

“A Study of Teachers’ Preference of Teaching Methods.”

Jyoti Gupta

Assistant Professor

Krishna College of Science & Information Technology, Bijnor.

ABSTRACT

The objective of the study was to assess the preference of teaching methods used by senior secondary teachers in Bareilly city. The total sample consists of 114 teachers in which 73 from general, 41 from vocational courses. Among these 67 were male teachers and 47 were female teachers. This sample was further categorized in on the basis of teaching stream-arts (36), commerce (19), science(35) and technical(24), selected through stratified random sampling technique to obtain data for investigation. A self constructed questionnaire was used to collect data. After analyzing data, studied revealed that most preferred and opted methods by teachers at higher secondary level were lecture, chalk and talk, assignment, textbook, demonstration and problem solving methods.

Key Terms- Preference, Method, Senior Secondary Teachers

Background

Education is a continuous and lifelong process that shapes human behaviors and helps to develop the individual potential to the maximum extent. Education has an important role in human life. Education is not the Communication of information by the teacher of the acquisition of knowledge by the child. It is the total development of the personality. In this sense, education consists of all those experience which effect the individual from birth till death. (Saxena & Chaturvedi, 2012). Education involves teaching and learning. Teaching and learning are two side of a coin. The process of learning is as old as human being on earth.

Teaching is defined as an interactive process primarily involving classroom talk which takes place between teacher and pupil and occurs during activities. Teaching builds a person’s

mind and character through its methodology. The term method means the systematic way of presentation of the content by using techniques in teaching learning process (**Siddiqui, 2001**).

Teachers are the executors of learning. They play a significant role in instruction design, teaching activities and classroom management to achieve aims of present education. Teaching without learning is just talking. Without proper use of teaching methods it is difficult to improve learning. **Angelo and Cross, 1935 (as Cited by Isamil & Rahman 2014)** conducted study and found that classroom assessment focuses on the primary attention of teachers and students on observing and improving learning rather than on observing and improving teaching.

Teacher has for many years been seen as a giver of information to the learners (Ndirangu). In ancient time, Education was given in Gurukuls and Shraavan, Man an, Nidinyasan methods were mostly used by teachers. At that time they were suitable for teaching because education is completely related to religion. But today education is related to productivity.

The effect of recent development in educational philosophy and educational psychology upon the methods of teaching has been revolutionary. The central place in the school, in theory, at least, has been given to the student. The present century, has been termed as 'The Century of the Child.' Rousseau considers that 'Child is a hero' in the 'drama of education' and as such he must play the dominant role (Agarwal, 2008). In a traditional society the aim of teaching learning was the preservation of the accumulated stock of knowledge. But in the modern society, the aim of teaching is the awakening of curiosity, stimulation of creativity, development of proper values and attitudes, the buildings of essential skills. For all these development, there is a great need of the selection of right method for teaching. **The Secondary Education Commission, 1952-53 (as cited by Aggrawal, 2008)** has also emphasized the need for right methods of teaching in these words.

“Every teacher and educationist of experience knows that even the best curriculum and the most perfect syllabus remain dead unless quickened into life by the right methods of teaching and right kind of teachers.”

Today in modern age, there are a number of teaching methods such as lecture method, demonstration, discussion, CAI method, laboratory method, inductive method, deductive

method, brainstorming, storytelling, excursion method etc, used in the teaching learning process (Borich, 2000). Among these methods, each and every method is good and effective according to classroom environment and situation, course content and individual difference.

