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Teacher's Intentions and Practices to Adopt Advance Learning Strategies: An Extended Theory of Planned Behavior

Munwar Bagum
munwarbagum@isp.edu.pk
Assistant Professor Department of Education, University of Southern Punjab Multan

Waseem sajjad
faridws890@gmail.com
PhD Scholar, Department of Education, University of Southern Punjab, Multan, Pakistan

Muhammad Akram Malik
hodeducation@isp.edu.pk
Chairperson Department of Education, University of Southern Punjab Multan
Corresponding Author: * Munwar Bagum munwarbagum@isp.edu.pk

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ABSTRACT

The study explores teachers' intentions and practices to adopt advance learning strategies based on the model of theory of planned behavior. The objectives of the study were; to examine the key factors influencing teachers' prior experience to adopt advanced learning strategies; to explore the influence of teachers' prior experience and familiarity with advanced learning strategies on their attitude; to assess the relationship between teachers' attitude towards advanced learning strategies and their intentions to integrate these strategies into their learning practices; to provide practical recommendations and insight for educational policy makers, school administrators, and teacher training programs. The design of the study was quantitative research design and it was a descriptive research in nature. All the secondary school teachers who taught 9th and 10th students in district multan counted as the population of the study. Research used a simple random sampling technique for the selection of sample and selected 250 secondary school teachers. Questionnaire was used as a research tool and data was collected through this tool from the respondents. That tool was pilot tested and the overall reliability of the questionnaire was coefficient Alpha 0.858. The research visited the concerned population for sample collection and collected data from secondary school teachers (250). The study concluded that secondary school teachers find advanced learning strategies effective in improving student engagement and enjoyable to implement. Moreover it was concluded that they have the necessary resources and support to integrate advanced learning strategies into their teaching practices. The study may recommend that give secondary school teachers time management training and resources. Workshops or tools may help teachers integrate advanced learning practices.

Keywords: *Teacher's Intentions, Advance Learning Strategies, Extended Theory, Planned Behavior.*

INTRODUCTION

Intentions are centered on the reasoning and thought processes that drive educators to implement innovative pedagogical practices in the classroom. By implementing cutting-edge study techniques, students may gain a more thorough comprehension of the material and improve their capacity for critical thinking and problem-solving. Independent learning is promoted via additivist tactics, which attempt to instill a passion for education and a growth mentality in pupils. The ultimate objective is to set pupils up for academic and personal achievement in the future. Teachers do this by using a wide variety of teaching

strategies. Incorporating real world applications and practical exercises into lessons is a common practice. Teachers can better assist students in transitioning from abstract ideas to concrete applications by including student-centered, hands-on activities in the classroom. It helps them learn more and develop their capacity to think critically and solve problems (Paul, and Elder, 2019).

Methods used to improve education strategies look at how educators have been using advanced learning methodologies in their classrooms. In this context, "implementation" refers to examining pedagogical details such as curriculum development, assessment procedures, and student involvement initiatives. By exploring different implementation strategies, educators can determine the most effective methods for enhancing student learning and engagement. It includes incorporating technology and digital resources into the curriculum, adopting personalized learning approaches, and promoting collaborative and interactive learning environments. Additionally, educators can also analyze the impact of these strategies on student outcomes, making necessary adjustments and improvements to optimize the overall educational experience.

Problem-solving, critical thinking, and self-directed learning are just a few examples of cognitive and metacognitive abilities that may be developed via advanced learning strategies. Active learning, flipped classrooms, technology, project learning, and other methods may be used. The goal of these methods is to get students actively involved in their education to acquire and retain more information. Students are expected to participate actively in class discussions, group projects, and practical experiments to benefit from active learning. Students in flipped classrooms prepare for class by reading and discussing the subject outside of class rather than learning it in isolation (DeLozier, & Rhodes, 2017). The goal of technology integration in the classroom is to improve student's access to and mastery of digital tools and resources. Students' ability to apply classroom information to authentic situations is enhanced through project-based learning. Teachers may give their pupils a leg up in the 21st century by implementing these cutting-edge methods of instruction.

