Asian Social Studies and
Applied Research (ASSAR)
Published by ASAR Council

Volume 2 Issue 4
November, 2021
ISSN (E): 2709-9229

Perception of University Teachers Regarding the Effects of Lecture Method on Students Achievements

RABIA KAUSAR
Visiting lecturer, Department of Education,
Bahuddin Zakariya University, Multan.

ZAHIDA AZIZ SIAL
(Corresponding Author)
Assistant Professor, Department of Education,
Bahuddin Zakariya University, Multan.
Email: zahidaaziz@bzu.edu.pk
Tel: 00 92 3006381224

Dr. IRAM GUL GILLANI
Assistant Professor, Department of Education,
Bahuddin Zakariya University, Multan.

Abstract

The main objective of this paper is used to see the perception of university teachers concerning the effects of the method of discussion on student success. The study was quantitatively based. A questionnaire, made up of twenty seven statements, was prepared using a five-point Likert scale with narrow answers (Strongly disagree, Disagree, Undecided, Agree and (Strongly agree).Collected data was processed by hand in the primary phase by a gender and academic sorting and after that the data feed was done in Microsoft Excel by data coding. . After that the researcher carried out statistical calculations using Microsoft Excel in addition to the statistical package for social science (SPSS version, 17).Researcher worked out the frequency of the data. The results of this study showed that most teachers agreed that teachers can make education more effective through questioning. The method of lecture assists students in developing and expressing themselves. It turned into additionally discovered that tendency of instructors in the direction of the consequences of dialogue strategies have been exceptionally adaptive. Finally, the researcher additionally made a few hints primarily based totally on study and for prospect researchers.

Key words: *Perception, Lecture as a Method of Teaching, Affects and Summary.*

Introduction

To introduce lecture, “lecture” is a French word which means “reading” (process). It is a documented text which is read by the teachers to the students (Covill, 2011). Being one of the oldest method but most affected. Affected in case that it created gems like students who invented a lot of things which benefit the whole human kind, like in curing diseases , creating things like electricity and lot more. Our teachers play an important role in our lives. Just as our parents brought us into this world, so our teachers nurture our spiritual personality. If they do not provide us with information from all over the world, then this world

considers us ignorant. In old strategies of teaching speech is one of them. Lecture method involves speech like strategy. It helps students to understand the method or way of teaching of their teachers. Else they spend a lot of time with their teachers and thus mean time helps them to develop their communication skills. It is a kind of focused method. The teacher too has enough time to understand student's psychology and they can plan their lectures according to the students' cognitive abilities (Neelam, Yadav, 2003).

In this regard, Sharma (2015) has added to it that in lecture method talk technique is very vital not only it develops both teacher and students communication skills but also boast up their confidence to talk in public without any difficulty. Some students feel shy to come in dice or to speak publically but lecture method teacher without knowingly to the students ask them to speak up on the topic which he/she just elaborated before them. This somehow reduces a type of stage fear. So lecture method is very helpful in every student's learning process boast up. Rashid (2000) is of the view that the methods by which teachers educates and trains their students and enable them to rise in the world by refining their personality. Education and training is a system which is regularly planned. The aim is to teach knowledge to as many children as possible through experience. Else he added to it that the real work is to get education and use it. Our parents bring us into this world and hand us over to the teachers at school who develop our spiritual personality. Introduce us to the world in which we live and compete with others in the skills we have been taught. This proves that our spiritual parents are no less important than our real parents. Smith (2016) says that school and education are hidden in two terms, one is teacher and the other is education. The role of the teacher is so important that the student imitates what the teacher does. Therefore, the role of students is a mirror of their teachers. The whole system depends on the teacher. In this regard, we should also look at the history to see what more meaning these words have. This brings us to definitions like: Teach knowledge to or educate (someone) as to how to achieve amazing; or reason (someone) to be taught or be aware of incredible by instance or practice. As can be seen from these definitions we can say that we are all teachers in some way at some time. These definitions state that educating someone is a duty or a task that benefits both the giver and the receiver. When a teacher enriches his student with the knowledge he has acquired, as a result he too is endowed with the ocean of knowledge. This is the law of nature. Teachers should make an outline of their lecture. Main points should be stressed.

