



Whether Teaching Learning Process and Students' Achievement are Related: An Exploration at Secondary School Level in District Peshawar

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Abstract: This descriptive research study aimed to explore how the Teaching Learning Process (TLP) affects students' academic performance at the secondary school level in Peshawar. The research included all secondary school teachers in District Peshawar Khyber Pakhtunkhwa Province of Pakistan. Using the multi-stage random sampling procedure, a sample of 240 Secondary School teachers was selected for data collection as per Krejcie & Morgan's (1970) standardized table. The questionnaire's reliability was found to be within an acceptable to good range. The analysis was conducted using SPSS, utilizing various statistical methods, i.e., a one-sample t-test, Pearson Correlation, and simple regression, to test the hypothesis. The BISE Peshawar annual examination 2022 results were used to determine the student's achievement scores. The data analysis showed that most of the teachers agreed with this. It was revealed that the teaching-learning process and Students' achievement showed a significant positive linear association. Similarly, the regression analysis also showed that there was a positive and statistically significant relationship between the teaching-learning process and students' achievement. Certain recommendations were provided based on the findings. Therefore, the research supports the notion that the Teaching Learning Process (TLP) plays a crucial role in enhancing student academic performance. It is also recommended that further studies investigate the impact of the Teaching Learning Process (TLP) across different educational levels.

Key Words: Teaching-Learning Process, Government Boys Secondary School, Average Score, Education, Peshawar

Introduction

The main components of the teaching-learning process are preparing lesson planning, making clear presentations, ensuring classroom activities and learning success and challenges, and using body language to stop disruptive behaviour (Chandra, 2015). Wong and Wong (1998) stated that teaching is an input given to students, and learning is the output gained by them in the aftermath of teaching. It is a two-way process which is integral to classroom education. The better the input, the better the output will be. Activeness on the part of the former leads to effectiveness on the part of the latter. Ultimately, the proper interaction between the teacher and the student leads to a fruitful interrelationship. Both the teacher and the students are vital components of classroom management.

According to Krueger and Mueller (2016), reinforcement further concentrates on teaching skills, subject knowledge, and understanding regarding effective classroom teaching. There is a need for research evidence on how to improve the quality of the teaching-learning process and a suggestion of why classroom management has assumed wonderful importance in recent years. Establishing and maintaining the learning-teaching process is different from teacher to teacher.

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The main purpose of the study was to explore the influence of the teaching-learning process of students studying at the secondary school level on their academic achievement. Research has shown that teachers can assess multiple facets of students' capacity for achievement by examining variations in their self-concept and motivation. Non-cognitive skills need to be taught and promoted in students, which sequentially improves learners' cognitive skills, leading to better academic performance. Effective Classroom management has always been recognized as an integral part of the teaching-learning process. Therefore, this study aims to explore the impact of classroom management on the achievement level of students at the secondary level in Peshawar. The research in hand fulfils the much-needed requirements. This has taken up the issue of classroom management in a logical and scientific manner. There was a need for a change from traditional instructional practices to more comprehensive teaching-learning approaches and academic achievement in the context of government schools in Pakistan.

Objective

The main objective of the study was to explain the relationship between the teaching-learning process and the achievement level of students at secondary schools in the district of Peshawar, Khyber Pakhtunkhwa province of Pakistan.

Hypothesis

H₁: There is a relationship between the teaching-learning process and student's achievement levels.

The theoretical framework of the study was based on Social Cognitive Theory (Bandura, 1986). According to Andronache et al. (2014), the socio-cognitive model of attitude structure suggests that attitude development is closely associated with social cognition. Social Cognitive Theory (SCT) suggests that learning takes place in social settings through a person's active and mutual interaction, behavior, and environment. It emphasizes social influence and reinforcement and considers the unique way in which individuals develop and maintain behavior, keeping in view their social environment and past experiences. Previous experiences affect expectancies, expectations, and reinforcements that determine whether people will be involved in a specific activity and the reasons why they engage in that behavior (Bandura, 1986).

Supervising management has been an integral part of educational institutions. Various measures/initiatives have been taken by the government to enhance the teaching-learning process. The learning process is a sore point in classroom management. The teacher in the classroom is the sole authority for the maintenance of discipline in the class. The learning process ensures a conducive atmosphere in the class for a better achievement level for the students:

Based on the above discussion, a conceptual framework of the study is presented as follows.

