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## **Perception of Students' Opinions about the Teaching Techniques Used by Their Teachers**

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### **Abstract**

In this paper, the authors discuss perception of Students' opinions about the teaching techniques used by their teachers at secondary level in Punjab. Teaching is work or occupation of teachers but techniques mean specific ways of presenting instructional material. The main objective of the study was to identify the students' opinions about the teaching techniques used by their teachers.

The nature of this study was descriptive. The population of the study was constituted all secondary schools located in Punjab. Ten districts were randomly being selected out of thirty six districts from the province of Punjab. Twelve secondary schools from each district were constituted as sample. It was further divided equally into male and female, urban and rural. Five teachers and ten students from each school were included in this sample. Two questionnaires were the research instruments for data collection. The data collected was analyzed by using chi square as a contingency test.

On the basis of analysis, major conclusion were the teachers used frequently the techniques like to maintain the attention and interest during the lesson, correct pronunciation, to explain

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lesson with daily life examples and used variety of methods during teaching. Teachers at secondary level neither developed self-confidence through activities nor conduct a series for complex topic.

Following recommendations were made for the improvement of the teaching learning situation in the secondary schools. Teachers should conduct a series where need arises to the students so that students may understand complex topic clearly. Teachers should arrange and apply small group tutorial as teaching technique

**Key words:** Teaching Techniques, Self-confidence, Punjab, Teachers and Students.

## **Introduction**

Teaching is an art and skill to be learnt. It requires the knowledge of subject content, method, techniques and teaching aids to be used for making teaching interesting and effective. The selection to these methods and techniques depends on nature of task, learning objectives learner abilities and students entering behaviour. The learning objectives and task analysis provide the basis for effective presentation of teaching. In order to bring desirable changes in the behaviors of the learner, teaching has to employ the devices, teaching strategies and teaching tactics (Singh, 2004).

Students attending secondary schools are teenagers. They belong to the most critical stage of physical development called adolescents period. At this critical stage adolescents have their own problems and difficulties of growth and adjustment. A teacher is really the role model for his students. He can help the students in the solution of psychological as well as academic problems. Therefore, he should be capable of guiding his students in every sort of situation. A teacher can use different teaching techniques to teach them different subjects in different environment because he knows better the psychology of the students (Tanvir, K.M. 1983).

Secondary education is an important sub-sector of the entire education system on the one hand, it provides middle level workers for the economy and on the other it acts as feeder for the higher levels of education. The quality of higher education, which is expected to produce higher quality professionals in different field of social, economic and political life of the country, depends upon the quality of secondary education. This level of education therefore needs to be organized in such a way that it should prepare young men and women for the pursuit of higher education, as well as make them able to adjust with their practical lives meaningfully and productively.

The secondary education is a stage where a student enters adolescence. This is the most crucial stage of life. The basic perceptions and modes of behavior start taking shape, and problems of adjustment with the new roles in life assume critical significance. Four years of secondary education, therefore, provide an excellent opportunity for the educators and educationists to conceive and launch programmes which initiate the learners into proper forms of behavior and attitudes, which lead to decent productive and peaceful life in future. A

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technique means one single procedure used in a classroom. It is particular trickle or device, used to achieve and immediate result (Ghaffar, 2006).

### **Statement of the Problem**

An attempt is made to analyze teaching techniques and methodology at secondary level to improve teaching learning process under the title “Analysis of teaching techniques used by the school teachers at secondary level in Punjab”

### **Significance of the Study**

Teaching Strategy is generalized plan for a lesson, which includes structure, desired learning behavior in terms of goals of instruction and an out line of planned tactics necessary to implement the strategy. The lesson strategy is apart of a larger development scheme of the curriculum (E. Stones and S. Morris).

Teaching strategy involves two aspects:

1. A generalized plan for the presentation of a lesson.
2. A desired learner behavior in terms of goals instruction.

They further explain the meaning of a lesson. It is a part of a development scheme of the curriculum and plan includes an outline of tactics of teaching which help in implementing the strategy. Teaching strategies include broad methods of instruction, e.g., a lecture strategy, a tutorials strategy, a case study strategy and programmed instruction strategy. They can regard as broad way of operation (Singh, 2004).

