



STUDENTS' PERCEPTION OF TEACHING- LEARNING INNOVATIONS IN A RESIDENTIAL ARMY SCHOOL.

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Abstract: Teaching–learning innovations have become an essential component of contemporary education, particularly in disciplined and structured environments such as residential Army schools. The present study explores students' perceptions of teaching–learning innovations implemented in a residential Army school. The study focuses on innovative practices such as the use of audio-visual aids, smart classrooms, activity-based learning, experiential learning, collaborative learning, continuous assessment techniques, and the integration of digital resources in classroom instruction. A descriptive survey method was adopted for the study. The sample comprised students selected through a random sampling technique. Data were collected using a structured questionnaire designed to measure students' awareness, acceptance, and perceived effectiveness of teaching–learning innovations. Percentage analysis was used for data interpretation. The findings of the study reveal that the majority of students hold a positive perception towards innovative teaching–learning practices. Students reported that such innovations enhance their interest, motivation, conceptual clarity, and active participation in the learning process. The disciplined residential environment further supports the effective implementation of innovative strategies by providing a structured routine, academic support, and continuous teacher guidance. However, a small proportion of students expressed the need for greater variety in innovative methods and increased access to digital learning resources. The study concludes that teaching–learning innovations play a significant role in improving the quality of education in residential Army schools and recommends continuous professional development of teachers and systematic integration of innovative practices to meet the evolving educational needs of students.

Keywords

Teaching–Learning Innovations, Students' Perception, Residential School, Army School, Innovative Teaching Practices, Learning Environment

1. INTRODUCTION:

In the rapidly changing educational landscape of the 21st century, teaching–learning innovations have emerged as a vital means of enhancing students' engagement, understanding, and overall academic development. Traditional teacher-centred approaches are increasingly being replaced by learner-centred, technology-supported, and activity-oriented instructional strategies. These innovations aim to foster critical thinking, creativity, collaboration, and lifelong learning skills among students, which are essential for meeting contemporary societal and professional demands. **Residential Army schools** represent a unique educational setting characterized by discipline, structured routines, holistic development, and a strong emphasis on academic excellence and character building. The residential nature of these schools provides extended learning opportunities beyond classroom hours and allows for the effective integration of innovative teaching–learning practices such as smart classrooms, experiential learning, collaborative activities, project-based learning, and continuous assessment methods. In such an environment, innovations in pedagogy can be implemented more systematically due to close teacher–student interaction and continuous academic supervision. **Students' perception** plays a crucial role in determining the success and effectiveness of teaching–learning innovations. Positive student perception enhances motivation, participation, and learning outcomes, whereas negative perceptions may limit the impact of even well-designed instructional strategies. Understanding how students perceive innovative teaching practices is therefore essential for evaluating their relevance, effectiveness, and sustainability within the school system. Students' feedback provides valuable insights into how innovations influence their interest, comprehension, confidence, and overall learning experience. Despite the growing emphasis on educational innovations, limited empirical studies have focused specifically on students' perceptions of teaching–learning innovations in residential Army schools. Most existing studies concentrate on general school settings, leaving a research gap in understanding how disciplined residential environments shape students' responses to innovative pedagogical practices. The present study seeks to address this gap by examining students' perceptions of teaching–learning innovations in a residential Army school. The findings of this study are expected to

contribute to educational research by offering practical insights for teachers, administrators, and policymakers to strengthen innovative teaching practices and improve the quality of education in residential school settings.