Preference of Teaching Methods

A teaching method comprises methods used for instruction or to be implemented by teachers, to achieve the desired learning in students. These methods are determined partly by subject matter being taught and partly by the nature of the learner. For a particular teaching method to be appropriate and efficient it has to be in relation with the characteristics of the learner and the type of learning it is supposed to bring about. UNESCO (1984) defines teaching learning method is **“any means employed by a teacher to facilitate the transmission to a knowledge and skills, and, by the learner to acquire them.”**

There are mainly two approach of teaching learning –the teacher centered approach and student centered approach. In teacher centered approach, the teachers are the main authority figure. Students are viewed as “empty vessels” whose primary role is to passively receive information. It is the primary role of teachers to pass knowledge and information into their students. While in student centered approach-teachers and students play an equally active role in the learning process. The teachers’ primary role is to coach and facilitate students learning and overall comprehensive of material. Davis (1997) suggests that the design and selection of teaching methods must take into account not only the nature of the subject matter but also how students learn.

Generally in the classroom, each student has its own learning style. Each student in the class likes to be taught in his own learning style by the teachers. On the other hand each teacher like to teach in his own teaching style. He wants to use those methods which suit best to him. There are a large number of teaching methods but they are not equally liked and used by all teachers. The use of any teaching method depends on many things such as nature of content, classroom environment, economy of time etc. But mostly it also depends on teachers choice. It cannot be ignored that teachers are also an important component of teaching learning process. Teaching method is nothing in itself without teachers. It will not be wrong to say that both teacher and teaching method are incomplete without each other.

The researcher could not find a great number of studies that can address the teachers' preference of teaching methods, the reasons behind the use of mostly preferred method and the reasons behind the less used methods while most of the learning is affected by teachers' preference of teaching methods also

Origin of the Problem

As education methodologies enter the 21st Century, teachers are challenged to keep pace with rapidly changing trends that are evoking at even increasing rate. Teaching theory and practices based on age old principles are being made to accommodate newer methods of information, using modern technology.

If the teacher's roles as producers, seekers and disseminators of knowledge are valid, then students have to be educated using different approaches to teaching. However, education must be more than presenting material. It must stimulate student motivation into directions which will provide positive guidance for action. It is an activity which is essentially alive and inspiring, not simply a transfer of information. The real value of knowledge is when students can use it in a meaningful way.

The young today are facing a world in which communication and information revolution has led to changes in all spheres: scientific, technological, political, economic, social and cultural. To be able to prepare our young people face the future with confidence, the crucial role of teachers cannot be overemphasized. New demands are often placed on the schools.

If we focus on the teaching process we still realize that there are a great number of changes in this field as well and all of them have an influence on the role of teachers. While the process of learning is expected to evolve with the changing, times, teachers in the government schools of India are stuck with the archaic methods. It is sad that many teachers still do not know how to use the teaching learning materials (**Sindhi & Shah, 2013**).

Teachers in modern classrooms are no longer lecturers, they are facilitators, their main task is to set goals and organize the learning process accordingly. Then, in the past, teachers used to follow a syllabus which was compulsory for them. Now a days, teachers have a National Curriculum, a Core Curriculum that they have to consider, but on the other hand they have

independence to choose the teaching materials. They make up a syllabus of their own and teach their pupils so that they can perform well both as examination and in life (Kyne, 2009).

Which teaching method is 'right' for a particular lesson depends on many things and among them are the age and developmental level of students, what students already know and what they need to know to succeed with the lesson, the subject matter content, the objective of the lesson, the available time and space, material resource and the physical setting. Another more difficult problem is to select or instructional method that best fits one's particular teaching style and the lesson situation. There is no one "right" method for teaching a particular lesson. But there are some criteria that pertain to each that can help a teacher make the best decision possible (Kizlik, 2015).

Much have been written on the effectiveness of different teaching methods, teachers attitude for a particular method, student learning style and effect of methods on students achievement.

It came to the researcher's mind that there is not any study that can reveal teacher's preference of selecting any teaching method and the factors behind it.

Statement of the Problem

In view of the preceding arguments, the problem chosen for study in the present investigation is:

“A Study of Teachers' Preference of Teaching Methods.”

Operational Definition of the Terms Used

The investigator has used different terms in the study. In order to convey the uniform meaning of the words, an operational definition is presented in this section:

Teacher

A teacher is a person who provides education for students, delivers an educational program, assesses student- participation in an educational program.

