TEACHERS' VIEWS ON THE APPLICATION OF TEACHING AND LEARNING TECHNIQUES IN STUDENTS PERFORMANCE

Kaltrina Pllana, University "Isa Boletini" in Mitrovica, Republic of Kosovo

rin_aaa_12@hotmail.com

ORCHID: 0000-0001-6813-6228

Eliza Avdiu, University "Isa Boletini" in Mitrovica, Republic of Kosovo

eliza.avdiu@umib.net

ORCHID: 0000-0003-4877-3283

Natyra Abdullahu, Finnish Schools International, Republic of Kosovo

natyra12@live.com

ORCHID: 0000-0002-1649-1081

Abstract: The purpose of this research is to identify the use and teaching technique by teachers in the learning process and its importance in the learning performance of students as contemporary and new techniques. This research is quantitative research with a descriptive approach. Participants in the research are a total of 27 teachers from a total of 5 primary schools. The questionnaire was used as a tool for data collection. The research data were organized and interpreted through the SPSS statistical package. The results from this research showed that the teachers of these schools apply teaching techniques in all subjects and according to them they are helping students a lot in acquiring their knowledge, attitudes, ideas, and skills and are improving students' learning. Also from this research, it turned out that teachers have attended many organized pieces of training for teaching techniques but they consider that they should be more cooperative and demanding for equipping with innovative techniques taking into account that today in advanced education systems they are not only applied but also are exceeded.

Introduction

Teaching is a process that is planned, directed, organized by the teacher according to learning styles and with the active participation of students, where knowledge is acquired, methods, interactive techniques are used, skills, abilities, habits are formed and the complete formation of students' personality Musai (1999). Learning techniques are ways, ways, progress, and didactic procedures that student teachers use during the learning process and outside it, for the transmission and acquisition of knowledge, skills, and habits for the development and formation of personality traits and personality traits. (QTKA, 2005). Teaching techniques and methods serve to develop organizational skills and assimilate information through different learning styles to strengthen group and self-esteem to clarify values, beliefs, and perspectives. Also, the use of effective techniques increases the quality of education. (Kurti, 2013). According to Modern Teaching, Technique is important and most preferred in the technological age. Teachers must use various types of Modern Teaching Techniques to connect with the students (Murugesan, 2019). To be a good teacher means a great commitment to students and the profession, so the teacher is the one who must know and prepare many teaching strategies at the same time, to respond to the needs, demands, interests, motivations, attitudes. and student experiences in the classroom (Salihu, 2006). Therefore, to be a successful teacher, one must build a good philosophy of teaching in the long run. (Jonson, 2015). According to constructivist and socio-constructivist theory, emphasis is placed on society and its impact on student learning, and through experience, students reflect to understand the environment in which they live. (Rexhaj, 2016). Since this paper deals with the techniques used in teaching, in the following we are presenting some of the modern techniques described in the literature (Murugesan, 2019, p.3-4):

Brain Storming: It is a group creativity technique that was designed to generate a large number of ideas for the solution of a problem. Problem-solving is a process to choose and use effective and beneficial tools and behaviors among the different potentialities to reach the target.

Micro Teaching Technique: A teaching skill is a set of teaching behaviors of the teacher which is especially effective in bringing about desired changes in pupils' behavior. The set of these skills are Skill of Probing Questions, Skill of Explaining, Skill of Illustrating with Examples, Skill of Reinforcement, Skill of Stimulus Variation, Skill of Classroom Management, and Skill of using Blackboard.

Think, pair, and share: establish a problem or a question, then pair your students. Give each pair sufficient time to form a conclusion, and permit each participant to define the conclusion in his or her voice. Apply different variations of the process—your students will be engaged, communicating, and retaining more information before your eyes (Senthamarai, 2018, p. 38).