Activities should be introduced in order to make students active. Activities should be like asking questions, brainstorming of previous knowledge. Short sentences should be used by the teachers, so students could understand easily. Give them enough time to note down the main points of the lecture. Give pauses in between the activities so that the students could not get bored. At the end of the lecture teacher should have some short discussion so he/she could have idea that how much his/her students get enough from the lecture. There should be no race on teacher's side in order to complete syllabus quickly. Teacher and students should do the entire multitasking lecture side by side. Teacher should know the students' caliber. In addition to it, Covill,(2011) says that teaching is a kind of enthusiastic process by the devoted teachers who change the life and style of living of their students in a manner that they know the world and seek how to deal with it. This is how teachers change the world of their students and change their behavior; even the most rebellious persons become trained and tamed.

Braskamp (2000) is of the view that when an instructor uses his knowledge for others, he adapts himself to that knowledge no matter what means he uses. For example, he ask from himself:

1. Can I use my method to run my teaching process properly or will I need help?

If so, will this help be internal or external?

2. Will the correction be internal or external?
3. Will it be available on time?
4. Will I get this information about internal and external affairs correctly?
5. Will I find the right material in this regard?

In addition to this discussion, the whole content is presented to the students and they have to memorize it. This increases their mental exercise and develops their cognition. It also increases students' speed to write because when they have to give their notions about any topic in exams they will be able to write accurately and quickly because of their previous practices in lecture. By memorizing the whole content help students to expand their memory and according to psychological theories its an important strategy to develop mental cognition of the students. It also helps students to develop their listening and reading skills. It creates in the students a sense of responsibility to boast up their confidence.Moreover, Maret (2011) opined such kind of answers do teachers want from students to their questions? What method will teachers use to satisfy the students? Braskamp (2000) has compiled some of the styles in which the teacher himself /herself is able to ask questions about the method of teaching he/she has adopted. Will it increase the student's knowledge?

1. And will this source be enough or I need more help from within and without?
2. Is time limited?
3. Do I have everything I need?
4. And do I have everything I need?
5. And if there is still a problem, how to deal with it?

Lecture method is one of the vital methods of teaching in learning process. Also it is dated. In this method teacher adopts explanation method, in which explains each and everything regarding topic. Devices that are used by teacher can be gestures, changing voice, tone, notes or material regarding topic. In this method teachers are active and students remain passive because they don't have to explain anything. But teacher can involve students by asking questions while explaining. Being an old method it is found very economical by the students and teachers as well. It helps in covering the syllabus rapidly plus government institutes likewise in Pakistan, this method doesn't require any special arrangements. Also it helps students to train their listening skill. It can be used to share a lot of information to the largest group of audiences. It also helps the students who don't have enough helping material with them. Lecture method helps to produce students, who don't have enough information about the topic. As this method of teaching consumes enough time, so teachers can have feedback side by side and check the students whether they are attentive or not. Lecture method doesn't need any experimental apparatus and scientific ways of teaching, it is very economical and even poor students can avail the chance to study. It focuses on cognitive purposes in teaching methods.

Seweje (2000) has highlighted its importance in the way that this method is for students' most benefitted as it shares the large amount of information in short time. It also manages large classrooms. Neelam Yadav (2003) is of the view that this method can be followed by universities and colleges because they have generally large classroom and students. It is a traditional method used by teachers. Teachers can share bulk of knowledge on any subject to a number of audiences. Through this method, teachers can take out desired results which help them in evaluating students' abilities to understand something. According to Sharma (2015) students can be divided into groups which are an easier way to deal with them and tasks could easily be divided. This method dealt with the large amount of information. Although it's an old method but it is full of potential ideas, thoughts and information which transferred from teacher to students. In this regard, teachers' known to most of the styles of teaching methods. The

