



Contemporary Trends and Issues for Effective Use of Teaching Methods

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Received: 17 Mar., 2022

Revised: 25 May, 2022

Accepted: 06 June, 2022

ABSTRACT

The present study is an attempt to describe the practice of using the different teaching methods by the school teachers in their regular classroom teaching. A survey has been conducted on 100 teachers who have been teaching in different secondary schools in Rajasthan state of India. These teachers have been teaching History, Geography, Social Study, Economics, and Civics as a social science subject. Self-made check list has been constructed for utilization of 20 teaching methods for social science subject. This reliable and valid check list had been administered on Social Science teachers. The responses of teachers were analyzed using the Sten score. Result of study states that most popular teaching methods of social science were used by the most of the teachers during the classroom teaching. On the contrary less used teaching methods are not in use because the teachers feel some difficulty in using observation method and educational excursion. Average popular teaching methods, question answer method, discussion method of Social Science were used by the most of the teachers during the classroom teaching. The methods which are not popular are analytical synthetic method and Heuristic method. Not popular teaching methods were used by average percentage of teachers because they feel difficulty in using Synthetic method and Heuristic methods.

Keywords: Contemporary, Issues, Trends, Observation method, Analytic Synthetic method

How to cite this article: Mathur, B. (2022). Contemporary Trends and Issues for Effective Use of Teaching Methods. *TechnoLearn: An International Journal of Educational Technology*, 12(01): 89-101.

Source of Support: None; **Conflict of Interest:** None



Duties of in service teachers, now a day has more challenging and technical due to new theories of Philosophy, Sociology, Psychology. Teaching is a profession which requires more proficient skill and attitude with well-organized training. Teaching methods is a tool in the hand of the teachers which enable and motivate the students. Teacher used methods in their classroom teaching in order to calculate effective teaching and to enhance the student participation in classroom activities. Teachers today is a professional with well-defined target and well equipped with various ways and means to achieve optimal level of performance and output and these assisting procedures is called method and techniques. Use of teaching method promotes the overall development of child. So it is mandatory for teachers that they should be aware of the factors and issues which affect their teaching and possess the knowledge of his/ her content methods and techniques of teaching and learning process. Teachers are expected to create the atmosphere in such a way that student can learn without any stress in their daily classroom.

Teaching Methods in Social Science

Social Science is a subject which studies and deals with human beings the family, school, work place, Government all are the aspect of life and interrelated with each other. Social Science plays important role in a student's life. The importance of Social Science methods, strategies and new techniques have been given in teacher's training program for preparing a student as active, responsible and reflective member of society.

Lecture Method, Story Telling Method, Project Method, Problem Solving Method, Brain Storming, Discussion Method, Biographical Method, Source Method, Test Book Method, Dramatization, Educational Excursions, Inductive Deductive Method, Analytical Synthetic Method, Heuristic Method, Observation Method, Question Answer Method, Demonstration Method, Role Play Method and Laboratory Method. The paper deals with the contemporary status and trends that Social Science teacher had adopted the main factor of utilization or not-utilization of these methods on regular Social Science classroom are to make then familiar with real use of teaching methods as they got trained in each method during their teachers training. Deficiency of resources, lake of experience, lake of motivation, curriculum design, decreases the use of teaching methods in everyday classes. Lake of appropriate and suitable training and practicing of teaching methods also one of the major issues.

Issues Affecting for Use Teaching Methods of School Teachers

(A) School Environment

1. Classrooms are not suitable.
2. Overloaded Administrative responsibilities of teachers.

3. Lack of availability of resources.
4. Overcrowded classrooms.
5. Lack of interest of school administration.

(B) Teachers

1. Teachers believe teaching methods will lead to chaos.
2. Teaching methods requires Time and Efforts.
3. Teacher's poor knowledge and unawareness about teaching methods.
4. Ignorance about the importance of teaching methods.
5. Teachers believe that discipline can only be maintained through traditional methods.

(C) Students

1. Lack of motivation for learning.
2. Poor achievements of students.
3. Difficulty in adapting new methods.
4. Individual differences.

