

## Effect of a primitive teaching method on students' attitude towards the subject and towards the subject-teacher: an experimental study

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### ABSTRACT

The teaching method used by the teachers generally determines the students' attitude towards the subject and its teacher. Higher Secondary school students are usually in much stress and go through a lot of anxiety due to the pressure of Board exams. This study is an experimental study with a total of 40 students from the standard 12 chosen from a reputed girls higher secondary school located at Chennai. The area of interest or the subject taken by the investigator is Computer Science and Computer Applications. A simple random sampling was performed to choose the 40 students across both Computer Science and Commerce Department. A pre- test and a post-test were conducted within a duration of 1 month to use the primitive teaching method. The statistical methods such as Mean, Standard deviation and t-test were used to analyse the student responses. The findings of the study revealed that there is a positive increase the attitude towards the subject and the subject-teacher.

**Keywords:** *Teaching, Teaching methods, Attitude, Subject*

*“The excellence of teaching can be assessed by the level of understanding.”*

Teaching is a noble profession because it is seen as a service done for the society. A good teaching method comprises the principles and methods used by teachers to enable student learning and understanding. These strategies are determined partly on subject matter to be taught and partly by the nature of the learner. A teaching process includes the way one introduces a topic, raises question, makes assignments- all these and hundreds of other behaviors together make up a teacher's classification by researchers, colleagues, and students. Traditional teaching style is described as a teacher-directed approach while in transitional style, both teacher and students are expected to assist each other during the teaching and learning process. For 21<sup>st</sup> century teaching-learning process, requires a learner-directed approach. In learner-directed approach, the teacher acts as a guide as the learners learn by themselves. Though a lot of teaching methods have come up in the past decade, the ultimatum of all those methods is the same, it is the student's level of understanding a particular topic. Either it could be a teacher-directed approach or a student-directed approach, the end result should be the increase in the level of understanding on a particular topic.

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**Received: October 2, 2019; Revision Received: December 7, 2019; Accepted: December 25, 2019**

## **Effect of a Primitive Teaching Method on Students' Attitude towards the Subject and towards the Subject-Teacher: An Experimental Study**

Students are perceived as a clean slate where what the teacher does or teaches is etched on the minds of the pupil. For many students, the attitude towards the subject relies on their attitude towards the subject-teacher. A student may like a particular subject because of the teacher or dislike it because of the subject-teacher. Therefore, the way the teacher carries herself/himself, communicates, treats and respects her/his students has a direct impact on the way the student perceives the subject. Therefore, the student's attitude towards a particular subject depends on both the attitude towards the teacher and the teaching methodology.

### ***Operational Definition***

***Primitive Teaching Methodology:*** The investigator has used a primitive teaching methodology which is a combination of both teacher and learner centered approaches in teaching.

From the Teacher-centered Approach point of view:

1. The teacher has the complete control of classroom management.
2. The teacher uses a lot of realistic examples and parables to teach a particular topic.
3. The teacher uses a lot of diagrams and flowcharts.
4. The teacher does not use any form of technology for explaining.
5. The teacher gives notes as she takes her class.
6. The teacher helps with the book-back questions.
7. The teacher takes some time to talk about the general topics or issues in the class.
8. The teacher uses the skill of questioning while she teaches the class.
9. The teacher respects the students and views them as common partners in the teaching-learning process.

From the Learner-centered Approach point of view:

1. The learner is the authority to stop anywhere during the class for a pause, or a break.
2. The learner can ask any doubt at any time during the class.
3. The learner can ask the teacher to repeat the topic or concept if he/she is not able to understand.
4. The learner finds the answers or solutions to the book-back questions by himself/herself.
5. The learners are allowed to discuss with their peers about the topic.
6. The learners had the choice in taking down the notes.
7. The learners are allowed to raise alert in case of any kind of misinformation on the teaching.

### ***Research Design***

#### ***1. Subjects Acquisition/Gathering***

About 40 students from standard 12 were randomly chosen as the experimental group for the study. The samples were gathered from T.E.L.C. Magdalene School. Among them 15 students were from Computer Science Group and the remaining 25 students were from Commerce Group.

