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Impact of Teachers' Instructional Techniques on Student Involvement in Class: A Case Study

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Abstract

The current research aimed to explore the relationship between university students' class involvement and teachers' instructional techniques. The major goal of this research was to identify the elements of university teachers' instructional techniques that play an important role to ensure student participation in class to the maximum. The population of the study comprised students from the University of Education, Lahore. Sample of the study was based on 300 students chosen through random sampling technique from the university's several faculties. In order to gather the data, a standardized and structured questionnaire was utilized. The data was analyzed by applying multiple linear regression along with correlation to determine the relationship between the variables. The findings showed that the teachers' instructional strategies were critical to enhance the student involvement in class. In order to ensure the student participation in class, it was also discovered that different teachers use different instructional techniques. Teachers implement a variety of strategies to enhance student participation in class. The current research indicated that the supportive and concerned teachers are more successful than those who focus on content knowledge and challenging situation. The findings also showed that although students participate in class interactions, they make less attempts to initiate them. Additionally, the study also concluded that, as teachers' instructional techniques positively impact students' class involvement, therefore, innovative instructional techniques learned by university teachers may optimize students' class involvement, which ultimately leads to excellent academic achievement for students.

Keywords: academic achievement, class involvement, instructional techniques university teachers

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Introduction

The current research aimed to determine the participation of university students during class and how teachers instruct them. The technique or strategy to influence a group of people's cognitive abilities in order to accomplish specified course/subject or goals is known as instructional technique. In several educational contexts, active engagement and involvement in the class are essential elements to measure the student success. The ability of students to critically and effectively connect with the material they study while taking part in discussions with their teachers and classmates is a crucial skill that must be developed and refined in the classroom (Ebadi & Rahimi, [2018](#)). Capabilities to encourage or convince the students to participate in an activity that advances a shared objective is a part of instructional practice (Depaepe & König, [2018](#)). The concept of "instructional technique," used in educational contexts, often refers to applying or using a particular philosophy, strategy, or practice to support students' learning, and achieve desired, favorable learning achievements. Instructional technique refers to a kind of teaching to improve student's learning, mainly when dealing with each student's unique learning style (Kumar & Ritzhaupt, [2017](#)). It is referred to as a teacher's portfolio for strategies. The Greek jargon defines instructional technique as "guiding a student." The definition of instructional technique is related to expertise which implies that a teacher understands their students deeply. For instance, a teacher is aware of various learning styles of the students, their traits, and the things they are capable of doing more effectively. In literature, the concept of instructional technique has been described distinctively.

The growth of a learner's new knowledge and ability is strongly tied to the planning of an instructional technique (Rojas & Villafuerte, [2018](#)). Instructional technique refers to an activity that teachers purposefully design in order to improve their students' learning. It relates to the methods or procedures through which this activity would result in good learning outcomes (Depaepe & König, [2018](#)). The process of teaching to enhance students' learning process in the classroom is linked with a teacher's instructional technique. Teachers facilitate learning to ensure the students' positive educational achievements using effective teaching techniques. The main goal of this technique needs to establish a trust-worthy rapport with students, help them succeed educationally and morally, facilitate the teaching process, and ensure that the objectives of instruction are met.

According to Kumar and Ritzhaupt (2017) teachers may help to improve students' education and development by creating social and intellectual capital through their instructional techniques. However, such a strategy also helps the teachers to develop their professional skills in order to ensure classroom success. The main focus of the current study is the critical role that the instructional techniques play to develop the overall learning and class involvement environment.

Students are the core components of the educational process and all the activities are aimed to help them succeed and provide meaningful learning results. Whereas, many factors influence students' success at every stage including high school, undergrad, and university. The role of instructional techniques is essential, as these techniques impact the results of many students. Students have high expectations for teachers' teaching techniques and when teachers respond to their inquiries, it inspires them to learn more about the covered content (Kali et al., 2019). They desire innovative and experienced teachers who are able to promote constructive classroom debate and foster a sense of independence along with self-reliance. A two-way conversation between learner and educator is a critical component of a healthy learning environment. This type of classroom atmosphere is necessary to promote learning which provides teachers and students with a sense of fulfillment, eventually resulting in a successful learning process. It is possible to say that the teachers' instructional techniques also include relevant correspondence and interaction with learners. As a result of this practical discussion between students and their teachers, they feel themselves to be valuable members of the institution and an essential component of the educational process.

