

PERCEPTION OF PRIMARY SCHOOL TEACHERS ABOUT TEACHING STRATEGIES AND THEIR IMPACT ON STUDENT LEARNING

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ABSTRACT: The objective of this study was to identify the best method for teaching at primary school level. For this purpose, we developed a questionnaire based on 5-points Likert scale. 200 teachers from primary schools, both urban and rural areas, both male and female teachers from district Multan, were selected as a sample of the study. We went to different schools for collection of data, which was analyzed through relevant statistical techniques. During survey we found teachers highly qualified, having professional education and experience of their jobs and were well aware of the teaching techniques. Most of teachers use activity based teaching methods aided with different teaching tools. They mostly use handouts, textbooks printed material, pictures, tools and real things related to teaching topic in class.

Key words: Teaching strategies, perception of teachers, teaching methods.

Type of study: **Original Research paper**

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1. INTRODUCTION:

1.1 Background of study:

An effort to escort students in learning some abilities, awareness, ideas, approach and skills is called teaching. So the procedure and process which teachers use for the emphasis of student physical, social, spiritual, emotional, and cognitive development (Clark and Starr;1986, cited in MoE ;1999). The act of monitoring, mentoring, directing, guiding and giving follow up to activities for facilitation of formal or informal learning is called teaching. It is a sum up of practical activities based firmly on accepting and appreciating. (Azeb ;1984).The process of attaining new and changed or modified knowledge attitude, skills, values, performances is called learning. Teaching becomes more creative in changing society of now-a-days, and it demands more creative practices from teachers.

A famous progressive educational philosopher of the 20th century named John Dewey proposed democracy in education. His emphasis was on the freedom of students to learn independently rather than forcing the teachers learning on them. In this regard Dewey proposed that students should be provided with such learning environment that there could be interaction with each other and they acquire through these social interfaces. (Chomsky, 2004).

The trend of teaching has been shifted from giving information to students forcefully for the development of the higher order thinking abilities to the problem solving activities. Students can become self-directed learners and can solve their problem on their own by using these abilities and skills. (Arends,2004).

In Pakistan, unfortunately, the education system still revolves around information provided by teacher to the students which is provided by textbooks. When teachers write on the blackboard in the classroom, students are advised to copy

exactly the same teachers write without any criticism and they have to give the same response in answers of examinations. This old practice ignores problem solving and creative activities among students. (Rehmani, 2005).

Recently, the main apprehension of the educators and teachers is the downfall of student learning with the passage of the time in which student's rote the given knowledge rather than taking new thoughts and solution from the given environment on their own. Higher order educational goals are set down by educational organizations globally which focus on self-determining learners and through the active involvement of the learner, these goals are achieved by student centered approach. These educational goals are failed to be achieved by the teacher-centered approach. (Eggen & Kauchak, 1999).

In Pakistan, the education system does not provide education to the learners in accordance with the needs of the changing society. Rather than using student-centered approach, teacher or subject-centered approach of teaching is being used in Pakistani schools by the teachers. This out-of-date model of teaching suppresses student's ability of creative expression. Students are considered as blank accounts whose major responsibility is to fill what a teacher submits. (Siddiqui, 2007; Thomas, 2006). In Pakistan, many teachers admire and accept the positive image of student-centered approach on the development of the learner but they are not appreciated and show willingness to apply it in their classes. As a result, quality of education in Pakistan is not inspiring. (Thomas, 2006).

The level of schooling mainly starts from class one where clear minds are made mandatory to learn facts and figures by rote learning. This gets ready for the examination purpose rather than mounting their problem solving skills. Most of the learners in educational institutes learn unnecessary facts which they can see on an encyclopedia or on internet on computer. The extent of skills learned by a learner is

so acute that after completing primary level, they cannot compete the international standards of literacy. (Bergmann & Mohammad, 1998).

1.2 Main research problem:

Though researches have been made on the impact of teaching methods adopted by teachers for teaching process yet there is a need to identify the suitable teaching method and related teaching aids used by teachers at primary level in Government schools to make their use effective. Learners have different learning styles and different ways to explore their understanding. Their acquaintance to different teaching ways and means affects the way they grasp the knowledge. When there is a resistor of the teaching method by teachers, quality to students learning is not achieved. Without choosing appropriate teaching method, teaching does not give quality of student learning. So, the main focus of this study will be to elaborate the impact of suitable teaching methods with its suitable teaching aids on the academic achievements of the students at primary level.