### **Objectives of the Study**

The major objectives of the study were as under:

- i. To identify the students' opinions about the teaching techniques used by their teachers.
- ii. To recommend for the improvement of teaching learning process in secondary schools.

### **Delimitations of the Study**

The research study was focused on only public secondary schools located in Gujranwala and Lahore divisions.

### **Review of Literature**

Main purpose of this study was to find out the teaching techniques used in secondary schools. This review of literature serves to explain the theoretical perspective of teaching techniques.

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## **Concepts of Techniques**

A technique means one single procedure used in a classroom. It is particular trick or device, used to achieve an immediate result (Ghaffar, 2006). A technique is a procedure used by the teacher in the classroom. For implementation of a method what the teacher actually does is called a technique (Rashid, 2007).

According to Dhand, a technique can be either student-centered such as student-made report or teacher-centered such as lecture. They can be active or passive depending on how they are used. Criteria for selection of techniques are that the teacher should have a specific purpose in mind. This technique to be used must have potential to enrich learning experience. Success in learning depends upon careful planning in selection of techniques, strategies, appropriate instructional material, and overall method.

## **Importance of Teaching Techniques**

For teaching to be effective, teachers have to use a variety of approaches, instructional strategies, and techniques, depending on the context, the purpose, and the students. Teachers must be able to recognize the needs and adapt their instruction to suit various situations. Good teachers must use instructional strategies and techniques that foster a love of learning and provide a supportive environment. Furthermore, all students have the right to be taught by teachers who are knowledgeable, skilled, and committed (Zaman, 2006).

The key to good teaching is the use of methods and techniques that elicit students' cooperation and involvement in various activities. It not only enhances students' performance and achievement but also prevents disciplinary problems from occurring. There is a strong relationship between teacher behavior and students' behaviour. The performance of students can be augmented by maximizing the time students spend on academic activities and by resolving incidences of minor inattention before they develop into major disruption.

According to Jamil (2000), "Students should not be given a chance to sit idle and should be involved in purposeful activities throughout a class period. They need to be kept alert and motivated through a simple and clear method of teaching."

It has rightly been pointed out that no system of education can rise above the level of its teachers. This is so because of the fact that the institution of teacher, throughout the ages, has always been recognized as the most-effective means of bringing development in the society. As a matter of fact, every classroom teacher is a change agent with the help of his instruction he intends to bring some desirable change in the behaviour of his students. In other words, through his teaching, the teacher endeavors to achieve the broad as well as specific goals of instruction through imparting certain academic, teaching and social skills and thus enable the children to play a productive and constructive role in the community, the nation and then the world at large. With this purpose in view the teacher has to draw upon his own competencies in designing and implementing the instructional programmes of the schools.

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In Pakistan, there is a general feeling of the deteriorating standard of education almost at all levels of education. Not to mention the lower levels, there are news in newspapers about the hopelessly poor performance of students appearing even in some high level examinations which is indicative of the fact that drastic steps need to be taken to improve the situation. These steps may include a very wide variety covering the whole array from policy formulation at the end to the strenuous efforts of the classroom teacher at the other end. This other end is actually the level where substantive work of student instruction takes place. The educational planners, managers and administrators have their own sphere of action where they would be taking appropriate measures to improve the situation in their own place. However important these measures may be in their own place, their effectiveness, to a great deal, depend upon what actually goes on in the classroom where the teacher is engaged in instructional activities leading to the accomplishment of the goals of education.

The logical conclusion of the point under discussion is that it is virtually the teacher who is the real pivot of the whole education system and the success otherwise of the whole system directly hinges upon the teaching-learning activities taking place in the classroom. This takes us to the mutual interaction amongst the teacher, the student curriculum etc, which may be tersely described as nothing strategies. These strategies may include a variety of activities including the formulation of instructional aims and objectives, identification of learning experiences, classroom management, and the periodic use of motivational incentives to facilitate the learning process, praising outstanding work, giving grades according to students accomplishment, providing feedback, redesigning the instructional process and rearranging the teaching-learning materials in order to stimulate curiosity, and encourage the students participation in learning activities and ensure better learning process (Bhatti 2005).