A well-established psychological theory, the Theory of Planned Behavior (TPB), describes human behavior using attitudes, subjective standards, and perceived behavioral control (Kashif et al., 2018). In this context, TPB's "extended" form may include extra characteristics or variables to better understand how instructors' intentions and practices connect to advanced learning techniques. These additional variables could include instructors' knowledge and expertise in implementing advanced learning techniques, their motivation and enthusiasm toward using these techniques, and their level of support and resources. By incorporating these variables into the extended TPB, researchers can gain a more comprehensive understanding of the factors influencing instructors' intentions and practices when adopting advanced learning techniques. It can help develop targeted interventions and strategies to promote these techniques' effective and widespread use in educational settings.

LITERATURE REVIEW

The term "advanced learning strategies" describes a group of tactics that aim to improve the efficiency and effectiveness of learning by going above and beyond more conventional ways. In educational settings, professional development, and self-directed learning, these tactics are frequently used to aid students in acquiring, retaining, and applying knowledge (Zhu et al., 2022). Advanced learning strategies can include techniques such as spaced repetition, where information is reviewed at increasing intervals, and retrieval practice, where learners actively recall information from memory. These strategies help students learn material more quickly and promote long term retention and knowledge transfer to new situations. By incorporating these tactics into their learning process, students can enhance their learning experience and achieve higher academic success. In addition to spaced repetition and retrieval practice, elaborative interrogation is another effective technique for enhancing learning. It involves asking oneself why specific facts or concepts are valid and seeking to explain their reasoning. By engaging in this type

of critical thinking, students can deepen their understanding and make connections between different pieces of information. It not only aids in knowledge retention but also fosters a more comprehensive understanding of the subject matter.

Active learning encourages students to engage with the material actively. It can include group discussions, problem-solving activities, and hands-on projects. Active learning helps students retain information better than passive listening or reading. It also promotes critical thinking skills, as students actively analyze and synthesize information. Additionally, active learning allows students to collaborate with their peers, enhancing their social and communication skills (Kim et al., 2013).

Mind mapping visualizes information that helps students organize and understand complex concepts. It can be a valuable tool for summarizing information and connecting ideas. Using mind mapping, students can visually see how different concepts are related and quickly identify key points. It not only aids in their comprehension of the material but also enhances their critical thinking skills. Moreover, mind mapping allows students to engage in active learning as they actively participate in creating the map and organizing the information (Coon & Mitterer, 2012). This hands-on approach helps students retain information better and encourages them to take ownership of their learning.

Active recall strategy involves actively remembering information without looking at the source material. Flashcards, practice quizzes, and self-testing are effective methods for using active recall. Students are forced to retrieve information from their memory by engaging in active recall, strengthening their understanding and retention. Flashcards, for example, require students to actively recall information by looking at a question and attempting to remember the answer before flipping the card (Putnam et al., 2016). This practice helps students identify gaps in their knowledge andpromotes a deep understanding of the material. Encouraging spaced repetition and active recall techniques empowers students to take control of their learning process, leading to more effective and lasting knowledge acquisition.

Critical thinking encourages students to think critically by asking open-ended questions and presenting real-world problems. Critical thinking skills are essential for problem-solving and decision-making. By incorporating critical thinking into the learning process, students will develop their problem-solving abilities and become more adept at analyzing and evaluating information. This approach encourages students to think beyond surface-level understanding and consider multiple perspectives, ultimately fostering a deeper comprehension of the material. Moreover, thinking critically prepares students to face real-world challenges and make informed decisions, invaluable skills for success in any field (Alismail, & McGuire, 2015).

Digital tools integrate technology and educational apps into the classroom to facilitate interactive learning experiences. Tools like virtual labs, online simulations, and educational games can enhance engagement and comprehension. These digital tools provide students with hands-on experiences and opportunities to explore concepts dynamically and interactively. Furthermore, they can cater to different learning styles and abilities, allowing students to learn at their own pace. Educators can create a more engaging and immersive learning environment that promotes critical thinking and problem-solving skills by incorporating these tools into the classroom (Bruneau et al., 2023).

