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Effects Of Teacher's Pedagogy On Students' Academic Performance

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ABSTRACT

In this study, the researcher investigated the effects of teacher pedagogy on students' academic performance at the university level. The study's main objectives were to find out the relationship between teachers' content knowledge, communication skills, and classroom management practices with the students' academic performance at the university level. The current study's population comprised two public universities in the Peshawar district. A self-designed five (05) point Likert Scale Questionnaire was used for the collection of data from the respondents of the study based on a literature review. After carrying out item analysis, the strata were identified and selected. From the University of Peshawar, 172 students were selected, while 132 students from Shaheed Benazir Bhutto Women's University were involved through a proportionate sampling technique. The research study was quantitative, and the researcher collected data through a questionnaire.

The researcher used descriptive and inferential statistics to analyze the study data. The relationship between teachers' pedagogy and students' academic performance of university students was examined through the Pearson correlation. Data analysis revealed that there is a statistically significant relationship between teachers' pedagogy and students' academic performance of university students. The researcher concluded that a significant positive relationship was found between content knowledge and students' academic performance. The research suggested that there is a negative relationship between communication skills and students' academic performance. The study found a negative relationship between classroom management and students' academic performance. The study recommended that Teachers adopt strategies that

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build a deeper understanding of the subject matter for students and follow the method that helps students see the value of the subject and be motivated to learn more. **Students** can use the internet to research topics for papers or projects. This can help students to develop their research skills and to learn how to evaluate information from different sources.

Keywords: Pedagogy, Academic Performance, Content Knowledge Communication Skill, Classroom Management.

Introduction

A teacher is someone who is passionate about teaching and helps others to grow. Effective teachers can be best identified by their performance rather than their background or experiences (Okolocha and Onyeneke, 2013). Numan and Hasan (2017) defined 'Effective pedagogy' and 'authentic pedagogy' as some terminologies often used with the term 'pedagogy'. "Effective pedagogy" refers to teaching techniques that bring observable and measurable student learning changes (Westbrook, 2013). It is the practice of teaching and the conversation that accompanies it. The knowledge and abilities required to formulate and support the wide range of decisions make up the teaching profession (Voss et al.,2011).

Academic performance is crucial for an institution to obtain positive results that may influence students' future work performance (Kuncel et al., 2005). Academic performance is a complex idea made up of a learner's abilities, mindset, and actions that support their success in the classroom (Hijazi & Naqvi, 2006). According to educationists, the academic performance of students is influenced by many factors, such as their home background, their ages, gender, parents' interests as well as their active participation in class activities and involvement with teachers (Razak et al., 2019). In addition, poor habits can affect the learning process and students' Cumulative Grade Point Averages (McKenzie & Schweitzer, 2001). The standards of academic performance show the extent to check that how much a student has achieved the particular goals.

The academic performance of every learner depends directly on the teacher's ability to teach effectively through their skills and knowledge. Learners' academic progress is determined by their capacity to demonstrate competence through the writing of examinations after being exposed to content under the tutelage of teachers. When a test or examination is about to be written, students experience anxiety, fear, and discouragement. This does not prevent students from demonstrating their level of academic competence and success. A school is then viewed as an institution that exposes students to content to assess their intelligence and academic achievement as they progress through the educational system. This could be because some of them have children to care for daily before attending university (Chapell et al., 2005).

Teachers' communication abilities are particularly vital for creating relationships with students, as teaching is a talent in itself (Maatta and Uusiautti 2012). The teacher is the focal point of communication, hence good communication must be mastered. Communication is a crucial part of our existence (McFarland, 2015).

Classroom management is the set of non-instructional practices teachers use with all of their students in a classroom context to teach positive behavioral patterns and avoid and

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lessen undesirable conduct, (Stone and Morris 2010). Since they define the behavioral environment of the classroom by outlining expectations, consequences for bad behavior, and what will happen if it happens, orders and patterns are effective protective elements of classroom organization and planning schemes (Lewis & Sugai, 2014).

Objectives of the current study

The following objectives are set to be achieved in the current study.

To discover the influence of teacher's content knowledge on student's academic performance.

To find the impact of teachers' communication skills on students' academic performance.

