

# Students' Perceptions Regarding Teachers' Classroom Teaching Practices at University Level in Balochistan, Pakistan

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## ABSTRACT

This study was focused on students' perceptions regarding teachers' classroom teaching practices at university level in Balochistan. The objective of this study was to explore the students' perceptions regarding teachers' classroom teaching practices and give suggestions for improving teachers' classroom teaching practices at university level in Balochistan. This study was descriptive in nature. Survey method was used to collect data from the concerned respondents. The data was collected from the male and female students through a questionnaire, the questionnaire comprised 22 close ended items on five-point Likert scale. The questionnaire was personally administrated to 397 students were randomly selected. For this study, 4 universities were selected from Balochistan. The collected data were analyzed through SPSS by using mean and standard deviation. The results of the study indicated that the participants have much positive perception regarding teachers' classroom teaching practices at university level in Balochistan. The results of the study also provided right directions to Higher Education Commission of Pakistan to bring improvement in teachers training materials at university level in Balochistan, Pakistan.

**Keywords:** Teaching Practices, Components of Classroom Teaching Practices, Teachers, University.

## Introduction

Higher education is one of the most essential aspects the growth of any nation in country. It plays an important role in the human resources development. Students are the most essential asset to lead the country's development. The process of teaching includes all the activities that may lead to learning such as planning, preparation, presentation and evaluation of learning and so on (Pathak, 2012 & Chaudary & Hamdani, 2010). Teaching is one of the most complex tasks to accomplish learning process without applying different types of approaches and teaching skills. All these methods and techniques reflect to teachers that he/ she practices in the class during teaching. Teaching practices are the particular activities of teachers that Teachers perform their lesson in classrooms physically. Teaching practices is one of the most essential components of teacher education. University level of education gives the opportunity to students to higher education for their career prospects and earning potential. To improve academic outcomes, it is essential to explore students' perceptions about teachers' classroom teaching practices at university level in Balochistan.

## Article History

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### ***Statement of the Problem***

The teaching at higher educational level requires various teaching skills. It is an essential level in which students are developed emotionally, socially and academically. University level education and its methods of classroom teaching practices are required to prepare students for competitive markets to get better jobs to serve the society (Garner, 2016). The in-service teachers' classroom teaching practices must be evaluated and investigated since it affects students' academic achievement at university level (GARNER, 2016). Thus, this research study explored students' perceptions about teachers' classroom teaching practices at University level in Balochistan.

### ***Objectives of the Study***

1. To explore the students' perceptions about teachers' classroom teaching practices in term of teachers' content knowledge, methods of teaching and classroom management.
2. To suggest recommendations for the improvement of in-service teachers' classroom teaching practices at university level.

### ***Research Questions***

1. What are the perceptions of students about teachers' content knowledge during teaching practices?
2. What are the perceptions of students about teachers' methods of during teaching practices?
3. What are the perceptions of students about teachers' classroom management during teaching practices?

### ***Justification of the Study***

The nineteenth-century model of teaching at university level still holds influence and teaching has not changed much since at university level education. The teaching and learning process at university level equip students with appropriate skills, knowledge, values and attributes that help them to build their future (GARNER, 2016). Teaching practice plays an essential role for students learning to achieve the desired results and learning outcomes. Considering the scope of the Universities in the Balochistan region, the researcher selected the University of Turbat, LUAWMS, BUITEMS and University of Gwadar for this study. So, this study explored the students' perceptions about teachers' classroom teaching practices at university level in Balochistan

### ***Significance of this Study***

This study explored students' perceptions about teachers' classroom teaching practices at university level in Balochistan, Pakistan. Therefore, the results of the study will help the higher education authorities in Pakistan to better understand and improve the classroom teaching practices of faculty members at university level in Balochistan, Pakistan. Further, this study provided proper direction to higher education commission of Pakistan, public & private sector universities of Pakistan, and other government training institutions for providing teacher trainings through different ways which may help them to achieve the student's academic outcomes through effective teaching practices at universities level in Balochistan. This study also provided right directions to bring improvement in teachers training materials at university level in Balochistan, Pakistan.

### ***Delimitations***

The study was delimited to the Education Department, University of Turbat, University of Gawader, Balochistan University of Information Technology Engineering & Management Sciences (BUIEMS) and Lasbela University of Agriculture Water & Marine Sciences (LUAWMS) in Baluchistan due to lack of limited resources.

## Definition of Operational Terms

### *Classroom Teaching Practices*

Classroom Teaching practices refer to a teachers perform his/her lesson in a classroom physically. Further in this research, the term classroom teaching practices refers to content knowledge, lesson planning, teaching methods and classroom management of teachers at university level.

### *University*

University of Turbat, LUAWMS, BUITEMS and University of Gwadar in Balochistan.

