



Relationship of Classroom Teaching Strategies and Students' Academic Achievement at Higher Sector

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ABSTRACT

The study's objective was to explore teachers' opinions about the uses of classroom teaching strategies at the university level. The study's population of concern included all science and social sciences faculty from two universities (Bahauddin Zakariya University and The Women University) in the Multan district. The sample of the study consisted of 200 teachers. Only the faculty of science and social sciences were selected from these universities. From this faculty, 10 teachers were selected from each department. The questionnaire was developed for teachers for data collection. The questionnaire contains 35 items for the teacher's opinion and a five-point Likert scale was used for scoring. Data were entered on the SPSS sheet after the completion of data collection. Several statistical methods were applied to obtain the findings about the teacher's opinion like percent, frequency, and standard deviation, and inferential statistics, T-test or ANOVA was used for demographic information. After a complete analysis of the result, it is clear that most of the respondents express high levels of agreement with statements related to teaching practices, emphasizing the positive relationship between various teaching strategies on student learning and academic achievement. Teachers should use various teaching methodologies, pedagogical methods, and technology integration to enhance the learning experience and academic outcomes for students.

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1. Introduction

A teacher is better able to instruct students and successfully use a variety of instructional techniques. The cognitive domain of learning serves as the foundation for instructional strategies that promote active learning. Active participation from the learners is required in the learner's activities. Other names for the active learning activities are student-centered activities or student-centered teaching. The conversation, inquiry, and demonstration approaches are a few of the instructional strategies that encourage active learning (Asmawati & Malkan, 2020).

Omar, Mohammad, Shima, Raed, and Ali (2020) declared that the primary goals of education are to help students acquire, retain, and apply knowledge; to help them form habits and create attitudes; to help them build a greater knowledge base; and to help them comprehend the fundamental concepts and guidelines of the subject matter. Psychologists have developed a variety of teaching approaches and strategies based on the cognitive domain of learners and learning conditions in order to help students achieve their learning goals (Mahasneh, 2020).

Thus, the first step to effective teaching is acknowledging and appreciating the reality of individual variations and applying the appropriate learning technique (Putri & Sari, 2021). This study takes into account a number of instructional tactics that can be used in the classroom while

working with students that have varying learning requirements. According to Spencer (2020), the core of teaching is considered to be classroom management, which has a big impact on what pupils learn. Effective classroom management is essential to the success of the teaching and learning process. In order to facilitate good teacher behavior, it is necessary to identify desired student behaviors, limit disruptions, and encourage active student engagement. A well-managed classroom enhances the quality of instruction, makes the most of class time, and permits accurate and impartial evaluation of students' progress (Cordova, Maria, & Santos, 2022). The distribution of output among students is a crucial component in supporting an efficient teaching and learning process (Santos, 2022).

Santos (2022) shown that the maturity of the pupils and the teacher's ability to handle the classroom effectively are directly related. They also underlined the connection between learning outcomes and classroom atmosphere. The current research was conducted on the relationship of classroom teaching strategies and students' academic achievement in higher education. The connection between classroom teaching plans and student academic success in higher education is significant because it directly impacts students learning outcomes and success in their academic pursuits. Effective teaching strategies can enhance student engagement, promote critical thinking, and improve their understanding of the subject matter. This, in turn, lead to higher academic achievement and better preparation for future endeavors. The results of this investigation will aid educators in understanding how their classrooms teaching plans practices affect student's academic achievement. The study will be important in providing assistance and guide lines for future research. The research's goals were:

- To explore teachers' opinions about the uses of classroom teaching strategies at university level.
- To investigate relationship of classroom teaching strategies and students' academic achievement.
- To investigate relationship of classroom teaching strategies and students' academic achievement with respect to their demographic variable.

The following hypotheses were developed.

- H₁: Teachers have no perceptions about the uses of classroom teaching strategies at university level.
- H₂: There is no significant relationship of classroom teaching strategies and students' academic achievement.
- H₃: There is no significant relationship of classroom teaching strategies and students' academic achievement with respect to their demographic variable.

