

# A Comparative Study on Teaching Methods Used in Government and Private Colleges in Nagaland

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## **Abstract**

To ensure students understand the material delivered in the class and to support their learning, a variety of procedures are employed by teachers known as teaching methods. Utilizing effective teaching strategies helps students to learn and communicate the concepts and abilities. It is the responsibility of the teachers to select the teaching method that is best suited for the topic to make the teaching-learning interesting. Using appropriate teaching techniques is a key component of the teacher's effective teaching-learning. This paper examines teaching methods that are used in both the Government and private colleges in Nagaland. In the present study, a descriptive survey was used to address the research issues and data were provided by 650 teachers.

**Keywords:** Teaching, teaching method, categories of teaching method.

## **Introduction**

### **Teaching**

Within the framework of an educational establishment, teaching refers to the actions taken by a teacher to give directions, establish, motivate, and transfer information or abilities. Teaching is the main task that facilitates learning in the classroom. According to John Dewey, "Teaching is an act of manipulating circumstances so that the student would gain knowledge and understanding on his own initiative."

Teaching is a vital part of the education process. Its particular goal is to impart knowledge, improve understanding, and enhance skills. Teaching is the process by which a teacher integrates the subject matter with the learner. Teachers and students engage in active participation in the teaching-learning process.

### **Teaching method**

A teaching method comprises the principles and methods used by teachers to enable students to learn. These tactics depend partly on the material and the category of student to be taught. While selecting the teaching method - the student, the subject matter, and the sort of learning should be considered to facilitate teaching and learning effectively and appropriately. Eggen & Kauschak (2006) state that teaching methods can be used to achieve various learning objectives across a range of subject areas. Teaching methods are categorized into teacher-centered, student-centered, and teacher-student interactive.

### **Teacher-centered**

Teachers assume an active role in a teacher-centered (authoritarian) approach to learning, whereas students' main responsibility is to passively absorb knowledge through lectures and guided instruction with the ultimate purpose of testing and assessment. Teachers' main responsibility is to impart knowledge and information to their students. This paradigm views teaching and assessment as two distinct processes. Tests and evaluations are objectively assessed and used to measure student learning. According to Teo and Wong (2000), the method is more theoretical than practical and involves memorization. Students are not encouraged to learn real-world challenges based on applicable knowledge by using activity-based learning. Given that they are in charge of knowledge transmission and sharing, lecturers can try to convey as much information as possible in the least amount of time and with as little effort as possible. As a result, pupils' attention and comprehension can diminish. Teaching should actively involve students as primary participants to address these shortcomings, according to Zakaria, Chin, and Daud (2010). It should not only concentrate on providing rules, definitions, and processes for students to memorize.

### **Student-centered approach**

Both teachers and students participate actively in the learning process in the student-centered approach, even if the teachers serve as the model's authority figure. Guiding and assisting students in their learning is the teacher's main responsibility. Participation in class, and group projects, are examples of how teachers evaluate their students' learning. Assessing and teaching go hand in hand since teacher instruction involves ongoing evaluations of students' learning. Since the discovery of the learning concept was introduced, several academics have widely adopted more flexible student-centered strategies to improve active learning (Greitzer, 2002). The majority of educators nowadays use the student-centered method to encourage students' engagement, critical thinking, analytical inquiry, and enjoyment (Hesson & Shad, 2007). According to Slavin (1996), the method is highly beneficial in elevating student achievement because it also encourages goal-oriented behavior in the pupils.

### **Teacher-Student Interactive method**

In this method, both teacher-centered and student-centered approaches are applied. According to Jacoby (1978), McDaniel, Friedman & Bourne (1978), Slamecka & Graf (1978), and others, students' creations of the subject matter are more likely to be remembered than those of the lecturer. Instead of the teacher having exclusive control over the material that is conveyed to the students, the approach encourages them to look for pertinent information on their own. According to research on teaching strategies, students' academic performance can be improved by using this teaching strategy (Damodharan & Rengarajan, 1999).

### **Review of related literature**

Teaching is a continuous process in which appropriate strategies are applied to assist students in changing in the intended directions, according to Ayeni (2011). According to Adunola's (2011) research, to bring about the required changes in their pupils, teachers ought to utilize the most effective teaching strategies for the course topic.

Selecting and arranging the educational activities that comprise a lesson is known as teaching strategies, according to Paek et al. (2020). In this research, "the ways of teaching" or "effective and efficient

pedagogical practices used to achieve educational goals” are the definitions of teaching and learning strategies.

Burden & Byrd (2010) define teaching methods as approaches to learning and teaching in which ideas, patterns, and abstractions are imparted within the framework of tactics that prioritize problem-solving, inquiry, and concept learning.