To investigate the relationship between classroom management practices and students' academic performance.

Hypotheses

The following research hypotheses were formulated and tested.

H01: There is no link between the content knowledge of teachers and students academic performance

H02: There is no relationship between the communication skills of teachers and students academic performance.

H03: There is no connection between classroom management practices and students' Academic performance.

Review of Related Literature

Pedagogy is an extremely multifaceted combination of theoretical understanding and practical skills (Lovat & Mackenzie, 2003). What constitutes pedagogy is complex and the definition remains somewhat vague to others, it is a conscious activity designed by an individual to enhance the learning of the pupils (Sarder & Haider, 2023). It includes the instructors' ideas, acts, beliefs, knowledge content, understanding of the course content and overall curriculum, and the teaching-learning process (Westbrook, 2013). Largely, pedagogy is an interactive process between a teacher and a learner.

The academic performance of students is as significant for an institution to achieve success and let their students get job opportunities in the future (Kuncel et al., 2005). Hijazi & Naqvi, (2006) stated that if weak students are grouped with good students, it will support the weak students to do better and graduate in time, however, if the weak students are willing to do so and want to improve their performance. Also, bad study habits and poor performance delay the graduation process and affect grades (Chapell et al., 2005) and this in turn can lead to poor rates in the overall economy of Pakistan (Alimi et al., 2012). A student's academic performance refers to how well a student, an instructor, or an institution can achieve their short or long-term educational objectives. It is undoubtedly quantified through testing or ongoing evaluation; for example, the number of credits obtained during a single examination session represents the candidate's academic performance.

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Content knowledge (CK), also known as subject matter knowledge, is understanding a subject without regard for teaching it (for example, geography, mathematics, and English). It is a set of information that instructors use to teach the students and then students are supposed to acquire it in a specific subject or content area. This definition was consistent with that of Ozden (2007) who described content knowledge as the set of concepts, beliefs, principles, relationships, tactics, and applications that a student must know within a specific academic subject that is better for a knowledge organization. Content/ subject matter is a knowledge domain that pertains to skill in a specific subject. It comprises both conceptual as well as procedural knowledge about the given domain.

Pedagogical content knowledge is an important aspect of the classroom's instructions. In the teaching-learning process, PCK means teachers' ability to communicate theoretical tactics, relational knowledge, and acquired intellectuality of the subject matter. There appears to be no agreement among experts on what a teacher's PCK should be. Korkmaz and Şahin, (2020) defined the PCK as the acquaintance of the teacher required to make the subject matter precise and easily accessible to students. Although both content knowledge and PCK are crucial components of the teaching profession, PCK is the understanding of how some topics and strategies can be implemented in specific subject areas that are understood and misunderstood by those already in the field who may not have had the opportunity to acquire them. This is because being a good teacher is ultimately measured by conveying knowledge and ideals that pupils can understand and relate to (Mazibe, E. N., 2020).

Communication skills/abilities are the method to convey messages that involve a shared understanding between the contexts in which the conversation occurs (Kolandan, 2020). Furthermore, teacher communication skills are essential for a teacher's delivery of instruction to students. For effective teaching, a teacher must be highly proficient in all areas of communication. Teachers who communicate effectively always make things easier and more understandable (Pontillas and Talaue, 2021). Effective communication skills are critical for a teacher's ability to impart instruction, manage the classroom, and communicate with pupils. The teacher must train kids to think differently. To educate students, a teacher must be able to adopt such kinds of communication methods that motivate the pupils for the learning process (Abd Karim & Awaludin, 2020).

Classroom management is one of the numerous crucial abilities and duties that teachers must have in achieving the educational goals of the school. According to Imane, (2020), of the two main tasks, the maintenance of law-and-order control situation in the classroom is preliminary and after that, the teaching or study comes.

Research Design

According to the requirement of the objective of the study, the descriptive method was used to gather information and data from university students because it is considered one of the best methods in social sciences. The researcher used a questionnaire to Effects of teacher's pedagogy on students' Academic Performance at the University Level.