method of teacher's reading from the text or notes make students least interested and they become bored. So teachers should inculcate new styles in order to make them interested in learning. This is the most important strategies used by the teachers worldwide at all levels. Teachers provide their students materials regarding their topics. They plan their lessons and make strategies. Their lectures include answers of possible questions of the students. In order to make students' doubts clear teachers should plan their lecture according to the comprehension level of the students. Here teachers needed a special type of skills to apply. These strategies and skills help instructors to develop the cognition of the students. The control is in teachers' hand where to concentrate, aim, sequence and focus. This method helps students training their listening skill. This method can also help students in accordance to unavailability of stuff related to the topic because instructor explains, expands and clarify the important information. According to Major (2011), the lecture method is to convey a lot of information to the students in a short time. It's like closing a river in a jar. As it can use for the large classes and any student can ask any question in between the lecture. It can also be recorded for future use. It also helps to cover large syllabuses in short time span. It is comparatively less expensive as it doesn't need any apparatus. According to some psychologist students feel comfortable while studying through this method. It is easier to impart simplest information by applying this method.Burke (2008) states that, for good results it is necessary to have complete information and in this regard the lecture method is the best in which the professor can get all the expected results. According to Sewege (2000), the lecture method is a good teaching method for large congregations because it is easier to control a large number of children and more information is exchanged in less time.

In order to apply this method, there needed certain factors i.e. grade levels of students, learning abilities, topics and perceptions, educational aims, and purposes of educational system. In order to make lecture method effective teacher has to plan some strategies, approaches and various things. Instructors should take into account, what strategies they adopt in order to enhance further understanding of their students. The most important factors that are needed to take into account, that how to create information according to students' cognition and should well aware of aims and targets in order to get expected results. It should be included modern styles and strategies. Instructors should include some different sessions in order to enhance students' cognition. These sessions should include quizzes on the basis of teachers' experience. All children don't have equal abilities, so these quizzes should not include questions only for the students who have abilities more than normal students. Most of the students who have mediocre IQ level, for them it is difficult to understand things in one lecture. Some students' have slow cognition abilities. In addition to it, Kumar (2003) has defined different types of lecture method:

- Description method.
- Exemplification method.
- Repetition method.
- Explanation or exhibition method.
- Communication method.
- Work in small group.

While explaining 'description' method it helps in explaining each and every thing from definition to body or main issue and conclusion. Students can make their minds clear with the help of question asking techniques. Teacher can also take help from including the quizzes in lecture method. In this way they can get students' understanding at once.

Once the appropriate objectives for the lecture are is established, four factors stand out as crucial McKeachie (2001) &Nilson (2003) have derived out certain purposes from 4 factors out of lecture method that are vital:

- Arranging lecture.
- Take up the focus of your students.
- Create a strong communication.
- Giving lecture.

In accordance with above discussion, Yadav (2003) has given some advantages of lecture method: Actually lecture method is somewhat specially designed for the students of university level because they could be at the age to manage the quantum of knowledge. At this level students have enough maturity to accept the bulk of information. In fact usually students get to understand what is being taught in class and how to digest that bulk of knowledge. Plus teachers also treat them being at the age of understanding. Lectures can be elaborated through narration style. Organized knowledge can be taught through lecture technique. In order to make their lectures more clear and catching, teachers can take help by introducing helping devices, like picture displaying and audio profiles. This method could be supported by other methods too, that could be asking question answers. With the help of these question answers teachers can find out about the understanding of the topic going on in lecture. Through this method teacher can inculcate any subject and any subject matter. Teacher can summarize the key points of the topic and add learning activities according to the students' cognition. Also teachers can use A.V aids in order to make their lecture more propounding: some of them are as under: Usage of visuals at projectors during lecture, Presentation on the topic using Power Point, Usage of notes/text/handy books, Students are jotting down key points, responses should be taken from students (Bligh, 2000). Furthermore lecture method can be summarized as: It is efficient and planned method can be applied to all subjects, most understandable strategy than any other method and it also tells all about the topic in one sitting. Along these, there have been 12 factors which are the reason of using this method being the oldest one but still in use:

