

Evaluation of teaching methods on students' academic Performance in the University of Dhaka

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Abstract

The purpose of this research thesis is to analyze the effect of teaching methods on Students' academic performance among students of University of Dhaka. A sample of 200 students is selected and used for the research using purposive sampling procedure. A structured questionnaire is used to gather data on students' level of agreement or disagreement regarding teaching methods. Research results show that teachers' teaching skills, students and teachers' interaction, faculty feedback of the university and teachers' attitude seem to be significant factors for the satisfaction of the students on their academic performances. On the other hand, teacher's assistance to solve problems, teacher's subject knowledge, teacher's attendance and library facilities of the university seem to be insignificant factors for the satisfaction of the students on their academic performances.

1. Introduction

Teacher quality is an important factor affecting student performance (Snehi, 2011). Barr and Tagg (1995) indicate the education focus on the instructional effects of teachers, including teaching methods, curriculum, and materials of teachers, without focusing on the learning effects on students. In recent years, education has begun to emphasize learners, changing learning models to analyze students, and researching teachers to explore effective learning approaches. However, there are few studies on the teaching quality on teacher and student learning. Thus, this research seeks to explore the effect of teaching quality of teachers on the learning accomplishments of students. Students are the core stakeholders of any learning institution. They are directly involved in the teaching and learning process. Teachers are regarded as the most imperative school-based factor that influences students' achievement levels. According to Adunola (2011) and Ganyaupfu (2013), teaching is a collaborative process which encompasses interaction by both learners and the lecturer. Teaching methods adopted by lecturers should be aligned to the subject content and specific outcomes in order to effectively enhance transmission of knowledge and information from the lecturer to the students (Adunola, 2011). As each individual learner interprets and responds to questions in a unique way, it is therefore crucial for lecturers to regularly review their teaching competences in respect of subject knowledge, lecturer attendance, teaching skills and lecturer attitude (Chang, 2010).

In the following sections, we have a review of the existing literature which builds on the rationale for the study. This is followed by development of the theoretical framework. We use descriptive statistics for analysis of data which is followed by discussion of the findings.

2. Literature Review

A number of studies have been carried out to evaluate and analyze different teaching methods that affect students' academic performance. Ganyaupfu (2013) conducted a research to measure the influence of lecturer competence, teaching method, quality of learning materials, minimum admission criteria and mathematics aptitude on academic achievements in quantitative courses among business students of private higher education institutions. The research shows that lecturer competence, teaching methods and quality of learning materials have significant positive influence on undergraduate students' academic achievements in quantitative business courses, while mathematics aptitude and minimum admission criteria have no significant influence. Ganyaupfu (2013) also conducted a study to investigate whether there are significant differences between the effectiveness of different teaching methods on students' academic performance. The results of this study demonstrate that teacher-student interactive method was the most effective teaching method, followed by student-centered method while the teacher-centered approach was the least effective teaching method.

Wen-Hwa & Feng-Ming (2014) conducted a study to examine the effect of the teaching quality of culinary arts teachers and student learning satisfaction on the academic performance of hospitality students. This research results show that there is a significant positive correlation between teaching quality of teachers and the learning satisfaction of students, between teaching quality of teachers and the academic performance of students, and between the learning satisfaction of students and the academic performance of students. The learning satisfaction of students has a mediating effect on the relationship between the teaching quality of teachers and the academic performance of students.

Muzenda (2013) looked into the distinct effects of lecturers' subject knowledge, lecturer attendance, teaching skills and lecturer attitude on students' academic performance among higher education and training students. Results of his research indicated that subject knowledge, teaching skills, lecturer attendance and lecturer attitude have significant positive influence on students' academic performance.

According to Lim & Phang (2014), students are the core stakeholders of any learning institution. They are directly involved in the teaching and learning process. They described an alternative approach to student evaluation of teaching (SET) items development which involved students- collaboration. Their findings the establishment of various scoring matrices for the measurement of overall teaching effectiveness as well as teaching effectiveness from three different domains, namely: knowledge, pedagogical skills and attitude.

Another research by Kosgei et al. (2013) tried to establish the relationship between teacher characteristics and students' academic achievement. The study findings suggest that there was no significant relationship between teacher qualification and student academic achievement.

Another research on the relationship between teachers' attitude and student' academic achievement in secondary school chemistry (Abudu et al. 2014) found that attitude of teachers teaching chemistry in senior secondary schools have significant effect on the achievement of students in chemistry as one of the science subject. It must be realized that, if teachers show positive attitude towards the teaching of chemistry the achievement of students will be better.

