



## THE IMPACTS OF STRATEGIES IN TEACHING ON STUDENTS' PERFORMANCE IN SCHOOL

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### Abstract

Teaching strategies are techniques, a teacher's unique way he teaches to promote the teaching in ways that keep students engaged and learn different skill sets. A teacher may choose a different teaching strategy according to the topic, class level, class size, students' ability, and classroom resources. There are different kinds of instructional strategies employed by teachers to achieve teaching and learning goals and support different students in achieving effective learning outcomes. This research examines the impacts of strategies in teaching on students' performance in school. Depending on the case and classroom activities according to teaching strategies, a specific strategy can also be employed to teach a particular skill to a particular student or group of students to have them learn effectively. For example, a teacher could use a combination of computer-based activities, lectures, and group problem-solving to deal with a section of their syllabus. A qualitative research methodology has been used, and an open-ended questionnaire was distributed for the collection of data. Participants of the study, teachers (15) and administrators (15) were selected randomly for both the public and private schools. As teaching techniques improve based on increased knowledge of how students learn, teachers are progressively advancing their teaching strategies in line with evidence-based practices and their student's learning needs. Inherently, no teacher can use all teaching strategies to fit all individual student's needs in a class. Rather, he needs to reflect on how to balance the needs of various learners without offsetting the learning practice by trying to be all things to all students to enhance student performance in school.

**Keywords:** teaching strategies, students, school in performance, learning, education

### Introduction

Different teaching strategies allow teachers to adjust lessons to the range of skill levels presented in a classroom, while also supporting progress in learning. Teachers observe learners and use the formative assessment approach to make sure classroom experience can be adjusted to individual skill and ability level as appropriate for effective teaching and learning to take place in the classroom (Bal-Taştan, et al., 2018).

This study considers several teaching strategies for the classroom for effective learning to occur with a student who has different learning needs. Whether you've been teaching for three months or fifteen years, it can be challenging to know which teaching strategies will work best with your students. As no two students are the same, and no one strategy fits all students' learning abilities or speed to learn, there is a range of effective teaching techniques you can employ to motivate your classroom practice. It is significant that in clear and concerted examples we make students aware of themselves as learners (Harris & Goodall, 2008; Dunn, et al., 2009). We must frequently ask, not only "What are you learning? and How are you learning?". We must engage them with the usefulness of their

techniques. We must offer options and then challenge students to test the efficacy of those methods (Weimer, 2012).

However, teaching is far more than doing. Teaching is always associated with human beings and the improvement of their minds and potential. People have different intelligence, aptitude, attitude, interest, motivations, needs, and temperaments, among others (Gustems-Carnicer, Calderón & Calderón-Garrido, 2019). What may interest Jimmy may not interest Leroy. What may challenge Konah may not challenge Zina etc. This is the background of the complex nature of teaching.

It is troubling that most often those who find themselves in the classroom whether trained or untrained understand teachers merely feel that all that is necessary for teaching is knowledge of the subject matter. But as we shall see from the investigation of this study, teaching is more than just knowledge of the subject matter. It is more than standing in front of a class to recite some notes, discuss some ideas, demonstrate some principles, perform some experiments, or transmit some information to students (Usman, 2015; Oludipe & Oludipe, 2010).

Therefore, the recognition and appreciation of this fact of individual differences and the application of the right learning strategy is the first step in teaching effectiveness Putri & Sari, 2021).

### **Problem Statement**

Teaching strategies have a vast role to play in student learning and academic performance widely. This outcome has shifted the learning and academic performance of children, particularly learners with different abilities or learning needs who are weak or need a different approach to learning.

### **Importance of the study**

This research article aims to investigate the impacts of teaching strategies in teaching on students' academic performance and how they can be improved for teaching and learning effectiveness. The study explores the importance of teaching strategies in learning. For this purpose, the interview will focus directly on the teachers from elementary to secondary levels who have a direct understanding of their teaching techniques for teaching students effectively.

## **Methodology**

### **Method of the Study**

The researcher used a qualitative research methodology that consisted of an open-ended questionnaire distributed for the collection of data. Qualitative research is a method of questioning, interpreting and understanding the form of the problem in its natural environment. Observation, interview and document analysis are used to solve a problem. (Guba ve Lincoln, 1994; Klenke, 2016). The interview method was also used in this study.

