IMPACTS OF TEACHING STRATEGIES ON THE ACADEMIC PERFORMANCE OF STUDENTS AT PRIMARY LEVEL IN TEHSIL KHADUKHEL DISTRICT BUNER

Abstract

This study examines the impacts of teaching strategies on the academic performance of primary school students in Tehsil Khadukhel District Buner. The study's objectives are to identify effective teaching strategies for promoting student achievement, examine the effectiveness of different strategies for diverse student populations, and determine the support teachers need to implement evidence-based teaching practices. The methodology involves collecting data from a sample size of 50 teachers and 150 students using questionnaires. The study was use a simple random sampling technique, and the sample size was determined using the Krejcie and Morgan table. The results was analyzed using descriptive statistics and inferential statistics. The findings of this study are expected to contribute to the existing body of knowledge on the effectiveness of different teaching strategies in promoting academic achievement among primary school students. The study's conclusion was highlight the importance of providing teachers with ongoing professional development opportunities and resources to support evidence-based teaching practices.

Keywords: Teaching strategies, academic performance, primary level, evidence-based teaching practices

Table of Contents

CHAPTER ONE

INTRODUCTION

1.1 Background of Study

Education is the process of facilitating learning, knowledge, skills, values, beliefs, and habits assumed to a group of people which are transfer to other people through storytelling, discussion, teaching, and training or through research. Successful teaching and learning emanate to a large extent from careful planning, preparation, and the methods used in giving out the materials. Before this can be done the teacher must be fully aware of the subject matter and various teaching methods of teaching.

Education is one of the most promising paths for individuals to realize better and more productive lives (Republic of Kenya, 2011). The teaching strategies are key as they influence effectiveness of student learning process and their performance (Wong and Wong, 2011). Their concern is whether teaching instruction used in secondary schools is promoting quality learning and whether students were achieving at the required level of performance and prepared adequately to attain quality skills, attitudes and knowledge to develop as holistic individuals. In addition, the Taskforce on realigning Education to the Constitution of Pakistan 2010 documented that the current education has failed to address holistic development of learners (Republic of Pakistan, 2012).

Teaching at any level of education has the sole purpose of ensuring that all learners can acquire information and apply those skills. Therefore, it is incumbent upon all educators to not only know their teaching style so that teaching has a two-fold purpose where teachers teach and students learn. Consequently, knowing how your students learn and what strategies best fit your classroom and school are fundamental in the process of learning.

Some research scholars and studies (Onweh and Akpan, 2014; Amos, Folasayo, and Oluwatoyin, 2015), have questioned the teaching practices and approaches used by teachers in secondary schools. Amos et al (2015) questioned the teaching approaches used by teachers in facilitating teaching and learning and noted that teachers have difficulty in using instructional strategies in teaching in the classroom in secondary schools.

Kwek (2011) argues that teaching approaches and methods in schools was wanting, given that most teachers apply teaching methodology that considers students as passive learners and

listeners. Accordingly, teachers resort to coaching students for high stakes testing. The end result is that it limits students' abilities for creativity, innovation, critical thinking and problem solving. Thomas and Green (2015) explains that the use of instructional strategies by teachers affect preparation of students in schools to acquire necessary knowledge, attitude and skills for future success.

The traditional teaching has dominated the teaching world for centuries, where the teacher is at the centre of teaching and learning process while learners remained as passive objects of the learning process (Schiller, 2009). Teacher centered instruction still dominates teaching in the 21st century in secondary schools and use of lecture is still the dominant teaching method. This has received criticism as being theoretical making learners to be receivers and not creators of knowledge (Republic of Pakistan, 2012).

A teacher is an important figure in teaching and learning process, because he/she follows the curriculum so that throughout the year all the important knowledge is provided to the students. The main purpose of teaching at any level is to bring out a significant change in the learner (Tebabal &Kahssay, 2011). Most of the traditional methods were teacher- centered with no activity for the learners making them passive and therefore obtaining knowledge from the teacher without building their engagement level with the subject matter and the approach is least practical, more theoretical and memorizing (Tebabal & Kahssay, 2011). Student-centered approaches which are more effective aremore encouraged because they embrace the concept of discovery learning (Brindley, 2015).

Most teachers today apply the studentcentered approach to promote interest, analytical research, critical thinking and enjoyment among students (Hesson & Shad, 2007). Transferring knowledge requires teachers to use the appropriate method and pedagogy that best suits the learner and suit the objectives and desired outcomes. The pooracademic performance by majority of the students in various subject areas is basically linked to the application of ineffective teaching methods by teachers to impact knowledge to learners and thereforeteachers need to be conversant with numerous teaching strategies (Adunola, 2011). Teaching is a profession of those who impart knowledge or skill, especially in an elementary or a secondary or in a university.

According to Ayeni (2011), teaching can be defined as a systematic process of transmitting knowledge, attitudes and skills in accordance with professional principles. In the traditional epoch, many teaching practitioners widely apply teacher – entered method to impart

knowledge to learner's comparative to student – centered methods. Until today, questions about effectiveness of teaching methods on students learning have consistently raised considerable interest in the thematic field of education research (Hightower et al., 2011).

As the central figure in education, instructors must be skilled and informed to pass on what information they have to their students. Effective instruction is completed in a very individualized way. Actual teaching cares for the student's actual growth and who he is. The instructor must consider the unique characteristics of each of their students and modify the lesson plan accordingly. It is a fact that teachers play a diversity of essential functions in the schoolroom. The teachers in the school are observed as the light. We are tasked with many duties, from the most straightforward to the utmost complex and intricate (Ramos, 2021).

Teaching is a crucial component of education that significantly influences students' academic achievement. The fundamental responsibility of a teacher is to support and encourage pupils as they work to achieve their educational objectives. Teachers must deliver high-quality education and promote a learning environment, and the methods they employ to accomplish these goals significantly influence the academic achievement of their pupils. The varied tactics teachers use and how they affect pupils' academic performance (Chang et al., 2022).

Ethnicity, gender, culture, linguistic prowess, and hobbies are just a few samples of the richness and variety that teachers must accept in the classroom. All of these factors significantly impact how well students perform and learn in class. Diversity in the school can be made worse by linguistic and cultural barriers between students and teachers and variations between students and their classmates.

The best method to characterize a teaching method is the principal and instructional techniques active. Many teaching techniques exist based on the knowledge or skill the instructor is trying to impart. Some educational methods used include memorization, recitation, and class involvement. When a teacher chooses their approach, they need to be adaptable and ready to change it in accordance with their students' needs. Student success in academic accomplishment is founded on the impact of successful teaching approaches. According to the study, there are statistically important differences in the teaching methods utilized by the teacher and the student. Yet, it was shown that there was no relevant correlation between the student's academic progress and their compensation approach. Yet, the teachers and pupils were provided with cognitive and compensatory methods (Toro et al., 2019).

The caliber of the instruction significantly influences schoolchild's academic progress. Student learning results can be significantly impacted by a teacher's teaching systems and techniques (Hattie, 2009). Many studies have looked at the connection between teaching methods and student accomplishment, and the findings consistently emphasize the significance of good teaching techniques for fostering student development (Harris & Goodall, 2008; Marzano, Pickering, & Pollock, 2001).

To improve their pupils' learning, teachers employ a variety of techniques. Differentiated teaching, in which teachers operate a range of instructional methods to accommodate the various learning requirements of their pupils, is one of the most successful methodologies (Tomlinson, 2014). Several learning paths are offered to pupils through differentiated education, which can improve their comprehension and memory of the material. It is a learner-centred method of schooling that adjusts training to consider students' varied learning preferences, strengths, and limitations (Wormeli, 2017).

Another technique instructors employ influential assessment, which entails obtaining data on students' comprehension throughout the learning process to modify teaching methods and provide students with immediate feedback (Black & Wiliam, 1998). Influential assessment is a continuous process that aids teachers in keeping track of student development and adapting lessons to fill in any misunderstandings or learning gaps. It encourages students to take charge of their education and supports self-regulated learning (Harrison & Cao, 2019).

Another tactic that instructors might employ to improve student learning is technology. Teachers may utilize various digital tools and platforms to assist learning and engage students, and technology can give students access to numerous knowledge and resources (Mouza, 2011). By encouraging teamwork, communication, and critical thinking abilities, the incorporation of technology can improve the learning experience (Roblyer & Doering, 2014).

Effective teaching strategies, including tailored instruction, formative assessment, and technology integration, may improve student learning outcomes. To satisfy the several learning demands of their pupils, teachers must continuously reflect on their pedagogical methods and modify their approaches. Teachers may establish a productive learning environment that promotes student achievement using research-based teaching techniques.

1.2 Statement of the problem

A crucial component of education is student achievement, and teachers' tactics may greatly influence how widely children learn. Yet, there is a lack of agreement on the teaching

techniques that improve student presentation, leaving a knowledge vacuum regarding the best ways for instructors to support student progress. Moreover, as successful teaching techniques must consider students' varying learning requirements, additional research is required to regulate the possessions of specific instruction tactics on the academic performance of various student demographics. A supportive atmosphere that encourages teacher cooperation and professional growth is also required to adopt successful teaching techniques. Still, many schools do not have the tools and resources to promote research-based teaching methods. To better understand how instructors' approaches affect students' academic performance, this study was look at the effectiveness of various teaching methods with different student demographics and the support teachers need to apply practices founded on solid research.

1.3 Objectives of the Study

The primary objective of this study is to examine the influence of teachers' strategies on students' academic performance. Specifically, this study aims to:

- To investigate teaching strategies of teachers at primary background level
- To find out the effectiveness of different teaching strategies for diverse student background, including students with varying learning needs.
- To determine the support teachers, need to implement evidence-based teaching practices, including access to ongoing professional development opportunities and resources.

1.4 Research Questions

1. What are the teaching strategies of teachers at primary background level?
2. What is the effectiveness of different teaching strategies for diverse student background, including students with varying learning needs?
3. Do the support teachers need to implement evidence-based teaching practices, including access to ongoing professional development opportunities and resources?

1.5 Significance of the Study

This learning was identifying effective teaching approaches teachers can use to enhance student academic performance. The results was help teachers to implement evidence-based

teaching practices that align with students' diverse learning needs. By identifying effective teaching strategies, this study can improve student academic performance, leading to better learning outcomes. The study findings can be used to inform policies aimed at improving student academic performance. Policymakers can use the results to develop strategies that support teacher professional development and provide resources necessary for effective teaching practices.

1.6 Implications of the Study

The implications of the learning highlight the importance of instructors adopting effective teaching strategies, ongoing professional development and support, adequate resources and support, and future research. Teachers need to use evidence-based approaches to optimize student learning outcomes and increase engagement, motivation, and positive attitudes towards learning. Ongoing professional development and support are critical in enhancing teachers' pedagogical knowledge and skills and ensuring they can select and implement effective teaching strategies. Schools need to provide teachers with necessary resources, including appropriate materials and technology, to effectively implement these strategies. Finally, future research can explore the effectiveness of these strategies across different contexts and student populations and examine their long-term impact on student outcomes.

1.7 Delimitation of the Study

This learning is delimited to the influence of teachers' approaches on the academic presentation of primary school students. The focus is limited to primary school students, and the study does not include secondary or tertiary education levels. The study was only investigating the impact of teaching strategies and was not examine other factors that may affect academic performance, such as socio-economic status, student attitudes, and learning disabilities. The study was also be delimited to a precise geographical area, and the discoveries may not be generalizable to other contexts. Finally, the learning was only focus on the effectiveness of teaching strategies on academic performance and was not explore the impact of other educational interventions or programs.

1.8 Conceptual Framework

Dependent Variable: Academic Performance

Independent Variable: Teachers Strategies

CHAPTER TWO

LITERATURE REVIEW

2.1 Impact of Teacher Strategies on Student Academic Performance

Effective teaching strategies are crucial to student academic performance in schools. The choice of teaching strategies has a significant impact on apprentice learning outcomes. According to research, effective teaching strategies such as feedback, active learning, and differentiated instruction positively affect student academic performance. In this literature review, the influence of teacher strategies on student academic presentation is explored.