From the above review, it appears that teacher quality is an important factor affecting student performance. There are few studies on the teaching quality on

teacher and student learning, and no research has been conducted in the context of Bangladesh. Therefore, as an exploratory approach to understanding the effect of teaching quality on students, the researchers choose the domain of the University of Dhaka, the premier university in Bangladesh. Precisely, the study evaluates how quality on teaching lead to learning accomplishments of students. It also tries to conform the factors seem to be significant factors for student's satisfaction on their academic performances. In the next section, we develop the theoretical framework for the study on the basis of which we develop the methodology for this research.

3. Theoretical Framework

Different approaches were used in previous research to analyze students' academic performance. In this study, we adopt the work of Hijaz & Naqvi (2006) and Hake (1988) where they evaluated students' achievements at the end of semester through assessment of overall course marks computed through weighted averages of both formative and summative assessments for the respective semester. The variables considered for this research (Hijaz & Naqvi, 2006 and Hake, 1988) are discussed in detail below.

3.1 Teaching Methods

Both participation is needed from the sides of the student and the teachers to make teaching an interactive process (Kang'ahi et al., 2012). Further such methods of teaching should focus on the subject matter. This is to avoid poor outcomes of failure arising out of incapacity of the students to capture the subject matter. Hence, the focus of teachers should be more on the outcomes for enhancing student achievement rather than preferred style (Adunola, 2011).

Researchers recommend to align lecturers' teaching methods with students preferred learning styles (Zeeb, 2004). This is because each and every student has a unique approach in responding and interpreting the questions in assessment processes of lecturers (Chang, 2010). Hence, teachers should resort to selecting teaching methods which are aimed in improving student performance and avoid the stubbornness in fixing to an exclusive monopoly learning dissemination style (Adunola, 2011). Teaching is a continuous process where changes need to be adopted to enhance the positive outcome of the learners (Ayeni, 2011). Teaching methods work effective if they suit learners' needs (Bharadwaj et al., 2011). Hence, we hypothesize that—

H1: Teacher's teaching methods is positively associated with students' satisfaction and academic performances.

3.2 Subject Knowledge

From the point of view of teaching, subject knowledge consists of three dimensions namely, content knowledge, pedagogical knowledge of content and general knowledge (Eggen & Kauchak, 2001). It is assumed that the when a lecturer does not possess these three dimensions, then the lecturer cannot teach what he or she does not know. Further, this has been also confirmed by research that the ability of a lecturer to teach effectively depends on the depth of knowledge the teacher possesses (Adediwura & Tayo 2007).

Now, invariably when a teacher lacks the subject knowledge, it lowers students' academic achievement. The influence of teaching competence on students' learning outcomes is measured through students' academic achievements (Starr, 2002; Adediwura & Tayo, 2007; Adu & Olatundun, 2007; and Schacter & Thum, 2004). And, it is observed that competent teachers are anticipated to generate students with higher academic attainments, provided that the lecturers

effectively utilize their teaching expertise and skills (Akiri & Ugborugbo, 2009). Hence, we hypothesize that—

H2: Teacher's Subject Knowledge is positively associated with students' satisfaction and academic performances.

3.3 Quality of Learning Materials and Library facilities

Curriculum design, linkage with the topic, and content of the concepts should be available in reading format to the students (AL-Mutairi, 2011). Student achievements depend immensely on the quality of the learning materials (Karemera, 2003). Quality of materials is reflected by the simplification of the concepts to nurture intellect, illustration of the content to be covered, and the description of the sequential steps for completion of each topic (Pozo & Stull, 2006). Research further found that clear structuring and optimal integration of curriculum content available to students in library and online formats is an essential element that helps students perform better (Silva et al., 2010). Hence, we hypothesize that—

H3: Quality of Learning Materials and Library facilities increases students' satisfaction and academic performances.

