

COMPARATIVE STUDY OF TEACHING STRATEGIES IN THE HIGHER EDUCATION SYSTEM OF PUNJAB AND KHYBER PAKHTUNKHWA

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ABSTRACT

The study focused the teaching strategies used in higher education system of the Punjab and Khyber Pakhtunkhwa. The objective was to compare the teaching strategies of the higher education teachers in both provinces for better learning. The study was descriptive in nature. Hence, 1638 students from the universities of Punjab and 1110 students from the universities of Khyber Pakhtunkhwa were comprised of population. Total 313 students from three universities of the Punjab i.e. Bahaudin Zakriya University (Multan), University of Punjab (Lahore) and University of Sargodha in (Sargodha) and 285 students from three Universities of Khyber Pakhtunkhwa i.e. Gomal University (D I Khan), Abdul Wali Khan University (Mardan) and University of Peshawar (Peshawar) who were enrolled in the morning session 2014-2016 were randomly selected for sample. The questionnaire was developed on five point Likert scale. Through Cronbach Alpha, reliability of the questionnaire was checked and score was .738. Independent sample t-test was applied. It was found that teachers in both the provinces practice the lecture method in their respective classes rather than using different teaching strategies. It was concluded that teachers in both the provinces were found hesitant to use A-V aids in their respective classes.

Keywords: *Teaching strategies, Higher Education System, Lecture method, A-V Aids*

INTRODUCTION

Higher education has great implications in the society. According to World Bank (2011) the higher education system is comprised of students, faculties, infrastructure, resources, vision, mission and strategies related to planning. The stakeholders of the higher education system are the students, teachers, academicians, administrators, resources, physical infrastructure, formal and informal rules and the society. All the stakeholders jointly integrate the system towards the desired goals. Higher education plays significant role in the socio-economic development. The traditional role of higher education has completely changed and now it focuses on innovation and employability in the society. The ascent and eminence of higher education is appropriate and profitable not only for an individual but also for the society.

In this regards, Marmolejo & Puukka (2006) explains that higher education institutions brings social, economic and cultural development and economic development is very

much dependent upon the level and quality of higher education. Hence, socio-economic development and quality higher education are interlinked and interdependent. Motova (2014) asserts the role of higher education for sustainable humanity as well as growth of economy. Regarding this, Mohrman (2008) asserts that the role of the universities has become to build up economic development of the country along with promoting skills, scientific knowledge and research. Subsequently, a skilled youth, with the application of scientific knowledge leads to the economic development of the country.

Teaching has great significance and distinction in the higher education system because teachers` role is to contribute to the knowledge and polish the abilities of the skill seekers. Brown and Carasso (2013) assert the role and scope of higher education by magnifying the roles of teacher and teaching in the higher education institutions. Good teaching is a primary and fundamental facet of higher education. According to Sayed (2010) the studies indicate that a professionally sound teacher has the capability to changes the methods and strategies of teaching and to bring innovation by ensuring the quality of education. Quality teaching acquires pre-determined learning objectives by representing information in effective way.

According to Elton (1991) quality teaching in higher education means staff development by providing them the professional training and adequate facilities. A skilled and professionally trained teacher is the prerequisite for quality teaching in higher education. Modernization and social change has brought different style and techniques in the teaching where the student is no more a passive listener rather he is an active explorer. According to Apel (2003) a university teacher needs to interpret and answer most complicated questions and to impart knowledge according to the needs and satisfaction of the students. Hence, professionally trained, knowledgeable sound and research oriented teacher satisfy the students at the university level.

Teaching strategies are quite fundamental for the better learning in education generally and in higher education particularly. Teaching strategies provide different techniques to the teacher for the better understanding of the content and subsequently the learning objectives are achieved. In this regards, Vizek (2003) uses the word teaching methods for teaching strategies and defines the term teaching method as an organized and systematic application of teaching technique for the facilitation of the students for better learning. He further adds that teaching method means to develop a particular type of behavior for a specific content for the active participation of the students in the learning process. According to Serva and Fuller (2004) teaching strategies are dependent upon the relevant and convenient use of electronic resources and media to make the strategies more effective and purposeful. These strategies may include quizzes in the class, assignments

as homework, group discussion, demonstration in the class, interactive lectures, field trip for a specific behavior etc. Teaching strategies focuses upon specific learning outcomes in a systematic way.

Teaching and learning go side by side and effective teaching is measured through the learning of the students. The rating of quality teaching is co-related with the learning of the students. According to Franklin (2001) teaching rating can be measured through the level of students` learning, the more learning occurs, higher ratings is given to the teachers. Regarding this, Braskamp and Ory (1994) assert reasonable learning happens when a teacher shapes the situation and make it effective by using proper procedure and applying appropriate strategy in the class.