In this study, the term teacher has been referred to the teachers teaching at higher secondary level in arts science, commerce and technical streams.

Preference

Dictionary meaning of 'Preference' is liking of one thing, or of a person greater in comparison to others. It is greater liking for one alternative over another or others.

Here preference means the choice of higher secondary teachers regarding teaching methods used by them in teaching learning process.

Teaching Methods

The term teaching method refers to the general principles, pedagogy and management strategies used for classroom instruction (teach.com). Teaching is a process of building a person's mind and character through its methodology. Methodology is the systematic and logical study of the principle guiding scientific investigation. The term method denotes any procedure which applies some rational order or systematic pattern to diverse objects (Siddiqui, 2001).

Here, the term teaching methods means those methods which are used in teaching learning process at the higher secondary level.

Delimitation of the Problem

This study has a large scope to be conducted but due to lack of time and resources, the researcher has limited it to the three dimensions of higher secondary teachers of Bareilly District:

1. Male and Female
2. General and Vocational
3. Arts, Science, Commerce and Technical Stream

Objectives of the Study

The study aims at investigation of the following:

1. To assess the teachers' preference of teaching methods.

Significance of the Study

The present study will be significant for the school principals. On the basis of its findings they may be guided to make the arrangement of class size according to the preference of particular teaching method. The education board may also be guided to frame, the curriculum according the preference of teaching methods.

This study will be significant for the school management. They will identify the basis needs of present time teachers regarding the basic needs of using teaching methods such as teaching material aid, suitable time table, financial resources etc.

This study will identify the most commonly employed teaching methods by teachers. It will help to identify the implications of the methods of teaching for quality of student learning. It will encourage the heads, teachers and students to take corrective measures in avoiding factors affecting the appropriate use of teaching methods.

Hence, he decided to conduct the present study purposely to identify the preference or perception of the teachers towards the teaching methods. This study is aimed to collect the teacher's opinions through questionnaire to indicate which methods they think useful or satisfactory in order to achieve educational aims. Objective of this study to identify the teachers' problem in teaching, to figure out the most preferred teaching method among the teachers of arts, science, commerce and technical stream.

Review of related literature

Reed (2001) conducted a study to describe the learning styles of modular and conventional laboratory teachers in the common wealth of Virginia. A random sample (n = 195) of teachers were given a questionnaire including questions on gender, the type of laboratory where the majority of technology instruction took place (conventional or modular). The findings of the study revealed that 60% of teachers teach in a modular lab while only 40% teach in a conventional lab. It was also revealed that conventional laboratory teachers had slightly more teaching experience than modular laboratory teacher.

Balachandran (2002) conducted a study at university of toronto to explore why teachers teach the way they do and to investigate the factors influencing teachers' teaching style when teaching mathematics. Using a mixed methods approach one-on-one interviews were conducted

with six teacher candidates and quantitative and qualitative data were collected on recent practicum experience. The data analysis yielded five key findings:

1. Teacher candidates did not significantly utilize one perceptual teaching style more than another.
2. Teacher candidates revealed a significantly higher learning style preference for visual learning.
3. Only some teacher candidates are influenced by their own learning style.
4. Learning style is only one piece of a group of factors that together influenced their teaching style.
5. These factors are nature of lesson, classroom environment, students and engagement teacher candidates skill to manage class etc.

Sajjad (2003) conducted a study to determine the effectiveness of various teaching methods used for teaching students at graduate level in University of Karachi. 220 undergraduate students were interviewed about their perceptions of best and effective method and the reason for that. The finding of the study showed that the lecture method was rated as the first best method and the group discussion as second best method by most of the students because of more participation of the students. The learning is more effective, reduces rote learning and develops creativity. Reasons behind lecture method include – it provides all knowledge of the topic, time saving, students' can takes notes etc.

