



An Analysis of Teaching Learning Process in Higher Education Institutions of Bahawalpur

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ABSTRACT

This research work addresses the important issue of teaching learning and assessment practices in higher education institutions in the city of Bahawalpur. This study specifically focuses on the Bachelor of Science (B.S hereafter) level of study in selected institutions. Teaching learning in higher education is currently undergoing an important phase. They are facing challenges that are never faced before. This study is important to provide useful information for teaching learning and assessment, help the student to solve the problems faced by the student during learning and the purpose of the study is to investigate the effectiveness of teaching learning. The report was on an analysis of teaching learning and assessment practices among BS students in Bahawalpur. However, due to limited time and resources, it was difficult to access all the population of different regions of Bahawalpur city for a student at a masters level of 3 Government institutes: The Islamia University of Bahawalpur (IUB), Govt. Sadiq College Women University, Bahawalpur (GCWU) and SadiqEgerton (S. E) College, Bahawalpur. The majority of the respondent agreed with the statement that they are satisfied with the existing teaching practices.



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1. Introduction

Teaching and learning in higher education are currently undergoing an important phase. Both are facing challenges that are never faced before (Ashwin, 2005). These increasing number of students, diverse background of students, use of technology assessment, practices, globalization, e-learning business facing and corporate style management, teaching and learning take place in a whole system that embraces classroom, departmental and institutional levels (Biggs, 1988; Mezirow, 1991). Biggs and Tang (2007) said that a poor system is one in which the components are not integrated and are not tuned to support high level learning, in such a system only the academic students use a higher order learning process. In a good system, all aspects of teaching and assessment are supposed to support high level learning (F Marton & Booth, 1997). So that all students are encouraged to use higher order learning processes. The teaching goals are often described in a way that they end in themselves (FERENCE Marton, 1975).

The importance of the teaching learning process is well established. It is not unusual for educational institutions to claim that they provide excellent or high quality teaching and learning (D'Andrea & Gosling, 2005; Nestel & Tierney, 2007). However, not many

understand what is meant by excellent or high quality teaching and learning and in what environment it can be provided. However, the importance of assessment is perhaps undermined (Neumann, 2001). There is a strong body of literature emerging late focusing primarily on assessment and the assertion is growing in popularity that assessment is one of the major drivers of the teaching learning process (Neumann, Parry, & Becher, 2002; Walker, 2005).

The problem here is the assessment: it was not aligned to the aims of teaching. So often the rhetoric in courses and programs is all that it should be, stating for example that students will graduate with a deep understanding of the discipline, and the ability to solve problems creatively (Becher & Trowler, 2001; Meyer & Land, 2006; Neumann et al., 2002). Then they are told about creative problem solving in packed lecture halls and tested with multiple-choice tests. It's all out of kilter, but such a situation is not, I strongly suspect, all that uncommon (Barnett, 2000).

1.2. Statement of the Problem

This study aims to investigate the current teaching learning process at the B.S level in higher education institutions of Bahawalpur. Teaching and learning are critical aspects of higher education and practices in this respect must reflect the current needs of students and job markets. The study, therefore, aims to highlight areas within these practices that are of interest to a large number of stakeholders and also it intends to make suitable recommendations for improvements.

1.3. Objectives

To achieve the aim of the study, the following objectives were set. The major objectives of the study were to:

- i.** Highlight existing teaching learning practices in the higher education institutions of Bahawalpur City.
- ii.** To identify the satisfaction level of students with the existing teaching practices.
- iii.** To observe the motivation level of teachers.
- iv.** To provide suggestions for improving the quality of the teaching and learning process.

1.4. Significance of study

This study is important for the following reasons:

- To provide useful information for teaching learning and assessment
- This study helps the student to solve the problems faced by the student during learning.
- The purpose of the study is to investigate the effectiveness of teaching learning and assessment practices among students.

