



# Factors Affecting Teaching-Learning Process

**Dr. Gitanjali Padhi**

**Associate Professor**

( Dr. Parshuram Mishra Institute of Advanced Study in Education, Sambalpur, Odisha )

## Abstract

Learning is an innate nature of man which exists in his environment or for what the circumstances are favorable. Creation of environment for learning is called teaching. The aim of teaching is to make the learner learn. There is no meaning of until the learner is able to learn. Though man also learns without teaching, but teaching is necessary for purposeful learning. This is the reason that teaching-learning is taken as a joint concept. When we take teaching-learning as a joint concept, it has five components – learner ( student ), trainer ( teacher ), materials to be taught ( curriculum ), teaching methods and environment for teaching-learning. It is necessary to maintain these five components properly in order to make the process of teaching-learning effective. The factors related to them are the factors that affect teaching-learning. This article is intended to give an insight into the factors affecting teaching-learning process.

As per Confucius

Learning without reflection is a waste

Reflection without learning is dangerous.

**Key words – Teaching, Learning, Teaching-learning Process**

## 1.1 Introduction

**Education is a System ; Teaching is an Action ; Learning is a Process**

**Teaching is not complete without learning. Both teaching and learning are complement to each other.**

Our goal is to empower all our students in all grades and courses in their learning and assess in a meaningful and effective manner.

Schools are the second place after home where students' behavior and future educational success are shaped. At schools there are many elements or factors that can influence the teaching and learning process that may take place.

It is accepted that ***the teachers are usually not born but made***. Good teachers nurture their knowledge and skills through constant and deliberate efforts. One of the prerequisite to be good teacher is to understand the teaching learning process in more depth. This facilitates better appreciation of the teaching profession as well as process of imparting education.

## 1.2 Concept of Teaching :

- Teaching is a set of events, outside the learners which are designed to support **internal process of learning**. Teaching ( instruction) is outside the learner. Learning is internal to learners. You cannot motivate others if you are not self-motivated.
- Teaching is an act of imparting instructions to the learners in the classroom situations.
- Teaching is to cause the pupil to learn and acquire the desired knowledge, skills and also desirable ways of living in the society.
- Teaching is a process in which learner, teacher, curriculum, and other variables are organized in a systematic and psychological way to attain some pre-determined goals.
- The teacher has an important role to play because he acts as catalyst, actively simulated learning.
- Teaching is an art and the art comes from the teacher's personality, experience and talents.

**Wells, G (1982)** -- Teaching has been defined as cluster of activities that are noted about teachers such as **explaining, deducing, questioning, motivating, taking attendance, keeping record of works, students' progress and students' background information**.

**B.O. Smith** – Teaching is a system of action involving an agent, an end in view, and a situation including two sets of factors –those over which the agent has to control ( class size, size of classroom, physical characteristics of pupils etc.) and those that he can modify ( way of asking questions or ideas gleaned.)

**T. F. Greens** – Teaching is a task of a teacher, which is performed for the development of a child.

**H.C. Morrison** – Teaching is an intimate contact between a more mature personality and a less mature one which is designed to further the education of the latter.

**Edmund Amidon defined teaching as** --“an interactive process, primarily involving classroom talk which takes place between teacher and pupil and occurs during certain definable activities”.

## 1.3 Concept of Learning

- Learning is the process of acquiring new understanding, knowledge, behaviors. skills, values, attitudes, and preferences.
- Learning is not something done to students, but rather something students themselves do. It is the direct result of how students interpret and respond to their experiences.
- Learning is a “ process that leads to change, which occurs as a result of experience and increases the potential for improved performance and feature learning”( Ambrose et al,2013)

According to **Gestalt's view** – “ The basis of learning is to gain knowledge after observing the whole structure. Responding towards the entire situation is learning”.

**Kurt Lewin** has explained – “The learning as the direct cognitive organization of a situation. Motivation has a significant role and place in learning”.

According to **Woodworth**, --“The process of acquiring new knowledge and new responses is the process of learning”.

**G.D. Boaz ( 1984 )** defined – “Learning is the process by which the individuals acquires various habits, knowledge, and attitudes that are necessary to meet the demands of life in general”.