2. Literature Review

The definition of a lecture teaching style is when a teacher speaks in front of a group of pupils repeatedly about a certain subject or topic (Hafeez, 2021). Anwar and Zulkifli (2020) explained that the main goal of the demonstration learning approach is to use instructional media to demonstrate and present models and activities in accordance with the learning materials. By actively participating in the learning activities and using the scientific method to expand their knowledge and accomplish their goals, the students (Dagnev & Mekonnen, 2020). When using the inquiry teaching technique, students attempt to learn new information by solving problems with the least amount of assistance from the teacher (Farah & Ayoubi, 2020).

Learners have the freedom to choose from a variety of sources and employ different learning strategies. They also have the ability to guide their own learning process and control their feelings and proclivities in instruction to achieve their learning goals (Alarcón Díaz, Alcas Zapata, Alarcón Díaz, Natividad Arroyo, & Rodríguez Fuentes, 2019). Nikou and Economides (2019) argue that homework is a prominent illustration of a micro learning technique, which elucidates the frequent use of micro strategies among students. Micro learning is a method of delivering education through small and concise components inside brief, targeted activities. Micro learning involves the process of condensing and emphasizing educational material into smaller components, like concise formulae, explanations, and short passages. On the other hand, macro strategies are seen as a collection of methods that involve tracking, editing, verifying, and self-evaluation. Macro strategies are broad and evolutionary in nature, making them difficult to characterize in a straightforward manner. Alarcón Díaz et al. (2019) also found that university

students regularly employ group study, graphic expression as a learning method, and information synthesis. Tan (2019) conducted a recent study and discovered that students displayed infrequent utilization of surface or strategic learning methods.

In addition to practical performance, research has also examined many psychological factors related to the successful utilization of acquiring techniques. Tan (2019) found that applying knowledge methodologies influences the connection self-perception and problem-solving abilities in mathematics pupils. Gooblar (2019) declared that teaching by telling, or the lecture technique, is a great way for students to learn since the instructor explains everything in detail. During the discussion, the teacher splits the class into smaller groups so that students can work together actively to learn about a particular subject or real-world issue. It's the procedure where students can freely communicate with both the teacher and one another. They also came to the conclusion that the discussion-based education approach enhances speaking, cognitive learning, attitudes, and critical thinking abilities. Paul, Subramanyam, Raghunathan, and Arumugam (2019) found in a study that the discussion teaching approach allows students to freely engage with the teacher to gain a clear comprehension of the lessons being covered. To improve their ability to learn, the pupils speak up and pay close attention to what other students are saying. Using this tactic throughout the lecture is a good idea. The instructor serves as the primary figure in the demonstrative teaching approach, demonstrating the exercises. The foundation of the lecture style of instruction is the transfer of knowledge from the teacher to the students. Another name for the lecture technique in education is the classic lecture or teaching method (White & Kern, 2018).

Since the traditional lecture approach is a passive kind of learning, many instructors feel that it does not contribute more to the cognitive development of students. The students are not included in the instructional process in any way. The instructor often delivers the entire lecture in front of the students. Because it doesn't keep pupils engaged, the lecture teaching style is now regarded as the boring way. However, by combining the information technology tools, it can be made more efficient (Fulford & Mahon, 2018). When using the demonstration teaching approach, the teacher assumes the role of a principal, and the students pay close attention to the lecture. Another name for it is the presentation or exhibition method of instruction. To engage students and accelerate the learning process, this teaching strategy is used in conjunction with other strategies. Students' academic success and the methods used to teach them are closely related. A teacher can more effectively use a variety of teaching strategies. Behroz-Sarcheshmeh, Karimi, Mahmoudi, Shaghghi, and Jalil-Abkenar (2017) found in a study that the teachers' critical thinking, teaching, and communication abilities are superior. They also came to the conclusion that when teachers adapt their teaching strategies to the needs and circumstances of the classroom, students' academic performance and interest increase.

Effective teaching tactics encompass the methods and approaches that learner employ to successfully acquire, store, retain, recall, and apply information. Theories of cognitive learning view students as key members in the educational procedure, where their function extends outside just obtaining material to actively engaging in the learning process. Hence, learners not only acquire knowledge and information, but also engage in cognitive processes to successfully assimilate and use the information (Shi, 2017). In a similar vein, Rocés Montero and Sierra Arizmendiarieta (2017) conducted a study that identified 10 specific learning methods. These strategies include elaboration, investing time and effort, maintaining perseverance, organizing information, seeking support from classmates, utilizing metacognition, engaging in self-questioning, creating a conducive study environment, practicing repetition, and seeking assistance from instructors.

