

Designing A Super Lecture Model For Academic Excellence: Integrating The Theories Of Human Resource Management: An Exploratory Study

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ABSTRACT:

Teachers are interested in adapting effective pedagogies to improve students' learning in the classroom. The most practical, significant, and popular pedagogy is lecturing. We conducted this study to develop a super lecture through the lenses of ability, motivation, and opportunity (AMO) and human capital theory (HCT) theories to help both academia and students improve the learning process and achieve academic excellence.

We conducted interviews of fifty Ph.D. professors and conducted a thematic analysis to explore the phenomena. We developed a "Super Lecture" and proposed an Integrated-Lecture-Model (ILM) to overcome the short comings and make the lecturing technique more power full pedagogical method. We have designed five components of ILM. They are 1, lecture structuring, 2, using of I.T tools for assistance, 3, teacher-student collaboration, 4, teachers' professional competence and 5, monitoring and evaluation system for both teachers and students.

Findings further show that improving teachers' professional competence is crucial for improving the educational process. Both teachers and students play a significant part and this is a systematic and collaborative process. Students can advance academically by using modern pedagogies and technologies. With the use of professional development programmes provided by institutions, teachers can create a more dynamic learning environment. The ILM of super lecture will increase the capability and capacity of teachers to deliver high-quality education.

Keyword: Super Lecture, University students, Effective pedagogies, Students learning, Classroom, Lecturing strategies

1. Introduction:

A good learning environment is essential in educational institutions to produce educated, well-informed, disciplined and quality graduates (Burchinal, Roberts, Riggins, Zeisel & Bryant, 2000). Professors at universities employ effective pedagogies to guide and assist students as they navigate student life and ensure their success. Appropriate pedagogies are used to lay a solid academic foundation. Efficient instructional practices prepare students for new challenges. A good learning environment is essential in today's world (Burchinal, Roberts, Riggins, Zeisel & Bryant, 2000). The quality of the classroom is also a major factor in producing quality education. Many other factors, like teachers' self-efficacy, students' teacher interactions, structural quality of the classroom, the process quality of the classroom, and the learning environment, play an instrumental role in producing a quality educational environment (Younas et al., 2023).

A study on the teaching profession, its evolution, and its difficulties was performed by Santos, Pipa and Monteiro (2023). Teachers' professional practice is influenced by a vast and multifaceted system of socially created beliefs. Kenjaboev (2023) have stated that improving the educational process is linked with the formation of professional competence of teachers. The theoretical and practical foundations of the process are based on modern educational processes and technologies. We need to enhance the competence of the teachers. HRM is an essential element of the educational process (Tanjung, 2020). The human capital theory (HCT), which emphasizes human growth, was developed by Becker in 1964. Omebe (2014) asserts that supportive surroundings are important for teachers. The government should focus more on the education industry, where HRM is more

beneficial. HRM has a greater role in schooling (Runhaar, 2017).

Wullschleger, Vörös, Rechsteiner, Rickenbacher, and Merki (2023) claim that prior research on teacher cooperation has been nearly entirely centred on enhancing instruction. In a research study, Symeonidis, Haas, and Schneider (2023) examined how newly qualified teachers (NQTs) in Tyrol, Austria, perceived the assistance they got and the difficulties they encountered throughout the induction phase. Findings demonstrate that NQTs valued personal and social support over professional support, finding the latter to be more beneficial.

According to Bettencourt, George Mwangi, Green and Morales (2022), the education system should increase opportunities for dual enrollment, offer mentorship of a variety of professional options, and start integrating college and career planning. Teaching techniques are important to motivate the students. Efficient and effective techniques increases teaching effectiveness, promotes a variety of learning styles, places a strong emphasis on course results, and gives students the freedom to learn as they like. Enables students with special needs to learn. They help with special needs to participate in traditional classroom activities and interact with other students. The student studies a certain subject with a specific end goal in mind, such as acquiring knowledge and skills in the subject.