In order to ensure students' understanding, the teacher should see class time as a perfect chance to interact with students and offer them helpful teaching resources. The success of students' teaching, learning, and personal development, which is the primary goal of an academic institution, depends significantly on their active involvement in class (Almarghani & Mijatovic, 2017). Students are being provided an academic atmosphere that ensures active involvement and learning via the teacher's instructional techniques and talents. The above argument was also endorsed by Hockley and Harkin (2006) who perceived it as the teacher's primary responsibility. Wealth of energy, wit, expertise, inspiration, and support along with warmth and friendliness are the essential elements of a teacher's instructional techniques

that helps to improve the educational system. It also assists students feel less stressed and keep them alert all the time by creating a comfortable atmosphere. Studying is a highly proactive practice which does not happen simply by sitting on a chair, paying attention to what the teacher says, reading endless volumes of text, and doing assignments. It grows due to collaboration (Schmidt, [2020](#)). Numerous academics endorse good teaching techniques and their impact on students' involvement in class. They all contend that only students are the main participants who are most impacted by their instructors' thoughts, debates, conversations, and actions (Leal-Rodriguez & Albort-Morant, [2019](#); Wang, Degol & Henry, [2019](#)).

Involvement is defined as "to take part in something" or "to contribute to anything" by the American Heritage Dictionary. However, while discussing the application of this concept in a class context, it typically connotes a student's active involvement in the subject, participating in classroom conversation, taking notes during lectures, and raising queries in order to improve their comprehension of the material taught. Although, considerable research on classroom involvement has been published; however, academics have not rigorously explored the aspects of instructors' instructional methods that impact students' involvement at the university level. Howe et al. ([2019](#)) stated that class involvement is a "relational and holistic approach to work with people." In contrast, Redmond et al. ([2018](#)) described class involvement as "going beyond subject learning." The initial premise of class involvement was mainly linked with the instructor's instruction "How to teach,"; however afterwards, this concept preceded more meaning. Involvement in class is seen as a triangular process including theories, techniques, and several interpersonal connections. In order to help students develop their knowledge, a learning atmosphere involving interactions between students and teachers is created (Khan et al., [2017](#)). These broad definitions of classroom involvement provide an insight to the educational experts that how this idea should be used for the position of the teacher as a class leader. A teacher would concentrate on students' accomplishments and learning outcomes following societal expectations and requirements. The current study was undertaken to explore the beneficial function of instructional techniques to measure students' success at the university level while keeping in mind the significance of students' involvement in the class.

Problem Statement

The current study highlighted the issue that the higher education system of Pakistan lacks student class involvement in essential sections. Most teachers deliver lectures in a unidirectional manner, following the traits of a traditional annual system in the semester system (Mahmood, [2021](#)). It is considered as the main hindrance to achieve a quality educational, creative, and a proactive classroom environment. Majority of the teachers are unaware of the significance of class involvement and do not have the expertise to utilize the techniques that enhance the class involvement of students (Yasmin & Sohail, [2017](#)).

Conceptual Framework

The current research assumes that teacher instructional techniques would likely lead to enhanced classroom involvement. These premises, which state that a student's involvement in class is determined by the teacher's instructional techniques and qualities, were gathered from the corpus of literature that was already published. Additionally, Dr. Ronald F. Ferguson of Harvard University developed the research platform Tripod in 2001. Tripod offered a framework designed to study instructional techniques and how they impact students' success (Phillips et al., [2021](#)). Their earliest surveying tool for students was developed in cooperation with Ohio University professors. Tripod acquired popularity to gather accurate information regarding teachers' instructional techniques from their students (Phillips et al., [2021](#)). Over the last few years, tripod surveys have been frequently utilized all over the globe. Tripod surveys examine teaching techniques, student involvement in class, academic success, and overall educational atmospheres.