3.4 Teaching Skills

Teaching skills are considered a subjective terms from the view point of researchers (Kang'ahi et al., 2012). It is a conception and conversion of knowledge concepts that are anticipated to be imparted into learners (Ganyaupfu, 2013). However, the measurement of one's teaching skills depend on the outcome of the whole process. It starts with the transformation of content knowledge process that is pedagogically effective and applicable to students' capabilities, cultures, motivations and prior knowledge and skills (Glatthorn, 1990). In essence, the teaching skills should be aimed for enhancing learners' literacy (Muzenda, 2013), the educational purposes for engaging in teaching are to assist learners gain literacy, develop skills and values to function well in the society, equip them with opportunity to acquire and discover new information, enhance understandings of new concepts, enable students to enjoy their learning experiences, enhance learners' responsibility to become productive in the economy, contribute to the well-being of the social, economic and business community (Shulman, 1992 in: Muzenda, 2013). In essence when all these are achieve, it is necessarily to build on student satisfaction. Hence, we hypothesize that—

H4: Good teaching skills increases students' satisfaction and academic performances.

3.5 Teachers' Attitude towards Assistance

Lecturer attitude is the consistent tendency by the teacher to react in a particular way towards students in terms of assistance in academic matter (Eggen & Kauchak, 2001). Such attitude refelects both cognitive and emotional components which strongly influence the manner in which a teacher thinks and responses to specific problems of students (Fazio & Roskes (1994). Research work (Eggen & Kauchak, 2001) found out that positive teachers' attitudes are fundamental to effective teaching and students' academic achievements. Further study warrants that there are a number of elements that constitute teachers' attitudes that will facilitate a caring and supportive classroom environment, and these elements include caring, enthusiasm, teaching efficacy, democratic practices to promote students' responsibility, effective use of lesson, constructive interaction

with learners and high expectation to promote learners' motivation (Brunning et al. 1999). Hence, we hypothesize that—

H5: Teachers' Attitude towards Assistance to students' increases satisfaction and academic performances.

3.6 Lecturer Attendance

Previous research shows that there is a relationship between students' academic performance and teacher absenteeism. Studies show that the overall academic performance of students in an academic institution is negatively affected by high teacher absenteeism (Manlove & Elliott, 1977; Jacobs & Kritsonis, 1997). On the other hand, Woods & Montagnano (1997) reports that the higher the teacher attendance rate in classes and maintenance of continuation of classes, the better the students' academic performances. In research involving lecturer performance, researchers (Scott & McClellan, 1990; Pitkoff, 1993) found that teachers who received low performance markings missed a larger number of days than those who did not. Simultaneous research by Bruno (2000) reflects that high absenteeism by certain teachers tend to lower the morale of remaining teachers, thereby resulting in high teacher turnover as other teachers tend to feel more burdened regarding additional planning for their absent colleague. Hence, from the above discussion, it can be hypothesized that—

H6: Teacher's attendance has a positive influence on student satisfaction and academic performances.

4. Methodology

The survey research design method is used in this study. The questionnaire for the study (as provided in appendix A) was borrowed from the studies of Hijaz & Naqvi (2006) and Hake (1988). Hence, the issue of content validity was ensured. After collection of data, the Cronbach Alpha scores were checked and no scores showed values below 0.70 indicating assurance of construct validity.

The target population for this study were the students of University of Dhaka. University of Dhaka was chosen as it is the premier university of the country and the oldest. The study is based on the analyses of actual data of over 200 students collected using purposive sampling in the Faculty of Arts and the faculty of business.

Each item in the questionnaire was measured using a five point Likert scale questionnaire, where students indicated their level of agreement in the range varying from strongly disagree (SD=1), disagree (D=2), neutral (N=3), agree (A=4) and strongly agree (SA=5). The research questionnaire is based on students' perceptions regarding lecturers' subject knowledge, lecturer attendance, teaching skills and lecturer attitude to influence academic performances of students. In the following sections, the findings of the study are illustrated.

5. Findings and Discussion

5.1 Descriptive Statistics

As a first step in the analysis process, we present the descriptive statistics (table 1) showing the mean, median, mode, standard deviation, for the variables, viz. teaching methods, teachers' subject knowledge, quality of learning materials and library facilities, teachers' teaching skills, teachers' attitude towards assistance, and teachers' attendance.