Among other techniques, lectures are a popular and efficient pedagogy used in colleges and universities. While the students are taking notes, the teacher presents their subject matter in the manner of a lecture at a university. The teacher's exposé may consist of a simple oral presentation supplemented by visual aids to clarify specific ideas, like a Power Point presentation or slide

show presented on a large screen. In order to remember what the teacher is explaining, the student takes notes.

The easiest and the most practical pedagogy is lecturing. The lecture method is a teacher-controlled, information-centered strategy where the teacher serves as a resource for students during class. In this approach, only the teacher speaks, while the students only listens inactively. Many research studies have discussed the advantages and disadvantages. Cerbin (2018) stated that teachers can make the lectures more practical by employing certain strategies. Teachers must develop sufficient, correct and appropriate related knowledge in lectures. The lecture must include fresh knowledge and facts about the subject. Assignments that demand deep learning after lectures can help teachers boost their students' learning. The well-organized lectures stimulate students.

Concerns should be raised about teachers' satisfaction. Researchers Fütterer, Waveren, Hübner, Fischer and Sälzer (2023) looked into this subject and discovered that job satisfaction among teachers is a significant predictor of teacher retention. To raise overall teacher job satisfaction, we advocate for improvements to alternative certification systems, working conditions, and professional development opportunities for those who did not initially want to become teachers.

A super lecture model is what we want to develop. Additionally, we adhered to the guidance offered by the HCT and AMO theories. We considered AMO to be a significant theory. An operational method is AMO. Development of employees is crucial for the success of businesses (Bailey, 1993; Appelbaum, et al., 2000; Marin-Garcia & Tomas, 2016). The AMO theory also makes recommendations for raising performance (Kellner, Cafferkey, & Townsend, 2019). Performance is improved by education and

training, claims HCT. Experts in HRM play strategic roles (Tanjung, 2020; Becker, 1964).

1.1. Aim of the study

The aim of the study is to explore the current successful lecturing techniques and develop a model of super lecture. Secondly, how can we use the most effective lecturing techniques to enhance the students' learning?

1.2. Objectives of the study

The objectives of the study are to explore the most successful lecturing pedagogies for raising students' academic standing, as well as their skills and capacities. Education is an intentional action used to accomplish goals including knowledge transformation, character and skill improvement, and adding value to one's current level of understanding. Professors at universities are eager to use successful pedagogies to enhance student learning in the classroom. What instructional techniques must be applied to improve students' learning in the classroom? The most practical and significant pedagogy is lecturing, which is also very common. We conducted this research study to develop efficient lecture tactics in order to assist academia and students in bettering the learning process. We developed the following two questions to explore the phenomena.

1.3. Research questions

Research Question 1: Please discuss with me the current successful lecturing techniques used in universities.

Research Question 2: How can we use the most effective lecturing techniques to enhance the students' learning?

2. Literature Review:

There are potential challenges for the education industry in producing educated, well-informed and disciplined graduates (Aqdas, Ahmed & Soomro, 2023). For educators, imparting knowledge to students is both a rewarding experience and a significant responsibility. Students can be educated effectively using pedagogies and knowledge-transforming approaches. The lecturing methods have been considered to be effective pedagogy for developing the academic achievement, aptitude and skills of the students. Dr. Robert Shrode (1976) proposed a useful lecture model and concluded that a lecture should be simple and well-structured. The lecture must be concise, engaging and pertinent while covering a few key issues. A poor atmosphere is created by providing excessive explanations. The fundamental ideas of a lecture are clear to the students and have relevance for them. It really is crucial to communicate and present information in a clear voice using proper English. A well-connected and well-spiced lecture develop interest and a positive learning and classroom environment.

According to Cerbin (2018), lectures are a common form of instruction. Deep cognitive engagement with the topic matter prior to, during, and after the presentation is essential for learning from lectures. Professors must work with students to improve the effectiveness of lectures. To understand new lecture material, teachers should develop sufficient, accurate, and pertinent past knowledge. The cognitive demands of lecture presentations should be managed by the teachers. The creation of a lecture must be thorough; the content must be chosen, arranged, and combined with fresh knowledge and ideas.