1.5. Delimitation of study

The research was on a study of teaching learning and assessment practices among BS students in Bahawalpur. However, due to limited time and resources, it was difficult to access all the population of different regions. So the study was delimited to

- Bahawalpur City
- Student of BS level
- Public sector higher education institutes:
 - (i) The Islamia University of Bahawalpur (IUB).
 - (ii) Govt. Sadiq College Women University, Bahawalpur (GCWU).
 - (iii) Sadiq Egerton (S. E) College, Bahawalpur.

2. Research Methodology

All students of BS and staff of Islamia university of Bahawalpur, Govt. Sadiq College Women University, Bahawalpur, Sadiq Egerton (S.E) college, Bahawalpur. were selected to seek their opinion about the teaching learning process in higher education. A total of 85

questionnaires were divided among students and teachers, they were asked to rate different methods of teaching and learning process at a higher level. The result of the study was compiled after the collection of data by respondents then it was arranged and analyzed based on mean, score and percentage.

2.1. Population

All the population of BWP can be under consideration here, the population is BS students and staff teaching on these programs. According to Galt (1812), a population is a summation of all the organisms of the same group or species, which live in a particular geographical area, and have the capability of interbreeding(Galt, 1812). The total number of persons inhabiting a country, city, or any district or area. All the students of Bahawalpur (Bwp) city campus of IUB and Govt Sadiq College Women University, Bwp included in the population.

2.2. Sample

A total of 85 male and female B.S. Students of the Bahawalpur campus are included in the sample. State what sampling methods you have used. I think it's 'convenience sampling'.

2.3. Development of Tools

A questionnaire was developed to collect data. It was much validated with the consent of supervisors.

3. Data Collection

Researchers make a survey to Bwp campus (included IUB and Govt Sadiq college women university Bwp) and meet the sample student and collect the information through a questionnaire.

This study was conducted by administering a questionnaire to students of GSDCWU and IUB. The data was first entered into SPSS version 20 for collection of data, 85 copies of the questionnaire were distributed among students in GSDCWU and IUB. The data was collected from the respondents, after the collection of data it was arranged and analyzed based on mean, score, and percentage (Becher & Trowler, 2001).

This table shows the percentage and frequency of respondents (Male, female)

Table 1
Percentage and Frequency of Respondents (Male, female)

Option	Frequency	Percent	Cumulative Percent	Mean
MALE	24	28.2	28.2	
FEMALE	61	71.8	100.0	1.7
Total	85	100.0		

From the above table, it is clear that 24 of the respondent is male and 61 is respondent is female all respondent mean was 1.7.

Table 2
Respondent of Education (Students)

Options	Frequency	Percent	Cumulative Percent	Mean
B. S	63		100.0	4.2
MASTERS	22	25.9		
Total	85	100.0		

Table 2 show the education of respondents (students) at B.S and master's level. From the above table 2, it is clear that 63 of the respondent B.S level and 22 is master's level and all respondent mean were 4.2.

Table 3
Teaching practice

Option	Frequency	Percent	Cumulative Percent	Mean
A	49	57.6	57.6	
SA	33	38.8	96.6	
DA	2	2.4	98.8	1.4
SDA	1	1.2	100.0	
Total	85	100.0		

From the above table, it is clear that 38% of the participants strongly agreed to and 57% were in agreement and while 2% were in disagreement and 1% strongly disagree. And participant's respondent mean was 1.4.

Table 4
Satisfied with the Available Teaching and Learning Facilities

Option	Frequency	Percent	Cumulative Percent	Mean
A	39	45.9	45.9	
SA	40	47.1	92.9	1.6
DA	6	7.1	100.0	
Total	85	100.0		

From the above table, it is clear that 47% of the participants strongly agreed to and 45% were in agreement and while 7% were in disagreement and 0% strongly disagree. And participant's respondent mean was 1.6.