## Literature Review

Teachers' classroom teaching practice is one of the most important factors to importing basic knowledge and skills to the learner at universities level education. This level gives an opportunity to student teachers to gain experiences in the actual teaching and learning environment. A quantitative study was conducted by Iqbal, et al (2019) to explore teachers' teaching approaches in Punjab University. This study evaluated that Teachers' approaches to teaching at undergraduate level in universities have long been considered very significant for students. Another study was conducted by Suleman, Q, et al, (2011) on the effect performance of teachers in teacher education. The study investigated that teaching practice effects on students' achievements. A related also conducted by Q. L Suesh, (2006) to identified the impact classroom teaching practices. The study explored that teaching practices have a significant impact on children's learning outcomes. Koross, (2016) a conducted a study to assess the challenges that students encounter while in schools that they are attached for teaching practice in Kenyan Universities. The explored that important component of teacher training programs is teaching practice in which the student teachers express the experiences effectively in teaching and learning process. Teaching practices is an important skill which effect the classroom performance of teachers in teacher education. Teaching practices consisted of classroom teaching observation and lesson demonstration (Suleman, Aslam, & B, 2011).

## Methodology

This study used Survey method to collect data from the concerned respondents.

### *Population of the Study*

The target population of the study is comprised of all the male and female students in Education Department of University of Turbat, University of Gawader, Balochistan University of Information Technology Engineering & Management Sciences (BUITEMS) and Lasbela University of Agriculture Water & Marine Sciences (LUAWMS) in Balochistan.

Table 1: *Population of the study*

Name of Universities	Numbers of students
University of Turbat, Kech	1497
University of Gawader	509
BUITEMS	979
LUAWMS	809

Sources: Registrar office of Universities in Balochistan, 2020-2021

### *Sample Size of the Study*

The researcher used cluster sampling technique to select respondents from targeted population of each cluster or institutions randomly as sample of the study. The sample of the study is comprised 397 male and female students.

Table 2: *Sample of the study*

<b>Name of Universities</b>	<b>Numbers of students (10 %)</b>
University of Turbat, Kech	149
University of Gawader	51
BUIITEMS	98
LUAWMS	99

### **Data Collection Tools**

The data was collected from the male and female students through a questionnaire, the questionnaire comprised 23 close ended items on five point Likert scale. The questionnaires were developed by the help of previous research (Koross & Rachel, 2016).

According to Borg & Gall, (1989), validity is the degree to which a test measures what it purports to measure. To ensure validity the research instruments were developed with the consultation of fellow post graduate students and supervisors. Pilot study was carried out to check the appropriateness of the language in the instruments as per research objectives in chapter one.

The researcher ensured that all the contents of the objectives /research questions are covered by the instruments. The researcher ensured content validity of the instrument before usage through expert opinions.

### **Instrument's reliability**

Reliability is an indicator to estimate the consistency of scores. Cronbach's Alpha measures the internal consistency of test or scale. Internal consistency defines the degree to all the items in a test measure the same idea. The questionnaires adopted from previous research studies. The reliability of the instruments' was tested through Cronbach's alpha test in SPSS to make assured result are reliable.

Table 3: *Reliability of the instruments*

<b>S. No</b>	<b>Items</b>	<b>N</b>	<b>items</b>	<b>Cronbach's Alpha</b>
<b>1</b>	Teachers' Content Knowledge (TCK)	38	07	.726
<b>2</b>	Teachers' Methods of Teaching (TMT)	38	10	.821
<b>3</b>	Teachers 'Classroom Management(TCM)	38	10	.765
<b>Total Items with Cronbach's Alpha</b>		<b>38</b>	<b>38</b>	<b>.768</b>

The reliability of the questionnaire was tested through Cronbach's Alpha test by using (SPSS,23) to make sure the results of instruments. The reliability test produced Cronbach's alpha values .726 QTCK, .821 and QTTM respectively. All the tested items' reliability was found good and acceptable. The total value of Cronbach reliability is (.768) which indicates the good and acceptable reliability of the students' items of the questionnaire. Therefore, the students' questionnaire was considered a reliable measurement instrument.

### **Data Analysis**

Data was analyzed through statistical method and statistical package for social science (SPSS) tool also used for data analysis. The data was analyzed for descriptive statistics and inferential statistics also will be used for hypotheses testing after collecting actual data of the research study. The descriptive statistics analysis was used to evaluate the perception the students regarding teachers' content knowledge, lesson planning, methods of teaching and classroom management at university level in Balochistan.

## Results and Discussion

### *Descriptive Statistic Analysis of Data*

Descriptive analysis statistics was used to describe the components classroom teaching practices at university level in Balochistan.

### *Descriptive Statistics of Teachers' Classroom Teaching Practices*

In this study the classroom teaching practices were comprised of the following components: teachers' content knowledge, classroom management, lesson planning and methods of teaching.

