

Relationship between Effective Teaching Strategies and Academic Performance of Students in Public and Private Sector Schools

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Abstract:

The current paper aims at measuring the relationship between teaching strategies and academic performance of 5th to 7th graders elementary school students of public and private schools of Swat=160 students comprising from each grade of both public and private school were taken to be a part of study by convenient sampling procedure N=40 teachers 20 each from public and private schools through convenient sampling were selected for the study. Government primary school no 1 elementary section Swat and Smart School System and City School Swat were all selected as sampling schools for the study. t- test independent sampling was used to compare both sector students on the basis of Purdue teacher rating scale of academic performance. Teaching strategies of teachers was assessed by Effective teaching Evaluation Scale. The hypothesis of the study that eclectic approach will be preferred more by Private school teachers in their teaching process was analyzed to be significant with t test value of 6.29 being significant at $p < .01$. The mean value of private school students on Purdue teacher rating scale of academic performance was found to be better than public school students with a value difference of 2.96 of private students and 1.92 of public school students on the subscale of Social study. Overall the research findings significantly supported all the hypothesis of the current study.

Keywords: Academic, Teaching, Effective, Eclectic

Introduction

Effective teaching is considered to be a paradigm shift in developing countries. It is one of the most productive and growth based factor for any country. There has been a sound interaction between teaching strategies,

characteristics of a teacher, student and the topic. According to Jarvis (2005) a student considers his/her relationship quality with teacher more than the teaching strategy used or instructional design used. Both characteristics of teacher and teaching methods are 2 pillars of effective teaching, both interdependent on each other (Shahida,2015).

According to central, 1993, effective teaching is appropriate methodology used for the enhancing the learning of the student. Teacher's effectiveness refers to the impact of classroom factors on the performance of students (Campbell, Kyriakides, Mirjis & Robinson, 2003). While according to Westwood (2006), in effective teaching every student is provided with utmost opportunities.

At the beginning of 21st century, in formal education, learning of teaching and curricula were on the basis of age specific groups of learners following curriculum graded sequentially. Jarvis (2011) designated a particular approach to effective learning teaching focusing on learning as an active approach by involving learning input and high level of students, learning can be enhanced by interaction with teachers and student but technology use should also be encouraged, research and theory should be applied to real life scenarios, teaching should be such as to transferrable skills be developed in students for exams, students be allowed to develop critical thinking skills and teacher with his/her teaching techniques should account for students needs as first priority.

Lectured based teaching is a traditional approach in Pakistan which is still followed at large. Research suggest that this method promote student's listening and lecture taking ability (Kochkar, 2000), but it also promote passivity on the part of student and experience and ideas are not synthesized during lecture method (Price,2004).

Literature review

Research indicates that students performance are the most qualified sources to report the effectiveness of the teaching strategy employed by the teacher in a classroom (Sajjad.S.2010) Education at primary level is a right in Pakistani constitution, thus a right of child to education at primary level demands an access to reasonable quality educational facilities and effective teachers with effective and desirable teaching techniques (Faisal, 2015). Teacher effectiveness was defined in terms of different classroom factors on the students' performance (Robinson, 2003).

Study evidences indicated that the effective strategy according to nursing students was demonstration which may help in improving skills, attitudes, and problem based learning. Student's responses to open ended questions confirmed the effectiveness of these strategies in improving their learning outcomes (Busama & Seema, 2008).

On the other hand transformational teaching Pakistani students' perspectives were investigated and the findings revealed that the

transformational teaching behaviors were found to be effective in teaching and the professional charisma and individualized consideration were considered as significant predictors of effective teaching in the classroom. Help seeking learning strategy and democratic teaching style were frequently used strategies and in addition rehearsal, help seeking and organization strategies were also used. Peer learning, meta cognition and study management were found useful in effective teaching (Farukh & Atique, 2016).