(D) Curriculum

1. Curriculum is difficult to teach using teaching methods.
2. Does not match with teaching methods.
3. Objectives are not clear.
4. Non linkage of courses with the practical life of students.

Different literature reviews shows and support the research work done by many researchers on the concern topic and desired discussion required to show the current status of using different teaching methods of Social Science teachers so an effort is done to develop a manuscript discussing the reviews of (Sholanke *et al.* 2019), describe this study observes if the various educational responses at state University and comply with a qualitative research method on social science teaching teacher educators of six colleges. Five postgraduate lecturers were picked at random. Lectures, seminars, and assignments are the most common instructional modalities used, finally, even if they do not cooperate fully with in all three UDL parameters, instructors must be allowed to choose a range of learning methods to teach the same program. The methods found effective in teaching the social sciences teacher educators. (Kumar R.S. 2018), stats this approach to Social Studies asks how to organize its interrelated components

and how to make students more aware of fundamental forces that affect its aspects and other relevant events. Just a few of instructional methods and approaches addressed in this study include simulation, laboratory, inquiry, project, question and answer, discussion, lecture, and problem - solving. - Methods of Problem Solving, Construction and Dramatization It's crucial to note that instructor should choose resources depending on what's available and acceptable for the student's age, aptitude, and intellect. For successful and meaningful learning, the resources provided should be effectively arranged.

(Shiva Kumar 2018), explains this study states that there is need to select appropriate strategies for overall development in cognitive, effective and psychomotor domains of the students. And it is also clear that there is no single method that can be fitted on all learning conditions. However, it cannot be said that there is no best method of teaching social studies, but some combination of different methods can be used for teaching social studies which includes Stimulation, Laboratory, Inquiry, Project based learning, Dramatizations, Question and Answer, Field Trips, Problem Solving etc. The selection and decision to choose appropriate method and resources should be based on student's ability and interest can effectively use for teaching social studies.

(Jadhav V. 2017), reveals the nature of world and community education provided in a social sciences teacher preparation programme at a teacher education institution in India and the United States. It examines social science topic syllabuses in order to determine how effectively pre-service teachers are prepared to teach citizenship education in schools after graduation. Researchers utilized a framework that incorporated technical, pedagogical, and content knowledge analysis to assess technology integration techniques in Social Science education. The objective of study is to of effectiveness of computer - assisted social scientific education to traditional teaching techniques. "The study's findings indicated that computer- assisted teaching considerably increases the comprehension and success of low achievers, medium achievers, and to some extent high achievers" pupils. As a result, the study refutes the popular belief that social science is a minor topic when compared to other disciplines.

(Kapoor R. 2015), reported to improve teaching - learning materials. To enrich educational system, they must undertake study and encourage contemporary and creative techniques. "The major goal of teaching- learning materials is to encourage students to pursue Higher education." This is especially true in social science, where understanding geographical, historical, and economic concepts is important. Race, ethnicity, class, nationality, culture, sexuality, age, professional qualifications, capabilities, and socio - economic status was just used to obtain data. When the acquiring procedure is done, the information must be kept in a secure area. Among the most major factors is that learners strengthen their skills and grasp learning strategies. In order to do so, teachers should consider learning goals and outcomes. They will indeed then be capable of giving learners with the necessary knowledge.

(Bidabadi M. *et al.* 2016), claimed effective teaching in higher education in Iran. The result of this study shows that best teaching method is the use of mixed method both student - centered as well as teacher centered with the proper educational planning. There may be same barriers in applying them like related to laws and regulations.

(Vijaylaxmi 2019), that modern teaching techniques assists teaching and learning process because both studnets and teacher make use of technology with in flexible learning system and for the professional development of a teacher it is necessary to prepare them for use of modern teaching technology.

(Piyush, Elnaza and Sharareh, 2017), conclude comprehensive review on new teaching methods and find out that the percentage of self learning and case study teaching methods were 50% and 30% respectively.

