

The purpose of this study was to investigate inter-relationship among teaching strategies, learning styles and student's academic achievements at secondary level. Study was co relational and descriptive in nature. Three teaching methods i.e. lecture teaching method, problem solving teaching method and discussion teaching methods were taken into account.

It was aimed to find out relationship between teaching strategies and learning styles and to investigate relationship between teaching strategies and student academic achievement at secondary level. VAK learning style model was used. Independent t-test, sample t-test and ANOVA were applied to analyze data. All teachers and students from public and private schools in district Karak, Khyber Pakhtunkhwa were selected as population of the study. 100 teachers and 400 students were selected as sample of the study from 10 public sector and 10 private sector schools. Research indicated that 70% teachers favored lecture method as the most frequently used method. Discussion method was the most effective teaching method at secondary school level. Auditory learning style was the most preferred learning style of students at secondary school level.

This study declared that there was significant relationship between different teaching strategies and students academic achievements. Research also showed significant relationship between different learning styles and students academic achievements. Teachers of public sector and private sectors schools have same opinions about most common method. However there is significant difference between public sector schools teacher and private sector schools regarding most effective method. Teachers of public sector schools considered discussion teaching strategy as most effective while private sector school teachers considered problem solving teaching strategy as most effective.

It was found that student who gave more time to study at home achieved better result than other student. It was also concluded that teaching strategies and learning styles have insignificant relationship because there was mismatch of teaching styles and learning styles of students.