Original Research Article

Teaching Methods Used In Government and Private Schools: A Descriptive Study

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ABSTRACT

A teaching method comprises the principles and methods used for instruction. Commonly used teaching methods may include class participation, demonstration, recitation, memorization, or combinations of these. In the pre-technology education context, the teacher is the sender or the source, the educational material is the information or message, and the student is the receiver of the information. In terms of the delivery medium, the educator can deliver the message via the "chalk-and- talk" method and overhead projector (OHP) transparencies. The objective of the study was to assess teaching methods using in various government and private schools. An Ex- post facto research was done on 120 students from government and private school during 2013-2014 sessions. Multistage random sampling technique was used for drawing samples from various schools. The data was analysed by using SPSS version 20. The result showed that both traditional and advanced teaching methods was using in various schools with maximum use of technology in private schools and minimum use in government schools due to lack of many facilities and infrastructure available in government schools.

Key words: Teaching methods, teaching tools, government school and private school

INTRODUCTION

A teaching method comprises the principles and methods used for instruction. Commonly used teaching methods may include class participation, demonstration, recitation, memorization, or combinations of these. The choice of teaching method or methods to be used depends largely on the information or skill that is being taught, and it may also be in methods of instruction.

In the pre-technology education context, the teacher is the sender or the source, the educational material is the information or message, and the student is the receiver of the information. In terms of the delivery medium, the educator can deliver the message via the "chalk-and- talk" method and overhead projector (OHP) transparencies. This directed instruction model has its foundations embedded in the behavioural learning perspective (Skinner, 1938) and it is a popular technique, which has been used for decades as an educational strategy in all institutions of learning. [1]

The National Academy of Sciences suggests that new and emerging technologies have the potential to enhance learning and the development of new knowledge in many exciting ways by providing access to a vast array of information and connections to other people - for information, feedback, and inspiration. If we look back at prior educational environments before the invention of computers and multimedia technologies, we see there were other types of technologies introduced as instructional tools such as radio, film, and television into classrooms with a certain degree of success (Nathan, & Robinson, 2001). Today, digital technologies have greatly influenced children in the 21st century. Educational experiences have remained consistent even while there have been some significant changes in the modes and models of teaching and learning with the advance of technology, mainly due to the invention of the Internet and the popularity of personal computers. Thus, educators should deliberately "look differently on communicating and educating today's media-centric youth" (Kenny, 2001, p. 210) and use those technologies to be the instructional supplementary materials that enable pedagogies to be more diversified. [2]

Media and technology have been introduced into schools because it is believed that they can have positive effects on teaching and learning". In terms of learning "from" technology, it includes the instructional television, computer-based instruction, or integrated learning systems that have been implemented into classrooms. Learning "with" technology means to use the technologies as cognitive tools to create constructivist learning environments (Reeves, 1998). Moreover, many researchers such as Jonassen (1996) have shown that the learning process might be changed as an effect of predominant media being used, because "technology or media has been successfully evaluated as type of cognitive *mind tool*" (Kenny, 2001, p. 210). Therefore, the media and technology can play a powerful role to improve instructions "when students can actively use them as cognitive tools rather than simply perceive and interact with them as tutors or repositories of information" (Reeves, 1998, p.25). It seems apparent that media does play an important role in the design of an instructional method; because technology can more readily provide a highly learner-oriented and interactive environment in a less expensive way. [2,4]

A teacher should "facilitate learning by improving the connectivity in the learning environment", which means involving various real-life or more realistic situations in the teaching and learning materials. Many constructivists believe that hypermedia can be a type of medium that allows learners to "create their own schemata from the pieces of information provided" (Cates, 1995, p.4). Moreover, the research shows that many students in the 21st century could be more actively engaged in instructions through using technology-based learning activities than traditional teacher-based learning environments. [3]

MATERIALS AND METHODS
An ex-post facto research design done on 120 sample of exist various government and private schools during 2013-2014 sessions. Out of which each were selected by using multistage random sampling. Included criteria for the study were the subjects belong to 10-13 years of age and studying in class from 6-8 standards. To cover total number of students from each class percentage were drawn for selection i.e. (lottery methods). Absent students are understood excluded from the present study at investigation time. The data was analysed and result drawn by

using SPSS version 20. Various teaching method and tools uses both traditional teaching as well as advanced was assessed by self prepared questionnaire. Ten students from each school were asked about teaching methods and tools used in their school. With the help of that questionnaire it is assessed that what type of tools and methods were using in respective schools and after that frequencies of individual tool and method is compared via. Government and private school teaching tools and methods.

