



IN-SERVICE TEACHERS ATTITUDE TOWARDS TEACHING-LEARNING CONCEPTION

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Abstract:

Nowadays, there has been a process of change in teaching and learning pedagogy which extends from the old traditional conceptions to constructivism which is trending. It has been justified that this change and transformation in the educational system deeply affects not only in-class processes but also teachers' conceptions about these pedagogies. However, many teachers tend to resist changing their teaching techniques and intentionally do not adopt alternative strategies, methods and techniques that could be more effective. Teachers' perceptions of their pedagogical competence are important and considered to be highly effective in their teaching and learning conceptions. The teaching-learning conceptions is defined as the ways and methodologies used by teachers to organize their teaching-learning environments for purposeful learning. The objective of this research is to examine the attitude of in-service teachers from English medium and urdu medium institutes towards their teaching-learning conceptions. According to the findings of the research, it was observed that teachers from English medium preferred traditional approach over constructivist approach. Also, English medium teachers had a more positive attitude towards their teaching learning conception as compared to urdu medium teachers.

Keywords: *teaching-learning conception, traditional approach, constructivist approach, in-service teachers.*

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Introduction

Many reforms in education have taken place, but most of them focus on only students' opinions. Educational reforms aim at bringing an overall development of learners and sustainable evolution in the classroom practices and students' learning for which it is equally important to take teachers' beliefs into account. Educational innovation is doomed to failure if it does not give any opportunity for teachers' beliefs, intentions and attitudes (Betoret and Artiga, 2004; Chan and Elliot, 2004; Trigwell et al., 1994) as beliefs act as filters through which all relevant and appropriate learning takes place and information is used to train teachers to act in the classroom is influenced (López-Íñiguez and Pozo, 2014; Brown et al., 2009; Zanting et al., 2001; Wong et al., 2006;). As argued by Cheng et al. (2015) teacher beliefs should be the core focus of change if teacher education programs are aimed to train teachers to teach in a more constructive manner. Vast empirical studies have documented a strong



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relationship between teachers' beliefs about teaching and learning and classroom practice (Canbay and Beceren, 2012; Chan and Elliot, 2004; Feixas and Euler, 2013; Gilakjani, 2012)

Conceptions of teaching and learning, is the belief that a teacher has about teaching that guides a teacher's perception of a situation and will thereafter shape their actions. Approaches to teaching, is the way beliefs are put into practice (Lam and Kember, 2006). Chan and Elliot (2004) have tried to explain that the conceptions about teaching and learning are the beliefs that a teacher holds about their preferred pedagogy of teaching and learning. This not only includes the teaching and learning but also defines the role of teacher and learners. Researchers who have tried to study conceptions of teaching and learning among teachers have tried to use the major educational approaches or paradigms with an attempt to identify and categorise them within a continuum (Samuelowicz and Bain, 1992; Gow and Kember, 1993; Prosser et al., 1994; Kember, 1997). Conceptions of teaching and learning ranges from conceptions concerned with the transmission of knowledge and information to those concerned with the facilitation of understanding in students (Kember, 1997; Prosser et al., 1994; Samuelowicz and Bain, 1992).

A majority of researchers have tried to distinguish between a teacher-centred also known as traditional approach and a student-centred also known as constructivist approach to teaching (Samuelowicz and Bain, 2001; Kember and Kwan, 2000; Vermunt and Verloop, 1999; Lindblom-Ylänne et al., 2006; Trigwell and Prosser, 1996). Traditional teaching approach is defined as a direct instructional strategy in which the role of the teacher is that of a major provider of information and to pass facts, rules or action sequence in the most straightforward way, which can be in the form of lecture method consisting of explanation and examples (Frazel, 1995; ICDR [Institute of Curriculum and Development Review], 1994; Postareff and Lindblom-Yla, 2008). This approach gives the lead role and responsibility in the hands of the teacher. On the other hand, the main aim of the constructivist teaching approach is providing a learning environment wherein students are involved in higher order thinking which includes analysis, synthesis and evaluation of the information received; Learners are engaged in activities like reading, writing, discussion, and greater emphasis is on students' exploration of their own attitudes and values (Bonwell and Eison, 1991).