Education is an excellent activity for achieving particular goals and purposes. Students need education to become educated, civilized, sophisticated and cultural. Enhancing people's and pupils' capacity for problem solving is education's secondary purpose. Gaining

knowledge, skills and abilities is similar to the process of earning money. Moreover, we help students and people grow. To educate students and prepare them for the problems of the future, university professors use a range of pedagogies.

Pedagogies are effective at educating and inspiring students to learn. In colleges and universities, lectures are a well-liked and effective teaching method. The technique of lecturing has several advantages. With this approach, teachers impart knowledge while using oral presentations and visual aids to explain particular concepts. When the teacher is explaining something, the students take records (Shrode, 1976).

According to research studies, lecturing pedagogy is the simplest and most useful education (McCarthy, 1992; Taylor, Boister, Toomey, Mueller & Wilson, 2012). A teacher-controlled and successful teaching style is lecturing. According to Cerbin (2018), teachers can make the lectures more useful by using specific techniques. In lectures, teachers must develop sufficient, accurate, and pertinent connected knowledge. The lecture must contain up-to-date information and relevant facts. After lectures, assignments that require in-depth learning might aid teachers in enhancing their students' learning. Students are motivated by the well-planned lectures.

The best pedagogy is lecturing. The teacher is in control of the subject, goals, materials, structure, timing, and speed. The teacher may place attention wherever they see fit. The lecture can be used to motivate and engage the students, to explain and clarify, to go over previously covered content in greater detail and to present new information that the students may not be familiar with. How many students are paying attention to the professor is not important. Students can ask questions or request more information by

speaking up (McCarthy, 1992; Taylor et al., 2012). A lecture can be recorded, and it is simple to add extra media and demonstrations to a lecture. The teacher could provide as an example of how to handle difficulties and problems. The lecture format is well-known to students (McCarthy & Anderson, 2000).

There are many disadvantages of the lecturing pedagogy. Lecture is a very traditional method of teaching. We need to implement reforms in the lecturing methodology. The lecturing provide little scope for the students to develop an enquiry mind and critical thinking towards their learning. Researchers recommend this method to slow-learners. Bonwell (1996) and Cashin (1985) have claimed that complex application, analysis, synthesis, or evaluation are not best taught through lectures. Lectures are inappropriate for changing other people's attitudes. For the instruction of complicated, numerical, and abstract facts, lectures are inadequate.

Education and learning involve active participation. Instead than only listening to the teacher, students must actively participate in class. High levels of collaboration between students and teachers are required in the classroom. The amount of collaboration between teachers and students that the lecturing approach offers is not present (Kaur, 2011). Researchers have suggested many ways to make lecturing more effective. A blended method is a good strategy and using e-learning could be used as a supplement to traditional teaching methods or occasionally as an alternative educational method because it increases students' knowledge, satisfaction, and attention, according to Sadeghi, Sedaghat and Sha Ahmadi (2014) analysis of universities of medical sciences. The blended teaching approach has also been advocated by Norouzi, Mohsenizadeh, Jafary Suny and Ebrahimzadeh (2011). Compared to typical lecture methods, the technique offers greater satisfaction to students. The researchers have also

discussed the disadvantages of the blended model.

Noel, Daniels and Martins (2015) looked into the effectiveness of lecturing in nursing education and found that interactive pedagogies like discussion questions and interactive sessions make the lecture style more effective. Starting the shift from a teacher-centered learning environment to an interactive one is necessary.

According to Alaagib, Musa and Saeed (2019), imparting essential knowledge and promoting self-directed learning are both effective ways to promote learning. As an active learning method, problem-based learning has been introduced, but it faces several challenges in poor nations where there is a high demand and little funding. Lectures based on problems, a novel teaching strategy, was established, and its efficacy in teaching physiology was compared to that of traditional lectures.