Another study investigated student centered approach to teaching in schools indicated that student's engagement is important in effective teaching (Sadrudin, 2014). However limited inadequate resources small sized classrooms and the lack of expertise on the part of teachers were the challenges to the teaching learning activities in the community schools. For assessing students perception of the characteristics of effective teachers effective teaching evaluation scale was developed at GC University Lahore (Syeda et al, 2014). Another study aimed at developing an indigenous effective teaching evaluation scale and used it was used for comparing lecture and eclectic method. Eclectic method was found to be more effective than lecture method.

Another study findings indicated that the teachers were moderately in favor of English text book of grades one to five, and found disagreement of the teachers with the vocabulary and grammar component in textbooks (Sania & Liaqat, 2017). A comparative study compared comparing the teaching strategies of the higher education teachers for better learning. It was found that teachers practice the lecture method in classrooms rather than using different strategies (Imran & Tahir, 2015). Another experimental study investigated the application of activity based learning for the improvement of quality of teaching and the findings revealed that activity based approach enhances students learning and it not a hectic task so teacher has to plan activity to teach a certain course or curricula in classroom (Mubashara, 2017).

Another study reported that private school students were far ahead in using peer learning and effort management strategies than public school students (Khanal, 2016). Das, Pandey & Zajonc (2006) study found that private school pupils outperform public school counterparts in 3 subjects of English, urdu and mathematics while Gondal et al (1993) comparing private and public school teaching techniques. They founded that private school teachers use more lesson plan and models in teaching comparative to public school teachers.

Objectives

- To study the relationship between effective teaching strategies and academic performances of public and private school students.

- To determine whether private school teaching strategies are better than that of public schools and vice versa.
- To compare public and private elementary school students on the basis of their academic performances.

Hypothesis

- Eclectic method of teaching will be positively correlated with high academic performance of students.
- Public schools will be highly involved in traditional teaching methodology than private schools.
- Private school students will be having high academic achievement than public school students.

Sampling

Convenient sampling was selected from public and private sectors. Sample comprises of 80 students from public sector and 80 from private sector at elementary level. While 40 teachers were selected through convenient sampling 20 from each sector.

Operational definition

Effective teaching strategy

Effective teaching strategy is appropriate methodology used for the enhancement and beneficial learning of students (Central, 1993).

Elementary education

The start of basic formal education, while generally starts at pre-school and end with a transition to secondary school (Gungon, 2015).

Public school

These are the schools run by government organizations and directly supported in whole or in part by taxation (Zinth, 2005).

Private school

Schools established, conducted and primarily supported by a nongovernmental agency (Webster, 2018).

Academic performance

It is the extent to which a student, teacher or institution has achieved their short or long term educational goals. It is commonly measured through examination.

Instruments

Demographic sheet

Name, age, gender, public school, private school, percentage in previous class and grades.

Effective teaching strategy scale by shahida batool

It consists of 10 items likert format presented by shahida batool ranging from 1 to 5 with 1 being termed as strongly disagree and 5 being strongly agree.

Perdue teaching rating scale academic performance

English, maths, and science version were used. Each of them consists of 15 items ranging each item between 1 to 4 where 1 stands for rarely whereas 4 stands for always.

Procedure

With permission of concerned authorities subjects are assessed by using the above questionnaires. Two types of questionnaire are used in the study; one on student whiles other on teachers. Both of the populations were informed regarding the administration of the questionnaire which takes maximum 10 minutes for completing. Participants were thanked for their time and cooperation.

