Journal of Contemporary Issues in Business and Government Vol. 27, No. 2,2021
https://cibg.org.au/

P-ISSN: 2204-1990; E-ISSN: 1323-6903
DOI: 10.47750/cibg.2021.27.02.650

Measuring the Awareness and Acceptance level Innovative Learning Strategies of Higher Secondary School Teachers of Sindh, Pakistan

Liaquat Ali Rahoo
I.T Officer, Mehran University of Engineering & Technology, Jamshoro, Sindh Pakistan
liaquatalirahoo2003@gmail.com
Paras Hasnain
Lecturer, Institute of Business Administration, University of Sindh, Jamshoro, Sindh, Pakistan
Tanveer Ahmed
PhD Scholar, Faculty of Management and Economics, Kunming University of Science and Technology, China
Muhammad Ali Khan
Department of Industrial Engineering and Management, Mehran University of Engineering and Technology, Jamshoro, Pakistan
Ali Asghar
PhD Scholar, Faculty of Management and Economics, Kunming University of Science and Technology, China

Abstract
Evolution of Information and communication technology in the last few decades, has revamped the Education System. Traditional learning alone can no longer meet the needs of the learner or neither prepares them to survive in the 21st century knowledge and technology based society. The aim of this study is to know the awareness and acceptance level of innovative strategies of teachers: A case study of Hyderabad Division. Innovative teaching strategies help the students to understand the content in different dimensions. It provides the platform to students for varied experiences and responses. The present study focuses on the awareness and acceptance of innovative teaching learning strategies in teachers of higher secondary schools.The study used primary data sources from teachers of colleges at Hyderabad which included field notes and semi-structured interviews. Questionnaire which consists two parts: Part A: Acceptance of innovative teaching learning strategies Part B: Awareness of innovative teaching learning strategies. The population of the study was Hyderabad district. The simple random sampling technique was used for data collection. The sample size of the study was 200 teachers from

P-ISSN: 2204-1990; E-ISSN: 1323-6903
DOI: 10.47750/cibg.2021.27.02.650

various colleges of Hyderabad District. SPSS software was used for data analysis which include statistical methods descriptive and Inferential.The study reveals innovative strategies are more used by B.Ed. teacher trainee than B.Sc.teachers. Teachers of science stream are taking more interest than Arts stream. The innovative strategies are more practical in male than female.
Keywords: Innovative Methods, Teachers, Learner, Secondary Schools, Education

Introduction

Evolution of Information and communication technology in the last few decades, has revamped the Education System. Traditional learning alone can no longer meet the needs of the learner or neither prepares them to survive in the 21st century knowledge and technology based society. Education should be integrated with technology and innovative and advanced methods of teaching and learning like flipped learning, constructivist approach, Multicultural Education, Online learning, Web 2.0 & 3.0 Education tools etc. Future classrooms should be mixture of both traditional and innovative methods of teaching and learning. In this context teachers play a key role in designing the future classrooms. Teachers should prepare themselves to meet the current society requirements and equip themselves with new and innovative techniques of teachersBonk, C.J.(2009). Teaching is the profession that creates other professions therefore it takes responsibility to enhance the quality of knowledge and develop new trends of education. Learning should be according to the learner so that learner can perceive the concept easily. In many schools innovative strategies were applying in the classroom for effective learning. This type of innovative learning connects the learner more with the learning process. It is commonly said that 'I hear I forget I see I remember I do I understand', that also indicates that the more the learner will engage in the learning process the more he will learn. In present scenario only traditional type learning is not sufficient because it never encourages the learner to self-examine what he learnt. Nowadays learning means, learner should be capable of solving his/her real life problems by applying the analytical and critical thinking approach. There is a significant positive and strong relationship between teacher attitude towards use of innovative technology and learners' attitude of knowing facts and using technology. Teacher should be interested in innovative strategies and encourage student to take interest in teaching learning process. Education simply means to achieve social uplift via information and researches. There are many types of technologies and strategies that give ideas to create the applications which are innovative and interactive by nature, such as adobe photoshop premier and 3D studio max etc (Neo, M.,Neo,K.T.K.,2001).