1.3 Objective of the study:

The objectives of study are given below:-

1. To isolate perception of teachers about principles of teaching.
2. To govern the use of different teaching techniques, tools and methods selected by teachers of primary level of schools.
3. To review the affectivity of selected teaching tools, techniques and methods by teachers of primary level of schools.

1.4 Scope of the study:

The study will be helpful for the researchers, policy makers and society as it will give a clear idea of principles of teaching and learning programs, the use of specific teaching methods at primary level for teaching according to the demands of

the learners needed learning areas and the effect of the selected teaching methods in that situation. So that further planning would be based on this study for the development in education department. The recommendations offered by the study should go a long way in helping teachers use appropriate instructional techniques to improve student performance and learning skills at primary school level.

1.5 Delimitation of the study:

The study was delimited to the primary portion of Govt. schools of Multan. The study was also delimited to the teaching strategies and their application on quality of learning of the learner, which includes idea of teaching and its affectivity and types of teaching methods and its use according to requirement.

2. LITERATURE REVIEW:

2.1 Definitions of Teaching:

Different educationist defined teaching in different ways which ranges from being conventional (the source of all information, skills, and experiences is a teacher) to contemporary (the facilitation of student learning is provided by a teacher). Conventionally, the teacher was considered the foundation of entire information and awareness. We study the opinions of different scholars about teaching in the literature review.

Reece and Stephen (2003) put forward the sketch in which a teacher is speaking and transferring his knowledge to the passive learners who are sitting in rows in front of the teacher. In a nutshell the learners need and requirements are fulfilled by the adjusted teaching.

Azeb (1984) says the act of monitoring, mentoring, directing, guiding and giving follow up to activities for facilitation of formal or informal learning is called teaching. It is a sum up of practical activities based firmly on accepting and

appreciating. So, it is a doing word rather than a reward word in which three elements are involved which are teacher, learner and content or learning capability.

2.2 Effective Teaching:

Many scholars define effective teaching in different ways. For example, Monroe (1956) take it as a success of teaching process, Zaborick (1986) called it good teaching, and for Perrott (1986) it is effective teaching. Whatever effective teaching is given a name, it is very difficult to give acceptable definition, to give a single, exact, accurate and reliable definition. For instance, Centra (1993) give a definition of effective teaching in which it produces valuable and determined or learners with the use of applicable and suitable processes and measures.

According to Borich (1988), teaching can be made effective if a teacher;

- Identify learning objectives
- Check task relevant learning level of students at beginning of lesson
- Give directions slowly, slightly about the current level of student learning
- Use examples, illustrations and demonstrations
- Use attention gaining devices (pictures, animations etc.)
- Shows variation in voice, gestures and eye contact
- Show varies modes of presentations (lectures, ask questions, individual practice etc.)
- Encourages students' participation
- Use rewards and reinforcement
- Evaluates teaching learning process

2.3 Teaching Method:

Before explaining definition of teaching, defining a method is very important. MoE (1999) says that method is derived from Latin word which means way or the

style. In general, according to Azeb (1984:90), method is an arranged and deliberate improvement headed for the given or corresponding scheme of ideologies for the presentation or custom of implementation. Method make the teacher able to select appropriate learning experience, to form sufficient setting, lead and undeviating educating actions, calculates and estimate improvement and generate learning or appreciative methodically lacking avoidable left-over. Hence, we can conclude in the context of education that method of teaching is a pathway by which content of subject is interconnected in such a way that it could accomplish the planned and scheduled consequence or objective.

2.4 Selection of teaching method:

Ramsden (2003), says that the selection of teaching method depends upon diversity of elements. The elements of teaching method include age and mental level of learner, students' previous knowledge, and needs of the students which are to be thought further in the lesson, the content matter of subject, the objective of lesson, time needed, space provided for teaching, material things, familiarity and skills of the instructor about teaching methods and techniques, philosophies of learning styles, students home environment and learning goals.

Borich (1988) specifies that before selecting a specific type of teaching method an instructor should kept in mind following decisive factors;

- Educational objectives
- Subject matter
- Characteristics of the learners
- Teachers characteristics
- Specific condition of the instruction e.g. time, class size etc
- Resources provided for the instructional process

So, depending upon what knowledge or skills a teacher wants to execute in students, there are many types of the teaching methods. When a teacher takes a decision about his teaching method, they are required to be flexible and show willingness towards the adjustment of their teaching styles according to the learners and the content to be taught. Therefore, student's success is highly dependent on the effective teaching method.

