AN EMPIRICAL STUDY ON IMPACT OF PEDAGOGY ON EFFECTIVE TEACHING

*Dr. KVB Ganesh   ** Dr. VS Prasad Kandi   ***Dr. M.S.Narayana

*Dr. KVB Ganesh Assistant professor, Dept. of MBA, Koneru Lakshmaiah Education Foundation (KLEF), Vaddeswaram, Green fields, Guntur, Andhra Pradesh, India -522302, kvbganesh@gmail.com

**Dr. VS Prasad Kandi, assistant Professor, Dept. of MBA, Koneru Lakshmaiah Education Foundation (KLEF), Vaddeswaram, Green fields, Guntur, Andhra Pradesh, India -522302. Kandi.vsp@kluniversity.in

***Dr. M.S. Narayana, Professor in Dept. of CDOE, Koneru Lakshmaiah Education Foundation (KLEF), Vaddeswaram, Green fields, Guntur, Andhra Pradesh, India -522302. msn@kluniversity.in

Abstract:

Education is nothing but learning through self-experience from others and language is medium which makes it possible. Education means moving knowledge from one generation to another. It is the process of facilitating learning with acquisition of knowledge, skills, values, beliefs, habits and appropriate variation in behavior. Language plays an important role in acquiring knowledge, expressing thoughts, communicating with each other, and have a progress in life. Pedagogy is a Greek term which means the method and practice of teaching. Pedagogy means the methods of teachers teaching in theory and also in the actual classroom practice which includes teaching styles, teaching theory, feedback, and assessment. Pedagogy means the art and science of being a teacher. The present study finds the empirical study of impact of teaching pedagogy on effective quality teaching.

Key words: Education, Language, Knowledge, Pedagogy, etc.

Introduction:

Formal education consists of curriculum, books, teaching-learning process, and examination. Curriculum and books are written in language as per the region and circumstances. The term pedagogy sometimes refers as the correct use of teaching strategies, methods according to the student's background, knowledge, experience and the learning goals said by the teachers and the students. To teach effectively, teachers require knowledge of these things. Pedagogy can improve the quality of teacher's teaching and the way students learning through the interactions between the teacher and the students. Key principles of good pedagogy are motivation, exposition, and the direction of activity, criticism and inviting limitation.

The national education policy (1992) emphasized the multilingualism of children. The National Education Policy 2020 also stressed the same thing from the primary school level. So, it becomes important for teachers to improve their pedagogical. According to Merriam-Webster-pedagogy is the art, science or profession of teaching: especially education.

Pedagogy:

Pedagogy is derived from the Greek language which means the method and practice of teaching. Pedagogy means the different methods of teachers teaching in theory and also in the actual classroom practice which includes teaching styles, teaching theory, feedback, and assessment. Pedagogy means the art and science of being a teacher. Very often Pedagogy is determined as the use of teaching strategies, methods according to the student's background, knowledge, experience and learning goals taught by teachers and the students. To teach efficiently teachers need knowledge of all these things. Pedagogy may improve the quality of teacher's teaching and the way of students learning through the interactions between the teacher and the students. Key principles of good pedagogy are motivation, exposition, and the direction of activity, criticism and inviting limitation.

Literature review:

Some of the studies had given knowledge about the traditional language teaching methods like grammar-translation method, direct method, communicative language teaching and the methodological innovations like task-based language teaching, de-suggestopedia and the activities for the pedagogical skills-based program (Larsen – Freeman, 2018).Lawrence, D., 1999 was a teacher and psychologist. He researched on his own experiences. His research had focused on the relationship between stress and self-esteem and designs a program of easy-to-use everyday strategies to reduce stress and enhance self-esteem. His research stressed on the pedagogical skill development problems for teachers and also it helped in giving a theoretical base to the orientation and activities designed for the teachers. The pedagogy of English authored

by him had made easy for teachers in understanding the theoretical concepts and the practice of English teaching to make the teaching-learning process more effectively (Viswas, 2018).

Some of the researchers studies on the various concepts which are prescribed for various courses like B. A., M. A., B. Ed., and M. Ed of different Indian Universities. This book aims to current global teaching education knowledge which is known as pedagogy, the strategies of instructions. (Girija Rama, 2016). Some of them had emphasized on the emerging trends happening in teacher education. The author had written this book because of the changes in the school textbooks, the shift in the pedagogy of the school curriculum (Goswami, 2017).

Tater, Sohan Raj, Singh, Bijendra, Dube Aruna, Sharma J. C.,2016 in the book, Pedagogy of English language had highlighted the enhancing overall personal proficiency, listening and speaking skills (Tater. Soham Raj. Singh Bijendra, 2016).

Shukla, A.,2015 in his book named Pedagogy of English mainly on the everyday problems in Indian Classroom teaching and suggested the solutions for the same. The content from this book language pedagogy, different methods of instructions, their applications and detailed explanation of general skills were helped the researcher to develop the background knowledge in the process of designing the programme (Shukla, 2015).