The teaching method of lecturing needs to be explored. Education plays a vital part in creating prosperous communities. Education was prioritized heavily by Hirsh, Nilholm, Roman, Forsberg and Sundberg (2022) since it is the key to a prosperous community. We need to implement modern teaching methods. Mehta (2023) defined the modern teaching method as "The teaching method which focuses more on teaching the students for improving their intellect behavior by using various new and innovative ideas rather than making them recite the syllabus to clear the examination with the same old style". According to Khattak et al. (2023), students' employability skills are improved through the use of innovative, successful, and efficient teaching and learning methodologies.

In order to improve student learning in Pakistani universities, we undertook this research study to better understand efficient lecture delivery

techniques. We also looked at the results of recent studies on difficulties, career advancement, ideas, and researcher viewpoints. For example, a study on the teaching profession, its evolution, and its difficulties was performed by Santos, Pipa and Monteiro (2023). They stated that teachers' professional practice is influenced by a vast and multifaceted system of socially created beliefs.

According to a study by Larios and Zetlin (2023), educating all children in inclusive environments calls for the right kind of assistance and direction. Effective training has the potential to empower instructors at any point of their careers to shape students' perspectives and advance all students' academic progress. The current study investigates the effects of district- and university-led professional development programmes designed to increase teachers' abilities and motivation to foster a more diverse learning environment.

According to Parker and Bickmore's research (2023), teachers' professional development in the art of facilitating conflict-related discussion is a crucial component of both peacemaking and democratic citizenship. Students can build relationships and conflict-handling abilities through dialogue, both in advance of conflicts in the classroom and as a response to them.

Concerns should be raised about teachers' satisfaction. Researchers Fütterer, Waveren, Hübner, Fischer, and Sälzer (2023) looked into this subject and discovered that job satisfaction among teachers is a significant predictor of teacher retention. To raise overall teacher job satisfaction, we advocate for improvements to alternative certification systems, working conditions, and professional development opportunities for those who did not initially want to become teachers.

Wullschleger, Vörös, Rechsteiner, Rickenbacher, and Merki (2023) claim that prior research on teacher cooperation has been nearly entirely centred on enhancing instruction. In a research

study, Symeonidis, Haas, and Schneider (2023) examined how newly qualified teachers (NQTs) in Tyrol, Austria, perceived the assistance they got and the difficulties they encountered throughout the induction phase. Findings demonstrate that NQTs valued personal and social support over professional support, finding the latter to be more beneficial.

The extent to which teachers' knowledge-based reasoning explains their visual focus of attention to both the entire class and specific students has been explored by Muhonen, Pakarinen, and Lerkkanen (2023). They discovered that teachers' descriptions of students' interpersonal relationships and feelings were positively correlated with teachers' visual attention to the entire class. According to the study's findings, teachers' visual attention to children may change based on the factors that direct their concentration.

Zeinstra, Kupers, Loopers, and Anke de Boer (2023) as well as Corbalan, Pérez-Echeverra and Pozo (2023) have looked at the challenges and opportunities facing the teaching profession. They looked at the relationship between early adolescent engagement in social contacts, the requirement for supportive training, and the evolution of social patterns throughout time.

Researchers Ellis, Correia, Turvey, Childs, Andon, Harrison, Jones, and Hayati (2023) have systematically reviewed the literature to determine how innovation is employed and conceived in teacher education research. They discovered that such investigations may be of little use in formulating practice and policy without theorization

During the COVID-19 pandemic and pandemic-related stressors and resources, teachers and principals experienced varying degrees of emotional weariness. Klusmann, Aldrup, Roloff-Bruchmann, Carstensen, Wartenberg, Hansen, and Hanewinkel (2023) researched and

investigated these levels and variations. They have arrived to the conclusion that it is crucial to assist principals and instructors in lessening their weariness in order to assist children in overcoming the effects of the COVID-19 pandemic.