Benson, Schroeder, Lantz & Bird (2009) conducted a study and provides evidence that students may place greater emphasis on lecture material than on textbooks. The classroom lecture is a special form of communication in which voice, gesture, movement, facial expression and eye contact can either complement or direct from the contact.

Seth, Upadhayaya, Ahman & Kumar (2010) conducted a study in Jaipur, India, to assess the medical teachers preference for lecture delivery methods like the lecture using chalkboard, utilizing transparencies with an OHP and lectures using PPT and their frequency of use of teaching aids. The faculty of medical college was asked to fill in the structured questionnaire about their utilization and perception of these methods of lecture delivery: as

chalkboard, OHP and PPT. The finding revealed that 48-68% used chalkboard for teaching, 29.95% of teachers used OHP and 21.39% used PPT in lecture. The recorded comments of the teachers in interview time indicate that the common form of lecture delivery is still the chalk and talk method.

Nora, Mamat & Rashi (2011) conducted a study in JEC (Jamiyan Education Centre) to examine the teaching methodologies mostly used by the Islamic Education Teachers and mostly preferred by the students. The survey method was employed in this study and three hundreds and two students are the sample. A set of questionnaire was also used to gather data. This study revealed that the teaching methodologies that are frequently employed by the JEC teachers is the method of lecture. It also indicated that the most preferred teaching strategy by the students is the use of humour.

Odo, Adenle & Okwari (2012) conducted a study to know the issues and challenges related to the implementations of activity based instructions on vocational and technical education student in Nigeria. A four point scale items were designed to elicit information from 150 teachers selected randomly as the sample for the study. The finding of the study indicated that the techniques and the strategies adopted by the teachers of vocational education include demonstration, field trips, projects experiments and assignments.

Kharkar, Salve, Dase & Lande (2013) conducted a study to compare the old traditional method and computed assisted learning method for teaching learning amongst M.B.B.S. students at MGM's Medical College at Aurangabad. A questionnaire was given to the total of 523 students from I, II, III MBBS and interns randomly selected. The obtained data was tabulated and appropriate statistical method was used. The result of the study revealed that I & II MBBS students opined that OTM should be 25% to 50% and use of CAL method should be 50% to 75% whereas III MBBS students and interns were of the opinion that use of OTM as 50% to 75% amongst combined method almost all the students were of the opinion that 25% OTM and 75% ICT method.

Mahmah (2014) conducted a study in Kumasi (Coltex) to determine students' preference for the lecture method of teaching in tertiary institutions. A questionnaire was given to 197 undergraduate students selected randomly. The findings of the study indicate that there is statistical significance difference between full time and part time and age of students in terms of

their preference for the lecture method. The study also revealed that student do not totally share with education expert's negative views of the lecture method.

Pal, Datta, Pradhan, Chowdhari, Ghosh & Rahut (2014) conducted a comparative study between different teaching methods to increase performance of students in Biochemistry. 100 students of Ist MBBS course and 11 teachers were asked to fill the questionnaires and then grade the teaching methods and aids that were used to teach Biochemistry for the period of 5 months. The findings of the study revealed that as per the subjective assessment of lecture concern students preferred PPT teaching the most. As far as the students performance was concerned the impact of traditional chalk and talk teaching was more than the lectures using transparency and OHP. This fact was true about teacher's preference also.

Methodology

The researcher selected '**Descriptive Survey Method**' for the present study

Population

Population of the present study comprises teachers teaching at Higher Secondary Level belong to Bareilly City. Therefore, the result of the study will be applicable to the population of Bareilly City only:

Sample and Sampling Techniques

. For the purpose of this study the data have been collected from primary sources with the help of tool administration overs members of the sample.