Adapting teaching and learning strategies: As teachers know their students learning styles and needs they can select alternative strategies or adapt those suggested to deliver the content. For example:

- a think-pair-share can easily be adapted for students

- a placemat can be used to tune students into a new

- a thumbs up, thumbs down can be used by students too.

Jigsaw method: The 'jigsaw method' is slightly more intricate. David Didau describes here how it is the "ultimate teaching method", but that it benefits greatly from careful planning. It is a skillful way of varying group dynamics as well as scaffolding learning (Quigley, 2013).

Paired discussion: Group workers frequently divide the group into pairs for sharing, discussion, or personal exploration. Where this happens, it is useful to bear in mind: How are the pairs to find one another? Should people work with someone next to them? Someone, they feel a link with? Someone they know least well? Someone they find difficult to get on with?, etc. (Brazier, 1992).

Programmed Learning: Programmed learning (or programmed instruction) is a research-based system that helps learners work successfully. The learning material may be a textbook or teaching machine or computer (Murugesan, 2019, p.3-4).

Inquiry-Based Learning: Inquiry-based learning starts by posing questions, problems, or scenarios—rather than simply presenting facts or portraying a smooth path to knowledge

Silent Reflection: This is where you give students a few minutes to think about a problem or issue. This technique suits quieter students and ensures that everyone has the opportunity to provide feedback (Brown, 1997).

Cooperative Learning: İt is a successful teaching technique in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject (Murugesan, 2019, p.3-4).

Being inclusive of all students: Many students with disabilities can achieve educational standards commensurate with their peers provided necessary adjustments are made to how they are taught and to the means through which they demonstrate their learning (Senthamarai, 2018).

Mastery Modelling: This involves a form of formative assessment from students, whereat the teacher gives a group a series of models, both exemplar models and lesser models, including some with common errors that students would likely identify (Quigley, 2013).

Three Minutes Each Way: Ask students in pairs to speak for three minutes on a given topic. Be strict with timekeeping. Your students might find this quite difficult at first, but it is an excellent way of getting students to articulate their ideas, and also means that the quieter students are given opportunities to speak and be heard (Brown, 1997). The art of listening without interrupting is one that many students will need to foster. This pair-work can then feed into other activities. According to the study of literature (Rimma, et.al., 2016), five components of cooperative training become tools in solving the tasks of this method: Positive inter-relations, Individual responsibility, Mutual communication, Communication skills, Gradual working out the skills.

METHODOLOGY

Research model

The purpose of this research is to identify the use of teaching techniques by teachers in the learning process but to better examine the problem the study examines the importance of these techniques in student learning performance as new contemporary techniques. This research has a quantitative approach.

The research question in this research is: How much do teachers use teaching techniques during the learning process?

Research participants

The research comprises of 27 teachers of the primary schools of Mitrovica who are still teaching in classes from grades 1-5. The sample includes 5 primary schools that are randomly selected. 3 of the schools selected place in urban areas while 2 of them place in rural areas.

Table 1. Schools and number of participants in the research

School	No. of teachers
Bislim Imeri	5
Elmaz Peci	4
Aziz Sylejmani	6
Andon Zako Cajupi	6
Fazli Grajçevci	6
Total	27

Research instruments

The questionnaire was used as a tool for data collection, which was adapted by Gacaferri, (2018) as it summarizes data for our point of interest. Some of the questions, specifically (1-5) are demographic questions where some brief data are given to teachers, such as gender, age, a school where they work, class.

Data collection

Given that this research was done in pandemic times, this made it impossible to conduct the questionnaire in schools, so the only way was to conduct it online through the Google drive platform. The data collection process lasted four days. The communication with the teachers for the realization of the questionnaire was done online after receiving the contacts from the school principals. After collecting the data with an online questionnaire, the results were analyzed through the SPSS program and interpreted as a percentage in graphs.