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Population of the Study

The Higher Education Commission of Pakistan, 2021, listed 34 universities as authorized in Khyber Pakhtunkhwa. Two universities namely Shaheed Benazir Bhutto Women University Peshawar and the University of Peshawar, will be the target population. The overall population of the study was comprised of all students of social science and natural sciences. The total number of undergraduate students in selected departments consists of 1584 students from both faculties.

Sampling & its Distribution

The sample of the study was taken from two public sector universities (University of Peshawar, Peshawar, and Shaheed Benazir Bhutto Women University Peshawar) the strata were identified and selected based on Krejcie and Morgan (1970) formula. 172 students were selected from the University of Peshawar and 132 students from Shaheed Benazir Bhutto Women's University through a proportionate sampling technique.

Instrumentation

Instrument Used

A self-designed five (05) point Likert Scale Questionnaire was used for the collection of data from the respondents of the study based on a literature review.

Description of Instrument

A self-designed five (05) point Likert Scale Questionnaire was used for the collection of data from the respondents of the study based on a literature review.

After carrying out item analysis the strata were identified and selected based on Krejcie and Morgan's (1970) formula. 172 students were selected from the University of Peshawar and 132 students from Shaheed Benazir Bhutto Women's University through a proportionate sampling technique, only 24 items were selected.

Data Analysis

The latest version of SPSS (IBM 26) was used to analyze the data. For testing the hypotheses, Pearson Product Moment Co-relation was applied. At the same time, Confirmatory Factor Analysis (CFA) was used to check out the relationship between the factors of teachers' pedagogies on the academic performance of the students in public sector universities.

Confirmatory Factor Analysis (CFA)

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.915
Bartlett's Test of Sphericity	Approx. Chi-Square	2100.421
	Df	276
	Sig.	.000

Communalities

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	Initial	Extraction
Explanation of difficult concepts	1.000	.596
Real-world examples	1.000	.398
Deep understanding	1.000	.441
Content Knowledge of difficult topics	1.000	.623
Information in teacher's lessons	1.000	.431
Different strategies for developing understanding	1.000	.489
Various teaching styles and models	1.000	.510
Teacher's assessment	1.000	.566
Instructions	1.000	.519
Teacher speaking clearly and loudly	1.000	.348
Asking questions from teachers	1.000	.484
Encouragement of students	1.000	.533
Teacher's active enviroment	1.000	.463
Familiar words	1.000	.576
Eye contact	1.000	.672
Communication with students	1.000	.622
Do answers of teacher's questions	1.000	.410
Peaceful learning environment	1.000	.433
Feedback in the class	1.000	.503
Lesson plans	1.000	.557
Active engagement	1.000	.517
Instruction on the classrooms	1.000	.558
Order and dicipline	1.000	.371
Encouragement of using technology	1.000	.444

Extraction Method: Principal Component Analysis.

Total Variance Explained

	Initial Eigenvalues			Extraction Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	7.343	30.595	30.595	7.343	30.595	30.595
2	1.332	5.552	36.147	1.332	5.552	36.147
3	1.239	5.161	41.308	1.239	5.161	41.308
4	1.104	4.601	45.909	1.104	4.601	45.909
5	1.048	4.366	50.275	1.048	4.366	50.275
6	.994	4.142	54.417			
7	.891	3.715	58.131			
8	.858	3.574	61.705			
9	.814	3.393	65.099			
10	.776	3.235	68.334			
11	.708	2.948	71.282			
12	.697	2.904	74.186			
13	.685	2.852	77.038			

