

Innovative Pedagogy: An Attitudinal Study

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Abstract:

Innovative pedagogy becomes an important strategy for developing 21st-century skills as per NEP2020. The goal of this study is to examine different pedagogical approaches that help teachers in planning an innovative classroom. This study focuses on the attitudes of teacher trainees towards innovative pedagogy. 200 participants were selected from government and private colleges of teacher education in the Imphal area. Results indicate that the attitudes towards the knowledge of different learning methods with their corresponding pedagogical approaches for learners of government teacher education institutions are different from those of private pedagogical approaches. Another finding indicates that various teaching methods, with activity-based methods and group discussion methods, are most used. The outcome of this study will be helpful in implementing the learner-centric approaches of the NEP 2020. Looking into the applicability of different innovative pedagogical approaches might help teachers in developing experiences in real classroom situations.

Keywords: Pedagogical approaches, Teacher education, Innovative classroom.

Education is the process of developing an all-round personality of the individual. Ancient Indian Education has been described to be integration of 64 Kalas or Arts, comprising not only school subjects but also vocational, professional, soft skills, painting, music etc. NEP 2020 has a long vision of holistic and multidisciplinary education which could develop not only intellectual but also aesthetic, social, physical, emotional, moral capacities of human being (Ministry of Education, Government of India, 2020). In order to achieve such objective, the notion of 'knowledge of many Arts' must be brought back to education system of 21st century. Holistic and multidisciplinary education would go along with the implementation of modern pedagogical approaches. Innovative pedagogical approaches should replace traditional methods in the teaching learning process so as to enable learners to acquire knowledge and skill of 21st century.

In teaching learning process motivation of learners in the acquisition of knowledge and skill become an essential part for holistic development. Pedagogical experience and understanding of different types of teaching methods and pedagogical strategies are the key for holistic education. Innovative pedagogy such as Flipped classroom pedagogy, Art integrated learning pedagogy. Cutting edge pedagogy, critical pedagogy would motivate learners to equip with Graduate Attributes for specified learning needs. This would ensure the holistic development of student as envisioned in NEP 2020.

Teacher Education institutes are playing an important role in molding the all-round personality of young learners who would become teacher in the long run. Since teachers are the main component of education who will implement different innovative practices in teaching- learning process, they should have adequate understanding of appropriate pedagogical approaches so as to plan for effective teaching

learning. The present paper focus on the conceptual level of students' teachers regarding different methods of teaching and their attitudes towards innovative pedagogy.

Rationale of the Study

In the 21st century, transition of traditional method to a modern method become a main factor for effective teaching and learning process. Innovative pedagogical approaches are the modern strategy for integrating technology with the subject matter and the art of teaching. Teachers need to be equipped with the moderns' tools and techniques to engage students for enhancing their creative thinking.

In teaching learning process, motivation of learners in the acquisition of knowledge and skill become an essential part for the holistic development. Pedagogical experience and understanding of different types of teaching methods and pedagogical strategies are the main factors for building innovative pedagogy. For this reason, NEP 2020 advocated the use of innovative pedagogical approaches and interdisciplinary approach in the classroom. The teachers play an important role in the implementation of the learner centric approaches of the policy. So, understanding of appropriate pedagogical approaches will helps the teaches to plan for an innovative classroom.

The COVID-19 Pandemic has also affected the Education System of India, mainly in remote areas where the educational tools and facilities of technology are very poor. Online class is the only way to continue the education system during lockdown (Selvaraj, et al., 2021). Teachers and students face many problems in the transition from traditional mode of education to online learning system. The gap in the integration of technology in the teacher learning system is the main issue of ineffective online class. A blended mode of education is necessary to overcome the issues during any crisis. The framework of innovative pedagogical approaches must also be reflected in the curriculum of teacher's education programme for the preparation of the future teachers who are competent to conduct class effectively during the crises. A competent teacher can enhance the creativity and ability of a student who will be the leader of our future society.

Objectives of the Study

Previous investigation on the factors influencing attitudes towards teaching methods finds that there was no significant relationship between awareness of teaching strategies and attitudes towards those techniques used (Zhao, et al., 2013). In this present study, we focus in this study on the attitudes towards innovative pedagogy of teacher's trainees. Moreover, we investigate the difference in attitudes of learners having different teaching experience or no experience among different pedagogical approaches. The main objectives driving our study are as follows:

1. To compare the awareness of different learning methods with their corresponding pedagogical approaches between the learners.
2. To find the attitude of the learners towards innovative pedagogy approaches.

Hypotheses of the Study

1. There is no significant difference between male and female in their knowledge of different learning methods with their corresponding pedagogical approaches.
2. There is no significant difference between learners of government and private in their knowledge of different learning methods with their corresponding pedagogical approaches
3. There is no significant difference in the attitudes towards innovative pedagogy approaches between

the learners of private and government teacher education institutions.

