



International Journal of Home Science

ISSN: 2395-7476
IJHS 2017; 3(2): 447-453
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www.homesciencejournal.com
Received: 10-03-2017
Accepted: 11-04-2017

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Study the effect of teaching method on the academic achievement of school going children of Semiurban Area, S Schools of Lucknow city

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Abstract

Student achievement has become a hot topic in education today, especially with increased accountability for classroom teachers. The ultimate goal for any teacher is to improve the ability level and prepare students for adulthood. Defining student achievement and factors that impact progress is critical to becoming a successful teacher. Student achievement measures the amount of academic content a student learns in a determined amount of time. Each grade level has learning goals or instructional standards that educators are required to teach. There are many variables that can impact successful student achievement, but the most critical are learning disabilities and teaching methods.

Teaching Method can best be defined as the type of principal & methods used for Instruction. There are many types of teaching methods, depending on what information or skill the teacher is trying to convey. The objective of this present study was investigating the effect of Teaching method on the Academic Achievement of school going children” semi urban area’s schools of Lucknow city. A sample of 60 students of 9th class in semi urban area’s schools-Jivan jyoti academy and divine public school. A questionnaire to elicit information on general and specific Information pertaining to the respondent. The data obtained was considered & analyzed manually. The percentage with respect to various independent variables & dependent variable were calculated manually.

Keywords: Teacher centered methods, academic achievement, students centered method

Introduction

Teaching Method can best be defined as the type of principal & methods used for Instruction. There are many types of teaching methods, depending on what information or skill the teacher is trying to convey. Class participation demonstration, recitation and memorization are some of the teaching methods being used. When a teacher deciding in their method, they need to flexible and willing to adjust their style according to their student, student success in their academic achievement based on effect on effective teaching methods. According to study statistically significant difference teaching strategies of teacher used by the learner & the teacher. While the relationship between the compensation strategy & the academic success of the student was found to have a negative meaningful relation with academic success. However, the students the teachers were met cognitive strategies & compensation strategies.

For effective teaching to take place, a good method must be adopted by a teacher. A teacher has many options when choosing a style, by which to teach. The teacher may write lesson plan of their own, borrow plans from other teacher, or search online, or within book for lesson plan. When deciding what method to use, a teacher needs to consider student background, knowledge, environment & learning goals. Teacher are aware that student’s have different way of absorbing information & of demonstrating their knowledge. Teacher often use to techniques which cater to multiple learning style to help students retain information & strength in understanding. A variety of strategies & method are used to ensure that all students have equal opportunities to learn. A lesson plan may be carried out in several ways. Like Questioning, Explaining, Modeling, Collaborating, Demonstrating

There Are Four-Phase Learning Cycle

- 1. Introduction:** A question, challenge, or interesting event that captures the students’ curiosity.
- 2. Exploration:** The opportunity for students to manipulate materials, to explore, and to gather information.

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3. **Concept Development:** With a common experience to relate to, terminology is introduced and concepts developed in class discussion.
4. **Application:** This could take the form of an enrichment activity, an opportunity to apply what has been learned, or a test to assessment.

Taxonomy of Educational Objectives: Cognitive Domain

Cognitive Skill	Verbs that characterize the skill
Knowledge	Label, list, match, recall, select, state, underline
Comprehension	Describe, explain, interpret, summarize, paraphrase
Application	Complete, organize, solve, calculate, compute, use
Analysis	Categorize, classify, find patterns and relationships, compare
Synthesis	Compose, create, formulate, hypothesize, write
Evaluation	Judge based on criteria, support, conclude

According to study “Shills, teachers & academic achievement in Bolivia” Improving average educational quality and the equity of its distribution have become a central concerns for policy maker in developing countries. Unfortunately economic research has shed little light on how educational authorities should allocate their budget & which inputs they should emphasize, in particular in developing countries such as Bolivia. This paper analyzed education equality in Bolivia using data on standardized language & mathematics test.

