

Assessment of Teaching Faculty Members' Classroom Teaching Techniques / Strategies in Higher Education: An Empirical Study

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ABSTRACT

This article presents the information about the teaching faculty members' classroom teaching techniques / strategies to engage the students in higher education. These techniques increase the interest, memory and motivation among the students and also reduce the boredom in the classroom. The major teaching techniques are storytelling, case study, sharing of personal experiences, activity based teaching, group discussion, brain storming, power point presentation, assignments and seminars etc (Dr.P.Deeksha, 2009, Magdalene, 2009)^[3,7]. This study was conducted in Visakhapatnam, Andhra Pradesh and collected the opinions from 25 Indian students and 25 international students pursuing bachelor degree and post graduation degree in college of arts, commerce, science and government degree college. Majority of the respondents stated that their teaching faculty members are using the strategy of 'giving notes-explanation' and followed by 'lecture method'. Teaching faculty members are not using 'activity based teaching and group discussions'. The respondents were revealed that they like 'brain storming and interactive session', 'giving notes and explanation' related to the subject. This study suggested that teaching faculty members should keep apart the lecture method and adhere to combined methods for making the learning and teaching process enjoyable and lively. The higher education department should train the teaching faculty members in participatory teaching methods.

Key words: *teaching strategies, teaching techniques, higher education, participatory teaching*

1. Introduction

Education is a very powerful instrument for social change and transformation and innovative teaching practice is the only way to enhance the quality of our education (A. A.Nicolaides, 2012)^[1]. Teacher is an important person to deliver the class to the students. This article presents the information about the different classroom teaching strategies / techniques used by the faculty members in higher education. As we know that the teaching strategies / techniques are very important in teaching. These techniques increase the interest, memory and motivation among the students and also reduce the

boredom in the classroom. According to National Training Laboratories (2015)^[8], students learn only 5% through the lecture method whereas 50-95 percent learns through participatory teaching methods. The teaching faculty members who used more teaching techniques in our college days are memorable in our personal life and we always remember them in many occasions.

1.1 Definition of Higher Education

Higher education includes teaching, research, exacting applied work and social services activities of universities (Ravindra D. Sarode, 2018^[9]). In India, graduation, post graduation and above qualifications are comes under higher education system.

1.2 Definition of Teaching Faculty Member: Teaching faculty member is a person who is working as a lecturer, reader or professor in a college or university. The main duty of the teaching faculty member is teaching, research and participation in another academic works entrusted by the college or university.

1.3 Definition of Teaching Strategy

Lawton define, “teaching strategy is a generalized plan for a lesson(s) which include structure desired learner behavior in terms of goals of instructions and an outline of planned tactics necessary to implement the strategy”(studylectures.com, 2019^[11]). The major teaching strategies / techniques are storytelling, case study, sharing of personal experiences, activity based teaching, group discussion, brain storming, power point presentation, assignments and seminars etc (Dr.P.Deeksha, 2009, Magdalene, 2009)^[3,7]. These methods help the students to participate in the classroom discussion and they learn by thinking and doing.

