

# Quest For Pursuing Innovation In Teaching Learning Process At Tertiary Level: Challenges And Issues Faced By Teachers

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## Abstract

Teaching method is a key to gaining excellence in learning. This study aimed to identify the challenges and issues faced by teachers in fetching innovation in teaching learning process at tertiary level. Sample size of the study was 185 teachers selected through Stratified Random Sampling technique from the faculty of social science of public universities of Islamabad. A validated closed ended with five points Likert scale questionnaire was used and was administered to the respondents after pilot study. The collected data was analyzed through non-parametric test i.e. Friedman test. The study finds that significant difference was found among teachers regarding organizational challenges and issues in seeking innovation in teaching learning process. Mean differences shows that organizational monitoring system and teachers' process training are the challenges and issues faced by teachers. It was recommended that Organizational Monitoring System and 360° assessment mechanism for students as well teachers may be established.

**Keywords:** Innovative Teaching Strategies, Learning, Tertiary Level, Friedman test

## Introduction

Innovative means an approach of thinking that enable the individual to make something novice and best that may be totally new or it might be refer to any change made or modification of something that was already in practical existing but represented in a new way (Couros, 2015). The usage of innovative teaching strategies is less common in public sector universities rather than private sector universities (Farah & Hassan, 2017). The positive aspect that bring by the usage of innovative teaching strategies in students includes the motivation of the students, improvement of learning, bring enthusiasm among students in the classroom and increases the observed efficiency of teaching process (Edna

et al., 2010). Intelligent level of the students is also improved with the help of usage of new teaching strategies (Khurshid & Ansari, 2012). According to Hussain et al (2010), innovative teaching strategies can be brought through technologies. According to Rashi (2021), to bring innovation in teaching strategies 20 types of such strategies can be used inside the classroom to achieve the learning objectives, and these strategies includes active learning, personalized learning, flip classroom and home activities, gamification, convergent and divergent thinking, project-based learning, peer teaching, problem based learning, reciprocal teaching, blended learning, culturally inclusive teaching, service learning, media literacy, mistake-led teaching,

feedback, listen objective clarity, use of graphic representation, distance learning, behavior management and cooperative learning. Innovative teaching strategies that can be used includes micro-teaching, simulation teaching, programmed instruction teaching, individual instruction teaching and computer assisted teaching method (Saba, 2021). Other strategies includes inquiry-based learning, quick response codes (QR), research-based learning, jigsaws and wisely managed classroom technologies that can help to improve student learning skills (Davis, 2021).

Bringing innovation in the classroom, teachers need proper commitment and support of educational management (Jeyanthi and Denisia, 2015). Teachers interest, state priorities, and lack of infrastructure support were the challenges and issues regarding innovation in teaching (Robert & Kayce, 2020). Lack of organizational funding, lack of organizational support, national constraints, and the programe were the potential challenges and issues to the innovation in teaching strategies and researcher further finds that related to teachers, teacher's need pedagogical training, feeling of lack of recognition of the time invested and some teachers shows resistance to pedagogical innovation in teaching (Walder, 2015).

The challenges and issues to innovation in education includes busy parents, site-based decision making councils (SBDMs), income (money), professional development, environment of the community and school, policies undocumented, meetings, unflexible and rigid professional learning communities (PLCs), programs in districts, traditional report cards, written curriculum and overwork teachers (Heick, 2021). The challenges to the effective innovative teaching strategies includes time shortage, continous support (human and monetary), teachers belief, traditional teachers

role, teacher confidence, insufficient time and teachers fear (Hruskocy, 2000). A team of researchers claimed that the issues faced by teachers includes time, training and preparation of teachers (Heather et al., 2008). According to Meier (2004), the lack of following aspect become challenges and issues, that includes teachers' experiences, proper resources, environmental factors and discipline among teachers. To cope with these challenges and issues teachers must be given proper support and training they can help them minimize challenges and issues regarding use of innovative teaching strategies (Lina & Angelin, 2017).

### **Research Objectives**

1. To find the organizational challenges and issues faced by teachers in the bringing of innovation in teaching process at university level.
2. To find the teachers themselves as challenges and issues regarding the use of innovative teaching strategies at university level.

### **Research Hypotheses**

1. There is no significant difference between teachers regarding organizational challenges and issues faced in bringing innovation in teaching process at university level.
2. There is no significant difference between teachers regarding teachers themselves as challenge and issues in the use of innovative teaching strategies

### **Methods and Procedures**

#### **Nature of Study**

Present study was descriptive in nature focused on quantitative research based.

## Population and Sample size

400 teachers of the faculty of social sciences teaching in public sector universities of Islamabad was the population. Sample size include 185 teachers that were selected through the standardized table of sampling size giving by Krejice and Morgan (1970). Proportionate stratified random sampling technique was applied.

## Research Instrument

For both the objectives of the study self-developed closed-ended questionnaire was used based on five point Likert scale (Strongly agree, disagree, neutral, agree, and strongly disagree). Two variables were established in questionnaire that was organizational challenges and issues, and teachers themselves as challenges and issues, and for each variables seven items were constructed.

