



ANALYSIS OF TEACHERS' RESPONSES ON THE PRESENT SYSTEM OF INSTRUCTIONAL PRACTICES AND THE NEED FOR INNOVATIVE INSTRUCTIONAL STRATEGIES FOR TEACHING ECONOMICS AT HIGHER SECONDARY LEVEL

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ABSTRACT

The only way to bring about the desired socio-economic transformation in the society on the grand scale is to revolutionize our system of education. Today, the system of education is required to impart those skills to the learners, that may help for rapid and conscious adoption to changing world. To keep pace with the changing trends, there is a need for a sound teachers' participation with modern instructional practices. This paper is an attempt to analyse of teachers' responses on the present system of instructional practices and need for innovative instructional strategies for teaching Economics at higher secondary level.

Key words: Present System of Instruction, Innovative Instructional Strategies, Graphic Organizers

INTRODUCTION

"We want that education by which character is formed, strength of mind is increased, the intellect is expanded and by which one stand on one's own feet" -Vivekananda

Education is a complex and continuous process which should never be limited to mere teaching of the children according to the prescribed syllabus at a specific school level. Education is associated with the overall development of a person. Methods of learning are to be developed in such a way that they stimulate and enrich the senses of the learners. The methods are the tools through which the teacher can bring the desired behavioural and attitudinal change among the students. Good teachers should also be good at understanding common difficulties in student learning and help them with suitable strategies to overcome those difficulties.

Economics is the study of how societies, governments, businesses, households, and individuals allocate their scarce resources and how they interact with each other in the social environment. Since 'Economics' is an intellectually fascinating and challenging subject, utmost care should be given while teaching this subject. Appropriate instructional strategy must be chosen while transacting the subject for ensuring the achievement of desired learning objectives.

In this study, Investigator attempted to collect the opinion of Higher Secondary school teachers teaching Economics regarding prevailing instructional practices, learning outcomes expected, methods adopted, major constraints, etc.

OBJECTIVES OF THE STUDY

To make an assessment of:

- 1) Prevailing instructional practices for teaching Economics at Higher Secondary Level
- 2) Limitations in the path of attaining predetermined educational objectives
- 3) Suggestions to overcome these limiting factors
- 4) Suggestions for the development of new instructional strategy.

METHODOLOGY IN BRIEF

In this study, the investigator made an attempt to conduct a need analysis survey in order to enquire about the status of prevailing instructional practices at Higher secondary level with respect to the teaching of the subject Economics. For this purpose, a questionnaire was prepared including various aspects like profile of the teachers such as age, sex, educational qualification, experience etc., satisfaction of teachers with the present system of curriculum, effectiveness of present education system for augmenting the Higher order thinking skills among learners etc. The draft of the questionnaire included 15 items which were subjected to expert validation. After the discussions and suggestions received, the final Questionnaire was formed including 10 questions. The study was conducted on 30 Higher Secondary School teachers.

FINDINGS

The analysis of responses of Economics teachers (N= 30) at Higher Secondary level with regard to the present curriculum and the transaction strategies was carried out and is presented below in detail.

1) Analysis of the response on profile of the teachers

CHARACTERISTICS	NUMBER OF TEACHERS (TOTAL 30)
Age (in years)	
23-30	5
31-40	13
Above 40	12
Sex	
Male	13
Female	17
Educational Qualification	
Graduation, B.Ed.	6
Post-graduation, B.Ed.	20
M.Phil., M.Ed.	3
Ph.D., M.Ed.	1
Teaching Experience	
0 to 5 years	3
6-12 years	13
More than 12 years	14
Subject teaching	
Economics	30

2) Analysis of the response on satisfaction of teachers with the present system of curriculum

Yes	40%
No	60%

- 3) Analysis of the response on the effectiveness of present education system for augmenting the Higher order thinking skill – Creative thinking among learners.

Yes	20%
No	80%

- 4) Analysis of the response on the effectiveness of present education system for augmenting the Higher order thinking skill – Critical thinking among learners.

Yes	30%
No	70%

- 5) Analysis of the response on the educational outcomes expected by teachers from teaching Economics at higher secondary level.

Power to analyse economic aspects scientifically	80%
Clear understanding about various theories associated with Economics	100%
Understanding the nature and purpose of abstraction in Economics	80%
Familiarity with logics and Mathematical symbols and applications in Economics	60%
Familiarization of vocabulary	100%
Developing Economic reasoning for real life application	70%
Realization about one's own role in nation building	50%
Sensitizing the financial problems confronting by our nation today	50%
Developing the skills to argue logically, critically and creatively	60%

- 6) Analysis of the response on the methods/approaches that are regularly using while teaching Economics at Higher Secondary level.