2. Review of Literature

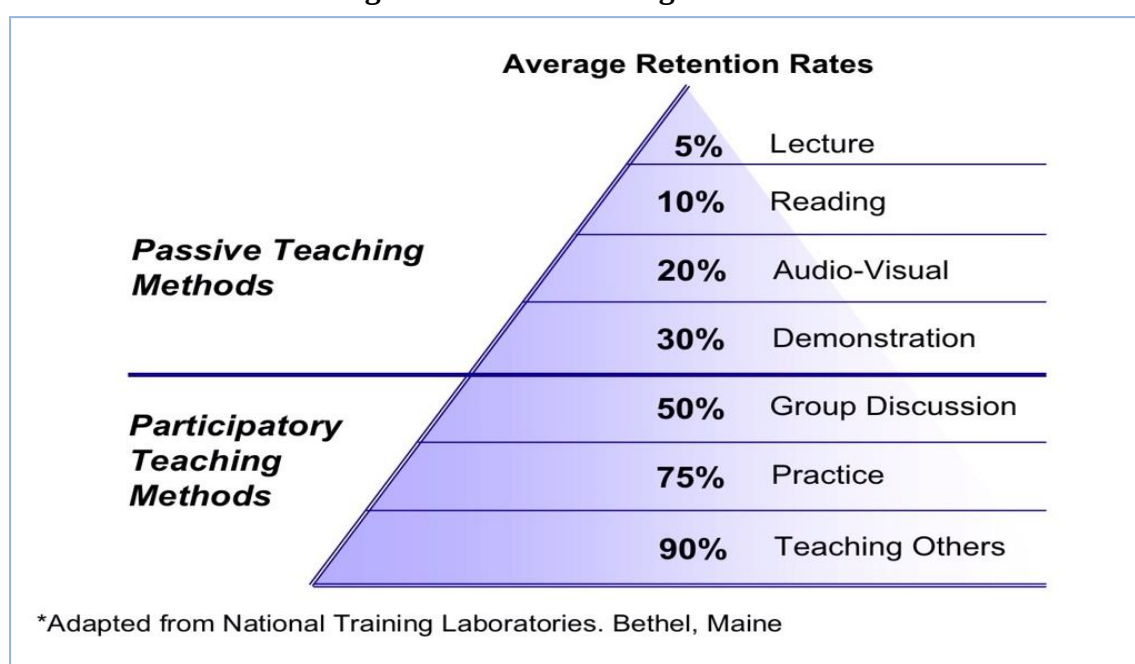
Jason M. Carpenter (2006)^[5] conducted a study on ‘effective teaching methods for large classes in the University of South Carolina. This study uses descriptive and inferential statistical techniques to examine the effectiveness of five teaching methods (lecture, lecture/discussion combination, jigsaw, case study, team project). This study found that the most valuable teaching method in the classroom teaching is the lecture/discussion method. The most common reasons for selecting the lecture/discussion method included “forced me to be alert,” “allowed me to contribute and ask questions,” and “not as boring as lectures.”The lecture and jigsaw methods received the next most important methods, followed by the case study and team project methods.

Dr. Shahida Sajjad (2010)^[2] conducted a study on ‘effective teaching methods at higher education level’ in University of Karachi, Pakistan. The aim of the study is to find out the various teaching methods used by university teachers and to explore the opinion of

students about the teaching methods. The study found that most of the students like lecture method as the best teaching method because teacher provides all knowledge related to topic and it save the time. The group discussion was rated as the second best method of teaching in higher education because it provides more participation from students and the learning is more effective.

National Training Laboratories (2015)^[8] has published average retention rates of the students through the different teaching methods. The study revealed that participatory teaching methods has highly influence the students in the learning process.

Figure 1
Teaching Methods and Average Retention Rates



The data in the above picture revealed that the participatory teaching methods like group discussion, practice and other interactive methods are more powerful teaching techniques than the passive teaching methods. The data in the table revealed that the students learn only 5% through the lecture method, 10% through the reading, 20% through the audio-visual method and 30% through demonstration method. Whereas students learn 50% per cent through group discussion, 75% learn through practice and 90% through other participatory teaching methods. The teachers should develop their competencies in the participatory teaching methods to deliver the class.

The review of literature revealed that the studies have been conducted in other countries. Jason M. Carpenter (2006) & Dr. Shahida Sajjad (2010)^[5,2] stated that the lecture method is best teaching technique in higher education where as the national training laboratories,

USA stated that the participatory teaching methods will have more retention power among the students.

3. Methodology

3.1 Statement of the Problem

The teaching faculty members in higher education are meant for teaching and research. Many teaching faculty members motivate the students with their teaching techniques and strategies. Research is an advantage to them to improve their subject and content. If the teaching faculty members are not use the appropriate teaching techniques/ strategies in classrooms, many students feel bore in the classroom and loss their interest on education. Nicolaides (2012)^[1] stated that many lecturers have adopted conventional method of teaching and learning. In many classrooms, teaching and learning techniques are outdated and theoretical knowledge is still disseminated through the technique of talk and chalk. Dr. Shahida Sajjad (2010)^[2] stated that the students are the most qualified sources to report on the extent to which the learning experience was productive, informative, satisfying, or worthwhile. In this context, the present study is conducted with the students of higher education to understand the teaching techniques and strategies used by their faculty members in the classroom teaching.

3.2 Objectives

1. To study the teaching faculty members' teaching techniques / strategies for graduate and post graduate students in various colleges of Visakhapatnam
2. To find out the opinions of the students on best teaching techniques in higher education
3. To provide the appropriate suggestions to promote the participatory teaching methodologies in Higher Education

3.3 Research Questions

1. What are teaching faculty members' strategies/techniques to engage the classrooms in higher education?
2. What teaching techniques/strategies likes or dislike by 21st century students
3. What are the ways available to improve the skills of teaching faculty members

3.4 Research Design

Descriptive research design was formulated to elicit the views / opinions of the respondents about the classroom teaching techniques

3.5 Research Setting

The present study conducted with the students pursuing graduation and post graduation degree in college of arts, commerce, science and government degree college

Visakhapatnam. Visakhapatnam is a port city, steel city, cosmopolitan city and also selected as a smart city under India smart cities project. It is one of the best places in Andhra Pradesh for accessing higher education. There are 5 universities (government/private) available in Visakhapatnam city for higher education.