According to Bligh (2000), students' attention tends to gradually decline during lectures until the final five minutes, when it temporarily increases once more. This suggests that the beginning and finish of a discussion are more likely to be recalled than the middle portion. Paul (2015) notes that while though lectures are frequently attacked as a teaching strategy, universities still haven't come up with workable substitutes for the majority of their courses.

**Significance of the study**

It is the responsibility of teachers to use the most effective teaching strategies to help students acquire knowledge and develop lifelong academic and social skills in a pleasant and stimulating classroom environment. A teacher should help pupils to better understand the material with varying interests, skills, and learning styles. A teacher should employ an appropriate teaching strategy to make his lessons meaningful, purposeful, interesting, and effective. Even a poor curriculum can provide good outcomes when a good method of teaching is used. However, a poor teaching strategy can damage a well-designed program and thus result in poor learning outcomes. Thus, it is to state that the appropriate teaching method should be used by teachers which determine the success and failure of the teaching-learning process and also should consider the needs and interests of the students.

**Objective of the study**

1. To compare teaching methods used in Private and Government colleges.
2. To assess and compare the activities that is practiced in the teaching and learning process.

**Methodology of the study**

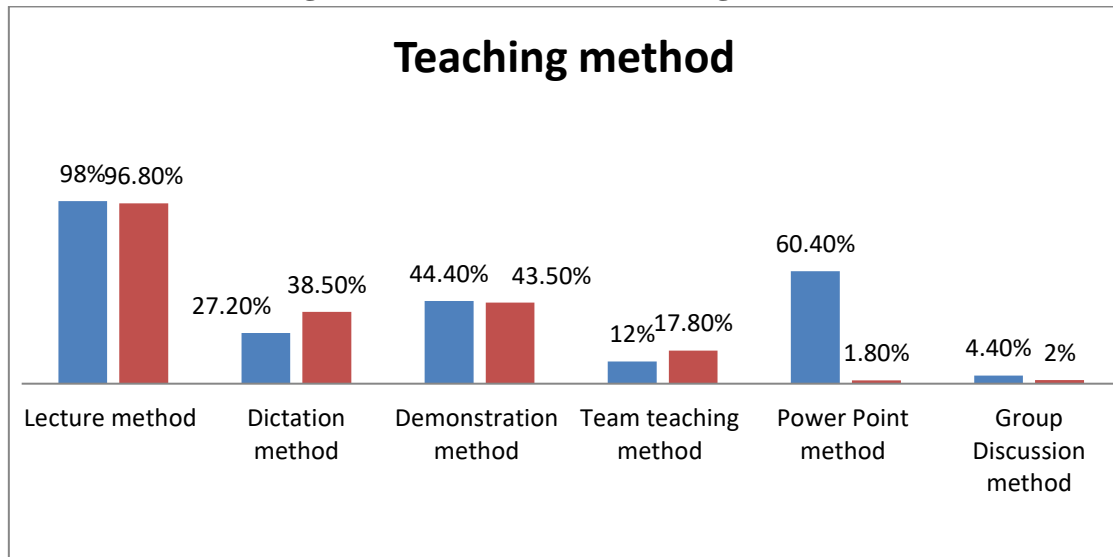
The study is a descriptive survey in nature. It is an attempt to make a comparison of teaching methods used in Private and Government colleges in Nagaland. The sample of the population is drawn from all the general colleges of both Government and private colleges of Nagaland consisting of 650 college teachers. The total number of 250 Government teachers and 400 private teachers were taken as the sample population. For the present study questionnaires and simple statistical techniques were used.

**Findings and discussions**

**Table 1 shows the status of teaching methods**

| Teaching method         | Government colleges | Private colleges |
|-------------------------|---------------------|------------------|
| Lecture method          | 98.0%               | 96.8%            |
| Dictation method        | 27.2%               | 38.5%            |
| Demonstration method    | 44.4%               | 43.5%            |
| Team teaching method    | 12.0%               | 17.8%            |
| Power Point method      | 60.4%               | 1.8%             |
| Group Discussion method | 4.4%                | 2.0%             |