Conceptual Framework

Figure 1

The conceptual framework self-constructed



This section discusses the concept of the effective teaching-learning process, effective use of textbooks and teaching-learning resources, teaching technique and relationship between students and teachers.

Effective Teaching Learning Method

Richardson and Fallona (2001) pleaded to motivate learners by expressing their potential and building teaching and learning on their success. They avoid behavior that ignores their emotional reactions and

intrinsic and extrinsic motivation, including casual rewards such as oral thanks and prizes. To inspire learners with weaker presentations, educators may arrange the tasks to suit their abilities and let them experience success. Individual progress and improvement should be recognized.

Effective use of Textbook and Teaching Learning Resources

Ralph and Gusthart (1994) stated that textbooks are developed in accordance with the mental level of the student. They will provide the reason for valuable teaching-learning methods. Textbooks provide the curriculum and core curriculum elements of recommended learning subjects developed and inventive thoughts. The other common skills in the learning resources open space for learning through suggestions that go beyond their limitations. Excellence books help learners attain learning objectives and merge what they have learned to extend their personal knowledge.

Mathews and Self-Brown (2003) stated that educators use textbooks as a vital source for the teaching-learning process; it is not the only resource for learning. Educators use selective materials in textbooks; rather, they must finish the whole book. When the material is not relevant to learners' abilities and interests, educators can adapt textbooks to meet the different needs of the learner. Teachers search for other learning resources like research articles, expertise, internet, magazines, journals, newspapers, and other related resources.

Teaching Techniques

According to Ralph and Gusthart (1994), the following are the main teaching techniques for the teaching-learning process:

Classroom Activities Presenting Clear

According to Jones and Jones (2012), the betterment of every lesson depends on how well it is demonstrated. The burring lesson produces effective learning outcomes by a stimulating beginning that brings up the interest of the learners. A lesson that starts with brainstorming will avoid the difficulties that can arise during useful activities. It is, therefore, important that teachers encourage the arousal of interest in the lesson because a stimulating lesson always instils a desire to learn and participate.

Learner Success and Challenge

Klamer-Hoogma (2012) stated that students must face confront to their ability. It should be at the heart of their cognitive abilities. Achievement and attainment become prominent for students because the balance between encouragement and experiencing students' achievement of cognitive motivation is improved. Successful learning is reinforced to encourage and increase the desire for learning in learners. It reduces the negative attitudes that students might develop towards the lesson. Teachers may demonstrate the success of students due to the content that will inspire their cognitive ability. Learners are more determined in their efforts to master and improve their performance.

Using Body Language to Stop Disruptive Behavior

According to Kunter et al. (2007), body language is one plan that the educator can use to reduce intolerable behaviour. Educators should use planned methods as tools for sustaining her/his attitude. Teachers could use it to reduce disruptive behaviour and keep the lessons smooth. Therefore, non-verbal communication reinstructs learners who are diverted, careless and non-motivating.

Eye Contact

Mayer (2002) commented that edifies must examine the students who create issues in the classroom so that teachers can identify potential problem situations. Students try to be disruptive. They are worried because learners know that the educator's eye contact is frequent in the class. When pupils know that edifies always watch the classroom, learners learn more effectively, and students give them feedback.



Physical Closeness

According to Edwards (1995), the teacher makes the learners attentive with little probability of their performance becoming irregular. During the lecture, the teacher's moment helps to be closer to learners and to form relationships with them. The learner pays attention when the teacher walks towards them. In further expressions, the students then prevent misbehaving, and the problem is eliminated.

Relationship between Students and Teachers

According to Burden (2003), a classroom is the main area of the teaching learning process where the teacher and learner interact with each other for the attainment of educational goals. To recognize the educational goal, the duty of the teacher is to create a conducive atmosphere that invites the students into the classroom activities and their relationships as well as to assist the learning process. Barstow (2022) stated that classroom management is all events performed by edifies in the classroom to make education situation that encourages social contact, lively appointment in education. From the above statement, we understand that classroom management could be used as an instrument to create good relationships between students and teachers among all the learners. Good relationships are very important; they should treat students equitably according to their needs and plan the teaching-learning experience. According to Charles (2008), our job as teachers is to teach all learners fairly by treating them well.