Lecturer method is a very common technique used in the class. It has been proved a prevalent method of academic teaching since long. Hence, it faces immense criticism being antiquated and obsolete strategy of teaching particularly in higher education. In this connection, Prince (2004) asserts that lecture method needs to be replaced with other dynamic technique to bring innovation in teaching learning process. This innovation is quite fundamental and mandatory particularly at the university level. He further adds that various studies have been conducted and it has been found that direct teaching is not proportionate for the deeper understanding or creativity rather it focuses on the mere transmission of knowledge. According to Zanchin (2002) the new teaching methods in the class remain quite meaningful and purposeful not only for imparting knowledge but also inspire the students to take active part in teaching learning process.

Teaching strategies brings innovation, modernization and variation in the higher education. Students take maximum participation in the teaching learning process when they experience innovation in teaching strategies. According to Benek-Rivera and Mathews (2004) the pace of the classroom and learning of students is changed with the active teaching strategy and subsequently, the involvement of the students` in the content is increased. Similarly, motivational level of the students, their attention and excitement for learning is heightened with the help of better teaching techniques (Tomcho and Foels 2008).

Student learning is the fundamental concept of quality teaching in higher education. Hence, it focuses on students` involvement the content and in learning. Learning does not mean mere transmission of knowledge. Modernization has brought innovation in the pedagogical skills with the help of technology. The pedagogical skills of the teachers provide congenial atmosphere for learning and also focus on students` apprehensions and needs. Regarding this, Kember and Kwan (2000) explain the concept of learning centred

teaching and content centred teaching and call it single type of teaching because teacher uses different methods to transmit the knowledge. The best strategy for students` learning is to awake their cognitive abilities and to make them think critically and analytically. Hence, mere transmission of knowledge with different teaching methods is not worthwhile teaching strategy at all.

Statement of the Problem

Teaching strategies used in the classes of higher education system play pivotal role in teaching learning process. Hence, it was quite significant to compare the teaching strategies used in higher education systems of the Punjab and Khyber Pakhtunkhwa because no comparison has been taken place before.

Objectives of the Study

Following were the objectives of the study

- To know about the opinion of students about different teaching strategies used in the higher education system of the Punjab and Khyber Pakhtunkhwa.
- To know about the opinion of students about use of A-V aids in the higher education system of the Punjab and Khyber Pakhtunkhwa.
- To know about the satisfaction of students about teaching strategies used in higher education system of the Punjab and Khyber Pakhtunkhwa.

Hypothesis of the Study

The following hypotheses were framed for the study:

- i. There is a significant difference in teaching strategies used in the higher education systems in the Punjab and Khyber Pakhtunkhwa.
- ii. There is no significant difference in teaching strategies used in the higher education systems in the Punjab and Khyber Pakhtunkhwa.

RESEARCH METHODOLOGY

The study concerns with the current situations. Hence, it is descriptive in nature. The research entitled “Comparative study of teaching strategies in the higher education system in the Punjab and Khyber Pakhtunkhwa” deals with present situation of teaching strategies in both the province. In this regards, Creswell (2003) asserts that in descriptive research, data is collected through structured questionnaire for compare and contrast.

Population

The population of the study was comprised of 1638 students of MA, M Phil and PhD enrolled in the morning session 2014-16 from the four Departments which were

Education, Journalism, Political Science, English and from the main campuses of three universities of the Punjab i.e. Bahaudin Zakriya University (Multan), University of Punjab (Lahore) and University of Sargodha in (Sargodha). 1110 students of MA, M Phil and PhD enrolled in the morning session 2014-16 from the four Departments which were Education, Journalism, Political Science and English from the main campuses of three universities of the Khyber Pakhtunkhwa i.e. Gomal University (D I Khan), Abdul Wali Khan University (Mardan) and University of Peshawar (Peshawar).

RESEARCH INSTRUMENT AND STATISTICAL ANALYSIS

A structured questionnaire was administered for the students of both the provinces. The questionnaire was developed on five points Likert Scale ranging from strongly agree to strongly disagree. The score was analyzed through mean score and the following formula was used:

$$\text{Mean Score} = \frac{5(\text{FSA}) + 4(\text{FA}) + 3(\text{FUNC}) + 2(\text{FDA}) + 1(\text{FSDA})}{N}$$

T-test was also applied for comparison and the following formula was used:

$$t = \frac{M_x - M_y}{\sqrt{\left[\frac{\left(\sum X^2 - \frac{(\sum X)^2}{N_x} \right) + \left(\sum Y^2 - \frac{(\sum Y)^2}{N_y} \right)}{N_x + N_y - 2} \right] \cdot \left[\frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

RESULTS AND DISCUSSION

Data was analyzed through SPSS-16 by applying percentage, mean score and t-test formulas. The results and discussion are as followed.

Table 1 shows that 87.24% respondents in the universities of Punjab disagreed with the statement that teacher use different teaching strategies in the class and the mean score was 1.87. Similarly, 83.40% respondents in the universities of Khyber Pakhtunkhwa has parallel views about the same statement with the mean score 1.92. Hence, t-test value was -0.654.