Results

Table:1

Group differences on evaluation of private teaching method and public teaching method

Teaching method	M	S.D	t	sig	alpha
Private teaching method	65.5	13.02	6.29	.000	0.7
Public teaching method	49.51	6.80		.000	0.6

Table: 2 Perdue academic achievement questionnaires of English, Mathematics and Science

SCALE	School	N	M	S.D	Std Error Mean	sig
EQ TOTAL	public	30	2.25	.533	.138	.000
	Private	30	2.93	.537	.139	.000
MQ TOTAL	public	30	1.9200	.52445	.13541	.000
	Private	30	2.8933	.40458	.10446	.000
SQ TOTAL	public	30	1.9600	.51195	.13219	.000
	Private	30	2.9644	.38120	.09642	.000

Discussion

The findings of this study reveal a significant relationship between effective teaching strategies and the academic performance of students in both public and private elementary schools. The results from Table 1 indicate that private school teachers employ more effective teaching strategies ($M = 65.5$, $SD = 13.02$) compared to their public school counterparts ($M = 49.51$, $SD = 6.80$), with a statistically significant difference ($p < .001$). This supports the hypothesis that private schools are more inclined toward eclectic and student-centered methodologies, which are positively correlated with higher academic achievement.

These results align with Shah et al. (2022), who found that private school teachers were more likely to use demonstration techniques and individualized instruction, while public school teachers leaned toward

traditional methods such as lectures and rote learning. The higher alpha reliability score for private teaching methods ($\alpha = 0.7$) compared to public methods ($\alpha = 0.6$) further reinforces the consistency and effectiveness of private sector strategies.

Table 2 further substantiates the academic advantage of private school students across English, Mathematics, and Science. Private school students scored significantly higher on all three Perdue academic achievement scales, with mean scores nearing 3.0, while public school students remained below 2.3. These findings are consistent with the work of Collegenp (2024), which emphasized that interactive and personalized teaching methods significantly enhance student performance compared to traditional lecturing.

The disparity in academic performance may be attributed to several systemic issues in public schools. According to Niwaz et al. (2014), public schools often suffer from a lack of professional development opportunities for teachers, leading to outdated pedagogical practices. Additionally, NEMIS (2012) reported that many public schools face challenges such as unqualified teachers, irrelevant curricula, and inadequate resources, all of which hinder effective teaching and learning.

Moreover, the National Educational Assessment System highlighted alarming trends in the performance of 3rd and 5th grade students in public schools, attributing poor outcomes to insufficient teacher training and lack of instructional support (Govt of Punjab, 2010). These structural deficiencies contrast sharply with the more resource-rich and pedagogically progressive environment found in many private institutions.

In light of these findings, it becomes evident that eclectic and student-centered teaching strategies characterized by interactive learning, differentiated instruction, and continuous assessment are crucial for fostering academic success. The study supports the hypothesis that such strategies are more prevalent in private schools and are positively associated with higher student achievement.

Future research should explore longitudinal impacts of teaching strategies on student outcomes and investigate how public schools can integrate more effective methodologies despite resource constraints. Additionally, policy interventions aimed at teacher training, curriculum reform, and infrastructure development in public schools are essential to bridge the performance gap between sectors.

Conclusion

Effective teaching strategy is the foundation to high academic performance of students and even institutions. Because at any level effective teaching results in effective learning and groomed academic achievement. It is therefore imperative to study the key teaching techniques that are the foundation to successful learning and outcome. This study is conducted to

identify key teaching strategies at elementary level that are the base of good academic performance. It also may be necessary to explore the private and public schools in terms of teaching techniques followed for better education at elementary level. There may also be a need to compare public and private school elementary students on the basis of their academic achievements.

Most of the studies recommended the interactive and interesting activities for motivating children. (Khalid, & Ghuman, M.2016).Children who avail good quality education are more likely to be law abiding citizens. (Govt of Punjab, 2010). As per educational sector is concerned National Educational Assessment System reported alarming situation regarding the performance of 3rd and 5th grade students in Public schools, the reason for which was accounted as various professional development opportunities where not granted to the teachers. (Niwaz et al, 2014). NEMIS in 2012, management information system accounted several public school areas with poorly qualified and untrained teachers, irrelevant curriculum, non availability of teachers and textbooks and low level learning levels.

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