

SURVEY ON STUDENTS PERCEPTION OF INNOVATIVE METHODS USED IN CLASSROOM

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Abstract:

The present study aims to analyse students' perception towards innovative teaching methods used in the classroom. The study is based on a survey conducted among students of higher education, and data were collected through a structured questionnaire using Google Forms. Simple percentage analysis was used for data analysis. The findings reveal a positive perception among students towards innovative teaching methods such as the use of technology, project-based learning, problem-solving techniques, buddy learning, storytelling and flipped classroom. Only a small number of respondents expressed disagreement or lack of awareness. The study concludes that innovative teaching methods play an important role in enhancing student engagement and improving the overall effectiveness of the teaching-learning process.

Keywords: *Innovative methods, students, learners, teaching methods*

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Introduction:

It's a well-established truth that education can transform a person's life completely. Learning helps to change intellectual capacities and understanding. Teaching and learning aids in breaking the presumed opinions of individuals and broaden their horizons. Education helps in thinking critically and assists in developing a better perspective. It imparts steadiness by providing better career opportunities leading to financial security. Simply imparting education through books will not lead high paying jobs. The learners need to be provided with skills which are required to achieve them. It also provides confidence to express one's own opinion and speak out their mind. This self-confidence is the biggest parameter for succeeding in life.

To enhance the teaching learning advanced pedagogy should be utilised in addition to the chalk and board methods. The utilisation of innovative methods of teaching and learning is vital in order to motivate and generate the learning spirit and also the eagerness of the learners.

Innovative methods of teaching and learning such as flipped classroom, project-based learning, buddy learning, problem solving techniques, storytelling and use of technology are extremely crucial in handling the ever-changing technology which will also assist in evolving futuristic workplaces.

Objective of the Study:

The objective of this study is to analyse the perception of the students’ community towards innovative methods used by the teachers in the classroom.

The study makes an effort to explore the below mentioned objectives:

- To make an analysis of the awareness and perception of the students towards the effectiveness of innovative methods used in the classroom
- To find the innovative methods of teaching learning preferred by the students
- To analyse the impact of the stated innovative methods on students’ engagement and their academic performance

Literature Review:

The education sector is emphasising the adoption of innovative teaching methods to enhance student engagement and learning outcomes. Traditional lecture-based approaches are being complemented by learner-centred methods that integrate technology and collaborative learning. Understanding students’ perceptions of these methods is essential, as their attitudes influence the effectiveness of pedagogical practices. This literature review examines previous studies on innovative classroom practices.

Author	Context	Method	Major Findings
P.C. Naga Subramani, V. Iyappan	Innovative methods of teaching and learning	Descriptive	The researcher discusses the different techniques of innovative teaching, such as Voice threads, blogging, podcasts, screen cast, etc. and is of the view that there should be willingness to adapt to the change, which will in turn benefit both the teachers and the learners.
Jayalaxmi	Importance of Innovative Teaching Methods an Evaluative Study of Traditional and Modern Teaching Techniques - A Survey	A direct in-person interview and a questionnaire survey with a sample size of 100 were carried out.	The research aims to assess both multimedia and traditional teaching approaches and to provide additional effective teaching strategies that students can try to learn. It was discovered that over 60% of the students firmly agreed that they are self-reliant, problem-solvers, and will seek their own advice. 10% of the respondents disagreed with all of the above and believed that learning is challenging in the current competitive world and that modern teaching methods also present certain learning issues.

Author	Context	Method	Major Findings
Dr. Pallavi Ughade (Badre) Dr. Shailesh Badre	Blended Learning - A Study on Student's Perception About Suitability of The Framework for Higher Education	Survey Method with a sample size of 75 PG students	The study's primary goal is to ascertain how students see blended learning. Regardless of gender, the outcome has absolute characteristics. Therefore, blended learning is an appropriate and successful strategy for improving learning in higher education.

Need of the Study:

In the evolving education sector, the shift to learner-centric classrooms through innovative teaching methods, interactive tools, and technology is crucial. However, student perceptions of these approaches significantly influence their motivation and learning outcomes. Despite the increased adoption of such strategies, there is limited understanding of students' views on their effectiveness. This study seeks to assess student perceptions of various innovative teaching techniques, identify factors that enhance or hinder their educational experiences, and provide recommendations for teachers to develop more effective and engaging instructional methods.

