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## STUDENTS' ATTITUDE TOWARDS DIFFERENT TEACHING METHODS AT SECONDARY LEVEL

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### Abstract

*Teaching is a vital profession and is considered as a key to develop society and enhance the development of future generations. So, it is inevitable to find out effective methods of teaching to achieve maximum output. The purpose of this study is to analyze the attitude of students towards different methods of teaching in order to provide proper guidance to teachers at secondary school level. This research provides a comprehensive account on drawing out the merits of various teaching methods in their instruction process and minimize the demerits of these methods after adopting an eclectic and comprehensive approach. The instructional process is carried out keeping in mind the mental level of students. To achieve this purpose, quantitative paradigm is applied. Survey is carried out and data is collected through questionnaire by random sampling of secondary school students to find their viewpoint about the most useful techniques of instruction that must be practically employed in the classroom. Ten public and private schools are included for carrying out the survey where four hundred students at secondary level are considered as population. Out of them, hundred students are selected as sample by random sampling technique. Their response is recorded for further analysis.*

*Percentage is calculated according to the agreement or disagreement of the students on a particular viewpoint. Findings prove that traditional methods of teaching are insufficient for a modern classroom and young generation needs a comprehensible plan of instruction which must take eclectic approach and e. learning into account.*

**Key terms:** *methods of teaching, attitude of students, effective teaching and improved learning.*

## **Introduction**

History of teaching is ancient and universal. Allah has taught the names of all the things in the world to Hazrat Adam (A.S) that was the beginning of teaching. The most striking example of a teacher is of Hazrat Muhammad (S.A.W.W). He declared that “Verily, I am a teacher”.

“Students’ attitudes are closely related to teaching methods”. ( Litke, 1995)

Teachers are physicians of mind and soul. Like other professions, teaching has well-defined methods. The progress of a country depends upon the fact that how its teaching methods attract the learning of students. Some teachers use various methods to make their lesson effective and discourage the ways which are useless and waste of time and money.

“Lecture is considered as the most convenient teaching method even though it may not have the greatest impact on students’ learning”. ( Jones,2007.)

The gist can be concluded that conventional as well as modern methods of teaching are fundamental to affect the process of learning and mend a positive attitude of students towards education.

“It is an interactive process as well as an intentional activity, so effective teaching demands project as well as activity based methods”(Brown & Atlains , 2009.)

This study is conducted to achieve perception about students’ attitude towards various methods of teaching to enhance learning. Present study also reveals the merits and demerits of those teaching methods which are employed in the classroom at secondary level. The importance of using modern techniques of teaching in a class of secondary school students is also highlighted in this research.

“Lecture is primarily used to add upon the learner’s existing base of knowledge”. (Brown,1987)

Students reflect what and how they are learning through a systematic process of getting education. A meaningful progress can be achieved if teachers and students have mutual respect for each other and regard each other’s stance. Students’ representatives are involved in curriculum committees in many institutions of the world. This sort of attitude helps building confidence level and forms a bridge between practice and learning.

“Cooperative learning allows students to work well together for specific tasks. (Slavin, 1990).

Students feedback is taken in order to bring out the most effective method of teaching and introduce reformations in the process of teaching and learning.

“Small group activities are closely correlated with students’ learning”. (Bell et al, 2004).

Present Research, “Study of attitude of students towards different methods of teaching at secondary level”, is a minor attempt to throw light on the effectiveness of different methods of education.

### **Research Objectives**

1. To expose the value of Modern Methods of Education.
2. To analyze the attitude of students towards different methods of teaching.

### **Research Questions**

1. Are modern methods of education better than traditional methods of teaching?
2. How students` response towards different methods of teaching employed in the classroom can enhance learning?

### **Significance of the Study**

1. The present study is important for the following reasons:
2. The research is helpful in understanding the behavior and interest of students.

3. It provides a platform for the policy makers to ensure the availability of resources for effective teaching and learning.
4. The research provides a guideline for using a combination of different methods of teaching.

It determines the existing drawbacks of procedure of lecture correspondence.

