

**RESEARCH PAPER****Examining the Correlation between Instructional Strategies and Undergraduate Students' Self Esteem****¹Nimra Awan, ²Dr. Afshan Naseem*, ³Sana Farooq**

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ABSTRACT

This quantitative study explored the relationship between teacher's instructional strategy and student's self-esteem at undergraduate level in both private and public universities of Lahore. The cross-sectional survey research design was used. Convenience sampling and simple random methods were used to select the universities and participants respectively. Sample of study were 500 students and were enrolled in various academic programs at universities of Lahore. Two scales; The Rosenberg Self Esteem Scale and self-developed Instructional Strategy Scale were used. Pilot testing on 200 students was used for reliability and experts' opinion was sought for the validation of the instrument. The Pearson correlation coefficient (r) was used for analysis. Results indicated that there were significant and positive relationships among Instructional Strategies and Self Esteem. It is recommended that educators must incorporate a variety of instructional strategies into their teaching to effectively support students' self-esteem, which lead to their academic performance.

Keywords: Correlation, Instructional Strategies, Self-Esteem, Undergraduate Students**Introduction**

Effective instructional strategies are essential for fostering a positive learning environment and enhancing student outcomes. Instructional strategies that promote active learning, critical thinking, and student engagement have been linked to higher academic achievement and greater self-esteem among students (Kahu & Nelson, 2018).

The concept of self-esteem, highlighted by Bandura (1997), has gained significant attention in educational research due to its impact on instructional strategies and student outcomes. The degree to which an individual values themselves is known as their self-esteem, which can be summarized as a person's overall emotional positioning based on conscious self-evaluative thoughts and feelings. Self-esteem, a vital component of students' psychological well-being, significantly influences their academic performance. Students with higher self-esteem are more likely to participate actively in class, take on challenges, and persevere through difficulties, leading to better academic outcomes (Marsh & Martin, 2011).

Teachers play a crucial role in shaping students' self-esteem through their instructional methods, feedback, and interactions with students. Positive reinforcement, constructive feedback, and creating an inclusive classroom environment are some strategies that can enhance students' self-esteem (Hattie & Timperley, 2007). Bandura's social cognitive theory argues that self-esteem beliefs greatly influence an individual's behaviour, motivation, and perseverance in the face of challenges (Bandura, 1997).

Researching the relationship among teachers' instructional strategies and students' self-esteem at the undergraduate level is crucial for several reasons. Firstly, understanding this relationship can help educators identify the most effective teaching methods that enhance student learning and boost self-confidence. High self-esteem is often linked to better academic outcomes, suggesting that teaching strategies that positively impact students' self-perception. Additionally, this research can provide insights into how different instructional approaches can be tailored to meet the diverse needs of undergraduate students, fostering an inclusive and supportive learning environment. By exploring these connections, the study can contribute to the development of more effective educational practices that support the overall well-being and personal growth of students.

Literature Review

Instructional Strategies

The term strategy refers to the process of devising a set of actions aimed at achieving favourable results while also protecting against potential negative outcomes. They noted that the instructional approach encompasses various elements such as the topic, task analysis, learning goals, the intended and anticipated changes in learner behaviour, their mindset, abilities, capabilities, needs, and initial behaviour.

The instructional approach encompasses the philosophy of education, learning concepts, goals for learning, feedback on desirable tasks, and motivational processes. Benjamin (2007) state that instructional and reading comprehension strategies have demonstrated positive outcomes in motivating students to think critically about a range of texts of study from various subject areas. According to Benjamin (2007), students must set aside time to actively engage with and critically analyse texts because learning is a dynamic process

A study by Izquierdo-Acebes and Taber (2024) was carried out to examine the instructional strategies used by high school science teachers to encourage students' involvement in creating scientific explanations. Findings indicate that teachers often utilize small-scale strategies to engage with and direct students during explanation sessions, yet they seldom organize these strategies into a cohesive instructional plan aimed at encouraging the development of scientific explanations. This suggests the importance of providing science teachers with explicit and intentional training to enhance their understanding of instructional strategies for supporting and guiding students' explanations.

