



Comparison of teachers' awareness and utilization of innovative teaching strategies in private and public sector secondary schools

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ABSTRACT

Present research was carried out to examine the extent of teachers' awareness and utilization of innovative teaching strategies in private and public sector secondary schools, it further aimed to identify differences in the responses to teachers across teaching experience and professional background. A random sample of 100 secondary schools teachers were collected from various private and public sector schools of Islamabad. In this study 16 selected teaching strategies used to analyze teachers awareness and its utilization in classroom settings. For the measurement of research objective a questionnaire comprised of two section was develop, section 1 was based on awareness of innovative teaching strategies (32 items) and part 2 based on the utilization of innovative teaching strategies (16, items). Result revealed that level of teachers' awareness and utilization of innovative strategies was high in the private sector schools as compared to the public sector schools, moreover teachers with more work experience and professional qualifications are aware with innovative teaching methodologies.

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Introduction

The purpose of education is not only making a student literate but also to ads in rational thinking, knowledge, ability and self- sufficiency, it is a light that shows the mankind the right direction. It is true that hope for progress is only because of willingness to change in any field. We can develop creativity and innovation which benefits both students and teachers. For any society, education is a tool for growth and progress because it not only imparts knowledge, skills and inculcates values, but is also responsible for building human capital which breeds, drives and sets technological innovation and economic growth and it is also very important for survival of any society. Now here this is the big deal that how to give the required information and knowledge to students or learners. So for this teaching strategies specially innovative teaching strategies could be more facilitative than others when used in teaching but it also depends on the subject or topic/concept that which strategy should be used or which specific strategy is more effective, it refers simply to an approach, method or a combination of carefully designed classroom interactions that could be followed meticulously to teach a topic, concept or an idea. Now here it brings us to the issue of having various teaching strategies or methods. Teachers are always trying to make innovations in their teaching whether they are new or they are experienced, are always looking for different ways to make their teaching more effective and efficient. Here efficiency means to measure "what is obtained (results) in relation to what was expended (resources)" where as effectiveness is little bit different and is indefinable and indescribable and is also difficult to measure.

For the effective use of any teaching technique, it is important for teacher to understand the fundamental principles and assumptions related to that specific technique. Teaching strategies describe processes of instructions that fosters student thinking for this teacher should have an understanding of

variables related to instructions, awareness of its utilization that how to utilize teaching strategies effectively and mange it properly.

For effective it is important that two major components sending and receiving information must be included and a teacher tries his best to communicate knowledge as the way he understood it. So we can say that innovative methods of teaching are of any method of communication which serves the purpose of sending and receiving without destroying the objectives. In educational organizations we can improve the education standards and also empower people with the help of innovative teaching strategies and can also achieve the human development goal for the country.

A teaching strategy refers to an approach, method or a combination of carefully designed classroom interactions that could be followed meticulously to teach a topic, concept or an idea. This brings us to the issue of having numerous teaching strategies or methods. An innovative approach as design that is full of new or purposively reconstructed existing ideas. According to this explanation, to use new or reconstructed already existed ideas, methods, and equipment, for example to combine various teaching strategies and develop a new one. According to Achor (2008) some teaching modes as learner centered, interest arousing and activity oriented. Ukoha (2008) described the concept of utilization presupposes that appropriate instructional materials have not been identified, provided and selected for instruction. According to Blair (1998), many things happen to the student with learning difficulties when the difficulties remain unsolved. The effect of difficulties in learning upon a student may not be far out of proportion to the apparent seriousness of the problem, because emotional pressure builds up around the student's area of weakness with this type of difficulty students may fall behind expectation or standards set by the teachers, parents and school administrators but we can

solve the difficulty issue through the use of innovative teaching strategies.

According to Orlich (1998) describes that basically the teacher controls the process of instruction and the content is delivered to the entire class and the teacher tends to emphasize factual knowledge, means the teacher delivers the lecture content and the students listen to the lecture so, the learning mode tends to be passive and the learners play little part in their learning process.

Conceptual and Theoretical Considerations in Teaching

In our cultural context many streams of education are running throughout the country but still across the nation there are problems in teaching in the context of secondary schools. So, for this there should be some improvements in teaching learning process and it deserves more attention for the improvement. There are many teaching strategies which shows poor results because sometime teachers are not fully aware of it or teachers apply wrong strategy at wrong time. Straver (1998), Tyler et al. (2004), they are agree that there are number of strategies which involve bringing students' prior conceptions into the open and they must have the ability to challenge those using structured activities and classroom discussion within the frameworks of ideas. These types of strategies can be generated through students' ideas and conceptions which are known as conceptual approach in which students concepts are involved.