1. This endeavor discusses the scope and efficiency of different methods of teaching.
2. It emphasizes upon the importance of using traditional as well as modern methods of teaching and learning which are result and outcome oriented.

### **Literature Review:**

Teaching is a continuous and a dynamic process. It bears different connotations as according to

Traditional Review:

“The teacher is the supplier of knowledge, skills and experience”.

Modern Review: “The teacher is the facilitator of student learning”.

Moreover, we can say that:

“Teaching is a system of actions intended to produce learning” B.O. Smith.

“It is an interactive process as well as intentional activity, so, effective teaching, demands project as well as activity base methods” Brown & Atlains.

MOE (1999) status, the term, “method”, simply implies mode or way. General meaning of method according to Azeb is:

“An orderly planned progress towards coordinated system of principles for the performance or conduct of practice”.

According to Brown (1987), the term lecture was derived from Latin “Lectura” (Lectus) ‘To read aloud’. Lecture is the oral presentation of facts and ideas. It is convenient in utilizing full time so it is regarded successful as a traditional method when carefully planned and skillfully delivered.

According to Brown:

“It is primarily used to learn upon the learners’ existing base of knowledge”.

Lowman (1987) has classified the major types of lectures as:-

1. Formal Oral Essays :- This model is a highly polished kind of lecture in which a lecture has been reviewed and selected from a large body of knowledge.
2. Expository Lecture:- These lectures are less planned and consist of occasional question.
3. Provocative Lecture :- In this lecture, existing knowledge and values of students are challenged to develop complex and integrated perspective by provoking new thought.
4. Lecture Discussion :- During such discussion, instruction gives brief integration of student comments who raise question. The students do most of talking.
5. Lecture-Recitation :- Teacher asks the students to read prepared material aloud in this process and share the questions with the students.

Cooperative learning has been adopted in recent years that,

“allows students to work well together for specific tasks.” Slavin, (1990).

“The core point of cooperative learning is positive interdependence- learning atmosphere created as students work in a group”. Kagan, (1990).

In short, it’s a favorable approach for teaching if applied with responsibility.

Bell, et al. (2004) studied various teaching methods and their results recommended that,

“Cooperative learning and small group activities are closely correlated with students’ learning.”

The traditional teaching methods like lecture method and grammar translation method are still supported by educationists and widely used at secondary level still.

“Lecture is seen as the most convenient teaching method even though it may not have the greatest impact on students’ learning.” (Jones, 2007).

It has been shown in different research works that attitude of students is tightly knit with the various teaching methods and their performance is dependent upon their positive correlation.

Studies show that,

“Students have various attitudes that are closely related to teaching methods”. (Litke, 1995).

Sadi and Cakiroglu’s study also found that,

“The methods used seemed to affect students’ attitude towards the class and this may be the factor that mostly influences learning.”

Recent studies by Akkuzu and Akcay (2011) showed that,

“Student attitudes have a direct effect on their academic performance.”

Yasmin, et all (1984) conducted a research study on,

“A comparative study on the effectiveness of the inquiry and traditional methods for teaching sciences at the High School Level.”

The results proved that inquiry method is more fruitful as compared to the traditional methods of teaching.

Hass, M.S. (2002) in his work titled,

“The influence of teaching methods on student achievement standards of learning test for Algebra” emphasized that instructors should include direct instruction, technology aided instruction and problem - based learning. These three groups of teaching stood at the highest rank in their studies.

European Journal of study regard, “activity method better than lecture method”.

British Journal of Educational Psychology consider that “orientation towards meaning achieving and reproducing are major concerns in studying attitude of students towards different methods of teaching”.

Advance English Dictionary regard research method as” systematic investigation to establish facts”. So, in this research facts are finally established to view effects of teaching methods on the attitude of students.

According to Wikipedia, the students’ attitude in psychology is the expression of favor or disfavor towards a person, thing or event.

### **Research Methodology**

This research followed a qualitative paradigm in which survey method was adopted using the instrument of questionnaire under the guidance of supervisor. The questionnaire was administered to Pakistani students of varied age groups, social backgrounds and intelligence levels at secondary level. The data was analyzed, findings were drawn and recommendations were presented as future guidelines.