RESULTS AND DISCUSSION

This section presents the results of research on the importance of teaching techniques and their importance in student learning.
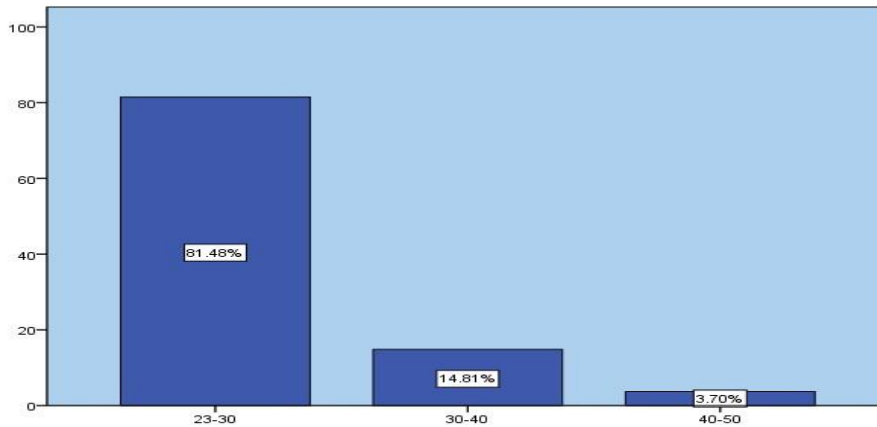

Figure 1. Participation of teachers by age

According to figure 1 above, it is shown that of 27 teachers participating in the research 81.48% of them are aged 23-30, 14.81% of them are aged 30-40 and 3.70% of teachers are aged 40-50.
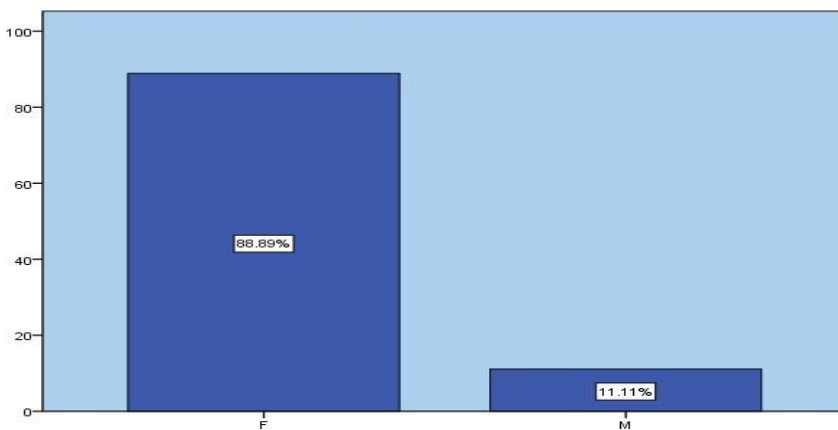

Figure 2. Teacher participation by gender

Figure 2, shows that 88.89 % of teachers who participated in the research are female and 11.11% are male.
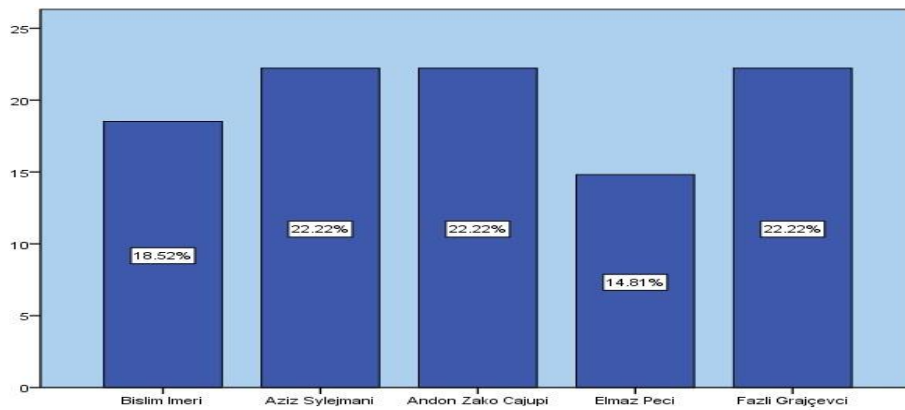
Figure 3. Participation of teachers by school