Table 4: *Respondents opinions about Teachers' Content Knowledge*

Items	N	Mean	Std. Deviation
1. Teachers always teach students according to contents of subjects	397	3.7708	.99003
2. Teacher have the ability to clear the concept of subject contents to students.	397	3.7456	1.03146
3. Teachers are always prepared to teach students.	397	3.6851	1.06083
4. Teachers have command on their subjects' knowledge.	397	3.6801	.99032
5. Teachers understand subject matter deeply.	397	3.5365	1.00343

The above table no.4 shows the imply score for the items range from 3.7708 to 3.5365, which are greater than the average value 2.5, the standard deviation values variety from 1.06083 to .99003. The results of the research study examined that the contributors have positive remarks about teachers' content knowledge on students' academic achievement at university level in Balochistan

Table 5: *Respondents opinions about Teachers' Methods of Teaching*

ITEMS/ STATEMENTS	N	Mean	Std. Deviation
6. Teachers use cooperative learning approaches to develop the skills of students.	397	3.6247	1.03606
7 Teachers assign reading assignments to students during classroom teaching.	397	3.5617	.95312
8 Teachers use different methods of teaching in classes.	397	3.5567	1.11688
9 Teachers are experienced problem solving method in teaching	397	3.4962	1.01659
10 Teachers also promote role play activities to develop the life skills of students	397	3.4912	1.05316
11 Teachers also conduct panel discussions to promote communication skills of students.	397	3.4484	1.05910
12 Mostly teachers apply traditional methods of teaching in the classes.	397	3.4584	1.06193
13 Teachers also apply thank-pair share activities to gain the interest of students.	397	3.4181	.99568

The above table no.5 the shows the mean score for the items range from 3.6247 to 3.4181, the standard deviation values range from 1.06721 to .95312 which are much satisfactory and greater than midpoint value 2.5. The results indicated that the observers have positive remarks about teachers' methods of teaching on students' academic achievement. Further results of the study revealed that teachers' methods teaching have an important role in improving academic achievement of students at university level in Balochistan.

Table 6: *Respondents opinions about Teachers' Classroom Management*

ITEMS/STATEMENTS	N	Mean	Std. Deviation
15 Teachers communicate with students in a soft and responsive way in the class.	397	3.7154	1.08343
16 Teachers maintain the discipline in the classroom according to rules.	397	3.6146	1.00004
17 Teachers use appropriate interaction procedure (e.g. raising hands to answer a question, taking turns, asking to leave the classroom) in the class.	397	3.6071	.99836
18 Teachers classrooms are well Classroom managed during teaching.	397	3.5668	1.07483
19 Teachers establish effective time management in the classroom.	397	3.5013	1.05798
20 Teachers make daily schedule to continue teaching and learning process.	397	3.4887	.97078
21 Teachers use flexible instructional techniques according to their student's needs.	397	3.4156	1.02546
22 Teachers facilitate students with appropriate material.	397	3.4005	1.03392

The table no.6 is showing the mean score results for the items range from 3.7154 to 3.4005, the standard deviation values range from 1.17287 to .96826. The results of this study indicated that the observers have optimistic remarks about teachers' classroom management on students' academic achievement. Furthermore, the results discovered that teachers' classroom management have a significant role in enhancing academic achievement of students at university level in Balochistan.

### Conclusion of the Study

The results of the study revealed that mean score for the items range from Content Knowledge (3.7708 to 3.5365), Teaching Methods (3.6247 to 3.4181) and Classroom Management (3.7154 to 3.4005) respectively, which are much higher than the midpoint value 2.5. The standard deviation values range from Content Knowledge (1.06083 to .99003), Lesson Plan (1.08302 to .99744), Teaching Methods (1.06721 to .95312) and Classroom Management (1.17287 to .96826). These results indicated that the participants have much positive perception regarding teachers' content knowledge, lesson planning, methods of teaching and classroom management.

### Recommendation

On the basis of findings, this study recommended that the higher education authorities in Pakistan should provide such training programs to the teachers on classroom that they may improve their skills in the field of teaching at university level in Balochistan, Pakistan. Further, this study also provided proper direction to Higher Education Commission of Pakistan, public & private sector universities of Pakistan, and other government training institutions that they may be able to provide effective teacher trainings programs through different ways which may help them to achieve the student's academic outcomes through effective teaching practices at universities level in Balochistan. The results of the study also provided right directions to Higher Education Commission of Pakistan to bring improvement in teachers training materials at university level in Balochistan, Pakistan.

### Limitations & Suggestions for Future Work

This research study was limited to University of Turbat, BUITEMS, LUAWMS and University of Gawader in Balochistan. Another research can be done on other component of classroom teaching practices at university level such as on research approaches and classroom assessment. In future, research can also conduct research study to compare the classroom teaching practices of teachers at university level.

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## Conflict of Interest

Authors have no conflict of interest.

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