

FACTORS AFFECTING THE STUDENT'S EDUCATIONAL ACHIEVEMENTS: TEACHER'S PERSPECTIVES

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Abstract

This study examines the key factors influencing students' academic performance, using a quantitative descriptive approach, data were collected from teachers across various educational institutions to gain insights into factors affecting students' academic achievements from an instructional perspective. A self-constructed questionnaire was employed, and non-probability convenience sampling was used to select participants due to its practicality and accessibility. The findings reveal that effective study habits significantly enhance test scores, as indicated by a modest positive correlation between Effective Study Habits and Study Habits and Skills ($r = .179, p < .05$). However, the study also highlights a negative correlation between "Effective Study Habits" and Attendance and Participation ($r = -.291, p < .01$), suggesting that mere attendance and active participation alone may not be adequate for academic success. Instead, the quality of engagement and specific study strategies are likely more impactful. The study also revealed motivation and attitude were positively correlated with "Attendance and Participation" ($r = .216, p < .05$), underscoring the role of intrinsic motivation in fostering active engagement. Additionally, a positive, albeit weak, correlation between "Prior Knowledge and Learning Ability" and "Study Habits and Skills" ($r = .132, p < .05$) indicates that students with a strong knowledge foundation tend to develop better study practices, which may contribute to improved performance. The study provides insights for educators to emphasize targeted study practices and motivational strategies to support students' academic growth.

Keywords: Education, Academic Performance, Teacher

Introduction

Examining teacher perspectives, student success, and school atmosphere in educational research is multifaceted, as each area possesses its own deep levels and aspects. From the student-centered viewpoint of a school organization, it is envisioned as a secure and supportive atmosphere that encourages academic inquiry and overall development. While leadership, teacher viewpoints, and mindsets certainly impact school climate, focusing on the connection between teacher perspectives and student achievement offers a promising avenue for future research. This approach avoids the complexities of broader climate assessments.

Various techniques have been used in educational literature studies to examine the dynamics of institutions. Research has investigated vital aspects such as resource allocation, socioeconomic factors, diversity, fairness, and inclusivity. Additionally, additional studies have explored the influence of administrators and community partnerships. The divergent methods used to assess school climate in the field of education have, at times, resulted in a lack of clarity or conflicting information, hence increasing the difficulty in evaluating it. Within the realm of education, the primary objective is to uphold rigorous standards of academic accomplishment, with student achievement as a crucial metric for gauging academic triumph. Educators have increasingly focused on identifying the elements that influence student achievement. Considerable research has been dedicated to delineating the

various manners in which students, schools, and families exert an impact on children's academic achievement. Regarding individual students, factors such as intelligence, motivation, and attitudes are crucial in determining their academic achievement (Smith, 2019). In addition, several students initially harbored pessimistic views and had poor anticipations regarding the subject matter and their capacity to succeed upon entering the classroom (Nicoll & Francisco, 2001). Students likely need more self-assurance in their skills, which could harm their academic performance. Research has consistently shown that students' familial background and personal characteristics are strong indicators of their academic performance, often accounting for a substantial portion of the differences in student achievement (Bosker & Scheerens, 1994).

Demie, Lewis, and McLean's (2007) research revealed a direct correlation between insufficient parental support and academic performance among Somali students residing in the United Kingdom. Additional variables that were discovered to impact academic achievement encompassed gender, socioeconomic standing, previous aptitudes, attitudes, goals, and instructional approaches. Regarding school-related aspects, research has shown that elements such as the school environment, its qualities, resources, and relationships within the classroom substantially influence student accomplishment (Walker, 1976). Hiebert and Grouws (2007) emphasized the significance of teaching styles in shaping classroom dynamics. Time is a valuable asset that should be utilized without dwelling on the past. In highly competitive workplaces, individuals often have many aspirations and obligations. The literature indicates that time is the most limited resource, and our most important priorities are often not reflected in our everyday activities. Graduate students encounter unique challenges that differ from the pressures experienced by undergraduate students (Alay & Kocak, 2003). Considering their lack of residency at institutions, academic responsibilities, and familial and financial obligations, it becomes essential to prioritize proper planning and time management to prevent anguish. Effective time management and intelligent studying are essential for achieving academic success. The research has found clusters of behavioral skill sets that play a crucial role in the organization of students' study/course load, altering their management. This was highlighted by Brigitte, Claessens, Eerde, and Rutte in 2005.

The initial phase of time management is prioritization, which entails assigning significance to topics of greater importance. This implies that one must maintain unwavering concentration on pre-established matters of importance, disregarding any other potential matters that may disrupt one's priorities. To effectively execute such a strategy, it is crucial to meticulously consider the planning, scheduling, and diligent adherence to the plans in pursuit of academic accomplishments (Yilmaz et al., 2006).

This study is important because it can improve education by providing thorough knowledge of the elements that affect students' academic success, as seen from the viewpoint of instructors. The research provides vital insights for educators and policymakers by examining essential factors such as teaching techniques, classroom environment, student-teacher interactions, parental engagement, socio-economic status, and access to educational resources. These observations may guide the creation of specific plans to enhance teaching methods, promote healthy relationships between students and teachers, increase parental involvement, address socio-economic inequalities, and guarantee the efficient distribution of educational resources. The research's primary objective is to help develop a fair and efficient educational system that assists all students in reaching their maximum academic capabilities.

