



Instructional Strategies and Academic Performance in English of Grade 12 students in Hatyai District, Thailand: Basis for Teachers' In-Service Training

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Abstract

This study is intended to improve the performance of the teachers by assessing the effectiveness of instructional strategies given to grade 12 students observed through their students' accomplishment. It aimed to assess the Instructional Strategies and Academic Performance in English of Grade 12 in Hatyai District, Thailand. A total of 2,261 grade 12 students enrolled in six government high schools in Hatyai District, Province of Songkhla, 36 English teachers of Grade 12 teaching in six high schools and twenty-eight school directors and vice directors were the respondents of the study using survey questionnaire. Based on the findings, the instructional strategies have no effect on the academic performance of high school students. The results of this study will be used as the basis to create an intervention program that will help improve the teaching approach of the teachers in Hatyai District, Thailand.

Keywords: Instructional strategies, academic performance, quality instruction, Grade 12, English

Introduction

It is important to assess and evaluate teacher effectiveness and use of effective practice because of the connection between teacher effectiveness and student performance. (Bill & Melinda Gates Foundation, 2013). However, the lack of measurement furthers the theory-practice gap of effective practice of instructional strategies.

A growing body of evidence suggests that teachers' knowledge and skills are the most important factor influencing student outcomes (Goldhaber & Anthony 2007). Nevertheless, there are other teacher's characteristics besides knowledge and skills that are important in teaching (Gavora, 2010) which is the teachers' decision that ultimately influence student learning and academic performance (Rüütman & Kipper 2011.) While Instructional strategies are rooted in the academic goals of all students which take precedence over other dynamics in a class, they are part of a tutorial program that helps students build psychological feature and problem-solving skills (Ridhouer, 2011), instructional strategies are used in the presentation of the lesson to help the students learn by ensuring the smooth delivery of the instruction (Nafees, Farooq, Tahirkheli, & Akhtar, 2012).



This study is intended to improve the performance of the teachers by assessing the effectiveness of instructional strategies given to grade 12 students. The results of this study can be used as the basis to create an intervention program that will help improve the teaching approach of the teachers in Hatyai District, Thailand.

Objectives:

This research aims to:

1. Asses the instructional strategies used by the English teachers in teaching English; and
2. Identify the differences of these strategies with the students like; the in-class learning strategies, highly structured learning strategies, online learning, project-based learning, writing-based learning, portfolio learning, and the possible assignments to enrich learning respectively.

Research Questions:

Aimed to assess the instructional strategies of teachers and the performance of grade 12 students in English, Hatyai District, Thailand, this study sought to answer the following questions:

1. What is the extent of the practices of the instructional strategies in teaching English to grade 12 students in terms of:
 - 1.1 in-class learning strategies
 - 1.2 highly structured learning strategies
 - 1.3 online learning strategies
 - 1.4 project-based learning strategies
 - 1.5 writing-based learning strategies
 - 1.6 portfolio learning strategies, and
 - 1.7 possible assignments to enrich learning?
2. Is there a significant difference on the extent of practice of instructional strategies among the grade 12 teachers of English in terms of different instructional strategies used?
3. What is the level of academic performance of grade 12 students in the school district of Hatyai Songkhla, Thailand?
4. Is there a significant difference on the level of the academic performance in English of grade 12 students in the school district of Hatyai, Songkla, Thailand as to:
 - 4.1 location; and
 - 4.2 respondents when they are grouped according to their profile variables?



5. Is there a significant relationship on the extent of practices the instructional strategies and academic performance of students in English in the school district of Hatyai, Songkhla province?

Concept theory/framework

Instructional Strategies

Quality Instruction is defined to which an instruction is effectively delivered, meets students' learning needs, learning styles, interests, outlooks and is properly aligned to standards.

Neuman, Kauertz and Fischer (2012), defined quality instruction as a set of instructional characteristics such as clarity and structured-ness or teacher-student-interactions. The content emphasis is another element in good quality instruction because it will most likely produce students with good retention of the lesson as well as providing the students with long-term ability to achieve good grades (Temple & Reynolds, 2007).