### **Population**

Ten schools were selected for gathering data. A group of about four hundred students was selected as population.

### **Sample**

As a sample, hundred students were randomly selected and twenty teachers were also taken to discuss about making secondary classes more innovative.

### **Data collection**

The questionnaire distribution and data collection was done by the researcher. The following statistical tool was employed for data analysis:  $\text{Percentage} = \text{component} / N \times 100$

### **Data Analysis:**

Following questions were analyzed for obtaining the research findings and their results are briefly explained below.

1. Lecture method is suitable for large classes and saves time. Majority of the students were of the view that lecture method is best for large classes and also saves loss of time by

verbally explaining all the concepts and putting in student's mind all the necessary information.

Sr .no	Response	Number of Responses	Percentage
1	Yes	80	80%
2	No	20	20%

2. Experiment should be carried out where required. Seventy percent students agreed that experiments give firsthand knowledge in clearing scientific concepts and provide a complete map of reactions taking place which cannot be clarified without experiments. While only thirty percent students disagreed with the statement.

Sr. no	Response	Number of Responses	Percentage
1	Yes	70	70%
2	No	30	30%

3. Activity based methods make the students active. Seventy five percent students liked the activity base methods in classrooms to avoid laborious routine of just sitting and listening to the teacher without any activity. They were of the view that methods based on activities have a positive effect on student's mental health.

Sr.no	Response	Number of Responses	Percentage
1	Yes	75	75%
2	No	25	25%

4. Repetitions improve memorization and learning. Sixty five percent students considered that repetitions of lessons in classroom as well as at home help to improve memorization

of difficult concepts. Finally, help to increase learning. Just thirty five percent students avoided repetitions as they considered it a waste of time.

Sr.no	Response	Number of Responses	Percentage
1	Yes	65	65%
2	No	35	35%

5. Confidence in students is developed by motivation and positive reinforcement. Eighty five percent students considered that motivation or positive reinforcement is a key towards better psychological state and enhancement in their comprehension level. Still fifteen percent students were of the view that motivation do nothing for increasing their comprehension level.

Sr.no	Response	Number of Responses	Percentage
1	Yes	85	85%
2	No	15	15%

6. Science subjects can be taught better through activities. Seventy percent students agreed that activities are a must towards better understanding of scientific concepts. These handson activities provide practical understanding to the students and life-long learning. Only thirty percent students regarded activities as a mere waste of time and money.

Sr.no	Response	Number of Responses	Percentage
1	Yes	70	70%
2	No	30	30%

7. Sense of cooperation is developed by group discussion. Sixty five percent students argued in favor of group discussions as a part and parcel of their learning process. These

discussions are helpful in comprehending the intellectual level of other students. While thirty five percent of students thought that such group discussions are a cause of creating differences among students when they don't respect and understand each other's stance.

Sr.no	Responses	Number of Responses	Percentage
1	Yes	65	65%
2	No	35	35%

8. Eclectic method used efficiently can improve student's learning successfully. Majority of students were with the stance that eclectic method is best when carried out by an expert and with provided resources. A teacher can switch to another method which suits the student's need when required. Just ten percent opposed the view.

Sr.no	Responses	Number of Responses	Percentage
1	Yes	90	90%
2	No	10	10%

9. Teaching methods in our schools are conventional. Maximum students and teachers deemed existing teaching methods in our public and private schools as conventional and outdated due to lack of trained faculty, material and financial constraints. Ten percent were satisfied with the conventional mode of teaching.

Sr.no	Responses	Number of Responses	Percentage
1	Yes	90	90%
2	No	10	10%

10. Friendly behavior and attractive personality of teachers cause likeness of their subject and develops interest in students. Ninety five percent teachers and students agreed with the statement as they have witnessed the same situation. When in class, students are drawn towards personality of teachers and friendly behavior of teacher makes students feel comfortable and helps in solving their educational and psychological problems.

