



## TEACHER-STUDENTS TEACHING STRATEGIES: EFFECTS ON STUDY HABIT AMONG STUDENTS IN PAKISTAN TERTIARY INSTITUTIONS

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**Abstract-** This review focuses on the influence of teacher-student teaching strategies: effects on study habit among students in tertiary institutions in Pakistan, along with the experiences of the researcher himself. Within a few hours in the classroom, a teacher plays a critical role by providing the everyday unique scheduled material that is part of a particular grade's curriculum. It relies on the teacher to schedule it out and use reliable techniques for its teaching execution. Teachers ought to be passionate about studying and teaching, as well as respecting the students' desires and desires. Daily low academic success by the majority of students is ultimately related to the use by teachers of inadequate teaching approaches to influence learners' awareness. A substantial literature on the efficacy of teaching approaches suggests that learners' successes also reflect the standard of teaching. In order for the approach used to teach to be effective, teachers need to establish conversant teaching methods as a matter of necessity that considers the degree of difficulty of the concepts to be studied.

**Keywords:** TEACHER; STUDENTS; TEACHING STRATEGIES; STUDY HABIT; TERTIARY INSTITUTIONS; PAKISTAN etc.

### I. INTRODUCING

The fundamental goal of teaching and learning at every level is to inculcate essential changes and behavioral improvements in the learner. Promote the knowledge transfer cycle; teachers can follow structured teaching methods at their respective levels that lead to the achievement of consistent teaching and learning goals and objectives of the education sector in Pakistan. Historically, most teachers have generally used instruction-centered techniques to convey knowledge from other teaching practices to learners. Until now, in the world of education research, questions about the validity of student learning approaches have frequently raised significant doubts (Hightower, 2011). Teaching and learning are designed to investigate the degree to which different approaches to teaching, such as partnerships between teacher and student, student-centered, teacher-centered, and reciprocal teaching methods between teacher and student, foster improvement of student learning outcomes. Studies have found that most students' frequent low academic success is closely related to the use of ineffective instructional methods by teachers to impact learner knowledge (Hightower, 2011). Empirical evidence on the success of instructional strategies shows that the consistency of instructional is mostly assessed by learner achievements. Adunola (2011) suggests that educators ought to be familiar with multiple teaching approaches that consider the meaning of the problem of the subjects to be addressed in order to ensure that the methodology used for teaching is accurate.

Throughout the systematic history of education, teachers played a major part in the student journey. While primary school years are discussed by most teacher-student partnership studies, teachers have a rare ability to encourage students' academic and social growth at all levels of schooling (Baker, Grant, & Morlock, 2008).

The teacher-centered teaching approach is a situation in which learners receive knowledge without establishing their degree of interaction with the subject being taught (Boud and Feletti, 1999). (Teo and Wong, 2000) the process is less practical, more unforgettable, and imaginative. This does not involve activity-based learning that encourages students to learn about real-life problems from applied experience. The lecturer can try to maximize the provision of information because the teacher controls the dissemination and distribution of knowledge, thereby reducing time and effort.

An analysis was undertaken by Onwuegbuzie (2001) to establish the association between academic success and research practices and the favorable interaction between both variables. School achievement effects, however, indicate that Emily and Betty (2004) suggest that it is not unusual for students to spend significant sums of time just to get through memorizing research materials. For them, the student's physical, mental and social growth may be shaped by the tension generated by the use of comparatively inefficient learning strategies. Study habits are a learning propensity that encourages students to work privately.

The word study habits refer to the technique of the student to learn whether it is routine, beneficial, or inefficient, according to Good (1998), this definition implies that a strong study habit yields positive academic outcomes, whereas a bad study habit leads to academic failure. In Pakistan, there are too many variables affecting the capacity of students to develop an efficient and productive study routine. The value of environmental management as a core factor in the development of the behaviors of students was stressed by Ozmer (2005).

Both teacher-centered and student-centered approaches apply to this instructional approach. The student-generated subject information is best remembered than that provided to the students by Jacoby (1978); McDaniel, Friedman, and Bourne (1978); Slamecka and Graf (1978). Instead of monopolizing the transfer of information through the teacher to the learners, the approach encourages students to quest for specific facts. Therefore, empirical findings on teaching methods suggest that this teaching approach is effective in enhancing student academic success (Damodharan and Rengarajan, 1999).

