



# A STUDY OF TEACHERS PERCEPTION TOWARDS LEARNING ENHANCEMENT STRATEGIES

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**Abstract:** This paper provides an overview of the study's objectives, sample techniques, and summary findings and conclusions..Teachers in all nations collaborate more frequently by exchanging and coordinating ideas. Teachers who participate in professional development activities employ a broader range of instructional strategies and are more likely to collaborate with other educatorsAn attitude is a mindset that influences a person's thoughts and behaviours. A person's attitude can have a favorable or bad impact on their performance. For example, a poor attitude towards one's employment will produce a poor performance.

The way a teacher organises and prepares for his or her classes may also be impacted by attitude. Academic performance of students is significantly impacted by a teacher's attitude, whether intentionally or unintentionally. It has been proven that teachers' attitudes significantly impact pupils' motivation to learn. Additionally, teachers' personalities have a greater impact than the course material or teaching methods employed in the classroom. A successful classroom method demands the complete commitment and support of both teachers and students. If a teacher appears unconcerned or uninterested in a particular subject or student The educational consequences have also been examined. At the end, there are suggestions for further research.

**Keywords:** Academic performance, teaching methods

## I. INTRODUCTION

Teachers are seen as both the cornerstones of the educational system and the builders of the nation because education is a nation-building endeavour. A good educational system requires a lot of inputs, including school buildings, community support, physical facilities, funds, administrative assistance, and teachers. However, the primary and frontline role is actually held by the best teachers, with all other inputs serving as a backup. Even if our educational system is being modernised with the introduction of information and communication technology, the importance of teachers in the academic system cannot be overstated. Particularly in a nation like India where education is largely rural and backward in nature, the effectiveness of the educational system is largely decided by the degree of dedication and care that instructors have shown in giving something back to the cause of education in the classroom. they won't be able to create a welcoming environment for learning. Additionally, student can find it harder to approach professors with unfavourable attitudes than students do with positive role models. As a result, pupils find it challenging to ask such a teacher about the murky regions of the subject he or she teaches. This suggests that a teacher's attitude towards their pupils and instruction in general is crucial to the achievement of their students. In a similar spirit, educators must be passionate about the subjects and topics they teach. For example, a Christian instructor of Islamic studies will never be engaged in the topic because the person is just teaching it to support himself or herself. This will ultimately have an impact on the pupils who are taught.

## NEED OF THE STUDY

Students must acquire and apply knowledge, skills, values, and attitudes through the process of learning. Consequently, a teacher's role in the learning process is crucial. Any school can be deemed effective if teachers, parents, community members, and the school management committee all have the same goals for the students there, the policies can be implemented successfully, and the staff can effectively convey the importance of high-quality instruction to students at the school level. Schools that are efficiently organised and have high standards for instruction might be seen as effective and forward-thinking. Schools where dedicated teachers actively contribute to the development of their schools and the academic success of pupils are thought of as exemplaries. Different programmes like the Quality Improvement Programme (QIP), Children Learning Improvement Programme (CLIP), Children Learning Enhancement Programme for Sustainability (CLAPS), and Learning Enhancement Programme (LEP) by the Sarva Shiksha Abhiyan are extending their fullest support to ensure that teachers receive high-quality training and development opportunities. Rajiv Vidya Mission (SSA) supports schools in Andhra Pradesh State financially and physically. Additionally, all instructors receive in-service training to help them grow professionally and provide high-quality instruction. Therefore, there is a pressing need to find out whether i) the teachers are preparing for the class before they arrive? ii) Do the teachers create a conducive learning atmosphere in the classroom? iii) How do teachers offer formal and informal learning opportunities? iv) The implementation of the assessment.

## THEORETICAL FRAMEWORK OF STUDY

Rao. (1985) study on "factors determining the efficient utilisation of audio-visual materials and equipment in classroom instruction. Eight schools were used as a sample for the study. instruments of study Both a questionnaire about the accessibility of audiovisual resources and one about the accessibility of audiovisual equipment were employed. The study found that: 1. There was no correlation between the kind of management and the effective or ineffective use of audio-visual equipment in classroom instruction. 2. The location of the schools had no discernible impact on the efficient use of audio-visual technology in classroom instruction. 3. There was no connection between the intensity of audio-visual aids used in classroom instruction and school.