Research Methodology:

To perform the study, a survey was given to a sample of 75 students. The respondents were chosen based on their availability and preparedness to participate in the study, and the sample size was determined using the convenience sampling approach. A standardized questionnaire was used to collect the data, and it was distributed to the students via Google Form. The purpose of the questionnaire was to learn more about how students felt about the creative teaching strategies that were employed in the classroom.

Data Analysis:

The study is based on primary data as well as secondary data. The Primary data has been collected online with the objective to ascertain the perception of the students towards innovative methods of teaching and learning used in the classroom. The secondary data is collected from several journals and research papers to gather more information about the digital payments.

Data was received from a total of 75 respondents. The respondents comprise of students with different educational qualifications. Simple percentage analysis was used to analyse the data.

Table 1

Awareness towards Innovative Methods and Gender	MALE	FEMALE
YES	22	46
NO	2	5
Total	24	51
PERCENTAGE (YES)	91.67	90.20

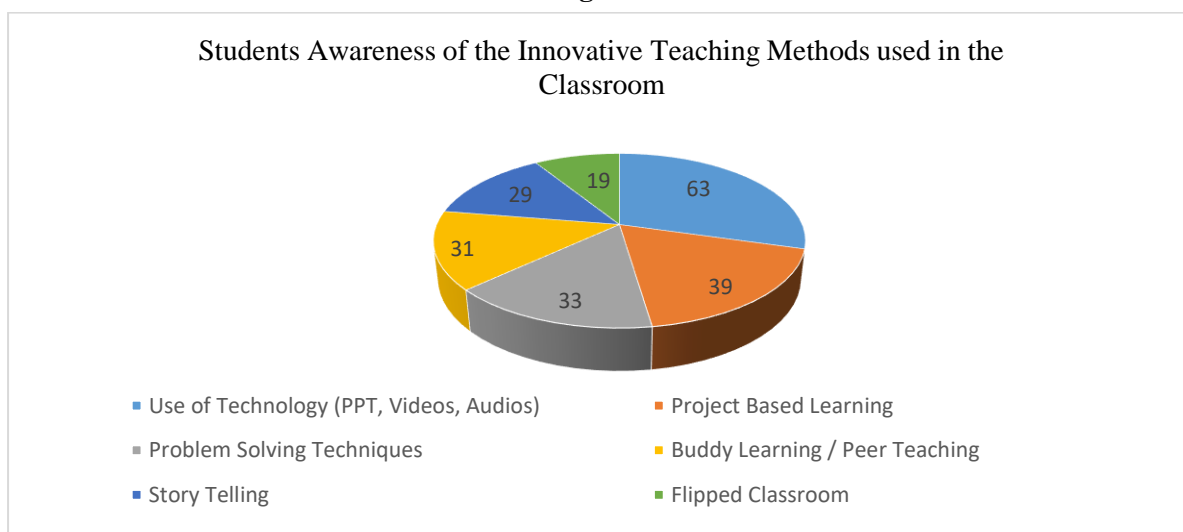
Table 1 shows the analysis of Awareness towards Innovative Methods and Gender. Out of the 75 respondents 24 are males and 51 are females. The collected data when analysed shows that 91.67 % of the males and 90.20 % females are aware of the innovative methods used in the classroom. Out of the total of 24 males, 22 (91.67 %) are aware of innovative methods, while only 2 (8.33 %) are not aware of it. On the other hand, out of the total of 51 females, 46 (90.20 %) are aware of such methods, while 5 (9.80 %) are not aware of them. In general, the students’ awareness of innovative methods is extremely high among both males and females. However, the percentage of awareness is negligibly high among males than females.

Table 2

Awareness towards Innovative Methods and Level of Education	Graduate	Post Graduate
YES	54	14
NO	4	3
Total	58	17
PERCENTAGE (YES)	93.10	82.35

The table 2 depicts the relationship between the students’ level of education and their awareness towards innovative methods used in the classroom. Out of the total 75 respondents, 58 were graduates and 17 were postgraduates. Among graduates, 54 (93.1%) were aware of innovative methods, while 4 (6.9%) were not aware. Among postgraduates, 14 (82.4%) were aware, and 3 (17.6%) were not aware. In general, the students’ awareness of innovative methods is quite high among both graduates and post graduates. However, there is a slight difference between the percentage of awareness between graduates and post graduates.