## II. EDUCATIONAL SYSTEM OF PAKISTAN

### **Factors militating against effective Teaching and Learning Habit**

The education system of Pakistan despite towering claims and plans faces the following problems which are critically analyzed below;

#### **Lack of uniformity**

The system of education in Pakistan according to Iqbal (1981) is not based on uniform principles. Different systems of education are simultaneously working in the country. The curriculum is also not uniform which has given birth to different schools of thought. For example, there is a world of difference between the attitudes of students coming out from the public educational institutions. This system has created a huge gap among the nation and even has deeply penetrated the cultural veins of the nation. The recent wave of terrorism and the increasing sectarian division are the logical consequences of this divided system of education. As a result of this current polarized system of education, there has occurred a great social division in the society on political, social, and economic grounds rather than unity among the people which is cutting knee-deep the ideological and social foundation of the nation leading towards further divisions on linguistic and regional grounds which can potentially damage the social cohesion and fabric of the society. Sayan, Fida, and Hussain, (2008)

#### **Outdated curricula**

The curriculum is the tool through which the goals of education are achieved. The curriculum of education in Pakistan does not meet the demands of the current times. It is an old and traditional curriculum that the learners to memorize certain facts and figures without taking into consideration the reality that education is the holistic development of an individual. It places much emphasis on the psychology of the learner as well which cannot be negated in the process of teaching and learning. The objectives of education must be to develop the psychological, philosophical, and sociological foundations of education. The present educational curriculum of Pakistan does not meet these modern standards of education and research. Louis, (1987).

#### **Lack of professional development of teachers**

Training is essential for quality performance. Teaching is a challenging job. There is a lack of training opportunities for teachers in Pakistan. Although there are various teacher training institutes in the country. These institutes are either not well resourced or being poorly run due to a lack of funds and trained human resources such as trainers and administrators. There are no proper training standards in the available training institutes around the country. Most of the training institutes have

been closed down due to a lack of funds. The courses being run in the teacher education intuitions are outdated and very traditional which does not enhance the skills, motivation, and quality of teachers.

### **Lack of quality teachers**

A teacher is the backbone of the education system. The quality of teachers in Pakistani schools is deplorable. According to a UNESCO report, the quality of the teachers and instruction in schools is of low quality. This situation is grimmer in remote parts of Punjab, Sindh, and Baluchistan where even there are no teachers available in schools. Research has found that teachers do not use new methods and strategies of teaching and learning Rehman H. and Khan (2011).

### **System of examination**

The examination is the evaluation of student's learning. It should be based on qualitative and quantitative techniques to comprehensively evaluate the performance of students. The standards must ensure the validity and reliability of the procedures used in the assessment process. The basic aim of the assessment is to evaluate the performance of students. The examination system of Pakistan is not only outdated but also does not have the quality to evaluate the performance of learners comprehensively. The examination system of Pakistan tests only the memory of students. It does not evaluate them in all aspects of learning Rehman and Khan (201).

### **Internal and external influences**

The education system in Pakistan is not free from external and internal influences. Externally the system has been made hostage to political interference and internally it is plagued by bureaucratic manipulations Mazhar, (2011). There are greater favoritism and nepotism in matters of transfers, appointments, and promotions. Due to this, the basic infrastructure of the education system in Pakistan has affected Louis, (1987)

### **Lack of Resources**

Education resources such as books, libraries, and physical facilities are important for the smooth running of the educational process. There are despairingly no facilities of books, libraries, and reading materials in all educational institutions of the country. Besides, there are overcrowded classrooms, inadequate teachers, and ill-equipped laboratories. This entire grim situation has resulted in despair and a low standard education system Louis, (1987).

### **Policy Implementation**

Since the inception of Pakistan, a number of education policies were created. There has been a lack of political will on the part of successive governments to implement the policies vigorously. The policies were highly ambitious but could not be implemented in true letter and spirit. There has been a problem of corruption, lack of funds, and gross inconsistency in successive planning on the part of various political regimes in Pakistan. Moreover, in the overall policy formulation teachers have been ignored. They are regarded as the unimportant elements which have led to the alienation between the teachers and the system of education Zaki, (1989).

