this method whereas 96.25 percent of art faculty teachers accepted it as main teaching method. Around 83.33 percent commerce teachers and an average number (58.33 percent) of teacher educators adopted this method in their teaching.

Discussion method was also adopted as an important method by art faculty teachers (78.75 percent), whereas 41.66 percent science teachers prefer this method. Only around 16.66 percent teacher educators and commerce teachers gave equal emphasis to the use of discussion method in their teaching.

Group discussion which is a most appropriate teaching method because it is a kind of child-centered teaching method. In this method students participate actively. This can be observed from the above table that cent percent commerce teacher, 41.66 percent science teachers and around 33.33 percent teacher educators follow this method. Only around 15.00 percent teachers of art faculty adopted this method.

It can be said that, on the basis of studies in this field the hand-on-teaching is soul of science but there is important role of this method in teacher education also. It can be observed from the table that 25.00 percent both of the faculty teachers (science and teacher education) follow this method in their teaching. Where only 11.25 percent to 16.66 percent teacher of art faculty and commerce faculty gave emphasis regarding use of this method.

Project method is a kind of child-centered method which is an effective teaching method. Although in art faculty where knowledge imparted in different subjects (like-History, Geography, Sociology, Economics, Hindi and English) an average number (53.75 percent) of teachers of this faculty emphasise to use this method. Around 41.66 percent teacher educators and 25.00 percent science teachers adopted this method.

Conclusion:

In formal education system attendance of students in a classroom is a major task. All teachers try to accept this challenge and work hard to maintain this task. Adunola(2011) added quite remarkably, regular poor academic performance by the majority students is fundamentally linked to application of ineffective teaching methods adopted by teachers to impart knowledge to learners. This study revealed that even though 20 teaching methods were to be adopted by teachers of four faculties only very less number of teaching methods practiced. As a whole, a large majority of teacher of art faculty (96.25 percent) adopted lecture method, 78.75 percent teacher of art faculty adopt discussion method. Hand-on-teaching method adopted by science teachers and teacher educators (25.00 percent) only.

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