Diagram 1



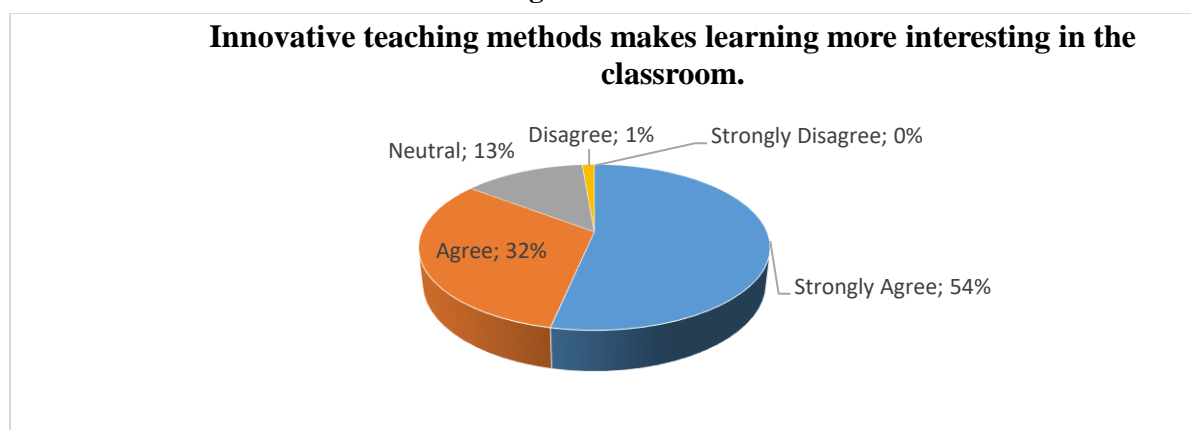
The above diagram represents the Students Awareness of the Innovative Teaching Methods used in the Classroom. The analysis of multiple responses from 75 students reveals that the most preferred innovative teaching method is the use of technology (PPT, videos and audios), with 63 students (84%) indicating awareness of this method. This is followed by project-based learning (39 students, 52%), problem-solving techniques (33 students, 44%), buddy learning/peer teaching (31 students, 41.3%), and storytelling (29 students, 38.7%). Flipped classroom is the least preferred method, reported by 19 students (25.3%). Since multiple responses were allowed, the total frequency surpasses the sample size.

The following questions were posed to the respondents in order to examine their opinions regarding the efficacy of innovative teaching strategies:

Sr. No.	Questions
1.	Innovative teaching methods makes learning more interesting in the classroom.
2.	Innovative teaching methods contribute efficiently towards classroom learning.
3.	Innovative teaching methods attract attention to the learning and teaching process.
4.	Innovative teaching methods have reduced the dependency on the teachers.

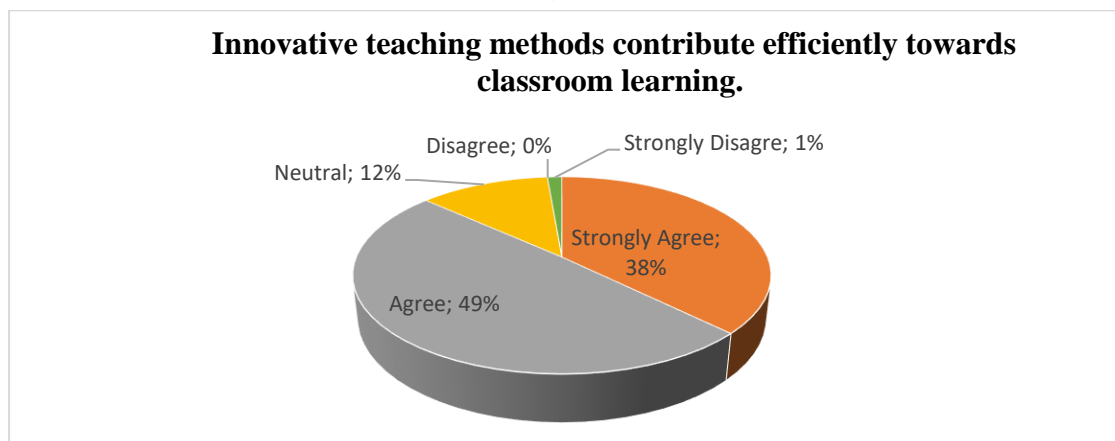
These questions were rated on a five-point Likert scale ranging from Strongly Agree to Strongly Disagree. The analysis of the questions is as under:

Diagram 2



The aforementioned diagram represents whether or not students find the learning process engaging when innovative teaching techniques are used. According to the analysis, of the 75 responses, 40 pupils highly agreed and 24 respondents agreed that these kinds of strategies make learning engaging. Only one responder disagreed, while 24 others stayed neutral.