Atwater (1991), "Redefined introductory courses on the fundamentals of sociology based on the principles of good teaching includes transforming the learner from passive to active, teaching the process of inquiry, and aiding students in understanding why they are learning."

The study suggests using a student-centered learning strategy with the instructor acting as an observer participant. Biological science achievement at the secondary level is higher for both boys and girls when using a scientific inquiry-based learning technique as opposed to the more traditional approach. Compared to the traditional method, the scientific inquiry-based learning strategy is more effective for secondary biology achievement for urban students than for rural students, and cooperative learning strategies are more successful in Biology at the Secondary Level. In comparison to the traditional approach, the problem-based learning strategy is more beneficial for rural students than for urban students in raising achievement in biological science at the secondary level.

Rose (1992) conducted research on the "Effectiveness of Computer Assisted Instruction with Special Reference to Underachievers." The study sheds light on how to best improve underachievers (UA) using computer-assisted instruction (CAI) and the teacher support system (TSS). The goals were to (i) determine the effectiveness of CAI with TSS versus CAI without TSS in relation to the learner variables of sex, location, IQ, and achievement level, and (ii) To ascertain how the treatment and learner variables interact with each other in terms of achievement score. The sample included three groups of 32 students from std. IX drawn from three Tamilnadu State Board Schools, one in a rural area and two in an urban one. The study's main conclusions were as follows: (i) Both CAI techniques were better than the conventional way of instruction, and CAI with TSS was superior to CAI without TSS for underachievers (UA). Expected achievement level, together with all the other learner characteristics and the therapy, had no effect on the accomplishment score through interaction. (iii) The post-treatment scores and the subjects' variables "sex," "locale," and "achievement level" did not correlate with one another.

Upender Reddy's (1998) research *School Effectiveness: a Study of OBB, APPEP, and AV Education Schemes*. These were the study's goals: 1) To examine teachers' knowledge, attitudes, and beliefs on the OBB, APPEP, and AV Education programmes with reference to mandals in the Telangana, Andhra, and Rayalaseema regions, including urban, rural, and tribal areas. 2) To look into the efficacy of the school in terms of the facilities, teachers, resources, and material utilisation; teacher awareness and attitudes; inspection and supervision of the teachers; and student performance, enrollment, and dropout rates. 3) To compare the teacher's understanding of, attitudes towards, and use of the material in the OBB, APPEP, and AV Education schemes in relation to the districts' urban, rural, and tribal mandals 4) to research the effects of OBB, APPEP, and AVE TLM In terms of student performance, Telangana, Andhra, and Rayalaseema districts and Mandals were compared. The researcher chose three Andhra Pradesh districts for the study's sample area: Karimnagar, Kurnool, and Vizianagaram. representing the Andhra Pradesh state's geographical regions. Andhra, Rayalaseema, and Telangana. Every school improvement plan is being put into action across the state. Survey and an observation schedule were used as the study's data collection tools. The following are key findings: The majority of the schools in the sample districts and mandals had low student accomplishment levels, and the districts and mandals varied greatly in terms of student achievement. between three districts, the student.

Kothari (2004) conducted research on the "Challenge of Universalization of Elementary Education in India. . The study used a range of data sources, including Census, the NSS, NCERT, and NFHS surveys, to explain the elementary education picture in India. The overall development situation was evaluated in terms of gender, age, the rural-51 urban split, expenditure categories, village facilities, and children's health status. India was classified as having a medium level of human development. Adult literacy in India was determined to be severely low in 1998, at 55.7%, with youth literacy at 71% and enrolment in elementary school at 77.2%. Finally, it was emphasised that we are still a long way from reaching the goal of universal enrollment for children aged 6 to 14. It is even plausible that malnutrition, Their admission into school is being delayed due to serious morbidity and physical infirmity. School must become more appealing to girls and first-generation students. Unless we take appropriate steps, we are likely to remain trapped at 80%-85% enrolment rates, while other developing countries are on their way to 100% enrolment.