Academic achievement or (academic) performance is the extent to which a student, teacher or institution has achieved their short or long-term educational goals. Cumulative GPA and completion of educational degrees such as High School and Bachelor's degrees represent academic achievement. Academic achievement is commonly measured through examinations or continuous assessments but there is no general agreement on how it is best evaluated or which aspects are most important — procedural knowledge such as skills or declarative knowledge such as facts. Furthermore, there are inconclusive results over which individual factors successfully predict academic performance, elements such as test anxiety, environment, motivation, and emotions require consideration when developing models of school achievement.

Student achievement has become a hot topic in education today, especially with increased accountability for classroom teachers. The ultimate goal for any teacher is to improve the ability level and prepare students for adulthood. Defining student achievement and factors that impact progress is critical to becoming a successful teacher.

Student achievement measures the amount of academic content a student learns in a determined amount of time. Each grade level has learning goals or instructional standards and teaching methods that educators are required to teach. Student achievement will increase when quality of Teaching methods are used to teach instructional standards and properly. There are many variables that can impact successful student achievement, but the most critical are classroom instruction and method of teaching. It is important to remember that all students do not learn the same way or at the same rate. Students are like leaves on a tree; there are no two exactly the same. Just as a leaf comes in unique colors, shapes and sizes, each student has their own unique learning style. Classroom instruction or teaching method is the most important factor that impacts student achievement.

A good teacher will use strategies such as discussion among

students, videos, or stories, to gain student attention and to support the learning process. You should constantly be thinking of ways to make learning fun and appropriate. For example, in looking at our to-do list, you may pre-pay for your cleaning to get a discount or join a friend to make the study session more interesting. Likewise, student achievement involves well-thought out strategies to improve the quality of learning! According to teaching is a continuous process that involves bringing about desirable changes in learners through use of appropriate methods. Indicated that in order to bring desirable changes in students, teaching methods used by educators should be best for the subject matter. Furthermore, sustained that teaching methods work effectively mainly if they suit learners’ needs since every learner interprets and responds to questions in a unique way. As such, alignment of teaching methods with students’ needs and preferred learning influence students’ academic attainments.

Teaching method can be classified into three ways like

Teacher-Centered Methods: Under this method, students simply obtain information from the teacher without building their engagement level with the subject being taught. The approach is least practical, more theoretical and memorizing. It does not apply activity based learning to encourage students to learn real life problems based on applied knowledge. Since the teacher controls the transmission and sharing of knowledge, the lecturer may attempt to maximize the delivery of information while minimizing time and effort. As a result, both interest and understanding of students may get lost. To address such specified that teaching should not merely focus on dispensing rules, definitions and procedures for students to memorize, but should also actively engage students as primary participants.

There are some teacher centered method listed below-

- **Direct Instruction:** Teacher explains or demonstrates
- **Drill and Practice:** Repetition to hone a skill or memorize information
- **Lecture:** Teacher provides information to students in a one-way verbal presentation

Student-Centered Method: With the advent of the concept of discovery learning, many scholars today widely adopt more supple 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. The teaching method is regarded more effective since it does not centralize the flow of knowledge from the lecturer to the student. The approach also motivates goal-orientated behavior among students, hence the method is very effective in improving student achievement.

There are some teacher centered method listed below

- **Mental Modeling:** Assists students in managing their own learning by modeling a problem-solving technique
- **Discovery Learning:** Uses students’ personal experiences as the foundation for building concepts
- **Inquiry:** Allows students to generate the questions that they will then investigate and answer

Teacher-Student Interactive Method: 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. The

method encourages the students to search for relevant knowledge rather than the lecturer monopolizing the transmission of information to the learners. As such, research evidence on teaching approaches maintains that this teaching method is effective in improving students' academic performance.

There are some teacher –student intractive method listed below-

- **Question and Answer:** Requires reflection as information is exchanged in response to a question
- **Discussion:** An exchange of opinions and perspectives

In modern educational taxonomy there are The following list of teaching styles highlights the five main strategies teachers use in the classroom, as well as the benefits and potential pitfalls of each respective teaching method.