Table 1: Descriptive Statistics Table

| | Teaching Methods | Subject Knowledge | Quality of Learning Materials and Library facilities | Teaching Skills | Teachers' Attitude towards Assistance | Teachers' Attendance |
|------------------------|-------------------------|--------------------------|---|------------------------|--|-----------------------------|
| N (Sample) | 200 | 200 | 200 | 200 | 200 | 200 |
| Mean | 4.01 | 3.99 | 2.92 | 3.77 | 3.27 | 3.40 |
| Median | 4.00 | 4.00 | 3.00 | 4.00 | 4.00 | 4.00 |
| Mode | 5 | 4 | 4 | 4 | 4 | 4 |
| Std. Deviation | 1.274 | .897 | 1.074 | 1.078 | 1.163 | 1.169 |
| Variance | 1.623 | .804 | 1.154 | 1.163 | 1.352 | 1.366 |
| Skewness | -1.173 | -.994 | -.198 | -.793 | -.493 | -.240 |
| Std. Error of Skewness | .172 | .172 | .172 | .172 | .172 | .172 |
| Range | 4 | 4 | 3 | 4 | 4 | 4 |
| Minimum | 1 | 1 | 1 | 1 | 1 | 1 |
| Maximum | 5 | 5 | 4 | 5 | 5 | 5 |
| Sum | 801 | 798 | 583 | 754 | 653 | 679 |

The results indicate that Teaching Methods has the highest mean score (4.01), while Quality of Learning Materials and Library facilities has the least mean score (2.92). The frequency distribution graphs are shown from figures 1-7 below. It appears that most respondents have a good agreement in respect to having teaching methods as a means for satisfaction for achieving good academic scores (as shown in fig. 1).

