

Efficacy of teaching methods: an Evaluation by the Sifundzani High Learners

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SUMMARY

The study was undertaken to elicit the perception of the High School students of Sifundzani, Swaziland, regarding the prevailing system of teaching methods, to evaluate the extent to which they are benefited by these and to obtain the views and suggestions of students about various aspects of the current Science Education. 115 students were selected from grade 10, grade 11 and grade 12 in the second term of the year 2018 for this study. A set of questionnaires were administered and directed to choose the appropriate option as per the likert scale. The response were collected and analyzed. 43.96% of the total respondents agreed that the presentation of the topics during normal lectures were interesting. Surprisingly 76 % students stated that lecture method is the most effective method of teaching followed by tutorials, 59 % and group discussion, 56%. Reasons given for lecture being one of the best methods was that the teacher provides all knowledge related to topic, time saving, students attentively listen lecture and take notes. The group discussion was rated as the second best method of teaching because of; more participation of students, the learning is more effective, the students don't have to rely on rote learning, and this method develops creativity among students. Sifundzani students stated that 67.07% of the teachers have good communication skill and 62.96% of them found that the teachers are easily approachable, 82.83% of the participants agreed that white board teaching as the better mode of teaching, and in the opinion of 55.87% students, audio visual aids is the useful mode of teaching presentation for auditory and visual learners, 56.10% of the participants agreed that the number of practical classes should be more than the theory classes. Students' perception and ratings about the interesting and effective teaching methods is a way to suggest improvements in teaching/ learning process. One interesting finding was that none of the Method can be 100% effective because sometimes they just don't want to learn. Few interesting results regarding misbehaviour during class learning time was also revealed.

Key words: Teaching Method, Evaluation, Communication Skill, Audio-visual aids

INTRODUCTION

The primary purpose of teaching at any level of education is to bring a fundamental change in the learner (Tebabal & Kahssay, 2014). To facilitate the process of knowledge transmission, teachers should apply appropriate teaching methods that best suit specific objectives and level exit outcomes. In the traditional epoch, many teaching practitioners widely applied teacher-centered methods to impart knowledge to learners comparative to student-centered methods. Until today, questions about the effectiveness of teaching methods on student learning have consistently raised considerable interest in the thematic field of educational research (Ory, J. C. 2015).

Moreover, research on teaching and learning constantly endeavour to examine the extent to which different teaching methods enhance growth in student learning. Quite remarkably, regular poor academic performance by the majority students is fundamentally linked to application of ineffective teaching methods by teachers to impart knowledge to learners Braskamp, L. A. (2000). Substantial research on the effectiveness of teaching methods indicates that the quality of teaching is often reflected by the achievements of learners. According to Braskamp, L. A. (2000), teaching is a process that involves bringing about desirable changes in learners so as to achieve specific outcomes. In order for the method used for teaching to be effective, Braskamp, L. A. (2000), maintains that teachers need to be conversant with numerous teaching strategies that take recognition of the magnitude of complexity of the concepts to be covered.

In the last two decades, the importance of teaching evaluation has been emphasized in higher education. Many High Schools have searched for ways to effectively and constructively evaluate performances of their teachers (Gimbel, et al, 2012; Rosenbaum, et. al, 2015; Bland, et. al, 2012). Teaching evaluation has been used to provide diagnostic information for teachers on specific aspects of their teaching to help them improve their performance. The teaching evaluation system depends primarily on the student evaluation of teachers and courses, and peer department reviews. Many researchers have focused on whether or not students are legitimate judges of teaching effectiveness. Though caveats abound, the general sense is that students are both rational and reliable sources of evidence (Arreola, 2000; Braskamp and Ory, 2002; Pratt, 2000), While in class, students are exposed to all sorts of instructional experiences (lectures, instructional materials and aids, readings, exams). They are in effect experimental consumers—able to discern quality, relevance, usefulness, and instructor interaction with students.