According to Gadbury-Amyot et al. (2015) feedback and self-assessment provide regular feedback to students and encourage them to self-assess. It helps them identify areas for improvement and take ownership of their learning. By providing regular feedback to students, educators can help guide them toward areas that need improvement and provide specific suggestions for growth. Engaging students in self assessment empowers them to reflect on their progress and take responsibility for their learning journey. This feedback and self-assessment loop promotes a growth mindset and fosters a continuous

classroom improvement culture. Ultimately, it equips students with the skills to become lifelong learners capable of self-directed learning beyond the classroom setting.

Individualized learning recognizes that students have different learning styles and paces. Tailor instruction to meet students' individual needs, providing additional support or challenges as necessary (Boelens et al., 2018). By recognizing and accommodating students' different learning styles and paces, individualized learning allows students to grasp complex concepts at their own pace. This personalized approach ensures that every student can fully comprehend the material and helps build their confidence and motivation. By providing additional support or challenges basedon individual needs, students are empowered to take charge of their learning, resulting in better academic outcomes and greater fulfillment.

Multimodal learning incorporates various media and resources into lessons, such as videos, podcasts, and interactive websites. It accommodates different learning styles and keeps students engaged. Utilizing a multimodal learning approach caters to students' diverse needs and enhances their understanding and retention of information. Students can make connections and deepen their comprehension by incorporating visual, auditory, and kinesthetic elements. Furthermore, using interactive websites and multimedia resources fosters a sense of excitement and curiosity, encouraging students to participate in their learning journey actively (Mirsalikova, 2023). As a result, students become more motivated and confident in their abilities, leading to improved academic performance and a greater sense of fulfillment.

Research Questions

1. What are the primary factors that influence teachers' intentions to adopt advanced learning strategies in their teaching practices?

2. How does teachers' prior experience and familiarity with advanced learning strategies impact their attitudes toward the adoption of these strategies in the classroom?

3. Is there a significant relationship between teachers' attitudes towards advanced learning strategies and their intentions to integrate these strategies into their teaching practices?

Significance of the Study

The study "Students' Research Intentions and Trends at University Level in District Multan: A Descriptive Study" aims to investigate and analyze the motivations, intentions, and emerging trends related to research among students enrolled in universities within District Multan. The rationale behind this research is to comprehensively understand the factors influencing students' engagement with research activities and the evolving patterns in research pursuits within this specific geographic and educational context.

Research has always been integral to higher education, contributing significantly to advancing knowledge, innovation, and societal progress. However, the extent to which students at the university level in District Multan actively participate in research activities, and the factors that drive or hinder their involvement, still need to be explored. Understanding the motivations and intentions behind students' engagement in research is crucial not only for the academic community but also for policymakers, educational institutions, and other stakeholders interested in enhancing the research culture within the region.

Study Design, Population and Sample

Researchers use quantitative study design to gather and analyze numerical data to find links, forecast, and generalize (Creswell, 2014). This study quantifies secondary school teachers' advanced learning strategy intents and practices using a quantitative research approach. It was a descriptive research in nature This

design collects data from a representative sample of instructors using standardized surveys or questionnaires. The study uses regression analysis to find significant predictors and correlations between variables.

The study's population of interest is crucial to understanding how secondary school teachers from varied educational backgrounds and geographic regions embrace advanced learning methodologies (Ajzen, 1991). So, all the secondary school teachers of district Multan who taught 9th and 10th students counted as the population of the study, and the researcher selected a sample of 250 secondary school teachers through a simple random sampling technique.This study uses simple random sampling technique.

Research Instrument and data collection

The researcher used a questionnaire as a research tool for the study for data collection purposes. The researcher uses a self-constructed 5-point likert scale questionnaire containing 30 items. The scoring was 5 for Strongly agree, 4 for Agree, 3 for Neutral, 2 for Disagree, and 1 for Strongly disagree. That tool was pilot tested and the overall reliability of the questionnaire was coefficient Alpha 0.858. Furthermore expert opinion was also taken from experts of field, After checking reliability and validity of the tool the research visited the concerned population for sample collection and collected data from secondary school teachers.