Authority, Or Lecture Style

The authority model is teacher-centered and frequently entails lengthy lecture sessions or one-way presentations. Students are expected to take notes or absorb information.

- **Pros:** This style is acceptable for certain higher-education disciplines and auditorium settings with large groups of students. The pure lecture style is most suitable for subjects like history that necessitate memorization of key facts, dates, names, etc.
- **Cons:** It is a questionable model for teaching children because there is little or no interaction with the teacher.

Demonstrator, Or Coach Style

The demonstrator retains the formal authority role while allowing teachers to demonstrate their expertise by showing students what they need to know.

- **Pros:** This style gives teachers opportunities to incorporate a variety of formats including lectures, multimedia presentations and demonstrations.
- **Cons:** Although it's well-suited for teaching mathematics, music, physical education, arts and crafts, it is difficult to accommodate students' individual needs in larger classrooms.

Facilitator, Or Activity Style

Facilitators promote self-learning and help students develop critical thinking skills and retain knowledge that leads to self-actualization.

- **Pros:** This style trains students to ask questions and helps develop skills to find answers and solutions through exploration; it is ideal for teaching science and similar subjects.
- **Cons:** Challenges teacher to interact with students and prompt them toward discovery rather than lecturing facts and testing knowledge through memorization.

Delegator, Or Group Style

The delegator style is best-suited for curriculum that requires lab activities, such as chemistry and biology, or subjects that warrant peer feedback, like debate and creative writing.

- **Pros:** Guided discovery and inquiry-based learning places the teacher in an observer role that inspires students by working in tandem toward common goals.
- **Cons:** Considered a modern style of teaching, it is sometimes criticized as newfangled and geared toward teacher as consultant rather than the traditional authority figure.

Hybrid, Or Blended Style

Hybrid, or blended style, follows an integrated approach to teaching that blends the teachers' personality and interests with students' needs and curriculum-appropriate methods.

- **Pros:** Achieves the inclusive approach of combining teaching style clusters and enables teachers to tailor their styles to student needs and appropriate subject matter.
- **Cons:** Hybrid style runs the risk of trying to be too many things to all students, prompting teachers to spread themselves too thin and dilute learning.

In other ways there is some of following Teaching techniques some of which are traditional

1. **Lecture Method:** This method probably the most common form of education. To allows the educators to deliver a large amount of Information a short amount of time.
2. **Lecture with Discussion Method:** In this method Innovation the audience at least after the lectures and Audience can question, clearly & challenge.
3. **Discussion Method:** A way to create an exchange of idea is to provide two way communications through discussion.
4. **Demonstration:** This method allows another element to assist in gathering knowledge. By seeing, a task performed, learners are more aware of what materials are needed remember steps in the process & observe the final outcome of task.
5. **Role Planning Method:** In this method Introduce problem situation dramatically to provide opportunity for people to assume role of other & thus appreciate another point of view and allow for exploration of solution or opportunities to practice skills.
6. **Hands On (Experimental):** One of the most dynamic ways of deliver information is to provide on an activities. This opportunity may be highly directed or a free from opportunity for learner to be creative & progress at their own pace.

How to Improve Student Academic Achievement

- Involve the student in planning of different activities.
- Begging with what the student knows.
- Move from simple to complex with examples.
- Accommodate the student's preferred learning style like role play, assignment work, project etc.
- Short goals by learning domain with supervision.
- Make material meaningful and according their needs or applications of knowledge
- Allow immediate application of knowledge.
- Plan of periodic tests or summative evaluations.
- Tell student how they are progressing and listen their problem.
- Reward desired learning with praise.

Good Teaching Method Following Ten Require For Effective Teaching

- Good teaching method is as much about passion as it is about reason.
- It's about not only motivation student to learn, but teaching them how to learn, & doing in a manner that is relevant, meaningful & memorable.
- Good teaching method is about substance striking student listing, questioning, being responsive & remembering that each student and class in different.