Depending on the needs of the study, stratified random sampling technique has been employed for obtaining data. Stratification of population was done on the basis of types of schools and the stream of teachers. In the first stage, general school of higher secondary and vocational institute (post secondary but below graduation level) were chosen randomly, so as to have a balance between the two types of school. Thereafter, in the second stage 15 general school and 2 ITI, 2 ITC, 2 Poly-technique institute were chosen randomly. Thereafter, in the third stage, 5 to 6 teachers each were chosen randomly from each school and institute so as to comprise a sample of total 115 teachers. Response of 1 teacher being incomplete and ambiguous

had to be struck off from the overall sample. Thus, in final shape of the sample comprised of 114 teachers belonging to the different category of gender, teaching stream and type of course.

Name of Colleges included in Sample

1. S.B.B.P.K. Inter College, Bareilly
2. J.N.S.V.M. Inter College, Bareilly
3. Islamia G.I. Inter College, Bareilly
4. S.S.V. Inter College, Bareilly
5. Bishop Mondal Inter College, Bareilly
6. P.D.M. Inter College, Bareilly
7. Bareilly Inter College, Bareilly
8. Maulana Azad Inter College, Bareilly
9. KusumKumariKanya Inter College, Bareilly
10. M.B.I. College, Bareilly
11. S.V. Inter College, Bareilly
12. Vishnu Inter College, Bareilly
13. D.K. Inter College, Bareilly
14. G.G. Inter College, Bareilly
15. Methodist Girls Inter College, Bareilly

Polytechnic Institutes

1. Government Polytechnic, Bareilly
2. Government Girls Polytechnic, Bareilly
3. Government Industrial Training Centre, Bareilly
4. Government Industrial Training Institute, Bareilly
5. Bankey Bihari Training Centre, Bareilly
6. Khusro Industrial Training Centre, Bareilly

Table 3.1**Distribution of the Sample on the basis of Course**

	No. of Teachers
General	73
Vocational	41
Total	114

Table 3.2**Gender wise Distribution of Sample**

	No. of Teachers
Male	67
Female	47
Total	114

Table 3.3**Teaching Stream wise Distribution of Sample**

	No. of Teachers
Art	36

Science	35
Commerce	19
Technical	24
Total	114

Research Tool

As none of the tool was suitable to the present study, the investigator herself developed her own tools for the present study in the form of questionnaire TPTM under the guidance of his supervisor.

A Brief Description of the Tool (TPTM)

S.No.	Dimensions	Factors Included
1.	Human Factors	<ol style="list-style-type: none"> 1. Ease in use 2. Modernity 3. Teachers' interest 4. Students' Interest 5. Teachers' Expertise 6. Classroom Environment 7. Teachers' motivation 8. Teachers' Labour 9. Students' Labour
2.	Teaching Learning Factors	<ol style="list-style-type: none"> 1. Classroom Size 2. Teachers' Training 3. Students' Participation 4. Students' Motivation 5. Teachers' Teaching

		6. Use of Leisure Time 7. Positive Feedback 8. Students' Mental Abilities 9. Students' Emotional Development 10. Permanent learning
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Data analysis and discussion of result

Teachers' Preference of Teaching Methods

The first objective of the study was to assess the preference of teaching methods used by teachers at higher secondary level. For this purpose, the data was collected by using a self made questionnaire (TPTM). The collected data shows each teacher's preference on 25 teaching methods mentioned in the tool. According the data, there are some methods which are preferred at high rank order by the teachers but there are also some methods which are less preferred and used by a large number of teachers. The preference of teachers on each method is difficult to interpret. So, the preference of only 5 top most methods used by teachers is being considered by the researcher to make the interpretation of data. Each group of teachers opt. different teaching methods in teaching learning process, so it is necessary to assess the preference of each group separately. The preference of general and vocational teachers on 5 top most methods is given in Table 4.1.

