

Existing Classroom Teaching Practices in Janamaitri Multiple Campus, Kuleshwar

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ABSTRACT

The present study has conducted with the main objective to access the classroom teaching practices by the teachers. It has followed the personal status of the teachers as well as the practices of effective classroom teaching. It was based on observational descriptive research design with quantitative nature. The study was conducted on Janamaitri Multiple Campus and the full-time faculties with in the campus. The purposive sampling technique was applied to select the 30 faculties including of 20 male and 10 female faculties. The direct class observation was applied to collect the data and information with major components for effective teaching learning activities. The study concludes that there is normal gap between male and female teachers in teaching profession, most of the teachers were in the middle age group, most of the male teachers had only master level of education except female teachers, most of the teachers had excellent teaching experience from ten to twenty-five years and all most all the teachers had salary as a main source of personal income. Some teachers got regular teaching training in their respective subjects, only few teachers had followed the structured lesson plans and strategy during teaching learning, some teachers had followed traditional methods of teaching and materials during teaching and most of the teachers had managed the classroom properly during teaching learning activities. The regular training and refresher program regarding of modern teaching techniques should be conducted by the campus administration for their respected teachers. Regular monitoring and discussion session with teachers, students and administration should be conducted for improvement.

Keywords: Classroom teaching, teaching techniques, training, planning, methods, materials, evaluation, classroom management.

Background of the Study

Education is one of the basic requirements of human beings and it is the most important element of human right as well (Agrawal, 2009). Education is an art of stimulating and changing the activities of human life positively (Kyriacou, 2007). Learning is a never-ending process, so during the period of learning education makes individuals or even a society sharing in the field identification (Muijs, 2011). In every

teaching learning activity, the teacher, students, curriculum and education system are the major components and without these components the effective teaching learning activities are impossible (Sapkota, 2007). The teacher's duty is to provide formal regular classes as well as shaping the character of the students (Pokhrel, 2006). The performance can be observed only when the teacher is well, trained and equipped with essential knowledge (Agrawal, 2009).

Education is considered as a basic need and human right and it implies teaching and knowledge. So, there is no education without teaching (Sharma, 2016). A teacher has to pass depth knowledge on the field of content, subject matters, pedagogy and presentation. It is made up attribute such as knowledge, attitude, ability and skill (Khanal, 2003). Education is necessary to motivate persons in right way to be aware of the social implication and their independent on confident, competent and development (Tripathi, 2012). The teachers are performing many qualities in society where they are as leader. Teachers are the model for leading society and good and dependable person to communicate and act as a bridge between people and society (Malla, 2007).

Teaching skill is the process of recognizing value and clarifying concept in order to develop skills and attitude towards human culture and society. Some teachers even do not know what teaching skills are and why it is necessary (Nepal, 2008). This education intends to develop cognitive, affective and psychomotor and social behavior of the children. So, the teacher should be skillful in teaching learning activities for this subject (Pokharel, 2006). Education is a process of instruction which is design to deliver and transfer of knowledge and skills. The teacher should have compulsorily specific academic qualification with teaching skills (Kyriacou, 2007). The learners learn more from guided experiences than from authoritarian instruction. The learners always follow the certain techniques and system during activities (Dewey, 1952 as cited in Sharma, 2016).

The teacher and teaching is concerned with planning and directing students activities, detecting what should be done, how it should be done and who should done it. The teaching problems also provide the guideline to the teachers to improve themselves (Thomas, 1958 as cited in Chataut, 2016). The problems concerning the learners as individual personalities, the nature and importance of learning adoptions outcome from different kinds of experience, needs of youth and adults, the planning, selecting, directing and evaluating of classroom teaching learning experience, motivation and guidance of students the classroom management and related activities and the school and community relationship affect every teachers. At last he suggested that we could not guide or direct learning successfully without considering all the factors which affect a teaching situation (Maharjan, 1999).

