

## A SOCIOLOGICAL ANALYSIS OF EFFECTIVENESS OF DIFFERENT TEACHING STRATEGIES AMONG GRADUATE STUDENTS: A CASE OF B.Z.UNIVERSITY MULTAN

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**ABSTRACT:** The present research examines the different teaching strategies especially among the graduated students. This research focuses on the different teaching strategies and how can these types affected on the students. The study examines the effectiveness of the different strategies among graduated students. The main objective of this research is to explore the different teaching strategies, who much they are different from each other and what's the linkage between the different teaching strategies. Because researcher objective to examined the effectiveness on the graduated students. That's why the universe for this research consisted of all the graduated students of Multan in Pakistan. Then the target population of the present research was the students of Bahauddin Zakariya University, Multan. For this research, 800 respondents were selected through the convenient sampling technique from the different department of the Bahauddin Zakariya University, Multan. Relationship among variables and statistical analysis was done through SPSS Software. Chi square test was used to find out the association between the teaching technique and its effectiveness. The main finding of this research is that different teaching strategies raise the level of interest of learners. Teacher should make their teaching style more interesting and challenging for the students. For this purpose teacher can take help from the different teaching strategies. Different students come from the different culture and linguistic background. That's why no single strategy is effective for the entire learner and adopt such a technique that is effective for all the students.

**KEYWORDS:** Sociological, Effectiveness, Teaching Strategies, Graduated Students, learning techniques.

### 1 INTRODUCTION

There are many forms of teaching strategies and there are some difference and distinction among them cooperative learning, learning communities, reciprocal learning, peer teaching, peer learning, team learning, collaborative learning, collective learning, study circles, study groups, and group work. There are three general types of group work: informal learning groups, formal learning groups, and study teams (Johnson & Smith 1991). There are different ways which can be adopted to teach the students. These ways include direct instruction, providing reading materials, problem solving method, cooperative learning, explore information, role plays, students' research, case study and students' writing. In direct instruction we put emphasis on each level, in which we judge the student's level on the basis of pre-medieval and post tests (Roseshine 1987). In this way, teacher performs a various and significant role, it is useful to provide reading material to the students to have some common understanding of the concept which would be discussed in the class. Providing reading material to the students encourages the students to participate in the class discussion (Buckelew 1991). Another strategy uses cooperative learning; we can also say that it is among the most researched teaching strategies of the current era. Through this students can get progress and achievement not only in academic but also in social areas. The academic and social outcomes include enhanced level of achievement, improved self esteem, positive attitude towards schools and improvement in time management skills. It is also proved through the numerous studies that cooperative learning is beneficial for high, average and low level students. It encourages the weak students to persist their work and helps the average and high level students to identify the ways in which they can enhance their knowledge and understanding more effectively (Felder & Brent 1994). Another important teaching strategy is using a role playing technique. It is just like a role

play but don't have a script to follow. Teaching strategy also uses the case study in teaching techniques. Case study is a story with a hidden message which develops the deeper understanding of the concepts and issues among the students. Students just watch and listen to the play and draw out the main ideas of that play through their direct observations (Volpe 2002). But effective teaching techniques also depend on the teacher. Teacher should adopt best and suitable techniques according to the students' abilities and capabilities (Hartley & Davies 1976). Teachers are given a class of students which consist of the range of abilities. When students come, some of them are on the grade level, some are above the grade level and some are below the grade level. So it all depends on the teacher to select such a strategy which is suitable for all the students (Whitman & Schwenk 1983). Discussion is also an important teaching technique. It helps students to share their abstract ideas with their teachers. Discussion plays a vital role in the development of problem solving skills as compare to other strategies. But it is again up to the teachers that how they can make discussion helpful and meaningful. Teacher also has responsibility to direct and instruct the manners among students about how they can take part in the discussion (Hoyles 1985). Discussion also provides a way to understand the lesson more effectively rather than the traditional method, in which teacher cram the lesson. Discussion have both aspects, it can be advantageous and at the same time detrimental to learning. So it is teacher's responsibility and ability to ensure that discussion promotes learning (Sharan & Sharan 1976). Cooperative learning technique also plays a significant role in the academic achievements. It involves typical logic and argumentation. To develop the most favourable teaching technique is not only important for the students. But it is also important for the teachers, planners and administrators (Peters & Moore 1982). In cooperative learning, it is the duty of each team member to help their teammates in such a ways that they equally in participate in team work. Assignment which is done under the group is successfully understood and completed. The important feature of cooperative learning is that it helps students to develop skills in oral communication (Stallings & stipek 1986). Group task also provides rich opportunities to assess the students' plan, flexibility, creativity and communication skills. Group work mentioned as positive outcomes not only in the whole class discussion but also in the cooperative learning. Group work enhances the ability among the students to rely less on the teachers and depend more on their ability to think and try to dig out the information from their resources (Zeichner 1987). Problem solving technique is a very real part of the learning. This technique presumes that students can take the responsibility of learning, can take action to resolve the conflicts and discuss the alternatives. This technique helps the students to acquire new knowledge at higher level of thinking. Problem solving process is an ongoing activity in which we take what we know to discover what we don't know (Schmidt & Henny1992). Problem solving technique develops an ability among the students to enhance their knowledge for other situations. It teaches the students to see only the teacher as a resource who can help them for learning rather than a source of information (Wilkins 1993).

