



## **Effectiveness of Instructional Approaches as Perceived by the Teachers**

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### **Abstract**

This article is about instructional strategies which presents the dynamics of the field by discussing recent research in each area. These chapters the instructional strategies are discussed and aimed to attain the important instructional goals, and other focus on particular strategies, approaches, or methods. This chapter reviews current research across disciplines (i.e., mathematics, science, and e-learning) to provide a critical analysis of applications and conceptualizations of culture in learning. Provided for this research, suggestions for culture-based guidelines methodologies are advertised. These cognitive transformations clinched alongside exploration with respect to educating support and taking in need is achieved for creating taking in capacity. The research concentrates on the improvement of self-guided and self-regulated learning abilities. The improvement from claiming these aptitudes obliges an adaptable learning nature's domain for customize learning trajectories. With the evolutions in technology offering a more diverse set of technological possibilities, research is now delving into these new possibilities and investigating how they can stimulate learning.

### **Introduction**

Students come from different backgrounds and have varied experiences and abilities. Good teaching is not only dependent on teaching strategies or their effectiveness but It also depends on individual needs and adequacy of the content. There is an assumption that students learn with different styles, at different speeds, different levels of prior knowledge and different environments when the subject matter is given by way of a variety of teaching strategies.

Instructional strategies are techniques teachers use to help students become independent, strategic learners. These strategies become learning strategies when students independently select the appropriate ones and use them effectively to accomplish tasks or meet goals. Effective instructional and learning strategies can be used across grade levels and subject areas, and can accommodate a range of student differences. Education involves helping a novice develop strong, readily accessible background knowledge. It's important that background knowledge be readily accessible, and this occurs when knowledge is well rehearsed and tied to other knowledge. The most effective teachers ensured that their students efficiently acquired, rehearsed, and connected background knowledge by providing a good deal of instructional support. They provided this support by teaching new material in manageable amounts, modeling, guiding student practice, helping students when they made errors, and providing for sufficient practice and review. Instructions are designed and based on sound instructional principles, oftentimes does not stimulate learners' motivation to learn. Learners may not be motivated to pursue lifelong learning and use the knowledge and skills learned to deliver patient care (Gustafson & Branch, 2007).

## Results

According to Ayeni (2011), teaching is a continuous process that involves bringing about desirable changes in learners through use of appropriate methods. Adunola (2011) indicated that in order to bring desirable changes in students, teaching methods used by educators should be best for the subject matter. Furthermore, Bharadwaj & Pal (2011) sustained that teaching methods work effectively mainly if they suit learners' needs since every learner interprets and responds to questions in a unique way (Chang, 2010). As such, alignment of teaching methods with students' needs and preferred learning influence students' academic attainments (Zeeb, 2004).

Schumaker and Deshler (2006) define a learning strategy as "an individual's approach to a task. It includes how a person thinks and acts when planning, executing, and evaluating performance on a task and its outcomes." Much of this thinking about learning is done unconsciously. For example, most of us automatically slow down when reading content that is difficult for us to understand. We also make use of a variety of strategies for helping us organize and remember—both key elements of the learning process. As with many characteristics about people, however, there is wide variation in terms of the number of learning strategies we know and how well we use them. For example, think of a student you have known who approached new types of tasks with enthusiasm and who was typically able to "figure out" how to apply what he or she already knew to tackling a new problem. Now think about another child who reads a textbook but, when asked to summarize the main points in the chapter, can present only a disjointed list of thoughts with little sense of how they fit together. In math, this child might use only one strategy when approaching a problem—even when that method repeatedly fails.

Three components of the skill are considered essential knowledge of what the strategy is, how to apply it, and when and where to use it (Jones, Polincsar, Ogle, & Carr, 1987). Effective instruction must address all three components. First, learning skills are most effectively taught in the context of content area instruction. Perkins-Gough (2002) discusses some related findings of the Rand Reading Study Group, specifically: When students are helped to develop learning strategies in the context of learning about content, they: Receive more opportunities for teacher support than they would if the instruction was provided only during pullout classes or special sessions focusing on study skills instruction; and have more meaningful opportunities to practice the skills. Second, the skills taught and the approaches used to teach them should be age and grade appropriate. For example, the metacognitive skill of summarizing might be addressed with primary grades children by small-group discussions about a story, with the teacher writing down student comments. Third, instruction about strategies should be explicit. It should begin with the teacher's modeling of the skill or strategy, followed by structured opportunities for students to practice and apply the skills with teacher feedback provided to reinforce appropriate use of the strategy and correction or re-teaching if the strategy is incorrectly applied. The instruction should also include elements that help students learn how to appropriately generalize use of a strategy to other tasks and classes (Kiewra, 2002). According to Kiewra, good strategy instructors: Introduce the strategy by modeling it and describing it; Sell the strategy by telling why it works; Generalize the strategy by telling where else it is useful; and Help students perfect the strategy by providing practice opportunities. Teacher modeling is an especially important component of strategy