RESULT AND DISCUSSION

Table1; Frequency distribution of respondents on the basis of teaching tools use in government and private school:

S.No.	Tools used for Teaching	Type of school	
		Government N=60	Private N=60
1.	Black board/Green board	60(100)	60(100)
2.	White board	10(16.70)	50(83.30)
3.	Posters	20(33.34)	40(66.70)
4.	Charts	20(33.34)	40(66.70)
5.	Computer-based learning	10(16.70)	50(83.30)
6.	Use geometrical shapes	10(16.70)	30(50.00)
7.	3 D presentation	-	10(16.70)

The above table 4.3.1 shows that black board is used in both type of school i.e.100% and white board, charts and computer- based learning is also used in maximum private school i.e.83.30% whereas in government school all the teaching tools are using in very less number i.e. from 16.70%-33.34%(table 4.2.1) whereas only one private school uses the 3 D presentation 16.70%. According to Liu, Bera, Corliss, Svinicki, & Beth 2004 cognitive tools were used for different cognitive processes and that students' degree of engagement in cognitive processing was positively related to the frequency of tool use. These results indicated that there was a connection between cognitive tool use and cognitive processing. In addition, tool use patterns reflected different learner characteristics. [5]
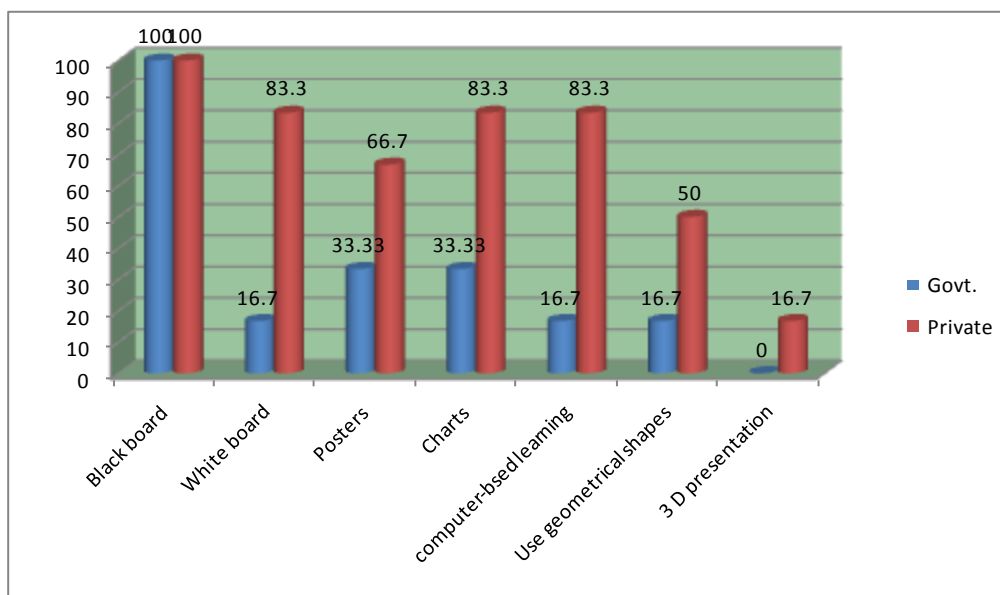

Figure1: Distribution of respondents on the basis of teaching tools.
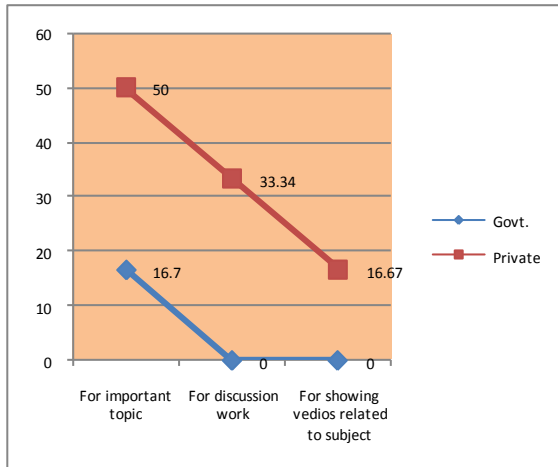Note: There was no 3 D presentation not found in government school.

Figure 2: Distribution of respondents according to the use of projector.