As consumers, Cuseo (n.d.) claims that students can judge what is taught and how it is taught, yet Braskamp & Ory (2002) claim that students can only provide information with respect to teaching. However, Ory (2001) sums it up best stating: “unless they haven't been to class, as consumers they have a legitimate voice”. Theall, M. (2018)

mentioned that the students can answer questions about the quality of lectures, the value of readings and assignments, the clarity of the instructor's explanations. Students are certainly qualified to express their satisfaction or dissatisfaction with the experience. They have a right to express their opinions in any case, and no one else can report the extent to which the experience was useful, productive, informative, satisfying, or worthwhile.

To enhance successful communication, Science teachers in the school are increasingly using teaching-learning media. It is well known that the students learn when they are involved actively in learning than when they are passive recipients of instruction (Bland CJ, et.al.2012). Active learning strategies can be designed to target visual learners through models and demonstrations, auditory learners through discussion, debates, games and kinaesthetic and tactile learners through models and role playing. There is very little documentation of the effectiveness of various active learning strategies, and often departments are reluctant to incorporate such new strategies into the teaching curriculum (Cross P. K, 1998).

Sifundzani High is a Government School in Swaziland. Southern Africa. Swaziland's education system has seen rapid growth in the last two decades. The primary mandate of the Ministry of Education and Training is to provide access to relevant quality education at all levels to all Swazi citizens; taking into account all issues of efficacy, equity and special needs. Realizing that education is the foundation and the main pillar of economic and social development and being cognisant of its core mandate, the Ministry of Education and Training continues to commit itself to providing accessible, affordable and relevant education of the highest quality. The Ministry believes that that by being responsive to its core business, its contribution to the achievement of the country's long-term vision of ensuring that Swaziland is amongst the top 10% of the medium human development group of countries founded on sustainable economic development, social justice and political stability, as articulated in the country's National Development Strategy (NDS) Vision 2022, will be realised. There are many other concerns related with the youth development, economy and employment.

Research Problem

There has been a growing concern among educators about the quality of High School leavers in the country. Several committees have recommended restructuring of the High school curriculum so as to address the educational needs of the community and the country. Unfortunately, significant changes are not taking place for various reasons (Kaushik Bhowmick et al.)

Suboptimal academic performance by the majority students at high school level has largely been cited to be the result of ineffective teaching methods by lecturers. Keeping this in mind researcher came with the following objectives.

Objectives

The present study was undertaken

- To elicit the perception of the Sifundzani High School students of Mbabane, Swaziland, regarding the utility of the prevailing system of teaching,
- To evaluate the extent to which the students are benefited by these teaching methodologies
- To obtain the views and suggestions of students about various aspects of the current education system in the school.
- To explore the opinion of students about the teaching method they perceived as the most interesting and best teaching method
- To provide suggestions for improving quality of teaching in the light of students perception and use of ratings

Significance of the Study

The results of this study will provide useful insights on the differential effectiveness diverse teaching methods on students 'academic performance. This study will help to promote the science and art of teaching different subjects and the betterment of the student education through improved teaching of high school students and also to identify and implement strategies for effective teaching. This study will also help in identifying the critical elements that define a good lecture. On the other hand it will spot issues of professionalism in students and colleagues and respond effectively. It will assist in using information resources to encourage development of critical thinking in students.

Materials and Methods

All the students of grade 10, 11 and 12 were selected through purposive sampling for the study. 115 students were selected through convenient sampling to seek their opinion about the most effective teaching methods (as perceived by them) used by their teachers, and the reasons for highly rating a particular teaching method. Permission was granted by the administrative authority, that grade 10-12 students will be approached and asked if they would take part in the study.