According to Alessi and Trollip (2001) instruction help students in learning. It is primarily connected to teaching in education. It involves setting up and utilizing conditions that support learning. They emphasized that the instructional approach encompasses all elements such as subject content, task analysis, teaching objectives, the desired and expected behavioural changes in the learners, as well as their attitude, talents, capacities, requirements, and entering behaviours, among other things. In addition, comments regarding the intended activities, learning principles, instructional objectives, educational philosophy, and motivational techniques are all included in the instructional approach (Nafees, 2011). Metacognitive instructional strategies are teaching activities that use metacognition in the classroom (Belet & Guven, 2011) and improve academic performance.

Habib (2020) explores the effect of the Metacognitive Instructional Strategies (McS) on Grade 8 students' metacognition and mathematical problem-solving abilities. It was found that McS considerably raises student's metacognition. The study's findings showed that after using McS, pupils in all subgroups, above average, average, and below average had considerably improved mathematical problem-solving abilities. Ahmad (2008) examines the effectiveness of instructional strategies to influence students' perceptions. This study has important significance for researching science teachers' alternative ideas about

teaching and learning, their methods of instruction, and their classroom procedures. The results suggest creating and utilizing diagnostic techniques to uncover students' alternative ideas as well as creating a toolkit of efficient, context-based effective instructional strategies.

A study by Khurram (2018) aimed to assess the efficacy of four metacognitive instructional strategies: sharing learning outcomes with students, facilitating small group discussions, creating concept maps, and having students write reflections on their metacognitive skills and conceptual knowledge of science. According to the findings of the study, metacognitive instructional strategies continued to be important and improved the metacognitive skills of prospective educators and scientific conceptual knowledge. Nafees (2011) suggests that a problem-based instructional strategy is a teaching tool that promotes student learning, problem-solving, and retention through cooperative learning, student grouping, and an inquiry-based strategy for science education.

van Brussel et al. (2023) study was to determine which type of instructional strategy best facilitates the preparation of an open-minded citizenship education lesson by student teachers. The results indicated that after the experiment, students have gained better understanding of the instructional content. The goal of Du et al. (2024) is to monitor the task success rate of college students during the teaching process and to examine how instructional strategies effect task success rate using both internal and observable engagement markers. The findings demonstrate that cognitive states, classroom behaviors, and strategies for instruction were all highly significant factors in students' task success rates.

Laatsch (2016) find out the relationship between instructional strategies and teacher evaluation. The researcher enlisted different instructional strategies; student-teacher relationship, setting high student expectations, classroom management, student and classroom behaviours, teacher clarity and goal setting, questioning and discussion techniques, student engagement and formative assessment.

Self-Esteem

Self-esteem is the state of having faith in one's own value or skills . In simple terms, self-esteem is the ability to evaluate and see oneself; the outcome might be pleasant or unpleasant, positive or negative. A person's total feeling of self-worth or personal value is referred to as their self-esteem. The degree to which you value and approve of yourself. Since self-esteem is frequently regarded as a personality attribute (Dawood, 2021). Rosenberg et al. (1995) defined self-esteem as a person's sense of self-worth, or the extent to which a person assigns value or worth to themselves. This view is based on an understanding of how other people evaluate the individuals. Self-esteem can be defined as the emotional component of one's self. Self-esteem is a term we use on a regular basis. It can be described literally as the value that individuals place on themselves. Based on one's own assessment, it is that self-awareness.

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Funder (2007) defined self-esteem as an individual's belief in their own goodness or badness, worthiness or unworthiness. In a similar vein, Strok, (1997) defines self-esteem as our assessment of ourselves, which can vary from believing that we are unworthy and valuable members of society to believing that we are worthless and valuable. Qamar (2020) finds out the relationship among self-esteem, self-efficacy and resilience of students at secondary school level. The findings suggests that there is a moderate, significant, and

positive link between self-efficacy and self-esteem. In comparison to the link between self-efficacy and self-esteem, the correlation between resilience and self-esteem is likewise tiny, positive, and significant. The study discovered a high, positive link between resilience and self-efficacy. When comparing the variables, this correlation's magnitude is strongest. The study's noteworthy findings imply that resilience grows as a result of self-efficacy and self-esteem.