instruction. Students who have demonstrated an inability to use strategies or to generalize a strategy they have used successfully to another task need more than simply hearing a description. They need to see it in action and, even better, see it applied to a few slightly different tasks. Protheroe (2003) adds another element to modeling by suggesting that teachers consistently “think out loud” and encourage their students to do the same. To use this technique, teachers talk through use of the strategy while they use it. This helps students understand learning strategies and how to use them “because they can see how a mind actively responds to thinking through trouble spots and constructing meaning from the text” (Vacca & Vacca, 2005). The goal of strategy instruction should not be rote memorization of a particular approach but instead the development of a repertoire of tools a student can access as needed. Thus, teachers should build in opportunities for students to generalize use of a strategy to a new type of task. This is another skill that most highly effective learners have. They mentally and, again, often subconsciously select from among a variety of strategies. In contrast, less effective learners may fixate on the skill learned most recently or one that worked well for them in the past—although in regard to a very different type of task. This is a reason why school wide implementation of strategy instruction can be particularly effective.

Results of past studies on teaching approaches indicated that are many strategies can be used for promoting learning behavior. The most common strategies suggested are communication approach, behavior modification models and whole-school approach. Communication approach sees that inter-personal relationships are the core element for promoting learning behavior as pupils feel happy to communicate with others. Basic principles of this approach are that “learning occurs through communication and it is facilitated when pupils responsibly participated in learning process (Martin & Sugarman, 1993, p. 16)”. This approach also emphasizes the importance of teachers’ professionalism such as responding to pupils’ query in productive ways and also listen sensitively to pupils’ voice. Behavior modification model focuses on intervention programs. A study of the implementation of the Bully Prevention-Positive Behavior Support program carried out by Ross and Horner (2009) can be categorized as one of the Behavior modification programs. Another study found that behavior modification program, namely the Check in/Checkout (CICO), was effective in “reducing number of office discipline referrals for pupils who entered the program (Filter, McKenna, Benedict, Horner, & Todd, 2007, p. 69)”.

it is essential for teaching strategies to be in tune with the context in which they are applied. Teachers have reported that professional development involving the participation in learning communities, co-operation and peer observation has a positive impact on their practices (Opfer, 2016). Teachers collaborate and discuss their teaching practices with each other, so it is not uncommon to observe that teachers from the same school “share” the same practices. Since strategies seem to be more similar among teachers within the same school than with teachers from different schools, a school-embedded approach to professional development is recommended. This would include for example participating in professional networks, undertaking collaborative research, and engaging in peer observation in their school. Attempts to inculcate good teaching strategies in one teacher in a single school are less likely to be successful unless his or her school colleagues also engage in these strategies. Teachers who have participated

in training in classroom practices could work as mentors to other teachers and share their experience. Box 4 shows an interesting example from New South Wales, where professional development is used to promote professional learning communities.

Walker (1998) pointed out that it is not the isolated or haphazard exhibition of these classroom behaviors that produce instructional success but the tight, systematic linkage between the critical components of the instructional process. According to Walker (1998), this represents one of the power constants among the factors that promote learning. Also, Onasanya (1998) described Systems approach as an instructional strategy that described teaching-learning process as an enterprise that consists of several elements such as: the teacher, learner, use of the media, and evaluation of the learning outcome. All these cooperatively interact in order to promote efficient and effective teaching and learning. It is an approach that ensures a more comprehensive consideration of the factors in an instructional setting. It ensures constant monitoring of the instructional process so that any defective part of the system that might affect other parts are promptly detected and corrected. By using instructional strategies in teaching, system approach ensures a careful integration of media material and process into instruction right from the planning phase.

Kassem (1992, p. 45) defined teaching techniques as teacher's activities in the class to involve students in the subject matter, and requires that students participate in learning activities, share equally with other learners, and react to the learning experience. The teacher also needs to work with students as a friend, make the learning place more comfortable, organize his/her lesson plans, and influence students by using different teaching methods. The teaching goals must be adapted to the needs and interests of learners, while teaching strategies should be carefully used to improve learning and make the subject matter useful. According to several studies, these strategies have been found to be significantly related to students' learning achievement.

Learning aids are devices or mechanisms designed to make learning more effective, efficient, and satisfying, while simplifying and organizing complex content and connecting new ideas to old ones (Yelon, 1996, p. 131). Furthermore, they are built to focus the learners' attention on what is being taught, ease learning, produce recall, foster transfer, and speed instruction (p. 132). According to Kahn (1990), educators over the last decade have shown tremendous interest and investment in developing new curricula, and reforming existing curricula, to promote the development of thinking skills. Dyer and Osborne (1995, p. 260) stated that students' thinking skills and problem solving abilities can be developed by teaching activities, especially by the selection of an appropriate teaching approach. Henson (1988, p. 9) argued that the teacher's paramount purpose is to help students learn and to give real help. He suggested three roles for teachers in planning a unit. The first is to "identify some of the important ideas or concepts that will be developed in the unit and to explain the importance of this material to the students." The second role is "to give students an opportunity to include areas within the unit that they think should be studied." Lastly, teachers need to help in selecting activities necessary for developing an understanding of the unit (Henson, 1988, p. 17).

