

Effects of Innovative Teaching Strategies on Students' Performance

Dr. Fauzia Khurshid¹

¹ National University of Modern Languages, Islamabad.

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Abstract

The purpose of this experiment was to investigate the effects of innovative teaching strategies on the performance of students of grade 1. The experiment was done on the teaching of science subject to the students of grade 1. A sample of 50 students (boys and girls) was selected randomly out of the population of 100 students in grade 1 from an English medium school of Islamabad. Two groups of 25 students each were made. Pre-test of General Science was given to both the groups and the results were recorded. One group was taken as a control group which was taught science by the teacher who used conventional method of teaching while the other i.e. the experimental group was taught by the teacher who used innovative teaching techniques. After one month's time of teaching, a post-test was conducted.

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18 **Index terms**— Innovative Teaching Strategies, students' Performance, Experimental Group, Control Group.

1 I. Introduction

19 An enormous amount has been written in the last two decades about research on how people learn. Students actively learn by observing and performing activities, the process of learning is far more accelerated when a practical implementation is associated and the learner is benefited with the applied knowledge and skills and it also involves trial and error at times during self-exploration.

20 It's more effective if the students are made to perform rather just asked to remember some information. The applied and implicit knowledge should be the ultimate goal of the education system. A typical classroom environment with a presentation from the course teacher accompanied by a lecture does not promote learners to participate and does not build a required involvement level of the students. Most of the learners just copy the notes from lecture or board considering it part of their responsibility being in the class but it does not build their engagement level with the course being taught. This typical environment only promotes a fraction of students who start thinking at their own and try to raise questions taking initiatives.

21 Before the advent of technology in the teaching methods, the instructor is the transmitter and the learners are the receivers of the knowledge being transferred. The typical medium can be imagined as a board, chalk and the lecture. The early twentieth century technique was followed for decades and still in practice at many places. The instructor is the center of this model delivering factual knowledge to the whole group of learners and having a complete authority in the classroom. The students have a minimum role to play here and the just at the receiving end of the transmission (Orlich et al. 1998). Educationists of today find this method limiting and less effective as the learners may lose their concentration within half an hour due to passive role and less participation. Some of the limiting factors can be summarized as:

22 1. This is a one way transmission of knowledge. 2. The knowledge is purely factual. 3. Students' feedback and queries are very limited or even non-existent at times. 4. Course material is limited to the pre-prepared lectures and text books. 5. Insufficient elements of interest and engagement for the learners. 6. Applied and real life knowledge is least discussed and focus is purely based theory. 7. The system promotes memorizing skills of student and least concerned with the understanding.

5 D) INTERVENING VARIABLES

44 As this approach is least practical and applied and more theoretical and memorizing (Teo & Wong, 2000),
45 activity based learning encourages student to learn real life problems based on applied knowledge and keep the
46 interest and understanding of the students at its highest level. (Boud & Feletti, 1999).A 2012 (D D D D) E
47 Year

48 Today is the era of science and technology and there is a great need to improve quality of education specifically
49 of science education. This can be possible by bringing fundamental changes through innovative techniques through
50 which teachers can provide students centered learning environment that can make learning process interesting
51 and understandable to the young learners. At a primary level there are so many children who get bored in
52 the classrooms and some of them even refuse to go to school. Most of them are highly intellectual and they
53 feel boredom and monotony in the class due to same usual teaching patterns of the teachers. These children
54 sometimes produce alarmingly poor results in the exams.

55 The researchers anticipated to determine the effects of innovative teaching techniques on students' achievement.
56 This was an experimental research conducted on the students of grade 1 to analyze the psychological effects of
57 teacher's behavior and teaching styles on students' learning.

58 There was a research conducted on elementary classrooms in 1974 by Jane Stallings and her associates to study
59 relationship between teacher behaviors and student achievement ??(Stallings & Kaskowitz, 1974). The behaviors
60 of teachers were observed in 166 classrooms and their students were tested for achievement gains in mathematics
61 and reading. Along with many other findings it was discovered that the teachers who were more businesslike and
62 had pre-planned activities in structured classrooms produced better results as compared to those with informal
63 classrooms and routine methods.

64 Steven McGee and Bruce Howard in their work compare conventional method of teaching with the Horse Race
65 and emphasize that the conventional methods are no good for the overall growth of the class rather they create
66 only a competing environment.

67 Doyle studied the impact of academic learning through indirect tasks in 1983 where the learners were redirected
68 to focus their attention to alternate tasks rather than direct study of the curriculum. He concluded that learning can be
69 influenced by targeting and applying different ways of processing information and focusing the attention towards
70 a particular task.

71 Croker and Algina 1986 assert in their work the individual needs of the students that cannot be fulfilled with
72 one standard teaching method as every student comes from different background and possess different questions
73 about the things being taught and have a different focus towards the environment around him or her. So until
74 and unless the things get cleared in the mind of students, the learning cannot be gauged, rather conventional
75 methods are mostly measuring the memorizing skills of the students instead of bringing clarity in their minds.