### **Corruption**

Among other causes, corruption is the main contributing factor that has deeply affected the education system of Pakistan. According to Transparency International, Pakistan is included in the list of the most corrupt countries in the world Rehman and Khan (2011). Due to low salaries, teachers in search of decent living standards and to keep their body and soul together attempt to unfair means in the examination and matters relating to certificates, degrees, and soon.

### **Impact on Academic Success on Teaching Methods and Students**

Teaching, in the words of Abimbola (2009), is a procedure or measure to facilitate learning for learners through careful oversight of the techniques and resources used in resources for teaching and learning information. Traditionally, teaching methods refer to a mix of deliberately planned classroom activities that could be closely followed to teach a subject, idea. Padilla, Okey, and Dillashaw (1983 ) found out that it is possible to divide teaching approaches into a continuum of extremes that can be defined as expository instruction, chalk and talk, and investigation / guided discovery. The conventional chalk and speech mode is described by Okey and Dillashaw as a system in which the teacher mediates for students and also as the means by which all information is given out.

In Pakistan education, teachers at all stages of teaching supervise the learning and teaching process, the nature of the teaching material, and the presentation form. The instructor offers the lesson's content, and the students listen. In teaching and learning science-specific lessons, the conventional form of teaching in the classroom is typical of limited effectiveness. In a study conducted by Colburn (2000) on undergraduates in a large lecture hall setting, it was found that only 20 % of students knew what they were told, as they were too busy taking notes to internalize the content, after 8 minutes of lecture, only 15 % of students paid attention. In addition to Colburn, (2000), Bello (1995 ) claims that most teachers use inappropriate methods such as lecture methods or chalk and talk methods to control a subject's teaching, neglecting the required laboratory or experimentation approach that is more suited for teaching a subject.

The usefulness of a teacher-student strategy and its appropriateness is what can push the teacher to use it or not under such situations. Analysis of the impact of constructivist-based teaching methods on student academic performance in integrated science was published by Oludipe and Oludipe, (2010). They used a pretest, posttest, and delayed posttest administered after 2 weeks of the posttest to address the question of whether details were memorized by the students or whether retention was impaired by the teacher's comprehension of certain topics using different teaching methods. The research involved 120 Junior Secondary School III students randomly chosen from four Ijebu Ode Local Government of Ogun State public high schools. Students exposed to constructivist teaching were shown to have a higher mean score for both posttest and delayed posttest than those exposed to the system of lecture; hence they hypothesized that there would be an improvement in the academic success of the pupils in the subject if constructivism was used to teach integrated science to pupils. Yusuf and Afolabi's (2010) research illustrates the influence of computer-assisted teaching on high school biology students. The research sample size for the first year of high school was composed of 120 students from three private schools in Oyo State. The notion of a pretest, posttest, and collective track was used by them. The results of the studies found that the output of students subjected to computer-assisted learning was higher than those subjected, either personally or collectively, to standard classroom teaching. In Nigerian secondary schools, they recommended the need for machine supported training packages to teach biology.

### **Teacher-Pupils Instructional Methods and Understanding of Students**

The achievement of reading comprehension in the second-language scenario remained the greatest desire of teachers, parents, and society at large to accomplish educational goals. The level of reading comprehension of students is at the center of all other subjects, as it directly affects the success of learners in the whole learning process. The phenomenon of low perception of reading has contributed to lower academic performance, resulting in disappointment, dissatisfaction, and falling out of school. As a consequence, it led to a malpractice inquiry that degraded Pakistan's entire education sector.

To claim that the underlying causes influencing students cannot be grasped as the definitions they read at the point of recall and practice is not an exaggeration. Thus, the degree of learners and the form of interpretation of the texts differ. This relies on the instructional techniques used by the author, the degree of education, and their context or knowledge, which in every text communicates with the coded message. Thus, during the reading process, the degree of awareness has to do with the level of reasoning of students and meaningful analysis of written symbols. The capacity of the reader to interpret and identify the type and the supporting points of the statement through reading comprehension; recognizing the specifics and abstract concepts contained in the text is very important.