Research Methodology

It was a descriptive-correlational study and used a quantitative approach to achieve its objectives. Descriptive research describes the way things are, while correlational research attempts to determine whether and to what degree a relationship exists between variables (Gay et al., 2012).

Primary data was collected through a questionnaire, and secondary data was obtained for the review of related literature, including relevant books, research carried out on the subject conference /seminar proceedings, various educational policies, education plans, and material found on the internet.

Population, Sampling Procedure and Sample Size

The population to which the researchers wants to generalize study findings is known as the target population (Gay et al., 2012). The target population comprised all the secondary school teachers who were teaching at the secondary school level in the district of Peshawar Khyber Pakhtunkhwa, the Province of Pakistan. Two hundred forty secondary school teachers were randomly selected for the study sample as per Krejcie & Morgan's (1970) table.

Statistical Tools and Analysis

Different statistical tools were used to analyze data collected from the respondents, using the questionnaire/scale already introduced in the preceding section. These statistical tools included Descriptive Statistics, One-Sample t-test, Pearson correlation test, and Regression Analysis.

Research Instrument

The adopted questionnaire was used for data collection, and the questionnaire was developed by Frankel and Wallen (2004). The items in the scale were translated into Urdu to increase the respondents' understanding. The researchers translated the instruments into Urdu, and the Urdu versions were back-translated into English by an expert to determine whether they had the same meaning. The English and Urdu languages belong to different language families and have different lexical structures. Therefore, contextual translation was made.

Definition of Item

Student Achievement

Achievement is a learning outcome. For the study, 9th class SSC scores of respondent students were taken as the measure of student achievement.

Ethical Consideration

The researchers made sure that the names and personal information of the respondents would remain confidential. The issues related to voluntary participation and informed consent of the respondents were ensured. Data was only used for research purposes. All references and work were properly cited, and the research was original work.

The researchers ensured the pursuit of knowledge and truth and would prevent the fabrication of data. The researchers considered issues related to confidentiality, co-authorship, data sharing and copyright.

Data Analysis

Pilot Test of the Instrument

The pilot testing was done to ascertain the clarity of instructions and clarity of item translation. The pilot test was conducted in five schools in the district of Peshawar. The respondents were asked about the clarity of instructions and items. The reliability of the item translation was calculated using data obtained through pilot testing and established through Cronbach Alpha.

Reliability test

Table 1

The reliability test of variable

Variable	Cronbach's Alpha
Teaching Learning Process (TLP)	.719

According to (Sekaran & Bougie, 2022), the reliability value falling below 0.60s is poor, the 0.70s range is acceptable, and the 0.80 range and above is good. The reliability of the variables tested is acceptable to a good range. After having reliability tests of all measures in good ranges, data on elements of constructs were averaged row-wise to generate data on variables, teaching Learning Process (TLP).

Testing of Hypothesis

Table 2

One sample t-test for the teacher learning process (N=240)

	One-Sample t-Test								
	Test Value = 3							95% Confidence Interval of the Difference	
	M	SD	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper	
Teaching Learning Process	3.91	0.51	28.789	239	.000	.9570	.8916	1.0226	

P<0.05

The above Table no. 2 shows that the mean value of the teaching-learning process was 3.91, which was statistically higher than the test value 3, while the t-value was 28.789, which is significant at p<0.05 level. The mean difference is .9570, higher than the test value. It showed that the majority of respondents were on the side of agreement.

Table 3

Pearson correlation between teaching-learning process and student achievement (N=240)

Pearson coefficient (r) with student achievement		
Variables	r	sig
1 Teaching Learning Process	0.211	.001
2 Student average score		

P<0.05

Table no. 3 showed that the value of r with student achievement score was 0.211, which was statistically significant at p<0.05 level.

