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Research Article

**STUDENTS PERCEPTION ABOUT EDUCATIONAL
PRACTICES FOR LEARNING****Dr Momina Abid, Dr Saira Abbas, Dr Khansa Majid, Dr Abdul Majid**
University of the Punjab Lahore**Article Received:** November 2020 **Accepted:** December 2020 **Published:** January 2021**Abstract:**

An evaluation of research in education, with the general aim of systematically, improving an academic body of knowledge may deficits in system be highlighted by well designed research. The results of research can lead (ideally) to change in methods or practices (in the case of education it might be a teaching method, say online Vs in class on campus). This would ideally appropriate education is provided to the students resulting in a mor effective / efficient population. This paper explores different senses of the concept of meaning in educational research, presenting 'meaning' as personal (the researcher's quest for meaning through research). Contextual (meaning in relation to linguistics and culture) and shared (through communication), offering the various types, challenges, benefits and forms of research in practice- based research in educational technology.

KEYWORDS: Education, Research, Technology, Teacher and Knowledge.**Corresponding author:****Dr. Momina Abid,**
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INTRODUCTION:

As the objective of teaching is student learning, assessing the impact of teachers' support on learning has been considered a major indicator of teaching quality in higher education institutions. This impact is made evident in students' increased knowledge and skills as a result of their experiences. Though it seems to have been the case, whatever students learn could not always be attributed to teachers' support. Instead, students' assessment of teachers' behavior is considered as evidence of the quality of the teaching. Students' descriptions of the characteristics of effective teachers are commonly used to develop measures of teaching quality. The most likely characterizations include 'one who knows the subject well, communicates effectively, is approachable, etc'. It is uncommon to get descriptions such as 'one who involves students in learning, designs tasks that help student learning, or guides student learning'. Part of the reason for giving more emphasis to teachers' overt behavior as indicator of effectiveness could be the widely held belief that teaching is something the teacher does to make students learn. In fact, what the teacher does in the process of learning has a significant impact on student learning. However, learning is less likely to occur as a result of what is presented by teachers. Rather, it is an activity that is accomplished by students, of course with the guidance and facilitation from teachers. Students have to be the major players in creating meaning out of their experiences. Some studies emphasize that student engagement in the learning process is more important for learning. In the same vein, the students' engagement in the process should be the focus of assessing the effectiveness of teaching. In light of this, it may be difficult to evaluate teacher performance in terms of its impact on student learning if the emphasis continues to be on the teacher's behavior.

Teaching evaluation is conducted based on two related key assumptions. Primarily, teachers are seen as having an influence on student learning. The second one has to do with the students' capacity to

provide teachers with feedback to be used for teaching improvement. While there is little doubt about the second assumption, some contend that there is no empirical evidence that revealed improvements in teaching or student learning as a result of the feedback provided. The nature of the items used to evaluate the effectiveness of teaching has been mentioned by Kember et al. as one of the possible reasons for the lack of improvement. They stated that the emphasis of the rating questionnaire was on providing 'judgmental' instead of 'developmental' feedback, and this might have influenced the use of the feedback for improvement. In other words, the feedback may not have informed teachers what worked or didn't work for the students and what needs to be improved, as the items refer to teacher performance. They suggested improving the instruments as well as changing the focus of the evaluation if feedback is to be used for teaching improvement.

METHODOLOGY

The study manipulates the survey method to examine different Effect of educational practices on students learning at IER. So, a research was conducted in which different factors of learning difficulties were included which may cause or may be responsible for problems in education. In this chapter a brief summary is given about the research procedure and methodology. The type of the research is Casual Comparative. Quantitative approach provides the collection of numerical data in order to explain the student's attitude towards research will be explored. Quantitative study designed to described current conditions. The total population consist of students of all the departments of IER of University of Punjab have been taken as population of the study. In this study 300 respondents were taken as sample. Research was conducted from different programs of IER, University of the Punjab Lahore. The information gained from sample of the study was aimed to be generalizing on the whole population of the University of Punjab.

Departments of IER, University of the Punjab	Total population
B.S. ED	80
M.S. ED	50
M.T. E	50
Islamic education	50
Elementary	40
M.B. E	30

We have conducted a Random sampling. The sample was conducted from IER, which were in our access easily. The instrument which is used in this research is closed ended which contained different item related to students learning. The data was collected through questionnaire of 50 statements related to the educational practices.

The data was collected from students of Institute of Education and Research. The students were delivered questionnaire in the classes and within the department anywhere. Instrument are reliable, to ensure reliability is checked by SPSS. Through the process of reliability analysis.

RESULTS:

The data was collected first by the researcher themselves. The collected data was entered into SPSS software and then processes in response to the program post in chapter 1 of this dissertation. For all the statements researcher used five-point liker scale where 5 = Strongly Agree ,4=Agree, 3= Not sure ,2= Disagree, 1= Strongly Disagree. The average of scale '3' was consider as criterion value. Mean values higher then criterion values are taken as agreement with the statements, whereas statements with mean value lower than criterion value are considered as disagreement.