Theoretically, the fundamental mode of comprehension of reading requiring the interpretation of certain details and definitions that are specifically stated, not referred to, or implied in the text. Students need to acquire these skills of interpretation because it offers knowledge of literal details and provides a framework for the assimilation of more complicated reading abilities. Based on the above, reading and comprehension are inseparable to support the belief, since students will never be involved in reading something they may not comprehend. In this respect, reading and comprehension have come to function as one term due to their synonymous relationship. Therefore, comprehension as a by-product of literacy does not exist in the absence of literacy, nor is reading significantly without awareness (Ngwoke, 2007).

### **Effects of teaching/learning Facilities on student teaching methods for teachers**

Karemera (2003) observed that the success of students is strongly associated with satisfaction with the learning environment and the library, electronic laboratory, and other appropriate institutional facilities. He observed a favorable impact of high school success and school achievement with regards to

demographic variables; he did not find conclusive evidence of a substantial correlation between the level of family income and the student's academic success. Robert et al (2011) find that the educational board member will be informed and that its effect on school is good, it is important for student learning for career growth. A research commitment from the student and the proper use of the facilities given to the student by the university, a strong fit between the learning style of the student, has a positive effect on the success of the student (Norhidayah Ali, et. al, 2009). In Pakistan, Young (1999) argued that student outcomes are related to the use of the library and the extent of their parental education. The use of the library has a positive impact on the success of students. The learning climate is a good driver for learners and has a positive interaction with the schooling and grade level of fathers (Kirman & Siddiquah, 2008)

### **Bandura (Observational) Learning Theory (1997)**

The importance of observing and shaping student behaviors, behavior, and emotional responses is stressed in Bandura's Social Learning Theory (1997). Bandura (1997) believed that 'learning would be extremely laborious if individuals had to rely entirely on the consequences of their acts to tell them what to do, not to mention risky. Fortunately, most skill improvements are acquired through modeling and studying others via observation. It is an example of how new skills are learned, and coded information later serves as a reference for new skills growth.

Therefore, in terms of the persistent association between emotional, behavioral, and environmental influences, social learning theory explains human behavior. The components of observational learning are concentration, memory, motor repetition, and inspiration. The emphasis, including model events (effective features, valence, intensity, frequency, functional values) and observational features (sensory capacity, level of enthusiasm, perceptual environment, reinforcement); language retention, marking, cognitive structure, logical rehearsal, motor rehearsal; engine reproduction; including physical skill, self-observation repetition, input

To this end, attention, memory, and inspiration are involved in the philosophy of social learning, both within the cognitive and behavioral setting. This mainly focuses on human habits and attitudes. The theory, specifically in the sense of behavioral change, has been broadly applicable to understanding conflict and psychological issues (Bandura, 1997:31).

In recent years, Bandura's study has concentrated on the principle of self-efficacy in a variety of respects. He argues that behavioral beliefs, as well as cognitive cognitivism, are incorporated into social learning. That is, the person is motivated to engage in behavior that honors the outcome that they feel able to accomplish effectively.

#### **The objective of the study**

This objective shall guide the study:

To examine the relationship between teacher-students teaching strategies and study habits of tertiary institution students in Pakistan.

#### **Research Questions**

What is the relationship between teacher-students' teaching strategies and the study habit of tertiary institution students in Pakistan?

#### **Hypothesis**

There is no significant relationship between teacher-students' teaching strategies and the study habits of tertiary institution students in Pakistan.

### III. METHODOLOGY

#### **Area of the Study**

The area of this Study is Pakistan. Pakistan is located in southern Asia and bordered by the Arabian Sea to the south, Iran, and Afghanistan to the west, India to the east, and China to the north. Pakistan is located in southern Asia.



## **Research Design**

An ex-post-facto survey design was used for this study. It is a non-experimental design that the researcher cannot manipulate the effect on the dependent variable. However, it only obtains the fact that already exists in the natural course of events.

## **The population of the study**

The population of this study consisted of all final year students of Shah Abdul Latif University in Khairpur, the University of Sindh, and the University of Karachi in the 2020/2021 school year. However, the study adopted three departments from the Faculty of Social Sciences to form an accessible study population.

## **Sample and sampling Technique**

The researcher followed Krajcie and Morgan (1970) to select a sample size of 379 final year students from Shah Abdul Latif University in Khairpur, the University of Sindh, and the University of Karachi. First and foremost, three departments from each campus were selected using the hat and draw method as representative of the other departments. A proportional sampling technique was also used to select respondents from the three departments sampled.