The purpose of the study by Dawood (2020) was to find out the relationship of academic performance with body mass index, perceived stress and self-esteem of the postgraduate students during the phase of research after completing the coursework. The study's conclusions showed that there isn't much of a link between felt stress and academic success. A study by Chohan (2011) looks at how students' academic performance and self-esteem are affected by grade retention. The study's conclusions showed that while grade retention had a beneficial impact on repeaters' academic achievement, it had a significantly negative impact on their self-esteem. Bhatti (2020) works on developing an optimism intervention to improve levels of resilience and self-esteem for bachelor's students in the context of life skills training in Pakistan. Optimism improve self-esteem, increases resilience, and protects against stress and depression in people.

Kanwal (2006) study was to investigate how academic achievement orientations of university students in the public and private sectors were influenced by locus of control and self-esteem. The findings showed that university students in the public sector have greater performance orientations, higher levels of self-esteem, and an internal locus of control. Male students have an internal locus of control, while female students are more achievement-oriented and have higher levels of self-esteem.

A component of self-concept that is evaluated is self-esteem. It also goes by the names "self-worth" and "self-image." The degree to which an individual likes, accepts, and appreciates themselves as a person is known as their self-esteem (Cheema, 2013). People that have a healthy or high sense of self-worth are patient, respectful of other people, and trustworthy. They take pride in their actions, own responsibility for their actions, and force themselves on others. They are handsome and capable of handling rejection, and prepared to take chances, face challenges for achieving their goals, gain dominance, and take charge of their lives. Research shows that self-esteem peaks in childhood, falls in adolescence, gradually rises in maturity, and then abruptly drops in the older stage of life (Robins et al., 2002).

Hypothesis of the study

The hypothesis of the study was:

H₀₁: There is no significant relationship between teachers' instructional strategies and students' self-esteem at undergraduate level.

Material and Methods

The nature of this study is quantitative and align under the philosophical term known as "positivism". Researcher used the cross-sectional survey research method. A cross-sectional survey is one in which data are collected from selected individuals at a single point in time (Mills & Gay 2019).

Population and Sample of the Study

The population for this study comprises of undergraduate students. The sample comprised 500 students from public and private universities in Lahore. Through convenience sampling method, six universities (3= public, 3= private) were selected. The total no of samples was 500 undergraduate students and was selected by random sampling. Researcher obtained permission from the head of each department. The participant would ensure that all collected data was treated with confidentiality and will be used only for research purposes. Researchers had ensured that all research ethics would be strictly adhered.

Research Instrumentation

Two research instruments were used. First scale was Rosenberg Self-esteem Scale. A Likert type scale with ten statements was used for responses. After pilot testing the reliability of the self-esteem scale was 0.78. Second scale was Instructional Strategies Scale. Scale was developed after reviewing literature consists of eight factors and fifty-two statements. A Likert-type scale was used for responses. Firstly, the instrument was validated by peers and then by the experts. The reliability of Instructional Strategy scale was 0.86 and the reliability was accessed through pilot testing on 200 students.

Table 1
Descriptive Statistics of Items and Reliability Coefficients of Subscales in Instructional Strategies Scale

Factors of Instructional strategies	Number of Items	<i>M</i>	<i>SD</i>	Cronbach's α
Factor 1: Student-Teacher Relationship	05	19.87	3.63	0.77
Factor 2: Student Expectation and Motivation	05	17.75	4.18	0.73
Factor 3: Classroom Management	05	20.73	3.35	0.76
Factor 4: Student and Classroom Behaviors	05	17.60	3.51	0.575
Factor 5: Goal Setting and Teacher Clarity	06	22.07	4.30	0.76
Factor 6: Questioning and Discussion Techniques	06	22.34	3.87	0.71
Factor 7: Student Engagement	05	18.10	3.03	0.71
Factor 8: Assessment	05	18.76	3.33	0.67

Data Collection

A structured questionnaire was used for data collection. Researchers collected data from the universities within four weeks.