To achieve quality instruction in the classroom, instructional or teaching strategies must be practiced and selected for a specific learning outcome (Borich, 2011). According to Nafees, Farooq, Tahirkheli, & Akhtar, (2012) instructional strategies are used in the presentation of the lesson to help the students learn by ensuring the smooth delivery of the instruction. It is a process by which an instructional module, instructional phase or an entire course is delivered. One way to contrast instruction is to use the deductive and inductive instructional strategies. Deductive strategies are more direct and straightforward and lend themselves to direct instructional approaches learning (Rüütmann & Kipper, 2011).

Djajalaksana (2011) identified six factors in the exploratory analysis patterns of instructional strategies namely: in-class active learning strategies, highly-structured active learning strategies, online learning strategies, project-based strategies, writing-based strategies, and portfolio strategies. These were used in the study.

Academic Performance

Kyoshaba (2009) claimed that academic performance is characterized by performance on tests associated with coursework and the performance of students on other types of examinations. Academic is focused on specialized data such as education, and research. Performance, on the other hand, is how one performs. Academic performance of the students depends on several factors: learning facilities, age and gender differences. Singh, Malik & Singh (2016) claimed that the most significant factor with the positive outcome on performance is competence of the students in a certain subject like English.



Hattie (2012) claimed that effective teachers have positive impact on student outcomes than the less effective teachers. Singh, Malik & Singh, (2016) claimed that the guidance from the guardians and the teachers indirectly influence the student's performance.

Gender also played a role in the students' performances. Gender differences among the student based on their academic performance reveals that individuals background and characteristics affect their cognitive and non-cognitive thinking (Pillow,2008). The study of Holmlund & Sund (2008), revealed that girls perform better than boys in school in reading test. However, there are also evidence that the gender gap in school performance is closing in other subjects that thought of as being dominated by boys.

Study time also enhances academic performance. According to Grave (2010), time devoted to study or other academic related activities has a positive effect and is correlated with grades for almost all students, thus, has a significant effect on the academic performance. On the other hand, this is in contrary to the study of Mahinay & Villan (2017), that claiming that study hours do not always affect the academic performance as well as the grades of the students because there are also factors to be considered in terms of personal aspects.

Educational attainment as well as income of parents can be factors in achieving good academic performance of the students. Parents with good and stable job have more positive attitude towards their children's education since they have the capacity to buy the things that children needed for school (Okantey, 2008; Wilson, Smeeding & Haveman, 2008).

Another factor that affects the academic performance of the students is the location of the school. Students in the urban locations have advantages in using amenities like electricity, television, computers, and other facilities that can facilitate learning despite having the disadvantage to learn in large classes (Aagbaje & Awodun, 2014; Sunday-Owoeye & Yara, 2011).

However, according to Marzano (2009), instructional strategies alone will not accomplish the task required. The teachers still need to attune to their students to not only know how to implement the strategies but when to use appropriate strategies in the instructional process to have a better student academic performance.

Materials and Methods

Research Design

A descriptive-analysis design was utilized by the researcher to describe the importance of the instructional strategies and its effect to the academic performance of the Grade 12 students.

Participants

The study selected twenty-three school directors, thirty Grade 12 English teachers, and randomly selected two thousand two hundred twenty-one Grade 12 students.

Sampling Procedure

Yamane formula was used to determine the sample size (Yamane, 1967) where n is the sample size, N is the underlying population size and e is determined from the confidence you are seeking from the study. The confidence result is $e=0.05$.

Instrumentation

This study used survey questionnaire adopted and modified from Djajalaksana (2001). It has the following components: Instructional Strategies in teaching English. (In-class Learning strategies, highly structure Learning Strategies, Online Learning Strategies, Project-Based Learning Strategies, Writing-based Learning strategies, Portfolio Learning Strategies and Possible Assignments)

Data Analysis

The following were the data analysis tool used at 0.05 level of significance: frequency, percentage, weighted mean, Pearson r correlation and ANOVA.