Diagram 3

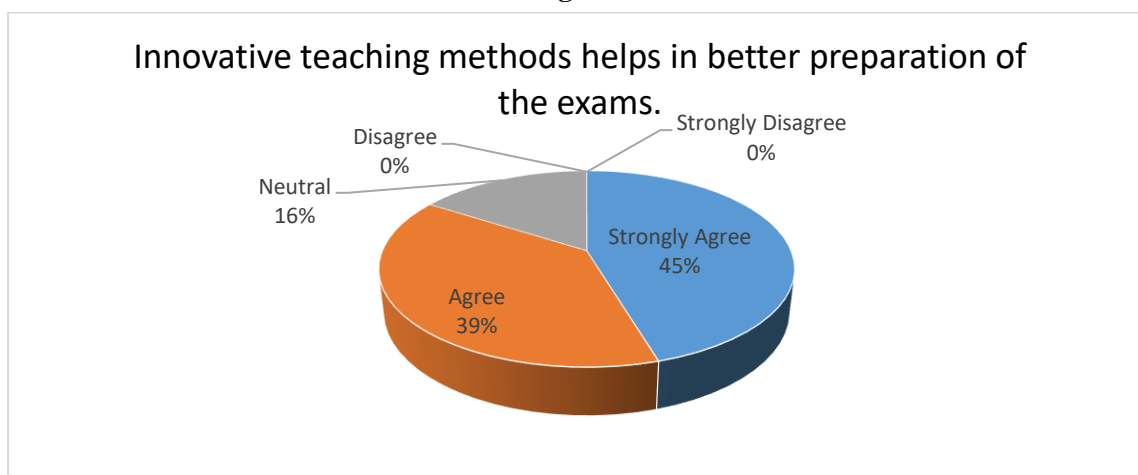


In the above diagram the respondents have expressed a positive opinion on whether the innovative teaching techniques effectively support classroom learning. Only one person strongly disagreed with the statement, while the remaining 9 respondents were neutral. Of these, 28 strongly agreed with the statement and 37 concurred.

The respondents were asked the following questions in order to analyze the effect of the mentioned innovative strategies on students' academic achievement and engagement:

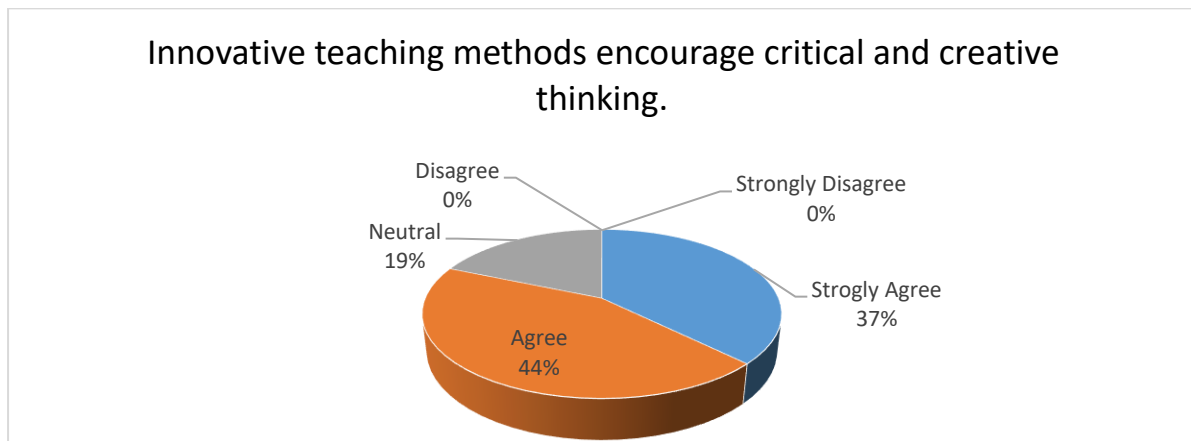
Sr. no.	Questions
1.	Innovative teaching methods helps in better preparation of the exams.
2.	Innovative teaching methods encourage critical and creative thinking.