Hofstein et al (2005) studied "the ability of high school Chemistry students who learn Chemistry through the inquiry approach to ask meaningful and scientifically sound questions." The three common elements studied were the number of questions asked by each student, the cognitive level of the questions, and the nature of the questions picked by the students for further research. . Students in the inquiry group who had previous experience asking questions in the Chemistry laboratory outperformed the control group in terms of their ability to ask more and better questions.

Mistry, Sonia, Pandey, Ravi Kant and Rizzo, Valentina (2006) evaluated "Quality education package: strengthening schools, strengthening communities." The study's objectives were to identify and record successful aspects of the QP, to identify best practises in the implementation process, to observe systematic successes and challenges of the QP significant for implementation outside Lalitpur, and to identify potential barriers to the QP's long-term sustainability. The sample consisted of 11 primary schools spread over three Lalitpur districts: Jakhaura, Biradha, and Talbehat. The school and the neighbourhood were discovered. Collaboration on programme inputs Government programmes, such as the midday meal, had a major impact on the quality of education in the schools examined. When the teaching learning resources were employed, both teachers and students hailed them as an entertaining approach to educate, learn, and practise new concepts. When compared to their 5th grade counterparts' reading and writing abilities, 3rd grade kids who used the workbooks the previous year had equivalent or superior capabilities. Other resources, such as chowkis and sports materials, as well as the midday meal, assisted to improve the classroom climate and promote retention when used properly. Additional inputs include a motivational campaign and maths gear training. The existing QP program's potential is hampered by an insufficient number of instructors and classrooms, an excess of administrative and governmental labour performed by teachers, sibling care, underage enrollment, and the continuous use of corporal punishment. In Bamaraula, only female teachers routinely attend school. The male para instructor had been missing for quite some time.

Chand, Vijiya Sherry, and Amin – Choudhury Geeta (2006) conducted research on "Shiksha Sangam: innovations under the Sarva Shiksha." The Sarva Shiksha Abhiyan (SSA) is the Government of India's major elementary education policy, and it has been in operation since 2002. This report focused on some of the interventions launched by selected states under the umbrella of the Sarva Shiksha Abhiyan (SSA) in response to local needs and desires. Interventions were made Education for girls, alternative schooling and educational guarantee interventions, inclusive education for the disabled, quality improvement initiatives, online education, school administration, and child trafficking systems were the six intervention categories. The reported innovations included a clear emphasis on providing platforms for expression through alternative settings such as 53 camps for gifted girls, "manch" through which social issues and gender discrimination were addressed, and developing extracurricular skills. The emphasis had been on overall growth to ensure increased self-confidence and interaction abilities. The eleven ideas presented under Alternative Schooling expand on the notions of mobile schools and other bridging techniques such as boat schools for excluded children of fishermen and bus schools for urban underprivileged children. Bus schools for disadvantaged urban children or special focus groups such as children living near brick kilns, tent schools, and other types of residential care centres managed solely by the state or in conjunction with non-governmental organisations (NGOs). These advances contributed significantly to the reduction of out-of-school youngsters. According to the survey, about 3 million children with disabilities were identified in 2006, with 1.83 million enrolling. In order to prepare children with special needs (CWSN) for school, states such as Andhra Pradesh and Uttar Pradesh have focused on innovative residential bridge courses (RBC). In 2006, 61,161 CWSN were served through AIE/EGS (Education Guarantee Scheme) in 15 states, while 74,170 were served through home-based education in 15 states. Children. NGOs (as in Himachal Pradesh and Uttaranchal) or resource instructors (as in Kerala) prepared children with severe disabilities for school or provided life skills training. Some states, such as Tamil Nadu and Haryana, have special or model schools, while others (such as Himachal Pradesh, Kerala, Andhra Pradesh, and Gujarat) have combined their efforts with District Disability Rehabilitation Centres, the Red Cross, and government businesses. Distance Education (EDUSAT), which was founded in 2004, served as a fulcrum for generating video/interactive distance education inputs for teacher capacity building. Because the video medium was new to all states, their actions had to be original and effective. Other types of state-level innovations discovered were school management and kid tracking systems. her novel strategy that was supported was the tying of civic works to an educational goal, such as teaching rainwater harvesting. Strategies should be developed to focus on a specific issue. National guidelines should be used to identify problem areas, and monitoring and assessment mechanisms should be implemented whenever possible to allow for intervention revisions.