DATA ANALYSIS AND RESULTS

Table 1: Demographic Characteristics of Participants (N = 250)

Demographic Variable	Category	Frequency	Percentage (%)
Gender	Male	123	50.8%
	Female	127	49.2%
Qualification	BA/B.Sc.	73	29.2%
	MA/M.Sc.	113	45.2%
	MS/M.Phil.	57	22.8%
	PhD	7	2.8%
Teaching experience	1-10	157	62.8%
	11-15	51	20.4%
	16-20	27	10.8%
	21-25	15	6%

It was revealed that there were female (127; 50.8%) and male (123; 49.2%) respondents who included in the study. The teachers (73) who responded the survey were BA/B.Sc. and the other respondents (113) were MA/M.Sc. as their academic qualification. Whereas teachers having MS/M.Phil as their higher education were 57 in number. Furthermore, the teachers have done their PhD were seven in number. So, it can be concluded that majority of the respondents belong to the academic qualification of MA/M.Sc.The respondents teaching experience at secondary school level. The respondents (157; 62.8%) belong to the slot 1-10 years; the teachers (51; 20.4%) belong to the 11-15 years slot while the teachers belong to 16-20 year teaching experience were 27 in number. Furthermore, the secondary teachers who belong to year slot 21-25 year were 15 in number.

Table 2: Descriptive Analysis of statements

Sr. #	Statement	SA	A	N	D	SD	Mean	S.D.
1	I believe that adopting advanced learning strategies in teaching is beneficial for students.	38	156	22	30	4	4.44	1.42
2	I think that incorporating technology into teaching enhances the learning experience.	46	165	10	24	5	4.46	1.57
3	I find advanced learning strategies to be effective in improving student engagement.	55	151	35	4	5	4.29	1.40
4	I consider the use of innovative teaching methods to be enjoyable.	61	145	20	13	11	4.41	1.38
5	I believe that advanced learning strategies are essential for preparing students for the future.	60	123	7	42	18	4.57	1.23
6	I believe that I have the resources and support needed to integrate advanced learning strategies into my teaching practices.	46	140	16	34	14	4.08	136
7	I perceive advanced learning strategies as being too time consuming to implement in my teaching.	35	156	34	5	20	4.38	1.389
8	I perceive advanced learning strategies as valuable tools for engaging students in the learning process	42	121	19	45	23	4.41	1.21
9	I believe that implementing advanced learning strategies would enhance students' academic performance.	52	145	17	24	12	4.25	1.45
10	I think that incorporating advanced learning strategies in my teaching methods would be beneficial for students' long-term learning.	35	171	5	18	21	4.12	1.38
11	Colleagues at my institution encourage the use of advanced learning strategies.	30	153	15	16	36	4.36	1.18
12	My students expect me to incorporate advanced learning strategies in my teaching.	46	154	8	18	24	4.26	1.53
13	Administrators at my school support the adoption of advanced learning strategies.	12	124	4	2	108	4.21	0.95
14	Parents of my students value the use of advanced learning strategies in teaching.	73	125	24	7	21	4.55	1.66
15	Peer pressure from other educators influences my decision to use advanced learning strategies.	56	120	14	15	45	4.41	1.29
16	I have the necessary skills to implement advanced learning strategies effectively.	48	147	16	12	27	4.41	1.61
17	I have access to the resources and technology needed for advanced teaching methods.	12	129	10	21	78	4.23	0.96
18	Time constraints are a significant barrier to adopting advanced learning strategies	29	165	21	23	12	4.50	1.61
19	My workload allows me the flexibility to experiment with innovative teaching techniques.	36	50	5	11	148	2.97	1.21
20	I feel confident in my ability to overcome obstacles when implementing advanced learning strategies	72	139	7	21	11	4.37	1.62
21	I intend to incorporate advanced learning	36	172	11	21	10	4.21	1.40