The questionnaire devised for the present study consisted of twenty questions with five options each. Participants were asked to anonymously indicate the degree to which they agreed with each statement on a Likert scale ranging from 1 to 5 (1 = strongly disagree to 5= strongly agree) using a self-administered questionnaire

The students were instructed to pick one option to each question which they felt was most appropriate. Learners wanted to choose more than one option in few categories and permission was granted. The respondents were also encouraged to furnish their independent and unbiased opinion regarding certain other aspects of teaching methods, suggestions for improvement and any other remarks in suggestion paragraph of the questionnaire. The participants were instructed not to provide any personal information, nor to reveal their identity in the questionnaire. Further, the students were discouraged to put in writing any individualized comment about the department members or their way of teaching.

The completed response sheets were collected, compiled and statistically analyzed to compute the results using Microsoft Excel. Percentage method was used.

OBSERVATIONS AND RESULTS

One hundred and fifteen students participated in the “Evaluation Process”. It was observed that a few students did not attempt some of the questions, whilst in some cases, as expected; more than one option was ticked were not considered for calculation.

Rating of Various Teaching Methods:

Rating was done on a scale of 1-5, 1 – being the least interesting and 5 being the most interesting teaching method as indicated in table 1

Table 1: Different teaching methods used in Sifundzani High in Percentage (%)

Teaching methods/rating	1	2	3	4	5	Total %
	%	%	%	%	%	
Lecture	16 %	08.%	00%	36.%	40%	100%
Group discussion	16 %	08 %	24 %	16 %	36 %	100%
Individual presentation	24 %	20 %	12 %	24 %	20 %	100%
Assignments	08 %	24%	40%	16%	12%	100%
Seminars	22 %	25 %	16 %	25 %	12 %	100%
Workshops	11 %	25 %	24 %	24 %	16 %	100%
Conferences	12 %	24 %	24 %	16 %	24 %	100%
Brainstorming	12 %	16 %	25 %	36 %	11 %	100%
Role play	11 %	36 %	12 %	25 %	16 %	100%
Case study	23 %	25 %	24 %	16 %	12 %	100%
Tutorial	13 %	18 %	10 %	30 %	29 %	100%

Reasons for rating various teaching methods as interesting and best teaching methods:

1. Lecture Method • It creates new ideas. • It is good for large class. • Teacher is experienced and has mastery on subject, explain all points and can answer all questions raised by students. • Students can ask if they need any clarification. • Learn through listening • Teacher explains all points. • Students give their input • Teacher discuss whole topic in the class in easy language so students can easily understand the topic. • It is good for large class. • Teacher provides all knowledge related to topic. • Time saving as teacher is supposed to finish lecture in time. • Students give their views at the end of lecture. Students can ask question if they have any problem to understand lecture. • Students attentively listen lecture and take notes as the teacher ask questions at the end of lecture. • Students know and understand basic concepts. • It creates new ideas. • Teacher knows all the students so he/she can use suitable strategies for the class to make them understand. • Teacher is experienced and has mastery on subject and can answer all questions by students. • Teacher share information with students so it creates interest in students. • Students are more involved and participate when teacher ask question. • Teacher provides notes. • Students easily understand every point. • Students share knowledge with teacher. • Teacher is role model for students.

2. Group discussion: • More participation of students. • Students listen to other’s opinion & express their opinion. • Discuss with teachers the points that were missed during discussion. • Students learn on their own &

find out key points. • Students exchange their ideas. • Students get point of view of all and not only those who always speak. • After discussion when students give their presentation, teacher corrects their mistakes. • Students can make their own notes. • The learning is more effective. They don't have to rely on rote learning. • Develops creativity among students. • It evokes thinking among students. • Students have time for preparation of topic. • Students should have material and knowledge before discussion. Suggestion • Only those students participate who have confidence rest do not participate. • Concepts become clear after discussion. • Every student gives his/ her opinion.