3.6 Sample

This study was conducted in Visakhapatnam, Andhra Pradesh. This study collected the opinions from 25 Indian students and 25 international students who pursuing their bachelor degree and post graduation degree in college of arts, commerce, college of science and government Degree College. Convenience Sampling Method has been adopted (non-probability) to select the respondents. The students pursuing graduation and post graduation are the respondents for the present study.

3.7 Data Collection and Analysis

Structured questionnaire was prepared based on the review of literature, research gaps and present teaching experience. It is circulated to the students studying in college of arts, commerce, science and degree college. Data were collected in the months of August and September 2019. Data were analyzed through Ms Excel 2010 version.

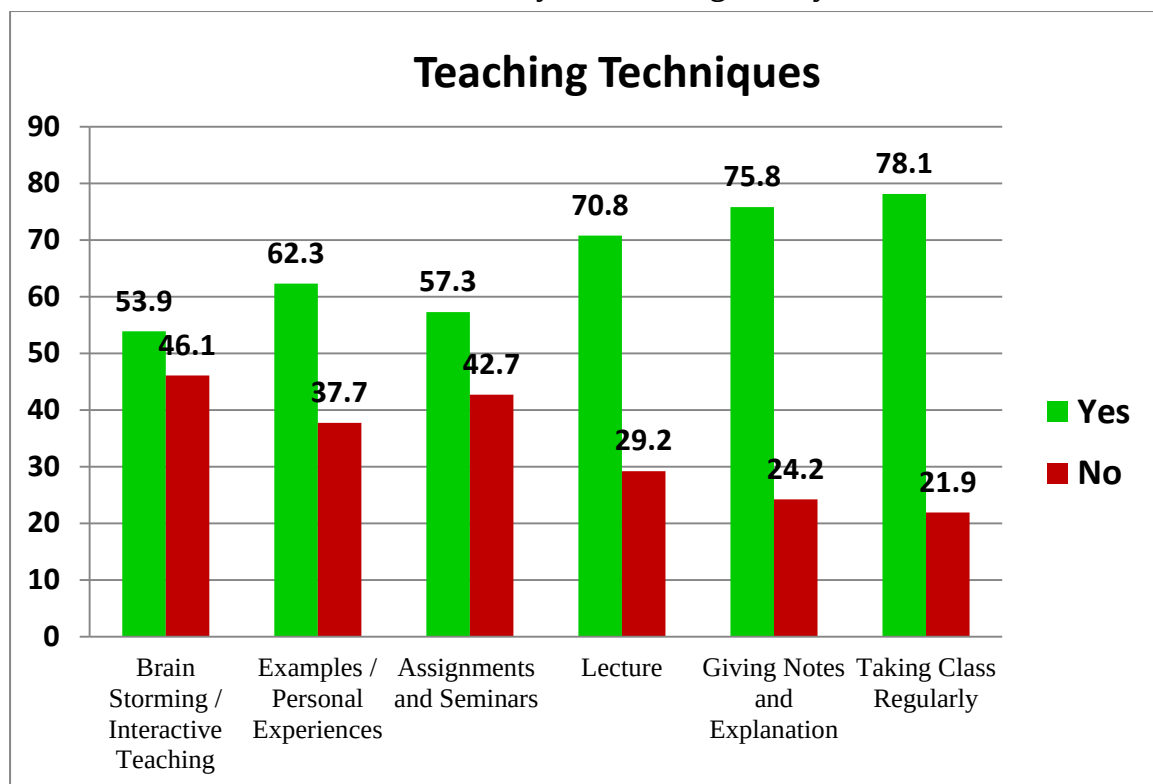
4. Findings

The following findings were drawn from the primary data analysis

1. Majority (62%) of the respondents belongs to 19-22 years age group, followed by 18 per cent of the respondents belongs to 27-30 years age group, 10 per cent of the respondents belongs to 23-26 years age group
2. Female respondents in this study are 66% followed by 34% are male respondents. This finding is inline with the finding of Dr. Keerthi (2018)^[4] who stated that the female students are high in government institutions and in the formal education like graduation and post graduation because the parents sending the boys to access the professional education courses in costly institutions.
3. An overwhelming (70%) of the respondents pursuing post graduation followed by 30 per cent of the respondents are pursuing their bachelor degree
4. Nearly half of the respondents (46%) studying in college of arts and commerce, followed by 40 per cent of the respondents are studying in college science.