#### ***2. Tool***

A tool was constructed and validated by the investigator in the year 2019. The tool is a questionnaire containing 30 questions. The instrument was pilot-tested and feedback from that activity was used to improve the instrument before formally distributing the

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questionnaires to the research sample. The reliability of the tool was 0.86 and the validity of the test is 0.7.

### 3. *Pre-Test*

The investigator produced the questionnaire to the chosen sample of 40 students as the experimental group. The students were asked to fill the questionnaire on the thoughts about their Computer Science/ Computer Applications subject and their respective school subject-teacher. The investigator then collected the filled questionnaires, was then coded, analysed and interpreted.

### 4. *Experiment Process*

The investigator then took over the classes for both Computer Science and Computer Application students for the month of August 2019. The first hour i.e. 9.30 a.m – 10.30 a.m. was allotted for the Commerce group of 25 students for their subject Computer Applications. The second hour i.e. 10.30 a.m. – 11.30 a.m. was allotted for the Computer Science Group of 15 students for their subject Computer Science. A total for five lessons were taught for both the groups respectively.

### 5. *Variables*

**a. Independent Variable:** Primitive Teaching Methodology

**b. Dependent Variables:**

(i) Students' Attitude on the Subject

(ii) Students' attitude towards the Subject-Teacher

**c. Extraneous Variables:**

(i) The time taken (two hours in the morning).

(ii) Common excitement towards the new teacher.

### 6. *Post-Test*

After a month of experimenting with the group, the investigator handed out the same questionnaire to the students. The number of students from the Commerce group has reduced to 23 due to absenteeism and thereby the total number of students was 38. The filled questionnaires were later collected, coded, analysed and interpreted.

### *Analysis & Interpretation*

**Table 1: Frequencies of Students' Attitude towards the Subject:**

S.N	Questions	Pre-Test			Post-Test		
		Yes	No	Sometimes	Yes	No	Sometimes
1.	I like the subject Computer Science/App.	4	28	6	32	2	4
2.	I think Computer Science/App is an easy subject.	9	23	6	20	9	9
3.	I like working with computers.	10	22	6	25	5	8
4.	I would like to learn more about computers.	10	24	4	26	6	6
5.	I like to learn more programming/applications.	17	14	7	23	3	12
6.	I can understand Computer Science/App.	2	30	6	30	1	7
7.	I would like to pursue my higher education in computers.	13	15	10	33	3	2
	<b>TOTAL – POSITIVE ITEMS (266)</b>	65	156	45	189	29	48
	<b>PERCENTAGE</b>	24.44	58.65	16.92	71.05	10.90	18.05

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S.N	Questions	Pre-Test			Post-Test		
		Yes	No	Sometimes	Yes	No	Sometimes
8.	I do rote memorization for this subject.	32	-	6	7	14	17
9.	I feel bored when the teacher teaches Computer Science/App.	29	2	7	1	35	2
10.	I feel sleepy when the teacher teaches Computer Science/App.	25	6	7	2	33	3
	<b>TOTAL – NEGATIVE ITEMS (114)</b>	86	8	20	10	82	22
	<b>PERCENTAGE</b>	75.43	7.02	17.54	8.77	71.93	19.3

From the above table, the following interpretations can be made:

1. The students' attitude towards the subject has shown a positive increase after the post-test.
2. Approximately 46% increase in relation to a favourable attitude towards the subject.