Devi, Kumari, Sreevani, Prasanthi, and Sujatha (2006) conducted research on "Evaluation of DPEP in Andhra Pradesh." The study's major goals were to (i) identify the performance and motivational levels of elementary school instructors, and (ii) determine the impact of curriculum planning and implementation on student performance. According to the study's findings, the majority of schools had a pupil-teacher ratio of 40 or below. Every student received a mid-day meal and complimentary textbooks. Some schools also provided free note books to 100 SC and ST students. Monthly PTA meetings were held in The majority of the teachers were graduates or postgraduates with professional credentials. They spoke smoothly, their voice was clear and audible, and they kept eye contact with youngsters (above 80%). They had all completed the Children Language Improvement Programme (CLIP I & CLIP II). There was a sense of competitiveness among teachers to make their class the best in the school through improving kids' class performance and cleanliness. Teachers had also participated in the Quality Improvement Programme-QIP (58%) and the Work Experience Programme (42%), both of which were held two years ago. In August, the majority of schools (64%) were in D grade. D grade school performance rose to C/B/A as the months passed. Ninety-three percent of instructors stated a desire to be taught in the usage of new books in the classroom. They believed that these books could help children improve their listening, speaking, reading, and writing skills. Students in class IV performed above average in General Knowledge, but just average in 101 Mathematics. The majority performed well in Telugu. The majority of class V pupils performed well in General Knowledge, Telugu, and English. In mathematics, 40% of students performed below average, while 36% performed above average. The majority of students in Social Science also scored below average.

Upendar Reddy and Rao (2006) conducted a review on "Elementary Education - Teachers' perspectives on current programmes and activities. The study's objectives were to discover teachers' perspectives on the programmes and activities implemented as part of the quality enhancement of elementary education in Andhra Pradesh. The findings suggested that CLIP (Children Language Improvement Programme) has fostered teacher interaction.

Giving teachers class-level accountability was a positive shift. Teachers bear a greater share of the responsibility for raising students' proficiency levels. Children have gained confidence, and their academic performance has improved. Teachers were pleased with the inclusion of a library slot in the timetable. Half of the schools (50%) do not use library books correctly. Teachers enjoyed the visits of divisional monitoring teams. Teachers found in-service training programmes and modules to be beneficial. School grants and teacher grants aid in the facilitation of better education CLIP's successful deployment was aided by community participation. However, the supervision of head teachers, MRP monitoring, and MEO visits to schools were inadequate.

Stevenson and Balaswamy (2006) conducted research on "Evaluation of the "Vindham Nerchu Kundham" radio lessons- Statewide broadcasts for school children".

The study's aims are as follows: (i) to evaluate "Vindham Nerchu Kundham" radio lessons broadcast for schoolchildren; and (ii) to make ideas for improving radio lessons. According to the study's findings, all schools had radio - sets, but only a few of them worked effectively. The vast majority of teachers stated that they were notified about the radio lessons prior to the broadcasts and that they listened to the radio courses. The significant majority (over 80%) of student responders paid attention. The vast majority (over 80%) of student respondents listened to radio lessons and understood them without difficulty. Students who preferred the 'songs format' regarded the programmes to be generally interesting. Head teachers were enthusiastic about the radio sessions and acknowledged that they aligned with the teaching objectives. Post-broadcast talks were a common occurrence in the classes. Head-teachers There was a perceived improvement in classroom attendance and academic climate. The 'conversation format' was preferred by teachers, followed by the 'songs format'. The vast majority of parents (82%) did not listen to the radio lessons. Despite having a favourable assessment of the potential, over half of the parents did not bother to inquire about radio courses with their children.