Table 4.1

Top 5 Preference of Teaching Methods between (General and Vocational Teachers)

Preference	General Teachers (N = 73)		Vocational Teachers (N = 41)	
	Teaching Methods	Mean Score	Teaching Methods	Mean Score
1.	Lecture Method	3.67	Chalk and Talk	3.82

2.	Chalk and Talk	3.49	Lecture Method	3.68
3.	Text-book	3.08	Assignment	3.46
4.	Assignment	2.67	Project Method	2.43
5.	Demonstration	2.32	Excursion Method	2.31

As data shown in the present table there is no particular difference in rank of first and second preference of teaching methods between general and vocational teachers. General teachers opt lecture method and chalk and talk method first and second number respectively while vocational teachers prefer chalk and talk at first rank and lecture method at second number. Assignment method is preferred by both group of teachers with a little difference of preference rank, The table shows that assignment method is preferred by general and vocational teachers at fourth and third number respectively. Project method is preferred by vocational teachers at fourth number and text book method is preferred by general teachers at third number. There is difference in fifth choice of methods and again between both type of teachers. General teachers prefer demonstration method while vocational teachers prefer excursion method.

When the researcher compares these findings from pre conducted studies. It is justified that there is no much difference in the vocational teachers preference of teaching method in India as Guban and Kadocsa (2004) conducted a study to examine the vocational teachers methodological culture in the Hungary and found the lecture, demonstration, explanation are the most commonly applied method. Project method is found not widespread. It is less popular method 72% respondents did not apply it, because of lacking of time, central task preparation etc.

In this study, the factors influencing the general and vocational teachers preference of teaching methods will be described in the next tables of this Chapter.

Table 4.2**Top 5 Preference of Teaching Methods among(Male and Female Teachers)**

Preference	Male Teachers (N = 73)		Female Teachers (N = 41)	
	Teaching Methods	Mean Score	Teaching Methods	Mean Score
1.	Chalk and Talk	3.79	Lecture Method	3.59
2.	Lecture Method	3.73	Chalk and Talk	3.36
3.	Assignment Method	2.90	Assignment	2.93
4.	Text-book Method	2.64	Text-book	2.91
5.	Problem Solving Method	2.25	Demonstration	2.40

The mean scores in table 4.2, shows that chalk and talk method is the first most preferred method by the male teachers while female teachers rank lecture method as the first most preferred method and chalk and talk as the second preferred method. But both the male and female teachers rank assignment and text-book method at the third and fourth number respectively. The table also shows problem solving method and demonstration method are ranked at the fifth number of both male and female teachers respectively.

In the support of this finding, the researcher present a study conducted by Ratanadi, Ari and Kerti (2014) on male and female teacher's preference of strategies used for teaching speaking in SMPN1 SINGARAJA. The findings of this study reveal that male and female teachers prefer same teaching methods and strategies as direct instruction, discussion, group-work and performance activity. In the present study this similarity is found in the preference of fourth number of teaching method also. Both Male and Female Teachers prefer to use text-book method. But there is contradiction in the preference of remaining four methods. The reason/factors behind this contradiction will be discussed in the next tables of this Chapter.

Table 4.3**Top 5 Preference of Teaching Methods among Art, Science, Commerce and Technical Teachers**

Preference	Art's Teachers (N = 36)		Science Teachers (N = 35)		Commerce Teachers (N = 19)		Technical Teachers (N = 24)	
	Teaching Methods	Mean Score	Teaching Methods	Mean Score	Teaching Methods	Mean Score	Teaching Methods	Mean Score
1.	Lecture Method	3.79	Lecture Method	3.57	Lecture Method	3.57	Chalk and Talk Method	4
2.	Chalk and Talk Method	3.73	Chalk and Talk Method	3.45	Chalk and Talk Method	3.36	Lecture Method	3.79
3.	Assignment Method	2.90	Text-book Method	2.68	Assignment Method	3	Assignment	3.62
4.	Text-book Method	2.64	Assignment Method	2.65	Text-Book Method	2.68	Excursion Method	2.79
5.	Problem Solving Method	2.25	Demonstration Method	2.25	Demonstration	2.57	Project Method	2.5

The table 4.3 shows the preference of teaching methods among Arts, Science, Commerce and Technical Teachers. The mean score of four groups of teachers shows that lecture method is first most opted method by Art, Science and Commerce Teachers while technical teachers opt chalk and talk at first number and lecture method at second number. Art, Science and Commerce Teachers prefer chalk and talk at second number.