Results and Discussions:

The following tables presented the weighted mean of the practices of the instructional strategies in teaching English to grade 12 students

Table 1: Extent of Practices of the Instructional Strategies in Teaching English

Instructional Strategies	Weighted Mean	Description
In-Class Learning Strategies	3.74	Frequently
Highly structured Learning Strategies	2.97	Occasionally
Online Learning Strategies	2.71	Occasionally
Project-Based Learning Strategies	3.07	Occasionally
Writing-Based Learning Strategies	3.10	Occasionally
Portfolio-Based Learning Strategies	3.37	Occasionally
Possible Assignments	2.86	Occasionally

Table 1 describes the extent of the practices of the instructional strategies in teaching English to grade 12 students. The strategies the being used were In-class Learning strategies, highly structure Learning Strategies, Online Learning Strategies, Project-Based Learning Strategies, Writing-based Learning strategies, Portfolio Learning Strategies and Possible Assignments.

The data showed that most of the teachers teaching English to grade 12 students were frequently using the in-class learning strategies with a weighted average mean of 3.74. It was also determined that among the strategies, online learning strategies was used less. Highly-structured Learning Strategies has an average weighted mean of 2.97, Online Learning Strategies with 2.71 average weighted mean, Project-Based Learning Strategies with 3.07 average weighted mean, Writing-based Learning strategies with 3,10, Portfolio Learning Strategies with 3.37 and Possible Assignments with 2.86 average weighted mean. The result conformed with the study of Djajalaksana (2011) which stated that In-class learning strategies is the most frequently use strategy by the teachers because of its effectiveness.

Table 2: Significant Difference on the Extent of Use of Instructional Strategies of Teachers

<i>Instructional Strategies in Teaching English</i>	<i>f-value</i>	<i>p-value</i>	<i>Interpretation/ Decision</i>
1.1 in-class learning strategies	5.295	0.366	Insignificant/Accept H_0
1.2 highly structure learning strategies	0.540	0.824	Insignificant/Accept H_0
1.3 online learning strategies	10.862	0.431	Insignificant/Accept H_0
1.4 project-based learning strategies	4.272	0.593	Insignificant/Accept H_0
1.5 writing-based learning strategies	5.673	0.458	Insignificant/Accept H_0
1.6 portfolio learning strategies	0.850	0.659	Insignificant/Accept H_0
1.7 possible assignments to enrich learning	4.101	0.557	Insignificant/Accept H_0
			<i>Insignificant</i>
<i>Overall</i>	<i>4.513</i>	<i>0.555</i>	<i>Accept H_0</i>

Significant at $p < 0.5$

Table 2 described the significant difference on the extent of use of instructional strategies among the grade 12 teachers of English. Using Analysis of Variance or ANOVA to distinguish its differences, the results are as follow: *in-class learning strategies* has an *f-value* of 5.295 and a *p-value* of 0.366; *highly structured learning strategies* has an *f-value* of 0.540 and a *p-value* of 0.824; *online learning strategies* has an *f-value* of



10.862 and a *p-value* of 0.431; *project-based learning strategies* has an *f-value* of 4.272 and a *p-value* of 0.593; *writing-based learning strategies* has an *f-value* of 5.673 and a *p-value* of 0.458; *learning strategies* has an *f-value* of 0.850 and a *p-value* of 0.659; *possible assignments to enrich learning* has an *f-value* of 4.101 and a *p-value* of 0.557. It has an overall *f-value* of 4.513 and an overall *p-value* of 0.555 which means **insignificant**. The result accepted the *null hypothesis* because there is **no significant difference** on the extent of use of instructional strategies used by the teachers in teaching English in grade 12. This is dissimilar with the study and research of Djajalaksana (2011) that states that there is a significant difference on different instructional strategies.