Additional research has endeavored to categorize learning techniques into small- and large-scale strategies (Jiménez, García, López-Cepero, & Saavedr, 2017). Macro strategies mostly rely on planning and self-regulation, while micro strategies involve tasks and situations that need summarizing and highlighting information. Furthermore, several researches were conducted to investigate the various preferences among students in terms of their adoption of learning techniques, in addition to identifying and categorizing these strategies. Vega-Hernández, Patino-Alonso, Cabello, Galindo-Villardón, and Fernández-Berrocal (2017) investigated the disparities in the utilization of educational strategies between pupils based on age and gender. The study revealed that pupils that are male exhibited a preference for developing study habits

and learning assistance techniques, whilst female pupils shown a higher frequency of cognition and control over learning methods.

Roces Montero and Sierra Arizmendiarieta (2017) discovered that interventionist methods aimed at improving the usage of acquiring knowledge techniques had a positive impact on student inspiration and views about acquiring knowledge. Vega-Hernández et al. (2017) discovered a favorable correlation between the utilization of learning strategies and the perception of emotional intelligence, namely in terms of repair, attention, and clarity.

3. Research Methodology

The survey method was used in this study and the study was descriptive in its nature. The study was conducted for the "Relationship of classroom teaching strategies and students' academic achievement in higher education". The target population for this study was all the faculty of science and social sciences departments from two universities (Bahauddin Zakariya University Multan and Women University Multan). A simple random sampling technique was used for this research. Only the faculty of science and social sciences were selected from these universities. From this faculty, 10 teachers were selected from each department, for a total sample size of 200 teachers for the study. The questionnaire was developed for teachers for data collection. The questionnaire contains a total of 35 statements. Collaboratively; Saifi et al. (2018) and Chalak, (2019) diligently reviewed the development of a sophisticated research tool about the perception of classroom teaching strategies. The researcher developed this questionnaire by applying a five-point Likert scale format ranging from 5 for (strongly Agree), 4 for (Agree), 3 for (neutral), 2 for (disagree), 1 for (strongly disagree) in command to take the point of view of teachers towards their student academic achievement.

To test the reliability researcher administered a questionnaire to 30 teachers. Instructors selected for pilot testing were excluded from the sample Reliability of the instrument was verified by entering all data after data collection from the pilot test in (SPSS). Reliability calculated through Cronbach's Alpha value was 0.801.

3.1 Definition of Variable

3.1.1. Classroom Teaching Strategies

Classroom teaching strategies include a wide range of deliberate and planned methods working by educators to facilitate effective learning experiences for students. These strategies involve instructional techniques, activities, and approaches designed to engage learners, address different learning styles, and promote the acquisition of knowledge and skills within the classroom setting (Marzano, 2007).

3.1.2. Achievement

Academic achievement in higher education indicates the successful attainment of educational goals and objectives within the context of higher education institutions. It involves the demonstration of knowledge, skills, and competencies in a specific academic discipline or program, often measured through grades, assessments, research, and other evaluative methods (Smith, 2022).

Table 1: Teacher achievement

Sr. No	University name	No. of department in University Social science & Science	No. of teachers in each University
1	The Women University, Multan	14*10=140	120
2	Bahauddin Zakariya University, Multan	6*10=60	80
Total: 2		200	200

4. Results and Findings

The table 2 presents descriptive statistics for a variable based on a sample of 200 observations. The variable has a minimum value of 37.00 and a maximum value of 107.00 its mean is 62.26, and its standard deviation is 11.55. The distribution appears to contain some higher values, as indicated by the slight rightward tail indicated by the positive skewness of 0.708. The kurtosis values of 0.172 and 0.342 are both positive, indicating a distribution with a moderately peaked shape and slightly heavier tails compared to a normal distribution. The results

suggest a central tendency around the mean score of 62.26, with moderate variability, a right-skewed distribution, and a shape that is somewhat more peaked than a normal distribution. In conclusion the dataset displays a moderately positive perceptions about the uses of different teaching strategies with a central tendency around the mean and variability across the range.