5. Majority (54%) of the respondents in this study are foreigners and remaining 46% of the respondents are Indians.
6. It is found that (46%) of the respondents are belongs to Hindu religion, followed by 42 per cent of the respondents belongs to Christianity. The percentage of Christian respondents is very high in this study than the national average because the study included the foreign students who pursuing their post graduation and graduation in these colleges. Majority of the foreign students undertaken in this

study is Christians. It may be reason that the percentage of Christians is high in the present study.

Graph 2
Distribution of the respondents by their opinions on effective teaching strategies used in the classrooms by the teaching faculty members

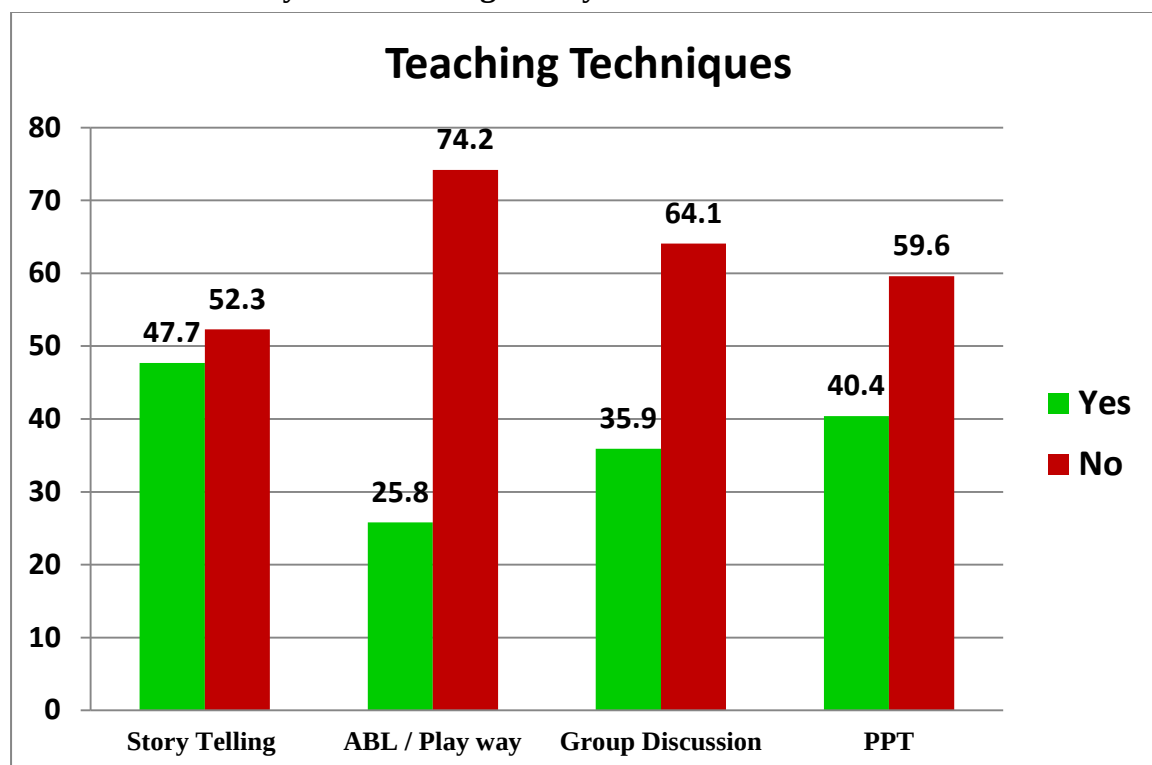


Source: Primary Data

The above graph presents the information about the opinions of the respondents on their teaching faculty members' effective teaching techniques / strategies. Majority of the respondents stated that (75.8%) of the teaching faculty members in higher education are using the strategy of 'giving notes and explanation' and followed by 70.8 per cent of teaching faculty members are using 'lecture method'. The respondents stated that 62.3 per cent of the teaching faculty members are sharing 'examples / personal experiences' and 57.3 per cent using the strategy of giving assignments and seminars. The respondents stated that 53.9 per cent of the faculty members are using the strategy of 'brain storming and interactive teaching'. Shirani Bidabadi N et al. (2016)^[12], reported that the higher education must engage the students in questioning their preconceived ideas and their models of how the world works, so that they can reach a higher level of understanding. The strategy of brain storming will be more helpful to increase the questioning among the students.