2.5 Types of Teaching Methods:

Biadgelign (2010) set the classification criteria of the teaching methods as roles of the specific teaching method, definition of the teaching method, number of the learner in teaching, or it is based on the utilization of certain resources. Consequently, from the general perspective, there are following four types of teaching method;

- Mass instruction methods (lecture method and demonstration method)
- Activity based learning methods (inquiry method, guided discovery and laboratory method)
- Individualized learning methods
- Group learning method

Newcomb (1986) divides teaching techniques into two types which are named group techniques, in discussion, demonstration, field trips, role playing and resource people are placed, the other one named individualized technique which includes controlled study, experiments and personalized study. Therefore, Henson (1988) named them teaching strategies which includes lecture, coaching, training, inquiry learning, questioning, discovery learning and imitation games.

2.5.1 Lecture Method:

Brown (1988) states about the lecture method that it is a verbal and oral presentation the ideas, concepts and facts and here teacher speaks to the students without any disturbance and teacher takes the time completely. For the introduction of the new information or concepts to the large number of the learner, lecture method is the effective method. This method is primarily used for the making of the base of the learner's knowledge.

2.5.2 Demonstration Method:

Demonstration method, according to Brown and his associates (1992) cited in Badgelign (2010) is;

- Introduction to new skill learning.
- Teaching students about isolation and assembly of some machine parts or some other equipment.
- To get first-hand knowledge to the students.
- Connection of theory with practice.
- Nurtures creative thinking.
- Enable student to be self-confident and self-sufficient.
- Load the learner with life-long skills and subject knowledge.
- Asks teacher to offer role model for student to keep an eye on.
- Offers less occasion to students to ascertain belongings.

2.5.3 Activity based method:

Activity based learning, defined by Prince (2004), is a teaching method in which students are engaged in learning. The requirement of this type of learning is doing learning activities by students. This type of teaching method gives students the great chance of student involvement in learning regardless of the size of the class.

Biadgelign (2010) said, activity based teaching and learning have three types; inquiry method, discovery method and laboratory method.

2.5.3.1 Inquiry method:

Biadgelign (2010) supports by saying that the ways, steps, or procedures which are followed in research and inquiry activities are taught by inquiry method of teaching. The expertise of conclusion retorts to the problems can be facilitated by this method. As some of the ideas, concepts and issues may be explained by discussion or lecture method, so it may not be conceivable to practice this method in all circumstances of entirely period. Some scholars preserve that it is more suitable for innate and creative students.

2.5.3.2 Discovery method:

Obanya, Shabani & Okebukela (1996) elaborates that the discovery method has following characteristics;

- Meaningful results
- Result have healthier retaining
- Boosts inspiration
- Creates curiosity and gratification
- Enriches the expansion of knowledgeable aptitudes
- Develop the statistics and problematic resolving ability
- Helps students to learn how to ascertain and consolidate the learned material
- Actively engages students in acquiring knowledge rather than being mere recipients of the ideas.
- Focus on observation, comparison and explanation by students
- Conductive for the development of thinking skills

2.5.3.3 Laboratory Method:

Biadgelign (2010) defined the laboratory method as “a teaching procedure dealing with first hand experiences regarding materials or facts, obtained from investigation or experimentation. It is experimentation, observation or application by individuals or small groups dealing with actual material. It is the experimental method enlarged and expanded”.

3.5.4 Role Play Method:

Sajjad (2004) explains that role plays are needed to show biographical details, personality, attitudes, beliefs and functions and performance of some occupation. Student plays the specific role after the instruction of teacher and teacher become silent observer in class and after the performance, teacher will evaluate the performance.

2.5.5 Individualized Learning Method:

Biadgelign (2010) says that individualized learning method includes the study directed study of the material in workbooks, paper based self-study, self-instruction via facilitated material, computer-based learning and multimedia and customized assignments and projects.

Muhamad, Mansor and Lily (2010) refers that the usage of many media elements, for example typescript, gestures, visuals, sound, digital videos, cartoons, voice data, is termed as multimedia.

Ellington (1996) explains the specificities of computers;

- Inaccessible learning experiences through computer simulation.
- Allows assessment and monitoring
- Students can get immediate feedback
- Saves times of teachers which they spend on marking

- Requires computer literacy for operating
- Require a gradation of software development skill for the individual who is scheming the material

2.5.6 Project Method:

Obanya, Shabani and Okebukela (1996) explain that project method give experience to students in natural settings, provides students the opportunity to investigate things, to find out new discoveries and products. This method needs a lot of time and resources.