Diagram 4



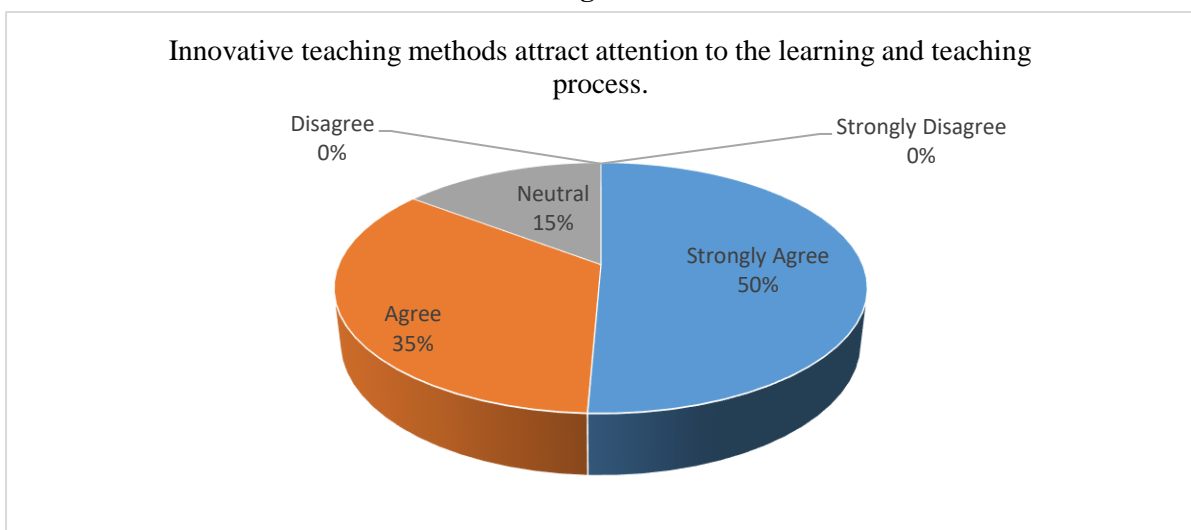
The diagram mentioned above examines students' perceptions of whether or not innovative techniques aids in their exam preparation. According to the survey, 45% of respondents strongly agreed that these strategies aid in their exam preparation, followed by 39% who agreed and only 16% who had a neutral opinion.

Diagram 5



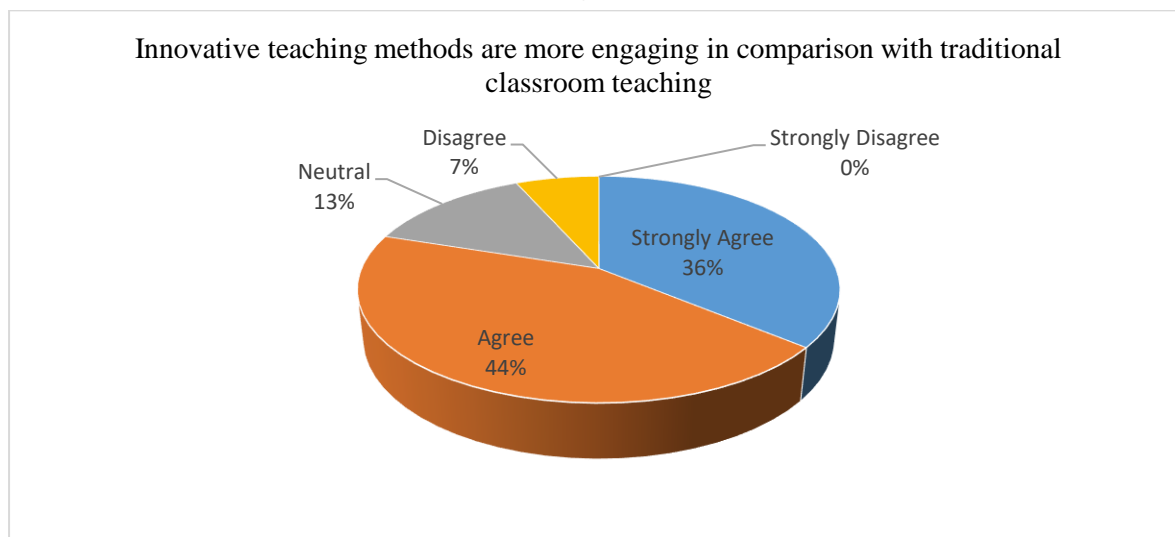
The diagram above examines how innovative teaching strategies foster critical and creative thinking in students. Of those surveyed, 44% agree with the statement and 37% strongly agree. On the other hand, 19% of respondents have no opinion on this matter.