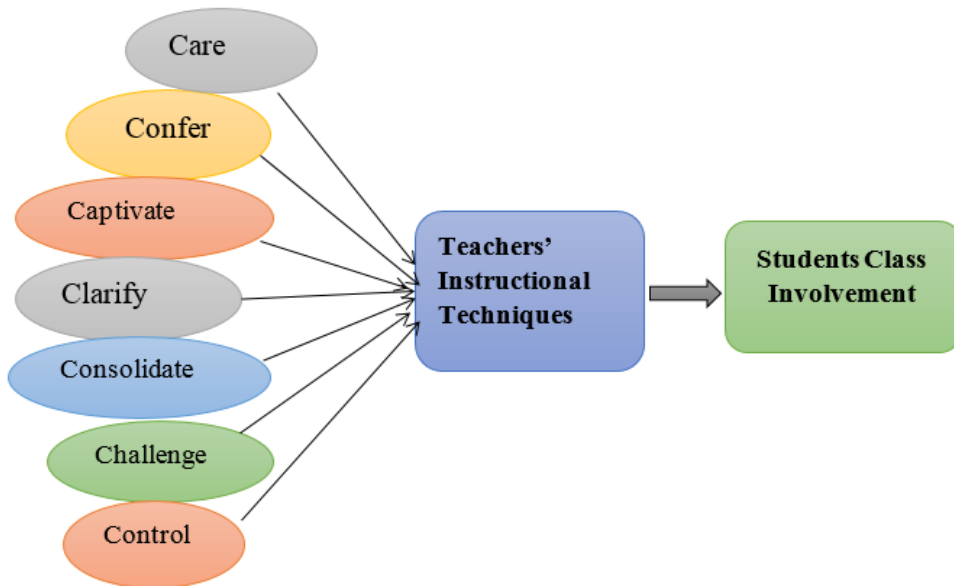
Tripod's Seven Cs of Effective Teaching

“According to Tripod, care, confer, captivate, clarify, consolidate, challenge, and control are the seven Cs of successful teaching. A quick description of the seven C's is mentioned below.”

- “Care
 - Showing concern for students’ issues
- Confer
 - Invite ideas and promote discussion in the class

- Captivate
 - Inspire curiosity and interest among students
- Clarify
 - Making things easier for students, so they may not get confused about little issues
- Consolidate
 - How the ideas could be integrated to increase understanding
- Challenge
 - Inculcating how new ideas could be handled when the situation is critical
- Control
 - How desired behaviors could be promoted among students”

Schematic Diagram



Objectives

1. To get information from university students on teachers' instructional techniques.
2. To examine student involvement in class.

3. To determine an association between students' involvement in class and teachers' instructional techniques.

Hypotheses

H1: Teachers' instructional techniques concerning care confer, captivating, clarifying, consolidating, challenging, and controlling are related to students' class involvement.

H0: Teachers' instructional techniques concerning care confer, captivating, clarifying, consolidating, challenging, and controlling are not related to students' class involvement.

Methodology and Procedure

The current research was conducted using a quantitative method to examine how teachers' instructional techniques impact students' involvement in class. According to Borgstede and Scholz (2021) “quantitative research relies on induction, arriving at generalizations by collecting, examining, and analyzing specific instances”. Aspers and Corte (2019) described it as a “precise measurement of something”. In other words, the plan that researchers draw out to accomplish the study's goals is called a methodology. It amply shows how the study enters empire research from philosophical viewpoints. Research effectiveness relies on the correctness of the gathered information and successful data collection depends on the well-designed data-gathering method. The data was collected through a survey technique approach. To quantify the traits of the population with statistical accuracy, survey research, according to Story and Tait (2019) employs empirical sampling and questionnaire design. The advantage of survey research is its generalizability. The findings of survey research may be applied to the whole population. The researcher chose the survey approach since it is less costly and ensures participant anonymity. As compared to physical interviews, the participant feels more confident. Additionally, surveys are more superficial for researchers to administer than in-person interviews. Furthermore, survey methods are helpful to gather a lot of data quickly. The current study's population consisted of all students of the University of Education, Lahore, Pakistan. The University of Education is a public sector university with four academic divisions/faculties and more than 26000 students. From every four academic divisions/faculties, 75 students were selected randomly as per convenient sampling technique and a total of 300 students were selected.

Sampling Frame

Table 1

Sampling Frame of the Study

Sr. No	Name of Academic Divisions/Faculties	Students Selected Conveniently from every Division/Faculty
1	“Division of Management and Administrative Science”	75
2	“Division of Arts and Social Sciences”	75
3	“Division of Education”	75
4	“Division of Science and Technology”	75
	Total Sample	300

Instrumentation

The researcher used a systematic questionnaire to collect data for the current study. A pre-test was performed with 40 respondents. Pre-testing was conducted to see if the questionnaire's rapport suited the respondent's comprehension. All item statements were closed-ended to ensure the authenticity of the data. There were 79 item statements in the questionnaire including demographic questions. The metrics were determined using the Likert-type scale. Three interconnected sections made up the questionnaire. (i) Data on demographic information (ii) Instructional techniques used by teachers (iii) Class involvement.