Sr.no	Responses	Number of Responses	Percentage
1	Yes	95	95%
2	No	05	05%

11. Latest teaching methodologies along with the use of multimedia are necessary for students to keep pace with the modern growing world. Almost ninety percent of the students were with the idea that latest teaching methods as use of computer and audio-visual aids should be incorporated in the class to better learn and understand the depth of curriculum. Only ten percent argued that multimedia is not required for classes at secondary level.

Sr.no	Responses	Number of Responses	Percentage
1	Yes	90	90%
2	No	10	10%

12. Resources should be improved for effective teaching and learning. Eighty five percent students agreed with the statement that resources should be improved, proper airy classrooms, seating arrangements, modernized system of learning, proper time, electricity supply, well lighted rooms, highly qualified teachers with suitable remuneration must be there for improving the quality of education.

Sr.no	Responses	Number of Responses	Percentage
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1	Yes	85	85%
2	No	15	15%

13. The cognitive level of student affects learning. Sixty percent students second with the statement that cognitive level is significant in the learning process of students. Mental health should be consistent with the curriculum stage in which a student is studying. If a child cannot comprehend properly due to his low level of cognition then he cannot achieve the desired learning. Forty percent students disagreed with this statement.

Sr.no	Responses	Number of Responses	Percentage
1	Yes	60	60%
2	No	40	40%

14. Eclectic method of teaching attracts the attention of the students. Seventy percent students favored the eclectic method of teaching as it is according to the needs and interests of the learners. While thirty percent disfavored the concept of combining different methods of teaching while taking a lecture.

Sr.no	Responses	Number of Responses	Percentage
1	Yes	70	70%
2	No	30	30%

15. Pre-service courses are necessary for increasing the efficiency of teachers. Eighty percent students as well as teachers were of the view that pre-service courses and trainings were

required at secondary level to increase the proficiency level of teachers in order to inculcate the subject matter efficiently to students.

Sr.no	Responses	Number of Responses	Percentage
1	Yes	80	80%
2	No	20	20%

16. Trained new teachers with enthusiasm must be employed for infusing fresh spirit of competition among students. Ninety percent students favored the employment of trained new teachers with knowledge of modern techniques and methods of teaching along with the traditional methods to infuse fresh spirit of inquiry and competition among students at secondary level.

Sr.no	Responses	Number of Responses	Percentage
1	Yes	90	90%
2	No	10	10%

17. Use of traditional as well as modern teachings methods should be employed to achieve higher grades at secondary level. Ninety percent students desperately showed concerns over using modernized techniques to help them achieve higher grades. Only ten percent of students showed no concerns over using modern methods of teaching with traditional ones.

Sr.no	Responses	Number of Responses	Percentage
1	Yes	90	90%
2	No	10	10%

18.Changes in curriculum and teaching methodologies must be discussed already with teachers and students. Seventy percent students agreed that any change in curriculum must be discussed beforehand with teachers and students as it is happening in developed countries. In order to have proper knowledge of what should be taught to students and by which technique. Thirty percent students said that there is no need to discuss about the variations in curriculum with the students.

Sr.no	Responses	Number of Responses	Percentage
1	Yes	70	70%
2	No	30	30%

19.Direct method is useful when used with Grammar translation method in public sector institutions. Ninety percent students favored the view of using direct method side by side with the grammar translation method to enhance vocabulary of public sector students who don't have proper exposure to English as a second language. Five percent students disregarded the statement.

Sr.no	Responses	Number of Responses	Percentage
1	Yes	95	95%
2	No	05	05%

20.Competence must be developed in students for proper comprehension of curriculum. Sixty percent students agreed that competence level of students must be increased by various teaching techniques in order to better comprehend the curriculum and properly grasp it. Forty percent argued that curriculum and be understood without developing or enhancing competence in students.

Sr.no	Responses	Number of Responses	Percentage
1	Yes	60	60%
2	No	40	40%

### **Summary:**

The major aim of the study was to highlight the influence of different teaching methods on students' attitude. Teaching is a profession of Prophets. So, its sublimity is undeniable. It has been proliferated on modern basis in order to make it result oriented and outcome based.