Data Base and Methodology

Descriptive survey has been adopted for the present study. The study aims to analyze the utilization of different teaching methods by trained school teacher in context to Social Science teaching. In the proposed study all male and female teachers working in Govt. schools and Pvt. Schools in Rajasthan state and Central board have been consider as population and among them 100 teachers from available schools selected through purposive sampling. For data collection techniques and self made checklist of 20 teaching methods on the basis of their general utility for Social Science teaching (History/Civics/Economics/Geography) as per the school subjects in curriculum of school education had been constructed whose reliability as established as 0.87 by odd even reliability method. Data analysis and result preparation is on the basis of calculating Sten scores which is explaining the position of individual teaching methods at the standard 10 by showing the utilization of any out of selective 20 teaching methods in the study by the teachers are holding the position at certain level so that we can examining its difficulty value to. Teaching methods have been decided on the basis of their common usefulness as well as easiness in daily teaching learning process as below:

1. Most Popular Teaching Methods
2. Average Popular Teaching Methods
3. Less popular Teaching Methods
4. Not Popular Teaching Methods

The Item analysis for all twenty teaching methods utilized in languages, languages, science plus math and social sciences has been used for this study, under which Z score, Sten score, difficulty value and percentage have been calculated and results are presented in detail as follows:—

Conceptual Hypothesis 1 – Social Science teacher do not use different teaching methods in their regular classroom teaching.

Operational Hypothesis 1.1 – Most Popular teaching methods do not use by Social Science teachers in their regular classroom teaching.

Table 1.1: Sten Score of Most Popular Teaching Methods Used by Social Science Teacher

| Raw Score (MP) | Z | Stens core | Total Respondents | Percentage of Respondents |
|----------------|-------|------------|-------------------|---------------------------|
| 10 | 1.12 | 7.75 | 28 | 28% |
| 9 | 0.53 | 6.55 | 16 | 16% |
| 8 | -0.07 | 5.36 | 23 | 23% |
| 7 | -0.67 | 4.16 | 18 | 18% |
| 6 | -1.27 | 2.96 | 9 | 9% |
| 4 | -2.47 | 0.57 | 6 | 6% |
| | | | 100 | |

From the perusal of above table it becomes clear that Sten scores was found in ranged from 0.57 to 7.75 for most popular teaching methods used by Social Science teachers. From this sten score it is known that 28% of the total Social Science teachers (100) have got 7.75 score which is very high. Along with this, 57% teachers have got scores between 4.16 – 6.55 which is average, while 15% teachers have got scores between 0.57 – 2.96 which is considered to be low grade. On this basis, it can be said that most popular teaching methods were used by most of the teachers during the classroom teaching. On the contrary, teachers who use these teaching methods less, mainly because they experience difficulty in using Lecture method, Story-telling method or Text Book Method. Because teachers are unable to control the big size of class and there is no equipment for teachers to make these methods live and all these methods is also a time consuming method.

Table 1.2: Difficulty Value of Most Popular Teaching Methods Used by Social Science Teacher

| Dimension of items | Item number | Item statement | D.V. | Item evaluation |
|--------------------|-------------|---------------------|------|--------------------|
| Most popular | 1 | Lecture method | 0.22 | Difficult |
| | 2 | Storytelling method | 0.39 | Difficult |
| | 3 | Project method | 0.46 | Moderate difficult |
| | 6 | Brainstorming | 0.67 | Easy |
| | 10 | Testbook method | 0.20 | Most difficult |