76 2 II. Method

77 The objective of this experiment was to uncover the effects of innovative teaching techniques used by the grade 1
78 science teacher. The techniques the researcher used during this one month of experiment were: Team projects ?
79 Individual projects ? Field trip ? Flash cards ? Real objects ? Audio-visual aids ? Internet access ? Computer
80 assisted instructions ? Role play ? Work sheets ? Smart Boards ? Group discussions ? Quizzes ? Mind Maps

81 This experiment was conducted after the final exams of class 1 with the consent of their parents. a) Population
82 50 students were selected on random sampling out of the total population of 100 students of class 1. These children
83 were average students. Out of these 50 students again systematic random sampling was done to divide them into
84 two groups of 25 students each. Pretest was taken. Now one group is said to be the control group and other one
85 is the experimental group.

86 3 b) Control Group

87 The control group was kept as constant and was taught by the teacher who did not use the above mentioned
88 techniques rather she taught with traditional (lecture and discussion) method.

89 4 c) Experimental Group

90 Experimental group was taught by the teacher using all the above mentioned techniques.

91 5 d) Intervening Variables

92 Class environment and arrangement were initially kept the same. The qualification and experience of both the
93 teachers were exactly equal. Home assignments given to both the groups were exactly the same in order to
94 avoid the intervening of the parents. 2. Students taught by the teacher using innovative teaching strategies
95 produce better results as compared to the other group of students taught with traditional/conventional method.
96 3. The under achievers or the students having below average scores perform well in experiment group and thereby
97 collective achievement of the experiment is better than the control group. 4. The students of the experimental
98 group have more clear concepts and they will be retained longer as compared to those taught with traditional
99 method. 5. Students of the experimental group will attend the school happily and will take interest in the class.

100 **6 III. Experiment**

101 The duration of the experiment was one month starting from March 28th to April 27th 2012 after the final
102 examination was over. The reason for conducting the experiment at this time of the year is that the regular
103 classes would not be disturbed and the parents of any of the groups would have no objection.

104 According to the planner made by the researcher, four topics were taken from the General Sciencebooks which
105 were not from the text book prescribed for that school. Namely; 'We are alive', 'Plants are alive', 'living and
106 Non-living things' and 'We need food'. These four topics were divided into four weeks. Initially both the class
107 rooms were set on the same standard pattern later the researcher rearranged the experimental classroom with
108 modern equipment. Exactly after one month's time, post-test was conducted from those four topics. A remarkable
109 difference was observed between the scores of the two groups.

110 **7 IV. Results**

111 a) Pre-Test Results

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113 **9 Effects of Innovative Teaching Strategies on Students' performance**

115 Pre-test results display a clear similarity between the control group and the experiment group. The mean scores
116 are matching: i.e. 88.20 and 88.16. The standard deviation and variance shows that the scores are equally
117 distributed in the two groups. And the frequencies of the various grades are also almost same with equal number
118 of students: in the lower bands, 60 -80 we have 4 students in each group and above 80 we have 21 in each. So
119 there exists a symmetry and it was kept as per hypothesis, the experiment is supposed to evaluate the impact
120 on students with a blend of different grades and different IQ and acceptance level.

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124 The post-test results are completely different from the pre-test results. There exists a huge gap between the mean
125 scores and the experiment group is a clear win. The mean score for the control group turned out to be 73.64
126 and the experiment group is much higher i.e. 91.88. The variance is half. The scores in the experiment group are
127 more focused which shows a convergence in score bands and the transition is from lower to higher as the mean
128 score is raised.

129 The analysis of the score bands shows a good shift in the higher band of the experiment group while the
130 frequencies are distributed in the control group and no pattern can be observed. The in experiment group which
131 is very positive indicator as it shows the achievement of students that may be referred as under-performers
132 compared to the rest. Likewise the middle bands are moved to the high achievers and the result becomes over
133 all improved. Hence the statistics show the both individual and collective achievement in the experiment group;
134 improvements in underachievers, convergence towards the higher band of scores.

135 **12 V. Analysis**

136 Starting with same mean score in the pretest almost same distribution of grades, the post test results are totally
137 different. There is noticeable difference in the mean scores of the two groups i.e. 91.88 of experiment group
138 compared to 73.64 of the control group. Clearly the experiment group outperformed the control group. This
139 is not the only measure. We have a reduced variance and standard deviation in our results showing the overall
140 achievement of the group and similarity in the pattern of scores among the experiment group students. The
141 results get further clarify if we observe the frequency of various ranges of scores. The mode of experiment group
142 is 90-100 and while the control group is 70-80. Also the frequency is highest and concentrated in the high group.
143 The ratio of under achievers is the minimum; there is not student found in the minimum band of scores.