4. There is no significant effect of the gender and the teaching experiences of the learners on the attitudes towards innovative pedagogy approaches.

Design and methodology

This present study is conducted using a survey method. The method is designed to investigate closely at the existing situation of the teaching learning process with suitable variables that describe the situation. The relationships between different variables must be properly framed so that the goal of this study i.e., to find the knowledge and attitudes towards the innovative pedagogical approach.

In this investigation, Independent Variables: Type of institutions (i.e. Government, Private), Gender (i.e. male trainees, female trainees) and Teaching Experience (i.e. No Experience, less than 3 years, 3 years and more than 3 years). Dependent Variables: The knowledge of different learning methods with their corresponding pedagogical approaches and Attitudes towards Innovative Pedagogy Approaches used in the teacher education in Manipur

In the present study, self-made Questionnaire will be developed for the collection of primary data. There are two sections in the questionnaire. First one is to tested how much the participants are aware about different learning methods with their corresponding pedagogical approaches and the second one is to measure the attitude of the learners towards innovative pedagogy approaches. The former part of the questionnaires consists of 10 items with true and false types of questions and the latter part of the questionnaires also consists of 10 items which are designed using 5 points Likert-scale (strongly agree-5, agree-4, neutral-3, disagree-2, strongly disagree-1). There are 6 positive questions (1,2,4,5,7 and 9) and 4 negative questions (3,6,8 and 10).

The validity and reliability of the self-made questionnaires is tested for each of the items using statistics viz., Cronbach's Alpha for reliability test and found out to be 0.627 which indicates the instrument is reliable and the items have relatively high internal consistency. The Pearson correlation for validity test for all items is found out to be greater than 0.4 (i.e., p -value > 0.05) and hence, the items are very beneficial for test.

The data is tested for normality using Shapiro-Wilk test in which statistics is found to be 0.913 with p -value 0.001. This indicates that the data is Normally distributed and parametric test can be used. The data is analysed with both descriptive i.e mean and inferential statistics i.e., t - test and ANOVA. Mean value of knowledge of different learning methods with their corresponding pedagogical approaches and attitude towards innovative pedagogical approaches for female and male.

Participants

Population of the study comprises all the teachers' trainees of government and private college of teacher education in Imphal area. The investigator will select the sample through stratified random sampling method. Due to time limitations, the sample size 200 is selected which are allocated as 100 for government teacher education institution (D.M. College of Teacher Education) and 100 for private teacher education institution (RK Sanatombi Devi College of Education). The participant from D.M. College of Teacher Education were 50 female trainees and 50 male trainees whereas from RK Sanatombi Devi College of Education were 66 female trainees and 34 male trainees. The participant were delimited to the teachers trainees who are enrolled in B.Ed 1st year and 3rd year only.

Results

Hypothesis 1 (there is no significant difference between male and female in their knowledge of different learning methods with their corresponding pedagogical approaches) was tested using t-test and result $t=0.671$, $p\text{-value} > 0.05$ for two tailed test obtained. (See table 1).

Table 1. **T-test difference between male and female on knowledge of** different learning methods with their corresponding pedagogical approaches.

Type of institutions	N	Mean	t- value	p- value	Mean Difference
Male	84	8.04	0.671	0.503	0.11
Female	116	8.15			

The null hypothesis is accepted. Significant test is based on the value of p-value and the result significant when $p\text{-value} < 0.05$ (Best, et al., 2006). Thus, the difference between the mean value for knowledge of different learning methods with their corresponding pedagogical approaches for male and female trainees is no significant.

Hypothesis 2 (there is no significant difference between learners of government and private in their knowledge of different learning methods with their corresponding pedagogical approaches) was tested using t-test and result $t= 2.36$, $p\text{-value} < 0.02$ for two tailed test obtained. (See table 2).

Table 2. **T-test difference between government and private institution on knowledge of** different learning methods with their corresponding pedagogical approaches

Type of institutions	N	Mean	t- value	p- value	Mean Difference
Government	100	8.29	2.36	0.02	0.380
Private	100	7.91			

Thus, the null hypothesis is rejected and the difference between the mean value for knowledge of different learning methods with their corresponding pedagogical approaches for learners of government and private teacher education institution is significant.

Hypothesis 3 (there is no significant difference in the attitudes towards innovative pedagogy approaches between the learners of private and government teacher education institutions.) was tested using t-test and result $t= 1.93$, $p\text{-value} > 0.05$ for two tailed test obtained. (See table 3).

Table 3. **T-test difference the attitudes towards innovative pedagogy approaches between the learners of private and government teacher education institutions**

Type of institutions	N	Mean	t- value	p- value	Mean Difference
Government	100	37.06	1.93	0.06	1.09
Private	100	35.97			

Thus, the null hypothesis is accepted and the difference in the attitudes towards innovative pedagogy approaches between the learners of private and government teacher education institutions is not significant.