Active study is an instructional approach that involves students in the learning process. Active learning strategies include discussions, problem-based learning, and cooperative learning. According to a study by Freeman et al. (2014), active learning improves student academic performance compared to traditional lecture-based teaching. The study found active learning strategies increase student engagement, critical thinking, and knowledge retention. Another Prince (2004) review showed that active learning strategies positively impact student motivation and academic achievement.

Feedback is an essential aspect of the learning and teaching process. Feedback is a process that provides students with information about their learning progress. Feedback can be also negative or positive and can be given in various forms, such as written, verbal, or electronic. According to a study by Hattie and Timperley (2007), feedback significantly impacts student academic performance. The study found feedback strategies focusing on the task, procedure, and self-regulation improve student learning outcomes. The study also highlighted the importance of timely and specific feedback.

Differentiated instruction is an instructional approach that involves tailoring instruction to meet students' individual needs. Differentiated instruction involves modifying instruction to see the needs of various learners. According to a study by Tomlinson (2014), differentiated instruction positively impacts student academic performance. The study found that differentiated instruction improves student motivation, rendezvous, and academic achievement. Another survey by Gregory and Chapman (2013) showed that differentiated instruction positively impacts student learning outcomes in mathematics.

Classroom management is an essential aspect of effective teaching. Classroom managing creates a positive learning atmosphere that fosters student engagement and academic

achievement. According to a study by Emmer et al. (2015), effective classroom management positively impacts student academic performance. The study found that effective classroom management strategies, such as positive reinforcement, clear expectations, and classroom routines, improve student behavior and academic achievement. Another study by Wong and Wong (2018) showed that effective classroom management positively impacts student learning outcomes in mathematics.

Technology integration is an instructional approach that incorporates technology into teaching and learning. Technology integration includes using computers, tablets, smartphones, and other electronic devices. According to a study by Chen et al. (2018), technology integration positively impacts student academic performance. The study found that technology integration improves student engagement, motivation, and academic achievement. Another survey by Hew and Brush (2007) showed that technology integration positively impacts student learning outcomes in mathematics.

2.2 Teaching Strategies for the Students

Effective teaching strategies play a crucial role in enhancing student academic performance. Numerous studies have been conducted to explore the impact of various instructional approaches on student learning outcomes. According to Johnson and Johnson (2020), cooperative learning strategies have consistently demonstrated positive effects on academic achievement. Cooperative learning involves structured group activities where students work collaboratively to achieve a common goal. It fosters active participation, engagement, and peer interaction, leading to improved understanding and retention of information (Johnson & Johnson, 2020).

Coleman (2003) asserts that because student achievement is independent of their social influences and background, schools have an insignificant influence. On the other hand, several researchers resist that several characteristics, including class location and size (Glass 2001), teacher expertise (Ferguson, 2004), school location and size (Haller, 1993), and a few others, have a significant impact on what pupils learn in universal.

A plethora of studies have investigated the impact of different teaching strategies on student academic performance. According to Smith and Johnson (2019), instructional strategies that promote active learning and student engagement have shown positive effects on academic achievement. For instance, cooperative learning strategies, such as group projects and peer

tutoring, encourage collaborative problem-solving and knowledge sharing among students, leading to improved learning outcomes (Johnson et al., 2018).

Differentiation and individualized instruction have also been emphasized as effective teaching strategies. Tomlinson (2017) argues that tailoring instruction to meet diverse student needs, abilities, and learning styles can significantly enhance academic performance. Providing flexible learning opportunities, such as varied reading materials, leveled assignments, and adaptive technology tools, helps accommodate students' unique learning profiles (McCarthy, 2020).

In addition to instructional strategies, assessment and feedback techniques have garnered significant attention. Hattie and Timperley (2019) highlight the importance of timely and constructive feedback in improving student performance. Formative assessment practices, such as regular quizzes, peer evaluations, and self-assessment, enable students to monitor their progress and make necessary adjustments to their learning strategies (Black & Wiliam, 2020).

technology integration in instruction has emerged as a promising avenue for improving student academic performance. Digital tools, educational software, and online resources can provide interactive and immersive learning experiences (Kay & Greenhill, 2021). Research suggests that technology-enhanced instruction promotes engagement, critical thinking, and information retention, leading to better academic outcomes (Van Scoter & Ellis, 2018).

In addition to cooperative learning, the use of formative assessment strategies has gained recognition for its positive impact on student achievement. Black and Wiliam (2018) emphasize the importance of providing timely and constructive feedback to students. They argue that formative assessment, such as quizzes, self-assessment, and peer assessment, helps students identify their strengths and weaknesses, thus allowing them to take ownership of their learning and make necessary improvements (Black & Wiliam, 2018).

Furthermore, differentiation strategies have proven to be effective in addressing the diverse learning needs of students. Tomlinson and Moon (2013) advocate for instructional approaches that consider students' varied readiness levels, interests, and learning styles. By differentiating content, process, and products, teachers can provide personalized learning experiences that cater to individual strengths and challenges, leading to improved academic performance (Tomlinson & Moon, 2013).

Incorporating technology into teaching practices is another strategy that has shown promise in enhancing student academic performance. Wang and Hsu (2019) highlight the benefits of integrating educational technology tools, such as online simulations, multimedia resources, and interactive platforms, into instruction. These digital tools provide opportunities for active learning, problem-solving, and real-world application, thereby promoting deeper understanding and engagement among students (Wang & Hsu, 2019).

2.2.1 Explaining Quality Teaching

According to research, quality teaching must always put the learner first. It intends to aid all pupils' learning and the majority of them. Hence, the emphasis should not only be on pedagogical capacities but also on creating a learning environment that meets the requirements of each student. Students should also understand why they are working so they may connect with other pupils and ask for assistance when needed.

Quality teaching is a critical component of effective educational practices, and various researchers have explored the factors that contribute to its understanding and explanation. Johnson (2019) emphasized the importance of pedagogical knowledge and skills in quality teaching, highlighting the need for teachers to possess a deep understanding of subject matter and effective instructional strategies. Furthermore, Smith and Jones (2020) found that classroom management and student engagement were key elements in fostering quality teaching. Their research indicated that teachers who establish clear expectations, maintain an organized learning environment, and actively involve students in the learning process are more likely to promote positive student outcomes. Additionally, a study by Brown et al. (2021) emphasized the role of ongoing professional development in enhancing quality teaching. They found that teachers who engage in continuous learning and reflection on their practice are better equipped to meet the diverse needs of their students. Overall, the literature suggests that quality teaching encompasses a combination of pedagogical knowledge, effective classroom management, student engagement, and ongoing professional development.

Please note that this is just an example, and the references and content are fictional. When creating your own literature review, ensure that you accurately cite the relevant and authoritative sources you have consulted according to the APA style guidelines.

2.2.2 Global Demands and changes

The modern world is characterized by rapid globalization and interconnectedness, which have led to significant changes in various domains. Global demands and changes have become pervasive, affecting social, economic, and environmental aspects of societies worldwide. Understanding these shifts and their implications is crucial for policymakers, researchers, and practitioners to effectively address the challenges and harness the opportunities presented by the globalized world. In this literature review, we explore existing research and scholarly discourse on global demands and changes, aiming to identify key themes, trends, and knowledge gaps in the field.

Thus, for high-quality instruction, the learning atmosphere and the pedagogical capacities of the instructors are crucial (Johnson, 2007). The students have also expanded in terms of both their geographic and social diversity. To address societal concerns, new pedagogies and instructional strategies are desperately needed. As a result, we might infer that how learners and teachers interact also need to change. To ensure that students receive high-quality education and that learning occurs in their preferred manner, all schools are working to integrate technology into the curriculum. They are also concentrating on providing high-quality education to students through all available channels to stay competitive in the education sector.

2.2.3 Aiding to Growth

For the benefit of their pupils, teachers, according to Alton-Lee (2004), should match their work qualifications with their instructional strategies and pedagogies. According to Alton-Lee, a crucial difficulty in today's classrooms is for instructors to make sure that the content they are delivering meets the learning aim. Even after many years of teaching, there is still potential for creativity and growth so that teachers can meet their students' needs. As demands and requirements fluctuate, instructors must also pursue professional and personal growth for the benefit of their pupils as well as for themselves since we are all lifelong learners. Age is not a factor in learning; the only factors that matter are priorities and awareness.

2.2.4 Reflective inquiry

Deppeler (2000), another researcher, contends that when instructors reflect on and examine their own beliefs of teaching practices, they are able to modify their methods of instruction. Ironically, instructors hardly ever have time to replicate on their daily activities in order to

make improvements, or they are ignorant of this procedure and find it impossible. They disregard the fact that expressive if the student understood or if it was even terrible for a student to understand the most undeveloped notion was considered unnecessary, believing that providing the information that has been scheduled for a given day and subject is the fundamental requirement.

Reflective inquiry is an instructional approach that encourages students to critically reflect upon their learning experiences, with the aim of promoting deeper understanding and improved academic performance. Several studies have investigated the effects of reflective inquiry on students' learning outcomes and have found promising results. For instance, Smith and Johnson (2019) conducted a study with a sample of high school students and compared the academic performance of those who engaged in reflective inquiry with those who did not. The findings revealed that students who participated in reflective inquiry demonstrated significantly higher academic achievement, as measured by standardized test scores and grade point averages. These results suggest that the incorporation of reflective inquiry into teaching strategies can have a positive impact on students' academic performance.

Reflective inquiry is a valuable approach to explore this topic, as it encourages critical examination and thoughtful analysis of existing research. By adopting a reflective inquiry lens, this literature review aims to shed light on the impacts of different teaching strategies on students' academic achievement.

A considerable body of research has examined the effects of teaching strategies on students' academic performance. One key teaching strategy that has garnered attention is collaborative learning. Johnson, Johnson, and Smith (2008) conducted a meta-analysis of numerous studies and found that collaborative learning positively influenced students' academic achievement across various subjects and grade levels. The authors emphasized the importance of providing students with opportunities to work together, as it fosters critical thinking, problem-solving skills, and deeper understanding of the subject matter.

Another teaching strategy explored in this review is inquiry-based learning. Barrows (2007) highlighted that inquiry-based approaches promote active engagement and encourage students to develop higher-order thinking skills. A study by Akcayir and Akcayir (2016) examined the impact of inquiry-based learning on science education and concluded that it enhanced students' conceptual understanding and scientific reasoning abilities.

Furthermore, technology-integrated instruction has gained considerable attention in recent years. Kay (2012) argued that technology integration in the classroom can enhance student motivation and engagement, leading to improved academic performance. In support of this notion, a study by Sung, Chang, and Liu (2016) found that technology-integrated instruction positively impacted students' learning outcomes in mathematics.

2.2.5 Effective variables

Five aspects that affect a teacher's effectiveness have been identified by Roshenshine and Furst: variability, task-orientedness, clarity, enthusiasm, and the students' capacity to attain standards-based content. We must admit that while these are undoubtedly a few fundamental factors that make a teacher effective, there are other crucial factors that benefit instructors both personally and professionally as well as their students. The most crucial factor in a teacher's efficacy is the instruction policy that he or she selects to carry content in a way that aids students in learning more efficiently. These include being reflective, sympathizing when necessary, respecting students, having a personal love of learning, being a good communicator, and many other traits.

Understanding the variables that influence the impacts of teaching strategies on students' academic performance is essential for educators and researchers alike. This literature review investigates the effective variables that shape this relationship and examines their impact on student achievement. By examining the existing body of research, this review aims to provide insights into the factors that contribute to the effectiveness of teaching strategies in promoting academic success.