Data Analysis

Table 2

Demographics Data of the Participants (N=300)

Measure	Frequency (n)	Percentage (%)
Gender		
Male	113	37.6
Female	187	62.4
Age Group		
21 - 25 years	148	49.4
26- 30 years	137	45.7
31 - 35 years	11	3.6
36 years or above	4	1.3

Measure	Frequency (<i>n</i>)	Percentage (%)
Degree Program		
BS	203	67.7
M. Phil/MS	93	31
Doctorate	4	1.3
Semester		
1 - 2	90	30
3- 4	143	47.7
4 – 5	63	21
6 and above	4	1.3

Table 3

Division of Items of Instructional Techniques of Teachers

Teachers' Instructional Techniques	Mean	Standard Deviation
Care	4.31	.59
Confer	2.01	.34
Captivating	3.67	.42
Clarifying	4.23	.57
Consolidating	2.12	.31
Challenging	3.31	.38
Controlling	4.21	.53

In the current research, the impact of seven teachers' instructional techniques was examined with the help of students' responses to 43 questions on a questionnaire. Table 3 reveals that the elements of care showed the maximum mean (4.31), followed by the elements of the lesson's clarification, which come in second place with a mean of (4.23). The mean captivating (3.67), challenging, and controlling dimensions are higher at 4.21 and 3.67, respectively (3.31). The lowest mean scores for the confer and consolidating elements are 2.01 and 2.12, respectively. The results indicate that teachers who use caring behaviors are more productive than those who employ other elements. In contrast, many teachers use other techniques that are less productive.

Table 4*Division of Items of Students' Class Involvement*

Students' Class Involvement	Mean	Standard Deviation
"Effort Taking	4.52	.57
Initiative Taking	2.34	.32
Nonparticipatory Behavior"	4.35	.46

The researcher used a survey questionnaire with 32-item statements to gauge students' involvement in the class. Students' involvement in class was divided into three categories: (i) effort, (ii) initiative, and (iii) non-participatory behavior. Table 4 shows that the element of effort-taking has the maximum mean, which is 4.52, followed by the element of non-participatory behavior, which comes in second place with a mean of 4.35. In contrast, effort-taking and non-participatory behavior showed higher mean scores than the initiative-taking elements, which revealed a mean score of 2.34. Table 4 demonstrates that students are involved in class discussions; however, makes less attempts to start them.

Relationship between Students' Class Involvement and Teachers' Instructional Techniques

The "Pearson correlation (r)" was applied to examine the relationship amid the seven teachers' instructional techniques elements and the three students' class involvement elements. Effort-taking and initiate-taking efforts of students in the class significantly relate to several teachers' instructional techniques. In contrast, non-participatory efforts negatively correlate with few teachers' instructional techniques. The details are mentioned below.

Table 5*Relationship amid Teachers' Instructional Techniques and Students' Class Involvement*

Teachers' instructional Techniques	Effort Taking	Initiative Taking	Non-Participatory Behaviour
Care	4.54*	.115	.331*
Confer	-.023	-.063	-.073
Captivating	.214	.372*	-.013
Clarifying	.410*	.354*	.231
Consolidating	.051	-.019	-.023

Teachers' instructional Techniques	Effort Taking	Initiative Taking	Non-Participatory Behaviour
Challenging	.037	-.052	.220
Controlling	.224	-.307	.327*

Note. *Correlation is significant at the 0.05 level (2-tailed)

Teachers' Instructional Techniques with Effort Taking

The findings showed that effort-taking is positively linked with caring and clarifying techniques and teachers who are proficient at these instructional techniques boost student involvement in the classroom. Students strive to approach the teacher in order to explain their conceptions and the teacher facilitates them by making themselves available to provide feedback.

Teachers Instructional Techniques with Initiative Taking

Student's initiative taking is negatively associated with conferring, controlling, challenging, and consolidating but positively associated with few teachers' instructional techniques. Students are more likely to start a conversation in class and are more likely to engage in class when teachers are clear about conferring, controlling, challenging, and consolidating instructional techniques. If a student is not able to comprehend the material and get the necessary instruction, he/she would not be able to participate in class.

Teachers Instructional Techniques with Non-Participatory Behavior

The findings showed a significant negative correlation between non-participatory behavior along with conferring, captivating, and consolidating instructional techniques. Teachers who apply these teaching techniques need help to get their students involved in the class. Simultaneously, the current research indicated that the elements of caring and controlling might motivate students to participate in class. Moreover, clarifying and challenging elements are helpful to boost students' involvement in class.

