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Teaching Methods of Primary School Teachers with Respect to Educational Qualification

^{*1} Dr. S Balamurugan

^{*1} Assistant Professor, Department of Educational Psychology, Tamil Nadu Teachers Education University, Chennai, Tamil Nadu, India.

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Abstract

Primary education is the foundation of the educational system in India. It plays a vital role in the intellectual, social, emotional, and moral development of children. The study intends to assess the usefulness of various teaching methods in primary education. The paper further aims to analyze and describe the current pedagogic scenarios in primary education, based on the results of the quantitative survey; 200 primary school teachers are selected through simple random sampling technique in Chennai District. The t-test employed to analyze the data. The result shows that there is no significant difference in teaching methods of primary school teachers with respect to their educational qualification.

*Corresponding Author

Dr. S Balamurugan

Assistant Professor, Department of
Educational Psychology, Tamil Nadu
Teachers Education University, Chennai,
Tamil Nadu, India.

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1. Introduction

In recent years, educational reforms have emphasized competency-based learning, inclusive education, and innovative pedagogical practices in primary schools. Consequently, teachers are expected to employ diverse teaching methods such as demonstration, discussion, project-based learning, cooperative learning, experiential learning, storytelling, play-way methods, and digital learning strategies to address the varied learning needs of students. The ability to integrate these methods effectively may vary according to teachers' educational qualifications and professional preparation. Several studies have suggested that teachers' qualifications contribute to instructional quality by enhancing classroom management, lesson planning, pedagogical content knowledge, and reflective teaching practices. Higher qualifications often encourage teachers to engage in research-based and evidence-informed instructional practices, leading to improved classroom interactions and student learning outcomes. Therefore, examining the teaching methods of primary school teachers with respect to educational qualification is important for understanding whether

differences in qualification influence classroom instructional practices. The findings of such a study can assist educational administrators, policymakers, and teacher education institutions in designing professional development programmes, strengthening teacher preparation, and promoting effective pedagogical practices that improve the quality of primary education.

2. Conceptual Framework of Teaching Methods of Primary School Teachers

Teaching methods refer to the systematic approaches, strategies, and techniques employed by teachers to facilitate learning and achieve educational objectives. In primary education, teaching methods are particularly important because they influence children's cognitive, social, emotional, and language development during their formative years. Effective teaching methods create an engaging, inclusive, and learner-centred environment that promotes active participation, conceptual understanding, and lifelong learning. The conceptual framework of teaching methods provides a structured understanding of the key components that

contribute to effective classroom instruction and improved student learning outcomes.

2.1 Lesson Planning and Preparation

Lesson planning forms the foundation of effective teaching. It involves setting clear learning objectives, organizing content, selecting appropriate teaching strategies, preparing instructional materials, and planning assessment activities. Well-planned lessons ensure that teaching is systematic, age-appropriate, and aligned with curriculum goals. Effective planning also enables teachers to accommodate diverse learning needs and manage classroom time efficiently.

2.2 Instructional Strategies

Instructional strategies refer to the methods used by teachers to present content and facilitate learning. In primary schools, these include lecture-cum-discussion, storytelling, demonstration, questioning, activity-based learning, cooperative learning, project-based learning, inquiry-based learning, and experiential learning. The selection of instructional strategies depends on students' developmental levels, subject matter, and intended learning outcomes. Diverse instructional approaches help maintain students' interest and cater to different learning styles.

2.3 Classroom Interaction

Classroom interaction emphasizes communication between teachers and students as well as among students themselves. Positive interaction encourages questioning, discussion, collaboration, and feedback, creating a supportive learning environment. Interactive classrooms promote critical thinking, confidence, and active engagement while enabling teachers to identify students' learning difficulties and provide timely support.

2.4 Teaching and Learning Resources

Teaching effectiveness is enhanced through the appropriate use of instructional resources such as textbooks, charts, models, flashcards, audio-visual aids, manipulatives, digital technologies, and educational games. These resources make abstract concepts more concrete, improve students' understanding, stimulate curiosity, and accommodate different learning preferences. The effective integration of teaching aids contributes significantly to meaningful learning experiences.

2.5 Classroom Management

Classroom management involves organizing the physical and social learning environment to ensure effective teaching and learning. It includes maintaining discipline, establishing classroom routines, managing student behaviour, encouraging participation, and creating an inclusive and respectful atmosphere. Effective classroom management minimizes disruptions, maximizes instructional time, and fosters a positive climate conducive to learning.

2.6 Learner-Centred Teaching

Learner-centred teaching places students at the heart of the learning process. Rather than relying solely on teacher-directed instruction, it encourages active participation, exploration, collaboration, and independent thinking. Teachers act as facilitators who guide students in constructing knowledge through hands-on activities, problem-solving, group work, and reflection. This approach promotes creativity, confidence, and deeper conceptual understanding.

2.7 Assessment and Feedback

Assessment is an integral component of teaching methods that measures students' learning progress and informs instructional decisions. It includes formative assessment, summative assessment, oral questioning, classroom observations, assignments, projects, and performance-based tasks. Constructive feedback helps students recognize their strengths, identify areas for improvement, and enhance their learning. Continuous assessment also enables teachers to modify instructional strategies according to students' needs.