According to Copur-Gencturk and Li (2023), teaching a particular subject offers teachers a wealth of opportunity to gain subject-specific knowledge and abilities, particularly for those who are just starting their careers. A certificate in mathematics teaching played a role in the growth of teachers' knowledge of mathematics teaching, but having a solid understanding of mathematics played a vital part in teachers learning about students' mathematical thinking.

In order to achieve academic excellence, we review the literature to create a super lecture model. Additionally, we followed the directions provided by the AMO and HCT theories. We found AMO to be an important theory. AMO is a method of operation. Employee development is important for business success (Bailey, 1993; Appelbaum, et al., 2000; Marin-Garcia & Tomas, 2016). Additionally, the AMO theory offers suggestions for improving performance (Kellner, Cafferkey, & Townsend, 2019). According to HCT, education and training increase performance. Strategic roles are played by HRM experts (Tanjung, 2020; Becker, 1964).

3. Methodology:

The objectives of the study are to develop a super lecture and to explore the successful lecturing

strategies and how to improve students' learning. To achieve our objectives, we used Interpretivism Research Philosophy and our research type is qualitative. This Research philosophy refers to the fundamental beliefs regarding how data about a phenomenon should be gathered, analyzed and used.

The study is inductive and exploratory in nature and theory is generated from the collected data. We employ an exploratory research approach. When a researcher has no prior data or only a few studies to use as references for a study problem, they execute an exploratory research design. Exploratory is a tool for preliminary research by theoretical understanding of the study problem.

A semi structured (Bryman & Bell 2007) interviews of fifty Ph. D professors were conducted to explore the phenomenon. Interview schedule was sent to all professors included in the sample before conducting the actual interviews. We asked the professors to attached pages containing your feedback on the phenomenon. We also conducted interviews on cell phone and make notes of the answers.

We used experts' interviews of fifty Ph.D. Professors as data collection tool. Those professors are associated with private universities in Lahore District of Punjab Province of Pakistan. Interviews conducted over the phone and in person both employed an open-ended questionnaire. We used the following pre-designed questionnaire for experts' interviews.

S.No.	Interview Questions
1.	Please discuss with me the current successful lecturing techniques used in universities.
2.	How can we use the most effective lecturing techniques to enhance the students' learning?

This is a cross sectional study the data for the study were collected at one point in time. We used a convenience probability sampling strategy

from the population of all Ph.D. professors associated with private universities in Lahore District of Punjab Province of Pakistan.

Thematic analysis are conducted to analyze the qualitative data to capture various concepts and themes. According to Braun and Clarke (2006), thematic analysis is to “identify, analyze and report patterns, themes and ideas within data”. My objective in the analysis of data was to explore participants’ understanding regarding the phenomenon. Data was processed and analyzed carefully to ensure the trustworthiness.

We follow the six steps thematic analysis process presented by Braun and Clarke (2006). Understanding the data is the first stage in the process. We underlined the text of the data numerous times and made rough notes to familiarize ourselves with it. The coding of the data is the second step, during which we highlighted sentences and phrases.

The codes make it easier to understand and provide a concise summary of the key ideas. The final phase is finding patterns among these codes that help to shape different themes. We create a theme by combining several codes. Reviewing themes is the fourth phase in thematic analysis. We go back to the original data set and contrast our themes with it. The identification and naming of these topics is the fifth phase. The process of defining themes entails articulating precisely what we mean by each theme and determining how it aids in our comprehension of the facts. The writing up of the data analysis is the sixth phase.

4. Analysis and Results:

The aim of the research study was to explore the most effective lecturing techniques currently used and ways to enhance student learning and to develop a model of super lecture. We asked two questions to fifty Ph.D. professors. First, please discuss with me the current successful lecturing techniques used in universities. Second, how can we use the most effective lecturing techniques to

enhance the students’ learning? We conduct thematic analysis on the qualitative data. We interpreted the results through the lenses of AMO and HCT theories. These theories advocate the importance of human resource in organizations. Bailey (1993) proposed AMO theory and claimed that in order to ensure an employee's discretionary effort, three conditions must be met: the employee must possess the required skills, the employee must be motivated in the right way, and the employer must provide the employee with the opportunity to participate (Appelbaum, Bailey, Berg, & Kalleberg, 2000).