The percentage of teachers in the school "Bislim Imeri" was 18.52%, in the school "Aziz Sylejmani", "Andon Zako Cajupi" and "Fazil Grajcevci" the percentage of the participants was also 22.22%, while in the school "Elmaz Peci" in Rahov the rate of the participants was about 14.81%.
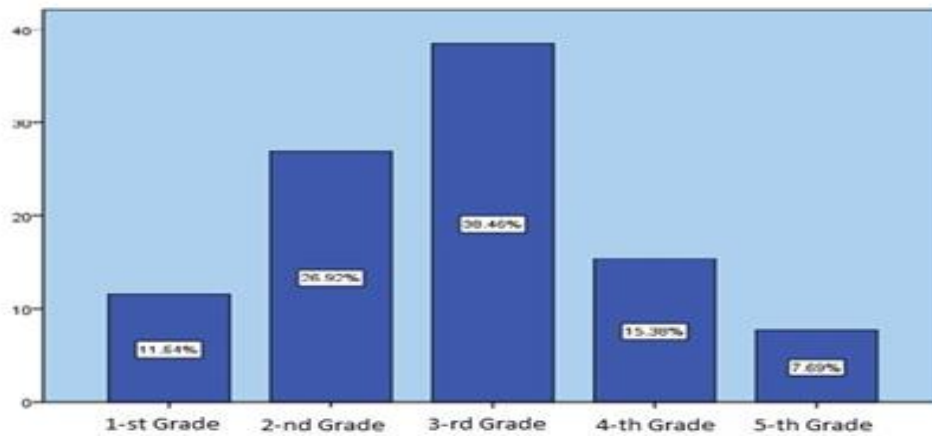

Figure 4. Teacher participation by grades

Figure 4, shows that 11.54 percent of the teachers are teaching in the first-grade classes, 26.92 percent are teaching in the second-grade, 38.46 percent of them are teaching in the third grade, 15.38 percent of them are teaching in the fourth -grade and 7.69 percent of the teachers are teaching in the fifth-grade.
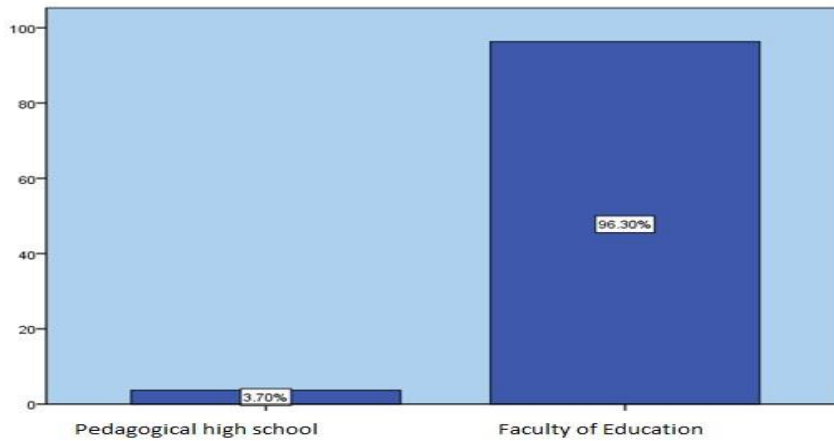
Figure 5. Teacher education