- It is easier to use in every kind of environment.
- It is understandable method even by a large number of students.
- It is easier for the teacher to control the whole class.
- It is easier on the teachers' side to execute what is already planned.
- It also saves time because long topic can be covered easily.
- It doesn't need any special kind of equipment.
- It clarifies all the subject material.
- It also helps teachers to derive out outcomes of the learning at the spot.
- It doesn't need any kind of IT gadgets or skills of that kind.
- It is very communicative because it enhances teachers' abilities to speak a lot and checked the understanding of the students.
- It can help teachers in formulating new techniques according to their ease.
- It also helps to generate students with maximum knowledge.

Statement of the Problem

The problem is perception of university teachers regarding the effects of lecture method on student's achievement and this problem is clearly declared.

Objectives of the Study

The stipulated objectives of this research paper were to:

1. Sort out the perception of the of university teachers regarding the effects of the lecture method on students achievement.
2. Compare the responses of university teachers (BahauddinZakaria University Multan and University of Education Multan) regarding the effects of lecture and discussion method on students' achievement.

Research Questions

1. What do university teachers perceive about the effects of lecture method on students achievement?
2. What is the difference of responses between the teachers of Bahauddin Zakariya University and University of Education?

Research Methodology

The present research was aimed at perception of university teachers regarding the effects of lecture method and discussion method on student's achievement. Research methodology and procedures adopted for the present study were as:

Population

All teachers 600 (male & female) of Bahauddin Zkariya University Multan and all teachers 43 (male and female) of University of Education Multan working in the year 2019 were its population.

Sample

Sample was selected in two stages. Firstly, faculties were selected then departments were selected and at last, 35 male and 56 female teachers of selected faculties of both universities, Bahuddin Zakriaya University and University of Education Multan were selected through using convenient sampling technique.

Statistical Analysis

The mean score that has been taken out as a result from questionnaire that were fed in the MS. Excel sheet & SPSS (version 17) and displayed in the form of table content to obtain particular results. The researcher gives the marks to each option as SD (Strongly Disagree) 1,D(Disagree) 2, U(Undecided) 3, A(Agree) 4, SA (Strongly Agree) 5. The norm for acceptance or rejection of mean score was 3.00. Mean score 3.00 or above shows acceptance of the statement while mean score below 3.00 shows rejection of the statement by the respondent. After awarding marks to each option, total was computed. To reach certain conclusions, percentage (%), arithmetic mean (∑), standard deviation (SD) and correlation (Pearson, R) and t-test was used to reach conclusion.

Results

Following results were drawn from the study. To derive out the desired research aim mean score was applied on each statement of this method. Every statement's norm score was 3.00 and by following this standard score the average score of acceptance and rejection of 7 statements was 4.50; whereas the teachers' focused points were the end of the lecture. As in lecture method teacher's strive to inculcate as much knowledge as he/she could, in order to maximize the knowledge of his /her students. So they revise the entire lecture all over again so if the students miss any of the point now they can jot down them all. This helps the students most of the time because all the points revised again by the teacher.

Table No 1

Sr. No	Statements having mean score more than 4.50	Mean Score
1	In lecture method teachers focus on the vital key points at the end of lecture.	4.58
2	In the end teacher summarizes the whole content.	4.66
3	A bulk of knowledge can be shared in this method.	4.57
4	During the lecture teachers can ask questions in order to make lecture effective and influential.	4.71
5	Class can be fully controlled by the teacher in this method.	4.58
6	Understandable language can be used by the teachers in lecture method.	4.55
7	This method is fit for starting new topics.	4.55

As far as the responses of the teachers from both universities were concerned, the results of the responses from the respondents of BZU sample was 229.87 and the results of responders of UE was 223.73. So it declared that the score of BZU responders were higher than the responders of UE. It means that there is some difference between the responses of teachers of BZU and the responses of the teachers of UE. The results show better performance of BZU teachers. . Which shows that their no significance between Bahauddin Zakariya University and university of education. The significance level is (0.05).