Graph 3

Distribution of the respondents by their opinions on ineffective teaching strategies used by their teaching faculty members in the classrooms



Source: Primary Data

The above graph presents the information about the opinions of the respondents on their teaching faculty members' ineffective teaching techniques/strategies. Majority of the respondents stated that (74.2%) of the teaching faculty members in higher education are not using the strategy of 'activity based teaching / play way methods' and followed by 64.1 per cent of teaching faculty members are not using 'group discussion'. The respondents also stated that 59.6 per cent of the teaching faculty members are not using the power point presentation, and 52.3 per cent are not using the strategy of 'story telling'. It may be reason that they teaching faculty has less time to cover the entire syllabus in a particular time. In the study of Ram Tirath (2017)^[10] stated that the power point presentations are helpful to the students, they could record their classroom Power Point lectures and post them online for students who were absent on a particular day. The study is in contrast with the study of Jo Allan et al. (2009)^[6] who stated that 95 per cent of the teaching faculty in his study are using group discussions.

The study found that majority (63%) of the respondents stated that they like 'Brain Storming and Interactive Session' technique in classrooms, because it creates interest and alarm with interactive questions from the teaching faculty members. Followed by 36 per cent of the respondents are likes the technique of 'Giving Notes and Explanation'. It may be reason that the students get good marks in the examinations and the notes is useful to the future reference. The study is in line with the study of Shirani Bidabadi N et al.

(2016)^[12], who reported that the best teaching approach was the mixed method, educational planning and the teacher previous readiness. This study is in contrast with the study of Dr. Shahida Sajjad (2010)^[2] who stated that the students like lecture method, but in this study majority of the students likes the interactive teaching.

The study found that (52%) of the respondents stated that they don't like the 'Teaching faculty members who come to the class but not take any class, they simply sit and leave' followed by 41 per cent of the respondents not interested in the strategy of 'giving assignments and seminars' because it gives some trouble to the students to collect the information from the library and internet. The respondents reported that the assignments and seminars evaluation is not done by the teaching faculty members properly. Jo Allan et al. (2009)^[6] reported that an assignment is more important activity in higher education, when the value placed on teachers who "spend more in-depth time discussing assignments and ensuring the student is clear on what they are doing".

5. Suggestions

1. Interactive session with Power Point Presentation should be should be more useful tool in higher education.
2. Provide more examples to the students on the particular concept which clears their doubts.
3. Give group assignments to the students to improve the group interactions
4. Improve Communication Skills in English and not teach in local language which creates problem among foreign students
5. Reading test books in the classroom should be avoided
6. Reduce the not evaluated assignments work to students
7. This study suggested to the teaching faculty members to review their teaching performance through peer review, self-evaluation, getting feedback from the students, getting suggestions from the senior teaching faculty members
8. Teaching faculty members should promote the questioning among the students
9. The state higher education department should train the faculty members in participatory teaching techniques
10. Field work / field study to the students and the teaching faculty members helps to implement the theoretical knowledge in practice. In the study of Snježana Nevia Mocinic (2012)^[13] reported that the students has given first place (55.99 % of votes) for *field classes, trips and excursions* which increases their practical knowledge.
11. Respondents stated that frequent changes in teaching techniques are increase the interest and make learning and teaching enjoyable.
12. Universities and colleges should identify the innovative teaching faculty and organize the trainings and workshops for remaining teaching faculty members

13. I suggest to the present teachers and future teachers to adopt more teaching techniques to deliver a session

6. Conclusion

This article discussed about the teaching techniques and strategies used by the teaching faculty members in various colleges. This article provided the suggestions to promote the innovative, participatory teaching strategies among teaching faculty members. Now we are in 21st century where lots of information is available to the students through internet and android phones. It is a difficult situation to the teaching faculty members to engage the 21st century students without feeling boredom. The new techniques and strategies increase the involvement of 21st century students in their subjects. Therefore i request teaching faculty to adopt the innovative teaching methods to educate the students. My sincere suggestions to the teaching faculty members who are doing the time pass in the classroom, should read the subject books, prepare session plan before going to the class and engage the students with sufficient subject.

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