Assignment method is also preferred by only three group of teachers: Art, Commerce and Technical Teachers at Third number and by Science teachers at Fourth Number. Textbook method is preferred by Science Teachers at third number and by Art and Commerce Teachers at fourth number. In the comparison of Art, Science and Commerce teachers, the technical teachers preference of teaching method at fourth and fifth number is somewhat different, they prefer excursion method and project method respectively. The fifth preference of science and commerce teachers regarding teaching method is similar, both of these groups prefer demonstration method while art teachers prefer problem solving method. If overall most

preferred teaching method is concerned, it is found that lecture method is most preferred by arts, science and commerce teachers.

The preference of commerce teachers regarding lecture method is also justified by the study done by Riccio (2012) on the learning methods in accounting education in the Brazilian Scenario. The findings of this study shows that traditional lecture method is the most used method. The result shows a usage of 94% of traditional lecture.

Findings

The study reveals that mostly preferred and opted methods by teachers at higher secondary level are lecture, chalk and talk, assignment, text-book, demonstration and problem solving method.

1. The findings of the study reveal that general teachers prefer lecture method, chalk and talk, text book method, assignment and demonstration at first, second, third, fourth and fifth number respectively while vocational teachers prefer chalk and talk, lecture method, assignment, project method and excursion method at first, second, third, fourth and fifth number respectively.
2. The findings of the study reveal that male and female teachers prefer same methods with a different rank of preference as male teacher prefer chalk and talk, lecture method at first and second number while female teachers rank lecture method at first number and chalk and talk at second number. Both the type of teachers rank assignment and text book method at third and fourth number respectively.
3. The study also reveals that the art and commerce teachers prefer same methods – lecture, chalk and talk, assignment, textbook method at first, second, third and fourth number.
4. The findings of the study reveals that science teachers rank lecture method, chalk and talk, text book, assignment and demonstration at first, second, third, fourth and fifth number respectively.
5. The findings of the study reveals that technical teachers rank chalk and talk method at first number and lecture, assignment, excursion and project method at second, third, fourth and fifth number respectively.

The study reveals that different type of teachers prefer different types of methods

To conclude the data and its analysis presented in the forgoing sections brings to light the different teaching methods preferred by different type of teachers. Commonly most preferred methods by the teachers are lecture, chalk and talk, demonstration, discussion, assignment and text book.

Educational Implications

Theme of the present study is of vital concern for educators as well as educational administrators. Teaching methods are the part and parcel of whole teaching and learning process. The findings of the present study are quite helpful in understanding the preference of teachers regarding teaching methods and may be utilized for improving the condition of teaching-learning process. The findings of the study may be beneficial to the whole education system including students, teachers, principals, school including students, teachers, principals, school managers and others authorities, parents, policy makers and researchers.

The studies regarding teachers preference of teaching methods in India is still in its primary stages. Hence, the present study contributes important inputs to the literature that help understand better the teachers preference of teaching methods.

This study may be useful for the policy maker, principals of college to know and understand the choice of teachers so that they could provide all the facilities in school according to the teachers preference of teaching methods.

This study may be helpful to the educational administration that they should promote those methods which are being preferred by the teachers.

This study may be helpful to the educationist to know the methods which are not being preferred by the teachers. They can think about future scope of such types of methods in education and can develop them effectively to be used by the teachers.

This study may be helpful to the pupil teachers to come to know the most opted methods used by teachers in teaching learning process.

This study may be helpful for developing the curriculum in accordance to the teachers' choice of teaching methods. This study will help to the school management to know that the teachers of the different stream do not use similar methods. There are many factors influencing their preference, so they will be able to provide them the essential facilities for using appropriate methods.

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