

**QUALITY EDUCATION: A STUDY OF TEACHING
PEDAGOGIES AFFECTING SUSTAINABLE DEVELOPMENT
IN EDUCATION AND LEARNING OF STUDENTS**

MS. MOHINI GUPTA

Assistant Professor -Department of Management

Lucknow Public College of Professional Studies, Lucknow

(Affiliated to University of Lucknow, Lucknow)

DR. HARI MOHAN SAXENA

Associate Professor - Department of Management

Lucknow Public College of Professional Studies, Lucknow

(Affiliated to University of Lucknow, Lucknow)

KEYWORDS ABSTRACT

TEACHING
METHODS,
EFFECTIVE
CLASSROOM,
TWO WAY
PROCESS

A classroom is a place where students are imparted education by the teachers by using different teaching methods and aids. These teaching methods and aid contribute a lot in learning of the students. An appropriate teaching method used by teachers resulted in extraordinary performance in term of learning which ultimately results in the contribution of brilliance to the country and even to the world. Present study focuses on the methods of teaching adopted by teachers for the undergraduates of Lucknow city and its impact on the learning and understanding of the undergraduates. Teaching is a two way process, not one way communication in which one person transfers his or her thoughts with another one in the form of information. The teacher plays a very crucial role in creating an effective classroom surrounding

for students, but in the concluding analysis, it is the social and psychological things and responses of each student that decide what he or she learns. The concepts and thoughts shared by teacher in classroom are perceived, interpreted, processed, and understood in classroom —not what the teacher does—is the single most important factor in determining the educational outcomes acquired by that student.

1. METHODS USED IN CLASSROOM TEACHING

Research has considered the following methods used in classroom teaching for learning of undergraduates.

1.1 LECTURE METHOD

A lecture method is a verbal communication in which teacher communicates his or her ideas with the students which is very economical and easy to convey the information and knowledge with students. According to research findings by Benson, L., Schroeder, P., Lantz, C., and Bird, M. (n.d.), students might give priority to lecture content above textbooks. Giving a speech is more than just getting up in front of the class and telling them stuff. Voice, facial expression, gesture, movement, and eye contact can all contribute to or take away from the matter of a lecture, which is a unique kind of communication (Davis, 1993). In the article "Common Teaching Methods," McCarthy, P. (1992) outlined the benefits of the lecture method, stressing its capacity to deliver factual information in an understandable and straightforward way, incorporating experiences that pique students' curiosity and encourage candid conversations, and being especially helpful for large groups.

1.2 PRESENTATION

Hamm (2008) stated; "A presentation involves motivating listeners to accept a new idea, alter an existing opinion, or act on a given premise." In this teaching method, students firstly understand the respective topic in depth before presenting i.e. thorough knowledge of the topic which contributes in increasing the confidence among students and facing the audience.

1.3 ASSIGNMENT

Completing written tasks helps with information organization, fact absorption, and test-taking readiness. This method emphasizes each student's unique effort and is

advantageous for the mentoring and learning processes (Kochhar, 2000, p. 358). This approach encourages students to investigate subjects from a variety of sources, including books, websites, and more, which helps them do better academically and develop their research skills.

2. CASE STUDY

This teaching methods basically contributes in increasing the analytical skills of the students in which students try to diagnose the problems and solutions.

- **GROUP DISCUSSION AND DEBATE**

This method contributes in verbal discussion and suitable in resolving the point of differences and issues by exchanging the thoughts and opinion. Class discussions have the advantage of allowing each one to take part in an active process and pooling ideas and experiences from the group.

Kochhar (2000, p. 347) stated that a problem or a condition in which there are contrasting opinions is most fitted for the discussion method in teaching. Discussions in the classroom allow students and group members to freely exchange ideas verbally. McCarthy, P. (1992).

- **GUEST/ INVITED LECTURE**

In this teaching methods institution called experts of their field like academics and corporate who share their thoughts with students to give them live experience.

3. STATEMENT OF THE PROBLEM

Present study focuses on modern methods of classroom teaching to make learning of students more effective. Therefore, present study identifies the influence of teaching methods on learning of undergraduates.

4. OBJECTIVES OF RESEARCH

The distinct objectives of the research areas follow:

- To study the impact of methods of teaching on learning of the students.
- To recommend the suggestions for the betterment of learning of undergraduates.

5. RESEARCH METHODOLOGY

5.1 SAMPLE DESIGN

The present study includes undergraduates, in Lucknow city only. A set of 140 sample approached out of which 100 responded.

5.2 PRIMARY DATA

The researcher visited the degree colleges to collect the data of undergraduates. The structured questionnaire was given to the undergraduates to collect first-hand information. This has been followed by personal interview. Primary data of the undergraduates were collected through interviews.

Secondary sources of data were used and it include record files, brochures, dissertations, project reports, research papers, books, handbooks, newspapers, websites and other published and unpublished material of the institutions.

5.3 DATA ANALYSIS AND INTERPRETATION

5.3.1 TEST OF RELIABILITY

A researcher has devised a forty questions questionnaire to measure and examine the job satisfaction of respondents. Each question carried 5-point Likert items from "strongly disagree" (1) to "strongly agree" (5).