Multiple Regression Analysis

As a second step to examine the relationship amid elements', multiple regression analysis was applied. Multiple regression analysis was applied to examine whether the elements of teacher instructional techniques predict significance for students' class involvement. Table 6 depicts that the R²

value was .803 which shows that the mingling of all the elements of teachers' instructional techniques may describe the 80.3% variance in the student class involvement. Table 6 also indicates that a highly positive relationship exists amid teachers' instructional techniques and students' class involvement.

Table 6*Model Summary-Multiple Regression Analysis*

Model	R	R ²	Adjusted	Std. Error
1	.503 ^a	.803	.237	.56713

Note. Predictors: teachers' instructional practices, Dependent variable: students' class participation

Table 7*ANOVA*

Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	38.780	1	38.780	
	Residual	119.852	356	.225	117.563 .000 ^a
	Total	146.871	357		

Note. Predictors: teachers' instructional practices, Dependent variable: students' class participation

The value of sigma (0.000) in the current situation is less than 0.05 which indicates that the teachers' instructional techniques showed a substantial impact on students' class involvement.

Alpha value shows that the study's null hypothesis was rejected and the alternative hypothesis was accepted. It proved that there was a substantial relationship amid the dependent and independent variables. Moreover, there was a substantial impact of teachers' instructional techniques on students' involvement in the class.

Discussion

The current research aimed to examine the instructional techniques employed by university teachers and the degree to which they encourage student involvement. University teachers must provide effective

instructions to prepare students for class involvement since university students are less engaged in class. According to the current research, students' classroom involvement might improve if teachers use optimal teaching techniques. Findings revealed that teachers engage in specific instructional techniques more (caring, clarifying, consolidating) and spend less time on other instructional techniques (controlling, challenging, and captivating). The results also showed that teachers' instructional techniques are highly varied and change from one teacher to another rather than being static. Additionally, findings indicated that there was less emphasis on challenging the students' beliefs and opinions, which makes class tedious. The study findings of various teaching techniques among teachers diverge from earlier studies (Khanshan & Yousefi, [2020](#)). The results showed that the differences in teachers' instructional techniques that cause differences in students' performance were consistent with the findings of studies related to variations in teachers' instructional techniques. Furthermore, Nooruddin and Bhamani ([2019](#)) discovered that in every practical environment, the correct sort of continuously organized teacher cooperation increases the teaching quality and yields significant, often obvious benefits for student learning and staff morale. The result of teachers' less challenging instructional techniques was congruent with the discovery that teachers barely ask questions from students. This result also aligns with the finding that teachers failed to assess whether students understood or applied the lesson (Callaghan et al., [2018](#)).

Three sub-scales about class involvement were congruent with the findings which discovered that class involvement ability grows with time, requiring student engagement effort (Kundu et al., [2021](#)). Additionally, students must develop their speaking and initiative skills to engage in class. They could only build confidence in participating if the teacher identify their non-participatory behavior. Therefore, teachers must provide more challenges so that students would actively get involved. The current research determined the correlation between students' involvement in class and teachers' instructional techniques. The results indicated that teachers at the University of Education used various teaching techniques. Additionally, it was also shown that specific teaching techniques possess high mean values. The results suggested that different teachers use various pedagogical strategies to encourage student engagement and involvement in class. The strategies used by teachers encourage student involvement in class. Additionally, students are encouraged to learn readily and demonstrate their

involvement in class lectures through the teachers' teaching techniques. However, results also showed that many teachers lacked subject-matter competence which contributed to students' lack of involvement. Minimal captivating practices were employed in teaching techniques at their lowest levels (Fahrman et al., [2020](#)). The essential intrinsic stakeholders in any educational institution are the students. Moreover, the whole structure of the educational process is intended to help these intrinsic stakeholders succeed in life. An educational system's primary responsibility is to comprehend and prioritize its participants' fundamental requirements, whose complete involvement and engagement must be taken into account just like any other person's fundamental need (Bates, [2019](#)).

At every level of the educational system, from preschool to universities, students are the most significant stakeholders who are expanding their rights and control. The individuals who directly interact with students and shape their learning experiences are teachers. Xerri et al. ([2018](#)) found a strong correlation between university teachers' instructional techniques and their students' involvement and interaction in the classroom. Through their empathetic critique, compassionate, and engaging interaction style, university teachers may usher a good change in the lives of their students, enabling them to demonstrate more interest in academic pursuits. The instructional techniques used by university teachers are seen to be the most effective and meaningful way to influence students' lives for better. This shift is made possible by encouraging students to acquire new information, develop new abilities, and form positive attitudes by supporting their enthusiastic classroom behaviors (Noel & Liub, [2017](#)). University teachers must provide students with fair critique while also modeling sympathy and emotional assistance, which is required of them. Only then would university teachers be able to have a more constructive impact on students' involvement in class.