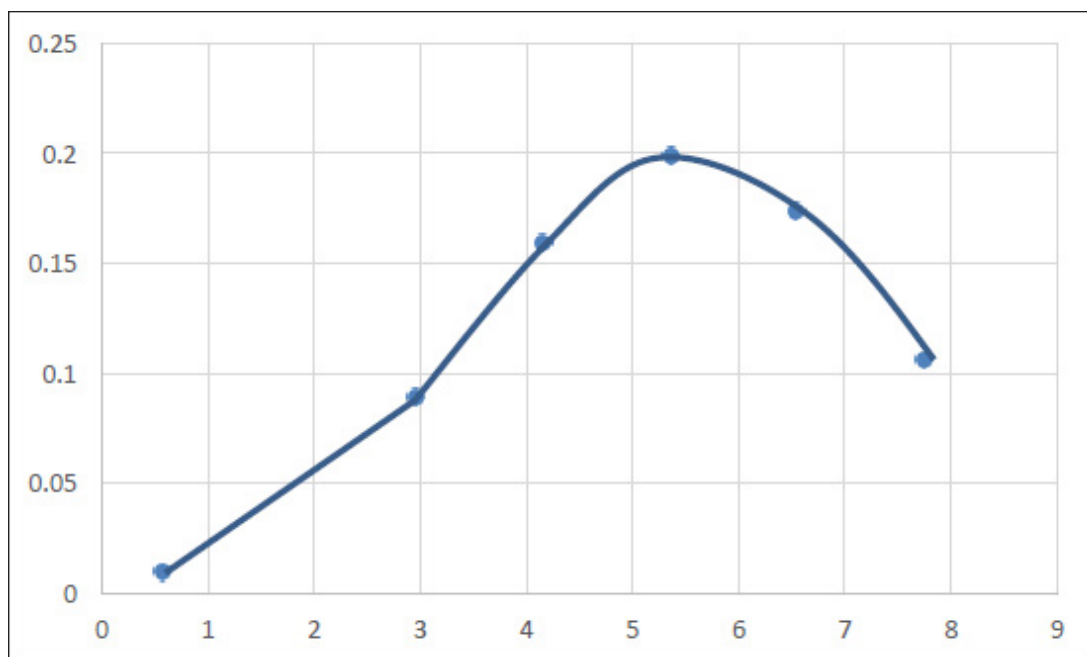


Fig. 1: Distribution of Sten Score of Most Popular Teaching Methods Used by Social Science Teacher

Operational Hypothesis 1.2 - Average Popular teaching methods do not use by Social Science teachers in their regular classroom teaching.

Table 1.2: Sten Score of Average Popular Teaching Methods Used by Social Science Teacher

| Raw score of ape | Z | Sten score | Total Respondents | Percentage of Respondents |
|------------------|-------|------------|-------------------|---------------------------|
| 10 | 1.03 | 7.56 | 32 | 32% |
| 9 | 0.53 | 6.56 | 15 | 15% |
| 8 | 0.03 | 5.56 | 16 | 16% |
| 7 | -0.47 | 4.56 | 11 | 11% |
| 6 | -0.97 | 3.56 | 14 | 14% |
| 5 | -1.47 | 2.56 | 5 | 5% |
| 4 | -1.97 | 1.56 | 5 | 5% |
| 3 | -2.47 | 0.56 | 2 | 2% |
| | | | 100 | |

From the perusal of above table it becomes clear that Sten scores was found in ranged from 0.56 to 7.56 for average popular teaching methods used by Social Science teachers. From this

stems core it is known that 32% of the total Social Science teachers (100) have got 7.56 score which is very high. Along with this, 51% teachers have got score 4.56 – 6.56 which is average, while 26% teachers have got scores 0.56 - 3.56 which is considered to be low grade. On this basis, it can be said that average popular teaching methods were used by most of the teachers during the classroom teaching. On the contrary, teachers who use these teaching methods less, mainly because they experience difficulty in using Question answer method. Because the whole content matter cannot be taught through this method.

Table 1.2: Difficulty Value of Average Popular Teaching Methods Used by Social Science Teacher

| Dimension of items | Item number | Item statement | D.V. | Item evaluation |
|--------------------|-------------|------------------------|------|-----------------|
| Average popular | 4 | Problem solving method | 0.30 | Difficult |
| | 7 | Discussion method | 0.31 | Difficult |
| | 9 | Source method | 0.81 | Most easy |
| | 17 | Question answer method | 0.06 | Most difficult |
| | 18 | Demonstration method | 0.81 | Most easy |