## **Teacher and Teaching**

Researches on teaching show that a learning atmosphere which follows teachers' instruction is comparatively more successful and show better results. Here the students remain busy. The teacher selects learning activities. To prepare the atmosphere along with the objectives, teacher presents a brief summary of the lesson. For effective teaching, the teacher should keep in view that.

1. They know the objectives of the lesson.
2. There is positive interaction between the teacher and the students in form of questions from both sides.
3. The students cooperate with each other in using resources.
4. They are accountable for their work.
5. Preparation has been made before hand.
6. The student is busy in some kind of learning activity.

Learning disability is a general term that describes specific kind of learning problems. A learning disability can cause a person to have trouble learning and using certain skill. The skills most affected are: reading, writing, listening, speaking, disabilities vary from person to person. This effort will provide ideas for accommodations and specific instructional strategies for teaching spelling, reading writing language. It is geared to the professional teachers. It can Language in India [www.languageinindia.com](http://www.languageinindia.com)

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be used by home-schooling parents. Import instructions or guiding the students in classroom situations is called Teaching.

Teaching implies the interaction between the teacher and the taught, preparation and planning of the lesson, collecting necessary teaching aids and also such activities as evaluation of the instruction and Communication. Teaching is a very comprehensive term. It induces, as mentioned above, most of the activities taking place in the classroom and the school and many other activities, which are performed at home. We can say that duration of the teaching period, number of students, kinds of teaching activities and interaction between the students and the teacher are different aspects of teaching (Ghaffar, 2006).

### **Responsibilities of a Teacher**

The teachers were responsible to hold an intimate study of the soul problems, these will have not only a historical value, and it could provide us with certain organizational and administrative patterns which may help us in solving the educational tangle at present. An assessment of the status of teaching profession can be made by considering professional autonomy, for system of rights and responsibilities, the remuneration, the professional predate freedom to take part in public affairs and the degree public recognition (Zaman, 2000).

### **Role of Teacher**

The personality of the teacher is important outside as well as inside the classroom. Teachers are continually in contact with their students. However, we are so concerned about the behavior of the students that we often overlook the personality and behaviors requirements of the teacher. A teacher spends most of the school day in close association with his students and, as a result, his basic attitudes and actions, his tastes and mannerisms have great influence on them. The teacher creates the emotional climate in the classroom by just being friendly or unfriendly, tolerant or overcritical, generous or severe, clam or behavior by example. Emotional tensions, for instance, are contagious; a teacher, who is fearful, tends and generally hostile can induce fear, worry and insecurity among those in his charge.

The learning situation is also affected by the personality and behaviour of the teacher, for the student's response to what is being taught is largely determined by his response to the teacher. This is important because one of the major objectives of education is instill in students a love of learning. Specifically the teacher strives to interest his students in the subject he teaches. Effective or ineffective teachers with correspondingly good or poor personalities, often determine not only the response to their own courses but also the student's future attitude toward the entire subject. Various behaviour patterns and habits of the teacher reduce his effectiveness in the development of the personality of his students and in teaching-learning (Rashid, 2005)

### **Methods and Procedure**

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The main purpose of the study was to analyze of teaching techniques used by the school teachers at secondary level in Punjab. For this, a survey was conducted to get the opinions of the respondents. This study was descriptive in nature.

### **Population:**

The population of the study constituted all teachers (84486) and students (901183) of secondary schools in Punjab. The following categories of respondents were:

- (a) All the teachers working in the public sector in Punjab.
- (b) All the students studying 9<sup>th</sup> and 10<sup>th</sup> class in these schools.

### **Sample:**

From above mentioned two divisions, from one hundred and twenty government high schools, sixty boys and sixty girls' schools of Punjab were selected randomly. Three districts Sialkot, Hafizabad, Gujranwala from Gujranwala division, three districts Lahore, Okara, Shehupura from Lahore division were randomly selected from each division. Further, from each district twenty schools (ten boys and ten girls) were taken as sample. Moreover it was further divided into rural and urban equally. Five teachers and ten students were taken as respondents from each selected school.

### **Research Instruments**

As the respondents of this study were scattered throughout the Punjab, it was planned to develop a questionnaire for collecting information regarding teaching techniques. After going through the related literature consisting of books, general articles, reports, magazines, and researches, the researchers prepared two questionnaires using five-point Likert scale with the help of honorable supervisor and co-supervisor of the project. Their suggestions were incorporated in the questionnaires

1. Questionnaire for teachers of secondary level.
2. Questionnaire for students at secondary level.

### **Data Collection**

Data collection tools were the questionnaires. Questionnaires were constructed based upon the five point likert scale.