**C.E. Skinner** define – “Learning is the process of progressive behavior adoption”.

**Pavlov said** – “ Learning is habit formation resulting from conditioning”.

According to **Cronbach** – “Learning is shown by a change in behavior as a result of experience.

According to **Kingsley and Garry** – “ Learning is a process by which behavior is originated or change through practice or training”.

As per **Malcolm Knowles** – “ The process of gaining knowledge and expertise”.

**As per Thorndike** – “Learning is selecting the appropriate response and connecting it with stimulus”.

**Guilford says** – “ Learning is the change in behavior resulting from behavior”.

**Garret defined**—“ Learning is an organization of behavior”.

**Crow and crow defined** – Learning as the process of acquisition of knowledge, habits, and attitudes.

**E. A. Peel says** – Learning can be described as a change in the individual which takes place as a result of the environmental change.

### 1.4 Concept of Teaching and Learning Process

- **Learning by teaching** is a method of **teaching** in which students are made to learn material and prepare lessons to teach it to the other students. There is a strong emphasis on acquisition of life skills along with the subject matter.
- **Teaching and learning is a process** that includes many variables. These variables interact as **learners** work toward their goals and incorporate new knowledge, behaviors and skills that add to their range of **learning** experiences.
- **Teaching-learning is a combined processes** where an educator accesses **learning needs**, establishes specific **learning objectives**, develops **teaching** and **learning strategies**, implements plan of work and evaluates the outcomes of the instruction.

### 1.5 Importance of teaching-learning process

**Learning** is more **important** than **teaching**. **Teaching** has no value if it does not result in **learning** on the part of the students. It helps the **teacher** to determine, evaluate and refine their instructional techniques and in setting-up, refining and clarifying the objectives.

### 1.6 Factors affecting teaching-learning process

#### {A} Factors related to students

The most important component of the process of teaching-learning is the student. The effectiveness of the process of teaching-learning depends the most on the student. The main factors related to student are

1. **Age and maturity of the student** : It has been seen that as a child proceeds towards maturity from physical and mental viewpoint, the rate of his learning increases and his level of learning rises.
2. **Physical and mental health of the student** : A physically and mentally healthy child takes interest in learning and feels less fatigue, so he learns sooner. On the contrary, a physically unhealthy and suffering from mental ailments (as fear, anxiety, and frustration, etc.) child does not take interest in learning and thus the process of teaching-learning can not be run smoothly and efficiently.

**3. Intelligence, aptitude, attitude, interest, and attention of the students :** Generally, a child learns with his conformity with his IQ. In spite of high IQ if a child does not have aptitude and attitude for the subject, then he can not learn properly. Besides, a child may have all the above three but if he does not have interest in it then he would not be able to pay his attention to it and the teaching-learning process can not be effective. It is clear that all the above factors affect the teaching-learning process.

**4. Level of motivation and will to learn :** It is seen that, when a student is not motivated to learn an activity, it is difficult to teach him anything. The will to learn is necessary along with motivation. The level of his will and motivation decides the duration of his learning.

**5. Level of aspiration :** Each individual desires to attain something at each level of his life, somebody aspires more than his ability and capability, somebody aspires according to his ability and capability and somebody aspires less than his ability and capability, this is called aspiration level in psychological terminology. Because this decision is taken by the individual himself, so it functions like self-motivation. It has been seen in the context of child learning that a child who wants to have higher achievement in the class, his level of aspiration is higher and he is more active, that is, his aspiration level is higher, all this is helpful in his learning. Aspiring more than one's ability and capability and failure to achieve it disappoints him which obstructs his learning. Aspiration level is acceleratory only when it is according to one's ability and capacity.

### {B} Factors related to teachers :

The second most important component of the process of teaching-learning is the teacher.

**1. Personality of the teacher :** Personality is a multidimensional concept. A teacher's personality includes his physical and mental health, his physical constitution, his speech, his knowledge, his skill of communication and his behavior with students etc. It has been observed that the more attractive a teacher is, the more effective is the process of teaching-learning.

**2. Knowledge of the teacher :** The clearer a teacher is in his knowledge and skill to be taught, the more effective is the process of teaching-learning.