According to Venille (2004) Varelas et al. (2006), over the last three decade's educational researchers are interested to structure and development of students' knowledge. Using only one type of teaching is not appropriate for better understanding of students or for effective teaching. Combination of different teaching methods are more appropriate and teacher should be compelled by it that whether he / she use it or not and this is possible if only the teachers are aware of their existence and do use them. Barbosa et al. (2004) describes that teacher's role become more difficult when there is diversity in learners, knowing all is not enough but to manage the knowledge or related activities is more important.

Method

The present study was to compare teachers' awareness and utilization of innovative teaching strategies of private and public secondary schools in Islamabad. The nature of study is comparative and descriptive so the survey was conducted. Statement of the Problem

The previous studies which were done related to the present study in which only two or more methods were used for examining their effectiveness using either a quasi or true experimental design and they were for specific subject (e.g. Danmole et al., 2004; Okwo, et al., 2008).

The problem to be investigated is to compare the teachers' awareness and utilization of innovative teaching strategies in private and public secondary schools of Islamabad.

Objectives

1. To compare the awareness of private and public school teachers about innovative teaching strategies, specifically those referred to questionnaire used in this study.
2. To find the extent to which the mean utilization of the teaching strategies differ across teachers' experience and professional background.
3. To assess the teaching strategies being utilized effectively in private and public secondary schools of Islamabad

Research Questions

1. To what extent are the public and private sectors' teachers aware of some selected innovative teaching strategies?

2. What teaching strategies are being utilized effectively by private and public sector teachers of secondary schools?

3. To what extent does the mean utilization of the teaching strategies differ across teachers' gender, age, and professional qualification teaching experience?

Hypotheses

H₁ = Private school teachers use more innovative teaching techniques in the classroom as compare to public school teachers.

H₃= Private school teachers are more aware than public school teachers about innovative teaching strategies which are included in the questionnaire used in this study.

Population

The aim of the present study was to compare teachers' awareness and utilization of innovative teaching strategies of private and public secondary schools in Islamabad so; all the private and public secondary school teachers of Islamabad were taken as a population of the study.

Sample & Sampling Technique

Purposive convenient sampling technique was used through which 100 teachers were taken as a sample. There were 15male teachers and 85 female teachers, 50 teachers from private schools and 50 teachers from public schools were selected. Their professional qualification ranged between null, B.Ed and M.Ed and their teaching experiences ranged from 3 to 10+ years.

Construction of Instrument

The questionnaire was developed in the light of the objectives of the study and it was of alternate response type was constructed to obtain the views of teachers. The questionnaire was discussed with expert in the area of research and also pilot tested. In its final stage questionnaire had 2 sections, section A had 16 questions and section B had 32 questions.

Data Collection

Data collection was done through researcher's personal visit to the sample teachers. Responses rate was 100%.

Data Analysis

The data was collected from a sample of 100 respondents working in private and public schools of Islamabad. Different statistical analyses were carried out for data analysis which includes percentile analysis, correlations analysis, split-half reliability analysis, mean, validity, standard deviation and ANOVA.

Alpha Reliability Coefficient

Table 1
Alpha Reliability Coefficient of AUITs (N=100)

Subscales	Alpha coefficient
Awareness	.79**
Utilization	.47**
Total	.76**

*P <0.05 **P <0.01

Table 1 shows the Alpha reliability coefficients of awareness and utilization. It ranges from .47 to .79, which indicates the internal consistency with each other.

Table 2 describes the item total correlations of UITS. It shows that there is a positive correlation between 16 items which were selected so; all 16 items of utilization are significant for measuring the utilization of innovative teaching strategies.