In both Questionnaires, the respondents were requested to give their responses in each item in Yes or No and on a five point scale.

Strongly agreed=5, Agree=4, Uncertain=3, Disagree=2, Strongly Disagree=1

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## Data Analysis

Data were arranged by the researcher for the purpose of describing and analyzing as follows:

1. Percentage of responses to each item was calculated.
2. Overall percentage to each item was calculated.
3. Overall mean score on each item was calculated.

For data analysis Mean has been categorized (1—1.69, 1.70—2.39, 2.40—3.00).

1—1.69 = Negative attitude  
1.70—2.39 = Moderate attitude  
2.40—3.00 = Positive attitude

On the basis of the analysis and interpretation of data, conclusions were drawn and recommendations were made

## Results and Discussion

This section presents the analysis and discussion of data. The main purpose of the study was to find out the teaching techniques used in secondary schools in Punjab. The data collected was analyzed and interpreted in this section. The results for each question are shown in Percentage and mean score calculations are carried out using the frequency data.

### Questionnaire for Students

**Table: 1. Opinion and Mean Score about Teacher maintains student's attention and interest during the lesson**

	SA	A	UD	DA	SD	Total	Mean Score
Frequency	400	250	75	295	180	1200	3.33
Percentage	33%	21%	6%	25%	15%	100	

Table 1 shows that 54% respondents were agreed with the statement while 40 % respondents disagree. The mean score was 3.33. Result of the respondents proved that positively teacher maintains student's attention and interest during the lesson.

**Table: 2. Opinion and Mean Score about Teacher help's the students to read the lesson loudly with correct pronunciation.**

	SA	A	UD	DA	SD	Total	Mean Score
Frequency	300	350	75	295	180	1200	3.25

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<b>Percentage</b>	<b>25%</b>	<b>29%</b>	<b>6%</b>	<b>25%</b>	<b>15%</b>	<b>100</b>	
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Table 2 shows that 54% respondents were agreed with the statement and 40% respondents disagreed while the mean score was 3.24. All the results show that loudly lesson with correct pronunciation is suitable for the learner. The statement is mostly accepted.

**Table: 3. Opinion and Mean Score about Teacher develops self-confidence through activities**

	<b>SA</b>	<b>A</b>	<b>UD</b>	<b>DA</b>	<b>SD</b>	<b>Total</b>	<b>Mean Score</b>
<b>Frequency</b>	<b>400</b>	<b>250</b>	<b>75</b>	<b>295</b>	<b>180</b>	<b>1200</b>	<b>3.33</b>
<b>Percentage</b>	<b>33%</b>	<b>21%</b>	<b>6%</b>	<b>25%</b>	<b>15%</b>	<b>100</b>	

Table 3 shows that 54% respondents were agreed and only 40% respondents disagreed while the mean score was 3.33. The result strongly strengthen that Teacher has developed self-confidence through activities.

**Table: 4. Opinion and Mean Score about Teacher explains the subject matter with the help of examples relating to daily life.**

	<b>SA</b>	<b>A</b>	<b>UD</b>	<b>DA</b>	<b>SD</b>	<b>Total</b>	<b>Mean Score</b>
<b>Frequency</b>	<b>70</b>	<b>30</b>	<b>55</b>	<b>545</b>	<b>500</b>	<b>1200</b>	<b>1.85</b>
<b>Percentage</b>	<b>6%</b>	<b>3%</b>	<b>5%</b>	<b>45%</b>	<b>42%</b>	<b>100</b>	

Table 4 shows that 9% respondents were agreed and only 87% respondents disagreed while the mean score was 1.85. The result strongly strengthen that Teacher did not explain the subject matter with the help of examples relating to daily life.