### **Study Group**

The scope of this study contains the public and private school teachers throughout the second period of the academic school year 2021-2022. Random sampling was used to select Liberia, Nigeria, and Ghana. For each of the three countries selected, random sampling was further used to select from each. From each of the participants selected, Liberia (7), Nigeria (12), and Ghana (6).

The research is consisting of 20 teachers and 5 administrators who will be randomly selected as a sample. The participants who enter this research will do that voluntarily.

The participants' demographic variables show that most of the contributors who participated in this study are teachers, 17 (85%) of the participants are males, 13 (65%) of the participants' educational levels are bachelor's degrees (B.Sc.), 12 (60%) of the participants were between the ages of 31-35, and 10 (50%) of the participants are from Nigeria, West Africa.

### Data Collection Process

An interview form was used in this study. Expert opinion was taken to the interview form. It was determined that the questions were appropriate. The research conducted interviews through various tools, Google Meet and Zoom that took approximately about 20 minutes to complete. That helped gather the demography variables of the participants who volunteer joined the research. The researcher developed an open-ended question to gather the literature review of the research. The interview was confirmed after receiving the views from an expert in the department of education. The data were collected between the dates 15th -29 of May 2022. The participants' view on the effects of teaching strategies on student performance was collected through google meet and zoom meeting.

### Data Analysis

The data obtained from the interview question form were processed into the Excel table. Then, descriptive analysis technique was used. Descriptive analysis; It is the interpretation and summarization of data collected in various ways according to previously revealed themes. After the analysis, direct quotations were included to show the discourses of the people in a remarkable way (Lawless, 2010). In accordance with ethical considerations, direct opinions of the participants were given using the code; P:1; P:2.

### Validity and Reliability

Following some alterations through the study, files were delivered to the division of educational sciences for authorization on this research which was completed after verifying my research's legitimacy. The research was started after the ethics committee report was received.

## Findings

**Table 2.**

*Participants' Responses On How Teaching Strategies Helped Improve Teaching.*

<b>Strategies helped improve teaching</b>	<b>f</b>	<b>%</b>
Formative and Summative assess students appropriately	10	38
Helped students with different needs to catch up in class	7	27
Help teacher to give clear instructions in class	5	19
Improves effective questioning style	3	12
Make teachers to know their students	1	4
<b>Total</b>	<b>26</b>	<b>100</b>

The table above presents the perception of participants' responses on how teaching strategies help improve teaching. 38% said the appropriate use of formative and summative assessment to determine teaching strategy and evaluation of students, 27% said teaching strategy helps students with different needs to catch up with other students, 19% said strategy

help teachers to give clear instructions in class, 12% said strategies in teaching improves effective questioning in-class discussion and 4% said it makes teachers know their students.

“Teaching strategies help teachers to develop the best ways to deliver lessons to students for effective learning by assessing students before presenting lessons. By doing that, it becomes easy to communicate effectively with students and enhance student performance.” (P:2)

**Table 3.**

*Participants’ Opinions On How Teaching Strategies Were Used During The Covid-19 Pandemic Be Used After The Pandemic.*

<b>Teaching strategic employed during covid-19</b>	<b>f</b>	<b>%</b>
Online learning platform to continue	8	44
Lectures through videos and audio recordings a routine	5	28
Practice is beneficial to teachers' improvement	3	17
Continue Learning by radio or television	2	11
<b>Total</b>	<b>18</b>	<b>100</b>

The table above shows the opinions of participants on how teaching strategies employed during the covid-19 pandemic will be used after the pandemic in schools. 44% said online learning is here to stay and will continue because of its convenience, 28% said the videos and audio recording teaching method 17% said the division of class size, and 11% said learning by radio and television.

Because of the convenience of online learning and the efficiency of accessing education at anytime and anywhere, this learning strategy will be used continually. Students have access to their previous and current lessons at any time via videos or audio recordings.” (P:11).

**Table 4.**

*The Participants’ Viewpoint On How Teaching Strategies Helped Students Think And Learn.*

<b>Strategies help students think and learn</b>	<b>f</b>	<b>%</b>
Strategy conveys to students that performance can be improved with added effort.	8	35
Strategy transforms student knowledge, not just the most successful, and offers help to all students, not just those who are doing poorly.	6	26
Encourage students' reasoning in areas were they already have substantial knowledge.	4	17
The strategy makes connections between students current knowledge and the teachers learning goals.	3	13
Help students recognize similarities and differences	2	9
<b>Total</b>	<b>23</b>	<b>100</b>

The table above explains the responses of participants on how teaching strategies help students think and learn. 35% of the participants said that the application of the wait time strategy helps slow-processing students to catch up, 26% said the multisensory teaching strategy helps students struggling readers improve, 17% said modeling strategy help students to follow up the lesson, 13% said graphic teaching strategies help students solve math

problems and 9% said the one-on-one strategy help students by practicing with other to improve quickly.