Table 2
Items Total Correlations of UITS (N=100)

Items	Correlations	Items	Correlations
1	.45**	9	.29**
2	.24*	10	.32**
3	.38**	11	.53**
4	.03	12	.37**
5	.16	13	.45**
6	.68**	14	.55**
7	.29**	15	.02
8	.51**	16	.75**

*p <0.05, **p <0.01

Table 3
Items Total Correlations of AITS (N=100)

Items	Correlations	Items	Correlations
1	.50**	17	.52**
2	.60**	18	.20*
3	.44**	19	.50**
4	.36**	20	.41**
5	.63**	21	.14
6	.39**	22	.50**
7	.71**	23	.67**
8	.24*	24	.37**
9	.38**	25	.68**
10	.34**	26	.21*
11	.82**	27	.53**
12	.46**	28	.17
13	.64**	29	.74**
14	.36**	30	.26**
15	.27**	31	.65**
16	.15	32	.36**

*p <0.05, **p <0.01

Table 3 describes the item total correlations of AITS. The result indicates that all 32 items of awareness are significant for measuring the awareness of innovative teaching strategies because all have positive correlation with the total scale.

Table 4 (N=100)

One-Way Analysis of Variance of Private and Public secondary School Teachers for the Variable Awareness and Utilization

Source	df	F	P
Utilization	99	21.560	.005*
Awareness	99	35.379	.005*

Table 4 shows significant difference between the scores of private and public schools on utilization and awareness levels.

Table 5
Comparison of Mean and SD of school teachers on awareness and utilization for Gender (N=100)

Scale	Male (n=15)		Female (n=85)	
	M	SD	M	SD
Awareness	82.00	11.58	81.73	12.28
Utilization	35.27	5.06	36.69	4.36
Total	117.27	16.01	118.42	16.10

Table 5 shows the scores of school teachers on awareness and utilization for the variable gender. The results reflect that female school teachers have more awareness and utilization rate of innovative teaching strategies.

Table 6
Comparison of Mean and SD of school teachers on awareness and utilization for institution (N=100)

Scale	Public (n=50)		Private (n=50)	
	M	SD	M	SD
Awareness	70.66	3.81	92.88	5.54
Utilization	32.60	2.51	40.36	1.84
Total	103.26	4.79	133.24	6.05

Table 6 shows the scores of private school teachers on awareness and utilization for the variable institution. The results reflect that private school teachers have more awareness and utilization rate of innovative teaching strategies.

Table 7
Comparison of Mean and SD of school teachers on awareness and utilization for professional qualification (N=100)

Scale	B.Ed. (n=64)		M.Ed. (n=9)		N.A (n=27)	
	M	SD	M	SD	M	SD
Awareness	85.86	11.41	86.89	11.64	70.37	4.18
Utilization	37.62	4.48	39.11	3.40	32.89	2.22
Total	123.48	15.30	126.00	14.57	103.26	4.68

Table 7 shows the scores of private and public school teachers on awareness and utilization for the variable professional qualification. The results reflect that M.Ed. qualified teachers have more awareness and utilization rate of innovative teaching strategies.

Table 8
Comparison of Mean and SD of school teachers on awareness and utilization for teaching experience (N=100)

Scale	1-3yrs (n=20)		4-6yrs (n=43)		7-10yrs (n=24)		10+yrs (n=13)	
	M	SD	M	SD	M	SD	M	SD
Awareness	73.10	9.43	75.66	9.73	92.85	6.82	92.23	4.76
Utilization	33.60	4.27	34.56	3.97	40.23	2.56	39.46	1.85
Total	106.70	13.04	110.22	12.96	133.08	8.39	131.69	5.00

Table 8 shows the scores of private and public school teachers on awareness and utilization for the variable teaching experience. The results reflect that teachers having 7-10yrs teaching experience have more awareness and utilization rate of innovative teaching strategies.

Discussion

Through analysis of data we can conclude that private school teachers have more awareness and related to selected strategies and rate of utilization is also higher than public school teachers. More professionally qualified teachers are more aware and there is higher utilization rate than others. And it is also examined that the utilization is positively changed alongside teachers' experience and professional qualification and with the help of conclusion.

Recommendation

1. Although teachers are already familiar with the innovative teaching strategies but workshops and seminars should be organized for in-service teachers so, this will help them learn how to effectively utilize the strategies.

2. Teacher training institutions should include innovative teaching strategies into their curricular packages and make deliberate efforts to get the teachers acquainted with the use of the strategies effectively.

4. Teachers with higher professional qualification and more work experience may be transferred to the secondary schools to give more effective utilization of the strategies across subjects and across school locations in both sectors.

5. This study was undertaken on a limited area and small sample; it may be undertaken on a larger area and a bigger sample.

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