Figure 1: Teaching Methods

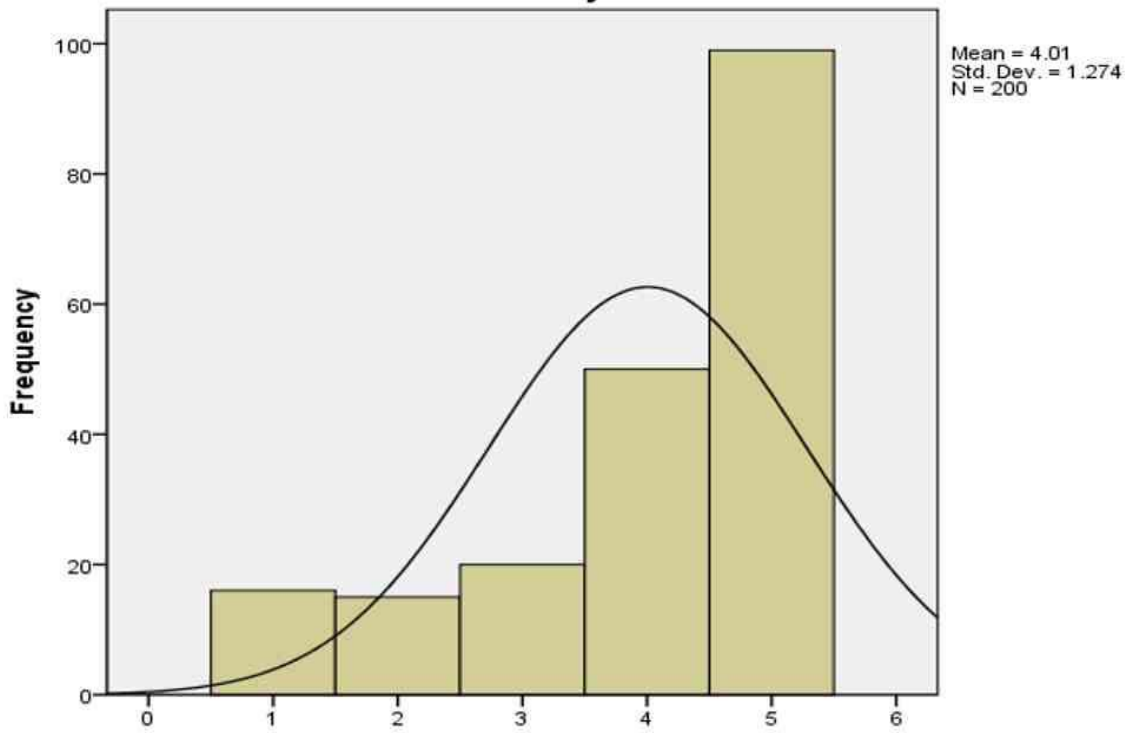


Figure 2: Subject Knowledge

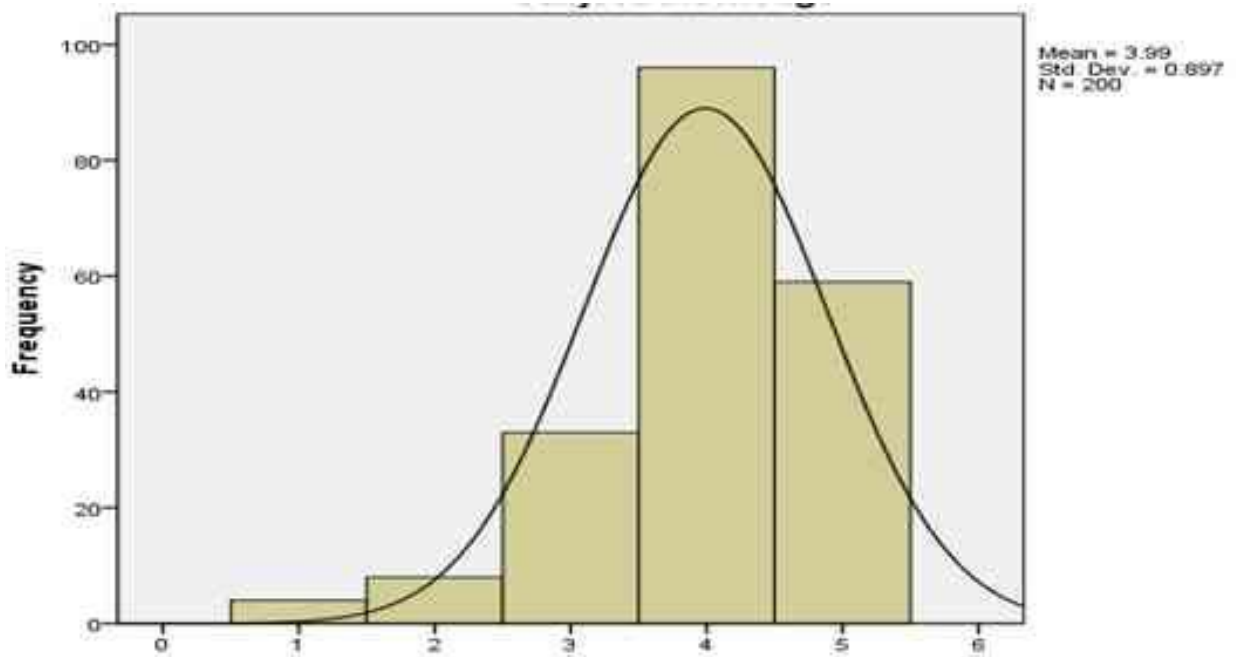


Figure 3: Quality of Learning Materials and Library facilities

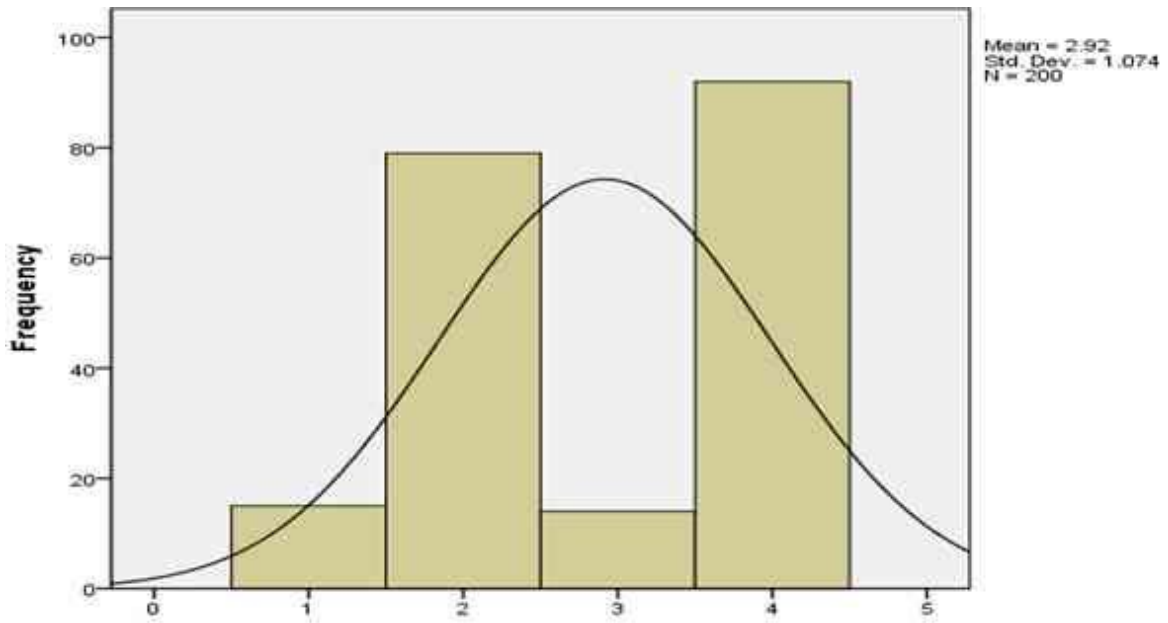


Figure 4: Teaching Skills

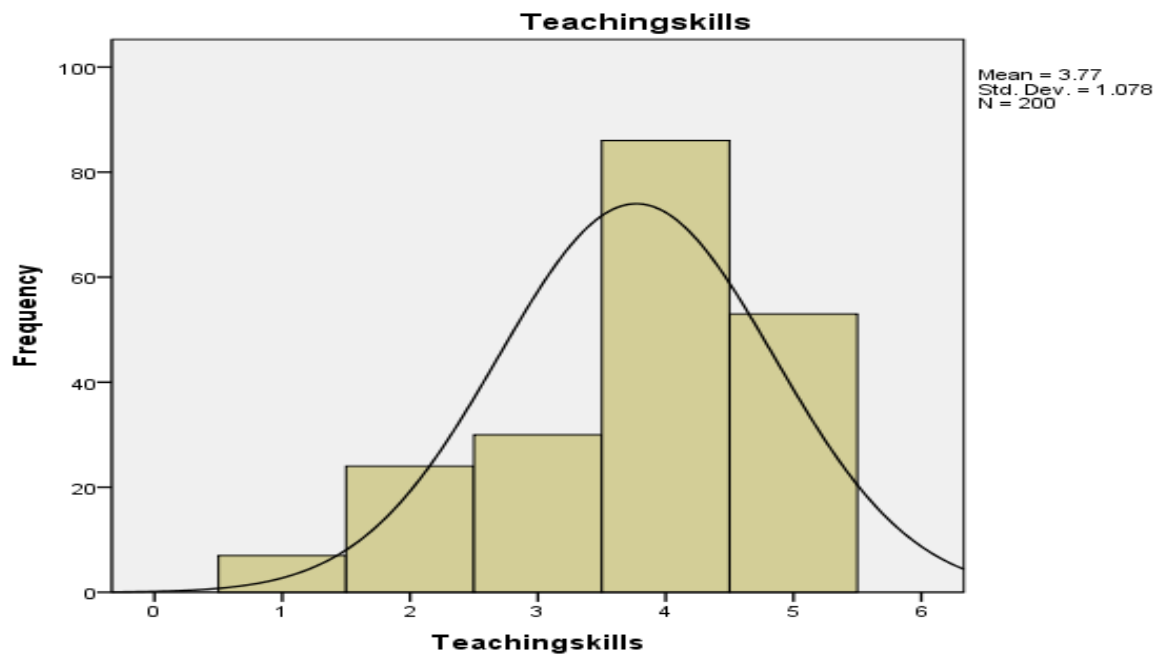


Figure 5: Teachers' Attitude towards Assistance

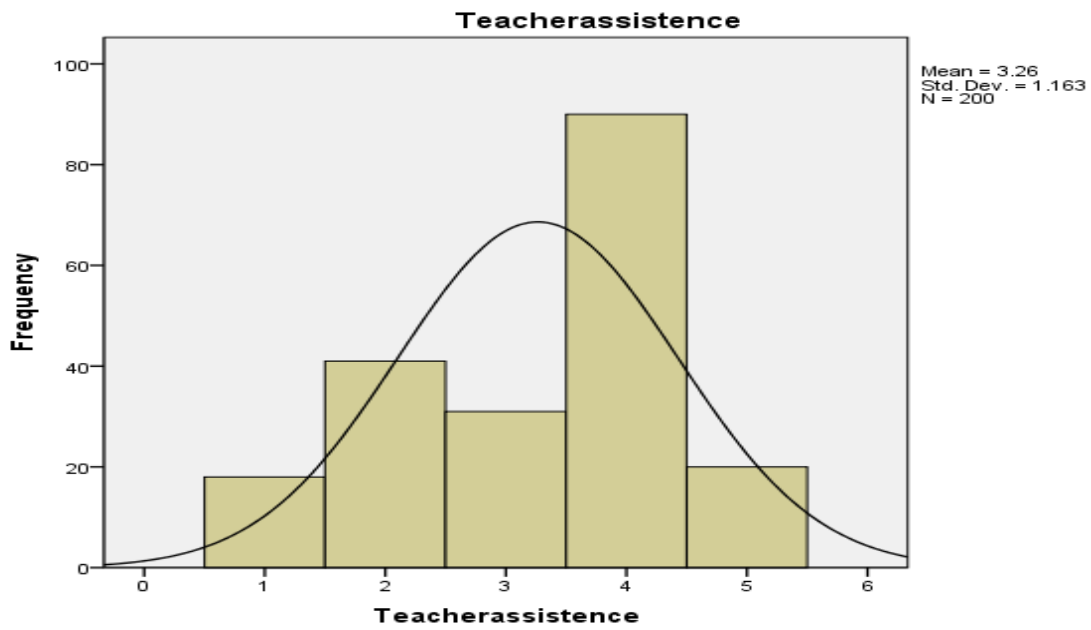
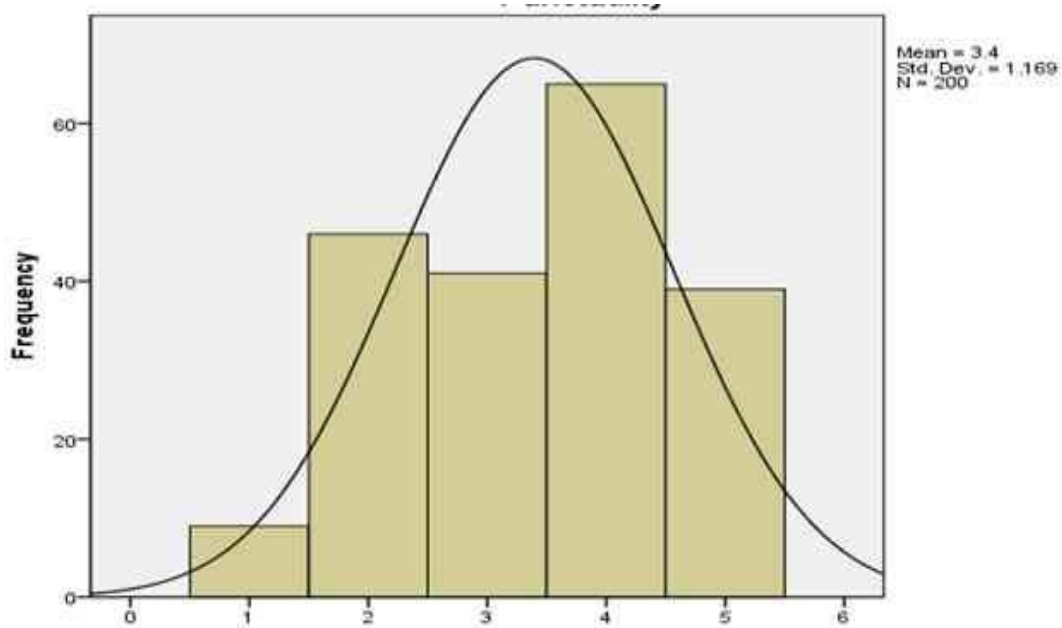


Figure 6: Teachers' Attendance



5.2 Regression Analysis

In order to test the hypotheses, we used regression analysis with SPSS software. The results of the t-test values are provided in table 2.

Table 2: Hypothesis testing for the association between variables following cross tabulation

| Hypothesis | t value |
