

Effects of Teachers' Pedagogical Strategies on Students' Outcomes in Public Elementary Schools in District Gujranwala

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Abstract: The primary purpose of this study was to identify the perceptions of public elementary school teachers at district Gujranwala regarding teacher pedagogical strategies, the current use of selected instructional methods, tools and their effectiveness. This study was quantitative and descriptive in nature. The population of this study was all elementary school teachers in district Gujranwala. The sample of the study was 200 elementary school teachers from district Gujranwala. Questionnaire was used for data collection. The questionnaires consist of the statements related to the teacher pedagogical strategies and their effects on students' outcomes. The data was collected through questionnaire and analyzed by the Statistical Package for the Social Sciences (SPSS) software. Data was analyzed by using descriptive statistics. Mean and standard deviation were calculated. On the basis of finding it is recommended that there are individual differences among the students, teacher should select the teaching strategy on the basis of objectives, individual differences and availability of the resources.

Key words: Teachers, Pedagogical Strategies, Students, Outcomes

Introduction

According to Tebabal and Kahssay (2011) the role of the teacher pedagogical strategies is most significant in the process of teaching and learning as they keep the curriculum in mind throughout the learning process. All important information is given by the learner; the basic objective was about the desired modification in the behavior of students.

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(Nye, Konstantopoulos and Hedges (2004) defined that over course of a few years, research has shown that the role of teachers is crucial to the success of students in all areas of life and the academic process.

The teacher needs to know about the learning process of each child while the learner is interacting with the learning environment, which requires a special environment and a unique way of learning to improve the learning process (Sighn, 2017). Tebabal and Kahssay (2011) described that most important objectives of the Teacher Pedagogical Strategies is changing the behavior of the students at any stage of education.

Mehrgan (2013) stated that, the teaching pedagogical strategy is extremely useful for the teacher to teach his students. The teaching pedagogical strategy is explained in such a way that the teacher presents these events in an interesting way during the learning and teaching process. It makes easy for students to understand, that is, the style of presentation is known as strategy.

Students' learning process can be improved if the teacher provides a friendly and good environment for teaching them. To improve this environment, the teacher can use some encouraging pedagogical strategies. Thus, it is clear that the character of the teacher during the education procedure does not need any introduction. Using his powers, the teacher creates the classroom environment in such a way that the learning process can be improved. It is also hoped that the teacher will use such a pedagogical strategy during the teaching process that make the teaching process easier and more interesting so that students are inclined to learn and recognize their objectives (Cheng & Dorngei, 2007).

The teacher's pedagogical strategies attract to students' attention, which in turn creates a desire for learning in students and the teacher succeeds in achieving the objectives of the curriculum presented in the school. Learning and teaching methods in which the teacher is central are considered less important because the children are inactive and the teachers are more dynamic and from which the children learn less. Traditionally, the current education system places more emphasis on the use of teaching methods in which children are fully involved and able to develop themselves. Instead of using methods that make the child completely inactive, using modern pedagogical teaching strategies will make children more interested in learning and increase their aptitude to acquire. Classroom environment will improve the children's interest, will also increase towards learning. This interest in early class also has a deep consequence at the child's upcoming success or failure. Every student naturally has certain abilities and it is the duty of every teacher to expose the abilities inside them so that they can use these abilities in their practical life and see them in general. They should use traditional methods such as lectures and didactic methods to teach their students (Bello, Bukar & Ibi, 2016).

Hightower, Delgado, Lloyd, Wittenstein, Sellers and Swanson, (2011) stated, In the past, the teacher has placed more emphasis on teacher-centered strategies than on child-centered strategies to teach students, which has led to questions about student learning strategies to his day. These questions became the focus of research in academic research.

Tomlinson and Tullbure (2012) discussed that the teacher needs creativity, responsibility and flexibility to teach the child more and make the teaching more effective so as to create an environment that meets the individual learning needs of the child.

Valdez (2016) proved, in addition to the teaching strategies adopted during the teacher development process and students 'learning-to-learn approach, students' academic achievement is considered an important topic of current academic research. Studying students 'accomplishments has become more complex than ever. It has to do with the mind and the students' already achieved success as they relate to the teaching strategies and teaching materials adopted by the teacher. This problem of student academic achievement is found especially in the basic education system of the Philippines as it is detected by the performance tests of Philippine high school students.

It seems that in the present age, social interaction in the classroom is viewed with a value that increases the learner's attention to learning. By the way, in general, the learner learns more from social interaction. It reflects the point of view of both the learner and the teacher (Kumpluaunen& Wray, 2012).

Bullough, R., Burbank, M., Gess-Newsome, J., Kauchak, D. and Kennedy, C. (1998) explained, Student background in country level education (rich or poor, language difference, Muslim or non-Muslim) has as significant relationship with student achievements. This is associated with their success. Looking at the individual success of learners, it is clear that teachers have a greater impact on student's success than demographic. Because in the field of education the teacher has a great degree and perfect certificate, the preparation of the teacher is very important in the teaching process. It is more important than the size of class and total expenses of class and other factors. This makes the learner more successful.