Table 1 Department Provides Comprehensive Guideline to The Students in Advance by Means of a Handbook.

	f	%	Mean	Std. Deviation
Strongly Disagree	43	14.3%	2.99	1.172
Disagree	61	20.3 %		
Not Sure	69	23.0 %		
Agree	110	36.7%		
Strongly agree	17	5.7 %		
Total:	300	100 %		

Table 1 indicates that 42.4 % Agree and 34.6 % Disagree that “Department provides comprehensive guideline to the students in advance by means of a handbook” and the mean value 2.99 show most of the students are moving disagree towards not sure with this statement.

Table 2 Academic Decision Are Taken with Fairness and Transparency

	f	%	Mean	Std. Deviation
Strongly Disagree	19	6.3%	2.96	.976
Disagree	82	27.3%		
Not Sure	99	33.0%		
Agree	91	30.3%		
Strongly agree	9	3.0%		
Total:	300	100%		

Table 2 indicates that 33.3% Agree and 33.6 % Disagree that “Academic decision are taken with fairness and transparency. “and the mean value 2.96 show most of the students are moving disagree towards not sure with this statement.

Table 3 Department Ensure the Conducive Learning Environment

	f	%	mean	St. Deviation
Strongly Disagree	17	5.7%	3.31	.976
Disagree	36	12.0%		
Not Sure	106	35.3%		
Agree	118	39.3%		
Strongly agree	23	7.7%		
Total	300	100%		

Table 3 indicates that 47% Agree and 17.7 % Disagree that “Department ensure the conducive learning environment” and the mean value 3.31 show most of the students are moving not sure toward agree with this statement.

Table 4 Result Are Published Timely in Compliance with The Ordnances

	f	%	mean	St. Deviation
Strongly Disagree	8	2.7%	3.31	.976
Disagree	67	22.3%		
Not Sure	63	21.0%		
Agree	149	49.7%		
Strongly agree	13	4.3%		
Total:	300	100%		

Table 4 indicates that 54% Agree and 25 % Disagree that “Result are published timely in compliance with the ordnances” and the mean value 3.31 show most of the students are moving not sure toward agree with this statement.

Table 5 Students Opinion Regarding Academic and Extra Academic Matters Are Addressed Properly.

	f	%	mean	St. Deviation
Strongly Disagree	36	12.0%	3.11	1.1862
Disagree	55	18.3%		
Not Sure	83	27.7%		
Agree	93	31.0%		
Strongly agree	33	11.0%		
Total:	300	100%		

Table 5 indicates that 42% Agree and 30.3 % Disagree that “Students opinion regarding academic and extra academic matters are addressed properly” and the mean value 3.11 show most of the students are moving not sure towards agree with this statement.

Table 6 Website Is Informative and Update Properly

	f	%	mean	St. Deviation
Strongly Disagree	22	7.3%	3.42	2.535
Disagree	48	16.0%		
Not Sure	81	27.0%		
Agree	118	39.3%		
Strongly agree	30	10.0%		
43	1	.3%		
Total	300	100%		

Table 6 indicates that 49.3 % Agree and 23.3 % Disagree that “Website is informative and update properly” and the mean value 3.42 show most of the students are moving not sure towards agree with this statement.

DISCUSSION:

After data collection, it was analyzed and interpreted. The findings of the data analysis are given below: The research topic was selected by reading different articles and under the guidance of supervisor. Quantitative study was made by the researcher which implies causal comparative research. In this research the main objectives are focused on educational

practices towards the attitude of student learning and the administrative approach towards classroom management and the effect of curriculum and a good teacher on students learning. All the students of different departments of IER were the population of this study. The instrument validity checked by supervisor. For quantitative study, the questionnaire was made to know the student’s ideas about

educational practices in IER and a sample of 300 students were selected. Independent sample t-test and One-way Anova test was applied on achievement test through SPSS software. The result showed that most of the students agreed with statements. This statement indicates that 42.4 % Agree and 34.6 % Disagree that “Department provides comprehensive guideline to the students in advance by means of a handbook” and the mean value 2.99 show most of the students are moving disagree towards not sure with this statement. This statement indicates that 33.3% Agree and 33.6 % Disagree that “Academic decision are taken with fairness and transparency.” and the mean value 2.96 show most of the students are moving disagree towards not sure with this statement. This statement indicates that 47% Agree and 17.7 % Disagree that “Department ensure the conducive learning environment” and the mean value 3.31 show most of the students are moving not sure toward agree with this statement. This statement indicates that 54% Agree and 25 % Disagree that “Result are published timely in compliance with the ordinances” and the mean value 3.31 show most of the students are moving not sure toward agree with this statement. This statements indicates that 42% Agree and 30.3 % Disagree that “Students opinion regarding academic and extra academic matters are addressed properly” and the mean value 3.11 show most of the students are moving not sure towards agree with this statement. This statement indicates that 49.3 % Agree and 23.3 % Disagree that “Website is informative and update properly” and the mean value 3.42 show most of the students are moving not sure towards agree with this statement.

CONCLUSION:

The objective of the study was to analyze the effect of educational practices on student learning on the basis of administration that department provides comprehensive guideline to the students were strongly supported by the respondents. Feedback is important for student learning, teaching practices are very important for students to learn well, use a variety of evaluation procedures is necessary and teachers should set achievable objectives for lessons.

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