Piaget (1968) suggest on theory of constructivism impacts learning curriculum because teachers have to make a curriculum plan which enhances their students logical and conceptual growth. He emphasized teacher as continually in conversation with the students, creating the learning experiences that is open to new direction depending upon the needs of the students as the learning progresses. The guide book and other teaching materials are helpful for preparing lesson plan while teaching (Alcon, 1954). The sequence of objectives according subject matter in many topics is found. Availability of material is less, lack of library and lab for practical activities (Tripathi, 2006). The secondary level trained teachers found more skills in performing a number of teachings skilled in performing a number of teaching competencies (Bista, 2009).

Several researches have conducted on various aspects of teaching, performance, satisfaction, effectiveness etc. but only few studies have conducted on practices of teaching techniques and management in classroom. So, this study was based on how the teachers used the teaching techniques for effective teaching? How the teachers applied the major components of teaching techniques during teaching learning activities?

Objective of the Study

The main objective of this study was to assess the existing classroom teaching practices by the teachers in Janamaitri Multiple Campus. Specifically, to analyze the personal status of the teachers, to assess the existing teaching skills and techniques and to examine the methods and materials they used during teaching learning.

Research Methods and Procedures

Descriptive observational based research design was adopted for this study. The study was made an attempt to analyze the classroom teaching techniques by the teachers. This study was focused on existing situation of teacher's personal status, knowledge, practices, teaching learning techniques, class room management and problems. The study was conducted among regular teachers in Janamaitri Campus due to the researcher's own work place. The study was mainly based on primary sources of data as well as secondary sources. Primary data were collected from the regular full-time teachers and secondary data were obtained from books, journals, reports etc. for discussion Khanal (2015). The total teachers were not included in this study but few full-time teachers were sampled by purposive sampling method. The total 30 full time teachers 10 teachers from each stream out of 79 teachers were sampled. In this study, 20 male teachers and 10 female teachers were selected purposively as a sample. The class observation method was the main method of this study. Some basic themes related to effective teaching learning techniques for class observation were developed and applied for the teachers and teaching learning activities during class observation. At first, the researcher established rapport with the teachers to get the permission

and basic information for class observation. The collected information was carefully checked and tabulated manually under different heading and sub-heading for analysis and interpretation.

Results

After collecting the data, it was tabulated and kept in sequential order according to the objectives of the study. The collected data were analyzed and interpreted by using simple statistical measurement procedures like number and percentage were followed and calculated to make present study easily understandable and clear.

Personal Status of the Teachers

This section includes mainly personal information related to the teachers and the data. Personal details of teachers comprise data related to some socio-demographic characteristics and other details related to their profession, Socio-demographic characteristics represents only age, sex, educational qualification teaching experience and personal income related data.

Table 1

Personal Status of the Teachers

Variables	Observed Teaching Faculties					
	Male		Female		Total	
	No.	%	No.	%	No.	%
Sex						
Age distribution						
Less than 30	2	10.0	1	10.0	3	10.0
31-40	6	30.0	4	40.0	10	33.3
41-50	7	35.0	3	30.0	10	33.3
51 and above	5	25.0	2	20.0	7	23.3
Total	20	100.0	10	100.0	30	100.0
Present Qualification						
Master	12	60.0	6	60.0	18	60.0
Up to M. Phil	8	40.0	2	20.0	10	33.3
Up to Ph. D.	0	00.0	2	20.0	2	6.7
Total	20	100.0	10	100.0	30	100.0
Teaching Experience						
Up to 5 years	3	15.0	1	10.0	4	13.3
6-10 years	3	15.0	2	20.0	5	16.7
11-15 years	4	20.0	1	10.0	5	16.7
16-20 years	6	30.0	2	20.0	8	26.7

21 years and above	4	20.0	4	40.0	8	26.7
Total	20	100.0	10	100.0	30	100.0
Regular Personal Sources of Income*						
Salary	20	100.0	10	100.0	30	100.0
Bank interest	4	20.0	3	30.0	7	23.3
House rent	12	60.0	3	30.0	15	50.0
Bank share	9	45.0	4	40.0	13	43.3
Business	6	30.0	1	10.0	7	23.3
Others	4	20.0	3	30.0	7	23.3

(Note: * The percentage may exceed 100 due to multiple responses.)