**Fig-1 shows the status of teaching methods**

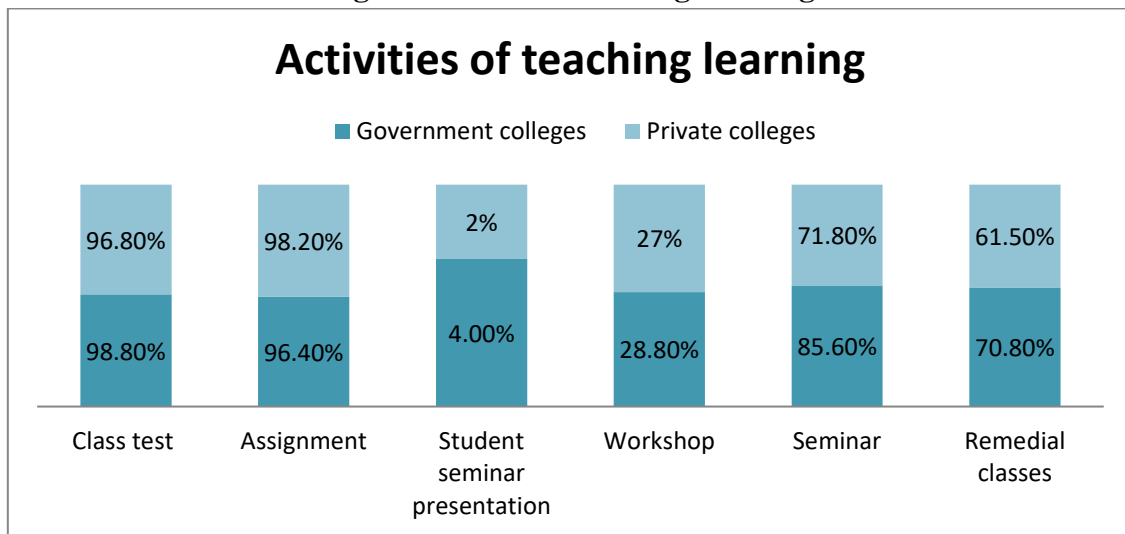


From the above table 1 and Fig 1 show different teaching methods used by the teachers in the classroom for effective teaching-learning. The study shows that when comparing Government and private colleges, the lecture method in Government colleges was 98% whereas in Private colleges 96.80%, dictation methods in Government colleges were 27.20% whereas in private colleges 38.50%. In Government colleges, the demonstration method was 44.40% whereas in Private colleges, 43.50% was applied, in Government colleges' team teaching was 12%, and in private colleges 17.80%. In Government colleges, PowerPoint presentation was 60.40% whereas in private colleges 1.80%, Group discussion for 4.40% in Government colleges, and 2% in private colleges.

**Table 2 shows the activities of teaching-learning**

| Activities of teaching-learning | Government colleges | Private colleges |
|---------------------------------|---------------------|------------------|
| Class test                      | 98.80%              | 96.80%           |
| Assignment                      | 96.40%              | 98.20%           |
| Student seminar presentation    | 4.00%               | 2%               |
| Workshop                        | 28.80%              | 27%              |
| Seminar                         | 85.60%              | 71.80%           |
| Remedial classes                | 61.50%              | 70.80%           |
| Extra classes                   | 50.20%              | 58.00%           |

**Fig-2 Activities of teaching-learning**



The above table 2 and Fig 2 show the activities of teaching-learning. The study revealed that in Government colleges 98.80% conduct class tests whereas in private colleges 96.80% conduct class tests, 96.40% in Government colleges were given assignments whereas 98.20% gave assignments in private colleges. In Government colleges, 4% conduct student seminar presentations whereas in private colleges 2% conduct student seminar presentations. In Government colleges and private colleges, 28.80% and 27% carry out workshops respectively. 85% of the seminar was organized for the student in Government colleges and 71.80% were organized in private colleges. 61.50% and 70.80% in both the Government and private colleges conduct remedial classes.

### Discussion of the study

From the findings, it was revealed that in both the Government and private colleges, the method of teaching and the activities applied the same yardsticks for effective teaching and learning purposes. When compared between the Government and Private colleges - the lecture method, demonstration method, PowerPoint presentation, and group discussion were used slightly higher than in the private colleges, and dictation and team teaching were used more in private colleges.

Activities of teaching-learning, in Government and private colleges, 90% and above conduct class tests and assignments, 60% and above conduct seminar and remedial classes, and below 30% of student seminar presentations and workshops were conducted.

### Suggestion and Recommendation

The following are the recommendations based on the outcomes of this study:

1. Innovative teaching strategies, such as group discussions, the demonstrative method, team teaching, student seminars, etc., would greatly enhance the effectiveness of the lesson.
2. To accomplish the intended goal, teachers should understand how to combine two or more strategies into a learning experience.
3. To improve the growth of their students' learning experiences, teachers should establish a pleasant environment for learning.
4. To keep students interested and involved throughout the learning process, teachers should also broaden their understanding of diverse teaching tactics.

## Conclusion

Based on the results obtained from the study, group discussions, team teaching, seminars, and workshops are less prevalent in classroom settings when comparing the teaching methods employed at government and private colleges. The teacher-centered approach, which is the traditional way, promotes memorization and does not inspire students' interest or success in their academics. The use of ICT, group discussions, demonstration techniques, and team teaching should be promoted since they enable teachers to plan more, speak less, and help students learn more when working in groups. Thus, emphasis should be placed on teaching approaches to make learning more engaging and successful.

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