Teacher competence and pedagogical content knowledge have been identified as critical variables in the effectiveness of teaching strategies. Hattie (2009) emphasized the importance of teacher expertise and highlighted that highly skilled teachers have a substantial impact on student learning outcomes. Teachers who possess strong content knowledge and pedagogical skills are better equipped to select and implement appropriate teaching strategies that align with students' needs and promote academic growth.

Student engagement and motivation are key variables that significantly influence the impacts of teaching strategies on academic performance. A study by Fredricks, Blumenfeld, and Paris (2004) highlighted the positive relationship between student engagement and academic achievement. They found that when students are actively engaged in the learning process,

they are more likely to experience higher levels of academic success. Similarly, Deci and Ryan (2008) emphasized the significance of intrinsic motivation in fostering academic achievement, suggesting that teaching strategies that promote autonomy, competence, and relatedness can enhance student motivation and subsequently improve academic performance.

The classroom environment and support provided by teachers and peers also contribute to the effectiveness of teaching strategies. A study by Rimm-Kaufman and Sawyer (2004) emphasized the importance of positive classroom climates, characterized by supportive relationships and high-quality interactions. Such environments foster student engagement and create conducive conditions for effective teaching and learning. Additionally, peer support and collaboration have been shown to positively impact academic achievement. A study by Wentzel (2009) demonstrated that peer support and positive social interactions contribute to students' motivation, engagement, and ultimately their academic performance.

2.2.6 Content (What) and Strategy (How)

The majority of educators think that improving their teaching methods was aided by having a firm grasp of the subject that has to be taught and presented (Hill and Crevola, 2003). In many schools, this is a significant problem. Teachers lose perspective on their teaching strategies and assume that the learners' difficulties are caused by the content (what needs to be taught and delivered), which is difficult or not of their interest, rather than realizing that the teaching strategy (how to teach and deliver) should be more effective and tailored to the students' requirements and needs in order to generate their interest and improve learning opportunities for the students. Furthermore, despite being connected, how and what have very different and distinct personalities.

Hattie (2009) conducted a meta-analysis of numerous studies and found that the quality and relevance of content strongly affect student achievement. The author emphasized the importance of selecting content that is aligned with learning goals, as it enables students to acquire the necessary knowledge and skills.

the use of appropriate teaching strategies is essential in effectively delivering content to students. Marzano (2007) argued that instructional strategies should be tailored to the content being taught. For instance, direct instruction may be suitable for explicit content, while problem-based learning or inquiry-based approaches may be more effective for complex or abstract concepts.

Kay (2016) explored the use of technology in the classroom and highlighted its potential to enhance content delivery. The author suggested that technology can provide interactive and multimedia-rich experiences, making complex content more accessible and engaging for students.

The alignment between content and teaching strategies is crucial for optimizing student learning outcomes. Wiggins and McTighe (2005) advocated for the concept of "backward design," wherein teachers first determine desired learning outcomes, then design instructional strategies and select appropriate content to achieve those outcomes. This approach ensures that content and strategy are intentionally aligned to facilitate meaningful learning.

Tomlinson (2005) argued that effective differentiation requires teachers to consider students' readiness, interests, and learning profiles when selecting content and designing instructional strategies. This personalized approach enhances student engagement and promotes deeper understanding.

2.2.7 Unique individual with unique learning style

Many educators are alert that every student has a exclusive learning style, but conclusion an effective teaching method to accommodate each of these styles is a challenge. Depending on their ability, students are taught in various methods. Some people learn by doing things like sketching, contemplating, modeling, and hearing (Felder, 1998). According to Felder, there are many teaching philosophies as well. There are many different teaching methods, discussions on the subject, including lectures, group projects, the use of technology and schoolbooks, and many more. Yet, the major goal of these ingenuities is to support students in considerate subject substance and connecting it to real-world states.

The recognition that individuals possess unique learning styles has gained considerable attention in educational research and practice. This literature review delves into the concept of unique individual learning styles and their significance in the context of education. By synthesizing existing studies, this review aims to shed light on the current knowledge surrounding individual learning styles and their implications for teaching and learning.

A multitude of research has explored the notion that learners have distinct learning styles that influence their preferences and approaches to learning. One prominent framework in this area is the VARK model, proposed by Fleming and Mills (1992), which categorizes learners into visual, auditory, reading/writing, and kinesthetic modalities. While the VARK model has

received both support and criticism, it highlights the idea that individuals possess different strengths and preferences in how they absorb and process information.

A study by Pashler et al. (2008) examined the effectiveness of matching teaching styles with students' learning styles and found limited evidence supporting the notion of improved learning outcomes. However, it is important to note that individual learning styles encompass more than just sensory modalities, as learners also differ in their cognitive, social, and emotional processing preferences.

The concept of multiple intelligences, introduced by Gardner (1983), emphasizes that individuals possess diverse intellectual strengths. Gardner's theory proposes that learners have varying proficiencies across different intelligences, including linguistic, logical-mathematical, musical, spatial, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic domains. This perspective calls for a broader understanding of individual differences and suggests that educators should cater to a range of intelligences to support students' learning and development.

2.2.8 Teaching strategies and age groups

The teaching methods used depend on the age group. The best approach is not among them. Depending on the students' learning preferences. The class activities are more interesting to primary pupils. For this age range, in-class exercises are most effective. Performance and Learning are enhanced by visual and aural aid. The top methods to assist students at the tertiary and secondary levels include lectures, projects, field work, peer teaching and group activities. For the benefit of each and every student, the many intellects proposed by Howard Gardner are also taken into account and incorporated into the lesson plans.

The influence of age on teaching strategies is essential for effective pedagogy. This literature review investigates how different instructional approaches align with the cognitive, social, and emotional development of learners at various age groups. By examining the existing body of research, this review aims to inform educators about the importance of tailoring teaching strategies to the developmental needs of different age groups.

In early childhood education, play-based learning has been widely recognized as an effective teaching strategy. Fisher, Hirsh-Pasek, and Golinkoff (2013) emphasized the crucial role of play in promoting cognitive, social, and emotional development among young children. Play-based approaches provide opportunities for exploration, problem-solving, and imaginative thinking, facilitating holistic development in preschoolers.

Bruner, and Ross (1976) introduced the concept of scaffolding, which involves providing temporary support to children to help them develop higher-order thinking skills. Scaffolding is particularly effective in early childhood, as it enables young learners to accomplish tasks that would be challenging to achieve independently.

Johnson and Johnson (1989) suggested that cooperative learning enhances academic achievement, social skills, and positive interdependence among students. The use of group projects, peer tutoring, and classroom discussions are examples of cooperative learning strategies suitable for this age group.

Tomlinson (1999) defined differentiated instruction as tailoring instruction to meet the diverse learning needs of students. By offering varied tasks, materials, and instructional approaches, educators can accommodate different learning styles, abilities, and interests, ensuring an inclusive learning environment.

2.2.9 Reflecting on experiences

As I have only ever trained in the primary results, my experience is not mainly varied. But my contemporaries and I have worked hard to incorporate instructional techniques that wasnefit pupils as much as feasible. I used lectures, some kinaesthetic exercises including role plays, assignments, brief reflections, visual PowerPoint slides, verbal dialogues, etc. as my teaching methods. In contrast, the pupils particularly appreciated science when they were escorted to the computer lab or exposed to nature.

Reflecting on experiences has long been recognized as a valuable process for personal growth, learning, and professional development. This literature review aims to delve into the theoretical foundations and practical implications of reflective practices. By examining the existing body of research, this review provides insights into the role of reflection in enhancing self-awareness, promoting transformative learning, and facilitating positive outcomes in different domains.

Schön (1983) introduced the concept of reflection in professional practice, distinguishing between two types: reflection-on-action and reflection-in-action. Reflection-on-action involves analyzing past experiences, while reflection-in-action occurs in real-time during the experience itself. Both forms of reflection have been widely discussed and integrated into various fields.

Schön (1983) introduced the concept of reflection in professional practice, distinguishing between two types: reflection-on-action and reflection-in-action. Reflection-on-action involves analyzing past experiences, while reflection-in-action occurs in real-time during the experience itself. Both forms of reflection have been widely discussed and integrated into various fields.

Mezirow's transformative learning theory (1991) highlights the importance of critical reflection in facilitating perspective transformation. By critically examining their experiences and assumptions, individuals can gain new insights, broaden their understanding, and make meaning from their encounters.

Dewey (1933) emphasized the role of reflective thinking in fostering experiential learning. Numerous studies have shown that incorporating reflection into educational practices enhances students' metacognitive skills, critical thinking abilities, and deep understanding of subject matter (Moon, 1999; Boud, Keogh, & Walker, 2013). Moreover, teacher reflection has been linked to improved instructional practices and increased student outcomes (Korthagen, 2017).

Reflective practice is widely embraced in professional domains, including healthcare, social work, and business. In healthcare, Schön's (1987) concept of "reflection-in-action" has been particularly influential. Research has demonstrated that engaging in reflective practices enhances healthcare professionals' clinical reasoning, problem-solving abilities, and empathy towards patients (Ferguson, 2010). Similarly, in social work, reflective practice is considered essential for enhancing practitioners' self-awareness, professional competence, and ethical decision-making (Bolton, 2014).

2.3 The Concept of Teaching Strategy and Students Performance

Nickols (2016) explained that the term strategy is a military word that originated from Greek word, “Stratego” and has been applied and adapted in business. He noted that a strategy is about achieving a purpose, putting in place strategies for realising them, having ways of deploying resources and ensuring availability of resources as a means of executing the strategy.

The research studies that have concentrated on the use of strategies in education to improve students’ performance include a study by Oluseyi (2014), whose purpose was to examine students, peers and teacher’s strategies as a measure of effective classroom assessment and

the value of triangulation. Amos, Folasayo, and Oluwatoyin (2015) investigated the instructional strategies for promoting effective teaching in Nigeria Secondary schools.

The importance of students learning and the outcome of their performance continue to be of global concern. Partnership for 21st Century Skills (2008) has emphasized the importance of improved teaching by incorporating the 21st century skills that include; critical thinking skills, problem solving, language proficiency, communication and collaborative skills, cognitive skills, adaptability skills and ability to make judgement (Partnership for 21st Century, 2008).

Teaching is successful where there is teacher to student interaction, including availability of material inputs and motivation (Amos et al, 2015). McTighe and Wiggins (2012) argues that teachers are like coaches to students, who ensure that what is taught is assume to have been learned and understood. Students' performance can be measured using results from examinations, participation in cocurricular activities and observing behaviour performance. Sievertsen, Gino and Piovesan (2015) posited that students' performance is measured using the grades obtained after students have sat for examinations. Co-curricular activities serve the same goals and functions like the core-curriculum and contribute to students' performance. Lunenburg (2010) alluded that co-curricular activities expose learners to many learning opportunities and thereby enhancing their performance.

Ghazanfar (2015) and Kelepolo (2011) explains that co-curricular activities benefits the students by; broadening their learning experiences; enriching their emotional intellectual domains; developing social and aesthetic development; developing confidence essential for academic success; reducing the delinquent behaviour such as drug and substance abuse and school dropouts. In addition, co-curricular activities contribute to development of leadership skills, self-esteem, muscle development and physical health.

2.4 Factors Affecting the Effectiveness of Teaching Strategies:

Teaching strategies play a critical role in determining students' academic achievement. However, the effectiveness of teaching strategies can be influenced by several factors, including students' prior knowledge and skills, the learning environment, and the teacher's pedagogical approach. This literature appraisal provides an outline of the research on factors affecting the effectiveness of teaching strategies.

2.4.1 Prior Knowledge and Skills:

Students' prior information and skills can influence their ability to learn and benefit from different teaching strategies. Students who have a strong basis of knowledge and skills in a particular topic area may benefit more from inquiry-based learning, while students with less background knowledge may benefit more from direct instruction (Kalyuga, Ayres, Chandler, & Sweller, 2003). Therefore, teachers need to reflect students' prior knowledge and skills when selecting and implementing teaching strategies.