Figure 5, shows that most of the teachers with the proportion of 96.30 % completed their education at the Faculty of Education, while 3.70% of the teachers completed their higher Pedagogical school.
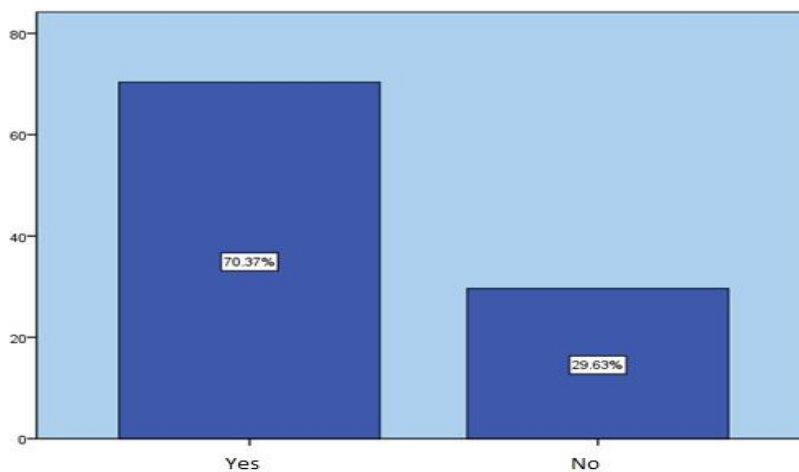

Figure 6. Have you done pieces of training of this type or in this field?

In the 6th figure, it is seen that a large percentage of 70.37% of the teachers answered "positively" in the question of whether they have held pieces of training in this field, while 29.63% of them responded "negatively" and stated that they did not hold pieces of training in this field.
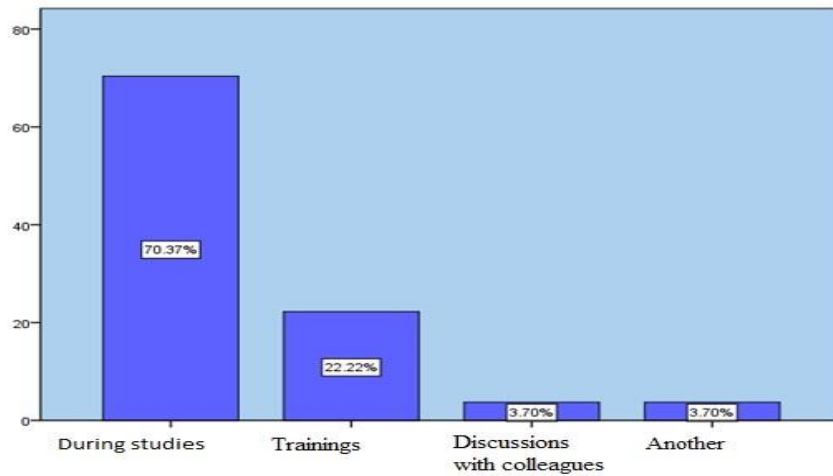
Figure 7. Where did you learn about these techniques?

Figure 7, it is shown that 70.37% of the teachers have learned the techniques in question during their studies, 22.22% of them learned them in pieces of training and 3.70% of the participants learned them via discussions with colleagues and other teachers told that they have been informed in another way in the learning process of the techniques.
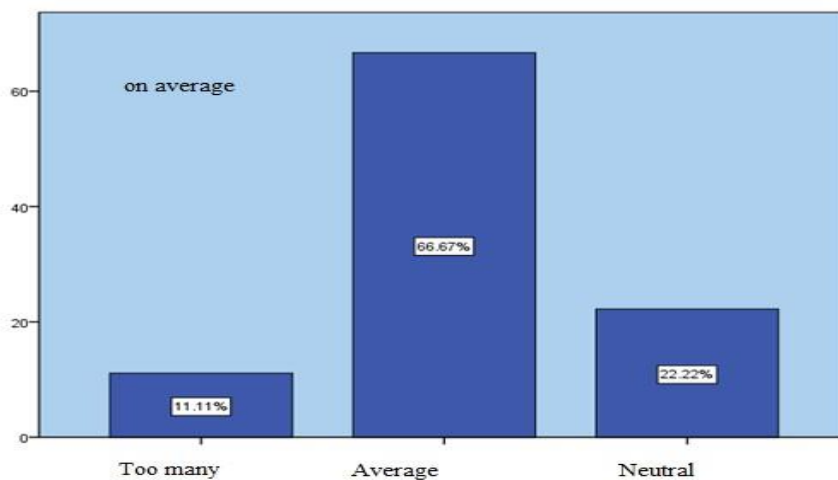

Figure 8. Do you apply the technique in all subjects?

