

## Effect of selected teaching techniques and teaching styles on academic achievement of upper primary school students

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### Abstract

Present study aims at understanding the impact of few innovative teaching techniques combined with a specific teaching strategy on the academic achievement of upper primary students. It was based on the fact that students with minimum resources in rural or semi urban areas are not able to excel as equally as those students who have ample resources available, based in urban areas. Null hypothesis were framed based on the objectives of the study. The selected teaching techniques along with teaching style were combined in order to study their impact on the teaching of main subjects at the upper primary level. These combinations of strategies with style were- Brainstorming technique with Autocratic style, Project Based technique with Democratic style and Role Playing technique with Facilitator style. The sample was selected by random sampling technique from around 22 schools situated on boundaries of the Meerut city in semi urban background. All students of class VIII (306) of only 6 selected schools based on certain criterion were included. Out of 6 schools two each were grouped and all subjects in these groups were taught with same combination of teaching technique and teaching style. Thus two each school with Brainstorming technique with Autocratic style, Project Based technique with Democratic style and Role Playing technique with Facilitator style. They were the control group and pre-test scores were collected initially before the treatment was inducted, in the month of May, after the training of the teachers based on their teaching style, the same group were taught again by the combination of selected teaching techniques and teaching style and again the post-test score of the same students were collected in the month of August. The teaching style inventory was prepared by the researcher herself as no standardised tool to identify the teaching style was available. It was based on certain items which helped to identify the teaching style of the individual teachers. An intensive Workshop for a week in the month of June for teachers, was designed, which included training of teachers according to their teaching style for the specific selected teaching technique along with the preparation of the lesson plans based on the constructivist approach and included 5 e's- Engage, Explore, Explain, Elucidate and Evaluate. The lesson, which was chosen to be taught within the experiment, remained same in all the schools, in every subject, which avoided any incoherency or error due to level of concept. The objective type test of the students was conducted on the same day in each school to avoid any discrepancies and the same test paper designed by the researcher was provided to all. The analysis of the score through 't' test and 'f' test were done. The findings suggested that combined teaching techniques and teaching styles have positive effect on the academic achievement of the learners. It also pointed towards the use of certain techniques in particular teaching style could have varied impact on the learning outcome of the students. The findings also suggested that students enjoy the process, if it in anyway, involves their participation in the teaching learning process.

Key words: Brainstorming technique, Project-based technique, Role Playing technique, Autocratic style, Democratic style, Facilitator style.

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