Conclusion

The prior research revealed the significance of student involvement in class to enhance the academic excellence of any educational institution. Previous research also highlighted that a teacher is the primary motivating factor for class involvement. The current research intended to evaluate the university students' class involvement and teachers' instructional techniques. Moreover, to evaluate instructors' teaching techniques in higher education. Furthermore, it also helped to measure the impact of teachers'

instructional techniques in class. The research showed that teachers' teaching techniques significantly impacted students' involvement in the class. Many students were unable to involve in class discourses, as seen by their non-participatory behavior, which is attributable to teachers' less engaging teaching techniques. Teachers' instructional techniques have a significant role in students' participation actively in class. Additionally, quantitative results from various researches demonstrated that teachers' instructional techniques impact students participation in class. On the other hand, lower student involvement in the class results in lower student performance and success. The results of the current research may also suggest that teachers need to enhance their current instructional techniques and adopt new ones. Teachers must consider the students' efforts and initiatives during lectures in addition to having them memorize the material and providing printouts in class. However, since the results were solicited from the students and the SP scale was used to measure the perceptions of their involvement in class, they could answer the questions subjectively.

Research proved that the negative instructional techniques, such as having ineffective instructional techniques and being unapproachable, inhibit student involvement. However, good instructional practices promote it. Some students were reportedly discouraged from partaking by the teachers' impatience. These students quit speaking when teachers do not wait for their responses. All the students in class must be made aware by the teachers that their instructional techniques impact other students. In order to enhance the student participation in class, teachers play a significant role. They feel more engaged when teachers give them tips on how to get over their anxiety with regard to speaking in front of the class and making an ongoing attempt to connect the content with the student's lives. Students would feel more comfortable in speaking if teachers work to create a more supportive, non - threatening, and relaxed learning atmosphere. The current research showed descriptive results across all angles of the variables being examined. This made it possible for teachers to remove obstacles from their instructional techniques that influence student involvement. Secondly, these findings emphasized all the aspects of instructional techniques that are neither considered by teachers nor policymakers. The current research would assist teacher development initiatives to remove obstacles not addressed in earlier training.

The investigation also provided insightful information on the factors that encourage students to participate in class discussions. The teachers may devise plans and use suitable techniques to establish a proactive class from this knowledge. It is considered that whenever all sounds are heard, classes are at their greatest. Teachers must promote proactive involvement when students are less involved or inactive in the classroom. Therefore, the teacher needs to provide a favorable learning atmosphere encouraging the students to participate actively in the classroom (Kamran et al., [2022](#)). Teachers' training for effective instructional practices is compulsory so that they are made accountable for ineffective instructional techniques. Usually, an assessment proforma is used to assess a teacher's effectiveness from the students' viewpoint in preparation for future decision-making (Rafiq et al., [2022](#)). However, the level of class involvement is regularly assessed. Based on this assessment and the perspectives of the teachers and students, the administration should modify and refocus its techniques (Rafiq & Qaisar, [2021](#)). Consequently, it may be said that the more teachers work to improve their instructional techniques and refrain from making cold calls, the more opportunities students would have to learn from various instructional techniques.

Recommendations

- The researcher proposes that a nationwide study should be conducted utilizing the findings of this investigation including more variables.
- Only students proactively and explicitly involved in the learning and teaching process are considered stakeholders in the current research. Other stakeholders' perspectives, including teachers and parents, have been excluded. The perspectives of such stakeholders may be included in future research.
- The data provide the groundwork for comparative studies to be carried out in Pakistan. Future research on the impact of university teachers' instructional techniques on students' class involvement might benefit from the findings of the current study.
- Workshops for university teachers should be held to help them interact and engage with students, describe their values, conduct ethical communication, and emphasize the worth of their evaluation and instructional techniques to encourage students to involve in class.
- Fewer elements of university teachers' instructional techniques were examined in the current study due to time and resource constraints.

However, there are still several other essential elements that may impact students' involvement in class. It is proposed that a broader perspective or approach should be utilized to consider relationships, interactions, and cooperation between teachers and students and all activities linked to engaging, improving, and influencing a favorable impact on classroom involvement.

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