Table 2: Teacher’s opinion about classroom teaching strategies

N	Minimum	Maximum	Mean	Standard Deviation	Skewness	Kurtosis
200	37.00	107.00	62.2600	11.54769	0.708	0.209

The table 3 displays Pearson correlation coefficients between two variables: teaching strategies and CGPA, each with a sample size of 200. The result indicates a positive connection with a statistically significant ($p < 0.001$) 0.592 between teaching strategies and CGPA. As one variable increases, the other is likely to fall as well, according to the positive correlation coefficient. In this context, it indicates a moderate positive relationship between the teaching strategies and CGPA scores for the sample of 200 observations. The results imply that students with greater scores in one measure are likely to have greater scores in the other, providing insights into the positive association between the two variables.

Table 3: Correlation coefficient for teaching strategies and CGPA

Correlations			
Total	Pearson Correlation	1	.592**
	Sig. (2-tailed)		.000
	N	200	200
CGPA	Pearson Correlation	.592**	1
	Sig. (2-tailed)	.000	
	N	200	200

** Correlation is significant at the 0.01 level (2-tailed)

Table 4: T test about the Gender

Gender of Teachers	N	Mean	Standard Deviation	Std. Error Mean	T	Sig. (2-tailed)	Mean Difference
Female	148	61.8851	10.83050	.69026	6.017	.000	6.29410
Male	52	63.0192	12.92132	.59186			

In the gender comparison of the mean scores, standard deviations, standard error of the mean, t-statistics, and significance levels for the performance of female and male teachers. The mean score for female teachers 61.8851 is significantly lower than that of male teachers 63.0192 with a mean difference of 6.29410. The two groups' differences are extremely significant, as indicated by the t-statistic of 6.017 and p-value of .000. The standard deviation for female teachers is 10.83050, while for male teachers, it is 12.92132. The standard error of the mean is .69026 for females and .59186 for males. Overall, these findings shows that male teachers, on average, perform better than their female counterparts. The t-test result suggest statistically significant variation in the variable across different genders.

Table 5: T test about the Department

Department of Teachers	N	Mean	Standard Deviation	Std. Error Mean	T	Sig. (2 tailed)	Mean Difference
Social science	139	61.3381	11.06604	.63861	6.058	.000	6.74240
Science	61	64.0984	11.96203	.53158			

The mean performance scores of the teachers in the Science and Social Science departments differed significantly in the department comparison. For the Social Science department (Mean = 61.3381), the t-statistic is 6.058 with a p-value of .000, suggesting a statistically significant difference. The positive difference mean of 6.74240 indicates that, on average, teachers in the Science department (Mean = 64.0984) scored 6.74240 points higher as compared to the Social Science department. The t-test result suggest statistically significant variation in the variable across different departments.

Table 6: T test about the university

University of Teachers	N	Mean	Standard Deviation	Std. Error Mean	T	Sig. (2 tailed)	Mean Difference
WUM	120	62.0167	10.30948	.94112	1.448	.146	1.74760
BZU	80	62.4250	12.90253	.84255			

The table 6 compares the mean performance scores of teachers from two universities, WUM and BZU. For WUM (Mean = 62.0167), the t-statistic is 1.448 with the difference in scores is not statistically significant, as indicated by the p-value of .146. The Std. Deviation and Std. Error Mean provide insights into the variability and precision of the scores, respectively. The Mean Difference of 1.74760 suggests that, on average, teachers from BZU (Mean = 62.4250) scored slightly higher than those from WUM. The t-test result suggest statistically not significant variation in the variable across different universities.

Table 7: T test about the Marital Status

Marital Status of Teachers	N	Mean	Standard Deviation	Std. Error Mean	T	Mean Difference	Std. Error Difference
Married	150	61.6600	10.62593	.86760	.119	.840	.20847
Unmarried	50	63.7400	13.41764	.89754			

The table 7 compares the mean performance scores of teachers based on their marital status. For married teachers (Mean = 61.6600), the t-statistic is 0.119 with a p-value of .840 suggest that there is no statistically significant difference in the scores of married and single teachers. The Std. Deviation and Std. Error Mean provide insights into the variability and precision of the scores, respectively. The Mean Difference of 0.840 suggests that, on average, unmarried teachers (Mean = 63.7400) scored slightly higher than married teachers. The Std. Error Difference of 0.20847 represents the standard error associated with the mean difference. The t-test results indicate non-significant difference in the performance scores of teachers based on their marital status.