2.6 Quality of Learning:

The quality is determined by the following factors according to UNICEF (2000);

- Students who are healthy and well-nourished and ready to contribute and learn, and supported in learning by families and societies;
 - Environments that are strong, harmless, defensive and gender sensitive, and provide satisfactory resources and facilities;
 - Content matter that is related to curriculum and material for the attainment of basic skills, especially in the areas of literacy and numeracy, skills for life, and knowledge in areas such as gender, health, nutrition, HIV/AIDS prevention and peace;
 - Processes by the use of which well trained teachers use child-centered teaching methodologies in well managed classes and schools, skillful assessment for the facilitation of knowledge and decrease discrepancies;
 - The endings that includes acquaintance, expertise, outlooks, and are related to national goal line for education and positive contribution in the social order;
- Hence, all these things have their own effect on quality learning.

2.7 Summary of the Literature Review:

Literature review gave us the basic concept of teaching and learning process, methods of teaching, tools required, techniques used, affectivity of teaching, and factors affecting the teaching, standards of quality and factors effecting quality learning.

Azeb (1984) gave a clear idea of teaching learning principle.

Biadgelign (2010) elaborates in detail about instructional strategies and effectiveness in high school level of education. These strategies are planned for effective, efficient and satisfying learning

Aschroft (2005) giving the three standards of quality; academic standard, competency standard and performance standard, relates quality with the academic performance as output or response of students as UNICEF (2000) was recommend for the measurement of quality of learning on the performance of students and dependence on other related factors of teaching learning environment.

Anderson (1994) suggested that quality is achieved by teacher, effective planning of teacher and their strategies used for teaching.

2.8 Distinction of the study

This study will be based on the assessment of the decision of teachers for selection of teaching methods, techniques, tools and principles which are used during teaching, and also their effectiveness in order to deduce results regarding selected teaching strategies. This study will be different, from the quoted study, in the aspect that it will focus on a specific area i.e. our education system of government schools at primary levels of both urban and rural areas, where students with different educational background, schools with poor infrastructural facilities, teachers with different qualifications and different teaching experience are present.

3. RESEARCH METHODOLOGY

3.1 Nature of the study

We used quantitative research methodology in this study to meet and discussed all the parameters of the research.

3.2 Sources of data

In this study, Primary data was used to get the first hand information concerning the teaching methods and their impact on learning of the students of primary school level.

3.3 Sample of study

200 teachers from Multan were selected as sample of the research. Random sampling technique was used for sampling of population as every member of population has equal chance to be selected in this type of sampling technique.

3.4 Research Tool

Questionnaire based on five point Likert scale was used as the research tool to measure the attitude of respondents.

3.5 Variable of the study

Student's academic achievements will be effected by teaching methods and teaching aids. So, variable of the study will be

- (a). Different teaching methods;
- (b) Lecture method
- © Activity based method
- (d). Discovery method
- (e). Project method
- (f). Investigation method
- (g). Demonstration method

(h). Role play method

Table 1: List of sampling schools.

1	GOVT. GIRLS HIGH SCHOOL MAKHDOOM RASHEED, MULTAN
2	GOVT.PRIMARY SCHOOL BASTI MAAN WALA,MULTAN
3	GOVT. GIRLS HIGH SCHOOL MILITARY FARM,MULTAN
4	GOVT. GIRLS HIGHER SECONDARY SCHOOL MOONLIGHT,MULTAN
5	GOVT. PILOT HIGHER SECONDARY SCHOOL, MULTAN
6	GOVT.GIRLS PRIMARY SCHOOLBAZDAR WALA,MULTAN
7	GOVT.GIRLS PRIMARY SCHOOL FATEH DEEN WALA, MULTAN
8	GOVT.ELEMENTARY SCHOOL FATEH WALA MULTAN
9	GOVT.ELEMENTARY SCHOOL#1 MAKHDOOM RASHEED,MULTAN
10	GOVT.HIGH SCHOOL BASTI SAHOO,MULTAN

3.6 Design of the Study

In this research, the obtained data was analyzed in the manner: first the table has been arranged, second, that was put into the tables, third, the percentage of the data was taken accurately. Thus the graph of each question was made with the help of Microsoft Excel, 2007.

3.7 Analytical Techniques

After getting all the information, frequency was counted and percentage was calculated for analyses of:

1. Teacher's perception of principles of teaching and learning.

2.Used methods, techniques and tools.

3.Effectiveness of used method, techniques and tools.