**3. Communicating skill of the teacher :** Having knowledge is one thing, and communicating his knowledge properly is another thing. When a teacher communicates his knowledge and skill in proper way, the teaching-learning process becomes more effective.

**4. Behavior of the teacher towards students :** If a teacher behaves with the student with love, sympathy, and cooperation, then the process of teaching-learning becomes very effective.

### {C} Factors related to Curriculum :

The factors related to curriculum are

**1. Nature of the subject matter :** Nature of the subject matter means its direct and indirect components and its formal and informal form. A text material can be direct for children of one level and indirect for children of another level. In the same way, it can be formal for the children of one level and informal for the children of another level. The direct and formal text material is helpful for effective teaching-learning process.

**2. Organization of the subject-matter :** If the text material is organized in a logical sequence i.e. from simple to complex and from direct to indirect and is presented in that form, the teaching-learning occurs in more proper form.

**3. Relation of subject-matter with life :** If the subject-matter is related to the level of utility of present and future life of the children, then, it influences the process of teaching-learning. The more useful a subject-matter is for life, the faster the children learn it.

**4. Difficulty level of subject matter :** The subject-matter is neither too difficult nor too easy from the view point of the students, then teaching-learning is effective. Difficulty level of the subject-matter is determined on the basis of age, maturity, and related previous knowledge of the students to make teaching-learning process effective.

#### **{D} Factors related to methods of teaching :**

The factors related to teaching methods are

**1. Suitability of teaching methods :** The more suitable teaching method is used for the development of knowledge or skill, the more effective becomes the process of teaching-learning. Play way method is suitable for infants, learning by doing method is most suitable for children and adolescents, and experiment, exploration and reasoning methods are suitable for higher education students.

**2. Practice and application :** Practice and application are very effective factors. Practice of knowledge and skill by **teacher** and application of knowledge and skill by **students**, makes the learning permanent.

**3. Use of teaching aids :** The use of teaching aids makes the process of teaching-learning interesting lively, and effective.

**4. Use of co-curricular activities :** Co-curricular activities play an important role in the teaching of certain subjects and training in certain skills. For example, poetry recitation, story telling, lecture, debate and dramatization are very important in learning language skills.

#### **{E} Factors related to environment :**

**1. Natural Environment :** The arrangement of pure air, light and less of noise is required at the place of teaching-learning. The children are fatigue in the absence of these, which has adverse impact on teaching-learning.

**2. Social Environment :** If children have proper social and educational environment at all places—family, society, community, and school, then their teaching-learning process becomes effective. If the environment of any one of the above place is not favourable, then the process of teaching-learning is less effective.

**3. Time of teaching and Learning :** The time is most important factor when the process of teaching-learning is under taken. Morning time in hot countries and day time in cold countries is favorable. The **duration** of teaching-learning has also an great effect on it.

**4. Fatigue and rest :** It has been observed that fatigue does not allow teachers and students to work properly. So it should be kept in view while constructing the time table of a school that the difficult subjects are kept earlier than the easier subjects, an easy subject is kept after one difficult subject and recess in between.

#### **1.7 Conclusion :**

Teaching-learning process plays an important role in education system. There are many factors that influence the process of teaching-learning, the process of teaching-learning cannot become effective in the absence of anyone of them. How much the students may be curious to learn but, if the teacher kills his time in gossips, then teaching-learning cannot be possible. On the other hand, however knowledgeable and skilled a teacher is, if the students are able and prepared to learn, then teaching-learning cannot be possible. In the same way, content, teaching methods and teaching-learning environment have their own important in the process of teaching-learning.

## References :

1. <https://www.teachthought.com/pedagogy/ducation-system-teaching-action-learning-process>
2. <https://www.managementstudyguide.com/definition-characterstic-and-types-of-learning-in-psychology.htm>
3. [https://www.queensu.ca/teachingandlearning/modules/students/04\\_what\\_is\\_learning.html](https://www.queensu.ca/teachingandlearning/modules/students/04_what_is_learning.html)
4. <https://www.slideshare.net/mobile/jaer/teaching-and-learning-process>
5. Lal, R. B. and Joshi, S.C.( 2014 ) Educational Psychology and Elementary Statistics published by R. Lal Book Depot, MEERUT.