Figure 8, shows that 11.11% of the teachers told to apply too many teaching techniques, 66.67% of them apply on average teaching techniques during the teaching process, while 22.22% of them are neutral about the question.
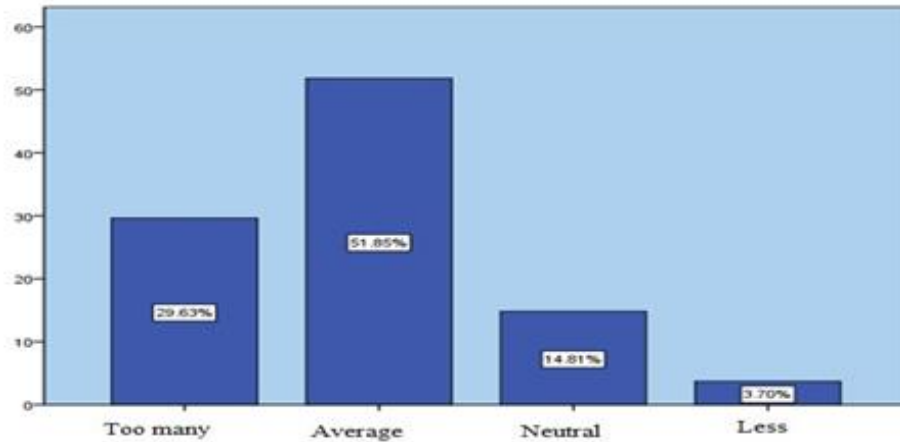
Figure 9. Do you think these techniques help students learn?

Figure 9, shows that 29.63% of the participants think that teaching techniques help the students too many and 51.85% of the participants think that they contribute to them an average, 14.8% of them are neutral about the question, while 3.70% of teachers have responded less.
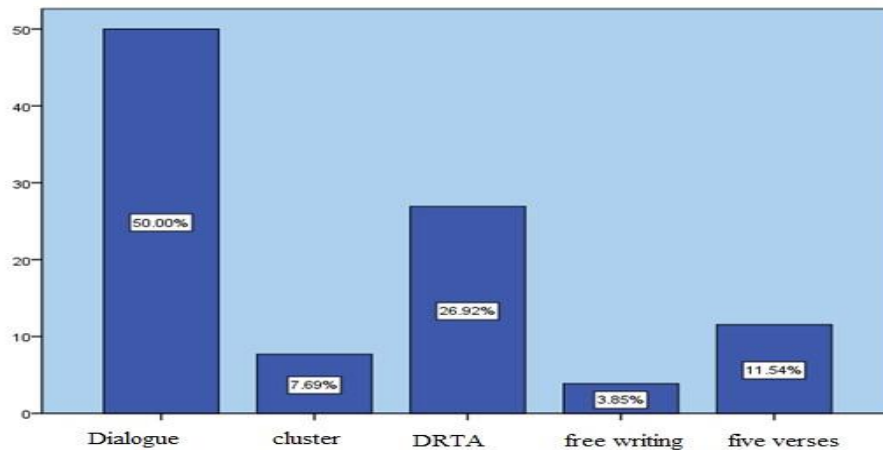

Figure 10. What techniques do you use during the learning process?