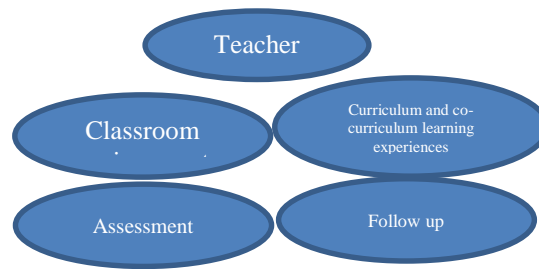
#### **NATIONAL CURRICULUM FRAMEWORK (2005)**

The objectives of education, according to NCF-2005, include independence of thought and action, sensitivity to the wellbeing and feelings of others, learning to react to novel situations in a flexible and creative manner, predisposition towards participation in democratic process, and the capacity to work towards and contribute to economic process and social change. Five guiding concepts for curriculum development have been offered by the NCF (2005).

- (i) Linking knowledge to experiences outside of the classroom.
- (ii) Making sure that rote learning techniques are abandoned.
- (iii) Adding to the curriculum to make it more extensive than just textbooks.
- (iv) Increasing the flexibility of exams and incorporating them into classroom activities
- (v) Fostering an overarching identity based on compassionate concerns within the democratic governance of the nation) Learning to be

The curriculum was created based on performance, commitment, and competency. The National Curriculum Framework for School Education has raised numerous new issues such as the art of healthy and productive living, linking education with life skills, integrating science and technology up to secondary stage, social cohesion, use of information and communication technology, integral approach to teaching social science, using culture-specific technology, etc. Therefore, it was necessary to update the teacher education curriculum, its course of study, and its course material from the pre-primary stage to the higher secondary stage in order to apply NCF (2005) in school education. According to NCF (2005), unless we alter our perception of the child as a knowledge-receiver and make learning enjoyable. In the classroom, kids' voices and experiences are frequently not heard. The teacher's voice is the only one that is audible. Children typically respond to inquiries from the teacher or repeat what the teacher says when they talk. They seldom ever take action and aren't given many chances to do so. Instead of focusing on teaching students how to copy information from texts, the curriculum needs to let students develop their voices, foster their natural curiosity to try new things, ask questions, and conduct investigations. Opportunities of every type are necessary for their development. In order to improve the quality of the teaching learning process, teachers must receive frequent training.

### Learning enhancement strategies



## CONCLUSION

The concept of lifelong learning emerges as one of the cornerstones to the twenty-first century. It transcends the usual divide between initial and ongoing education. It responds to the problems of a quickly changing environment. People need to return to school in order to deal with new problems in their personal and professional lives. It can only be satisfied if each individual learns how to learn. Each individual must be prepared to take use of learning opportunities throughout their lives, both to increase their knowledge, skills, and attitudes and to adapt to a changing, complicated, and interdependent environment. The quality of learning is crucial to the implementation of UEE projects such as DPEP and SSA. Various tactics were researched and implemented to improve learning levels. All of the tactics used by teachers in schools to boost learning are referred to as learning improvement strategies. The State and Central Governments have implemented numerous programmes (APPEP, DPEP, SSA, RMSA, QIP, CLIP, CLAP, and LEP) to improve students' learning outcomes. Under the aforementioned programmes, the SCERT and RMSA Hyderabad were given a number of trainings, orientation, seminars, and workshops programmes to the entire government, ZPHS / MPPS, and private aided teachers, except private unaided teachers, with the goal of improving quality school education through learning enhancement strategies. According to the study, the majority of teachers were employing learning improvement tactics in their classrooms. Although the majority of the teachers were good at classroom preparation (making good preparation before going to the classroom), classroom environment (providing motivation, encouragement, interest, guidance, good environment, creativity, punctuality, and freedom for discussion to the students), and follow up, curricular learning experiences (good teaching methods, teaching learning materials (TLM), technology, and activities provided by the teachers), and co-curricular learning experiences (good teaching methods, teaching learning materials (TLM), technology, and activities provided by the teachers), The current study found that approximately of teachers were average, i.e., did not execute learning enhancement tactics well. If, out of 100 teachers, If it is not well implemented, it has a negative impact on pupils' learning and thus their achievement environment, curricular learning experiences, co-curricular experiences assessment and follow-up, and total implementation of learning enhancement strategies.

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