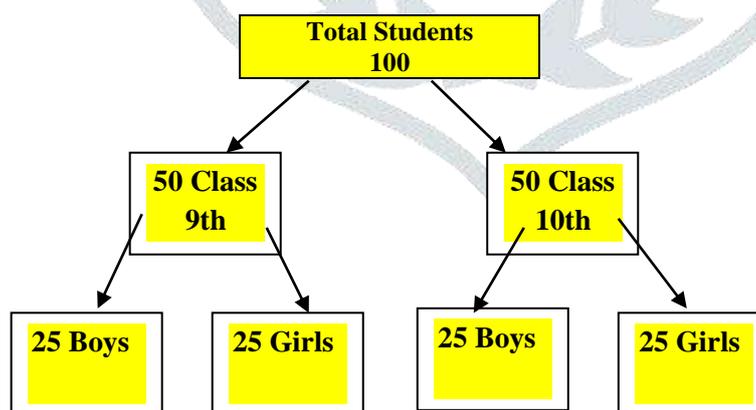
2. REVIEW OF RELATED LITERATURE

To make study more purposeful and comprehensive, it is necessary to collect as many studies as possible, review of related literature, besides allowing the researcher to acquaint with current knowledge in the field of area in which one is going to conduct his/her research, serves the various specific purposes. By reviewing past knowledge, the researcher can select those areas in which positive findings are likely to result. **Graham (1997) conducted** "A Study on Teacher Perceptions and Total Quality Management Teaching Strategies". The purpose of this study was to examine and determine teacher perceptions of Total Quality Management as they relate to teaching strategies and practices. Twenty teachers actively involved in their school system's Total Quality Management / Learning Lab Project were interviewed face to face. Initially, a total of ten in-depth questions addressing the incorporation of TQM methods and principals were asked. All twenty teachers agreed that the strategies enhanced their teaching; in turn, student success resulted from positive attitudes, collaboration, and activity variety. Though the methods presented minor difficulties and 43 challenges to one or two teachers, all teachers believed that the use of the methods would only help improve teaching strategies **Pour and Yeshodhara (2006)** studied "Total Quality Management (TQM) in Education – Perception of Secondary School Teachers." This paper aims to present the perception of secondary school teachers in Mysore city (India) regarding Total Quality Management (TQM) in education. It is an attempt to understand how these perceptions vary by demographic variable such as, gender and subject specialization (Arts and Sciences). Data were collected from 156 high school teachers in Mysore (India) on the Bonstingle's conceptualization of Demming's 14 points Total Quality Management (TQM) in Education (1992) and were analyzed using SPSS version 14.0. Analysis of Variance (ANOVA) was employed to find out the significance of difference between variables subscales. Significant difference was found between male and female teachers in the perception of total quality management. Female teachers had higher mean score than male teachers. There is no significant difference between Arts and Science secondary school teachers in the perception of TQM in education. **Haque, et al., (2013)** studied "Teachers' Perception towards Total Quality Management Practices in Malaysian Higher Learning Institutions". The service industry is a rapidly changing industry and this dynamic culture offers a challenge for the service companies to lead or to actually survive in this competitive environment. As the education industry is a part of the overall service industry, this raises the need for a solid base to be developed to reach for high quality service in the education industry. Though, adoption of TQM in the higher educational institutions is of common practice in the Western world, however, the history of TQM adoption in the Malaysian higher educational institutions is not very long. Therefore, the main purpose of this study was to identify the factors influencing the level of TQM practices in the Malaysian higher learning institutions based on the teacher's perceptions. In doing so, this study was conducted in both types of Malaysian higher educational institutions (public and private). Total 300 questionnaires were distributed randomly, out of which 206 were returned. After collecting the data, statistical tests were performed using SPSS and Amos. This study has got satisfactory results. Results also show identical results with the previous studies. However, this study has pointed out that there is still room for improvement that affecting the level of TQM practices in the Malaysian educational institutions. Finally, future directions are provided at the end of the study.

3. METHOD AND PROCEDURE

A method is a systematic way of doing or achieving something in an organized manner. In the present study, the descriptive survey method was used. The data were collected by the investigator himself through a descriptive questionnaire survey method.

THE DESIGN STRUCTURE OF THE SAMPLE



OPERATIONAL DEFINITION

Organization

Organization is the structure, frame arrangement with in which teachers, pupils, supervisors, and others operate to carry on the activities in the school.

Administration

The word administration has taken from Latin words 'Ad +ministrare' which means to manage; 'to care for', 'carry out', 'to attend', 'serve', 'and accomplish'.

According to Good's dictionary, all those techniques and procedures employed in operating the educational organization in accordance with established policies.

4. OBJECTIVES

1. To study the students' perception of teaching-learning innovations adopted in the residential Army school.
2. To examine the difference in perception of teaching-learning innovations among students on the basis of selected variables

(such as gender or class level).

5. HYPOTHESES

1. There is no significant difference in students' perception of teaching-learning innovations in the residential Army school.
2. There is no significant difference in students' perception of teaching-learning innovations with respect to selected variables (such as gender or class level).

TOOL TO BE USED □ Self made questionnaire for Teachers.

DELIMITATION OF THE STUDY : Present study was delimited to only one Army School i.e. Army Public School, Dagshai.

SAMPLING

Questionnaire for students: The questionnaire consists of 14 items. All items are of 'yes/no' type items.

6. ANALYSES AND INTERPRETATION OF DATA

On the basis of the responses given in the questionnaire, the data has been tabulated, analyzed and interpreted.

Table-1
Students' Responses to Questionnaire (Yes/No)

Q. No.	Questionnaire Item (Short Form)	Yes (%)	No. (%)
1	Appropriate weightage in time table	97%	3%
2	Teachers make teaching interesting	96%	4%
3	Active participation in teaching-learning	98%	2%
4	Teachers use teaching aids	64%	36%
5	Teachers use effective methods	96%	4%
6	Teachers introduce innovations	98%	2%
7	Need of extra coaching outside school	96%	4%
8	Provision of extra classes	100%	0%
9	Frequent changes in time table	87%	13%
10	Feel free to put problems before principal	3%	97%
11	Principal listens sympathetically	61%	39%
12	Get individual attention from teachers	97%	3%
13	Teachers interact after formal classes	96%	4%
14	Teachers help in personal problems	96%	4%
15	Teachers play games after classes	89%	11%
16	Discuss problems freely with teachers	93%	7%