- Good method is about not always having a fixed agenda & being rigid, but being flexible, fluid, experimenting and heaving the confidence to reach & adjust to changing circumstance.
- Good method is also about style should good method be entertaining? You bet?
- This is very important good method is about humor.
- Good method is about caring, nurturing & developing minds & talents.
- Good method is supported by strong & visionary leadership institution support.
- Good method is about mentoring between senior and junior faculty, team work & being recognized and promoted by one pear.
- At the end_of the day, good method is about having fun, expiring pleasure & intrinsic rewards.

Objective

To investigate the effect of teaching method on the academic achievement of school going children of semi urban area’s school.

Material & Methods

The material & methodological step incorporated to carry out the study on have been broadly classified under the following subheads.

Locale of the Study

The present study has been conducted in Semi urban area of Lucknow at “Jivan jyoti academy” Rajnikand and “Divine Public School” Bangla bazaar.

Selection Sample Design of Respondent:-from the location total 60 children’s were selected that fulfilled the following data.

(1) Student (Male/female)

(2) Class

Thus 60 students were purposively selected on the basis of class.

Tools & Techniques Used: A questionnaire to elicit information on general and specific Information was pertaining to the respondent.

Variable the Their Measurement

1. **Independent Variable:** Teaching methods
2. **Dependent Variable:** Student (who are belonging to class 9th), Academic achievement

Collection of The Data: The data was collected by filling up the questionnaire method. The questionnaire consisted into two parts.

(1) General Information: This section consisted of general information like respondent name, age sex, and socio-economic status.

(2) Specific Information: This section consisted of specific information related to assess academic achievement.

Analysis of The Data: The data obtained was considered & analyzed manually. The percentage with respect to various independent variables & dependent variable were calculated manually.

Limitation of the Study

1. The view regarding only on effect of teaching method on the academic achievement of school going children was based on the respondents for their sincerity in answering the item the questionnaire.
2. The sample size was restricted to 60 students only due to restricted time, area & resources for the study.

Result & Discussion

The result of the “Study The Effect Of Teaching Method On The Academic Achievement Of School Going Children Of Semiurban Area, S Schools Of Lucknow City” Study inside discussed under following heads.

Profile of the Respondents

Effect of teaching method on the academic achievement of school going children of semi-urban area

(1) Distribution of Respondent According To Their Age Group:-

S.N	Age Group	Respondent		Total
		BOYS	GIRLS	
1.	Under 13	13(43.33%)	19(63.66%)	32
2.	Above 13	17(56.67%)	11(36.33%)	28

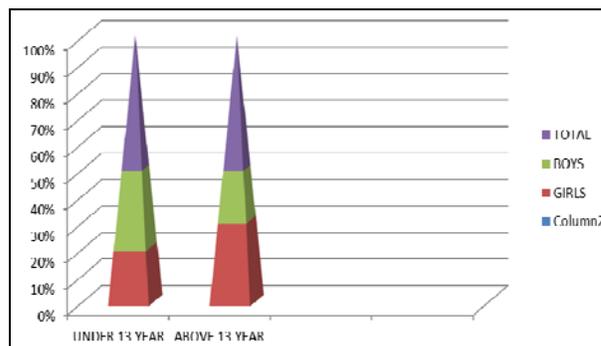


Table 4.1(1) and graph depicts that 43.33% boys respondent are under the age of 13, 63.66% boys are belong to above the age of 13, 56.67% girls respondent are belong to under 13 age groups & 36.33% girls respondent are belong to above 13 age group.

(2) Distribution of Respondent According To Their Marks of Half Yearly Examination.