	strategies into my teaching in the next academic year.							
22	I plan to attend professional development sessions related to advanced teaching methods.	**75**	**125**	**24**	**7**	**19**	**4.55**	**1.66**
23	I am committed to improving my teaching through advanced learning strategies.	**56**	**123**	**14**	**14**	**43**	**4.41**	**1.29**
24	I am actively seeking ways to enhance my teaching practices with advanced strategies.	**49**	**148**	**15**	**12**	**26**	**4.41**	**1.61**
25	I am motivated to explore and experiment with new teaching technologies.	**11**	**131**	**10**	**22**	**76**	**4.23**	**0.96**
26	I frequently use multimedia (videos, interactive simulations) in my teaching.	**28**	**167**	**21**	**22**	**12**	**4.50**	**1.61**
27	Most of the time I do incorporate online collaboration tools for student projects.	**58**	**134**	**35**	**12**	**11**	**4.42**	**1.49**
28	Mostly, I do assess student learning through digital quizzes and assessments.	**47**	**136**	**23**	**26**	**18**	**4.21**	**1.13**
29	I regularly do provide students with online resources for self directed learning.	**40**	**157**	**26**	**12**	**15**	**4.36**	**1.27**
30	I frequently do adapt my teaching methods based on emerging educational technologies.	**56**	**145**	**21**	**15**	**13**	**4.21**	**1.68**

Table 2 informs teachers' intentions and practices about advanced learning strategies presented through frequency tests, mean scores, and standard deviation. The values of the mean scores was ranging from 4.08 to 4.57 and standard deviation ranging from 0.96 to 1.68 help to sort out the inclination of most respondents regarding the statements. The minimum mean score was for the statement “My workload allows me the flexibility to experiment with innovative teaching techniques” and was high for the statement “I believe that advanced learning strategies are essential for preparing students for the future”. Furthermore the standard deviation was high for the statement “I frequently do adapt my teaching methods based on emerging educational technologies.” and low for the statement “I have access to the resources and technology needed for advanced teaching methods”. However rom the above interpretation, it can be concluded that most respondents are inclined towards the statements.

Table 3: Relationship of Teachers’ intentions and practices of ALS

	Mean	**S.D**	**Correlation**	**Sig.**
International	3.761	.490	.696	.000
practices	4.048	.481		

Table 3 reveals the values of the mean score (3.761) and (4.048) about teachers' intentions and teachers' practices of advanced learning strategies at the secondary school level, while the values of standard deviation are (.490) and (.481) about teachers' intentions and practices of advanced learning strategies respectively. Table 4.2.34 also reveals the value of Pearson correlation (.696), expressing a positive correlation between teachers' intentions and their practices about the advanced learning strategies at the secondary school level. So, a statistically significant positive correlation exists between both variables.

CONCLUSION

In conclusion, the findings of this study on Teacher's Intentions and Practices to Adopt Advanced Learning Strategies, based on statistical analysis, provide valuable insights into the attitudes and behaviors of secondary school teachers. The findings suggest that many secondary school teachers are

open to and interested in incorporating advanced learning strategies and technology into their teaching practices. However, they may face challenges related to perceived time constraints. Nonetheless, the positive correlation between intentions and practices indicates a promising outlook for adopting advanced learning strategies in secondary education. Further research and support in addressing time constraints and providing resources could facilitate the successful implementation of these strategies, ultimately benefiting teachers and students.

RECOMMENDATIONS

Recommendations were drawn from the conclusion;

1. Promote administrators and parents to support teachers' advanced learning practices actively. Their good effect may inspire and validate teachers' efforts.

2. Give secondary school teachers time management training and resources. Workshops or tools may help teachers integrate advanced learning practices without feeling rushed.

3. Provide peer mentorship programs for experienced instructors who have incorporated advanced learning methodologies to help their colleagues. Fostering collaboration can be beneficial because peer influence is favorable.

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