Table 3: The Level of Academic Performance of Grade 12 Students in the School District

Location	Academic Weighted Mean	Description
School 6	3.91	Very Satisfactory
School 5	3.57	Very Satisfactory
School 1	3.54	Very Satisfactory
School 2	3.35	Satisfactory
School 3	2.96	Satisfactory
School 4	2.28	Poor
<i>Average</i>	<i>3.27</i>	<i>Satisfactory</i>

Table 3 showed the level of the academic performance of grade 12 students in the school district of Hatyai in Songkhla Province: School 1 has a weighted mean of 3.54 which means the performance is *very satisfactory*; School 2 has a weighted mean of 3.35 which means the performance is *satisfactory*; School 3 has a weighted mean of 2.96 which means the performance is *satisfactory*; School 4 has a weighted mean of 2.28 which means the performance is *poor*; School 5 has a weighted mean of 3.57 which means the performance is *very satisfactory*; and School 6 has a weighted mean of 3.91 which means the performance is *very satisfactory*. It has an overall academic weighted mean of 3.27 which means *satisfactory* performance. It showed that the students were able to get a good score despite using only one particular strategy. The academic performance of the students was based on their final grade in English.

This is in consonance with the study of Djajalaksana (2011) and Rüttnann & Kipper (2011), stating that In-class learning strategy is the most effective instructional strategy or learning activity because they are traditionally conducted and the students directly and that involves participation is very effective.



Table 4: The Significant Difference on the Level of Academic Performance in English of Grade 12 Students as to Location

<i>Location</i>	<i>t-value</i>	<i>p-value</i>	<i>Interpretation/ Decision</i>
School 1	1.441	0.193	Insignificant / Accept H_0
School 2	1.843	0.108	Insignificant / Accept H_0
School 3	2.990	0.025	Significant/Reject H_0
School 4	2.685	0.031	Significant/Reject H_0
School 5	1.867	0.104	Insignificant / Accept H_0
School 6	1.186	0.274	Insignificant / Accept H_0
<i>Average</i>	<i>2.002</i>	<i>0.123</i>	<i>Insignificant / Accept H_0</i>

Table 4 revealed the significant difference on the level of academic performance in English of grade 12 students in the school district of Hatyai Songkla, Thailand in terms of location. Using *t-test* to identify its difference the following are the results: School 1, it has a *t-value* of 1.441 and a *p-value* of 0.193 which means insignificant; School 2 has a *t-value* of 1.843 and a *p-value* of 0.108 which means insignificant. School 3 has a *t-value* of 2.990 and a *p-value* of 0.025 which means significant; School 4 has a *t-value* of 2.685 and a *p-value* of 0.031 which means significant; School 5 has a *t-value* of 1.867 and a *p-value* of 0.104 which means insignificant and School 6 has a *t-value* of 1.186 and a *p-value* of 0.274 which means insignificant. It has an overall *t-value* of 2.002 and an overall *p-value* of 0.123 which means insignificant. The *null hypothesis was accepted*. Except from two (2) schools, the result implied that location of the school has no effect on the academic performance of the students. Most students travel to school by car or motorcycles. This is in contrary to the study done by Aagbaje and Awodun (2014), where the location of schools could also be a factor that affects the performance of the students. The result agreed with Sunday-Owoeye and Yara (2011) stating that students in the urban locations have a very great advantage by learning in an urban environment.



Table 5: The Significant Difference on the Level of Academic Performance in English of Grade 12 Students When They are Grouped According to Their Profile Variables

<i>Profile</i>	<i>f-value</i>	<i>p-value</i>	<i>Interpretation/Decision</i>
Gender	0.615	0.645	Insignificant/ Accept H_0
Number of hours studying English subjects at home	1.157	0.319	Insignificant /Accept H_0
Materials read at home	0.937	0.462	Insignificant/Accept H_0
Parents' educational attainment	0.758	0.574	Insignificant/Accept H_0
<i>Overall</i>	<i>0.867</i>	<i>0.500</i>	<i>Insignificant/Accept H_0</i>

significant at $p < 0.05$

Table 5 revealed the significant difference on the level of academic performance in English of grade 12 students in the school district of Hatyai, Songkla Province, Thailand respondents when they are grouped according to their profile variables. Using **Analysis of Variance** or **ANOVA** to distinguish the differences, It has an overall f-value of 0.863 and an overall p-value of 0.501 which signifies the acceptance of the null hypothesis.