Effective teaching strategies play a crucial role in facilitating student learning. However, the effectiveness of these strategies can be influenced by various factors, including students' prior knowledge and skills. This literature review examines the existing research to understand how prior knowledge and skills interact with teaching strategies and affect students' learning outcomes.

Prior knowledge refers to the existing knowledge and understanding that students bring to new learning experiences. It serves as a foundation upon which new information is built. Several studies have highlighted the significance of prior knowledge in shaping the effectiveness of teaching strategies. Mayer (2008) suggested that learners' prior knowledge can influence how they process and interpret new information. Students with strong prior knowledge in a particular subject tend to have better comprehension and retention of new concepts, compared to those with limited or inaccurate prior knowledge.

Hattie (2009) conducted a meta-analysis of numerous studies and found that the effectiveness of teaching strategies varied depending on students' prior knowledge and skills. Strategies that are designed to activate and build upon prior knowledge were found to be more effective for learners with higher levels of knowledge and skills.

the incorporation of scaffolding techniques has been shown to be beneficial for students with limited prior knowledge and skills. Vygotsky's zone of proximal development (ZPD) framework suggests that educators can provide support and guidance within a student's ZPD to facilitate learning (Vygotsky, 1978). This approach acknowledges the importance of tailoring teaching strategies to the individual needs and abilities of students.

Co-curricular activities, non-class activities and extracurricular activities are used interchangeably to refer to all the experiences that include athletics, music, drama, students council, debate, students publications, contests and a variety of social events (Annu and Sunita, 2015). Example of co-curricular activities include the following; physical activities,

social activities, literary activities, artistic activities, cultural activities, academic activities focusing on debates, symposiums, art clubs, excursions, seminars and literary clubs and other activities not limited to educational tours and excursions, leisure and citizen training activities (Madalli, 2014).

The study by OECD (2009) looked at the factors affecting students' performance in several or single subjects. The results of the findings show that student performance in secondary schools remains a critical area of interest to education stakeholders. Teachers remain key in fostering learning expectations and success in secondary schools among the students (OECD, 2011; Ko, Sammons and Bakkum, 2013). Ko et al (2013) noted in their value added studies on school and teacher effects on students' outcomes that, school contributes about 5-15 percent while teachers contribute to 20-40 percent of the variation in student performance in a given academic year.

The current study finds the above literature relating to teaching strategy and students' performance as essential and lays the foundation of the study by providing insights on teaching strategy and students' performance. From the review of the literature, the following teaching strategies influences students' performance; teacher and student centered instruction strategy, assessment strategy and resource-based instruction strategy.

2.4.2 Learning Environment:

The learning environment can also affect the effectiveness of teaching strategies. The classroom environment should be conducive to learning, with appropriate resources, materials, and technology to support students' learning. The learning environment plays a crucial role in determining the effectiveness of teaching strategies. This literature review explores the factors within the learning environment that can either facilitate or hinder the successful implementation of instructional approaches. Understanding these factors is essential for educators and policymakers to create supportive environments that maximize student learning outcomes. Additionally, the classroom climate, teacher-student relationships, and peer interactions can influence students' engagement and motivation to learn (Ryan & Deci, 2000). Therefore, teachers' necessity to create a positive learning atmosphere that fosters student engagement and motivation.

One influential factor within the learning environment is classroom climate. A positive and inclusive classroom climate fosters engagement, motivation, and a sense of belonging among

students (Cohen, McCabe, Michelli, & Pickeral, 2009). Such a climate is vital for effective teaching strategies to thrive. A study by Wang, Haertel, and Walberg (1993) found that a supportive classroom climate positively influenced student achievement, indicating the importance of establishing a conducive atmosphere for learning.

Teacher-student relationships are another critical factor in the learning environment. Strong and positive relationships between teachers and students promote trust, open communication, and personalized support (Roorda et al., 2011). Research by Hamre and Pianta (2001) demonstrated that high-quality teacher-student relationships significantly influenced student engagement and academic achievement. These relationships contribute to a nurturing environment where teaching strategies can be effectively implemented.

The physical environment also plays a role in teaching strategy effectiveness. Well-designed classrooms, appropriate seating arrangements, and access to learning resources can enhance student focus and engagement (Barrett, Zhang, Davies, & Barrett, 2015). A study by Lippman, Burns, and McArthur (1996) indicated that an organized and aesthetically pleasing physical environment positively impacted student behavior and academic achievement.

2.4.3 Teacher's Pedagogical Approach:

The teacher's pedagogical approach can also impact the effectiveness of teaching strategies. Effective teaching strategies are essential for promoting student learning and academic achievement. However, the effectiveness of these strategies can be influenced by various factors, including the teacher's pedagogical approach. This literature review aims to critically analyze existing research to identify the factors that affect the effectiveness of teaching strategies and understand the role of the teacher in optimizing instructional practices. Teachers with a strong understanding of subject matter and pedagogical content knowledge can use a diversity of teaching strategies to involve students and promote knowledge (Shulman, 1987). Moreover, teachers who use a student-centered approach and provide constructive feedback can enhance students' self-efficacy and motivation to learn (Bandura, 1997). Therefore, teachers need to be knowledgeable and skilled in their pedagogical approaches to optimize the effectiveness of teaching strategies.

Pianta (2006) emphasized the importance of positive teacher-student relationships, as they foster engagement, motivation, and academic achievement. Moreover, studies have shown that a supportive and inclusive classroom climate promotes active participation, collaboration, and positive learning experiences (Roorda et al., 2011). When teachers

establish a safe and respectful learning environment, students are more likely to engage in learning and benefit from various teaching strategies.

omlinson (2017) highlighted that adapting teaching strategies to meet the diverse needs of students is essential for promoting meaningful learning. By considering students' abilities, interests, and learning styles, teachers can modify instruction and provide individualized support. Hattie (2012) found that personalized instruction significantly enhances student achievement, as it addresses students' specific needs and promotes deeper engagement.

Darling-Hammond (2006) emphasized the significance of ongoing teacher training to enhance instructional practices. When teachers engage in professional development opportunities, they acquire new strategies, refine their pedagogical skills, and stay updated with current educational research. Furthermore, reflecting on teaching practices allows teachers to assess the effectiveness of different strategies and make necessary adjustments to optimize student learning outcomes (Zeichner & Liston, 2013).

2.4.4 Student Diversity:

Student diversity can also affect the effectiveness of teaching strategies. Students from diverse backgrounds, including those with varying learning needs, may require different teaching strategies to meet their individual needs. For example, students with learning disabilities may benefit from differentiated instruction and alternative assessment methods (Tomlinson, 2014). Therefore, instructors need to be aware of the various needs of their students and regulate their teaching strategies consequently.

One significant aspect of student diversity is cultural and linguistic variation. Research suggests that teaching strategies must consider students' cultural backgrounds to promote meaningful learning experiences. Gay (2010) argued that culturally responsive teaching acknowledges and builds upon students' cultural assets, thereby enhancing their engagement and academic performance. Moreover, language proficiency plays a critical role in instructional effectiveness. Echevarria, Vogt, and Short (2017) emphasized the importance of differentiating instruction based on language levels to support English language learners (ELLs) in diverse classrooms.

Socioeconomic factors also influence the effectiveness of teaching strategies. Students from low socioeconomic backgrounds often face challenges related to limited resources, parental involvement, and access to educational support. Hattie (2009) highlighted the significance of

providing targeted interventions and personalized instructional approaches to address the diverse needs of students from disadvantaged backgrounds. Moreover, high-quality early childhood education programs have been found to mitigate the achievement gap resulting from socioeconomic disparities (Ludwig & Phillips, 2007).

Student diversity encompasses variations in learning styles and multiple intelligences. Teaching strategies that accommodate diverse learning styles can enhance students' engagement and understanding. Kolb's experiential learning theory (1984) suggests that instructional approaches should incorporate active experimentation, reflective observation, abstract conceptualization, and concrete experience to cater to different learning preferences. Similarly, Gardner's theory of multiple intelligences (1983) emphasizes the importance of recognizing and leveraging students' unique intellectual strengths to optimize teaching effectiveness.

CHAPTER THREE

METHODOLOGY

3.1 Research Paradigm

The research design for this learning was a descriptive survey. The study was aim to describe the influence of teachers' strategies on the academic presentation of students at the primary level in Tehsil Khadukhel District Buner.

3.2 Research Design

The study used mixed survey research design employing quantitative approach. Research design gives specific direction for structuring the research, addressing the central research questions and generating answers to research problems (Creswell, 2013). In addition, research design guides the gathering of the information to answer the research questions or hypotheses under study (Kothari, 2009). This method research study aim was to address the influence of teaching strategies on students' performance.

3.2 Research Approach

The research method for a learning on the impact of teaching approaches on the academic recital of primary school students was depend on the research question, methods, data collection and data analysis techniques. The learning may use a quantitative method, collecting numerical data through surveys or tests and analyzing it using statistical methods. Alternatively, the study may use a qualitative approach, collecting descriptive data through observations, interviews, or focus groups and analyzing it through coding and thematic analysis. A diverse methods approach may also be used, combining both qualitative and quantitative methods to provide a more comprehensive sympathetic of the research question. So, in this study quantitative study was used.

3.3 Research Design

The study design for a study on the influence of teaching approaches on the academic presentation of primary school students was depend on the research question and the research approach. The study was usages a quantitative approach, a survey design may be appropriate, where data is collected from a representative sample of primary school students through standardized tests or questionnaires.

3.4 Population of the Study:

The population for this learning comprised all schools of district Buner having the primary section.

3.4.1 Sample of the Study:

The mark population for this learning was primary school students and teachers in Tehsil Khadukhel District Buner. The sample size was gritty using the Krejcie and Morgan table, and a model size of 50 teachers and 150 students was particular using a simple random sample technique.

3.4.2 Data Collection Methods

Primary method was used for data group so, in this study questionnaires was used for collecting data.

3.4.3 Quantitative Data Collection Tools

Questionnaires was administered to students, teachers, and parents to gather information on teaching strategies, and academic performance. Closed-ended questions with Likert scales or multiple-choice options can provide quantitative data that was analyzed using statistical methods.

3.5 Data Analysis

Data was collected via survey. SPSS analysis tool was used in this study.

3.5.1 Quantitative Data Analysis

Expressive statistics was used to describe and summarize the data collected through standardized tests and questionnaires. Measures such as median, mean, and mode can be used

to define central tendencies, while trials such as variance and standard deviation can define the dispersion of the facts.

Illative statistics was cast-off to test hypotheses and regulate whether there is a important difference in academic performance among students exposed to different teaching strategies. Techniques such as t-tests, ANOVA, and regression study can be used to test hypotheses and regulate the relationship among teaching strategies and academic performance.

Correlation investigation was secondhand to determine the relationship among two or more variables, such as teaching strategies and academic performance. Pearson's correlation constant or Spearman's rank correlation coefficient can be used to control the strength and direction of the connection.

3.5.2 Ethical Consideration

Participants, including students, parents, and teachers, was deliver informed consent to participate in the study. Informed consent would include information about the study's resolve, procedures, benefits, risks, confidentiality, and the right to withdraw from the study at any time. All data collected would be kept confidential and only used for research resolutions. Participants' personal information would be kept secure and should not be disclosed without their consent. Participants' privacy would be respected throughout the study. Observations would be conducted discreetly and with minimal disruption to the classroom environment.

CHAPTER FOUR

RESULTS AND ANALYSIS

4.1 Demographic Details of Participants

Table 4.1.1: What is the Gender of Participants?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	150	75.0	75.0	75.0
	Female	50	25.0	25.0	100.0
	Total	200	100.0	100.0	

The table 4.1.1 presents the gender distribution of the participants in the study. Among the total of 200 participants, 150 (75%) are male, while 50 (25%) are female. This distribution indicates a higher representation of male participants in the study, accounting for three-quarters of the total sample, while females constitute one-fourth of the sample.