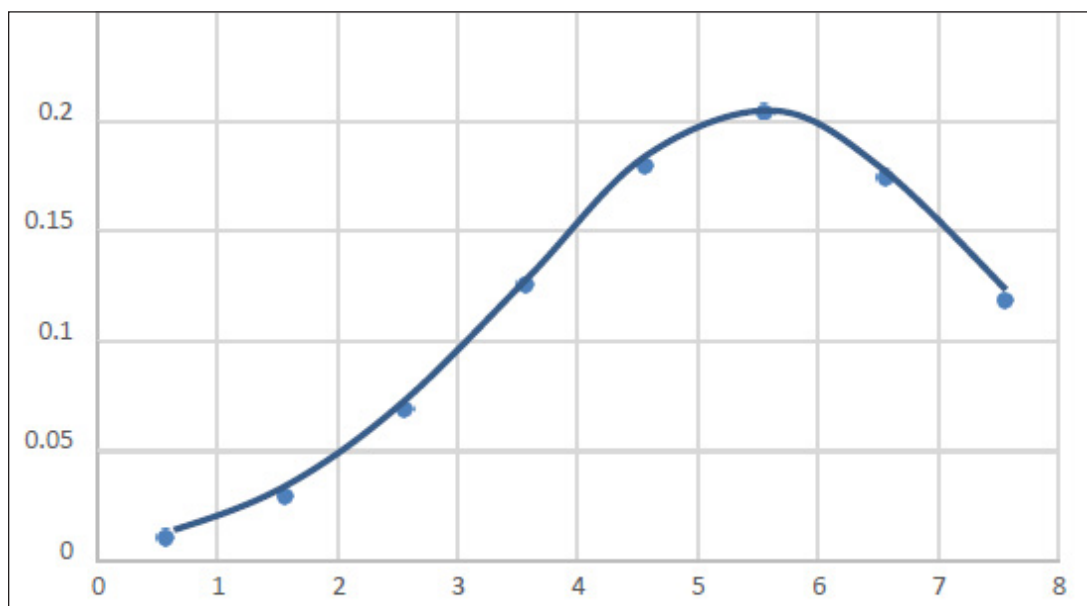


Fig. 2: Distribution of Sten Score of Average Popular Teaching Methods Used by Social Science Teacher

Operational Hypothesis 1.3 – Less Popular teaching methods do not use by Social Science teachers in their regular classroom teaching.

Table 1.3: Sten Score of Less Popular Teaching Methods Used by Social Science Teacher

| Raw Score (LP) | Z | Sten score | Total Respondents | Percentage of Respondents |
|----------------|-------|------------|-------------------|---------------------------|
| 10 | 1.29 | 8.08 | 16 | 16% |
| 9 | 0.90 | 7.30 | 18 | 18% |
| 8 | 0.51 | 6.52 | 11 | 11% |
| 7 | 0.12 | 5.74 | 9 | 9% |
| 6 | -0.27 | 4.96 | 12 | 12% |
| 5 | -0.66 | 4.18 | 9 | 9% |
| 4 | -1.05 | 3.41 | 11 | 11% |
| 3 | -1.44 | 2.63 | 5 | 5% |
| 2 | -1.83 | 1.85 | 9 | 9% |
| | | | 100 | |

From the perusal of above table it becomes clear that Sten scores was found in ranged from 1.85 to 8.08 for less popular teaching methods used by Social Science teachers. From this sten score it is known that 34% of the total Social Science teachers (100) have got 7.30 – 8.08 score which is very high. Along with this, 41% teachers have got score 4.18 – 6.52 which is average, while 25% teachers have got scores 1.85 - 3.41 which is considered to be low grade. On this basis, it can be said that less popular teaching methods were used by the most of teachers during the classroom teaching, mainly because they experience moderate difficulty in using the Observation method. Because it is a process which takes time so teaching cannot be done in one day through this method.