3. Individual presentation • Hamm (2008) quoted Rafe; “A presentation involves motivating listeners to accept a new idea, alter an existing opinion, or act on a given premise.” • Students first thoroughly understand the topic before giving presentation i.e. mastery on topic. • It increases confidence among students. • Good way to learn for only one student who is presenting. • Students search lot of books to collect material • Teacher's supervision is important

4. Assignment • It enhances the ability of research on any topic as the students search topic from different books, websites etc. • Active learning

5. Seminars • Give Chance to meet other people of same profession. • Motivate and make student active in learning. • Interested method.

6. Workshops • Give Chance to meet other people of same profession.

7. Conferences • Give Chance to meet other people of same profession. • Networking with other institutions and professionals.

8. Brain storming • More interesting • More informative • Gain knowledge • Learning is effective • More participation of students • Students give their opinion • Active learning • Creative thinking is encouraged. • Students think beyond their knowledge. • Everyone gets the chance to express their thoughts. • Simple topics can be learnt through different angles.

9. Role play • Interesting method • Creative thinking is encouraged. • Students think beyond their knowledge. • Students enjoy the situation • Active learning • Easy to learn

10. Case study • Active learning • Creative thinking is encouraged. • Students think beyond their knowledge.

Discussion:

Making teaching methods more interesting, High School teachers strives to become more effective teachers so that students can learn better, and many explore methods to improve their teaching practice. One of the methods to prevail this is learner's feedback. Depending on the nature of subject, number of students, and the facilities available, there are different methods teachers are using in the classroom. Below are given various methods and certain tips and techniques for improving these methods. (Sahin, M. 2009).

Lecture Method: A lecture is a talk or verbal presentation given by a lecturer, trainer or speaker to an audience. With all the advancement of training systems and computer technology, lecture method is still a backbone widely used in teaching and training at higher level of education. This method is economical, can be used for a large number of students, material can be covered in a structured manner and the teacher has a great control of time and material. A study conducted by Benson, L et al, (n.d.) provides evidence that students may place greater emphasis on lecture material than on textbooks. Lecturing is not simply a matter of standing in front of a class and reciting what you know. The classroom lecture is a special form of communication in which voice, gesture, movement, facial expression, and eye contact can either complement or detract from the content. (Davis.2003). McCarthy, P.(2002) in article “Common Teaching Methods” stated strengths of lecture method that it presents factual material in direct, logical manner, contains experience which inspires, stimulates thinking to open discussion, and useful for large groups. Our findings also revealed that most of the students considered lecture as best method because according to opinion of students ; it creates new ideas, it is good for large class, develops creativity among students, teacher is experienced and has mastery on subject, explain all points and can answer all questions by students. Sullivan & McIntosh (2006) said that with planning and effective presentation techniques, the lecture can be a highly effective and interactive method for transferring knowledge to students. Lecture gives the pupils training in listening and taking rapid notes. (Kochhar. 2000, p.345)

Tips and techniques for improving lecture method • Lecture material should be stimulating and thought provoking. • Information should be delivered dramatically by using example to make it memorable. • The teacher needs to use questions throughout the lecture to involve students in the learning process and to check their comprehension. • Reinforce learning by using visual supports like transparencies, flip charts, whiteboard/ black board etc. • Teacher should take feedback of students to improve lecture method.

Discussion: It is a free verbal exchange of ideas between group members or teacher and students. For effective discussion the students should have prior knowledge and information about the topic to be discussed. McCarthy, P. (2012) stated strengths of class discussion as; pools ideas and experiences from group, and allows everyone to

participate in an active process. Kochhar (2000, p.347) stated that; a problem, an issue, a situation in which there is a difference of opinion, is suitable for discussion method of teaching. Our study also revealed that the students rated group discussion (class discussion) as the second best method by giving reasons that; it has more participation of students, the learning is more effective, the students don't have to rely on rote learning, every student give his/her opinion, and this method develops creativity among students.