Table 8: ANOVA test about the Age

Age of teachers	Total Squares	Df	Square Mean	F	Sig.
Between Groups	76.553	45	1.701	1.147	.268
Within Groups	228.467	154	1.484		
Total	305.020	199			

The table 8 summarizes differences in some variable across different groups. In the Between Groups section a mean square of 1.701 is obtained when the total of squares with 45 degrees of freedom is 76.553. The corresponding p-value (Sig.) is 0.268 and the F-statistic is 1.147. The differences in the variable between the groups are not statistically significant, according to these values. The sum of squares in the Groups section is 228.467 with 154 degrees of freedom, resulting in a mean square of 1.484. The overall pattern suggests that within-group differences do not contribute significantly to the overall variability. In conclusion, the analysis does not statistically significant differences in the variable among the specified groups, since the p-value 0.268 is higher than the common significance the criteria of 0.05. Therefore, there is no statistically significant variation in the variable across different age.

Table 9: ANOVA test about the CGPA

CGPA of Students	Total Squares	Df	Mean	Square F	Sig.
Between Groups	13.804	45	.307	.800	.807
Within Groups	59.076	154	.384		
Total	72.880	199			

The analysis of the CGPA of students using analysis of variance (ANOVA) revealed that the Mean Square was 0.307 with a Sum of Squares between Groups of 13.804 and 45 degrees of freedom. With a non-significant p-value (Sig.) of 0.807 and an F-statistic of 0.800, there was no statistically significant variability in CGPA across the groups. In contrast, the Mean Square for Groups Within was 0.384 due to the Sum of Squares for these groups being 59.076 with 154

degrees of freedom. With 199 degrees of freedom, the total sum of squares was 72.880. Therefore, there is no statistically significant variations in CGPA among the groups.

Table 10: ANOVA test about the Qualification

Qualification of Teachers	Total		Square		
	Squares	Df	Mean	F	Sig.
Between Groups	24.430	45	.543	1.275	.141
Within Groups	65.565	154	.426		
Total	89.995	199			

The table 10 investigates the differences in teacher qualifications among various demographics. The mean square in the Between Groups section is 0.543, with a sum of squares of 24.430 and 45 degrees of freedom. The associated F-statistic is 1.275, and the p-value (Sig.) is 0.141. These values suggest that the differences in teachers' qualifications between groups are not statistically significant. Moving on to the Within Groups section, the mean square is 0.426 with a sum of squares of 65.565 and 154 degrees of freedom. The overall pattern indicates that within-group differences do not contribute significantly to the variation. In conclusion, the analysis does not statistically significant differences in teachers' qualifications among the specified groups, as the p-value (0.141) exceeds the common significance level of 0.05. Therefore, there is no statistically significant variation in the variable across different qualification.

Table 11: ANOVA test about the Designation

Designation of Teachers	Total		Square		
	Squares	Df	Mean	F	Sig.
Between Groups	34.580	45	.768	1.038	.421
Within Groups	114.040	154	.741		
Total	148.620	199			

The table 11 examines the differences in teachers' designation across various groups. In the Between Groups section, mean is 0.768 based on the sum of squares of 34.580 with 45 degrees of freedom. The associated F-statistic is 1.038, and the p-value (Sig.) is 0.421. These values suggest that the differences in teachers' designation between groups are not statistically significant. The mean square for the Within Groups section is 0.741, based on a total of squares of 114.040 with 154 degrees of freedom. The overall pattern indicates that within-group differences do not contribute significantly to the variation. In conclusion, the analysis does not reveal statistically significant differences in teachers' designation among the specified groups, as the p-value 0.421 exceeds the common significance level of 0.05. Therefore, there is no statistically significant variation in the variable across different designation.

Table 12: ANOVA test about the Experience

Experience of Teachers	Total		Square		
	Squares	Df	Mean	F	Sig.
Between Groups	27.298	45	.607	.787	.824
Within Groups	118.702	154	.771		
Total	146.000	199			

The table 12 summarizes the variations in teachers' experience across different groups. The Between Groups section indicates that the difference in experience levels among groups, as reflected by the sum of squares 27.298 and degrees of freedom 45, leads to a mean square of 0.607. However, the associated F-statistic 0.787 and the non-significant p-value 0.824 suggest that these differences are likely attributable to random fluctuations rather than meaningful distinctions. On the other hand, the Within Groups section shows a mean square of 0.771 based on a sum of squares of 118.702 and 154 degrees of freedom. Although the overall F-statistic is not provided, the lack of a significant p-value. Therefore, there is no statistically significant variation in the variable across different designation.