Newcomb et al. (1986) classified teaching techniques into two groups namely the group techniques which include discussion, demonstrations, field trips, role playing and

resource people. The individualized techniques include supervised study, experiments and independent study. Similarly, Henson (1988) calling them "strategies," mentioned others including lecture, tutoring, inquiry learning, questioning, discovery learning, and simulation games. Phipps et al. (1988) added teaching facilities, microcomputers and audio-visual aids to the teaching strategies in secondary agricultural education. Later, Creswell (1990, p. 16) summarized teaching methodologies into four categories namely instructor-centered, interactive, individualized, and experimental teaching methods. On the other hand, Quina (1989) conceptualized them as traditional (lecture, recitation, one-on-one sharing, group work, brainstorming, the project method, role playing) and nonverbal methods (the mandala, transitional objects, other-hand writing, dreams as methods, sensory stimulation, humor as method, mind maps, visualization), questions as methods (questions and Bloom's Taxonomy, questions and the teaching of precision, questions as embedded world views), critical thinking as a method, self-instructional packages, games and puzzles as method, integrative approaches. According to Ashman et al. (1993, p. 46), classroom instruction involves learning about tasks and how to perform them, what procedures are necessary for completing those tasks, and how and when to apply the procedures efficiently. Based on several other models with due consideration for the complexity of the teaching-learning process, the Process-Based Instruction (FBI) model was introduced by Ashman and Conway (1993). As a teaching learning method, FBI includes a number of strategies that focus on teaching students how to learn and solve problems.

Digital learning resources support information processing by helping students to develop mental representations through the mix of media elements presented to them. Digital learning resources include content and, sometimes, learning activities. They combine multimedia elements including text, image, video and audio to present information. Research on multimedia learning have demonstrated more positive outcomes for students who learn from resources that effectively combine words and pictures, rather than those that include words alone (Mayer, 2008). Student attention and engagement with these resources helps them to process the information into working memory. When students meaningfully interact with the multimedia information, they encode this information into their long-term memory. This meaningful interaction might involve learning activities within the digital resource itself and/or as a lesson that is created by the teacher.

## Summary

Teaching Strategies is becoming more learner-oriented, specialized, highly technical and internationalized. These changes require a more applied, efficient and a developmental approach to teaching and learning. It is important to note that the literature states that students learn and achieve when competent teachers use well organized instructional strategies, a variety of methods and tools, and use them effectively. Agricultural industries and other services require new skills in order to cope with rapid technological changes. Therefore, delivering subject matter with appropriate application is one of the most essential activities for teachers (Henson, 1988).

Student ratings of instruction are widely used for the purpose of making personnel decisions and faculty development recommendations (Scriven, 1995). For administrators, the information derived from ratings aids them in making both summative and formative judgments dealing with faculty retention, tenure, and promotion, hiring, selecting faculty for teaching awards and honors, and in assigning teachers to courses (Franklin, 2001; Kulik, 2001). Braskamp (2000) suggests that instructors use the data formatively to develop and improve their teaching effectiveness. A study conducted by Benson, L., Schroeder, P., Lantz, C., and Bird, M (n.d.). provides evidence that students may place greater emphasis on lecture material than on textbooks. Lecturing is not simply a matter of standing in front of a class and reciting what you know. The classroom lecture is a special form of communication in which voice, gesture, movement, facial expression, and eye contact can either complement or detract from the content. (Davis.1993). McCarthy, P. (1992) in article "Common Teaching Methods" stated strengths of lecture method that it presents factual material in direct, logical manner, contains experience which inspires, stimulates thinking to open discussion, and useful for large groups. Our findings also revealed that most of the students considered lecture as best method because according to opinion of students; it creates new ideas, it is good for large class, develops creativity among students, teacher is experienced and has mastery on subject, explain all points and can answer all questions by students. Sullivan & McIntosh (1996) said that with planning and effective presentation techniques, the lecture can be a highly effective and interactive method for transferring knowledge to students. Lecture gives the pupils training in listening and taking rapid notes. (Kochhar. 2000, p.345).

McWhorter & Hudson-Ross (1996) found that without new approaches to instruction that connect to the learning needs of students, many will perform poorly and are likely to drop out of studies. Research evidence from previous studies indicates that a student-centered learning environment seems to produce higherlevel learning outcomes more efficiently than a traditional teacher-centered environment (Tynjala, 1998). Hence, bias in selection of teaching methods by teachers in areas in which they possess exclusive monopoly knowledge should be avoided to improve students' academic performance (Adunola, 2011). Therefore, teachers should create an atmosphere conducive to learning in order to enhance the development of students' learning experiences. Moreover, teachers should also increase their knowledge of various instructional strategies in order to keep students engaged and motivated throughout the learning process.

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