Chavan, Kishor, Chavan, Dipakand Jaybhay, Rajashree, 2015 in his book naming Advanced Pedagogy is to increase the teacher's professional knowledge of this age. This book deals with the pedagogy of Education to the researcher (Chavan Kishor, 2015).

Agnes Kulkulska – Hulme, Lucy Norris, and Jim Donhou, 2014 in his study explained using or learn mobile-assisted language learning (MALL) to English teachers. In the present generation mobile devices are a part of our everyday life. This research aims to share knowledge and described some appropriate pedagogical strategies with teachers so that mobile devices can be used more effectively in teaching (Agnes Kulkulska – Hulme, 2014).

Saradha, S, 2015 had done a study to explore the issues in Pedagogical English Grammar with all its implications in the context of teaching English to the technical students in Chennai and also evolving effective approaches of instruction for the students (Saradha, 2015). Martinez Agudo, Juan de Dios,2017 had undergone research on What student teachers think about their professional preparation evaluation of Teacher Education programme in Spain. It was evaluated positively by participant student teachers in general, in terms of pedagogic competence and promotion of reflection, although more input on proficiency is actually needed and the amount of practice teaching should also be increased (Martinez Agudo, 2017).

Leena Sharma,2017 carried out a study Effectiveness of an Information and Communication Technology programme on technological, pedagogical and content, knowledge teachers self-efficacy and teaching effectiveness among pre-service teacher educators to develop an Information and Communication Technology programme for pre-service teachers educators to enhance their technological, pedagogical and content knowledge (Sharma, 2017). Teacher Self Efficacy and teaching Effectiveness to adopt and standardize the Technological, pedagogical and

content knowledge scale for pre-service teachers educators in the Indian context(Shrivastava, 2005), Socio-Economic Status Scale (Singh, Shyam and Kumar, 2000)

Mehendale, S.,1999 in his book called 'Research through product development' mainly deals with the product development method of research as the author believes that the product development method is the best way of the qualitative type of research. The researcher developed a self-learning booklet of pedagogical skills of English language learning (Mehendale, 1999).

Laya, A. B., 2016 carried out research work in developing a techno pedagogy based instructional package for enhancing certain multi-media skills of teacher's education at the secondary level to identify the provisions for developing multimedia skills in the curriculum for the teacher education programme at the secondary level and to find out the facilities available in teacher education institutions for developing multimedia skills of teacher education at the secondary level. It concluded that the Techno pedagogy-based instructional package will help the educational practitioner in designing, developing and implementing learning activities and material using multimedia and the package made by the researcher is also useful for teachers in service so that they can equip themselves with the advancement of technology (Laya, 2016).

Saxena Vasundhara ,2010 had attempted the research developing a technology-based integrated course in Pedagogical competence for Teacher trainees regarding curriculum development study and it has strictly followed the method of descriptive research. The primary objectives of this research were to develop a need-based course to enhance the various skills of the teacher trainees such as language proficiency, pedagogical skills (pre-teaching activities, teaching activities and post-teaching activities). From this researcher concluded that teacher trainees were more proficient in the skill areas of language & literature and classroom communicative functions and relatively less proficient in the skill areas of pedagogy of language &literature and theoretical insights into the methodology of teaching. The integrated programme developed by the researcher was found very effective in improving the language and pedagogical competence of the teacher trainees and orienting them in value-development strategies (Saxena, 2010).

Devaki, N.,2015 had written the book named English language pedagogy which consists of the psychology of language learning, recommendations for different language games based on the Learning Speaking Reading and Writing techniques teaching (N., 2015).

Research Problem:

The main problem of the study is to find whether there is an impact of pedagogy on effective teaching or not?

Objectives:

1. To identify the problems related to pedagogical skills of primary teachers for effective teaching

2. To know the LSRW Skills of the teacher.

4. To find the impact of pedagogy and effective teaching.

Scope of the study:

The study was limited to study the impact of pedagogy on effective teaching of primary teachers in Krishna district only.

Research Methodology:

A questionnaire is specially designed for the purpose of collecting the data. The secondary data is collected from the published sources like internet, research articles, books, journals, articles, magazines and other thesis. Simple random sampling method was used. The sample size includes around 350 teachers from Primary schools. For the present study the data was collected from 350 primary school teachers in Krishna District. The data was analyzed using SPSS 20 and excel. Since the correlation is observed to be high between the pedagogy and effective teaching. Linear regression analysis was done to find the impact of relationship between them.

Research sample: 350 respondents

Research instrument: Questionnaire

Sampling Method: Simple Random Sampling

Sample: Each Primary school teacher from population is considered as sample

Results:

1. **Gender of the respondent:**

Gender of the respondent					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	326	93.14	93.14	93.14
	Female	24	6.866.	6.86	100
	Total	350	100	100	

Interpretation:

From the table, it is clear that the male group is 93.14% of the data collected and the women are only 6.86% of population. The male respondents are very high than the female respondents.