Table 1 shows opinion of students about different teaching strategies

SN	Statement	Levels	Universities of Punjab			Universities of KP			t-test
			Frequency	%age	Mean Score	Frequency	%age	Mean Score	
01	Teachers use different teaching strategies in the class.	SA	9	3.02		8	2.95		-0.654
		A	19	6.38		16	5.90		
		UNC	10	3.36	1.87	21	7.75	1.92	
		DA	145	48.65		127	46.86		
		SDA	115	38.59		99	36.54		

It is evident from Table 2 that 77.52% respondents in the universities of Punjab agreed with the statement that teachers prefer to use lecture method in class with the mean score 3.98. Similarly, 80.44% respondents in the universities of Khyber Pakhtunkhwa gave same views about the same statement with the mean score 4.03. The value of t-test was 0.471.

Table 2 shows opinion of students about preference of lecture method

SN	Statement	Levels	Universities of Punjab			Universities of KPK			t-test
			Frequency	%age	Mean Score	Frequency	%age	Mean Score	
02	Teachers prefer to use lecture method in class.	SA	151	50.67		112	41.33		
		A	80	26.85		106	39.11		
		UNC	7	2.35	3.98	5	1.85	4.03	0.471
		DA	45	15.10		32	11.81		
		SDA	15	5.03		16	5.90		

Table 3 suggests that 47.99% respondents in the universities of Punjab agreed with the statement that teachers encourage interaction in the class with the mean score 3.04. Similarly, 46.50% respondents in the universities of Khyber Pakhtunkhwa gave same views with the mean score 2.90. The value of t-test was 1.064.

Table 3 shows opinion about teachers encourage interaction in the class

SN	Statement	Levels	Universities of Punjab			Universities of KPK			t-test
			Frequency	%age	Mean Score	Frequency	%age	Mean Score	
03	Teachers encourage interaction in the class.	SA	59	19.80		52	19.19		
		A	84	28.19		74	27.31		
		UNC	26	8.72	3.04	12	4.43	2.90	1.064
		DA	67	22.48		62	22.88		
		A	62	20.81		71	26.19		

It is evident from Table 04 that 89.93% respondents in the universities of Punjab disagreed with the statement that teachers use AV Aids in the class to make their lecture interesting with the mean score 1.76. Hence, 92.99% respondents in the universities of Khyber Pakhtunkhwa gave parallel views with the mean score 1.67. The value of t-test was 1.343.

Table 4 shows opinion about use of AV Aids

SN	Statement	Levels	Universities of Punjab			Universities of KPK			t-test
			Frequency	%age	Mean Score	Frequency	%age	Mean Score	
04	Teachers use AV Aids in the class to make their lecture interesting.	SA	7	2.35		4	1.48		1.343
		A	12	4.03		6	2.21		
		UNC	11	3.69	1.76	9	3.32	1.67	
		DA	141	47.32		129	47.60		
		SDA	127	42.61		123	45.39		

Table 5 suggest that 70.80% respondents in the universities of Punjab agreed with the statement that students are satisfied with teaching of their teachers with the mean score 3.64. Similarly, 63.47% respondents in the universities of Khyber Pakhtunkhwa gave same views with the mean score 3.39. The value of t-test was 2.348.

Table 5 shows opinion about satisfaction of students with teachers teaching

SN	Statement	Levels	Universities of Punjab			Universities of KPK			t-test
			Frequency	%age	Mean Score	Frequency	%age	Mean Score	
17	Students are satisfied with teaching of their teachers.	SA	67	22.48		51	18.82		2.348
		A	144	48.32		121	44.65		
		UNC	17	5.70	3.64	19	7.01	3.39	
		DA	52	17.45		43	15.87		
		SDA	18	6.05		37	13.65		

CONCLUSION

On the basis of findings and analysis it was concluded from the data of the tables that teachers in both the provinces do not use different teaching strategies in the class. Majority of the students in both provinces believed that the teachers were quite content by using lecture method in the class. Less than 50% students in both provinces believed that teachers encourage interaction in the class. Massive majority of the students in both the provinces believed that A-V aids were not used in the class for better learning. Majority of the students in both the provinces were found satisfied with the teachings of their respective teachers.

Recommendations

On the basis of findings and conclusion, the following recommendations are suggested:

- Teachers in both the province may use different teaching strategies in the class for the better learning of the students.
- Lecture method is obsolete which may be replaced by bringing innovative techniques to make teaching learning interesting.
- Interaction may be encouraged in the class which will polish the critical and analytical approach in the students.
- A-V aids are the needs of the hour which may be introduced in the class by making the lecture more meaningful and interesting.
- Teaching may be students` centred and mere transfer of knowledge may be discouraged by the teachers.

Suggestion for Future Research

The following suggestions are useful for future study:

- The study on teaching strategies in higher education can be conducted throughout Pakistan.
- A comparative study on teaching strategies in higher education can be conducted between Pakistan and India.
- A comparative study on teaching strategies in higher education can be conducted between Asian universities and European universities.

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