The three elements (ability, motivation and opportunity) of AMO theory make up a work system. These factors foster employee development and contribute to business success. The HRM procedures that improve an employee's knowledge, skills, and abilities are referred to as the ability components of the AMO theory. The theory states that organisations should create HRM practices that enhance abilities. The second component is motivation referred to as employee motivation. Employees who are motivated remain outperformer. The final element of AMO theory is opportunity. The HRM procedures that improve opportunities in order to encourage employee involvement. The job of an employee is determined by Ability, Motivation, and Opportunity. AMO theory guides how to improve performance (Kellner, Cafferkey & Townsend, 2019). The AMO theory align three functions of 1), increasing the ability of the employee, 2), motivation of employees, and 3), provides opportunities to contribute to the company.

An effective foundation for understanding the connection between HRM practices and performance is provided by the AMO model (Marin-Garcia & Tomas, 2016). This approach is also appropriate for improving the performance of teachers. Academic greatness may be attained through collaboration, which is crucial for both the function of teachers and

HRM professionals. The development of high performance work cultures in organisations can be aided by this theory.

HRM is an essential element of the educational process (Tanjung, 2020). Becker (1964) developed the human capital theory (HCT), which has become increasingly relevant on a worldwide scale because it places a strong emphasis on education and training as sources of capital. Omebe (2014) contends that supportive conditions for teachers are necessary to improve educational appeal. The government should focus more on the education industry, where HRM is more beneficial. HRM has a greater role in schooling (Runhaar, 2017).

Research participants accepted that a nation's need for education is fundamental. Students require innovative and unique techniques and approaches to turn information into education. Lectures, case studies, projects, coaching and mentorship, class discussion, projects, on-the-job training, essay writing, role-playing, panel discussions and presentations are the common teaching techniques. One of the earliest techniques instructors employ to teach knowledge to students in the classroom is the lecture. The simplest definition of teaching is the transfer of knowledge. Lecturing is the presentation of knowledge in an organized form.

What is meant by lectures is the systematic presentation of knowledge. It is recognized as an effective instructional approach. It was the first method of instruction that idealist philosophy promoted. The lecture method is a teaching strategy that is used in schools to help pupils understand or clarify a key idea. With this method, the focus is on helping students internalize the subject. It is also essential for students to advance in their chosen fields. Copur-Gencturk and Li (2023) assert that, especially for those who are just beginning their careers,

teaching a particular subject presents teachers with a multitude of opportunities to develop subject-specific knowledge and skills.

According to research participants, lecturing is a common teaching strategy as advocated by McCarthy and Anderson (2000) and teachers' visual attention to students may fluctuate depending on the elements influencing their attentiveness. A teacher can interact with a large number of pupils at once and cover a lot of material in a short amount of time. The use of instructors' knowledge-based reasoning is crucial. Muhonen, Pakarinen, and Lerkkanen investigated the extent to which teachers' knowledge-based reasoning explains their visual focus of attention to both the entire class and particular students (2023). They found a favorable correlation between teachers' descriptions of students' interpersonal interactions and sentiments and their visual attention to the entire class. The results of the study suggest that depending on what influences a teacher's attentiveness, their visual attention to the students may fluctuate.

The research participants placed a strong emphasis on training and development programmes for teachers. Additionally, many recent research supported teachers' continuing professional growth. According to Kenjaboev (2023), developing teachers' professional competence is necessary for improving the educational process. Modern educational methodologies and technologies serve as the theoretical and operational underpinnings of the process. The teachers' skill level needs to be raised. In order to educate all children in inclusive settings, Larios and Zetlin (2023) found that the proper support and guidance are needed. Effective training has the ability to equip instructors at any stage of their careers to influence the perspectives of students and enhance the academic development of all pupils.