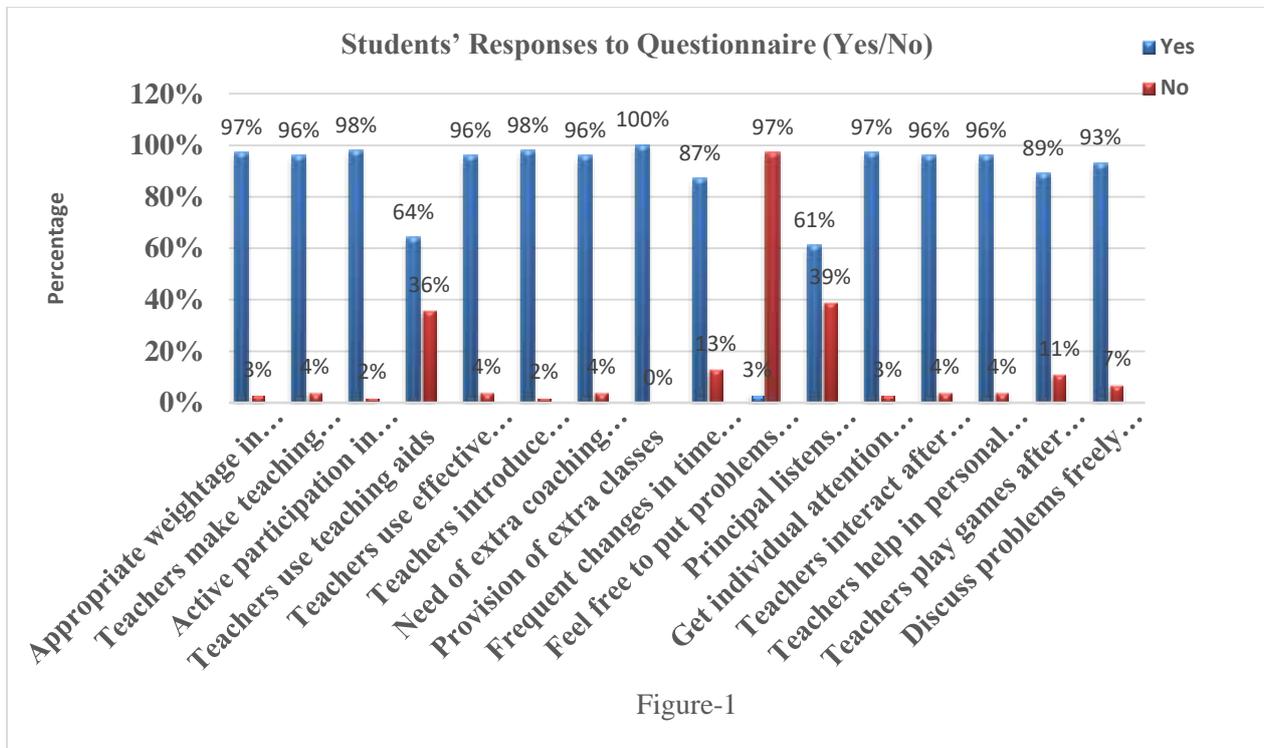


Figure-1

The above table-1 analysis of students' responses to the questionnaire reveals a highly positive perception of the school's academic environment and teacher effectiveness. An overwhelming majority of students responded "Yes" to most items, such as appropriate weightage in the timetable (97%), active participation in teaching-learning (98%), use of effective methods (96%), introduction of innovations (98%), provision of extra classes (100%), and individual attention from teachers (97%). These high percentages clearly indicate satisfaction with teaching practices, support systems, and academic organization. However, two areas show concern: only 3% of students feel free to put problems before the Principal, and only 64% agree that teaching aids are used regularly. These comparatively low responses highlight gaps in communication and instructional resources. Based on the overall majority of positive responses (above 75% in most items), the objective regarding effective organization and administration is achieved, and the main hypothesis is accepted. Nevertheless, specific aspects require improvement.

7. FINDINGS: - Related to Students

1. The teachers give more individual attention to every student.
2. They provide teaching aids to them.
3. Every teacher provides qualitative education.
4. They listen to the students' personal problems sympathetically and also try to solve them.
5. Some students need extra coaching on a payment basis.
6. All teachers introduce innovations in their lectures.
7. The majority of students actively participate in the teaching-learning process because appropriate weightage has been given to different subjects.
8. Some teachers play games with the students after formal classes.
9. However, students feel shy to freely discuss their problems with the Principal.
10. The Principal does not always listen to their problems sympathetically.

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- Websources :- [Research on innovations in teaching learning \(Granthaalayah\)](#)
- [Perceptions of Students towards Culturally Responsive Pedagogy](#)
- [Innovative vs Traditional Learning Spaces \(Springer\)](#)