Table 1.3: Difficulty Value of Less Popular Teaching Methods Used by Social Science Teacher

| Dimension of items | Item number | Item statement | D.V. | Item evaluation |
|--------------------|-------------|-------------------------|------|--------------------|
| Less popular | 5 | Supervised study method | 0.63 | Easy |
| | 11 | Dramatization | 0.96 | Most easy |
| | 12 | Educational excursions | 0.80 | Most easy |
| | 16 | Observation method | 0.43 | Moderate difficult |
| | 19 | Role play method | 0.65 | Easy |

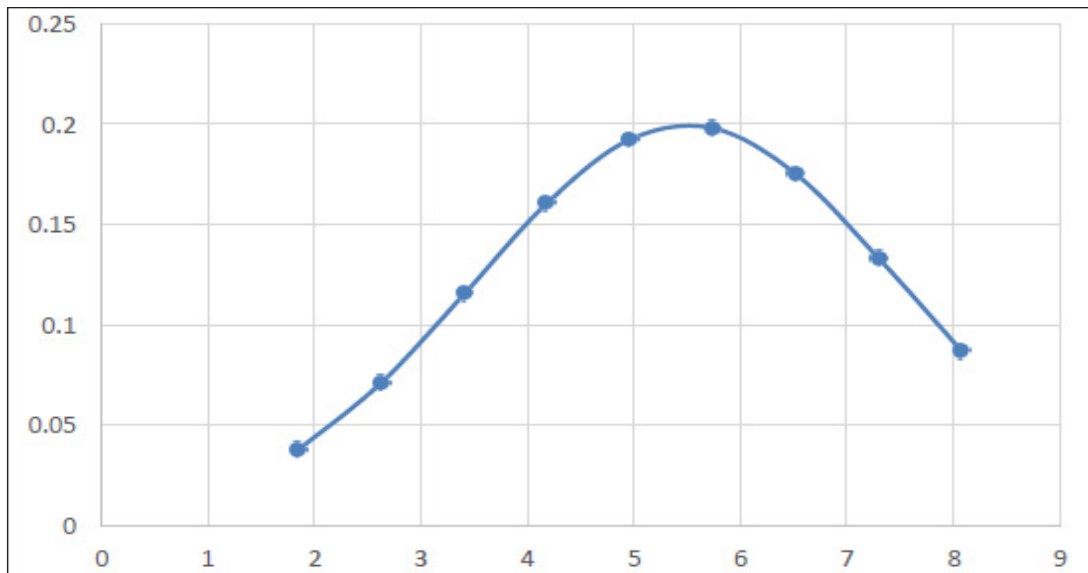


Fig. 3: Distribution of Sten Score of Less Popular Teaching Methods Used by Social Science Teacher

Operational Hypothesis 1.4 – Not Popular teaching methods do not use by Social Science teachers in their regular classroom teaching.

Table 1.4: Sten Score of Not Popular Teaching Methods Used by Social Science Teacher

| Raw Score (NP) | Z | Sten score | Total Respondents | Percentage of Respondents |
|----------------|-------|------------|-------------------|---------------------------|
| 10 | 1.22 | 7.94 | 12 | 12% |
| 9 | 0.90 | 7.29 | 15 | 15% |
| 8 | 0.57 | 6.64 | 21 | 21% |
| 7 | 0.25 | 5.99 | 7 | 7% |
| 6 | -0.08 | 5.34 | 11 | 11% |
| 5 | -0.40 | 4.69 | 8 | 8% |
| 4 | -0.73 | 4.04 | 4 | 4% |
| 3 | -1.05 | 3.40 | 5 | 5% |
| 2 | -1.38 | 2.75 | 5 | 5% |
| 1 | -1.70 | 2.10 | 5 | 5% |
| 0 | -2.03 | 1.45 | 7 | 7% |
| | | | 100 | |

From the perusal of above table it becomes clear that Sten scores was found in ranged from 1.45 to 7.94 for not popular teaching methods used by Social Science teachers. From this sten score it is known that 27% of the total Social Science teachers (100) have got very high level of score. Along with this, 51% teachers have got score 4.04 – 6.64 which is average, while 22% teachers have got scores 1.45 - 3.40 which is considered to be low grade. On this basis, it can be said that not popular teaching methods were used by the average percentage of teachers during the classroom teaching, mainly because they experience some difficulty in using the Laboratory method, since it is an expensive method.