Professional development programmes run by universities can help instructors become more capable and motivated to create a more dynamic learning environment. The need for modern teaching methods was recognized by experts. According to Khattak et al. (2023), students' employability skills are improved through the use of innovative, successful, and efficient teaching and learning methodologies. This is achievable when teachers are well-trained and competent.

During analysis, we discovered that there are numerous issues with the lecture pedagogy. Fundamental to developing critical thinking skills is the role of the teacher. These are also highlighted by Santos, Pipa and Monteiro (2023). They conducted a study on the teaching profession, its development, and its challenges. A broad and complex system of socially constructed beliefs has an impact on teachers' professional practice. So, the lecturing approach greatly restricts the students' capacity to develop an exploratory attitude and critical thinking. We need to address these issues. Universities should provide a learning atmosphere where students' ambition, mental growth, successes and professional advantages are given priority (Ghauri & Ayub, 2021; Hiew et al., 2021).

During the thematic analysis of the qualitative data, a novel idea and strategy for methodologically and technically enriched integrated-lecture-model (ILM) was discovered. We developed a super lecture. Collaboration between teachers and students is encouraged through the incorporation of efficient techniques and technologically based instruction. A methodologically and technically integrated lecture pedagogy can be created and used to improve the ability and capacity to deliver high-quality education. The research participants advise using a lecture that is aligned and integrated with modern methods. Other participatory methods like discussion, project,

role play, class presentation make the lecturing technique more attractive to students.

Other techniques and strategies, like using simple language, teachers' experience and sense of humor, professionalism, motivation, creativity, personal interest in teaching, and student-teacher collaboration, are more attractive tools in the current environment. These strategies stimulate the interest of student. Here the support of teachers play a major role. Symeonidis, Haas, and Schneider (2023) investigated the perceptions of newly qualified teachers on the support they received and the challenges they faced throughout the induction phase. They said that brand-new teachers preferred social and personal support over professional support because they thought the latter was more helpful.

We discovered that the lecture pedagogy had a number of flaws as well. We proposed an integrated-lecture-model (ILM) to overcome the short comings and make the lecturing technique more power full pedagogical method. We have designed five components of ILM. They are 1, lecture structuring, 2, using of I.T tools for assistance, 3, teacher-student collaboration, 4, teachers' professional competence and 5, monitoring and evaluation system for both teachers and students to make it a "Super Lecture". We developed the aspects of each component as follows.

1. Lecturing Structuring:

1.1. Material of the lecture: Cover a few ideas or concepts. Include a brief introduction, major themes, supporting themes, a body, and a conclusion. To increase motivation, these should be well designed and in line with recent developments and research findings. Establish a lecture pattern and stick to it every time. Establish a connection between a lecture and professional development.

Arranged the information in a clear and logical manner. Think about diversity and demographics.

- 1.2. **Preparation in Advance:** Define classroom principles. Prepare lecture notes, Plan the lecture. Practice the lecture
 - 1.3. **Present the Material:** Share the classroom principles. Share the plan, outlines and learning objectives to attract and sustain the attraction. Ensure time management. Consider all students and establish eye contacts and ask for questions.
2. **Using of I.T Tools for Assistance:**
Teaching with technology improves student-teacher interaction. Use media tools, multimedia, laptops, video conferencing platforms, smart video cameras, hybrid technology, and a learning management system.
 3. **Teacher-Student Collaboration:**
Establish high standards to foster teacher-student collaboration. Fairness, honesty, reliability, respect, encouragement, consistency, support and feedback are all good strategies. Evaluate on merit.
 4. **Teacher's Professional Competence:**
All of these things are crucial: subject knowledge, real-world experience, communication and classroom management skills, coaching and engagement abilities. The human resources department has a greater strategic role in developing and putting into action plans to improve teachers' professional competence.
 5. **Monitoring and Evaluation System:**
A fair, trustworthy, non-discrimination, systematic and sustainable monitoring and evaluation process should be in place to monitor and evaluate the classroom performance of both the teachers and students to establish academic excellence. Assurance of transparency and accountability.