Tips and techniques for improving discussion method • The teacher should spend sufficient time in preparing the process and steps of discussion. • Different aspects of the topic and the parameters should be selected for the focused discussion. • Sufficient time should be allotted to discuss all the issues. At the same time students should know the time limit to reach a conclusion. • The teacher in the beginning should introduce the topic, the purpose of discussion, and the students participating in discussion. • Before the start of discussion, background information about the topic should be provided. • There is a need to include questions to provide direction. • Relaxed environment should be created to foster the process of discussion. Teacher after opening the discussion should play the role of a facilitator involving every one and at the end should summarize the discussion. • Encourage students listen other's point of view and then evaluate their own. • Teacher should give value to all students' opinions and try not to allow his/her own difference of opinion, prevent communication and debate.

Role Play: Role play occurs when participants take on differentiated roles in a simulation. These may be highly prescribed, including biographical details, and even personality, attitudes and beliefs; or loosely indicated by an outline of the function or task. These techniques have already demonstrated their applicability to a wide range of learners, subjects and levels. (Singh, and Sudarshan, 2015). It is a memorable and enjoyable learning method. To gain maximum benefits from this method, the incidents selected for enactment should be as realistic as the situation allows.

Tips and techniques Before the role play, the teacher should brief participants about the roles they will play, give them time for preparation, confirm confidentiality of role play, and ask participants to behave naturally. • Teacher should select & brief observers about their roles. • During the role play, the teacher must keep quiet, listen & take notes, avoid cutting role play short, but give time warning if previously agreed. The teacher should be prepared for some action if participants dry up and can intervene as a last resort. • After the role play, the teacher thanks participants, ask for feedback from lead participants, take comments from observers, ask other participants to comment, • The teacher should use role names not those of participants, summarize, drawing out learning points, leaving the participants with positive comments and feelings.

Case Study: Primarily developed in business and law contexts, case method teaching can be productively used in liberal arts, engineering, and education. This method is basically used to develop critical thinking and problem-solving skills, as well as to present students with real-life situations. The students are presented with a record set of circumstances based on actual event or an imaginary situation and they are asked: 1. to diagnose particular problem(s) only. 2. to diagnose problem(s) & provide solution(s). 3. to give reasons & implications of action after providing both problem & solution. It is a time consuming method and sometimes the case does not actually provide real experience. It could be in-conclusive, and insufficient information can lead to inappropriate results. At the end, the students want to know the right answer by the teacher. The role of the teacher in conducting the case study should be to: • read the case and determine the key problems faced by the decision maker, • determine the data required to analyze the problems and for a synthesis into solutions, • develop, analyze, and compare alternative solutions, and recommend a course of action.

Tips and techniques • Cases should be brief, well-written, reflect real issues, and open to a number of conflicting responses. • Students should work in group to prepare a written report and/or a formal presentation of the case.

Brainstorming: It is a loosely structured form of discussion for generating ideas without participants embroiled in unproductive analysis. It is a very useful technique for problem solving, decision making, creative thinking and team building. It develops listening skills.

Tips and techniques Ground rules for running brainstorming session include: • There should be no criticism and the wild ideas should be encouraged and recorded without evaluation. • Emphasis should be placed on quantity of ideas and not the quality. • There is a need of equal participation of members. • It can be unfocused so teacher should know how to control discussion and facilitate issues. • It works well in small group

Assignment method: Written assignments help in organization of knowledge, assimilation of facts and better preparation of examinations. It emphasizes on individual pupil work and the method that helps both teaching and learning processes (Kochhar, 2000, p.358).

Tips and techniques • Teacher should describe the parameters of the topic of assignment. • Fully explain assignments so that students know how to best prepare. When the inevitable question, "Will we be tested on this?" arises, make sure your answer includes not only a "yes" or "no," but a "because . . .". Shea, A. (2009). • Davis (2003) suggests that "Give assignments and exams that recognize students' diverse backgrounds and special interests. For example, a faculty member teaching a course on Biology offered students a variety of topics for their

term papers. A faculty member in the social sciences gave students an assignment asking them to compare female-only, male-only, and male-female work groups.”