## **Instrumentation**

A questionnaire was used to collect the data. The researcher has developed this instrument. Section A requested information on the bio-data of the respondents, while Section B asked for details on the independent and dependent variables.

## **Validation of the Research Instrument**

The questionnaire was presented with experts in Research and Statistics for face, and content validity has been provided with the research instrument. This exercise was useful in ensuring that the items retained in the questionnaire were formulated correctly to meet the level of understanding of the respondents and covered the research questions and assumptions comprehensively.

## **Reliability of the Instrument**

The Cronbach Alpha analysis was used to determine the reliability of the instrument. In the pre-test, a total of 30 students who were not part of the main study were randomly selected from the study area and the tool was administered to them for the reliability test. The data collected were analyzed, and the result showed a 0.72 reliability coefficient. This indicated that the instrument was reliable for use.

## **Administration of the Instrument**

After obtaining permission from the university authorities, the questionnaire was administered to the sampled students upon presentation of the letter of introduction. The teaching staff involved assisted the researcher in distributing and retrieving complete copies of the questionnaire on-site. This was accepted by the researcher to ensure that time was used judiciously and to avoid missing copies of the survey.

## **Method of Data Collection**

The data collected were analyzed using a simple percentage and Pearson product correction analysis.

## **Answers to Research Question**

**Research Question:** What is the relationship between teacher-students' teaching strategies and the study habit of tertiary institution students in Pakistan?

**Table One: Mean rating Analysis of relationship between teacher-students teaching strategies and study habit of tertiary institution students in Pakistan**

ITEMS	$\bar{X}$	SD	Decision
My teachers correct me when I provide the wrong answer to a question	2.93	2.01	Agree
My teacher uses various examples during classroom discussion always	2.79	1.5	Agree
When I respond incorrectly to a question, my teacher gives me a chance to try again after providing a clue.	2.63	1.04	Agree
Students centered teaching methods in the teaching approach foster student-teacher relationship	2.85	1.10	Agree
This method involves pre-planned lesson delivery	2.81	1.08	Agree

**Legend:** X = Mean; SD = Standard Deviation; N: 379

The result of data analysis of table 1 revealed that the items had a mean range of 2.63 to 2.93 showing that there is a proportional relationship between teacher-students teaching strategies and study habit of tertiary institution students in Pakistan.

**Hypothesis:** There is no significant relationship between teacher-students' teaching strategies and the study habit of tertiary institution students in Pakistan.

**TABLE Two: Pearson Product Moment Correlation Analysis of the relationship between teacher-students teaching strategies and study habit of tertiary institution students in Pakistan**

Variables		Teacher-Students Teaching Strategies	Study Habit
<b>Teacher-Students Teaching Strategies</b>	Pearson Correlation	1	.828**
	Sig. (2-tailed)		.000
	N	379	379
<b>Study Habit</b>	Pearson Correlation	.828**	1
	Sig. (2-tailed)	.000	
	N	379	379

**\*\*.** Correlation is significant at the 0.01 level (2-tailed). df=377; N =379; critical r-value = 0.113

**Source:** Author's computation (SPSS Version 20.0 IBM)

The obtained r-value is shown in Table 2 as (0.82). This value was tested for significance by comparing it with the critical r-value (0.113) at a level of 0.025 with 377 degrees of freedom. The obtained r-value (0.82) was higher than the critical r-value (0.113). The result was, therefore, significant. As a result, there is a significant relationship between teacher-student teaching strategies and the study habits of tertiary students in Pakistan.

#### IV. CONCLUSION AND RECOMMENDATIONS

However, based on the findings of this study, it is concluded that teacher-student teaching strategies favor the study habits of tertiary students in Pakistan, And the study recommends that teachers should organize the mental set by relationships with students. The value of the teaching style of teachers has distributed over the course of time and teachers take action to strengthen their teaching techniques for better learning by enrolling in certain programs that help them focus on their teaching practices and develop them as needed. And the report recommends that the government should concentrate on education and retraining services for teachers at all levels in order to improve their student-centered teaching practices and, as we know, to encourage student academic achievement in any field of operation. The Director of the

Department will oversee training methods for students, such as teacher-centered teaching methods, to ensure that all rewards are motivated.

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