Instruction at any stage of schooling, have only one goal to make ensure student get knowledge, skill and then can apply their knowledge and skills in their practical life. So, it is necessary for all teachers to be aware of their instructional styles, teaching techniques and strategies because it has two types of teaching purpose, first purpose is, teacher teaches and second is, learner learns. As a result, knowing how learner learn and which teaching strategy is suitable for your class and institution are the backbone in the teaching learning process. At the end, it is most important for the teacher to know what teaching strategy is effective for the learning process (Hightower et., 2011). More ever, which teaching strategy encourages the learner learning process in any subject area (Tabbal & Kahssay, 2011).

The primarily duty of the teacher is to ensure the use of teaching strategies that reach their goals and to impart knowledge to the students. Maximum students outcome are the basic area of interest for the researcher in education research besides the learner learning styles, teacher teaching techniques and strategies.

In the context of the society, high failure rate in exams, low or bad academic success, inferiority and anxiety faced by students were definitely worrying. What might be the responsible for this alarming situation even if properly trained teacher teaches effectively? A training environment inspection shows that something has to be done to better the students' educational achievements. A teacher pedagogical strategy is very crucial for the learning of the students since the students acquired the knowledge according to their abilities. In this context, this research studied the effects of teacher pedagogical strategies on students' out comes in public elementary school in Gujranwala district. Therefore, the declaration of the problem is design "**effects of teacher pedagogical strategies on students' outcomes in public elementary school in district Gujranwala**".

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Objectives of the Study

The objectives of the studies were to:

- 1 To find out the teacher pedagogical strategies effects on student's outcomes?
- 2 To explore the effects of specific instruction practices on student outcomes.

Research questions

1. What are the effects of teacher pedagogical strategies have on students' outcomes?
2. What are the effects of specific instructional practices on student outcomes?

Research Methodology

This research was quantitative and descriptive in nature. Population of this research comprised 272 public elementary schools in district Gujranwala including 173 female schools and 99 male schools. All the teachers of the public elementary schools were the population of the study. These respondents were female public elementary schools' teachers and male public elementary school teachers at district Gujranwala. Questionnaire was administered to collect data about the effects of teacher's pedagogical strategies on students' outcomes in public elementary schools at district Gujranwala.

Data Collection

The researcher collected the desired data from the public elementary schools of district Gujranwala. Questionnaires were personally distributed and collected from the respondents. All the respondents were clearly informed that the activity of the data collection was only for the purpose of research.

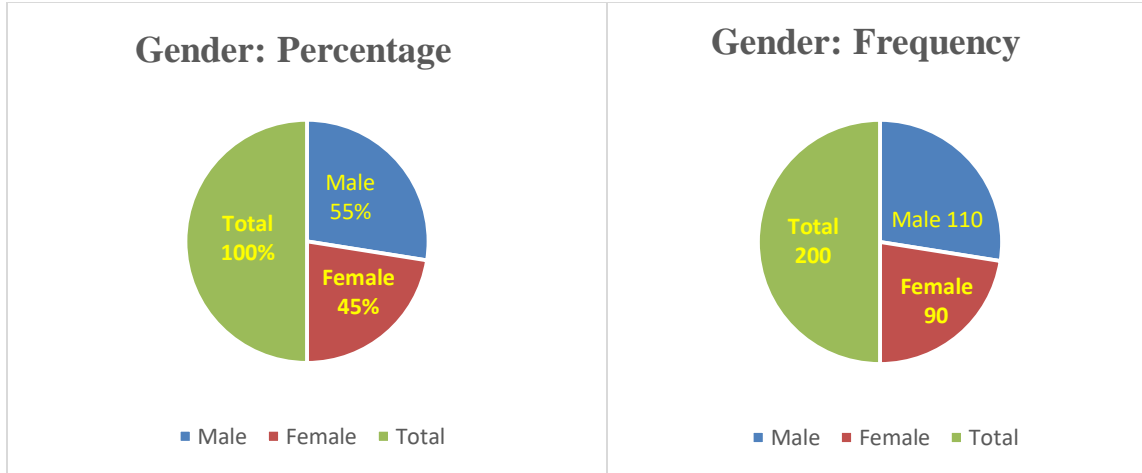
Data Analysis

SPSS (Statistical Package for Social Sciences) was used for the data analysis. In this study, the descriptive statistics were used to calculate means and standard deviations. Outcomes are given in the below table.

Following table show the correct percentage of gender Distribution of elementary teachers

Gender	Frequency	Percentage
Male	110	55%
Female	90	45%
Total	200	100%

Table 4.1 shows gender proportion (male and female) of elementary school teachers. This study consists 110 (55%) male teachers and 90 (45%) female teachers.