Hypothesis 4 (there is no significant effect of the gender and the teaching experiences of the learners on the attitudes towards innovative pedagogy approaches.) was tested using ANOVA and result $f\text{-value} =$

0.030, p-value>0.05 for gender and f-value = 0.943, p-value>0.05 for Teaching Experience for two tailed test obtained. (See table 4).

Table 4. Effect of the gender and the teaching experiences of the learners on the attitudes towards innovative pedagogy approaches

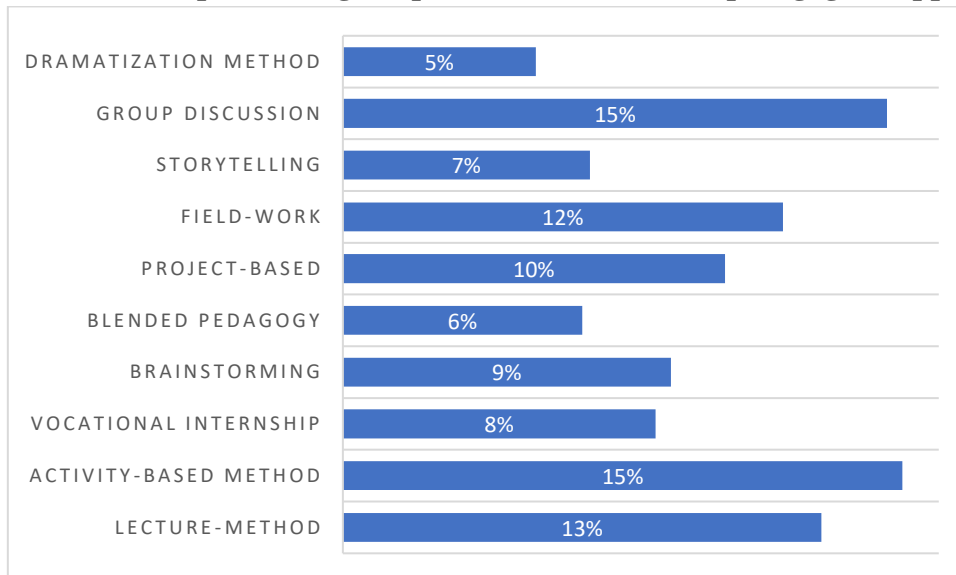
Independent Variables		N	Mean	F- value	p- value
Gender	Male	84	35.95	0.03	0.86
	Female	116	35.77		
Teaching Experience	No Experience	113	36.80	0.943	0.42
	Less than 3 years	30	36.47		
	3 years	6	33.87		
	More than 3 years	51	36.30		

Thus, the null hypothesis is accepted and the difference in the effect of the gender and the teaching experiences of the learners on the attitudes towards innovative pedagogy approaches not significant.

Preference of Different pedagogical approaches

Respondents in this study prefer various teaching methods with activity-based method (n=145). and group discussion method (n=141) being most used (15%). This is followed by lecture method which is preferred by 13% (n=124) of the respondents. Field work (n=114, 12%) and project-based method (n=99, 10%) and others pedagogical approaches has less than 10% reported preference (See Figure 1).

Figure 1: Bar Graph showing the preference of different pedagogical approach



The finding from this study indicates that respondent prefer more than 1 method in the teaching learning process.

Discussion and Conclusion

From the analysis of the results, Hypothesis 2 is rejected, and there was a significant difference between

the mean value for knowledge of different learning methods with their corresponding pedagogical approaches for learners of government and private teacher education institution. More specifically, the former knew much more than the latter. One of the reasons for the gap between the two types of institutions is that the education system for both type of institution is different in which learners from the formers seeks to know more about different more about teaching approaches to prevent from ignorance. However, Hypotheses 1, 3 and 4 are accepted. It might be true that there were no significant differences in subgroup of gender and teaching experiences of students in their knowledge of, and attitudes towards innovative pedagogical approaches. The results of this study support that there is a general attitude towards the different teaching approaches among the teachers' trainees.

The finding from this study also indicates that respondent prefer more learner centric pedagogy with more than 1 method in the teaching learning process.

Implications

Measuring attitudes towards different teaching methods can help a teacher better to predict and understand the behaviour target group in an effective teaching learning process. The applicability of different innovative pedagogical approaches among the teachers may depend on the exposure and experiences in real classroom situations. The awareness of the innovative approaches can help the teachers to change their present strategies of teaching in tune with the guidelines of NEP 2020.

The researcher recommends using different types of teaching methods in an integrated form so as to encourage students to think creative thinking in solving educational problems. The different innovative teaching methods are mentioned in the guidelines released by the University Grants Commission for creating learner-centric classrooms (University Grants Commission, n.d.). This study provides an initial step in determining awareness level of teachers' trainees, but further research is required in other fields with others factors that affect the teaching strategies. Additional studies might include the impact of different teaching methods on achievement score of the learners. However, longitudinal research on the applicability of different pedagogical approaches could lead to new innovative methods.

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