S. No	Marks (%)	Respondent		Total
		Boys	Girls	
1	0-45	0(0%)	4(13.33%)	4
2	46-60	06(20%)	12(40%)	18
3	61-Above	24(80%)	14(46.66%)	38

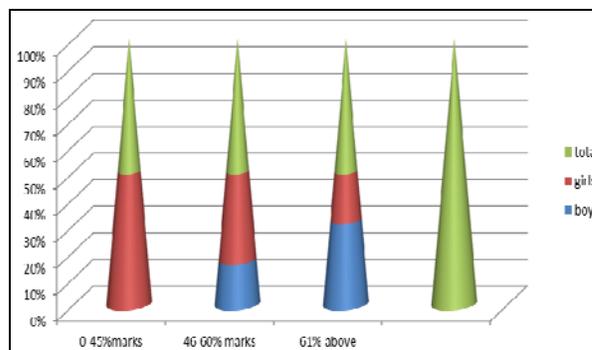
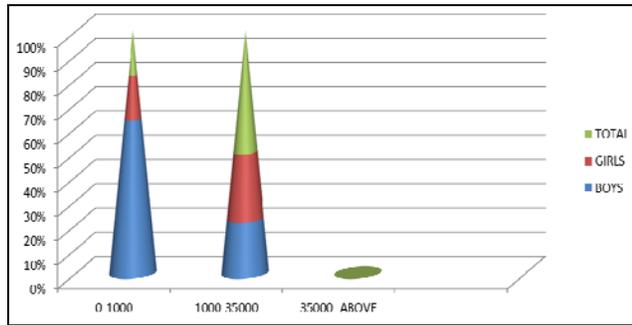


Table 4.1(2) and graph depicts that 20% boys and 40% girls have mark average 46-60%, 13.33% girls respondent belong to 0-45% marks & 80% boys & 46.55% respondent belong to 61-above% mark groups

(3) Distribution of Respondent According To Family Income

S.N	Family Income	Respondent		Total
		Boys	Girls	
1	0-1000	7(23.33%)	2(6.66%)	9(1.5%)
2	1001-35000	23(76.66%)	28(93.33%)	51(98.5%)
3	35001-above	0%	0%	0(0%)

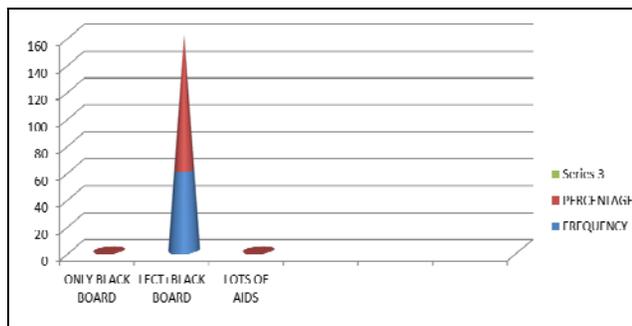


The table 4.1(3) and charts depicts that 23.33% boys & 6.66% girls respondent are belong to (0-1000) Income group, 76.66% boys & 93.33 girls are belong to 1001-35000 income group.

Effect of the Teaching Method on the Academic Achievement of School Going Children

(1) Distribution of Respondent's Views according To Method That's Used by Their Teacher during Teaching.

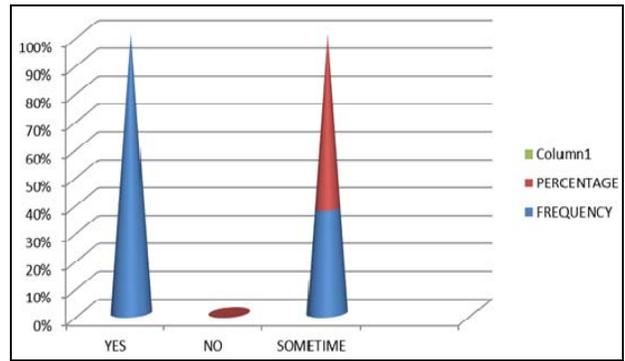
S. No	Teaching method	Frequency	percentage
1	only black board board	0%	0%
2	Lect+Black	60%	100%
3	Lots of Aids	0	100%



The table 4.2(1) and charts shows that 100% teacher used Lect+Borad while during teaching.