Figure 10, shows that the pairing technique is used by 50% of teachers, while 7.69% of the teachers use the clustering technique and 26.92% of the participants use DRTA, 3.85% of teachers use freewriting technique and 11.54% of teachers use the five verses.
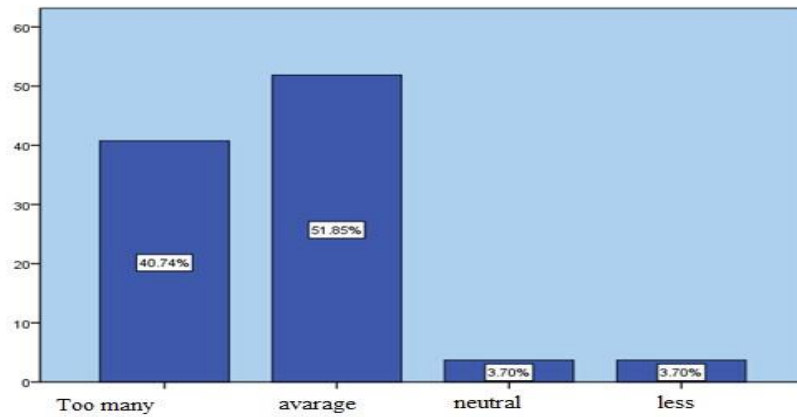
Figure 11. With all the techniques applied today in the education system do you think they affect the learning performance of students?

Figure 11 shows, that 40.74% of teachers think that the education system affects students' performance too much and 51.85% of them think that it affects average, while 3.70% of teachers are neutral, and 3.70% think that teaching techniques affect students' learning performance less.
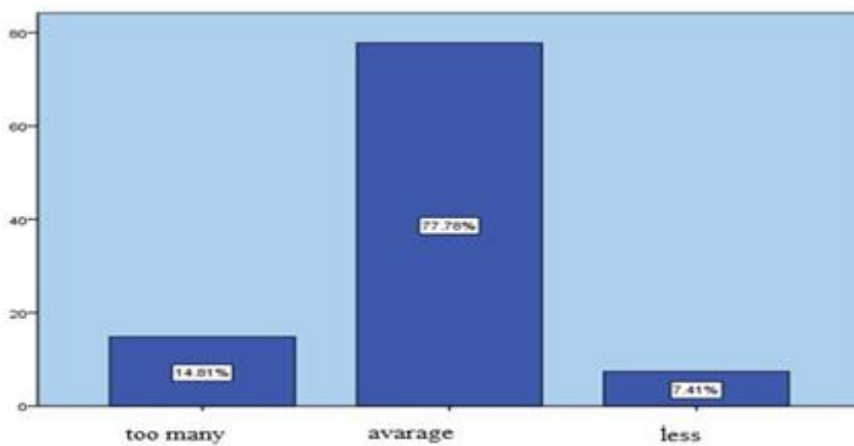

Figure 12. Do you think these techniques facilitate the work in teaching?

Figure 12 shows that 14.81% of the teachers think that teaching techniques facilitate the work in teaching too much, 77.78% of them think that they facilitate the teaching work an average, while 7.41% of the participants have responded less.

Conclusions and Recommendations

The purpose of this research is to identify the use of teaching techniques by teachers in the learning process and their importance in student learning performance as a new contemporary technique. It is now known to me that teaching techniques are learning activities of a very practical nature, designed to acquire students' knowledge during the lesson. From the obtained research results we see that there are different opinions by teachers about the application of teaching techniques and the knowledge they have about them as well as the help they give to students.

Research shows that teachers apply teaching techniques in all subjects and that their application has helped students learn. According to research conducted by Miranda Gacaferri (2018) with 30 teachers in the city of Mitrovica, it turns out that 57% of them apply teaching techniques in all subjects and showed that they help you plan the time of the issue that will be discussed during the lesson and also help in the course of positive change in the classroom from the teachers' answers it was found that teaching techniques such as conversation, DRTA as well as five verses and then cluster and free writing apply more in their teaching and are helping students in their learning performance. Although teachers keep in mind that not all students learn the same, so there should always be cooperation and use different types of techniques to adapt to the preferred style of each student was also understood from this paper that teaching techniques help students learn to acquire knowledge, attitudes, ideas, and skills and are improving their learning. The realization of productive techniques enables numerous alternatives in the learning process and this makes students develop their organizational and managerial skills, creative and self-communicative communication skills (Mehani, 2018).