4. Educational level of the respondent:

Education level of the respondent				
	Frequency	Percent	Valid Percent	

Valid	10 th to 12th	154	44	44	44.8
	12th to degree	128	36.57	36.57	80.2
	Degree to higher education	68	19.43	19.43	100
	Total	350	100	100	

Interpretation:

From the table, the education level of the respondents is interpreted. The education level of respondents at 10th to 12th are 44%, 12th to degree are 36.57%, degree and more than that are only 19.43%.

2. **Income level of respondent:**

Income level of respondent					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15000-20000	157	44.86	44.86	45.6
	20000-25000	82	23.43	23.43	69.5
	25000-high	111	31.71	31.71	100.0
	Total	350	100.0	100.0	

Interpretation:

From the above table, the respondents with the monthly income level from 15000-20000 are 44.86%, the monthly income level from 15000-20000 are 44.86%, the respondents with the monthly income level from 20000-25000 are 23.43% and more than 25000 are nearly 31.71%

Effective teaching impacts on effective pedagogy

Correlation (r) = .562 –> Moderate Correlation

The study proceeds to Linear Regression model to analyze the impact

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.562[a]	.207	.204	3.43068

a. Predictors: (Constant), P1,P2

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	7303.173	1	7303.173	157.186	.000[b]
	Residual	15843.538	349	46.462		
	Total	23146.711	349			

a. Dependent Variable: Effective teaching

b. Predictors: (Constant), Pedagogy

Model is significant

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	25.907	2.519		10.286	.000
	P1_2	.818	.065	.562	12.537	.000

a. Dependent Variable: Effective teaching

Effective teaching= 25.907+.818(Pedagogy) – >Linear Regression Model

From the above, it can be stated that Effective teaching is impacting on Pedagogy

The compare the effective teaching before and after implementing effective pedagogy

7

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Before	38.1971	350	5.64199	.30158
	After	57.1800	350	8.21447	.43908

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Before After	350	.567	.000

Paired Samples Test

	Paired Differences					t	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair_1 Before After	18.98286	6.83869	.36554	19.70180	18.26391	51.931	349	.000

Interpretation:

The Effective teaching before and after implementing effective pedagogy are moderately correlated(r=.567).The significant value p <0.001.On an average effective teaching is 18.98 more .

To identify the problems related to pedagogical skills of primary teachers for effective teaching
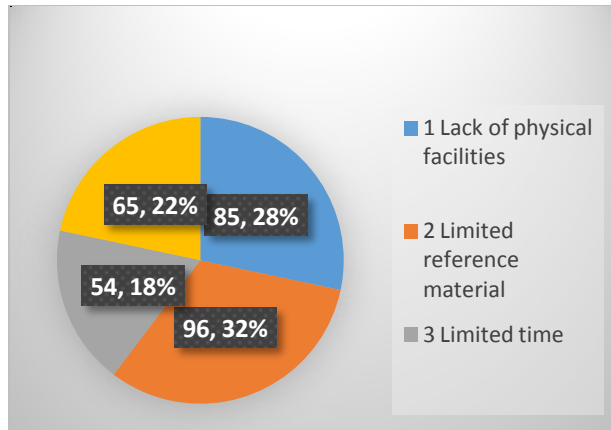
Interpretation

From the above table it is clear that the 96% of respondents which are facing limited reference material,65% of them replied that there are no physical facilities,85% of them are facing lack of proper guidelines but only 54 respondents had replied Limited time is the problem related to pedagogical skills.

Conclusion:

Pedagogy is a process that operates in the classroom. Several researches had concluded that there is an impact on pedagogy on effective teaching. It also helps in improving listening, speaking, reading and writing skills and knowledge. This made the researcher to study on this aspect. Thus the effective pedagogical skill program helps in improving technology facility and environment for teaching and learning.

The frame structure of Pedagogical Skills Programme (PSP) was designed with multi-disciplinary approach various subjects such as Teacher Education, Language Education, pedagogy of teaching , psychology, philosophy and social science. Pedagogy can be implemented in any type of studies. The Pedagogical Skills Programme was designed and implemented for the effectiveness of the programme was tested and usability was also established.Teaching effectiveness is determined as a teacher's ability to utilize approaches, strategies, connections to students and a particular set of attitudes that lead to improve student learning and achievement.(Strong, ward and Grand 2011).

Pedagogical Skills Programm is used for enhancing Teaching Pedagogical Skills of primary school teachers which includes the series of activities conducted by the experts for orientation of pedagogical knowledge and skills, vocabulary development, enhancing language skills (LSRW), creating a learning environment, teaching approaches, techniques, strategies and methods. The use of new digital technology trends in the teaching, presentation in the classroom and various types of modes and tools for evaluation. Effective teaching creates an appropriate learning

environment with inclusive preparation and planning for instructional delivery which is based on appropriate strategy, techniques and methods of teaching. So that, it would promote the students to engage in the class and also encourage them for active learning (Barbai, 2021).

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