144 **13 VI. Conclusions**

145 With the observed results the conclusion is very clear that the innovative teaching methodologies outperform
146 the traditional classroom teaching. The impacts are found on both individual and group level. It satisfies the
147 individual learning requirements and increases the interest level among the students. At the group level, more
148 students are found scoring higher grades and with the special focus on the students who performed less in the
149 pretest the frequencies of lower grades are remarkably reduced.

150 The quantifiable hypothesis number 1, 2 and 3 are clearly proved through this experiment.

151 **14 VII. Discussions and Suggestions**

152 Education is a beacon for all mankind; it is the right direction to surge. We have to make education a learning
153 process that generates interest in the students and motivate them to stay back in the institutions than to run
154 away from it. Education should be entertaining and fun to students not boredom or just a duty. Teaching is
155 also changing classroom experience. The researchers recommend that the teaching would be highly effective if
156 the teacher starts to use innovative teaching techniques. Islam bestows a great importance to the acquisition
157 of knowledge and education. "Iqra"; 'read' is the first word of our Holy Book Quran. Education is thus the
158 beginning of every human activity.

159 To restrain the traditional approach of teaching; teachers must use innovative strategies to enhance the
160 cognitive level of students. Students must be given the exposure to the science and technology to compete the
161 outer world. The positive responses of the students also demonstrate that the new techniques are the effective
162 means of reinforcing the learning process, particularly for those learners who are not getting benefited from the
traditional (face-to-face) mode of delivery. ^{1 2}



Figure 1: Hypothesis 1 .

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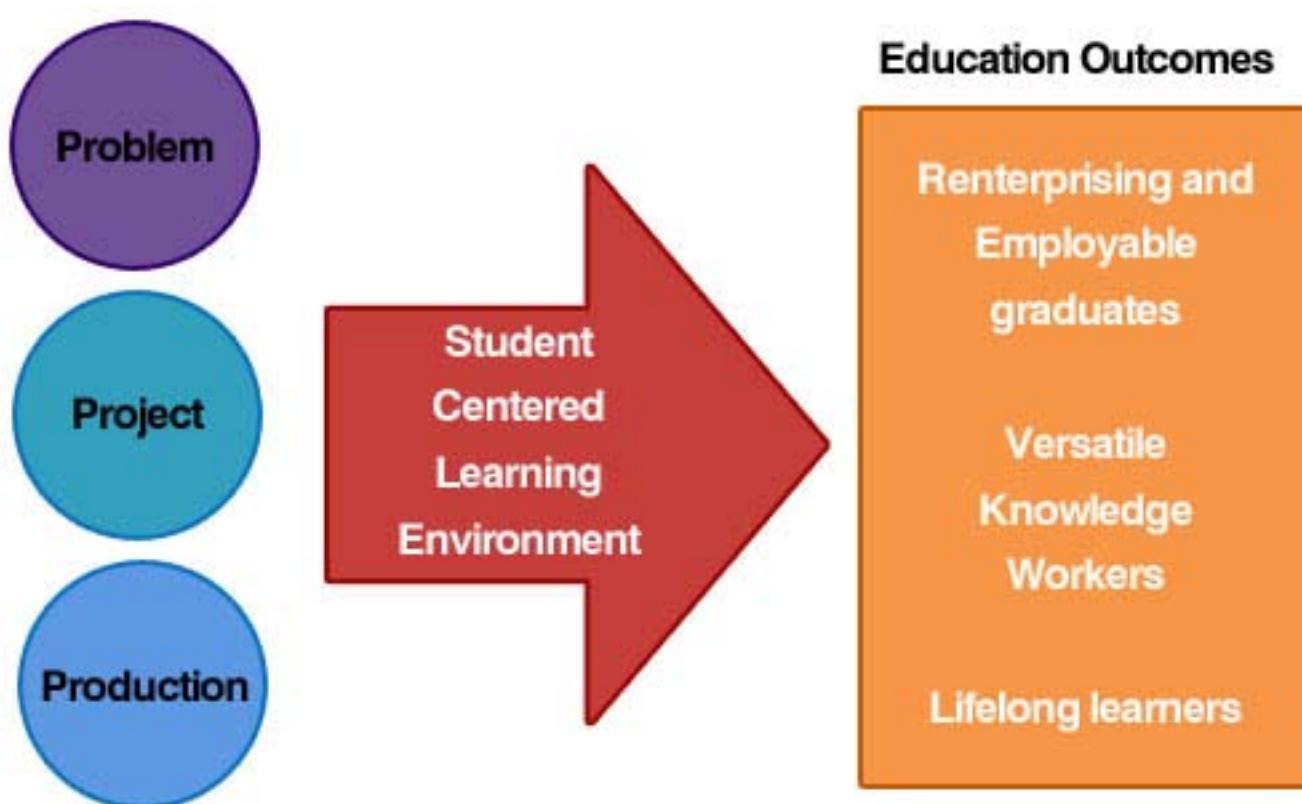


Figure 2:

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