**Table 2: Frequencies of the Students' Attitude towards the Subject-Teacher:**

S.N	Questions	Pre-Test			Post-Test		
		Yes	No	Sometimes	Yes	No	Sometimes
1.	Presented information in a way that is easy to understand.	12	26	-	36	1	1
2.	Used various examples to help me understand the topic.	9	22	7	38	-	-
3.	Took time to assist every student that needed help.	6	22	10	28	2	8
4.	Took the effort to repeat a particular topic or an example whenever asked.	5	33	-	32	2	4
5.	Encouraged the students to ask doubt.	3	30	5	35	2	1
6.	Helped in clearing all the doubts.	4	34	-	36	2	-
7.	Loves to interact with the students.	3	31	4	38	-	-
8.	Helped with all the book back questions.	10	18	10	38	-	-
9.	Used figures and diagrams to explain the topic.	7	31	-	35	-	3
10.	Motivated me to study and perform well.	5	33	-	36	2	-
11.	Prepared well before coming to class.	4	34	-	38	-	-
12.	Used class time effectively.	3	35	-	38	-	-
13.	Was very friendly and approachable.	7	31	-	34	-	4
14.	Has respect for the students.	5	29	4	37	-	1
15.	Encouraged me to think for myself.	3	25	10	35	1	2
16.	Managed the class well.	7	18	13	33	2	3
17.	Started class on time.	16	15	7	30	4	4
18.	Asked questions frequently.	4	30	4	31	3	4
19.	Gave enough notes for every topic.	2	28	8	36	-	2
20.	Has a great interest on the welfare of the students.	8	26	4	37	-	1
	<b>TOTAL (760)</b>	123	551	86	701	21	38
	<b>PERCENTAGE</b>	16.18	72.5	11.31	92.23	0.03	5

From the above table, the following interpretations can be made:

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- The students' attitude towards the subject-teacher has shown a positive increase after the post-test.
- Approximately, there is an increase of 75% in the attitude of the students towards the subject-teacher.

**Table 3: t-test to indicate the relationship between the students' attitude on the subject and the student course groups.**

Variables	N	Pre-Test			Post-Test		
		Mean	S.D	p-value	Mean	S.D	p-value
C.S	15	18.33	2.769	0.52	12.67	1.952	0.19
C.A	23	19.17	2.480		14.17	2.516	

From the above table, results show that:

- There is no significant difference on the students' attitude on the subject, irrespective of the course groups in the pre-test.
- There is no significant difference on the students' attitude on the subject, irrespective of the course groups in the post-test.

**Table 4: t- test to indicate the relationship between the students' attitude on the subject-teacher and the student course groups.**

Variables	N	Pre-Test			Post-Test		
		Mean	S.D	p-value	Mean	S.D	p-value
C.S	15	38.40	3.501	0.79	20.80	1.265	.012
C.A	23	39.74	3.793		22.00	2.256	

From the above table, results show that:

- There is no significant difference on the students' attitude on the subject-teacher, irrespective of the course groups in the pre-test.
- There is a significant difference on the students' attitude on the subject-teacher, irrespective of the course groups in the post-test. According to the table, the attitude of the students belonging to Commerce department towards the teacher is higher than that of the students of Computer Science Department.

**Summary of Findings**

1. The attitude of the students towards the subject is much positive when the teacher incorporates a good primitive teaching method.
2. The attitude of the students towards the subject-teacher is positive when the teacher incorporates a good primitive teaching method.
3. There is no significant difference on the opinions of the students on the subject irrespective of the course groups.
4. There is a significant difference on the opinions of the students towards the subject-teacher. The students from the Commerce department tend to show more positive response than that of the Computer science department.

**CONCLUSION**

The level of teaching is evaluated only through the level of understanding of the topic by the student. Through every student has a different learning style, but an average number of students require a more focused and a comfortable environment to actually learn something

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in the class. The students' positive attitude towards the subject and their respect towards the teacher can be attained only through a good teaching method. A good teaching method can only be evaluated through the degree of how much a student has understood the topic the teacher has taught.

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### *Acknowledgements*

The author appreciates all those who participated in the study and helped to facilitate the research process.

### *Conflict of Interest*

The author declared no conflict of interests.

**How to cite this article:** Catherene N S (2019). Effect of a primitive teaching method on students' attitude towards the subject and towards the subject-teacher: an experimental study. *International Journal of Indian Psychology*, 7(4), 349-354. DIP:18.01.039/20190704, DOI:10.25215/0704.039