5. Discussion

There are following objective of the study, to explore teachers' opinions about the uses of classroom teaching strategies at university level. To investigate relationship of classroom teaching strategies and students' academic achievement. To investigate relationship of classroom teaching strategies and students' academic achievement with respect to their demographic variable. One of the result from present study revealed that teaching practices emphasizing the positive impact of various strategies on student learning and academic achievement. Similarly, (Chionh & Fraser, 2009; Nishioka, 2006) find that the Research on the effects of classroom management have also demonstrated that effective classroom management improves students' capacity for learning and increases their willingness to participate in class activities. Comparably, Brophy (1979) find that Effective classroom management is a method that teachers approach rather than focusing more on their job as authority figures or disciplinarians. These teachers typically have greater success.

Another result of the present study revealed that notable consistency is observed different aspects of teaching, such as immediate feedback, motivation, equal participation, and disciplined class management and positive engaging learning environment. Similarly, Wilson et al., (2003) find that the study indicate an important positive correlation between students' academic progress and teachers' perceptions of their classroom management methods. A favorable learning environment will be created by teachers who create excellent lesson plans, control student conduct, apply good teaching strategies, convey information simply, and successfully manage their time. On the other hand Wilson and Lipsey (2007) Explore that classroom management techniques can help teachers lessen violent, aggressive, and extremely aggressive conduct.

6. Conclusion

The variable based on a sample of 200 observations with values spanning from a minimum to maximum. The variable display a moderately positively perception about the uses of different teaching strategies with a central tendency around the mean and variability across the range. Teaching strategies and CGPA show a strong positive relationship in of 200 observations, signifying that as teaching strategies scores rise, CGPA tends to increase. The correlation is significant, highlight a notable connection between the two variables. Data indicates that male teachers generally perform better than female teachers based on the mean scores and statistical analysis. The t-test results show a significant difference between the performance of male and female teachers.

The t-test results, there is a statistically significant variation in the performance scores between teachers in the Science and Social Science departments. The t-test does not show a significant difference between the two groups, there is no substantial distinction in scores between teachers from WUM and BZU. The t-test indicates no significant difference between the two groups, suggesting that marital status does not significantly impact the scores. The analysis of variance (ANOVA) result reveals a non-significant difference between groups. Therefore, there is no statistically significant variation in age among teachers. The analysis didn't find any significant differences in the CGPA of students among the different groups. The CGPA of students across the specified groups didn't show significant variations based on the ANOVA results.

The analysis of variance (ANOVA) results indicates that the variation among groups is not statistically significant. Therefore, there is no statistically significant variation in qualification among teachers. The analysis of variance (ANOVA) results reveals a non-significant difference between groups based on the designation. Therefore, there is no statistically significant variation in designation among teachers. The analysis didn't find any significant differences in teachers' experience levels among the different groups. The experience levels of teachers across the specified groups didn't show significant variations based on the ANOVA results.

It is highly recommended that the integration of technology tools and resources into teaching strategies. This could include the use of educational apps, online platforms, or multimedia presentations. Technology can enhance student engagement and provide additional resources for diverse learning styles. The study suggested that faculty members undergo regular professional development programs to stay updated on effective teaching methods and incorporate evidence-based practices. This could involve workshops, seminars, or collaborative learning communities focused on improving teaching skills. Creating a positive and inclusive

classroom environment. Supportive and encouraging atmospheres contribute to student motivation and academic success. Implementing strategies to build rapport with students and creating a safe space for expression can positively impact their achievement. Exploring flipped classroom models where students participate in interactive discussions and activities during class time and interact with lecture materials outside of it. This approach allows for more personalized learning experiences and deeper understanding. Data should be collected through, academic records, classroom observations, and interviews. Rigorous attention will be paid to the reliability and validity of the instruments employed. Modern technology should to be used in classrooms to help students.

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