|---|---------|
| H1 Teacher’s teaching methods is positively associated with students’ satisfaction and academic performances. | 13.70 |
| H2 Teacher’s Subject Knowledge is positively associated with students’ satisfaction and academic performances. | -1.82 |
| H3 Quality of Learning Materials and Library facilities increases students’ satisfaction and academic performances. | -3.88 |
| H4 Good teaching skills increases students’ satisfaction and academic performances. | 6.68 |
| H5 Teachers’ Attitude towards Assistance to students’ increases satisfaction and academic performances. | -0.27 |
| H6 Teacher’s attendance has a positive influence on student satisfaction and academic performances | -0.87 |

N: B: At 5% level of significance with 193 degrees of freedom the critical value is 1.960 (for two tailed test).

The analysis reveals that the hypotheses H1 and H4 are only supported and the remaining hypotheses are rejected. The results of testing hypothesis H1 conforms to the findings of the previous studies (e.g. Muzenda, 2013). It can be understood that teachers need to cope their teaching styles and methods taking into consideration students’ varying backgrounds. Hence, the achievement of success will follow then.

In case of H2, it is believed that the students are in control of themselves and decide on what extent they want to learn. Hence, whatever the topic being taught, it is assumed that the students are self-motivated and focus on more in their own efforts in grasping the knowledge relating to a topic being taught.