Previous research studies show a blended method (Maccoun, 2016) in which more than one strategy is used to educate the students. Researchers have highlighted challenges of the blended method, like technology availability, ensuring participants can successfully use the technology in underdeveloped countries, and the monitoring of the students (Kaur, 2013). Research shows (Kintu, Zhu, and Kagambe, 2017) that the absence of learner interaction causes failure and eventual drop-out in online courses. So, there are limitation of the blended method. The proposed ILM model of the current study will increase the students' ownership, academic excellence, quality, and ability.

5. Conclusion:

We came to the conclusion that teachers need cutting-edge and distinctive methods and strategies to transform knowledge into education. There are many different teaching methods in use. The lecture is one of the earliest methods teachers use to impart knowledge to students in the classroom. Various benefits and drawbacks have been covered in the analysis section. In order to better understand the most effective lecturing methods currently in use and strategies for improving student learning, we undertook this research study.

We concluded that strengthening teachers' professional competence is essential for enhancing the educational process. This is a two-way process. The role of both teachers and students are important. This is a collaborative systematic process. The use of contemporary pedagogies and technologies in education can help students progress academically. A more dynamic learning environment can be created by instructors with the assistance of professional development programmes offered by institutions.

During data analysis stage, we discovered that the lecture pedagogy had a number of flaws as well. We proposed an integrated-lecture-model (ILM) to overcome the short comings and make the lecturing technique more power full pedagogical method. We have designed five components of ILM. They are 1, lecture structuring, 2, using of I.T tools for assistance, 3, teacher-student collaboration, 4, teachers' professional competence and 5, monitoring and evaluation system for both teachers and students to make it a "Super Lecture". We developed the aspects of each component as follows.

5.1. Lecturing Structuring:

- 5.1.1. **Material of the lecture:** Cover a few ideas or concepts. Include a brief introduction, major themes, supporting themes, a body, and a conclusion. To increase motivation, these should be well designed and in line with recent developments and research findings. Establish a lecture pattern and stick to it every time. Establish a connection between a lecture and professional development. Arranged the information in a clear and logical manner. Think about diversity and demographics.
- 5.1.2. **Preparation in Advance:** Define classroom principles. Prepare lecture notes, Plan the lecture. Practice the lecture
- 5.1.3. **Present the Material:** Share the classroom principles. Share the plan, outlines and learning objectives to attract and sustain the attraction. Ensure time management. Consider all students and establish eye contacts and ask for questions.

5.2. Using of I.T Tools for Assistance:

Teaching with technology improves student-teacher interaction. Use media tools, multimedia, laptops, video conferencing platforms, smart video cameras, hybrid

technology, and a learning management system.

5.3. Teacher-Student Collaboration:

Establish high standards to foster teacher-student collaboration. Fairness, honesty, reliability, respect, encouragement, consistency, support and feedback are all good strategies. Evaluate on merit.

5.4. Teacher's Professional Competence:

All of these things are crucial: subject knowledge, real-world experience, communication and classroom management skills, coaching and engagement abilities. The human resources department has a greater strategic role in developing and putting into action plans to improve teachers' professional competence.

5.5. Monitoring and Evaluation System:

A fair, trustworthy, non-discrimination, systematic and sustainable monitoring and evaluation process should be in place to monitor and evaluate the classroom performance of both the teachers and students to establish academic excellence. Assurance of transparency and accountability.

We discovered that AMO is a significant theory, and we also provide advice for HRM experts. AMO is a system of work. Employee growth is a factor in business success (Bailey, 1993; Appelbaum, et al., 2000; Marin-Garcia & Tomas, 2016). AMO theory also provides guidance on how to enhance performance (Kellner, Cafferkey, & Townsend, 2019). Performance is improved by education and training, claims HCT. Professionals in HRM play a strategic role (Tanjung, 2020; Becker, 1964). Omebe (2014) believes that supportive conditions for teachers are necessary to improve educational appeal. The government should focus more on the education industry, where HRM is more beneficial.

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