Interactive lectures	100%
Group discussion	80%
Electronic and print media	80%
Problem based learning	40%
Visual media approach	60%
Games and simulations	20%

Peer teaching and learning	25%
Project based learning	50%

- 7) Analysis of the response on the constraints in the classroom for developing the intended skills through teaching Economics.

Time limit	80%
Infrastructure inadequacy	60%
Lack of experts	50%
Rigid curriculum	80%
Lack of teaching resources	20%
Lack of training	30%
Lack of ICT	50%
Lack of appropriate instructional design	60%
Irregular power supply	50%

- 8) Analysis of the response on the statement “Instructional practices that include the use of graphic organizers, effectively improve the Higher Order Thinking Skills and achievement in Economics among students at Higher Secondary level”.

Yes	100%
No	0%

- 9) Analysis of the response on the adoption of graphic organizers as tools for making teaching learning process easy and interesting.

Yes	10%
No	90%

- 10) Analysis of suggestions for implementing the innovative instructional strategies for developing the intended skills through teaching Economics at Higher Secondary level.

Training programmes should be adequately practiced	90%
Curriculum can be more flexible	100%
More innovative strategies must be introduced	87%
ICT facilities must be improved	65%
Regular supply of power	80%
Support system must be improved	60%
Financial assistance must be efficient	80%

INTERPRETATIONS

The Need Analysis clearly revealed the following:

- The profile of the teachers is analysed in terms of attributes such as age, sex, educational qualification, experience and subject experts.
 - Out of 30, 5 belonged to the age group of 23-30 years, 13 were in the category of 31-40 years and the remaining 12 were above 40 years.
 - Majority of the teachers were female (17 Female teachers & 13 male teachers).

- Regarding the educational qualification, 6 were holders of graduate degree, B.Ed., 20 were holders of Post graduate, B.Ed., 3 were holders of M.Phil., M.Ed. and 1 qualified with Ph.D., M.Ed.
 - In case of teaching experience, 3 teachers had an experience of up to 5 years 13 had 6-12 years' experience and 14 had more than 12 years of experience.
 - All the 30 teachers were teaching Economics.
- 2) Majority of the teachers were not satisfied with the present Curriculum of Economics.
 - 3) Majority of the teachers were of the opinion that the present education system is not suitable for augmenting the Higher order thinking skill – Creative thinking among learners.
 - 4) Majority of the teachers were of the opinion that the present education system is not suitable for augmenting the Higher order thinking skill – Critical thinking among learners.
 - 5) All of teachers expects the learning outcomes- clear understanding about various theories associated with Economics and familiarization of vocabulary. Majority expects power to analyse economic aspects scientifically, understanding the nature and purpose of abstraction in Economics, familiarity with logics and Mathematical symbols and applications in Economics, developing Economic reasoning for real life application and developing the skills to argue logically, critically and creatively.
 - 6) All of them are regularly using Interactive lectures while teaching Economics at Higher Secondary level. Majority resort to Group discussion, Electronic and print media and Visual media approach for teaching Economics.
 - 7) Majority of them consider time limit, infrastructure inadequacy, rigid curriculum and lack of ICT facilities as major constraints for developing the intended skills through teaching Economics.
 - 8) All of the teachers were of the view that instructional practices that include the use of graphic organizers, effectively improve the Higher Order Thinking Skills and achievement in Economics among students at Higher Secondary level.
 - 9) Only 10% of teachers adopt graphic organizers as effective tools for making teaching learning process easy and interesting.

SUGGESTIONS & CONCLUSION

The Need Analysis Survey throws light upon various issues that are to be immediately addressed and solved to have a successful educational system. Training programmes should be adequately practiced, curriculum can be more flexible, more innovative strategies must be introduced, ICT facilities must be improved, class strength must be manageable, regular power supply, financial support from the authorities and support system must be improved were the suggestions of teachers for implementing the innovative instructional strategies for developing the intended skills through teaching Economics at Higher Secondary level. The development of competencies known as 21st-century skills are getting increasing attention as a need for improving teacher instructional quality. However, a key challenge in bringing about desired improvements lies in the lack of context-specific understanding of teaching practices and meaningful ways of supporting teacher professional development.

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