It is universally accepted that teachers' conception of teaching and learning shapes their instructional design and decisions in the classrooms that ultimately affects learners learning (Canbay and Beceren, 2012; Garrison and Neiman, 2003; Chan, 2004; Trigwell and Prosser, 1996; Chan and Elliot, 2004; Devlin, 2006; Feixas and Euler, 2013; Gilakjani, 2012; Nespor, 1987; OECD [The Organisation for Economic Cooperation and Development], 2009; Yılmaz and Çavaş, 2008). It can also be stated that there is a relationship between teachers' conception of teaching and learning and their propensity toward adopting specific instructional pedagogy. Gilakjani (2012) further elaborates on the way teachers choose their teaching strategies and implement those techniques of their conception of teaching and learning. Canbay and Beceren (2012) state that those teachers whose conception of teaching is mere transmission of knowledge and information use teacher-centred approaches in their teaching whereas instructors perceiving good teaching as a facilitative act integrated more learner-centred approaches into their teaching. Chai (2010) also reported from his study that teachers with teacher-centred conception of teaching have a tendency to adopt didactic teaching practices such as traditional lecturing strategy whereas teachers with student-centred conception tend to adopt constructivist teaching practices like problem solving, project methods,



etc.

Literature Review

Chan and Elliot (2004) revealed that in Hong Kong the preservice teachers were not completely in the favor of traditional and the constructivist conceptions about teaching and learning. However, other research gave an idea that Hong Kong preservice teachers strongly agreed with the constructivist view (Cheng, Tang, and Cheng, 2009). During the time of data collection the effects of educational movement could explain the difference between the two studies. Infact, constructivism has become popular in Hong Kong since 2005. This argument is supported Na Young Kwon and Dohyoung Ryang by the results found in studies with other cultures in which the TLCQ was used. For example, recent studies in Turkey (Aypay, 2011; Yilmaz and Sahin, 2011) unveil that Turkish preservice teachers were in favor and agreed with constructivist view more as compared to the traditionalist one. In today's global education system, though constructivism is one of the main important factors, faiths and beliefs are affected by culture and educational environment (Choi and Kwon, 2012; Chan, 2004; Tang and Hsieh, 2014). Therefore, studies from different countries and areas can help teacher educators to acknowledge better the preservice teachers' beliefs as regards to their TLC.

Many studies have put the light that conceptions can determine the teaching practices and behaviour in the classroom (Pajares, 1992; Trigwell, 1996; Trigwell and Waterhouse, 1999; Kember, Kwan and Ledesma, 2001) [1,2,3,4]. Several educational researchers have acquainted the definition by Pratt (1992) that "conceptions are specific meanings attached to phenomena which then mediate our response to situations involving those phenomena ... in effect we look at the world through the vision of our conceptions, interpreting and depict in accordance with our understanding of the world..our conceptions significantly influence our insights and interpretation of events, people and phenomena surrounding us" [p. 204]. Pratt (1992) indicates that this relation between conceptions and behavior impacts on how educators think about teaching. More on to it, revolution and changed in teaching and learning are unlikely to happen without associated changes in the conception of teaching of the faculty and staff [Kember, 1997; Kember and Kwan, 2000]. Kember [1997] in his review of teaching conceptions of university academics expressed that teaching conceptions are interconnected to measures of quality of learning, and also influences teaching approaches which in contrary affect the learning outcomes and how student grasp the knowledge. Kember and Kwan [2000] in a study of 17 lecturers in a university about conceptions of teaching, illustrated that teachers who comes up with teaching as transferring knowledge were more likely to promote content-centered approaches to teaching, whereas those whose conception of teaching is being facilitators are inclined to resort to learning-centered approaches. These above mentioned studies clearly distinguish a relationship between conceptions of teaching and approaches to teaching and learning. Devlin, whereas questioned relationship between conceptions and methods of teaching and the purported relationship between conceptions and improvement on teaching [Devlin, 2006].

In their study, Peeraer et al. [2011] were not able to confirm a relationship between conceptions of learning and approaches to teaching. These statements, which are contrary to the prevailing notion on the role of conception in teaching, underscore the need for further research regarding conceptions of teaching and its influence on faculty and staff and learning outcomes . As noted by different researchers (e.g., Anderson and Piazza, 1996; Gill et al.,



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2004; Handal and Herrington, 2003; Yung et al., 2007), most preservice teachers have behaviorist/traditional conception of teaching and learning. Student-teachers bring with them mature beliefs about teaching and learning that tend to be more congruent with their past experiences than with the views we are asking them to consider' (Guilfoyle et al. as cited in Swennen et al., 2009). In addition, Gill et al. (2004) stated that many student-teachers view knowledge as certain. They believe their job is to transmit this knowledge directly to their students. They believe that the role of the teacher is to convey "right answers" to his/her students.