2.8 Inclusive Teaching Practices

Inclusive teaching ensures that all students, regardless of their abilities, backgrounds, gender, language, or socio-economic status, receive equitable learning opportunities. Teachers adopt differentiated instruction, flexible teaching approaches, and supportive classroom practices to accommodate diverse learners. Inclusive teaching fosters participation, belongingness, and equal educational opportunities for every child.

2.9 Teacher Competence and Professional Development

The effectiveness of teaching methods depends largely on teachers' knowledge, pedagogical skills, classroom experience, and commitment to continuous professional development. Teachers who regularly update their subject knowledge, adopt innovative pedagogical practices, and engage in reflective teaching are better equipped to address students' changing educational needs and improve learning outcomes.

These components work together to influence the quality of classroom instruction, student engagement, academic achievement, and the holistic development of primary school children. An effective teaching method is therefore not limited to the delivery of content but encompasses planning, interaction, resource utilization, assessment, classroom management, inclusiveness, and continuous professional growth, all of which contribute to meaningful and effective primary education.

3. Need and Significance of the Study

Primary education forms the foundation of a child's academic, social, emotional, and cognitive development. The effectiveness of teaching at this stage largely depends on the teaching methods adopted by teachers. Appropriate teaching methods enhance students' understanding, participation, creativity, and overall learning outcomes. Therefore, it is essential to examine the factors that influence teachers' choice and implementation of instructional methods. Overall, the study is significant because it provides insights into how educational qualification influences the teaching methods of primary school teachers. Understanding this relationship can help improve instructional quality, enhance student learning experiences, and contribute to the achievement of quality and equitable primary education. Hence the investigator decided to study the 'Teaching Methods of primary school teachers with respect to Educational Qualification'.

4. Objectives of the Study

To find out whether there is any significant difference in Teaching Methods of primary school teachers with respect to Educational Qualification in Chennai District.

5. Hypothesis of the Study

H₀1: There is no significant difference in teaching methods

with respect to educational qualification among primary school teachers in Chennai District.

6. Method and Sample of the Study

Described survey method was adopted for the present study. A simple random sampling technique was chosen and 200 samples of teachers who were working in Primary Schools located in Chennai District were collected.

Table 6: Teaching Methods of Primary School Teachers With Regard To Their Educational Qualification

Independent Variable	Educational Qualification	N	Mean	S. D	Calculated t-value	p-value	Result
Teaching Methods	D.T. Ed.,	100	76.56	14.63	0.805	0.422	Not Significant
	B.Ed.,	100	74.85	15.42			

Inference

It is observed from the above table 6.1, that the calculated 't' value (0.805), is lesser than the table value (1.96) at 0.05 level of significance. Hence, it is concluded that there is no

significant difference in Teaching Methods with respect to Educational Qualification among primary school teachers. Therefore, the null hypothesis is accepted.

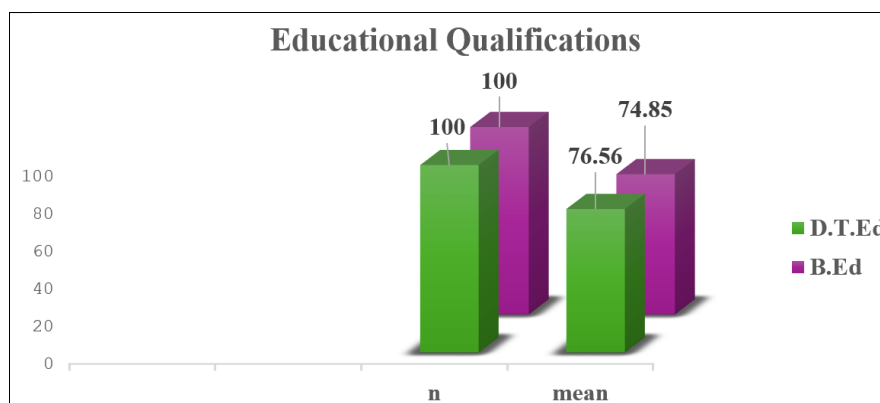


Fig 6: Mean Scores of Primary School Teachers Educational Qualifications

7. Delimitations of the Study

- The sample is delimited to the primary schools in Chennai District only.
- The sample is delimited with Educational Qualifications of primary school teachers of various schools in Chennai District

Conclusion

The study on Teaching Methods of Primary School Teachers with Respect to Their Educational Qualification concludes that educational qualification is an important factor influencing the teaching methods adopted by primary school teachers. Teachers with higher educational qualifications generally possess broader pedagogical knowledge, stronger subject expertise, and greater familiarity with learner-centered, activity-based, and technology-enabled instructional approaches. These competencies enable them to employ a wider range of effective teaching methods that promote active learning and improve classroom engagement. In conclusion, improving the teaching methods of primary school teachers requires a combination of sound educational qualifications, ongoing professional development, and supportive school environments. Strengthening these aspects will enhance instructional effectiveness, improve student learning outcomes, and contribute to achieving quality primary education for all.

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