Rating of opinion about the teachers:

In response to the question that the “teachers are making the lectures interesting”, only 43.96% of the participants agreed to it, while 32.82% of the participants kept themselves away from the discussion by putting tick mark over the undecided or neutral column. About the communication skills of the teachers, 67.07% of the respondents agreed that the teachers are having good communication skill and 62.96% of them agreed that the faculties are approachable and clarifying the doubts when required. (Table 2).

Table 2: Opinion about the teachers.

Opinion about the teachers	Strongly Disagree	Disagree	Undecided/Neutral	Agree Strongly	Agree
The teachers are approachable and helping to clarify the doubts	08.13%	15.06%	13.85%	40.06%	22.90%
Teachers have good communication skill	0.92%	10.98%	21.04%	53.96%	13.11%
Teachers delivers the lectures in an interesting way	13.10%	20.12%	32.82%	36.84%	07.12%

Rating of inattentiveness in the class:

Most of the students fail to pay attention in the class because of the teaching method that is not interesting and interactive. 46.94% of the respondents disagreed to the point that the lessons can be learnt from the text books or internet even without attending the classes and about timing of the classes that is why they don't pay attention. The 55.24% of participants did not agree to the point that class timing is a factor for inattentiveness of students in the class rooms, asked about their attitude 44.80% of them disagreed that careless attitude is the reason for inattentiveness of students in the classes (Table 3). This is just opposite of the studies done by few researchers who claim that being careless and no interest in Academics are the major cause of not paying attention in the class (Chang, T.S 2001). If you've been a teacher in the past two decades, you'd know that when you conduct a lesson in the past, your students (or most of them) would pay attention in class. Sadly, quite the opposite is happening today. In this digital age, distractions are endless for students, and it is a miracle for them to pay attention in class! Worse, the ways with which teachers can reprimand students to correct this behaviour is [severely limited](#). They scroll through their phones every minute of the day checking for updates and news. What are their friends doing right now? Who's at that party last night? Which restaurant should they check out later today? Perhaps after 30 minutes, they manage to put their phones down. But here comes the myriads of notifications from every single app ever! Sure we can pull out the oldest trick in the book and confiscate their phones until the end of the school day. But they will just start zoning out in class, not pay attention, and even start distracting the other students.

Table 3: Reasons for not paying attention in the classes

Reasons for not paying attention in the classes	Strongly Disagree	Disagree	Undecided/Neutral	Agree Strongly	Agree
Teaching method is not interesting	8.12%	23.75%	25.95%	28.12%	14.06%
Lessons can be learnt from the text books / internet	13.82%	33.12%	15.11%	28.94%	9.01%
Timing of the class is not appropriate	21.27%	33.97%	21.91%	15.87%	6.98%
Careless attitude	16.88%	27.92%	22.08%	21.10%	12.02%
Getting distracted by friends	03.10%	10.12%	32.82%	36.84%	27.12%
Distracted by tablets/phone	13.12%	20.10%	07.12%	36.84%	32.82%

Preparing for the upcoming test in the next lesson	13.82%	15.12%	17.12%	25.92%	31.11%
Not interested in subject at all	12.11%	14.10%	20.12%	20.35%	35.15%
Thinking about relationships	32.12%	35.10%	10.10%	12.12%	21.11%

Fascinating results were revealed regarding class disruption besides the one that was mentioned above. They are: We just play, have fun in the subjects that are not examined or not required for our career like life skills, religious studies and physical education so some of us want that type of lessons for other subjects like Science, Maths, Geography Business studies and Computers.

Rating of Various Teaching modes and methodologies:

Responding to the questionnaire in relation to the teaching modes and methodologies 82.83% of the participants agreed that white board teaching is the better mode of teaching, as well as 55.87% agreed that audio visual aids is the best and useful mode of teaching and only 51.85% of the participants agreed to the point that very few teachers are well versed with the rational use of audio visual aids as effective tool for teaching. Replying to the questions about the duration of teaching hours, 56.10% of the total participants agreed that the number of practical classes should be more than the theory classes (Table 4).