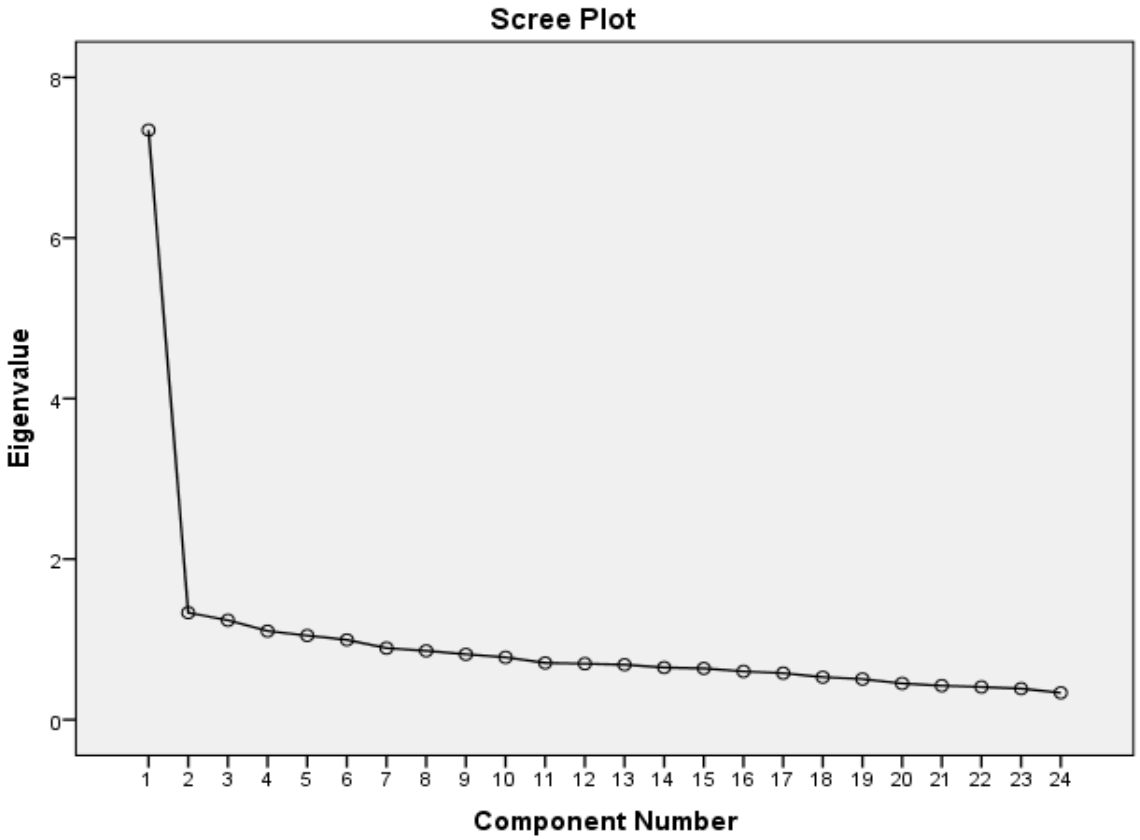
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14	.650	2.709	79.747			
15	.639	2.661	82.408			
16	.602	2.508	84.916			
17	.580	2.417	87.332			
18	.530	2.208	89.540			
19	.506	2.107	91.648			
20	.452	1.881	93.529			
21	.424	1.765	95.294			
22	.408	1.698	96.992			
23	.386	1.610	98.602			
24	.336	1.398	100.000			

Extraction Method: Principal Component Analysis.



	Component				
	1	2	3	4	5
Communication with students	.634	-.307	.070	-.190	.293
Information in techer's lessons	.624	-.046	-.062	.093	-.164

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Content Knowledge of difficult topics	.605	-.044	-.316	.290	-.268
Teacher's active enviroment	.596	.096	-.049	.134	-.280
Different strategies for developing understanding	.593	-.342	-.022	-.063	-.127
Explanation of difficult concepts	.592	.215	-.408	.092	-.159
Encouragement of using technology	.587	-.259	.035	-.171	-.047
Lesson plans	.584	-.353	-.124	.059	.268
Teacher's assessment	.584	-.355	-.302	.086	.028
Real-world examples	.578	-.020	-.218	.041	.120
Order and dicipline	.571	-.113	.130	.030	-.120
Feedback in the class	.567	.066	-.016	-.321	.273
Do answers of teacher's questions	.557	.138	.278	-.001	.063
Deep understanding	.550	.245	-.021	-.005	-.280
Instructions	.549	.448	-.110	-.008	.060
Asking questions from teachers	.538	.068	.255	.311	.169
Instruction on the classrooms	.538	.128	.351	-.359	-.007
Various teaching styles and models	.528	-.359	.077	-.269	-.157
Peaceful learning environment	.526	.248	.147	-.246	.112
Teacher speaking clearly and loudly	.521	.261	.021	.073	.047
Encouragement of students	.514	.148	.451	.160	-.133
Active engagement	.500	-.075	.365	.352	-.064
Familiar words	.416	.343	-.355	-.399	.002
Eye contact	.339	.146	-.137	.357	.625

Extraction Method: Principal Component Analysis.[a]
components extracted.