The majority of private schools use projector for assigned topic discussed by 50% of students. In government school only 16.70% 0of students are taught by using projector for assigned topic teaching. Another study of 212 preschool children (Primavera, Wiederlight, & DiGiacomo, 2001). Eighty-nine children were assigned by classroom to a traditional access group, in which computers were placed in the classroom and used in the traditional way that teachers implement computers. The remaining 123 children were assigned to a mentor mediated group, in which the children participated in 15-30 minute weekly training sessions with a research assistant for the entire year. The content of the training included the names and functions of the computer components and how to navigate the software. School readiness was measured through a computer program designed to assess the child's skill level based on their performance, and adjust the difficulty level of the software accordingly.

The two groups were not significantly different in their performance on the program at pre test. Post test results indicated that 30% of the mentor mediated students performed at the mastery level,

compared to only 1% of the traditional access group. [6]

Table 2; Frequency distribution as per type of lecturing:

S.No.	Lecturer type	Type of school	
		Government N=60	Private N=60
1.	Only verbally	30(50.00)	-
2.	Use of board with verbal lecturing	20(33.34)	60(100)
3.	Read from book only	10(16.67)	-

All the private school teachers used the board with verbal lecturing whereas in government schools maximum schools uses only verbal lecturing (30)50% very few read from book only 16.67 in number10.

Table 3; Frequency distribution on the basis of the demonstration:

S.No.	Demonstration	Type of school	
		Government N=60	Private N=60
1.	Showing pictures	20(33.34)	40(66.67)
2.	Showing living things	10(16.67)	20(33.34)

The majority of private schools demonstrate by showing pictures to 66.67% as compared to government school where only 33.34% of schools demonstrate by showing pictures. Very few schools both in government and private demonstrate by showing living things.
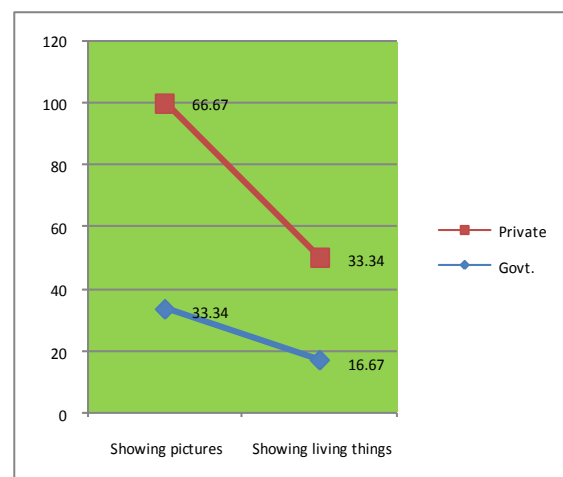

Figure 3: Distribution of respondents according to demonstration.

Table 4; Frequency distribution as per used of computer programme.

S.No.	Computer programme	Type of school	
		Government N=60	Private N=60
1.	As supplement to traditional classes	10(16.67)	60(100)
2.	As replacement to traditional classes	-	-

Note: There were no computer programme used as replacement to traditional classes found in government and private school

This table indicates that all the private schools uses computer programme as a supplement to traditional classes i.e.100% whereas only 16.67% of government schools uses computer programme as supplement to traditional classes.

According to Haugland, 1992; study examined 49 children in four preschool classrooms. Treatment groups were divided along classrooms. One classroom contained computers with developmentally appropriate software and supplemental activities. The supplemental activities were placed on a table next to the computers and were designed to incorporate concepts learned on the computer into hands-on classroom activities. The second classroom contained developmentally appropriate software with no supplemental activities. The third treatment group had non developmentally appropriate software. A control group with no computer access was also included. Significant differences on measures of intelligence were observed for children in the developmentally appropriate software with supplemental activities group and the developmentally appropriate software group. Children in the developmentally appropriate with supplemental activities group scored significantly higher post test on six out of eight of the cognitive subtests. Children exposed to developmentally appropriate software without supplemental activities gained in cognitive skills on four out of eight of the cognitive subtests. Non developmentally appropriate software was related to a gain only in the subtest of attention enhanced. Children in the control group exhibited no significant gains in cognitive development from the pre- to post test period. [7]

CONCLUSION

In majority of government schools traditional teaching methods were used with minimum use of technology and multimedia due to lack of facilities and infrastructure whereas in private schools high frequency of using new technology tools in teaching methods were noticed with improving facilities and introduction of various teaching tools. The black board is used in both types of schools as it is very traditional method of teaching and still in very effective for teaching purpose. Use of computer programmes and software is now increasing at great speed in schools and not as replacement but as supplement to traditional teaching tools and methods.

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