Table 4.1.2: What is the Age of the participants?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-25 Years	29	14.5	14.5	14.5
	25-30 Years	111	55.5	55.5	70.0
	30-35 Years	33	16.5	16.5	86.5
	40 Above Years	27	13.5	13.5	100.0
	Total	200	100.0	100.0	

The table 4.1.2 illustrates the age distribution of the participants in the study. The largest proportion of participants, 111 individuals (55.5%), falls within the age range of 25 to 30 years, indicating a significant presence of this age group in the sample. Participants aged 20 to 25 years constitute 29 individuals (14.5%), while those aged 30 to 35 years account for 33 participants (16.5%). Additionally, there are 27 participants (13.5%) who are 40 years of age

or above. The cumulative percentages further demonstrate that 86.5% of the participants are aged 35 years or below, while the remaining 13.5% are aged 40 years and above.

Table 4.1. 3: How many years did you spend in your pre-service training?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-5 months	49	24.5	24.5	24.5
	1 year	54	27.0	27.0	51.5
	1-2 years	76	38.0	38.0	89.5
	2 years+	17	8.5	8.5	98.0
	None of the above	4	2.0	2.0	100.0
	Total	200	100.0	100.0	

This table 4.1.3 presents the distribution of responses regarding the duration of time individuals have been engaged in a certain activity. Out of the total 200 participants, 24.5% indicated that they have been involved in the activity for 0-5 months, while 27.0% reported a duration of 1 year. Additionally, 38.0% of respondents stated they had been engaged for a period ranging from 1 to 2 years, and 8.5% reported an involvement of over 2 years. A small proportion, 2.0%, chose "None of the above." In summary, the majority of participants had been participating in the activity for less than 2 years, with a notable number having joined within the past 1-2 years, contributing to a cumulative percentage of 89.5%.

4.2 Statement wise Questionnaires responses

Table 4.2. 1: The teacher uses a variety of instructional methods to engage students in learning.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	13	6.5	6.5	6.5
	Disagree	17	8.5	8.5	15.0
	Neutral	10	5.0	5.0	20.0
	Agree	30	15.0	15.0	35.0
	Strongly Agree	130	65.0	65.0	100.0
	Total	200	100.0	100.0	

The table 4.2.1 presents the distribution of responses to a given statement based on a sample of 200 individuals. Participants were asked to express their agreement level, ranging from "Strongly Disagree" to "Strongly Agree." The results indicate that the majority of respondents (65.0%) strongly agree with the statement, demonstrating a high degree of consensus. Additionally, 15.0% agree, 8.5% disagree, 6.5% strongly disagree, and 5.0% remain neutral. These findings suggest a generally positive sentiment towards the statement, with a significant proportion strongly endorsing it.

Table 4.2. 2: The teacher incorporates real-life examples and practical applications in their teaching.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	200	100.0	100.0	100.0

The table 4.2.2 presents the distribution of responses to a statement, where participants were asked to indicate their level of agreement. All respondents (100%) expressed a "Strongly Agree" sentiment, indicating unanimous consensus on the given statement. This response was the only valid option, resulting in 100% both for valid and cumulative percentages. It is evident that the participants held a strong and unanimous agreement towards the statement under consideration.

Table 4.2. 3: The teacher encourages student participation and interaction in the classroom.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	5.0	5.0	5.0
	Disagree	9	4.5	4.5	9.5
	Neutral	12	6.0	6.0	15.5
	Agree	48	24.0	24.0	39.5
	Strongly Agree	121	60.5	60.5	100.0
	Total	200	100.0	100.0	

The table 4.2.3 presents the distribution of responses to a survey question, reflecting participants' opinions on a certain statement. The data indicates that 60.5% of respondents strongly agree with the statement, making it the most prevalent viewpoint. Additionally, 24% agree, 6% hold a neutral stance, while 4.5% disagree and 5% strongly disagree. The cumulative percent illustrates the progressive accumulation of responses across these categories. It is evident that a majority of participants express strong agreement, suggesting a substantial level of support for the statement among the surveyed individuals.

Table 4.2.4: The teacher provides clear explanations and instructions.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	14	7.0	7.0	7.0
	Disagree	20	10.0	10.0	17.0
	Neutral	15	7.5	7.5	24.5
	Agree	50	25.0	25.0	49.5
	Strongly Agree	101	50.5	50.5	100.0
	Total	200	100.0	100.0	

The table 4.2.4 presents the distribution of responses to a given statement based on a survey of 200 participants. The participants were asked to indicate their level of agreement with the statement. The results reveal that opinions were diverse, with 7% strongly disagreeing, 10% disagreeing, 7.5% expressing a neutral stance, 25% agreeing, and the largest portion, comprising 50.5%, strongly agreeing with the statement. Overall, a clear majority (75.5%) of respondents either agreed or strongly agreed, indicating a prevailing positive sentiment towards the statement among the survey participants.

Table 4.2. 5: The teacher uses visual aids and multimedia resources to enhance learning.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	25	12.5	12.5	12.5
	Disagree	33	16.5	16.5	29.0

Neutral	32	16.0	16.0	45.0
Agree	54	27.0	27.0	72.0
Strongly Agree	56	28.0	28.0	100.0
Total	200	100.0	100.0	

The table 4.2.5 presents the distribution of responses from a sample of 200 participants who were asked to express their opinions on a certain statement. The participants were provided with five options to choose from, ranging from "Strongly Disagree" to "Strongly Agree." The data indicates that the majority of participants leaned towards positive views, as a combined 55% either "Agree" or "Strongly Agree" with the statement. In contrast, 28.5% expressed disagreement, with 16.5% choosing "Disagree" and 12.5% selecting "Strongly Disagree." The remaining 16% chose the "Neutral" option. These findings suggest that the statement was generally well-received, with a substantial proportion of respondents expressing agreement.

Table 4.2.6: The teacher promotes critical thinking and problem-solving skills.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	19	9.5	9.5	9.5
	Disagree	22	11.0	11.0	20.5
	Neutral	19	9.5	9.5	30.0
	Agree	21	10.5	10.5	40.5
	Strongly Agree	119	59.5	59.5	100.0
	Total	200	100.0	100.0	

The table 4.2.6 presents the distribution of responses to a survey question regarding a certain statement. Participants were asked to express their agreement with the statement on a five-point scale, ranging from "Strongly Disagree" to "Strongly Agree." The data indicates that the majority of respondents (59.5%) expressed a "Strongly Agree" sentiment, suggesting a high level of endorsement for the statement. Additionally, 21 respondents (10.5%) indicated an "Agree" response, while 22 (11.0%) chose "Disagree," and 19 (9.5%) selected both "Strongly Disagree" and "Neutral" responses each. These findings demonstrate a predominantly positive inclination towards the statement, as a combined total of 70 respondents (35.0%) chose agreement options compared to 41 (20.5%) who chose disagreement options. The cumulative percentage provides a clear progression of the distribution.

Table 4.2.7: The teacher adjusts their teaching approach to meet the needs of different students.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	39	19.5	19.5	19.5
	Disagree	59	29.5	29.5	49.0
	Neutral	16	8.0	8.0	57.0
	Agree	36	18.0	18.0	75.0
	Strongly Agree	50	25.0	25.0	100.0
	Total	200	100.0	100.0	

The table 4.2.7 presents the distribution of responses to a survey question based on a five-point Likert scale regarding a certain statement. Out of the total 200 respondents, 19.5% strongly disagreed, 29.5% disagreed, 8.0% chose a neutral stance, 18.0% agreed, and 25.0% strongly agreed with the given statement. The majority of participants (54.5%) expressed disagreement in some form, while a significant portion (43.0%) indicated agreement. The results suggest a polarization of opinions, with a notable proportion leaning towards both the negative and positive ends of the spectrum.

Table 4.2.8: The teacher provides timely feedback and assessments to monitor student progress.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	21	10.5	10.5	10.5
	Disagree	52	26.0	26.0	36.5
	Neutral	20	10.0	10.0	46.5
	Agree	36	18.0	18.0	64.5
	Strongly Agree	71	35.5	35.5	100.0
	Total	200	100.0	100.0	

The table 4.2.8 illustrates the distribution of responses based on the frequency and percentage of participants' agreement with a certain statement. Participants were asked to express their level of agreement, ranging from "Strongly Disagree" to "Strongly Agree." The results reveal

that the majority of participants (35.5%) "Strongly Agree" with the statement, while 26.0% "Disagree," 18.0% "Agree," 10.5% "Strongly Disagree," and 10.0% remain "Neutral." In cumulative terms, 46.5% of participants express some form of disagreement, whereas 64.5% show agreement with the statement. The data underscores a considerable level of agreement among participants, particularly in the "Strongly Agree" category, suggesting a predominant alignment with the statement.

Table 4.2.9: The teacher encourages independent thinking and creativity.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	13	6.5	6.5	6.5
	Disagree	27	13.5	13.5	20.0
	Neutral	19	9.5	9.5	29.5
	Agree	60	30.0	30.0	59.5
	Strongly Agree	81	40.5	40.5	100.0
	Total	200	100.0	100.0	

The table 4.2.9 presents the distribution of responses to a survey question, where participants were asked to rate their level of agreement with a given statement. Out of the 200 valid responses, it is evident that a significant proportion of participants held positive views, with 30.0% agreeing and 40.5% strongly agreeing with the statement. On the other hand, a combined 20.0% expressed a degree of disagreement, with 13.5% disagreeing and 6.5% strongly disagreeing. Meanwhile, 9.5% of participants held a neutral stance. This indicates a generally favorable disposition towards the statement among the surveyed individuals.

Table 4.2.10: The teacher fosters a positive and inclusive classroom environment.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	21	10.5	10.5	10.5
	Disagree	30	15.0	15.0	25.5
	Neutral	21	10.5	10.5	36.0
	Agree	104	52.0	52.0	88.0
	Strongly Agree	24	12.0	12.0	100.0

	Total	200	100.0	100.0

The table 4.2.10 presents the distribution of responses to a survey question based on a five-point Likert scale. Participants were asked about their agreement with a certain statement. The majority of respondents (52.0%) indicated agreement, with 12.0% strongly agreeing and 40.0% agreeing. On the other hand, a smaller proportion of participants disagreed with the statement, with 15.0% disagreeing and 10.5% strongly disagreeing. A similar percentage (10.5%) chose the neutral option. In summary, the data shows that the statement garnered a generally positive response, as a majority of participants either agreed or strongly agreed, while a smaller portion held negative views or remained neutral.

Table 4.2.11: The teacher incorporates hands-on activities and experiential learning opportunities.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	16	8.0	8.0	8.0
	Disagree	37	18.5	18.5	26.5
	Neutral	19	9.5	9.5	36.0
	Agree	77	38.5	38.5	74.5
	Strongly Agree	51	25.5	25.5	100.0
	Total	200	100.0	100.0	

The table 4.2.11 presents the distribution of responses from a sample of 200 participants regarding their agreement levels with a certain statement. The participants were given five options to choose from: "Strongly Disagree," "Disagree," "Neutral," "Agree," and "Strongly Agree." The majority of respondents fell into the "Agree" category, constituting 38.5% of the total sample, followed by "Strongly Agree" at 25.5%. Conversely, a smaller proportion "Strongly Disagreed" (8.0%) or "Disagreed" (18.5%), while a moderate portion chose "Neutral" (9.5%). This data indicates a relatively favorable disposition towards the statement, with a combined 64% of respondents either agreeing or strongly agreeing, underscoring a generally positive sentiment among the participants.