The table 1 shows that maximum 66.7 percent were male teachers while 33.3 percent were female teachers during the study. Similarly, out of the total sampled teacher, highest 33.3 percent were from aged group 31-40 and 41-50 followed by 23.3 percent from 51 years and above age group. It is found that highest male teachers from 41-50 years age group and highest female teachers from 31-40 years age group respectively in terms of present age group.

It is found that highest 60.0 percent teachers had master degree followed by M. Phil degree holder with 33.3 percent at the time of study. Similarly, 20 percent female teachers had their Ph. D. degree while the male teachers had not any Ph. D. degree at the time of study. The data indicates that equal 26.7 percent teachers had 16-20 years and 21 and above years of teaching experience followed by 6-10 years and 11-15 years of teaching experience with equally 16.7 percent. Most of the male teachers had 16-20 years of teaching experience while 40 percent of female teachers had 21 and above years of teaching experience.

The data revealed that all most all the teachers had salary as the main source of income, 50.0 percent teachers got house rent as a regular source of income, 43.3 had banking share, and equally 23.3 percent had bank interest, business and other sources of regular income. Similarly, 60.0 percent male teachers had house rent, 45.0 percent had banking shares and 40.0 female teachers had also banking shares and 30.0 percent had house rent as a regular source of income

The Practices of Teaching Techniques and Skills

Teachers are the key persons in any academic institution and effective teaching is the key features for institutional improvement. Teaching techniques and skills play vital role in effective teaching. Teachers develop their teaching techniques and skills every time through best practices shared by other teachers, continuing education and classroom experience. The teacher should have the different skills like innovative,

socialized, prepared, organized, clear objectives for lessons, effective, disciplined and so on. The researcher observed the class room teaching in the following components related with effective teaching skills and techniques.

Table: 2

Existing Practices on Teaching Techniques and Skills

Variables Sex Educational Training	Observed Teaching Faculties					
	Male		Female		Total	
	No.	%	No.	%	No.	%
Trained	12	60.0	7	70.0	19	63.3
Untrained	8	40.0	3	30.0	11	36.7
Total	20	100.0	10	100.0	30	100.0
Preparation of Daily Lesson Plans						
Prepared	7	35.0	3	30.0	10	33.3
Unprepared	13	65.0	7	70.0	20	66.7
Total	20	100.0	10	100.0	30	100.0
Use of Teaching Materials						
Highly used	8	40.0	3	30.0	11	36.7
Less used	12	60.0	7	70.0	19	63.3
Total	20	100.0	10	100.0	30	100.0
Use of Teaching Methods						
Appropriate	8	40.0	4	40.0	12	40.0
Inappropriate	12	60.0	6	60.0	18	60.0
Total	20	100.0	10	100.0	30	100.0
Sitting Arrangement						
Managed	16	80.0	7	70.0	23	76.7
Unmanaged	4	20.0	3	30.0	7	23.3
Total	20	100.0	10	100.0	30	100.0
Evaluation Techniques						
Proper	15	75.0	8	80.0	23	76.7
Improper	5	25.0	2	20.0	7	23.3
Total	20	100.0	10	100.0	30	100.0

The table-2 indicates that only 63.3 percent teachers were trained through different formal and non-formal education. Similarly, 60 percent of male teachers and 70.0 percent of female teachers were trained at the time of study. It is found that 66.7

percent teachers had not prepared the lesson plan followed by 65.0 percent male and 70.0 female teachers had not prepared the lesson plan at the time of study. The data indicates that only 36.7 percent teachers had used several teaching materials during teaching followed by 40.0 percent male and 30.0 percent female teachers had used teaching materials during observation.

The observational data indicates that 40.0 percent teachers had used appropriate teaching methods and followed by equally 40.0 male and female teachers had used appropriate teaching methods during teaching. Most of the male and female teachers had used inappropriate teaching methods or simple teaching methods. Similarly, 76.7 percent teachers had managed the classroom sitting arrangement followed by 80.0 percent male and 70.0 percent female teachers had managed the classroom properly at the time of observation. Most of teachers 76.7 percent had applied proper evaluation system during and after end of the teaching learning activities while 23.3 percent teachers had improper practices of evaluation during observation. Mostly female teachers 80.0 percent had good practices of evaluation during teaching learning activities.