The new innovative learning techniques change the whole classroom experience. Brainstorming is the act of spontaneous ideas in preparation of various aspects of writing (Ledbetter, 2010). According to McDowell (1995) brainstorming is the act of defining a problem or ideas and coming up with anything related to topic no matter how remote a suggestion is. In brainstorming every participant got chance to express their view regarding the topic.The other way of innovative learning is Collective Learning. Collective learning is very useful for students. This is the process by which the members of a group share their cultural values and belief. Collective

P-ISSN: 2204-1990; E-ISSN: 1323-6903
DOI: 10.47750/cibg.2021.27.02.650

learning is the process and outcome achieved when members of a community learn by social interaction (Simons and Reiters, 2001).

The aim of the study is to know the awareness and acceptance level of innovative strategies for learning at higher secondary schools. Innovative teaching strategies help the students to understand the content in different dimensions. It provides the platform to students for varied experiences and responses. These responses will also be helpful for the teacher to understand the individual differences among the students.

Literature Review

Teachers generally use their traditional methods to teach the students. Emergence of evolving technology and strategy signifies the impact on educational development. Many researchers reported that technology acceptance and readiness in teaching via mobile phone amplify the student performance (Bokhare,F.Siti, Azizan, N.S.,Azman, Nizuwan, 2013).Teachers' technology acceptance is one of the issues being addressed by several scholars (Teo, 2011). Technology acceptance for teachers is as necessary as for student because when teacher is not motivated students never pay attention. Teacher could identify the specific technological tools for effective teaching (Ngozi et al., 2010). It is found that innovative learning gives better result than usual learning for changing teaching learning process via classroom assessment as can be done (Mimi Steadman, 1998). Innovative methods of teaching and learning enhance the educational development and beneficial for effective teaching learning process (Sachou, M.E.). Integrated interactive type e-learning in innovative collaborative learning is one of the vital component in learning model (Son, Barbara, 2016).

Jigsaw learning is a type of cooperative learning method where learners are evolved in the activity of teaching practice in which learner is responsible for learning the material and teaching it to other learner. It is a cooperative learner work group responsible for the role and places them in the center of knowledge creation process (Salvin, 2014). One another type of innovative technical strategy is flipped classroom learning. Flipped learning is a type of innovative strategy where learner gets the chance to construct their own knowledge by discussing, responding, and performing in classroom task. Flipped classroom learning is student centered learning method. Previously student have to see some topic related lectures or videos to understand the concept, after that they have discussed about the topic in their classroom and apply their knowledge to solve the problems and clear their doubts. The best way to exemplify the flipped learning is that the flipped learning classroom is the pedagogical model in which the typical lecture and homework element get reversed (Educause, 2012). Crossover learning is a popular method of teaching. Innovative pedagogy report 2015 highlights Crossover learning are on brink of having a profound influence on education (Sharples et al,2005). The concept of crossover learning refers to comprehensive understanding that bridges formal and informal learning. It is rightly said that "Anyone can now learn anything from anyone at anytime" (Bonk, 2009).

P-ISSN: 2204-1990; E-ISSN: 1323-6903
DOI: 10.47750/cibg.2021.27.02.650

Objectives of Study

- To examine the awareness and acceptance level of innovative teaching learning strategies of teachers.
- To examine the awareness and acceptance level of innovative teaching learning strategies in classroom by teachers.
- To examine the awareness and acceptance level of innovative teaching learning strategies of teaching beyond classroom by teachers.

Research Hypothesis

- There is no difference between awareness and acceptance level of innovative techniques of teaching in teachers.
- There is no significant difference between awareness and acceptance level of in classroom innovative techniques of teachers.
- There is no significant difference between awareness and acceptance level of beyond classroom innovative technique of teachers.

Research Methods

This study employed descriptive survey design with survey based method was used. Random sampling method was used to collect the data. Questionnaire was adopted and used as a research instrument which consists two parts: Part A: Acceptance of innovative teaching learning strategies (Item No's 1 to 21) Part B: Awareness of innovative teaching learning strategies (Item No's: 22 to 55). The population of the study was Hyderabad district. The simple random sampling technique was used for data collection. The sample size of the study was 200 teachers from various colleges of Hyderabad District. SPSS software was used for data analysis which include statistical methods descriptive (Mean, SD, percentage) and in Inferential (t test).