**Table: 5. Opinion and Mean Score about Teacher uses more than one method during teaching**

	<b>SA</b>	<b>A</b>	<b>UD</b>	<b>DA</b>	<b>SD</b>	<b>Total</b>	<b>Mean Score</b>
<b>Frequency</b>	<b>500</b>	<b>540</b>	<b>60</b>	<b>50</b>	<b>50</b>	<b>1200</b>	<b>4.16</b>
<b>Percentage</b>	<b>42%</b>	<b>45%</b>	<b>5%</b>	<b>4%</b>	<b>4%</b>	<b>100</b>	

Table 5 shows that 87% respondents were agreed with programs and 8% respondents were disagreed while the mean score was 4.16. Mostly respondents satisfied with the Teacher uses more than one method during teaching

**Table: 6. Opinion and Mean Score about Teacher is cheerful in the classroom.**

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	SA	A	UD	DA	SD	Total	Mean Score
Frequency	700	292	60	64	84	1200	4.22
Percentage	58%	24%	5%	5%	7%	100	

Table 6 shows that 82% respondents were agreed with programs and 12% respondents were disagreed while the mean score was 4.22. Mostly respondents positively satisfied with the Teacher is happy in the classroom

**Table: 7. Opinion and Mean Score about Teacher teaches the students in small group tutorial.**

	SA	A	UD	DA	SD	Total	Mean Score
Frequency	100	140	60	320	580	1200	2.05
Percentage	8%	12%	5%	27%	48%	100	

Table 7 shows that 20% respondents were agreed 75% respondents were disagreed while the mean score was 2.05. Most of the respondents were dissatisfied that Teacher teaches the students in small group tutorial.

**Table: 8. Opinion and Mean Score about Teacher conducts a series for complex topic.**

	SA	A	UD	DA	SD	Total	Mean Score
Frequency	48	24	48	360	720	1200	1.60
Percentage	4%	2%	4%	30%	60%	100	

Table 8 shows that 6% respondents were agreed 90% respondents were disagreed while the mean score was 1.60. Most of the respondents were negatively accept that Teacher conducts a series for complex topic.

**Table: 9. Opinion and Mean Score about Teacher facilitates the students through computer**

	SA	A	UD	DA	SD	Total	Mean Score
Frequency	120	180	80	520	300	1200	2.42
Percentage	10%	15%	7%	43%	25%	100	

Table 9 shows that 25% respondents were agreed 68% respondents were disagreed while the mean score was 2.45. Most of the respondents were dissatisfied that Teacher facilitates the students through computer

**Table: 10. Opinion and Mean Score about Teacher provides sufficient time for questions.**

	SA	A	UD	DA	SD	Total	Mean Score
Frequency	130	170	80	520	300	1200	2.43
Percentage	11%	14%	7%	43%	25%	100	

Table 10 shows that 25% respondents were agreed 68% respondents were disagreed while the mean score was 2.43. Most of the respondents were disagreed the statement that Teacher provides sufficient time for questions.

### Findings of the Study

1. Teaching aids from class 1 to 5 are not available. So, the teachers are unable to use teaching aids.
2. Majority of teachers were found to be matriculate and have done PST, a professional degree or certificate in teaching. Statistical data is given in the tables 2, 3, 4, and 5
3. Listening power of the majority of the teachers was good whereas their speaking power was satisfactory. Most of the teachers used direct method which is given in the tables, 6
4. There are no AV aids used in the classrooms for teaching English, as given in the tables.
5. The primary schools English syllabus was not according to the mental level of the students and most of the students were found regular in their homework.

### Conclusions

In the light of the analysis of data and findings of the study the following major conclusions were drawn:

1. Majority of the respondents agreed that the teachers used frequently the techniques likely to maintain the attention and interest during the lesson, helped to correct pronunciation, to explain lesson with daily life examples and used a variety of methods during teaching.
2. Majority of the respondents opined that Teachers at secondary level neither developed self-confidence through activities nor conduct a series for complex topic.
3. Majority of the respondents opined that Teachers did not make the small tutorial group.

### Recommendations

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On the basis of the above conclusions, following recommendations were made:

1. It was found that majority of teachers disagreed that they conducted a series. It is not clear what you mean by series. Please describe it. for broad or complex lesson or topic. It is therefore recommended that all teachers should conduct a series where need arises to the students so that students may understand complex topic clearly.
2. The study results revealed that very few teachers dealt with students in small group tutorials. It is therefore recommended that all teachers may use small group tutorial as teaching technique and students should be given the opportunity to share their knowledge as well as their problems.

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