Results and Discussion

After collecting data, it was analyzed. In descriptive statistic frequencies, mean and SD were calculated. Pearson correlation coefficient (r) was used for correlations. Results are shown under different research hypothesis of the study.

Table 2
Correlation between Instructional Strategies (all factors) with Self Esteem

Factor-wise Instructional Strategies	Pearson Correlation (r) with Self Esteem
Student-Teacher Relationship	.29**
Student Expectation and Motivation	.29**
Classroom Management	.32**
Student and Classroom Behaviors	.36**
Goal Setting and Teacher Clarity	.22**
Questioning and Discussion Techniques	.16**
Student Engagement	.16**
Formative Assessment	.26**

** Correlation is significant at the 0.01 level

Table 2 shows the results of a Pearson correlation coefficient between eight factors of Instructional Strategies and Self-Esteem for a sample of 500 individuals. The analysis revealed statistically significant positive correlations for all factors. Specifically, student-teacher relationship showed a weak positive correlation with Self-Esteem, $r = .29, p < 0.01$. Similarly, student expectation and motivation exhibited a weak positive correlation, $r = .29, p < 0.01$. Classroom management also indicated a positive correlation, $r = .32, p < 0.01$. The highest correlation was observed for Student and Classroom Behaviors, demonstrating a positive relationship, $r = .36, p < 0.01$. Goal Setting and Teacher Clarity showed a lower, but still statistically significant weak correlation, $r = .22, p < 0.01$. Both Questioning and Discussion Techniques and Student Engagement presented very weak correlations, $r = .16, p < 0.01$ and $r = .16, p < 0.01$, respectively. Finally, Assessment displayed a weak correlation with Self-Esteem, $r = .26, p < 0.01$. Overall, these results indicate that all examined Instructional Strategies Factors are positively and significantly correlated with Self-Esteem.

Table 3
Correlation between Instructional Strategies and Self Esteem

	Instructional Strategies	Self Esteem
Instructional Strategies	Pearson Correlation	.45**
	Sig. (2-tailed)	.000
	N	500
Self Esteem	Pearson Correlation	.45**
	Sig. (2-tailed)	.000
	N	500

** Correlation is significant at the 0.01 level

Table 3 correlates the results of a Pearson correlation coefficient between Instructional Strategies and Self-Esteem for a sample of 500 individuals. The analysis revealed a statistically significant medium positive correlation between the two variables, $r = .45, p < 0.01$. Overall, this result suggests a significant and positive relationship between Instructional Strategies and Self-Esteem. On the basis of Table 2 and 3 shows that the rejection of hypothesis H_{01} .

Conclusion

The relationship between teachers' instructional strategies and students' self-esteem has been a topic of significant interest in educational research. Instructional strategies involve various approaches teachers use to engage students in learning. The findings of this study are similar with these instructional strategies that promote active learning, collaborative activities, and differentiated instruction have been found to positively influence students' perceptions of their academic competence and overall self-worth (Jordan & Bratsch-Hines, 2020). The results of the study aligned with the findings of previous studies, which have demonstrated that supportive and effective instructional strategies can enhance students' self-esteem and engagement in the classroom (Pajares & Schunk, 2001). According to the correlation results, instructional strategies are significantly correlated with students' self-esteem. The current research concluded that there is a positive impact between the variables studied. According to the findings it is concluded that there are suitable relationships between students' self-esteem and the instructional strategies used by teachers. It can be concluded that there are significant and positive correlations between instructional strategies and self-esteem which indicates that increasing students' self-esteem and using various instructional strategies can result in better academic performance.

Recommendations

On the basis of the findings some recommendations are as following:

- Educators must use a variety of instructional strategies to effectively support student self-esteem and confidence in their abilities
- Incorporate training programs for educators that emphasize the use of supportive and effective instructional strategies.
- Foster collaboration among educators, administrators, and researchers to advance understanding of the links between instructional strategies and self-esteem.
- Policymakers can make policies for teachers to promote various instructional strategies that boost students' self-esteem.

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