## **2 SIGNIFICANCE OF THE STUDY**

Teaching strategy consists on various technique and this techniques have great effect on the students learning. As every man is different from each other same as every students have different mental approach. So researchers identify different teaching learning techniques. Teachers use different method to educate their students. But it is also clear that no single teaching strategy is effective for all. Teacher's ability plays a vital role when they communicate with the learners. Teacher must have a grip and complete hold on the teaching lesson. Some teachers have ability and grip over his subject but due to the lack of information about the different teaching strategies put a great effect on his teaching method. That's why researcher explore the different teaching strategies that help not only the students but also effective for the teachers. Researcher objective not only identify the various technique but also highlight the ways in which teacher improve their teaching method more effectively. This research helps the teachers to understand the different advantage and disadvantage of various techniques and apply the best suitable technique according to the mental ability of the students

## **3 OBJECTIVES**

- To identify the different kinds of teaching learning techniques
- To examine the difference between the various types of teaching learning techniques
- To explore the effectiveness of each teaching learning techniques
- To clarify the linkage between the different teaching learning techniques

## **4 RESEARCH METHODOLOGY**

For the present research quantitative research has been used. Logic of this quantitative research design was that we require generalization and generalization require large sample. That's why researcher used quantitative research.

Quantitative research also ensures the validity and reliability of the data. The target population of the present research was the students of Bahauddin Zakariya University, Multan. There were approximately more than 25,000 students in 52 departments. There were more than 500 teachers. Different teaching techniques use in different department according to the level and discipline. So researcher use simple random sampling and select the 8 department. Each department consists of 2 types of students, male and female. Than researcher select 100 students from the each department through the convenient sampling. Sample size of the present study was 800 respondents. The researcher used self administered questionnaire as a tool for data collection. Before the collection of the final data, researcher conducted a pre test. In the light of pre test researcher remodify the questionnaire, according to the result of pre test, and finalize the questionnaire. After finalize the questionnaire, data collected and put this data in to **SPSS** with different codes. The data is analyzed through using a program **SPSS**. Chi square test used to check the hypothesis.

## 5 RESULT AND FINDINGS

*Table no .1 Percentage distributions of respondents regarding their views about teaching technique*

Categories	To Great Extent	To Some Extent	Not At All
Class discussion can create confidence in students	39	45	16
Discussion is necessary for students learning	40	38	22
Group work is more effective than individual work	46	35	19
Group works create self-esteem among students.	62	29	9
Group work helps student problem solving skills.	55	33	12
Group work activates students in getting education	43	37	20
Group work improves student’s oral skills.	48	29	23
Cooperative learning helps to achieve group goals.	80	13	7
Cooperative learning helps to motivate students.	51	33	16
Cooperative learning encourages learning process	78	17	5
Problem solving develops patience qualities.	84	12	4
Problem solving promotes interaction & teamwork.	67	22	11
Research develops an understanding of subject.	52	31	17
Research use available data in local community.	49	32	19
Writing can be a successful vehicle for learning.	72	19	9
Journal writing encourages students creativity	63	22	15
Direct instructions are effective ways of teaching.	51	33	16