Discussion

The data shows that there is normal gap between male and female teachers in teaching profession where females are still a behind then males. Because of less educational opportunity for female and high dropout rate of female in higher education so the female teachers are less involved in higher education teaching and it is also similar to the research findings of Agrawal (2009). In this study, it is found that the age is just a number in terms of academic performance. Most of the teachers were in the middle age and they are doing satisfactory job which is similar to the research findings of Alcon (1994). The higher education is the main factors for college level teaching, specially the M.Phil. and Ph. D. is most for teaching in higher education and quality teaching learning as well which is consistent with the findings of Pokhrel (2006). It is found that the experienced teachers are seemed to be less in numbers. It is obvious that the students gain more knowledge from more experienced teacher. The teaching experiences variation among the teachers can affect the teaching learning activities. Those who had long teaching experience could have high skill of teaching which is consistent with the Tripathi (2012). Similarly, the level of income also plays significant role professional development as well as working motivation. Most of the teachers were engaged in different economic activities with satisfactory sources of regular income and that enhances the working capacity of the teachers which is consistent of the research findings of Pokharel (2006).

Training is one of the major aspects of promoting teaching learning performance of the teachers. Most of the teachers had good training in their respective subjects and

techniques of teaching which is consistent of the research findings of Muijs (2011). Similarly, the lesson plan plays important role in effective teaching learning in a planned way because the lesson plan is considered as the backbone of the fulfillment of the objectives of any curricular activities Bista (2009). The lesson plan gives the positive impact on teaching learning activities and helps to complete the course in appropriate time with predetermined goals. The teachers follow the right way and guidelines by lesson plans and it is also similar to the study findings of Devkota (1996). The teaching and learning materials and methods are the major parts of lesson plan and teaching activities. Teaching learning materials and methods must be effective, real and related to the lesson plan for teaching learning activities Sapkota (2007). The classroom teaching learning becomes more effective and lively with the help of appropriate teaching materials and methods. The teaching materials and methods may be varied, modified and improved according to the nature of the topic, level, need, interest and behavior of the students. In this study, very few traditional materials and methods and less effective materials and methods were used during teaching learning activities. Similarly, the ICT based audio visual material and methods are effective in teaching, but only few teachers had used such modern materials and methods during teaching learning which is consistent with the research of Agrawal (2009). Evaluation technique is the main aspects of the all teaching learning activities. It is helpful in the search of student capacity, attitude, knowledge and behavior in the subject matter. Therefore, different means of evaluation i.e. formative, summative, diagnostic, and so on should be used during and end of the classroom teaching and most of the teachers had used the proper evaluation techniques during teaching learning activities which is consistent with the research of Chataut (2016). Classroom setting and management is also the main part of teaching learning activities. It is helpful in conducting effective class and teaching learning activities. The most of the teachers had used the proper classroom setting and management during teaching learning activities which is consistent with the research of Sharma (2016).

Conclusion

This study was concerned with the practices of teaching techniques and skills during teaching. It is found that the normal gap between male and female teachers in teaching profession due to less involvement of female teachers in higher education. Most of the teachers were in the middle age and they are doing satisfactory job in terms of salary, shifts, result and respects. The higher education and qualification are the main factors for college level quality teaching learning and most of the male teachers had only master level of education except female teachers. Most of the teachers had excellent teaching experience from ten to twenty five years with good result, motivation to the students and positive responses. All most all the teachers had salary as a main source of personal income.

Most of the teachers had good training in their respective subjects and they performed well as a trained teacher. The lesson plan plays important role and it is the backbone of the fulfillment of the objectives of any curricular activities. Only few teachers had followed the structured lesson plans and strategy during teaching learning. Some teachers had followed traditional methods of teaching and materials during teaching. The classroom setting and management is necessary for effective teaching learning and the most of the teachers had managed the classroom properly during teaching learning activities.

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