Data Analysis and Discussion

a. Acceptance level of Innovative Strategies of Teachers

Item no.	Items	Always	Some times	Rarely	Total
1	Do you use Crossover learning in classroom	40	35	25	100
2	Do you use brainstorming in classroom	20	50	30	100
3	Do you use Collective learning in classroom	60	30	10	100
4	Do you use Jigsaw learning in classroom	40	30	30	100
5	Do you use Multicultural learning in classroom	60	30	10	100
6	Do you use Flipped learning in classroom	20	30	50	100
7	Do you prefer to Provide hands on experience opportunity	60	30	10	100
8	Do you prefer to Capture student interest	70	20	10	100
9	Do you prefer to Activate prior knowledge	60	30	20	100
10	Do you prefer to Motivate them for learning by doing	70	20	10	100

P-ISSN: 2204-1990; E-ISSN: 1323-6903
DOI: 10.47750/cibg.2021.27.02.650

11	Do you prefer to develop creative thinking	50	30	30	100
12	Teachers should have knowledge about technological awareness	60	25	15	100
13	Teachers should have knowledge about trendy update	50	30	20	100
14	Teachers should have knowledge about social needs	60	30	10	100
15	Teachers should be Curious to know new tactics	50	30	20	100
16	Teachers should encourage students to do something new	40	30	30	100
17	Do you face the problem of lack of experience while using innovative strategy	50	30	20	100
18	Do you face the problem of Balancing the needs of all students while using innovative strategy	50	20	30	100
19	Do you face the problem of difficulty to engage each and every student while using innovative strategy	60	20	20	100
20	Do you face the problem of Limitation of coursework duration while using innovative strategies	70	20	10	100
21	Do you face the problem of time constraints while using innovative strategies	50	35	15	100

Table 1: Acceptance level of Innovative strategies of Teachers

a. Awareness level of Innovative Strategiesof Teachers

Item no.	Items	always	Sometime	Rarely	Total
1	Do you believe that teacher should encourage communication between student and teacher	60	30	10	100
2	Do you believe that teacher should develop cooperation among students	65	25	10	100
3	Do you believe that teacher should encourage active learning	40	40	20	100
4	Do you believe that teacher should emphasis task on time	60	20	20	100
5	Do you believe that teacher should respect diverse learners and way of learning	50	30	20	100
6	Do you prefer to create classroom game for making lessons interactive	30	50	20	100
7	Do you prefer to utilize technological aids for making lessons interactive	60	30	10	100
8	Do you prefer to relate content with real life situations based teaching for making lessons interactive	50	30	20	100
9	Do you prefer flipped learning techniques to your lessons for making lesson interactive	30	20	50	100
10	Do you prefer to give them innovative ideas to think different aspects for making lessons interactive	50	30	20	100
11	For effective learning do you emphasize on motivating students	60	20	20	100
12	For effective learning do you use technology for teaching	40	50	10	100
13	For effective learning do you try some new technique	30	40	30	100
14	For effective learning do you establish teacher student interaction	40	50	10	100
15	For effective learning do you use visual teaching aids	40	50	10	100
16	For effective learning do you emphasize on kinesthetic work	30	20	50	100
17	Do you use innovative strategy to connect concepts	40	30	30	100

P-ISSN: 2204-1990; E-ISSN: 1323-6903
DOI: 10.47750/cibg.2021.27.02.650

18	Do you use innovative strategy to encourage questioning ability	20	50	30	100
19	Do you use innovative strategy to develop problem solving skill	40	40	20	100
20	Do you use innovative strategy to encourage creative thinking	40	30	30	100
21	Do you use innovative strategy to connect with real life situations	60	30	10	100
22	Do you use innovative strategy to promote question answer	40	30	30	100
23	Do you use innovative strategy in teaching learning process to engage students in teaching learning process	60	30	10	100
24	Do you use innovative strategy in teaching learning process for making teaching interesting	50	30	20	100
25	Do you use innovative strategy in teaching learning process with effective technology	40	40	20	100
26	Do you use innovative strategy in teaching learning process and apply knowledge in realistic life	50	30	20	100
27	Do you use innovative strategy in teaching learning process for making content effective	40	30	30	100
28	Are you familiar with visual (spatial) aid in innovative strategy	50	30	20	100
29	Are you familiar with aural (audio) aid in innovative strategy	40	30	30	100
30	Are you familiar with verbal (linguistic) skills in innovative strategy	60	30	10	100
31	Are you familiar with physical (kinesthetic) learning in innovative strategy	30	30	40	100