**Figure 1**

Scatter plot with regression line (fitness line) of teaching-learning process and students' achievement

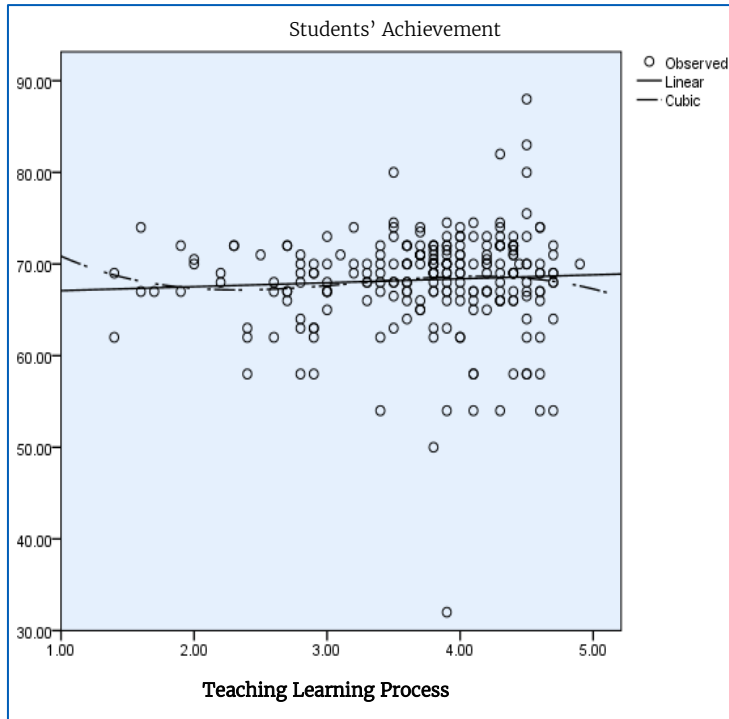


Figure 1 represents a regression line (fitness line) with a scatter plot, which is a visual representation of the prediction of observed data by the predicted line (regression line). The figure showed that the regression line is increasing and just passed through in between the circles' cloud of observed data, meaning that the learning process moderately and positively predicts the students' achievement score, with the exception of one outlier.

Analysis of the Pearson correlation revealed that the teaching-learning process was statistically significant and had a moderate positive linear relationship with students' achievement scores. So, from the above analysis of Pearson correlation, the learning process had a positive impact on their students' achievement scores.

Therefore, the null hypothesis was rejected, and it is accepted that there was a positive and statistically significant relationship between the teaching-learning process and students' achievement.

Discussion

This study is based on the impact of the learning process and students' academic achievement at the secondary school level. In this section, the findings of the present study are compared with the results of previous research. It has been argued that all teachers believe in some kind of philosophies and theories of education about instruction and professional responsibilities. The researchers also endorse this argument and move ahead to discuss the findings of this study. Winters (2022) and Yousafzai, et. al. (2024) study found that the study indicated a positive correlation between secondary school teachers' apparent teaching-learning process and students' academic achievement. It indicates that those teachers who have good communication skills it was in line with Erdem & Kaya (2023), Wilkinson (2005), Wilson and Lipsey (2007), Gage et al. (2018) and Korpershoek et al. (2016).

Findings and Conclusion

The main finding of the study was that the teaching-learning process was positively contributing ($r=0.200$, Sig. $p=.000<.05$). It was also found that the whole estimated regression model was significant. It was concluded that the effective teaching-learning process leads to better student achievements. It was also concluded that the teaching-learning process plays a very effective role in controlling classroom management and positively contributes to students' achievements.

Limitations of the Study

There are several limitations to this study. The data for this study was collected from teachers who were teaching in districts Peshawar. Therefore, any generalization with reference to the whole of Pakistan may be made with caution. Further studies are required to ascertain whether the findings of this study could be generalized to other parts of the country which have different linguistic, cultural, and educational settings.

Policy Recommendations

Regular and effective teacher training programmes focusing on modern teaching methodologies, technology integration, and student engagement strategies should be introduced. Teachers should be provided ongoing professional development training to keep themselves updated on the latest research and best practices in education.

There is a need to evolve student-centred teaching methods that encourage critical thinking, problem-solving, and creativity. There is also a dire need to implement project-based learning, collaborative activities, and hands-on experiences to enhance student engagement. A balanced and fair assessment system should be devised that may include formative and summative assessments. There is a need to implement inclusive education practices to cater to the diverse learning needs of students, including those with special needs.

Significance of the Study

The issue has been tackled appropriately yielding some very significant findings and conclusions which may help the policymaker, the administration, and the educational management to take concrete steps for the effective teaching learning process. Future research can examine how academic achievement and effective teaching are shaped by schools, and society throwing light on how these affect students' achievement. A comprehensive intervention approach may be required.

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