Table 4: Medium of Teaching and their Application

The teaching methods	Strongly Disagree	Disagree	Undecided/Neutral	Agree Strongly	Agree
White board Teaching	02.14%	07.05%	07.98%	35.89%	46.94%
Audio visual aid Teaching	08.02%	12.03%	24.08%	37.04%	18.83%
Teachers are well versed with the usage of Audio Visual Aids	20.06%	23.15%	45.06%	26.79%	04.94%
More practical's than theory classes	8.84%	17.99%	17.07%	35.06%	21.04%

Rating of Various Evaluation Methods:

This study revealed that most preferred method of evaluation came out to be multiple choice questions 88.18% followed by brief notes 85.31%, short notes 77.02% (n=309), and a combined form of all types 78.80% (Table 5).

Table 5: Pattern of Evaluation

Pattern of Evaluation	Strongly Disagree	Disagree	Undecided/Neutral	Agree Strongly	Agree
Long Essay Question	15.21%	28.15%	23.95%	26.86%	05.83%
Short Essay Questions	02.26%	05.83%	14.89%	59.87%	17.15%
Brief Notes	01.92%	03.83%	08.94%	58.15%	27.16%
Multiple choice Questions	02.88%	03.83%	05.11%	37.06%	51.12%
A combined form of all the above	02.21%	05.07%	13.92%	38.92%	39.88%

DISCUSSION

Today, student ratings of instruction are widely used for the purpose of making personnel decisions and faculty development recommendations (Scriven, 2005). An evaluation made by students can provide the teacher with useful feedback information, obtained through informal mutual communication or preferably by a designed questionnaire. Many psychometric studies have revealed the validity and accuracy of students' opinion as well as their close correlation with 'objective' measurements of the instructor's effectiveness. The many biases which were earlier ascribed to the student evaluators have mostly proved to be of negligible importance (D'Lvernois, J.F, 2009). Therefore the present study has been designed in the form of a questionnaire with the objective to elicit the

perception of the students regarding the utility of the prevailing system of teaching and to evaluate the extent to which the students are benefited by these methodologies. The present study indicates that half of the total participants expressed that the topics covered during normal lectures the teachers are unable to deliver a lesson in an interesting way. The reason for this may be attributed to the fact that many of the teachers in the school are not exposed to IT Programme and are lacking the skill to make the topics more palatable. Unimpressive teacher's delivery of a lesson was found the major cause of class bunking/finding way to be out of the lesson. It has been noticed that student either look out of the class or keep on coming for the nature's call. Though, there is adequate availability of audio visual aids in the classroom of Sifundzani High and most of the teachers are availing the facility for teaching but the students felt that white board teaching and powerpoint is the better mode of teaching in comparison to black board and other methods.. At the same time participants suggested that the teaching should be done by both white board and audio visual aids which correlates with the study done by Kaushik Bhowmick et al. (2010). Audio visual aids can be effectively used to show the photographs and the animated pictures related to the topics taught. Reason behind reluctance of the students to accept audio visual aids a better mode of teaching may be due to that the teachers who are using the audio visual aids are not well versed with the rational and effective use of the tools. One reason for this could be ignorance regarding the advantages of computer assisted learning (CAL). In one study by Bhavsar et al, (2013) on the use of CAL it was pointed out by the authors that a large number of students expressed the advantages of CAL and that if properly introduced, CAL can go a long way in teaching. Regarding the distribution of teaching hours for theory and practical classes most of the participants preferred for allotment of more hours for practical teaching which matches with the observations in the study conducted by Garg, A. et al. (2014) About the evaluation methods, most of the participants expressed multiple choice questions. According to the researcher, it's easy to get marks in such questions because of guess answers whereas in descriptive answer no guess answer is entertained. Acc to modern educationist test or question papers must be based on HOT (High order thinking). It must include multiple choice as well as structured questions.