## Validity

Focus group design was used for validation of the research instrument (Validated by two experts from relevant field). Furthermore, research instrument was also validated through Q-sorting method by experts.

## Pilot Study

After validating the research instrument, each variables items were reduced to seven items for both the objectives and were administered for pilot study and 40 respondents were selected for

the pilot study. Adaptive trial design was used for pilot study, which helps to reduced or increased the respondents or items at any stage of pilot study.

## Reliability

The reliability of the seven items for organizational challenges and issues Cronbach alpha value was .9 and for the seven items of objective two teachers themselves as challenges and issues, Cronbach alpha value was .8. When the Cronbach alpha value lies between .4 and .9, then the research instrument is reliable and ready for data collection (Joseph & Gliem, 2003). The above values show research instrument is reliable and ready for data collection.

## Data Collection

Total design approach (TDA) was used for the collection of the data in which, research instrument was distributed and collected by the researcher and primary data was collected.

## Data Analysis

Descriptive statistics and Friedman test was used. Mean and Standard Deviation was used in descriptive statistics.

## Results

The collected data was analyzed through SPSS 20 using appropriate statistical test, and following were the obtained results.

**Table 1 Objective 1: Descriptive statistics for organizational challenges and issues**

S/No.	Items	N	Mean	Std. Deviation
1.	Culture	185	2.58	1.22
2.	Human resources	185	2.89	1.18
3.	Physical setup	185	3.06	1.24
4.	Teachers training	185	3.19	1.09
5.	Reliable technologies	185	3.34	1.08

6.	Monitoring system	185	3.51	1.16
7.	Funding	185	3.39	1.25

The above mean values of table represent that the maximum value for organizational challenges and issues is monitoring system (3.51) and the

minimum value is for the organizational culture (2.58).

**Table 2 Organization challenges and issues: Friedman test**

Challenges and issues	N	Chi-square	df	Sig.
Organizational	185	145.68	6	.001

The table shows the Friedman test statistics for organizational challenges and issues among teachers. The p value (.001) shows that it's less

than level of significance (.05). The above value shows that Null hypothesis one is rejected ( $p < .05$ ).

**Table 3 Objective 2: Descriptive statistics**

S/No.	Items	N	Mean	Std. Deviation
1.	Belief	185	2.01	.986
2.	Skills and proficiency	185	2.18	.955
3.	Proper process training	185	2.67	1.071
4.	Experience	185	2.31	.954
5.	Knowledge	185	2.44	1.020
6.	Expectation	185	2.12	.919
7.	Motivation	185	2.08	.964

The above table shows that the maximum value for the teachers themselves as challenges and

issues is proper process training (2.67) and the minimum value is for the teachers' belief (2.01).

**Table 4 Teachers themselves as challenges and issues. Friedman test**

Challenges and issues	N	Chi-square	df	Sig.
Teachers themselves	185	121.85	6	.001

The table No.4 shows the Friedman test statistics for teachers themselves as challenges and issues. The p value (.001) shows that it's less than level

of significance (.05). The above value shows that Null hypothesis two is rejected ( $p < .05$ ).

**Table 5 Descriptive statistics comparison of organizational and teachers themselves as challenges and issues**

S/No.	Challenges and issues	N	Mean	Std. Deviation
1.	Organizational	185	21.97	6.52
2.	Teachers themselves	185	15.80	5.41

The table shows that the organizational challenges and issues (21.97) mean value is maximum as compared to teachers themselves (15.80) is challenges and issues.

### Discussion

The main focus of the introduction was to describe organizational as well teachers themselves as an obstacles faced by teachers at different level in innovative in teaching strategies. Finding of the study shows that both the hypotheses of the study was rejected that includes that there is significant difference among teachers regarding challenges and issues at the usage of innovative teaching strategies at university level. Finding also showed the teachers' challenges also include lack of monitoring system in organization regarding usage of innovative teaching strategies is the challenge and issue. According to Walder (2015), Lack of funding and support in organization are the challenges and issues regarding usage of innovative teaching strategies. It was found that regarding teachers themselves as challenges and issues, results showed that teachers training is challenge and issue regarding usage of innovative teaching strategies. According to Heather et al. (2008), teachers training and teachers preparation are the challenges and issues. Lack of professional training is also challenge and an issue in bringing innovation (Athar et al., 2010). Teachers interest, state priorities, and lack of infrastructure support were also the challenges and issues regarding innovation in teaching (Robert & Kayce, 2020).

### Conclusions

From the finding of the study based on organizational as well as teachers themselves is challenges and issues, and were concluded that among universities teachers' significant differences were found regarding facing of challenges and issues at usage of innovative teaching strategies. Organization monitoring system was the main challenges and issues at the organization level while teachers process training was the main challenge and issues regarding teachers themselves at the use of innovative teaching strategies at university level.

### Recommendations

Following recommendations were given for the future based on above results

It was recommended that Organizational Monitoring System and 360° assessment mechanism for students as well teachers may be established.

Teachers might be given proper training regarding innovative teaching strategies to make teaching learning more effective.

Future researches might be conducted to explore the differences between gender regarding obstacles at usage of innovative teaching strategies.

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