As for gender, it revealed that it has an f-value of 0.615 and a p-value of 0.654 which means insignificant. This result suggest that gender does not affect the level of academic performance. Specifically, the results suggested that gender is not a determining factor on the level of academic performance in English of grade 12 students. This is in contrast with the study of Holmlund and Sund (2008), according to their study, girls perform better than boys in school.

As for the number of hours studying English subjects at home, it has an f-value of 1.157 and a p-value of 0.319 which means insignificant. This result suggested that regardless of the number of hours the student study at home, they can still get good scores in class. This is in contrast with the study of Grave (2010) that if the student devotes more time to study, there is a positive effect in their academic performance. On the other hand, this in consonance with the study of Mahinay and Villan (2017), that simply implies that study hours do not always affects the academic performance as well as the grades of the students

As for materials read at home, it has an f-value of 0.937 and a p-value of 0.462 which means insignificant. The result showed that reading materials has no effect on the academic performance of the students regardless of what type of reading materials they read. This is in disparity with the study of Ameyaw & Anto (2018), where students

recognized the importance of reading and reading materials and indicated that it helps them broaden their knowledge.

The parents' educational attainment has an *f*-value of 0.758 and a *p*-value of 0.574 which means insignificant. The result also suggested that the parents' educational attainments do not affect the academic performance of the students which means that it is not a determining factor of the academic performance of the students as well. This is in contrast with the study of Okantey (2008), Wilson, Smeeding & Haveman (2008), claiming that the parents' education and occupation are strongly associated with the educational attainment of the students. The result also disputed the study of Pillow (2008) which claimed that the individual's background and characteristics affect their cognitive and non-cognitive thinking.

Table 6: The Significant Relationship on the Extent of Practices of Instructional Strategies and Academic Performance of Students in English

<i>Paired Sample Tests</i>		<i>r-value</i>	<i>p-value</i>	<i>Interpretation/ Decision</i>
Extent of Practices of the Instructional Strategies	Academic Performance of Students in English			
		0.528	0.224	Insignificant/ Accept H_0

significant at $p < 0.05$

Table 6 revealed that the significant relationship on the extent of practices the instructional strategies and academic performance of students in English in the school district of Hatyai, Songkhla province. Using *Pearson Correlation* (*r*) to identify the significant relationship, it has an *r-value* of 0.528 and a *p-value* of 0.224 which is insignificant. This means that there is no significant relationship on the extent of practices the instructional strategies and academic performance of students in English. This denotes the *acceptance* of the null hypothesis. Overall, there was an insignificant relationship on the extent of practices the instructional strategies and academic performance of students in English. This denotes the *acceptance* of the null hypothesis. This implies that regardless of what instructional strategies the teacher will use, most of the students will still have a good academic performance in school.

This result is in consonance with the result of the study of Marzano (2009), that instructional strategies alone will not accomplish the task required.



Findings

1. The grade 12 English teachers frequently used in-class learning strategies. They also occasionally used the following strategies: highly structured learning, online learning, project-based, writing-based, portfolio learning, and possible learning.

2. There is no significant difference on the extent of use in the instructional strategies used by the grade 12 English teachers.

3. The academic performance of grade 12 students in the six secondary schools in the district of Hatyai, Songkhla province Thailand was satisfactory.

4. Location has no effect on the academic performance of the grade 12 students, but with the exceptions of two schools, and the profile variables have no effect on the academic performance of the students respectively.

5. There is no significant relationship on the extent of practices of the instructional strategies and academic performance of grade 12 students in English.

Conclusion

Based on the findings, it can be concluded that the instructional strategies have no effect on the academic performance of the Grade 12 students.

Recommendations

The following recommendations are formulated:

1. School directors and teachers should attend more training, seminar-workshops, conferences, about instructional strategies particularly in teaching English.

2. School directors or their representatives should regularly monitor and evaluate grade 12 English teachers in order to find out whether other instructional learning strategies are used in their teaching.

3. English teachers should use varied teaching strategies to maintain or improve better the level of academic performance of grade 12 students. Hence, learning English as a form of communication will be achieved.

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