Another result of the study shows that teaching techniques are helpful and relief for both teachers and students. Knowing that technology has received a great impetus for development, great changes have been made as well as in the field of education, now there is a large number of teaching techniques that

teachers say they do not have enough knowledge of all techniques but only some of them, therefore, teachers need more time, maximum dedication and commitment to access the new techniques that are being used in the education system today.

Based on these data, it is recommended to hold more pieces of training in this field as well as the maximum commitment of teachers but also leaders of institutions for teachers to gain the knowledge needed for teaching techniques to achieve the desired success. Also from the study, it is recommended:

- Teachers to collaborate, discuss and exchange ideas about issues related to teaching techniques and student learning and apply them throughout the curriculum.
- Implementation of the curriculum by teachers.
- To be more training for teachers in other scientific fields, and not others focused only on the field of pedagogy or education.

References

Brazier, C. (1992). *Groupwork techniques*. Tariki Books and Papers. Tariki Trust. From: https://buddhistpsychology.typepad.com/my-blog/groupwork-techniques-carolinebrazier.html%20

Brown, S. (1997). *The Art of Teaching in Small Groups*, The New Academic Vol. 6, no.1.

Jonson, A. (2015). *The science, Art and Craft of Teaching*. Minnesota State University, Mankato

Gacaferri,M. (2018*). Aplikimi i metodave mësimore nga mësimdhënësit tek nxënësit në klasat e treta në qytetin e Mitrovicë*s. Punim diplome, Universiteti I Mitrovices Isa Boletini, Mitrovice

Kurti, A. (2013). *Metodat e diskutimit dhe e punes ne grupe*, Academia.edu. From: https://www.academia.edu/4593705/Metodat_e_diskutimit_dhe_e_punes_me_grupe

Mehani. Z. (2018). *Mësimi dhe mësimdhënia*. INA.from: https://ina-online.net/mesimi-dhemesimdhenia/

Musai, B. (1999). *Metodologjia e Mesimdhenies*, Tirane: CDE

Murugesan, V. (2019). *Modern Teaching Techniques in Education*. Conference: Educational Technology in Teacher Education in the 21st Century At: Government College of Education for Women, Coimbatore. Research Gate from:https://www.researchgate.net/publication/331071559_Modern_Teaching_Techniques_in_E ducation

Quigley, A. (2013). *Top 10 group work strategies.The Confident Teacher*. From: https://www.theconfidentteacher.com/2013/01/top-ten-group-work-strategies/

QTKA, (2005). Mësimdhënia me në qendër nxënësin , Tiranë

Rexhaj.Xh. (2016). *Aplikimi I Konstruktivizmit* ,Tiranë

Rimma, A. et.al., (2016). *The Use of Interactive Methods in the Educational Process of the Higher Education Institution*. International journal of environmental & science education. Vol. 11, NO. 14. From: https://files.eric.ed.gov/fulltext/EJ1115891.pdf

Salihu, L., Zabeli, N. & Hoti, D. (2006). *Të drejtat e fëmijës dhe etika e mësimdhënësit*. Prishtinë: Qendra për arsim e Kosovës

Pllana, K., Avdiu, E., and Abdullahu, N. (2022). **Teachers' views on the application of teaching and learning techniques in students performance,** *International Journal of Quality in Education*

Senthamarai, S. (2018). *Interactive teaching strategies*. Journal of Applied and Advanced Research ISSN 2519-9412. DOI:10.21839/jaar.2018.v3iS1.166