Scope and Delimitations of the Study

In the present study the data was collected from teachers. This data does not include students, pre-service teachers. This data does not include parents and principal's perspectives. The present study only focused on English and Urdu medium institutes. Other vernacular medium institutes like Marathi, Hindi, Gujarati, etc were not considered. Gender, family structure, age, work experience was considered, and other factors affecting teaching-learning conception among teachers like technology, training, school of thought, philosophy etc were not taken into account.

Methodology and Sample of the Present Study

A descriptive survey method was used for the present study. The sample was collected using convenience sampling. A standardized questionnaire on Teaching and Learning Conceptions designed by Chan and Elliot (2004) was used. Teaching and Learning Conceptions Questionnaire (TLCQ) designed by Chan and Elliot (2004). The scale was validated by administering it to a sizeable sample of teacher education students in Hong Kong. The scale includes thirty items which are scored on a Likert scale of five points (1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Always), measuring two different conceptions of teaching and learning, i.e. Traditional (18 items) and Constructivist (12 items). The total internal consistency of the scale using Cronbach's alpha was 0.84. In the present study, the reliability of the whole items was 0.75. Data was collected from in-service teachers teaching in English and Urdu institutes. Table 1.1 represents the sample size of the study.

	N	Percentage
All Teachers	84	100
Teachers Teaching in English Medium Institutes	65	77.38
Teachers Teaching in Urdu Medium Institutes	19	22.61

The Total sample consisted of 84 teachers out of which 77.38% were teaching in English medium institutions that is 65 of them and 22.61% were teaching in Urdu medium institutes that is 19 of them . Figure 1.1 represents the sample size of the present study.

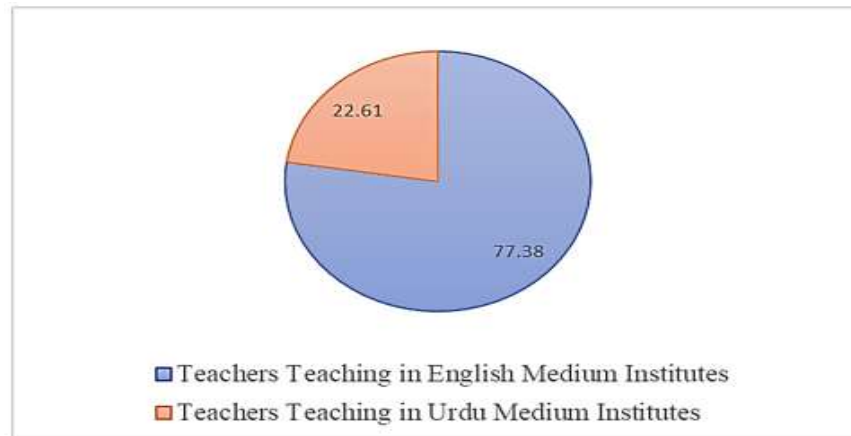


Figure 1.1: Sample Size of the Present Study

Hypothesis Testing and Interpretation

1. There is no significant difference in the attitude of teachers towards their teaching-learning conception.
2. There is no significant difference in the attitude of teachers teaching in English medium institutions towards their teaching-learning conception.
3. There is no significant difference in the attitude of teachers teaching in Urdu medium institutions towards their teaching-learning conception.
4. There is no significant difference in the attitude of teachers teaching in English medium institutions towards constructivist approach.
5. There is no significant difference in the attitude of teachers teaching in Urdu medium institutions towards constructivist approach.
6. There is no significant difference in the attitude of teachers teaching in English medium institutions towards the traditional approach.
7. There is no significant difference in the attitude of teachers teaching in Urdu medium institutions towards traditional approach.
8. There is no significant difference in the attitude of teachers teaching in English and Urdu medium institutions towards their teaching-learning conception.
9. There is no significant difference in the attitude of teachers teaching in English and Urdu medium institutions towards constructivist approach.
10. There is no significant difference in the attitude of teachers teaching in English and Urdu medium institutions towards traditional approach.
11. There is no significant difference in the attitude of teachers teaching in English medium institutions towards constructivist approach and traditional approach.
12. There is no significant difference in the attitude of teachers teaching in Urdu medium institutions towards constructivist approach and traditional approach.