Table 5
Learning Outcomes

Option	Frequency	Percent	Cumulative percent	Mean
A	38	44.7	44.7	
SA	32	37.6	82.4	1.7
DA	11	12.9	95.3	
SDA	4	4.7	100.0	
Total	85	100.0		

From the above table, it is clear that 37% of the participants strongly agreed to and 44% were in agreement and while 12% were in disagreement and 4.7% strongly disagree. And participant's respondent mean was 1.7.

Table 6
Assessment Frequency

Option	Frequency	Percent	Cumulative Percent	Mean
A	42	49.4	49.4	
SA	22	25.9	5.3	1.9
DA	19	22.4	97.6	
SDA	1	1.2	98.8	
Total	85	100.0	100.0	

From the above table, it is clear that 25% of the participants strongly agreed to and 49% were in agreement and while 22% were in disagreement and 1.2% strongly disagree. And participant's respondent mean was 1.9.

Table 1.7
Highlights Areas of Further Improvement

Option	Frequency	Percent	Cumulative Percent	Mean
A	29	34.1	34.1	
SA	38	44.7	78.8	1.9
DA	14	16.5	95.3	
SDA	4	4.7	100,0	
Total	85	100.0		

From the above table, it is clear that 44% of the participants strongly agreed to and 34% were in agreement and while 16% were in disagreement and 4.7% strongly disagree. And participant's respondent mean was 1.9.

Table 8
Teaching, Learning and Assessment Practices

Option	Frequency	Percent	Cumulative Percent	Mean
A	30	35.3	35.3	
SA	38	44.7	80.0	1.9
DA	11	12.9	92.9	
SDA	6	7.1	100.0	
Total	85	100.0		

From the above table, it is clear that 44% of the participants strongly agreed to and 35% were in agreement and while 12% were in disagreement and 7% strongly disagree. And participant's respondent mean was 1.9.

Table 9
Textbooks are Easily Available in your Library

Option	Frequency	Percent	Cumulative Percent	Mean
A	37	43.5	43.5	
SA	37	43.5	87.1	1.7
DA	8	9.4	96.5	
SDA	3	3.5	100.0	
Total	85	100.0		

From the above table, it is clear that 43% of the participants strongly agreed to and 43% were in agreement and while 9% were in disagreement and 3.5% strongly disagree. And participant's respondent mean was 1.7.

4. Findings

- i. 57% of the respondents agreed with the statement that they are satisfied with the existing teaching practices.
- ii. 47% of the respondents were in strong agreement with the statement that they are satisfied with the teaching and learning facilities available.
- iii. 47% of the respondents agreed with the statement that Existing teaching practices are academically stimulating and motivating.
- iv. 40% of the respondents were in strong agreement with the statement that Existing teaching practices are enabling you to achieve your career goals.
- v. 41% of the respondents agreed with the statement that Existing teaching practices are helping you develop necessary employability skills.
- vi. 42% of the respondents agreed with the statement that your institution should carry on with existing teaching practices.
- vii. 42% of the respondents agreed with the statement that. Your institution should improve and modernize existing teaching practices.
- viii. 42% of the respondents were in strong agreement with the statement that Learning outcomes are always made clear.
- ix. 49% of the respondents agreed with the statement that teaching and learning are directed at achieving learning outcomes.
- x. 38% of the respondents were in strong agreement with the statement that. You are satisfied with the assessment of your course.

5. Recommendations

- A variety of assessment methods are should be used.
- The teaching learning in higher education is currently undergoing an important phase
- I feel that the teaching, learning and assessment practices being used are fit for purpose.

- In a good system, all aspects of teaching and assessment are tried to support high-level learning.
- I think existing teaching practices are enabling you to achieve your career goals.
- Assessment should be focused on key areas of learning outcomes.
- Technology is most widely used in various aspects of teaching, learning and assessment practices.
- All institutions must provide necessary administrative support.
- I recommended textbooks be easily available in every library.
- The curriculum and textbooks that should be used are the latest.

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