H3 has been rejected based on the notion that there are now variable sources of learning materials in the web. The availability of concrete learning materials by the university does not affect the students because they know that there are other sources for such information. On the other hand, H4 has been accepted as it is believed that students are more amused by the dynamic presentation styles of the lecturer. The display of the competence lies in how the teacher controls his/her class and this reflected by their teaching pedagogy.

We assume that H5 being rejected is due to the fact that the culture of assistance and cooperation between teachers and students does not exist in this university (that is, the field of study). Hence, it is clear from the respondents that they do not possess such perception of mutual assistance.

H6 being rejected implies that the issue of teachers’ punctuality is of less concern to the students. Public university students are now being more conscious about securing the pass grades and not pursuing the superior grades. They believe that the certificate carries a value. If they get concerned with teachers’ punctuality, this might create declination in relationship between the students and the teachers.

6. Conclusion & Future Direction

The purpose of this study is to understand the current conditions of students of University of Dhaka regarding teaching quality of teachers and student learning performances. This study shows that there is a significant association between teachers' teaching methods and student's satisfaction on their academic performances as well as between good teaching skills of the university and student's satisfaction on their academic performances. From the theoretical point of view, the study contributes in conforming those variables which are dominant players for student satisfaction and academic performance. However, such conformance is not the same as previous studies and thereby provides a new record of the variables in the domain of Bangladesh. From the practical point of view, the study provides impetus to academics to focus on improving and introducing new styles of teaching pedagogy and be more responsive to students.

As for future studies, the study can be conducted in other universities within the country to make the results generalizable. Other variables can be inserted into the study and a holistic approach can be adopted to see how each variable links to each other using advanced analytical methods such as partial least square regression methods.

7. References

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Appendix- A

Following are the related personal information of the respondents. Please tick (√) on the appropriate box which matches with you most

| | | | | | | | | | |
|---|------------------------|---|-----------|---|-----------|---|-----------|---|-----------|
| 1 | Gender | 1 | Male | 2 | Female | | | | |
| 2 | Academic Result (CGPA) | 1 | 2.00-2.99 | 2 | 3.00-3.49 | 3 | 3.50-3.74 | 4 | 3.75-4.00 |

The following statements represent your feelings regarding teaching methods. Please indicate the degree of your agreement or disagreement with each statement [please tick (√) the appropriate box]

| | |
|-------------------|---|
| Strongly Disagree | 1 |
| Disagree | 2 |
| Neutral | 3 |
| Agree | 4 |
| Strongly Agree | 5 |

| Feelings of students regarding teaching methods | | 1 | 2 | 3 | 4 | 5 |
|--|--|----------|----------|----------|----------|----------|
| 1 | Teachers provide clear and systematic presentation. | | | | | |
| 2 | Teachers interact well with students. | | | | | |
| 3 | Faculty feedbacks are available & effective to student progress. | | | | | |
| 4 | Teachers are knowledgeable in the subject matter. | | | | | |
| 5 | Teachers maintain good time management in the delivery of content. | | | | | |
| 6 | Student's learning styles are considered when designing course strategies. | | | | | |
| 7 | Teachers assist to solve problems. | | | | | |
| 8 | The course curriculum provides achievable objectives. | | | | | |
| 9 | Objectives of the course curriculum aligned to its content. | | | | | |
| 10 | Teachers always involve students in classroom activities. | | | | | |
| 11 | Library services schedule are good & available. | | | | | |
| 12 | Teachers provide adequate notes and study materials. | | | | | |
| 13 | Library environment is helpful for studying. | | | | | |
| 14 | Teachers are well prepared before teaching. | | | | | |
| 15 | Techniques used by the teachers are good enough to teach the course. | | | | | |
| 16 | Teachers always encourage students to ask questions. | | | | | |
| 17 | They grade students' assignments fairly. | | | | | |

| | | | | | | |
|----|---|--|--|--|--|--|
| 18 | They show enthusiasm in teaching. | | | | | |
| 19 | They have good sense of humor. | | | | | |
| 20 | Technology are available according to the course objectives | | | | | |
| 21 | Teachers are able to make the subject interesting. | | | | | |
| 22 | Teachers are punctual for class. | | | | | |
| 23 | They provide clear feedback on assignments. | | | | | |
| 24 | They are able to motivate students. | | | | | |
| 25 | Are you satisfied with your academic result? | | | | | |