Table 4.2.12: The teacher uses technology effectively to enhance the learning experience.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	9	4.5	4.5	4.5
	Disagree	14	7.0	7.0	11.5
	Neutral	9	4.5	4.5	16.0
	Agree	39	19.5	19.5	35.5
	Strongly Agree	129	64.5	64.5	100.0
	Total	200	100.0	100.0	

The table 4.2.12 presents the distribution of responses to a given statement based on a survey of 200 participants. Participants were asked to rate their agreement with the statement on a five-point scale, ranging from "Strongly Disagree" to "Strongly Agree." The majority of respondents (64.5%) expressed a "Strongly Agree" sentiment, indicating a high level of endorsement for the statement. An additional 19.5% of participants chose "Agree," further contributing to the positive consensus, while 7% "Disagreed" and 4.5% each selected "Strongly Disagree" and "Neutral" options. These results suggest a predominantly favorable attitude towards the statement among the surveyed individuals.

Table 4.2.13: The teacher encourages collaboration and teamwork among students.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	38	19.0	19.0	19.0
	Disagree	76	38.0	38.0	57.0
	Neutral	55	27.5	27.5	84.5
	Agree	31	15.5	15.5	100.0
	Total	200	100.0	100.0	

The table 4.2.14 presents the distribution of responses to a survey question based on a four-point Likert scale regarding a certain statement. Out of the total 200 participants, 19.0% strongly disagreed, 38.0% disagreed, 27.5% remained neutral, and 15.5% agreed with the statement. Notably, the majority of participants (57.0%) expressed disagreement in varying degrees, while a significant portion (84.5%) leaned towards disagreement or neutrality. Conversely, a smaller proportion (15.5%) indicated agreement. This distribution highlights a prevailing tendency towards skepticism or reservation concerning the statement among the surveyed individuals.

Table 4.2.14: The teacher provides clear learning objectives and outcomes for each lesson.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	11	5.5	5.5	5.5
	Disagree	10	5.0	5.0	10.5
	Neutral	21	10.5	10.5	21.0
	Agree	39	19.5	19.5	40.5
	Strongly Agree	119	59.5	59.5	100.0
	Total	200	100.0	100.0	

The table 4.2.15 presents the distribution of responses to a survey question, capturing participants' opinions on a certain statement. The statement elicited various degrees of agreement, with participants being asked to select from five options ranging from "Strongly Disagree" to "Strongly Agree." The data illustrates that the majority of respondents (59.5%) expressed a "Strongly Agree" stance, indicating a high level of alignment with the statement. An additional 19.5% chose "Agree," contributing to a total of 79% of participants who either agreed or strongly agreed. On the other hand, a combined 10.5% held a "Neutral" viewpoint, suggesting a lack of strong opinion. Minor proportions of participants disagreed, with 5.5% indicating "Strongly Disagree" and 5% opting for "Disagree." In summary, the table reflects a notable level of agreement among participants regarding the statement, as the cumulative percentage of agreement-related responses reaches 40.5%, compared to the cumulative percentage of disagreement-related responses at 10.5%.

Table 4.2.15: The teacher uses formative assessments to monitor student progress and adjust instruction accordingly.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	29	14.5	14.5	14.5
	Disagree	29	14.5	14.5	29.0
	Neutral	40	20.0	20.0	49.0
	Agree	70	35.0	35.0	84.0
	Strongly Agree	32	16.0	16.0	100.0
	Total	200	100.0	100.0	

The table 4.2.16 presents the distribution of responses to a survey question, with a total of 200 participants. The question pertains to a certain statement, and participants were asked to express their agreement level. The majority of respondents chose either "Agree" (35%) or "Neutral" (20%), indicating a generally positive or ambivalent stance towards the statement. Meanwhile, an equal percentage of participants selected both "Strongly Disagree" and "Disagree" (14.5% each), suggesting a notable presence of disagreement. Additionally, 16% of participants "Strongly Agree" with the statement. Overall, the data illustrates a range of opinions, with a substantial portion showing agreement, a significant proportion being neutral, and a smaller but noteworthy segment expressing disagreement with the given statement.

Table 4.2.16: I feel confident in my ability to understand the subjects taught by my teacher.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	12	6.0	6.0	6.0
	Disagree	9	4.5	4.5	10.5
	Neutral	20	10.0	10.0	20.5
	Agree	31	15.5	15.5	36.0
	Strongly Agree	128	64.0	64.0	100.0
	Total	200	100.0	100.0	

The table 4.2.16 presents the distribution of responses to a survey question, reflecting participants' opinions on a certain topic. Among the 200 valid responses, a significant majority (64.0%) strongly agree with the statement, indicating a high level of consensus or alignment with the topic. Additionally, 15.5% of respondents agree, while 10.0% remain neutral, and 4.5% disagree, suggesting a generally positive disposition towards the subject matter. However, a smaller proportion (6.0%) strongly disagrees, which signifies a minority of participants holding opposing views. The cumulative percentages illustrate the progression of opinions across the spectrum, with a gradual shift from disagreement to agreement as we move from left to right in the table.

Table 4.2.17: I actively participate in classroom activities and discussions.

	Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Strongly Disagree	11	5.5	5.5	5.5
	Disagree	9	4.5	4.5	10.0
	Neutral	22	11.0	11.0	21.0
	Agree	40	20.0	20.0	41.0
	Strongly Agree	118	59.0	59.0	100.0
	Total	200	100.0	100.0	

The table 4.2.17 presents the distribution of responses to a survey question regarding agreement with a certain statement. A total of 200 participants took part in the survey. The responses were categorized into five levels: "Strongly Disagree," "Disagree," "Neutral," "Agree," and "Strongly Agree." The majority of participants (59.0%) expressed a "Strongly Agree" sentiment, signifying a significant level of endorsement for the statement. Additionally, 20.0% of participants chose "Agree," indicating a substantial agreement, while 11.0% opted for a "Neutral" stance. On the contrary, relatively fewer participants indicated disagreement, with 4.5% in the "Disagree" category and 5.5% in the "Strongly Disagree" category. Overall, a notable proportion of respondents showed strong support for the statement, with a cumulative percentage of 41.0% agreeing or strongly agreeing, while a smaller combined percentage of 10.0% disagreed.

Table 4.2.18: I complete my assignments and homework on time.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	19	9.5	9.5	9.5
	Disagree	11	5.5	5.5	15.0
	Neutral	18	9.0	9.0	24.0
	Agree	72	36.0	36.0	60.0
	Strongly Agree	80	40.0	40.0	100.0
	Total	200	100.0	100.0	

The table presents the distribution of responses to a survey question, indicating participants' levels of agreement with a statement. Out of the 200 participants, 9.5% strongly disagreed, 5.5% disagreed, 9.0% chose a neutral stance, 36.0% agreed, and 40.0% strongly agreed with the statement. The cumulative percentages show that 15.0% disagreed or strongly disagreed, 24.0% were neutral, and a majority of 60.0% agreed or strongly agreed. This table provides

insights into the participants' overall sentiment towards the statement, revealing a substantial level of agreement, with a combined 76.0% expressing positive agreement.

Table 4.2. 19: I feel challenged and motivated to learn in my teacher's class.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	19	9.5	9.5	9.5
	Disagree	19	9.5	9.5	19.0
	Neutral	20	10.0	10.0	29.0
	Agree	51	25.5	25.5	54.5
	Strongly Agree	91	45.5	45.5	100.0
	Total	200	100.0	100.0	

The table 4.2.19 illustrates the distribution of responses to a survey question, reflecting participants' opinions on a given topic. The data reveals that a significant proportion of respondents strongly agree (45.5%) with the statement, while a substantial number also agree (25.5%). On the other hand, a smaller but notable portion of participants hold a neutral stance (10.0%), while relatively fewer individuals disagree (9.5%) or strongly disagree (9.5%). The cumulative percentages emphasize the dominance of agreement-based responses, with 54.5% expressing agreement (combining both "Agree" and "Strongly Agree"). In contrast, the cumulative percentage for disagreement-related responses (combining both "Disagree" and "Strongly Disagree") stands at 19.0%. Overall, the data portrays a predominantly favorable inclination among the respondents towards the statement presented in the survey.

Table 4.2.20: I understand the concepts and topics taught by my teacher.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	5.0	5.0	5.0
	Disagree	14	7.0	7.0	12.0
	Neutral	17	8.5	8.5	20.5
	Agree	32	16.0	16.0	36.5
	Strongly Agree	127	63.5	63.5	100.0
	Total	200	100.0	100.0	

The table 4.2.21 presents the distribution of responses from a sample of 200 participants regarding their agreement with a certain statement. The majority of respondents (63.5%) expressed a "Strongly Agree" stance, indicating a high level of agreement with the statement. An additional 16% chose "Agree," further affirming their agreement. Meanwhile, a smaller proportion of participants leaned towards a more neutral perspective, with 8.5% indicating "Neutral" feelings. On the contrary, fewer individuals disagreed, as 7% chose "Disagree," and a mere 5% expressed "Strongly Disagree." In summary, the data demonstrates a strong overall alignment with the statement, as a significant majority either agreed or strongly agreed, while disagreement was comparatively minimal.

Table 4.2.21: I can apply the knowledge and skills learned in class to real-life situations.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	12	6.0	6.0	6.0
	Disagree	20	10.0	10.0	16.0
	Neutral	18	9.0	9.0	25.0
	Agree	52	26.0	26.0	51.0
	Strongly Agree	98	49.0	49.0	100.0
	Total	200	100.0	100.0	

The table 4.2.21 illustrates participants' responses to a certain statement based on a five-point scale. It reveals that 6% of the participants strongly disagree with the statement, while 10% disagree, and an additional 9% remain neutral. On the other hand, a substantial portion, 26%, agrees with the statement, and the largest proportion, comprising 49%, strongly agrees with it. Evidently, a majority of 75% (combining the "Agree" and "Strongly Agree" categories) hold a positive view, indicating a general consensus in favor of the statement among the respondents.

Table 4.2. 22: I receive constructive feedback from my teacher to improve my academic performance.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	19	9.5	9.5	9.5

Disagree	20	10.0	10.0	19.5
Neutral	21	10.5	10.5	30.0
Agree	58	29.0	29.0	59.0
Strongly Agree	82	41.0	41.0	100.0
Total	200	100.0	100.0	

The table 4.2.22 presents the distribution of responses to a survey question, where participants were asked to rate their agreement with a statement. The statement evoked varying degrees of agreement, and the participants' responses were categorized into five levels: "Strongly Disagree," "Disagree," "Neutral," "Agree," and "Strongly Agree." Out of the total 200 participants, a minority (9.5%) expressed "Strongly Disagree," while a slightly higher percentage (10.0%) chose "Disagree." Those who remained impartial and selected "Neutral" accounted for 10.5%. On the other hand, a significant proportion (29.0%) indicated "Agree," and the largest portion of participants (41.0%) fell into the category of "Strongly Agree." Overall, the majority of respondents showed agreement with the statement, with the cumulative percentage of agreement responses reaching 59.0%.

Table 4.2. 23: I feel supported and encouraged by my teacher to reach my full potential.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	19	9.5	9.5	9.5
	Disagree	20	10.0	10.0	19.5
	Neutral	21	10.5	10.5	30.0
	Agree	58	29.0	29.0	59.0
	Strongly Agree	82	41.0	41.0	100.0
	Total	200	100.0	100.0	

The table 4.2.23 illustrates the distribution of responses to a survey question based on a five-point Likert scale regarding a certain statement. Out of the 200 participants, 9.5% strongly disagreed, 10% disagreed, and 10.5% remained neutral towards the statement. On the other hand, a significant portion of respondents, 29%, agreed, while the majority, 41%, expressed strong agreement with the statement. Overall, the data indicates a notable level of agreement, with a cumulative 59% either agreeing or strongly agreeing, suggesting a favorable perception or alignment with the subject matter among the surveyed individuals.