(2) Distribution of Respondent According Their Views Regarding Their Teacher Gives Example While Teaching

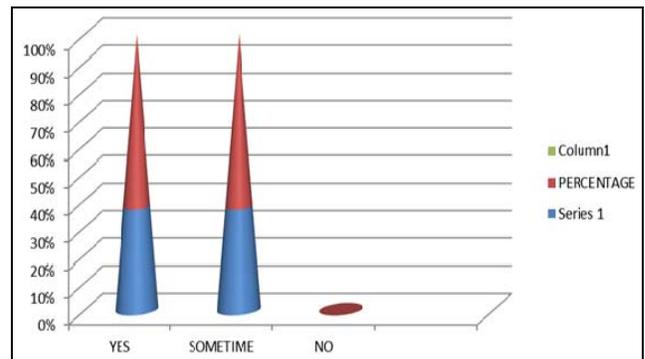
S. No	Answer	Frequency	Percentage
1	Yes	24	40%
2	No	0	0%
3	Sometime	36	60%



The table 4.2(2) and graph show that 40% respondent Answer Yes & 60% Answer sometime.

(3) Distribution of Respondent According Their Views Regarding Their Teacher Conduct Group Discussion

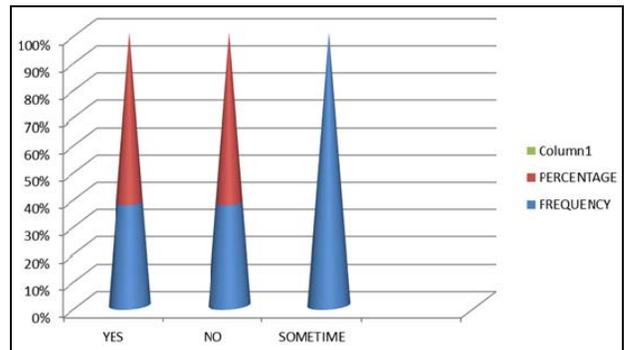
S. No	Answer	Frequency	Percentage
1	Yes	12	20%
2	Sometime	48	80%
3	No	0	0%



The Table 4.2(3) and graph depict that 80% teacher used group discussion in sometimes & 20% conduct group discussion always.

(4) Distribution of Respondent According Their Views Regarding Their Teacher Work Relate To Their Syllabus

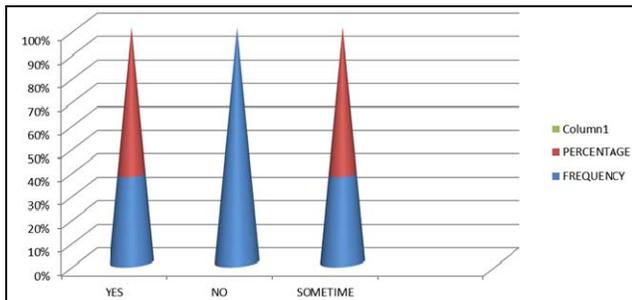
S. No	Answer	Frequency	Percentage
1	Yes	4	6.66%
2	No	44	73.33%
3	sometime	12	20%



The Table 4.2(4)and graph show that 73.33% respondent satisfied their work not relates to syllabus and 20% say sometime & 6.66% say yes.

(5) Distribution of Respondent According Their Views Regarding Their Teacher Teach Both Medium

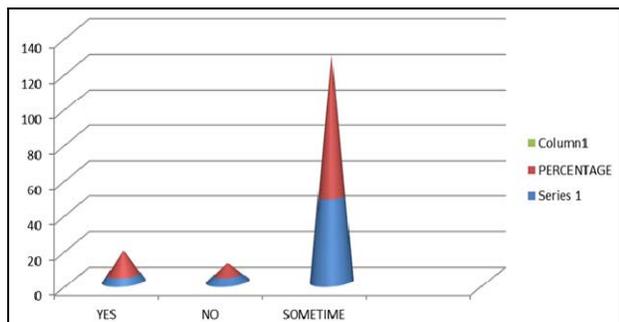
S. No	Answer	Frequency	Percentage
1	Yes	6	10%
2	No	0	0%
3	Sometime	54	90



The table 4.2(5) and graph show 90% respondent satisfied yes, 10% satisfied no.