Table No 2: University wise comparison

	University	N	Mean	Std. Deviation	t-value	Df	p-value
The perception of teachers' of university about the effects of lecture method on students' achievement at this level.	Bahaddin Zakariya University	63	229.87	16.020	1.402	84	.165
	University of Education	23	223.74	22.551			

Above table shows the difference of responses of Bahauddin Zakariya University Multan respondents and University of Education Multan respondents. The mean score of Bahauddin Zakariya University Multan respondents was 229.87while the mean score of University of Education Multan respondents was 223.74. The difference of mean shows the little better performance of the Bahauddin Zakariya University Multan

respondents. In case of t-test value, the value of p is .165 at (0.05) level of significance which is greater than the t-value which shows the difference of the responses is insignificant.

Conclusions

The questionnaire was consisted on 27statements. Analysis was made on the basis of gender, statement and university strategies. Everything was analyzed by the researcher separately. The accepted pattern of rejection and acceptance of the statement by the teachers was 3.00. From the total statements of 54 out of them 7 statements' score was more than 4.50. The score of 19 statements was more than 4.00. Meanwhile the score of one statement was less than 4.00, which were 3.90.

Teachers focused on the vital key points at the end of the lectures which help them to understand the position of their students. By summarizing the whole content at the end of the lecture make students to revise the whole lecture in a short glimpse. The language used during the lecture by the teacher should be understandable by all students because they come up from different backgrounds. It may be difficult to understand for them if teacher uses difficult or pompous words. Also it helps to expand the information in bulk to the students which can't be handled in other methods. New topics can be introduced through this method. As in this method, first of all teachers make an outline whether they could have their desired results. Also it helps teachers to be humble while delivering lectures because they have to deal with weak students too. They can't take quick steps in order to make students more responsive. They should work with patience. They should work to make the needs of the students adequately. Here in this method, teachers have to work more deliberately.

In lecture method, the authenticity of knowledge is very important. So teacher must prepare a lecture before delivering. Plus teachers' personality is very important because they directly influence the students. Teacher can make the lecture interesting by indulging students into different activities. They can divide the students into groups. This strategy is very successful in large classes because this make easier way to divide the different activities into different groups and make them to compete with each other. It develops their habit of sharing, caring and helping each other. They start listening each other's ideas and thoughts. This also adds to their knowledge and tolerance. They would respect each other's opinions. This strategy avoids them to bore in lecture method. This is how this process of sharing knowledge going on. When a teacher enters into the class he must know how to tackle the class, plus what is the age group of the class. This helps him/her out to update his/her knowledge.

References

Bligh, D. (2000) *What's the Use of Lectures?* San Fransisco: Jossey-Bass Publishers.

Braskamp, L. A. (2000). Toward a more holistic approach to assessing faculty as teachers. In K. E. Ryan (Ed.),

Burke, L. A., & Ray, R. (2008). Re-setting the concentration levels of students in higher education: an exploratory study. *Teaching in Higher Education*, *13*(5), 571-582.

Covill, A. E. (2011). College students' perceptions of the traditional lecture method. *College Student Journal*, *45*(1), 92-102.

Kumar, S (2003). How we teach; an innovative method to enhance interaction during lecture sessions. *American Physiological Society;* 1043-4046/03 pp.27:20-25. Retrieved on February 15, 2019 from www.advan.physiology.org

Maret(2011) Difference between method and strategy retrieved from http://ulyarosyita.blogspot.com/2011/03/what-is-difference-between-strategy.html

McKeachie, Bligh, (2002). Lecturing – A faculty development. Workshop LTO, Ryerson University
Neelam Yadave, 2003, *A Hand Book of Educational Technology*, New dehli. Anmol, Publications.
Nilson, L. (2003) *Teaching at Its Best (2nd edition*) Bolton, MA: Anker.
Rashid,M. (2000) *Teaching Strategies,* Islamabad, Word Mate publisher.
Smith, M. K. (2016). 'What is teaching?' in *the encyclopaedia of informal education*.