Table 1.2: Relevant Descriptive Statistics

	N	Mean	Median	Mode	S. D	Skewness	Kurtosis
All Teachers	84	110.73	108.5	106	16.09	0.019	-0.47
English Medium Teachers towards TLC	65	113.47	111	109	14.34	0.15	-0.59
Urdu Medium Teachers towards TLC	19	101.36	98	94	18.51	0.56	-0.12
English Medium Teachers towards Constructivist Approach	65	51.8	54	52	7.59	-1.27	1.03
Urdu Medium Constructivist Approach	19	54.05	49	45	13.87	0.50	-0.74
English Medium Teachers towards Traditional Approach	65	61.67	62	65	13.18	0.33	-0.21
Urdu Medium Teachers towards Traditional Approach	19	51.8	54	52	7.59	-1.27	1.03

Hypothesis 1, 2, 3, 4, 5,6 and 7 were tested using descriptive analysis

Hypothesis 1: The mean, median, mode and standard deviation value for teachers towards teaching-learning conception was found to be 110.73,108.5, 106-and 16.09 respectively. Skewness was found to be 0.019. Kurtosis was found to be -0.47, which is negative. Hence the data is platykurtic by nature

Hypothesis 2: The mean, median, mode and standard deviation value for teachers teaching in English Medium Institutes towards teaching-learning conception was found to be 113.47,111,109 and 14.34 respectively. Skewness was found to be_0.15.Kurtosis was found to be-0.59 ,which is negative Hence the data is platykurtic by nature.

Hypothesis 3: The mean, median, mode and standard deviation value for teachers teaching in Urdu Medium Institutes towards teaching-learning conception was found to be 101.36, 98 , 94 and 18.51 respectively. Skewness was found to be 0.56. Kurtosis was found to be -0.21,which is negative. Hence the data is platykurtic by nature.

Hypothesis 4: The mean, median, mode and standard deviation value for teachers teaching in English Medium Teachers towards Constructivist Approach was found to be 51.8, 54 ,52 ,and 7.59 respectively. Skewness was



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found to be -1.27. Kurtosis was found to be 1.03, which is positive. Hence the data is leptokurtic by nature.

Hypothesis 5: The mean, median, mode and standard deviation value for teachers teaching in Urdu Medium Teachers towards Constructivist Approach was found to be 54.05, 49, 45, and 13.87 respectively. Skewness was found to be 0.50. Kurtosis was found to be -0.74, which is negative. Hence the data is platykurtic by nature.

Hypothesis 6: The mean, median, mode and standard deviation value for teachers teaching in English Medium Teachers towards Traditional Approach was found to be 61.67, 62, 65 and 13.18 respectively. Skewness was found to be 0.33. Kurtosis was found to be -0.21, which is negative. Hence the data is platykurtic by nature.

Hypothesis 7: The mean, median, mode and standard deviation value for teachers teaching in Urdu Medium Teachers towards Traditional Approach was found to be 51.8, 54.52 and 7.59 respectively. Skewness was found to be -1.27. Kurtosis was found to be 1.03, which is positive. Hence the data is leptokurtic by nature.

Table 1.3: Relevant Inferential Statistics

	No	Mean	t value	p value	LoS
English Medium Teachers towards TLC	65	113.47	3.02	0.003	S
Urdu Medium Teachers towards TLC	19	101.36			
English Medium Teachers towards Constructivist Approach	65	51.8	2	0.04	S
Urdu Medium Teachers towards Constructivist Approach	19	54.05			
English Medium Teachers towards Traditional Approach	65	61.67	2.19	0.03	S
Urdu Medium Teachers towards Traditional Approach	19	51.8			
English Medium Teachers towards Constructivist Approach	65	51.8	5.23	<.0001	S
English Medium Teachers towards Traditional Approach	65	61.67			
Urdu Medium Teachers towards Constructivist Approach	19	54.05	1.63	0.11	NS
Urdu Medium Teachers towards Traditional Approach	19	51.8			

Hypothesis 8, 9, 10 and 11 were tested using inferential analysis.

Hypothesis 8: The t value for English Medium Teachers towards TLC and Urdu Medium Teachers towards TLC was found to be 3.02. The p value was found to be 0.003 which is less than 0.01 and 0.05, thus it is significant.