(6) Distribution of Respondent According Their Views Regarding Their Teacher Conduct Extra Curricular Activity

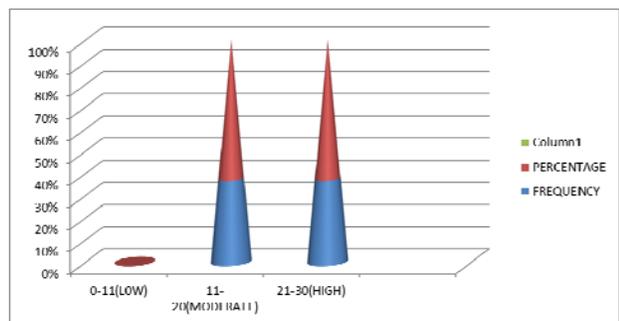
S. No	Answer	Frequency	Percentage
1	Yes	8	13.33%
2	No	4	6.66%
3	Sometime	48	80%



The Table 4.2(6) and graph shows that 80 respondents say their teacher conduct extracurricular Activity, 6.66% say No & 13.33% say yes.

(7) Asses the Impact of Teaching Method on Academic Achievement Thought Test

S. No	Group	Frequency	Percentage
1	0-10(low)	0	0%
2	11-20(moderate)	56	93.33%
3	21-30(high)	4	6.66%



The table and graph show that Majority of the respondents (93.33%) belongs to moderate Academic Achievement & least 6.66% of respondents belong to high academic achievement.

Summary & Conclusion: By using a learning-teaching framework based on the active involvement of the students, teachers will also benefit from the students’ knowledge and creativity. Teachers might be the catalysts of authentic learning of conceptualized knowledge if they use methods that the students put into practice. They will turn themselves into partners of the learning process and the students could actively and energetically be involved into it, in order to generate the personal changes required by the acquisition of long-lasting knowledge. This framework represents a basis for both the learning process and the teaching one.

A good teaching method is the one that implies relevant and visible training values which shall motivate students And make them aware of their understanding and reflection; help them make up their critical thinking which will guarantee their trust in their own forces, thus becoming capable of deep understanding of ideas and schemes, as well As the modalities of connecting these with the values and the skills required by their future jobs.

The present study entitled was under taken during the “Study The Effect Of Teaching Method On The Academic Achievement Of School Going Children Of Semiurban Area, S Schools Of Lucknow City” in year 2010.

A total respondent selected from school “Jivan Jyoti Academy’s” and Divine public school. The data collected with the help of questionnaire method to elicit general information & Pre-pared popular teaching method. Analysis was done with the use of percentage method. The silent finding emerging out to the study that listed below:-

- Most of the 53.33% respondents are belong to above the age of 13year.
- Most of the respondent (76.66% boys & 93.33 girls) are belong to 1001-35000 income group...
- Mostly 63% (80% boys & 46.55% girls) respondent gets 61-above% mark in their half yearly examination.
- According to respondents views mostly (100%) teacher’s adopted lecture with black board method.
- Most of the respondents (60%) say “sometime” and 40% says “yes” that their teacher’s give example while teaching.
- Most of the respondents (80%) say “sometime” and 20% says “yes” that their teacher’s conduct group discussion while teaching.
- Most of the respondents (73%) say “no” 6.66% says “yes” and 20% says “sometime” that their teacher’s give work relate to their syllabus while teaching.
- Most of the respondents (90%) say “sometime” and 10% says “yes” that their teachers teach both medium (Hindi and English) while teaching.
- Most of the respondents (80%) say “sometime” 13.33% says “yes” 6.66% say “no” that their teacher’s conduct co-curricular activity while teaching

- Majority of the respondents (93.33%) belong to moderate Academic Achievement & least 6.66% of respondents belong to high academic achievement.

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