Table 4.2.24: I am able to effectively manage my time and prioritize my tasks.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	11	5.5	5.5	5.5
	Disagree	16	8.0	8.0	13.5
	Neutral	14	7.0	7.0	20.5
	Agree	49	24.5	24.5	45.0
	Strongly Agree	110	55.0	55.0	100.0
	Total	200	100.0	100.0	

The table 4.2.24 illustrates the distribution of responses to a survey question based on a sample of 200 participants. The participants were asked to express their level of agreement with a statement, and the responses were categorized into five levels: "Strongly Disagree," "Disagree," "Neutral," "Agree," and "Strongly Agree." The data reveals that a significant proportion of participants (55.0%) strongly agreed with the statement, while 24.5% indicated agreement. A smaller percentage of participants chose the "Neutral" option (7.0%), while fewer still disagreed (8.0%), and the smallest fraction (5.5%) expressed strong disagreement. This suggests a generally positive sentiment toward the statement among the surveyed individuals.

Table 4.2.25: I enjoy learning in my teacher's class.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	11	5.5	5.5	5.5
	Disagree	21	10.5	10.5	16.0
	Neutral	9	4.5	4.5	20.5
	Agree	40	20.0	20.0	40.5
	Strongly Agree	119	59.5	59.5	100.0
	Total	200	100.0	100.0	

The table 4.2.25 presents the distribution of responses to a survey question regarding a certain statement. A total of 200 participants took part in the survey. The majority of participants, constituting 59.5%, strongly agreed with the statement, indicating a high level of consensus. Additionally, 20% of respondents agreed with the statement, while 10.5% disagreed, and 5.5% strongly disagreed. A smaller portion, 4.5%, remained neutral. This distribution

suggests that a significant proportion of participants held a positive view towards the statement, with a gradual decrease in agreement levels from "Strongly Agree" to "Neutral" and a relatively lower level of disagreement. The cumulative percentage highlights that a substantial portion of respondents shared a positive sentiment towards the statement, as indicated by the cumulative percentage reaching 40.5% at the "Agree" level and ultimately culminating at 100% with the "Strongly Agree" category.

Table 4.2.26: I consistently achieve high grades in assessments and exams.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	12	6.0	6.0	6.0
	Disagree	19	9.5	9.5	15.5
	Neutral	21	10.5	10.5	26.0
	Agree	51	25.5	25.5	51.5
	Strongly Agree	97	48.5	48.5	100.0
	Total	200	100.0	100.0	

The table 4.2.26 presents the distribution of responses to a survey question based on a five-point Likert scale regarding a certain statement. Out of the 200 participants, 6% strongly disagreed, 9.5% disagreed, 10.5% remained neutral, 25.5% agreed, and the largest proportion, 48.5%, strongly agreed with the statement. The cumulative percentages show that a gradual progression from disagreement to agreement occurred as 15.5% of participants disagreed or strongly disagreed, while 51.5% agreed or strongly agreed. The results indicate a predominantly positive sentiment toward the statement, with a significant majority of participants expressing agreement, either moderately or strongly.

Table 4.2. 27: I actively seek additional resources and materials to deepen my understanding of the subjects.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	89	44.5	44.5	44.5
	Disagree	70	35.0	35.0	79.5
	Neutral	41	20.5	20.5	100.0
	Total	200	100.0	100.0	

The table 4.2.28 presents the distribution of responses to a given statement based on a sample of 200 participants. Participants were asked to express their agreement level with the statement, and the data is categorized into three groups: "Strongly Disagree," "Disagree," and "Neutral." The table illustrates that 44.5% of respondents strongly disagreed with the statement, indicating a significant lack of agreement. Additionally, 35% expressed a general disagreement, while 20.5% remained neutral, showcasing a varied range of perspectives. In cumulative terms, a majority (79.5%) of participants either disagreed or strongly disagreed with the statement, emphasizing a prevalent lack of alignment with the presented idea.

Table 4.2.28: I feel motivated to excel academically in my teacher's class.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	28	14.0	14.0	14.0
	Disagree	21	10.5	10.5	24.5
	Neutral	50	25.0	25.0	49.5
	Agree	50	25.0	25.0	74.5
	Strongly Agree	51	25.5	25.5	100.0
	Total	200	100.0	100.0	

The table 4.2.28 presents the distribution of responses to a survey question, where participants were asked to indicate their level of agreement with a statement. Out of a total of 200 participants, the majority of responses fell within the "Neutral" to "Strongly Agree" spectrum, with 25.5% strongly agreeing, 25.0% agreeing, and 25.0% being neutral. On the opposing end, 10.5% disagreed and 14.0% strongly disagreed. These results indicate a diverse range of opinions, yet a notable proportion of participants expressed positive sentiments towards the statement, as seen in the combined percentages of "Agree" and "Strongly Agree."

Table 4.2.29: I effectively manage my study time and develop effective study habits.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	12	6.0	6.0	6.0

Disagree	11	5.5	5.5	11.5
Neutral	18	9.0	9.0	20.5
Agree	31	15.5	15.5	36.0
Strongly Agree	128	64.0	64.0	100.0
Total	200	100.0	100.0	

The table 4.2.29 presents the distribution of responses to a survey question, capturing participants' opinions on a given subject. Out of the 200 participants, a substantial majority (64.0%) expressed a "Strongly Agree" stance, indicating a high level of consensus on the topic. An additional 15.5% chose "Agree," contributing to the overall positive sentiment. Conversely, a smaller proportion of respondents leaned towards disagreement, with 5.5% selecting "Disagree" and 6.0% choosing "Strongly Disagree." The "Neutral" option was chosen by 9.0% of participants, reflecting a middle-ground viewpoint. These results suggest a predominantly favorable outlook among the respondents, as most of them either agreed or strongly agreed with the statement presented in the survey.

Table 4.2.30: I have seen noticeable improvement in my academic performance since being in my teacher's class.

	c	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	12	6.0	6.0	6.0
	Disagree	9	4.5	4.5	10.5
	Neutral	31	15.5	15.5	26.0
	Agree	39	19.5	19.5	45.5
	Strongly Agree	109	54.5	54.5	100.0
	Total	200	100.0	100.0	

The table presents the distribution of responses from a sample of 200 participants regarding their agreement levels with a certain statement. The participants were asked to indicate their agreement on a five-point scale ranging from "Strongly Disagree" to "Strongly Agree." The majority of respondents (54.5%) expressed a "Strongly Agree" stance, indicating a high level of agreement with the statement. Additionally, 19.5% chose "Agree," 15.5% were "Neutral," while smaller percentages disagreed to varying degrees, with 4.5% selecting "Disagree" and 6.0% choosing "Strongly Disagree." This suggests that a significant proportion of the participants hold a favorable view of the statement, with a relatively smaller portion expressing differing levels of disagreement or neutrality.

4.3 Correlations

Table 4.2.31: Correlations of variables

		Teacher Strategies	Academic Performance
Teacher Strategies	Pearson Correlation	1	.711**
	Sig. (2-tailed)		.000
	N	200	200
Academic Performance	Pearson Correlation	.711**	1
	Sig. (2-tailed)	.000	
	N	200	200

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

The correlation analysis presented in Table 4.2.31 examines the relationship between Teacher Strategies and Academic Performance among the participants in this study. The Pearson correlation coefficient, which measures the strength and direction of the linear relationship between two variables, was used to analyze the data.

The results reveal a highly significant positive correlation between Teacher Strategies and Academic Performance ($r = 0.711$, $p < 0.01$). This indicates a strong association between the quality of teaching strategies employed by teachers and the academic achievements of the students. The correlation coefficient of 0.711 suggests a substantial and positive linear relationship between these two variables. As the correlation coefficient is closer to 1, it signifies that as Teacher Strategies improve, there is a tendency for Academic Performance to also improve among the primary school students in Tehsil Khadukhel District Buner. The statistically significant correlation coefficient ($p < 0.01$) implies that variations in Teacher Strategies are reliably related to variations in Academic Performance. In practical terms, this suggests that when teachers employ effective and diverse teaching strategies, students are more likely to exhibit enhanced academic performance. These findings underscore the critical role that teachers' pedagogical methods play in shaping students' educational outcomes.

The size of the correlation coefficient ($r = 0.711$) indicates a strong positive linear relationship, reinforcing the notion that a well-thought-out and multifaceted approach to teaching is conducive to improved academic achievements. This correlation is consistent with the study's initial objectives, emphasizing the importance of effective teaching strategies in

bolstering students' academic performance. The analysis of the correlation matrix underscores a robust and statistically significant positive relationship between Teacher Strategies and Academic Performance. These findings highlight the vital role of teachers' instructional methods in shaping the educational progress of primary school students. Effective teaching strategies appear to be a key factor in fostering a conducive learning environment that positively impacts students' academic outcomes.

4.4 Regression

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.711[a]	.506	.503	4.80892

a. Predictors: (Constant), Academic Performance

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4681.180	1	4681.180	202.423	.000[b]
	Residual	4578.900	198	23.126		
	Total	9260.080	199			

a. Dependent Variable: Teacher Strategies

b. Predictors: (Constant), Academic Performance

Model		Unstandardized Coefficients		Standardized Coefficients	
		B	Std. Error	Beta	t
1	(Constant)	24.060	2.296		10.481
	Academic Performance	.556	.039	.711	14.228

The correlation analysis presented in Table 4.2.31 examines the relationship between Teacher Strategies and Academic Performance among the participants in this study. The Pearson correlation coefficient, which measures the strength and direction of the linear relationship between two variables, was used to analyze the data.

The results reveal a highly significant positive correlation between Teacher Strategies and Academic Performance ($r = 0.711$, $p < 0.01$). This indicates a strong association between the quality of teaching strategies employed by teachers and the academic achievements of the students. The correlation coefficient of 0.711 suggests a substantial and positive linear relationship between these two variables. As the correlation coefficient is closer to 1, it signifies that as Teacher Strategies improve, there is a tendency for Academic Performance to also improve among the primary school students in Tehsil Khadukhel District Buner.

The statistically significant correlation coefficient ($p < 0.01$) implies that variations in Teacher Strategies are reliably related to variations in Academic Performance. In practical terms, this suggests that when teachers employ effective and diverse teaching strategies, students are more likely to exhibit enhanced academic performance. These findings underscore the critical role that teachers' pedagogical methods play in shaping students' educational outcomes.

The size of the correlation coefficient ($r = 0.711$) indicates a strong positive linear relationship, reinforcing the notion that a well-thought-out and multifaceted approach to teaching is conducive to improved academic achievements. This correlation is consistent with the study's initial objectives, emphasizing the importance of effective teaching strategies in bolstering students' academic performance. The analysis of the correlation matrix underscores a robust and statistically significant positive relationship between Teacher Strategies and Academic Performance. These findings highlight the vital role of teachers' instructional methods in shaping the educational progress of primary school students. Effective teaching

strategies appear to be a key factor in fostering a conducive learning environment that positively impacts students' academic outcomes.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

5.1 Findings

The study examined the perceptions of primary school students regarding the impact of teachers' strategies on their academic performance. The findings indicate a prevailing positive sentiment towards diverse instructional methods employed by teachers. A significant consensus (65.0%) emerged, with students strongly agreeing that teachers utilize a variety of approaches to engage them in learning. This underscores the efficacy of versatile teaching techniques in maintaining student interest and involvement in the classroom. Furthermore, the incorporation of real-life examples and practical applications into teaching was unanimously endorsed (100%) by participants. This unanimity signifies the potency of this approach in enhancing students' understanding and relevance of the subjects. The study also revealed that teachers who actively encourage student participation and interaction receive substantial support (60.5% strongly agreeing). This suggests that fostering an inclusive and participatory learning environment has a positive impact on student engagement and motivation.

Clear communication is vital for effective learning, and the findings affirm this. A majority of respondents (75.5%) expressed agreement or strong agreement that teachers provide clear explanations and instructions. This clarity appears to contribute to students' comprehension and confidence in grasping subject matter. Additionally, the study illuminated the significance of timely feedback and assessments, as observed by the considerable percentage (35.5%) who strongly agreed. This outcome implies that prompt and constructive feedback is instrumental in guiding students' learning progress.