A combination of various teaching methods is considered fruitful by teachers, students and researchers as well. The present research comprises of survey method with questionnaire as a main tool consisting of twenty questions related to attitudes, skills and efficiency of various teaching methods. The information received was analyzed and results were drawn in percentages in order to show the findings.

### **Findings:**

The findings of this research "A Study of Students' Attitude towards different Methods of Teaching at Secondary Level" are as follows:

1. 80% students agreed with the statement that "Lecture method is suitable for large classes and saves time". 20% disagreed with the statement.
2. 70% students agreed that "Experiment should be carried out where required". 30% disagreed with the statement.
3. 75% students agreed with the statement that "Activity based methods make the students active". 25% disagreed with the statement.
4. 65% of students agreed with the statement that "Repetitions improve memorization and learning". 35% students disagreed with the statement.

5. 85% students agreed with the statement that “Confidence in students is developed by motivation and positive reinforcement”.15% students disagreed with the statement.
6. 70% students agreed with the statement that “Science subjects can be taught better through activities”. 30% students disagreed with the statement.
7. 65% students agreed with the statement that “Sense of cooperation is developed by group discussion”. 35% students disagreed with the statement.
8. 90% students agreed that “Eclectic method used efficiently can improve student’s learning successfully. 10% students disagreed with the statement.
9. 90% teachers agreed that “Teaching methods in our schools are conventional”. 10% teachers disagreed with the statement.
10. 95% of students agreed with the statement that “Friendly behavior and attractive personality of teachers cause likeness of their subject and develops interest in studies”. Only 5% students disagreed with this statement.
11. 90% teachers agreed with the statement that “Latest teaching methodologies along with the use of multimedia are necessary for students to keep pace with the modern growing world”. Only 10% teachers disagreed with the statement.
12. 85% students were of the view that “Resources should be improved for effective teaching and learning”. 15% students disagreed with the statement.
13. 60% students agreed with the statement that “The cognitive level of students effects learning”. While 40% students disagreed with the statement.
14. 70% students agreed with the statement that “Eclectic method of teaching attracts the attention of the students”. 30% students disagreed with the statement.
15. 80% students agreed that “Pre-service courses are necessary for increasing the efficiency of teachers”. 20% disagreed with the statement.
16. 90% of students and teachers agreed with the statement that “Trained new teachers with enthusiasm must be employed for infusing fresh spirit of competition among students”. only 10% disagreed with it.

17. 90% of students agreed that “Use of traditional as well as modern teaching methods is required for achieving higher grades at secondary level”. 10% disagreed with the statement.
18. 70% students and teachers agreed with the statement that “Changes in the curriculum and teaching methodologies must be discussed already with teachers and students”. 30% of them disagreed with the statement.
19. 95% students agreed with the statement that “Direct method is suitable when used with grammar translation method in public sector institutions”. Only 5% disagreed with this statement.
20. 60% students agreed that “Competence must be developed in students for proper comprehension of curriculum”. 40% disapproved the statement.

**Conclusion:**

The data analysis revealed that majority of students consider their aptitude and resources as a criterion of selecting teaching methods. Most of them favored the use of eclectic method. Some of them considered project or activity base method as expensive or waste of time due to cramming system of board papers. For memorization, drill method is considered best. Teachers are of the view that all the methods are equally important for the physical and mental equilibrium of the students. Almost all the students agreed that cognition skills must be judged before hand. Majority teachers considered refresher courses as time wasting but some teachers considered such courses important to acquaint them with dynamic and modern methods of teaching. Maximum number of students were in favor of modern technology- based methods of teaching.

**Recommendations and suggestions:**

Some recommendations and suggestions for future researchers are as follows:

- 1.The future researcher should study the effectiveness of more complex methods of teaching as simulation and computer assisted language learning.
- 2.The researcher can conduct the research by using more diverse set of population.
- 3.The teachers can use this study to include more diverse set of A.V aids and provide a comfortable environment to the students in class for their active participation.

4.Higher secondary classes can be evaluated by the future researchers to analyze the effectiveness of traditional as well as modern teaching methods.

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