For attention in the class the question is how do we, as teachers, better engage our students in class? According to Alyk Mark (2018) there are 4 easy ways to help our student's better focus without having to go old-school on them. Try to better engage in students by finding out how they learn best. For example, which of their senses do they use most? Are they Visual, Auditory or Kinaesthetic learners? They probably learn better and faster by incorporating their strengths into their study methods. This focus on strengths, in turn helps them to pay attention in class, and reduce the amount of confusion in the way that they learn. Grouping the students according to their best study methods can also help them learn better as students get the chance to share study tips and tricks with each another, helping one another learn the way they do best. Ever caught your students staring out the classroom window after lunch break, eyes almost closing from the gentle afternoon breeze? When you call them out, they listlessly try to focus on you, and just nod their heads to whatever you say? Well sometimes the biggest distraction for the daydreamers is that there is nothing else going on other than the droning of the teacher's voice! They always need something to do with their hands or feet to be able to focus on what you're saying. For this group of students, try placing some items on the table for them to play with while you teach so they can concentrate better. Things such as fidget spinners, stress balls, little simple puzzle pieces or Lego might help them focus better. To get the students to pay attention, you have to first find out what makes them pay attention in class! Many teachers tend to give students the step-by-step process to accomplish tasks. This could potentially restrict the students in the way they think and students will stop thinking out of the box. The teachers' solutions are conveniently available, so why create the trouble for themselves? Instead of guiding the students through step-by-step processes, you can try to get the students to think creatively by giving them the end goal and allowing them to set and create their own processes. You'd be surprised at how creative students can be, the way they think out of the box! Students can find out how they learn best by finding out what their strengths are. By utilising their Strengths to accomplish tasks, they will be more engaged in their school work! Many teachers follow a cookie-cutter way of teaching. This can cause not just the students, but even the teacher themselves to feel disengaged in class. To get your students to be engaged in class, YOU need to be engaged in your own lessons! Students know when teachers believe in their own teaching and will likely reciprocate the level of enthusiasm you give. The more engaging a teacher and the lesson is, the more engaged the students will be. The best way to be engaging is to teach the way YOU teach best. Some teachers know how to teach through storytelling, other teachers teach best through hands-on activities. Every teacher has their own teaching style and their own specific way of engaging in their students. Find out how you can teach more creatively by knowing what your Strengths are, and teaching through your strengths.

CONCLUSION

Today, student ratings of instruction are widely used for the purpose of making personnel decisions and faculty development recommendations (Scriven, 2005) Thus, it may be concluded from the present study that the feedback from the students had facilitated a change in the preconceived notions about teaching learning principles. This result can be used in planning teacher training and designing teacher-training programs. More planning is required

for effective teaching development programs that are to be tailored to teachers needs about their ability to guide students' learning. We hope that this paper will encourage other faculty to work with their students in establishing what the students' preferred and least preferred teaching styles and plan a lesson accordingly to make teaching and learning effective. This will provide data that can be discussed by Science and other department teachers with the knowledge that the information is provided by the students they teach can be the beginning of the involvement of students in the learning process and bring new evolution in the school.

Recommendations:

- To evaluate teaching effectiveness different methods can be used including: peer review, self-evaluation, teaching portfolios, student achievement and students' ratings of teaching methods used by their teachers.
- Students must be assured that the information they are giving is welcomed by the faculty and will be used to improve the teaching and learning in the course; otherwise they are unlikely to take the rating process seriously (Doyle.t n.d.).
- Teachers need to educate students in effective ways of giving precise feedback that addresses specific aspects of their learning experience.
- Teachers need to continually assure students throughout the terms that the ratings will be used for productive changes in teaching/ learning process and that there will be no chance of retribution to the students
- uses successfully many different strategies to gain and maintain students' attention, such as setting a positive mental set, employing clarity, encouragingness and using attention- getters.

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