The higher value of alpha shows higher reliability of the instrument. The literature shows that the acceptance value of reliability must be greater than 0.70. Higher the value, higher will be reliability. Table below shows that the reliability of teaching methods and were found 0.850 which is greater than acceptable value (greater than 0.70).It can be confidently claimed that the used instrument (questionnaire) for the purpose of analysis is highly reliable and valid. Below table9 no of items which are the means of variables taken in the study.

TABLE 1 TEST OF RELIABILITY OF RESEARCH INSTRUMENT
RELIABILITY STATISTICS

Cronbach's Alpha	N of Items
.850	9

- Descriptive analysis of identified factors
- Descriptive Analysis of Variables by average mean and standard deviation

Descriptive analysis was done by the researcher on the gathered data. In order to address the research objectives and questions, analysis include classifying, categorizing, and summarizing data; categorization aids in reducing the large amount of data into forms that are understandable and interpretable.

TABLE 2 DESCRIPTIVE ANALYSIS

DESCRIPTIVE STATISTICS			
	N	Mean	Std. Deviation
Lecture (Lec.)	100	3.5825	.43721
Presentation (Pretn)	100	3.4575	.47743
Assignment (Assgn)	100	3.5825	.43759
Case study (CS)	100	3.3650	.44523
Guest lecture (GL)	100	3.6825	.43354
Conference & seminar (C&S)	100	3.6525	.41519
Role play (RP)	100	3.7825	.44739
Evaluation technique (ET)	100	3.6375	.43760
Learning	100	3.4333	.44324
Valid N (listwise)	100		

Above table indicates the perception of the respondents in term of Lecture (Lec.), Presentation (Pretn), Assignment (Assgn), Case study (CS), Guest lecture (GL), Conference & seminar (C&S), Role play (RP), Evaluation technique (ET), and learning.

The table shows that the mean score varies from 3.3650 to 3.7825 with the standard deviation of 0.41519 to 0.47743. The scores of the received mean clarify that

respondents were of the opinion ‘agree’ to ‘strongly agree’ as the options were put on Likert Scale from strongly disagree (1) to strongly agree (5) in the study.

5.3.2 CORRELATIONS ANALYSIS

TABLE 3 CORRELATIONS ANALYSIS

	Lecture (Lec.)	Presentation (Pretn)	Assignment (Assgn)	Case study (CS)	Guest lecture (GL)	Conference & seminar (C&S)	Role play (RP)	Evaluation technique (ET)	Learning
Lecture (Lec.)	1								
Presentation (Pretn)	.567**	1							
Assignment (Assgn)	.541**	.645**	1						
Case study (CS)	.312**	.578**	.645**	1					
Guest lecture (GL)	.152	.356**	.354**	.623*	1				
Conference & seminar (C&S)	.564**	.522**	.598**	.544*	.578**	1			
Role play (RP)	.456**	.444**	.611**	.566*	.569**	.812**	1		
Evaluation technique (ET)	.367**	.643**	.462**	.588*	.489**	.781**	.578*	1	

Learning	.645**	.632**	.672**	.590* *	.677**	.797**	.756* *	.783**	1
-----------------	--------	--------	--------	------------	--------	--------	------------	--------	---

The association between undergraduate learning outcomes and teaching approaches is explained in the above table in terms of relative strength. The degree of correlation between constructs and variables is indicated by their relative values. Learning and a variety of teaching approaches, such as lecture (Lec.), presentation (Pretn), assignment (Assgn), case study (CS), guest lecture (GL), conference & seminar (C&S), role play (RP), and evaluation technique (ET), are positively correlated, according to the results of the current correlation study.

6. FINDINGS & CONCLUSION

Within the study's fundamental framework, the researcher made a hypothesis. The findings demonstrated that every hypothesis had been disproved, allowing an alternative theory to be accepted. By having conversations with the respondents, the researcher further confirmed the outcome of the hypothesis. Researchers discovered a positive correlation between undergraduate learning and all teaching methods, but there is still room for additional teaching method variables to influence undergraduate learning.

7. REFERENCES

- Arreola, R. A. (1995). Developing a comprehensive faculty evaluation system. Bolton, MA: Anker Publishing.
- Benson, L., Schroeder, P., Lantz, C., and Bird, M. (n.d.). Student Perceptions Of Effective Professors. Retrieved July 24, 2009, from www.usfca.edu/ess/sym2001/PDFbooks/
- Braskamp, L. A. (2000). Toward a more holistic approach to assessing faculty as teachers. In K. E. Ryan (Ed.), *Evaluating teaching in higher education: A vision for the future. New directions for teaching and learning*, 83, 109-123. San Francisco, Ca: Jossey-Bass.
- Braskamp, L. A., & Ory, J. C. (1994). *Assessing faculty work: Enhancing individual and instructional performance*. San Francisco, CA: JosseyBass.
- Centra, J. A. (1993). *Reflective faculty evaluation*. San Francisco, CA: Jossey-Bass.
- Chang, T.S. (2001). The effect of system administration on faculty attitudes toward student ratings. Hualien, Taiwan: National Hualien Teachers College.