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Therefore, null hypothesis is rejected. There is a significant difference in the approach of teachers of English and Urdu medium towards teaching learning conception. The mean scores of English Medium Teachers towards TLC was 113.47 and Urdu Medium Teachers was 101.36. The mean score of English Medium Teachers is greater than that of Urdu Medium Teachers which indicates that the Teaching learning conception among English Medium Teachers is greater than that of Urdu Medium Teachers.

Hypothesis 9: The t value for English Medium and Urdu Medium Teachers towards Constructivist Approach was found to be 2. The p value was found to be 0.04 which is less than 0.05, thus it is significant. Therefore, null hypothesis is rejected. There is a significant difference in the approach of teachers of English and Urdu medium towards teaching learning conception. The mean scores of English Medium Teachers towards Constructivist Approach was 51.8 and Urdu Medium Teachers towards Constructivist Approach was 54.05. The mean score of English Medium Teachers is less than that of Urdu Medium Teachers which indicates that Urdu medium teachers preferred Constructivist Approach as compared to English medium teachers.

Hypothesis 10 : The t value for English Medium and Urdu Medium Teachers towards Traditional Approach was found to be 2.19. The p value was found to be 0.03 which is less than 0.01 and 0.05, thus it is significant. Therefore, null hypothesis is rejected. There is a significant difference in the approach of teachers of English and Urdu medium towards traditional approach. The mean scores of English Medium Teachers towards Traditional Approach was 61.67 and Urdu Medium Teachers towards Traditional Approach was 51.8. The mean score of English Medium Teachers is greater than that of Urdu Medium Teachers which indicates that the English medium teachers preferred Traditional Approach as compared to Urdu medium teachers.

Hypothesis 11: The t value for English Medium Teachers towards Traditional Approach and Constructivist Approach was found to be 5.23. The p value was found to be <.0001 which is less than 0.01 and 0.05, thus it is significant. Therefore, null hypothesis is rejected. There is a significant difference in the approach of teachers of English medium towards teaching learning conception of Traditional Approach and Constructivist Approach. The mean scores of English Medium Teachers towards Traditional Approach was 61.67 and towards Constructivist Approach 51.8. The mean score of English Medium Teacher towards Traditional Approach is greater than that of Constructivist Approach among English Medium Teachers.

Hypothesis 12 : The t value for Urdu Medium Teachers towards Traditional Approach and Constructivist Approach was found to be 1.63. The p value was found to be 0.1 which is greater than 0.01 and 0.05, thus it is not significant. Therefore the null hypothesis is accepted. There is no significant difference in the attitude of teachers teaching in Urdu medium institutions towards constructivist approach and traditional approach.

Discussion and Conclusion

Novel approaches towards learning and teaching highlight the necessity of supporting the student's autonomy and individual differences during the teaching-learning process. Teaching needs to be constructed in such a way that it can cater to students' individual differences. It can be said that the new experiences that students gain from their cultures constitute a significant aspect of the individual differences that are reflected in the teaching environment. This study examined the teaching-learning conceptions of in-service teachers teaching in Institutions having English and Urdu as their medium of instruction, the current study reflected that the teaching-learning conception amongst



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English Medium Teachers is greater than that of Urdu Medium Teachers. Also reflected that English Medium teachers preferred a traditional approach to teaching-learning, whereas Urdu medium teachers followed a constructivist approach.

Conception of teaching affects an array of teachers' choice in practice, which includes their teaching methodology, design, and choice of learning activities, design and choice of assessment and curriculum, workload of subject and course. All of these directly or indirectly influence students' way of studying and also the quality of learning.

The traditional teaching learning conception includes the teacher at the centre of the Learning process, where the teacher is only present in order to transfer knowledge and students act in a very passive manner. On the other hand, constructivists' approach of teaching learning conception is where the student is in the centre and the role of teacher is that of a guide and a facilitator. The teacher's task is not merely to convey knowledge but to guide the student. Literature studies have seen that teaching- learning conception constitutes of traditional and constructivist approaches. But in the 21st century, teachers are expected to have a more constructive conception rather than following traditional conception in order to implement appropriate instructional designs and practices in the classroom. At this point, it can be argued that teachers should have a positive perception of pedagogical competence about their capacities in relation to teaching and learning. Teachers who have the knowledge, skills, attitudes and values required by the teaching profession, that is to say, the knowledge of teaching profession, in other words, the teachers with pedagogical competence, are considered to have modern teaching-learning concepts rather than traditional teaching-learning concepts. Therefore, it is very important to investigate teachers' teaching-learning conceptions about teaching pedagogy.

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