## DISCUSSION

Table no 1 show the different variables with respect to the different teaching technique. According to the first row information, class discussion creates confidence among students. Due to class discussion they are able to participate in the class educational activity. It is necessary part for the students in learning. Group work is more effective than the individual work. Group member learns a lot of thing from the group activity. It also creates self esteem among students. Group work also enhances the ability of problem solving skills, according to the majority of the respondents. Through the group work students become more activates in getting education. In the ways of getting education, students improve their oral communication skills. Majority of the respondents view that cooperative learning helps the students to achieve their group goals. Cooperative learning motivates students to achieve their educational goals to great extent. It also encourages the learning process with great extent. Problem solving technique develops the qualities of patience among students with great extent. This technique promote interaction among students and also promotes the team work, through this they can achieve their educated desired goals. Research is an important part of today’s learning. Majority of our today’s goals are achieved through the research. So the data also show that research develop the understanding of the specific subjects. Research develops a deeper level of understanding of subject among students. Research teaches the students to use the local community information and make a healthy use of the available information. Majority of the respondents view that writing is also a important tool of learning. Majority of the respondents agree that journal writing enhance their creative writing with great extent. Majority of the respondents agree with some extent that direct instruction also an effective of teaching.

**5.1 TEST OF THE HYPOTHESIS**

**5.1.1 NULL HYPOTHESIS ( $H_0$ )**

There is no association between the cooperative learning and effective teaching strategy used by the teachers during lecture.

**5.1.2 ALTERNATIVE HYPOTHESIS ( $H_1$ )**

There is an association between the cooperative learning and effective teaching strategy used by the teachers during lecture.

*Table no. 2 Chi-square test*

Teacher cooperate in your studies	cooperative learning help to motivate students			Total
	to great extent	to some extent	not at all	
To great extent	290	190	40	520
To some extent	86	21	48	155
Not at all	34	64	27	125
Total	410	275	115	800

Chi= 26.221

Degree of freedom = 4

Level of significance= 0.002

**DISCUSSION**

Researcher used chi square test to find the association between the cooperative learning and effecting teaching strategy. Researcher objective to identify the different teaching strategies and their effectiveness. Thus statement of the null hypothesis is that there is no association between the cooperative learning and effective teaching strategy used by the teachers during lecture and the statement of the alternative hypothesis is that there is an association between the cooperative learning and effective teaching strategy used by the teachers during lecture. The result of the chi square shows that the level of significance value is 0.002. The significance values accept the alternative hypothesis and reject the null hypothesis. Its mean cooperative learning and effective teaching strategy has an association.

**6 SUMMARY**

The effective teacher is one who maximizes the achievement of students. Different teaching techniques help students in different ways to achieve their academic goals. Mental ability and capability to learn the things are not equal in all the students. Some students want to learn new things in every day; these types of students are usually at the topper of the class. Some learner not likes to learn the new things; they are just wasting their time and deceive their parents/guardians. But some students are not able to learn the new things. Teaching technique is effective in each type of students but more effective in those students who are not able to learn the new things. When students are motivated than they learn more as compare to when they are not motivated. Defining the different teaching strategies, it is clear that no single technique is effective for all the learners. The logic of this argument is that teaching and learning both are consisted on complex processes and different things influenced on this processes. So if we make both technique (teaching and learning) more interesting and challenging for the learners than it become more effective. Teachers and learners both learn more due to the implementation of these techniques. Because when people accept someone challenge than they learn more. Social interaction is another source of learning. These social interactions widely base on the social environment. So teacher should take consideration of the physical, psychological and social aspect of learning context. Introduction of every lesson also have significant role in the process of learning. Introduction gives the overview of the lesson that tells what is covered after reading this lesson. A briefly discuss objectives and keys ideas should be given to the students before teaching the learners. Introduction should not be consist on the stories, joke or incidents but it clearly focus on the objectives. In short, introduction consists of three elements and these elements base on attention, motivation and an overview of the lesson. In

teaching strategy, teacher should use to simple word whenever possible. When the instructor talks directly to the students, teachers directly observe the reactions of the students and adjustment can be made based on their responses. So different teaching techniques have different ways of implementation but focus of all techniques is the learners that who can it clear the concept of learner about the subject and develop their own conclusion.

## 7 SUGGESTIONS

- Learning activities should be appropriate according to the level of the learners
- Learning activities should be enhancing the social development.
- Using such a technique that promotes the curiosity among students.
- In university, different students come from the different cultural and linguistic background. So teacher should into account the background of the learners.
- Teachers should put emphasize on the development of understanding of concepts rather than the development of routine skills.
- Students learn more in activities and it is helpful in understanding the new concepts.
- Teachers should promote learning through the group activity and build interpersonal skills of the students.
- Use Cooperative learning, because it organizes classroom activities in to academic and social learning experience.
- Teachers should provide course material before class. So that they prepare them, then come to class and participate actively during the class.

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