4.Teacher's demographic characteristics

4. RESULTS & DISCUSSION:

4.1 Demographic characteristics of Teachers:

- 61% of the respondents were female and 39% were male in this research.
- The age of 32% respondents was ranged between 30-35 years, while the age of 27% respondents was between 35-40 years and above 40 was 13%.
- 35% of the respondents were of M.A/M.SC qualification, 10% were M.Phil and 32% were B.A/B.Sc. 12% were F.A/F.SC and 11% were with matric qualification.
- 47% of the respondents were found having professional qualification B.ED, 30% were M.ED and 23% were found having professional qualification of PTC.
- 34% of the respondents were found having teaching experience of 10 years, while 25% of respondents have 15 years of experience and 27% of respondents have 5 years of experience
- 56% of the respondents were found who had attended teaching trainings more than 8 times.
- 51% of the respondents were from rural schools and 49 percent were from urban schools.

4.2 Discussions of the statements:

- 69% of the respondents were of the view that they consider age and maturity level of the students.
- 88% of the respondents were of the view that they recognize background knowledge and skills of the students.

- 80% of the respondents were of the view that they consider learning outcomes to be achieved.
- 87% of the respondents were of the view that they are teaching a large number of students at a time.
- 93% of the respondents were of the view that they do not have a good student teacher ratio.
- 82% of the respondents were of the view that their way of teaching creates interests among the students.
- 78% of the respondents were of the view that they encourage student to participate in learning
- 46% of the respondents were of the view that Students are provided with demonstrations that make them good observer.
- 52% of the respondents were of the view that their teaching does not enhance the scientific investigation of the students.
- 71% of the respondents were of the view that they help their students how to discover and organize things.
- 66% of the respondents were those who use textbooks, handouts and other printed material for teaching in classroom.
- 94% of the respondents were of the view that they use pictures, tools, practical kits, real things related to teaching topic in classroom.
- 94% of the respondents were of the view that they do not give individual assignments and projects to the students.

- 87% of the respondents were of the view that they do not encourage their students to use discussion as a learning tool.
- 82% of the respondents were those who give summary at the end of the lesson.
- 80% of the respondents were of the strongest view that they use attention gaining activities during teaching like ice breaker, barnstormer or refresher.
- 55% of the respondents were of the strongest view that they give feedback to the students.
- 61% of the respondents were of the strongest view that Teachers non-verbal communication e.g. gestures, eye contact etc. are important for effective learning.
- 54% of the respondents were of the strongest view that they do not only use chalk and board for teaching.
- 49% of the respondents disagree that different teaching methods do not give effective learning skills.
 - 94% of the respondents were of the strongest view that different teaching methods are important because students do not learn in any setting.
 - 94% of the respondents were of the view that recognizing individual differences is important.
 - 89% of the respondents were with the view that Different teaching methods should be used according to individual differences

5. CONCLUSIONS:

From the findings of the research, we have drawn the following conclusions: -

- ▶ Teachers create effective situations for learning of students, identifying objectives clearly, considering maturity and understanding level of students, identifying students background and learning outcomes to be achieved before choosing teaching method.
- ▶ With respect to teaching methods, as teachers teach a large number of students at a time, they use variety of teaching methods to teach them. They encourage their students in active participation in learning and help them to discover and organize thing by use of handbooks and handouts.
- ▶ Teachers use visual aids like graphics, pictures, practical kits, real life objects, models and charts in their classrooms to make their teaching interesting and make students captivated in learning.
- ▶ Teachers not only use traditional chalk and board method or lecture method for teaching but they use them with the combination of demonstration method discovery method, question answer method and individualized assignments.
- ▶ For making the teaching effective, teachers use non-verbal communication like gestures and eye contact. They use fluctuation in voice while speaking. They also use certain attention gaining or refreshing activities during their teaching.
- ▶ Teachers summarize their lesson and also give constructive feedback to students for making the teaching effective

6. SUGGESTIONS:

There are some suggestions regarding teaching strategies related to primary school level.

1. Teachers should consider maturity level and learning needs of the students before they teach.
2. Teachers should always keep in mind the learning psychology of the students.
3. Teachers should use teaching methods relating to the educational level of the students.
4. Teachers should use interesting and captivating methods, tacts and techniques for teaching of primary level of students.
5. Government should make such arrangements so that there should be a good student teacher ratio so that a teacher could deal with individual differences.
6. Government should arrange certain arrangements for the periodic training of the teacher to make them more motivated towards their profession.

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CONTRIBUTION OF AHTORS AND CONFLICT OF INTEREST

This research work was carried out in collaboration between two authors.

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Both authors read the manuscript carefully and declared no conflict of interest with any person or institution.