Students' perception of teachers' adaptability to diverse learning needs emerged as another key finding. A majority (50%) of participants strongly agreed that teachers adjust their teaching methods to cater to different students. This recognition of individual differences underscores the importance of personalized instruction in promoting effective learning outcomes. Moreover, participants conveyed a positive inclination towards technology integration (64.5% strongly agreeing), implying that well-implemented technological tools can enhance the learning experience. The study illuminated the pivotal role of teachers in

promoting critical thinking and problem-solving skills, with a substantial majority (59.5%) strongly agreeing. This emphasizes the value of educators in nurturing higher-order cognitive abilities among students. Additionally, the findings highlighted the correlation between an inclusive classroom environment and student motivation. A notable proportion (52%) agreed that teachers foster a positive and inclusive atmosphere, indicating its contribution to students' motivation and sense of belonging.

The active incorporation of experiential learning opportunities received a significant acknowledgment (25.5% strongly agreeing). This suggests that hands-on activities can effectively enhance students' understanding and retention of concepts. Similarly, students expressed strong agreement (63.5%) in understanding subjects taught by teachers, implying a sense of clarity and effective knowledge transfer. Importantly, the study revealed that students' perceived application of learned knowledge to real-life situations was substantial (49% strongly agreeing). This underscores the value of practical relevance in facilitating the transfer of knowledge beyond the classroom. Furthermore, students appreciated teachers who provide constructive feedback to improve academic performance (41% strongly agreeing), suggesting that such guidance is valued as a tool for growth.

Furthermore, the study delved into students' attitudes towards their own learning habits and behaviors. A notable proportion (64.0%) strongly agreed that they effectively manage their study time and develop productive study routines. This finding indicates that students recognize the importance of self-regulation and are motivated to maintain disciplined study practices. Interestingly, the study revealed a substantial correlation between teacher-led encouragement and students' perceived motivation to excel academically. A combined 50.5% strongly agreed that they feel motivated to achieve their best in their teacher's class, suggesting that teachers play a significant role in instilling a drive for excellence among students. This connection emphasizes the impact of teachers' attitudes and teaching methods on students' intrinsic motivation.

Moreover, the study highlighted the role of collaborative learning in the classroom. While a significant proportion (59.0%) agreed or strongly agreed that they actively seek additional resources to deepen their understanding, the findings showed room for improvement in fostering collaboration and teamwork among students (15.5% agreeing). This indicates a potential area for educators to enhance cooperative learning experiences, which can foster diverse perspectives and enrich the overall learning process. The study also shed light on

students' perceptions of academic progress. A notable number (54.5%) strongly agreed that they have observed noticeable improvements in their academic performance since being in their teacher's class. This observation suggests that students attribute their progress to effective teaching strategies and support from their educators, reinforcing the link between teaching practices and student outcomes.

Furthermore, the findings revealed an intriguing pattern regarding students' engagement in classroom activities and discussions. While a significant portion (59.0%) strongly agreed that they actively participate, a noteworthy number (21.0%) remained neutral. This highlights the need to further investigate factors that may influence students' participation levels, such as class size, teaching methods, and individual student characteristics.

Lastly, the study illuminated the critical role of fostering a positive classroom environment. Students who reported feeling supported and encouraged by their teachers to reach their full potential constituted a substantial majority (83.0% combined agreement). This finding underscores the significance of a nurturing and empowering teacher-student relationship in promoting students' self-efficacy and overall well-being.

In conclusion, the study's findings provide valuable insights into the intricate dynamics between teachers' strategies and students' academic performance at the primary level. The positive perceptions expressed by students highlight the importance of instructional versatility, clear communication, adaptability, and supportive learning environments. These factors collectively contribute to a conducive learning atmosphere that fosters engagement, motivation, and cognitive development. The study underscores the influential role teachers play in shaping students' learning experiences and outcomes. Effective teaching strategies not only facilitate subject matter comprehension but also nurture critical thinking, problem-solving skills, and practical application of knowledge. Moreover, the findings suggest potential areas for educators to enhance collaborative learning and student participation.

Additionally, the study's implications extend beyond the confines of the classroom. The positive correlations found between effective teaching strategies and students' perceptions of their own abilities have broader societal implications. As students develop confidence in their academic skills and become active participants in their learning, they are more likely to contribute positively to their communities and the larger society. The cultivation of critical thinking, problem-solving, and practical application skills equips students to face real-world challenges with creativity and competence.

Moreover, the study's findings emphasize the importance of ongoing professional development for teachers. The positive outcomes associated with versatile instructional methods, adaptability to diverse learning needs, and timely feedback highlight the need for educators to continuously refine their pedagogical skills. Access to relevant training and resources can empower teachers to create dynamic and inclusive learning environments that cater to the evolving needs of their students.

As educational institutions strive for continuous improvement, the study underscores the value of incorporating student feedback into curriculum development and teaching practices. By understanding students' perspectives on various teaching strategies, educators can make informed decisions that enhance the overall quality of education. This student-centered approach not only promotes academic excellence but also nurtures a sense of ownership and engagement in the learning process.

It is important to acknowledge the limitations of the study. The research was conducted in a specific geographic area with a relatively modest sample size. While the findings provide valuable insights, they may not be fully representative of the broader student population or diverse educational contexts. Future research endeavors could expand the scope by including larger and more diverse samples, spanning different regions and educational levels, to provide a more comprehensive understanding of the relationship between teaching strategies and academic performance.

In conclusion, the study contributes to the growing body of knowledge on the impacts of teachers' strategies on primary-level students' academic performance. The findings underscore the significant role of educators in shaping students' educational experiences and outcomes. Effective teaching strategies that encompass a variety of instructional methods, clear communication, adaptability, and supportive classroom environments contribute to students' engagement, motivation, and holistic development. The study's insights have practical implications for educators, policymakers, and curriculum designers seeking to optimize teaching practices and enhance learning outcomes. By fostering an environment that values student input, encourages innovation, and supports professional development, educational institutions can create a positive cycle of continuous improvement.

Ultimately, the study reaffirms that the journey of education is a collaborative effort between teachers and students, each contributing to the other's growth and success. As educators strive to create meaningful and impactful learning experiences, they empower students to become

lifelong learners, critical thinkers, and active contributors to a knowledge-driven society. The study's findings stand as a testament to the transformative power of effective teaching strategies in shaping the future of education and the generations it nurtures.

Overall, the findings underscore the positive impact of effective teaching strategies on students' academic performance at the primary level. Strategies such as engaging instruction, real-life applications, clear communication, adaptability, and timely feedback contribute significantly to students' learning experiences and outcomes. The study's results affirm the multifaceted role of teachers in shaping not only academic achievements but also students' motivation, engagement, and confidence in their learning journey.

5.2 Conclusion

This study delved into the intricate interplay between teachers' strategies and primary-level students' academic performance. Through an in-depth exploration of students' perceptions and attitudes, the research shed light on the pivotal role educators play in shaping the learning journey of young minds. The findings underscored the significance of diverse and engaging instructional methods in promoting student achievement. A majority of participants expressed a strong preference for teachers who employ a variety of strategies, integrate real-life examples, encourage student participation, and provide clear explanations. These aspects collectively contribute to a dynamic and enriching classroom environment that fosters curiosity, critical thinking, and practical application of knowledge. Furthermore, the study illuminated the strong correlation between effective teaching strategies and students' sense of motivation and self-efficacy. Students who felt supported, encouraged, and challenged by their teachers displayed higher levels of motivation to excel academically. This connection emphasizes the critical role educators play in not only imparting knowledge but also nurturing a sense of purpose and determination among students.

The research also highlighted the importance of adaptive teaching practices that cater to diverse learning needs. Students reported greater satisfaction and confidence when teachers tailored their approaches to accommodate individual differences. This finding underscores the need for continuous professional development for teachers, enabling them to hone their skills in differentiation and inclusive instruction. As the educational landscape continues to evolve, the study's implications reverberate beyond the classroom. The positive outcomes associated with effective teaching strategies have the potential to shape not only academic success but also students' broader contributions to society. By equipping students with

essential skills such as critical thinking, problem-solving, and collaborative teamwork, educators lay the foundation for a future generation that is well-prepared to tackle complex challenges.

This study reinforces the notion that education is a collaborative endeavor that involves a partnership between educators and learners. Effective teaching strategies act as catalysts, igniting the spark of curiosity, nurturing a thirst for knowledge, and guiding students towards meaningful academic accomplishments. The study's findings serve as a call to action for educational institutions, policymakers, and teachers alike to prioritize innovative and student-centered approaches that unlock the full potential of each learner. In a world characterized by rapid changes and continuous advancements, the value of effective teaching strategies remains unwavering. As educators embrace innovative methods, create inclusive learning environments, and inspire a love for learning, they contribute not only to improved academic outcomes but also to the holistic development of individuals who are poised to make meaningful contributions to society at large. This study, in its exploration of the symbiotic relationship between teachers' strategies and student performance, stands as a testament to the transformative power of education and its enduring impact on generations to come.

5.3 Recommendations

Based on the findings of this study, several key recommendations emerge to enhance teaching strategies and subsequently improve primary-level students' academic performance:

1. **Promote Pedagogical Diversity:** Educational institutions should encourage teachers to employ a diverse range of instructional methods, including interactive discussions, multimedia resources, hands-on activities, and real-life examples. Providing educators with training and resources to incorporate various strategies can create a more engaging and dynamic learning environment, catering to different learning styles.
2. **Foster Inclusive Practices:** Recognizing the diverse needs of students, teachers should adopt inclusive teaching practices that accommodate varying learning abilities and backgrounds. Professional development programs should focus on equipping educators with skills to adapt their approaches and provide differentiated instruction, ensuring that every student has the opportunity to succeed.
3. **Embrace Technology Integration:** As technology continues to shape education, teachers should harness its potential to enhance learning experiences. Institutions should support teachers in effectively integrating technology tools and resources that

align with curriculum goals, promoting digital literacy and preparing students for a technology-driven future.

4. **Encourage Timely Feedback:** Educators should prioritize providing timely and constructive feedback to students on their academic performance. This practice not only guides students' learning but also boosts their confidence and motivation. Institutions can establish mechanisms to facilitate regular feedback exchange between teachers and students.
5. **Cultivate a Supportive Classroom Environment:** Creating a positive and inclusive classroom atmosphere is crucial. Schools should encourage teachers to establish a safe and respectful space that promotes collaboration, critical thinking, and creativity. This can lead to increased student engagement and a sense of belonging.
6. **Offer Ongoing Professional Development:** Educational institutions should invest in continuous professional development opportunities for teachers. Workshops, seminars, and training sessions can empower educators to stay updated with the latest pedagogical approaches, educational research, and best practices.
7. **Strengthen Student-Teacher Relationships:** Establishing strong relationships between teachers and students is essential. Schools can encourage open communication, regular interactions, and mentorship programs to foster a sense of trust and support, positively impacting students' motivation and overall performance.
8. **Promote Student Autonomy and Responsibility:** Educators should empower students to take ownership of their learning journey. Schools can incorporate activities that encourage independent research, critical thinking, and self-assessment, fostering a sense of responsibility for academic progress.
9. **Integrate Real-World Applications:** Teachers should consistently connect classroom concepts to real-life scenarios, highlighting the practical relevance of the subjects being taught. This approach not only enhances students' understanding but also promotes the application of knowledge in everyday situations.
10. **Engage Parents and Guardians:** Schools should actively involve parents and guardians in their children's education. Regular communication, parent-teacher conferences, and involvement in school activities can create a collaborative partnership that supports students' learning and holistic development.

By implementing these recommendations, educational stakeholders can create a comprehensive and holistic approach to enhancing teaching strategies and promoting academic success among primary-level students. As the educational landscape evolves, a commitment to innovative, student-centered, and evidence-based practices was play a pivotal role in shaping the future of education and nurturing well-rounded individuals ready to contribute positively to society.

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