Table 2: Awareness level of Innovative Strategiesof Teachers

b. Acceptance level of Innovative Strategies of Teachers

Values		Mean	SD	't' Test
Gender	Male	62	2.41	6.97*
	Female	59	3.72	
Qualification	B.Ed.	59	2.57	5.13*
	B.Sc	61	3.28	
Subject Stream	Science	63	2.45	5.94*
	Atrs	59	3.39	

Table 3: Acceptance level of Innovative Strategies of Teachers

c. Awareness level of Teacher on Innovative Strategies

Values		Mean	SD	't' Test
Gender	Male	70	2.68	4.19*
	Female	68	3.12	
Qualification	B.Ed.	73	2.13	3.84*
	B.Sc	71	2.74	
Subject Stream	Science	80	1.84	4.83*
	Atrs	76	2.42	

Table 4: Awareness level of Teacher Trainees on Innovative Strategies

P-ISSN: 2204-1990; E-ISSN: 1323-6903
DOI: 10.47750/cibg.2021.27.02.650

The study reveals innovative strategies are more used by B.Ed. teacher trainee than B.Scteachers. Teachers of science stream are taking more interest than Arts stream. The innovative strategies are more practical in male than female.

Conclusion

In the present era of artificial intelligence teachers are to be well braced to handle & face phenomenally changing learning environments of the digital world. The present study reveals that teachers are burdened with multiple issues and obstacles in practicing innovative teaching learning strategies in and outside classroom. Lack of awareness and training in current and recent technologies of learning is one of the impediments to stay update in technological knowledge. Efficient utilization of available resources is also not feasible because of various other social and cultural factors. As such it is necessary to train teachers in advanced and innovative techniques of learning and also to spread awareness and importance of using innovative techniques for a lucrative progress in teaching and learning.

References

1. Achor EE (2008).Repositioning Physics teaching and learning in secondary schools in Benue State: Focus on strategies for teaching difficult concepts. Workshop materials on retraining for maximum effeciency in secondary schools by Benue State Ministry of Education.pp.178 – 187.
2. Bonk, C.J.(2009). The world is open; How web technology is revolutionizing education .John Wiley &Sons.
3. Bokhare,Siki.F., Azizan, Siti.N.&Azman, Nizuwan.(2013) teaching via mobile: A case study on Malaysian Teachers' technology acceptance and readiness. Journal of Educators,Vol 10(n1).retrieved on 22 oct, 2018 retrieved from https://files.eric.ed.gov/ fulltext/ EJ1004 895.pdf
4. Duschl RA (1990). Restructuring science education: The importance of theories and their development.New York: Teachers' College. Ezeliora B (2004). Motivating secondary school science teachers to face the challenges of the third millennium. J. Sci. Teach. Assoc.Niger. 39 (1&2):14-18.
5. Educause Learning Initiative. (2012). 7 Things You Should Know About Flipped Classrooms. EDUCAUSE Learning Initiative (ELI).
6. Ledbetter, M. E. (2010). The writing teacher's activity-a-day. San Francisco: Jossey-Bass.
7. Okebukola PAO (2005). Quality assurance in teacher education. The role of Faculties of Education. Address presented to the Deans of Education, Ilorin. 30th July.
8. Neo,M.&Neo, K.T.K.,(2001). Innovative teaching; Using multimedia in a problem based learning environment, Educational Technology & Society.
9. Sharples,M., Adams,A., Alozie,N., Ferguson, R.FitzGerald,E.Gaved ,M.&Roschelli, J.(2005). Innovation Pedagogy 2015; open university innovation report.
10. Simons, R. J., &Ruiters, M. (2001). Learning professionals: Towards an integrated model. Paper presented at the Biannual Conference of the European Association for Research on Learning and Instruction, August 26-September 2, Fribourg, Switzerland.
11. Slavin, R. E. (2014). Cooperative learning and academic achievement: why does groupwork work? Analesdepsicología, 30 (3), 785-791. http://dx.doi.org/ 10.6018/ analesps.30 .3.201201.

P-ISSN: 2204-1990; E-ISSN: 1323-6903
DOI: 10.47750/cibg.2021.27.02.650

12. Woldab, Z.E. (2014), "E-Learning technology in pre-service teachers training-lessons for Ethiopia", *Journal of Educational and Social Research*, Vol. 4 No. 1, p. 159.
13. Wong, E.M.L. and Li, S.C. (2008), "Framing ICT implementation in a context of educational change: a multilevel analysis", *School Effectiveness and School Improvement*, Vol. 19 No. 1,pp. 99-120.