Table 1.4: Difficulty Value of Not Popular Teaching Methods Used by Social Science Teacher

| Dimension of items | Item number | Item statement | D.V. | Item evaluation |
|--------------------|-------------|-----------------------------|------|-----------------|
| Not popular | 8 | Biographical method | 0.91 | Most easy |
| | 13 | Inductive method | 0.89 | Most easy |
| | 14 | Analytical synthetic method | 0.67 | Easy |
| | 15 | Heuristic method | 0.87 | Most easy |
| | 20 | Laboratory method | 0.17 | Most difficult |

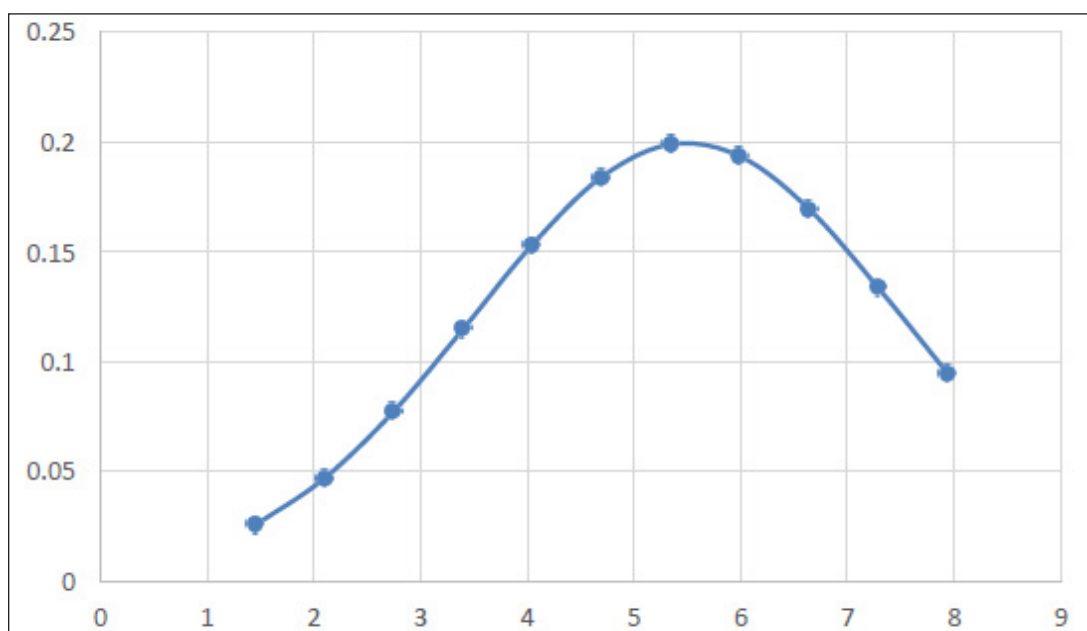


Fig. 4: Distribution of Sten Score of Not Popular Teaching Methods Used by Social Science Teacher

CONCLUSION

There are many teaching methods of teaching and teacher play important role in classroom and prepare many teaching activities to motivate guide and to learn their students. Teacher are expected to use variety of teaching methods effectively and to apply them for manage classroom environment as well as to come out with maximum result for their instructional outcome. As the study mention that many teaching methods are common in use but teachers felt some difficulty in using them. Sometimes teachers are unable to relate content and method properly. Many teachers do not have the right knowledge and skills to use them. Trained school teachers are failed to control time. School infrastructure and resources are not upto mark, lake of administrative support; teachers cannot pay attention for the use of innovative teaching methods. Analytical Synthetic method (Question Answer method), Discussion method are found most difficult methods. Reasons were considered in the explanation of result in above paragraph and it is recommended that for enhancing the proper use of teaching methods in school by Social Science teachers the training of in service teaches time to time through FDP's workshops and refresher courses are necessary. Motivation and support should be provided through administration and government as per need in curriculum. Curriculum designing is also a one of the important issue for integrating the teaching topics and teaching methods in effective manner.

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