The Confirmatory Factor Analysis (CFA) results, conducted using Principal Component Analysis (PCA), reveal insights into the underlying factors influencing teaching effectiveness and classroom dynamics. The Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) of 0.915 indicates that the dataset is highly suitable for factor analysis, reflecting strong intercorrelations among variables. Additionally, Bartlett's Test of Sphericity yielded a significant chi-square statistic (2100.421, df = 276, $p < 0.001$), confirming that correlations between variables differ significantly from zero, further supporting the factorability of the correlation matrix. The extraction of five components explains a cumulative 50.275% of the total variance, with the first component alone explaining 30.595%. These components represent distinct dimensions such as "Teaching Effectiveness," "Classroom Interaction," "Teaching Methods Diversity," "Classroom Atmosphere," and "Classroom Environment." Each component is characterized by specific variables that exhibit significant loadings, reflecting their

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contribution to the overall construct. For instance, Component 1 is associated with variables related to effective communication, content knowledge, and instructional clarity, suggesting it encapsulates fundamental aspects of pedagogical competence. These findings provide a structured framework for understanding and potentially improving teaching practices and classroom management strategies based on empirical data analysis.

Conclusion

The main aim of the study was to Effects of teachers' Pedagogy and students' academic performance at the University Level Data were collected from students Regarding content knowledge, the majority of the students replied their teacher always provides clear explanations of difficult concepts, their teacher often connects the course materials to real-world examples, the teacher always shows them a deep understanding of the subject matter, their teacher shows them the teacher's content knowledge has helped them recognize a difficult topic. The majority of the students' teachers always show they need information, that they can easily find in their teacher's lessons, their teacher always uses different strategies for developing their understanding, and their teacher uses various teaching styles and models to meet the needs (understanding) of students and their teacher's assessment methods always help them understand their progress in the course. Furthermore, regarding Communication Skills, the Majority of the students replied their teacher always makes instructions easy to understand, their teacher during the lecture, the teacher spoke clearly and loudly, they felt comfortable asking questions from the teacher for clarification, their teacher encouraged students to talk about the materials in class. The majority of the respondents replied their teacher's active involvement in the classroom always makes writing easy for them; their teacher uses familiar words, they make eye contact with the teacher while talking to the teacher, and their teacher communicates with students about different learning styles and abilities. Moreover, regarding Classroom Management, the majority of the students replied their teacher always praises them when they answer questions openly in class, their teacher keeps a peaceful learning environment in the classroom, and their teacher gives feedback in class on their work which helps them improve, and their teacher makes lesson plans in the classroom. The majority of the students replied their study is easy for them because of the active engagement in the classroom, their teacher instructs them, on what to do in the classroom, their teacher keeps order and discipline in their class, and their teacher encourages using of technology in the classroom for research and creative expression.

Recommendations

In the light of discussion, the following recommendations were made:

Teachers may adopt strategies that build a deeper understanding of the subject matter for students.

This can help students to see the relevance of what they are learning and to make connections between different concepts.

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Most of the teachers should connect the course materials to real-world examples.
This can help students to see the value of the subject and to be motivated to learn more.
The teachers must make it easy for them with content knowledge that has helped them recognize a difficult topic.
This could include formative assessments, such as quizzes and exit tickets, as well as summative assessments, such as tests and projects.
This can help students to see the value of the subject and to be motivated to learn more.
The teacher can model respectful communication by treating all students with respect, even when they make mistakes. This means avoiding sarcasm, put-downs, and other forms of negative communication.
The teacher can create opportunities for students to listen to each other's ideas and perspectives. This could include having students share their work with the class or having them work in small groups.
The teacher can provide positive reinforcement for students who ask questions or participate in class discussions. This could include verbal praise, stickers, or other rewards.
Many online resources can be used to supplement classroom instruction. These resources can include articles, videos, simulations, and games.
Students can use technology to create presentations that incorporate text, images, and audio or video. This can be a great way for students to demonstrate their understanding of a topic.

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