‘Here are a few of the strategies I use to help my students follow o up or improve quickly in class.

1. Wait time teaching strategy
2. Multisensory teaching strategy
3. Modelling teaching strategy
4. Graphic teaching strategy
5. One-on-one teaching strategy

With these strategies, my students can catch up and improve faster. (P:4)’

**Table 5.**

*The Participants’ Responses On How Strategies Improve Students’ Academic Performance In School.*

<b>Strategies help improve student performance</b>	<b>f</b>	<b>%</b>
Strategies help students to learn good study habits	9	36
Help students connect with classmates and teacher	7	28
Help students use technology to their advantage	4	16
Helps students organize themselves in and out of classroom	3	12
Do their work and know their limits	2	8
<b>Total</b>	<b>25</b>	<b>100</b>

The table above presents the perception of participants' responses on how teaching strategies help improve teaching. 38% said the appropriate use of formative and summative assessment to determine teaching strategy and evaluation of students, 27% said teaching strategy helps students with different needs to catch up with other students, 19% said strategy help teachers to give clear instructions in class, 12% said strategies in teaching improves effective questioning in-class discussion and 4% said it makes teachers know their students. ‘‘Teaching strategies help teachers to develop the best ways to deliver lessons to students for effective learning by assessing students before presenting lessons. By doing that, it becomes easy to communicate effectively with students and enhance student performance. (P:2)’

**Table 6.**

*The Participants’ Opinions On The Extent To Which Strategies Help In Reducing The Risk Of The Spread Of Covid-19 In Schools.*

<b>Strategies help reduce risk of covid-19 spread</b>	<b>f</b>	<b>%</b>
Stay home when you are sick	8	31
Keep physical distance in and out of class	7	27
No shaking hands	5	19
Proper hygiene and regular hand washing	4	15
Reduce class size	2	8
<b>Total</b>	<b>26</b>	<b>100</b>

The responses of the participants on the extent to which strategies help in reducing the risk of the spread of covid-19 in schools. 31% of the respondents said the stay home when you are sick was an effective strategy in reducing covid-19 spread in schools, 27% said keeping physical distance in and out of school was effective, 19% said, no shaking hands, 15% said proper hygiene and regular hand washing while 8% said the reduction of class size.

‘‘In my opinion as an experienced teacher for over twenty-five years, here are my best three strategies which were very effective.

1. Stay home when you are sick
2. Keeping physical distance in and out of class and
3. Proper hygiene and regular hand washing.  
help in the reduction of the spread of covid-19 in schools.

### **Discussion, Conclusion, and Recommendation**

Teachers are the key to success in student performance because they guide the students directly in the teaching and learning process (Rusman, 2011). In line with the implementation of teaching strategies, effective teachers use a style that combines understanding and practice for effective learning. Teaching strategies blend the teacher’s personality and interests with the needs of students and curriculum requirements. The best teachers remain focused on their teaching goals and the student’s specific needs in their classrooms.

Deciding on the teaching strategy and tools to adjust is one of the most complex factors in evaluation. Techniques and processes defer from one subject to another, and their effectiveness depends on how closely they match the subject goals, contents, and structure on the one hand and teaching strategy, on the other hand (Isa, et al., 2020). Teachers create lesson properly between the learning objective, learning material, and teaching strategy using different approaches that is helpful for students to learn (Ayu, 2020).

Finally, when the teachers’ strategy and knowledge are aligned in classrooms, the students display a good attitude, have better motivation, and perform well (Metzler & Woessmann, 2012). It is concluded that good impartation of teaching strategy and knowledge of the subject on the part of the teacher’s self-efficacy; along with student’s interest and motivation in the subject and the display of positive attitude as earlier pointed out, are influential factors which when combine are suggested to lead to better academic performance by students (Vo, Zhu & Diep, 2017). We posit that the findings of this study will provide the basis for future research on this topic of growing scholarly and practical significance.

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