Results

Table: 1

Responses of Teachers about Effects of Teacher Pedagogical Strategies on Students' Outcomes

#.	Statement	Mean	SD
1	I clearly state the learning objectives.	4.0500	.99117
2	I take an in-depth review of the homework they have prepared.	4.4850	.60962
3	I offer a variety of work to students with learning difficulties and / or those who can make rapid progress.	4.1950	.67024
4	I ask the students to advise or help to organize class activities or topics.	4.2950	.85536
5	I ask the students to remember all the steps of the process.	4.2950	.72151
6	At the commencement of the lesson I present a brief summary of the previous lesson.	4.5100	.59301
7	I evaluate at my students' exercise books.	4.5100	.70168
8	Students do effort for different projects that require at least one week for completion.	4.0650	.90269
9	I check, by asking different questions, whether the subject matter has been understood or not.	4.1550	.91935
10	I ask my students to write a conceptual essay that they are anticipated to describe their thinking or thinking for a long time.	4.2650	.79873
11	Students do works independently with different assigned worksheets to practice the recently taught lessons, those are important.	4.0900	.87506
12	I do tests or questions to evaluate students' reading.	4.3950	.65661

The above-mentioned table shows that the Mean values of Responses of Teachers about Effects of Teacher Pedagogical Strategies on Students' Outcomes. High Mean score and standard deviation score of first

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statement (I clearly state the learning objectives) was ($M=4.05$, $SD=0.991$). Whereas I take an in-depth review of the homework they have prepared. ($M=4.485$, $SD=0.609$). Whereas I offer a variety of work to students with learning difficulties and / or those who can make rapid progress ($M=4.19$, $SD=0.670$). Whereas teachers ask the students, suggest or to help in planning classroom activities or topics. ($M=4.29$, $SD=0.855$). Whereas I ask the students to remember all the steps of the process ($M=4.29$, $SD=0.721$). Whereas at the commencement of the lesson, I present a brief summary of the previous lesson ($M=4.51$, $SD=0.593$). Whereas I evaluate at my students' exercise books ($M=4.51$, $SD=0.701$). Whereas Students do effort for different projects that require at least one week for completion ($M=4.065$, $SD=.902$). Whereas I check, by asking different questions, whether the subject matter has been understood or not. ($M = 4.15$, $SD = .919$). Whereas I ask my students to write a conceptual essay that they are anticipated to describe their thinking or thinking for a long time. ($M = 4.26$, $SD = .798$). Whereas Students do works independently with different assigned worksheets to practice the recently taught lessons, those are important. ($M = 4.09$, $SD = .875$). Whereas I do tests or questions to evaluate students' reading ($M=4.39$, $SD=.656$). High mean values of all statements showed that pedagogical strategies has positive effects on student's outcomes.

Conclusion

Each Following conclusion was drawn on the basis of results of the research. Most of the respondents were point of the view that the teachers' pedagogical strategies strongly effect on the student's outcomes. Educations is the process of transmitting, learning knowledge, improving reasoning and judgmental abilities, and generally cognitively ready others or oneself for the coming period, and technique utilized in the procedure substantially influences to extent that the goal is attained. According to the findings of the research, teacher teaching strategy have significant impact on students 'outcomes, and the investigation demonstrates that conversation and demo teaching methods significantly advance students' outcomes over the inactive and teacher base approach. Instruction approaches are designs of instructor conduct which happen in a proven order, either simultaneously or sequentially. Teacher selects the teaching strategy on the base of available resources, time, mental level of the student, nature of work and objectives. Teaching strategies are most important for the students use feedback and variety of evaluation procedures for continuous improvement of teaching methods and learning process. This research also finds that teachers teaching strategies and students' outcomes have strong relation with other

Discussion

This section presents a brief discussion on research findings following the contemporary researches in the field of the relationship between teacher pedagogical strategies and students' outcomes. The results were debated in the light of related past and current research studies. This study delivers some of the strongest suggestions to have a positive effects of the Teachers' Pedagogical Strategies on Students' Outcomes (e.g., Kane et al., 2013; Kane & S taiger, 2012; Kane et al., 2011). According to researchers' point of view, findings provide strong suggestive evidence of teaching pedagogical strategies that support student outcomes. Results indicate that teachers' pedagogical strategies are positively related to student outcomes. This finding advances provisions to decades value of restructuring to relocate teachers toward inquiry and concept-based teaching (National Council of Teachers of Mathematics, 1989, 1991, 2000), as well as positive results of some of these types of activities in educational settings (e.g., Star & Rittle-Johnson, 2009).

Recommendations

Recommendations were suggested on the basis of the findings this research.

- Teacher should present the material in the interesting way.
- In the start of the lecture teacher should take a review of the last lecture.
- The teacher should give the students the work for the project for which all the resources are available.
- The teacher should form groups according to the ability of the students and assign the tasks according to their ability.
- Teacher should conduct continuously tests to assess the student's outcomes.

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