Diagram 6



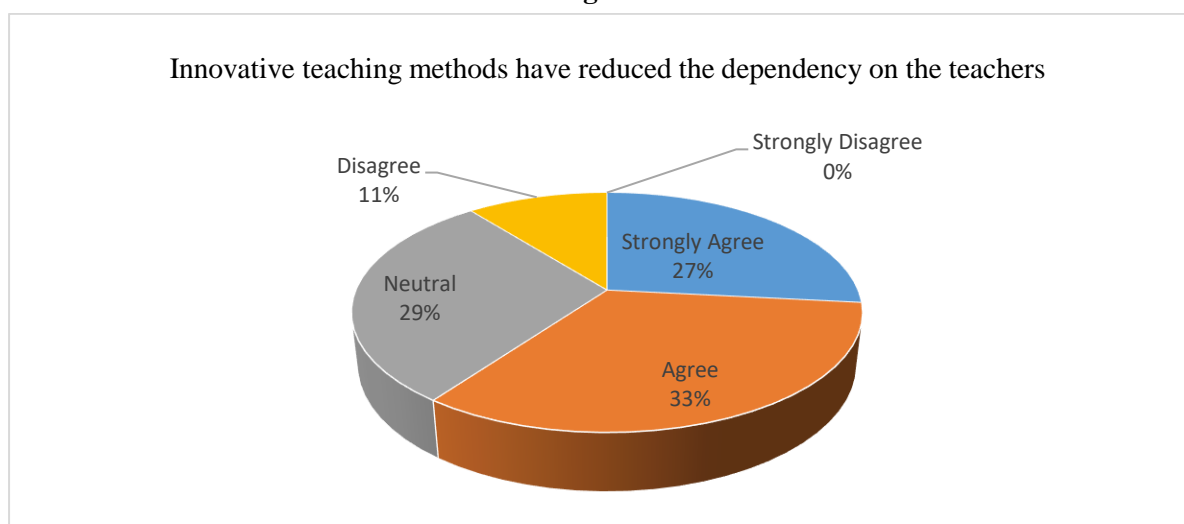
Innovative teaching strategies that draw students' attention to the teaching and learning process are depicted in the above diagram. It is shown that 35% of respondents agree with the statement, 50% strongly agree with it, and only 15% are neutral.

Diagram 7



The comparison between innovative teaching techniques and traditional classroom instruction is shown in the above diagram. According to the data gathered and analyzed, 44% of respondents agree and 36% strongly agree that innovative teaching approaches are more engaging than standard classroom instruction. While 7% disagree and hence oppose the idea, 13% feel neutral about the remark.

Diagram 8



According to the above diagram, the reliance on teachers in the classroom has decreased as a result of new teaching techniques. 33% of poll respondents agreed and 27% strongly agreed that innovative approaches had lessened pupils' reliance on their teachers. 11% disagree and believe that the measures mentioned have not reduced reliance on instructors, while 29% are neutral.

Findings & Conclusion:

The present study was designed to examine students' perception towards innovative teaching methods used in the classroom. The findings have clearly suggested a positive trend in students' perception towards the adoption of innovative teaching and learning practices. A majority of the respondents expressed awareness and preference for methods such as the use of technology, project-based learning, problem-solving techniques, buddy learning, storytelling and flipped classroom. This reflects that the learners are progressively receptive to learner-centred and technology-driven pedagogical approaches.

Furthermore, the study reveals that a very small proportion of students demonstrated disagreement or lack of awareness, suggesting that resistance towards innovative methods. This emphasises the effectiveness and acceptance of such practices in enhancing student engagement, interest, and participation in the learning process. The high level of awareness among both genders and across different levels of education also signifies that innovative methods have gained wide acknowledgment and applicability in the field of higher education.

Overall, it is concluded that innovative teaching methods play a substantial role in enhancing the quality of teaching and learning. These techniques not only make learning more interesting and meaningful but they also facilitate the students' growth in critical thinking and problem-solving abilities. In order to establish a more dynamic, inclusive, and productive learning environment, it is advised that educational institutions and teachers keep incorporating and enhancing the application of cutting-edge pedagogical techniques.

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