Objective of the study

- To determine the primary elements that impact pupils' academic performance.
- To examine the influence of instructional approaches on student achievement

- To analyze the impact of the classroom environment on students' academic Performance
- To examine the impact of socioeconomic position on academic achievement
- To examine the significance of having access to educational resources in shaping academic performance

Literature of Review

Cayirdag (2017) conducted a study highlighting the significance of a teacher's alignment of teacher self-efficacy in their teaching practice. This alignment, along with the teacher's inspiration and creative abilities, is considered the most crucial factor based on previous research (p. 1962). This illustrates that a teacher who has confidence in their teaching methods has complete control over their work in the classroom. Cayirdag (2017) further explains that educators' perception of their effectiveness can be influenced by external factors such as families, administrators, lifestyle, leadership, students, the education system, and access to resources. However, some teachers believe they are the primary driving force in making a difference, indicating a robust intrinsic sense of efficacy regardless of these circumstances. To put it otherwise, Cayirdag (2017) states that a teacher's perspective either assists them in reaching their maximum potential, independent of the environment or completely obstructs their teaching methods (p. 1962). Therefore, it is hypothesized that instructors who possess a greater sense of efficacy and confidence in their capacity to influence their students are significantly more likely to be successful in their profession. In a study conducted by Cayirdag (2017), the aim was to investigate the relationship between efficacy and creativity in teachers. The study included 322 educators, comprising 118 males and 203 females. The main objective was to investigate the discrepancy between the need for creativity in teaching and the current methods and policies in education. Cayirdag (2017) examined the role of teacher self-efficacy in teaching behaviours that promote creativity. Methods: The study was conducted using a convenience sampling method, whereas variables were measured via the Creative Self-Efficacy Scale (CSES), Teacher Efficacy Scale (TES) and Creativity Fostering Teacher Index (CFTI). According to the research, teacher self-efficacy is an essential determinant of teachers' implementation of effective teaching practices and student academic achievement. In particular, teaching self-efficacy predicts that teachers are more likely to use effective and creative instructional methods that contribute to positive student outcomes (Cayirdag, 2017).

Zysberg and Schwabsky (2020) asserted that school climate is an essential factor that could affect teacher efficacy. School climate has been described as the sum of the experiences and perceptions of those within a school, both internal (e.g. physical, relational, professional). Researchers investigated how the general atmosphere of schools relates to teacher and student effectiveness in a large cohort study of 1,641 Israeli school students. Teacher self-efficacy, nurtured by a positive school climate with healthy relationships and a sense of belonging among the staff, was positively associated with student academic performance. They found that both students and teachers actively affect the school climate, and this mutual influence improves the educational experience (Zysberg & Schwabsky, 2020). Heikka, Halttunen and Waniganayake (2021) explored pedagogical leadership in ECE settings as a mechanism of teacher professional development. In their study, teachers were asked about the role of leadership on effectiveness, particularly in a distributed leadership model. The study sheds light on the concept of interdependence in ECE leadership stakeholders through surveys and interviews with 130 professionals across a wide range of fields. The results indicate that the combination of distributed leadership and transactional leadership allows teachers to play an active role in decision-making, contributing to a solid professional community that strengthens teacher efficacy and development (Heikka et al., 2021).

In a most recent study, Bukko et al. (2021) examined the relational behaviours of school principals that fostered trust with teachers and, ultimately, efficacy. We addressed this gap using semi-structured interviews with 14 teachers and a focus group of 26 faculty members to identify behaviours that cultivate trust between principals and teachers. Trust-building behaviours that teachers reported as being helpful in overcoming challenges to implementing educational initiatives included providing supportive emotional responses, acknowledging individuals' efforts within the teacher group, and promoting social interaction. This highlights trust in leadership as a critical factor for building an effective school climate so teachers have the agency to perform well (Bukko et al., 2021).

Flood and Angelle (2017) offer a precise definition of teacher leadership. It includes a range of responsibilities such as instructional specialists, mentors, individuals who take risks, researchers who take action, individuals who continue to study throughout their lives, facilitators, individuals who form relationships, observers of other instructors, and individuals who promote professional growth. This concept is consistent with and strengthens the activities defined by Bukko, Liu, and Johnson (2021), emphasizing the significance of leaders' behaviors and their influence on staff, especially regarding trust. According to Hoy & Tschannen-Moran (2002), trust can be compared to water, which is typically disregarded until its absence becomes noticeable. They contend that faculty trust is a prominent topic when examining the school atmosphere, indicating that trust comprises multiple aspects. In essence, a decrease in trust among teachers, students, or parents generates obstacles that hinder comprehension and education. Flood and Angelle (2017) emphasize the importance of trust, stating that it thrives in cultures characterized by integrity, sincere concern from leaders, and open communication. This underscores the pivotal significance of trust in previous studies. Furthermore, this study aims to thoroughly investigate the intricate dynamics of education, to establish more explicit and straightforward linkages among its different components.

Noddings (2003) argues that the examination of educational interactions should include a consideration of happiness. She asserts that educators should prioritize the cultivation of pleasure among students. She recommends that educators create an opportunity for children to independently examine the concept of happiness instead of imposing it on them. Teachers can foster student comprehension and confidence by exemplifying the articulation of needs and fostering dialogues about happiness inside the classroom. This methodology promotes an engaged community and enhances a more comprehensive school environment, beginning with the administration and extending to the students.

Methods

This study descriptive used the Quantitative Approach The target population for this study included teachers from various educational institute. A non-probability convenience sampling was used to select participants. This Method was chosen due to its practicality and the ease of reaching many respondents within the available time. Self-made questionnaire tool was developed for Survey.

Results

Table 01

Demographic Profile of Respondents

Valid		Frequency	Percent
Gender	Male	56	56.6
	Female	43	43.4
Teaching Grade	Elementary	13	13.1
	Middle School	16	16.2
	High School	16	16.2

	Higher Secondary	30	30.3
	Higher education	24	24.2
Teaching experience (Years)	0-3 years	18	18.2
	4-7 years	43	43.4
	8-15 years	23	23.2
	16 or above	15	15.2

Table 01 Showed the demographic profile of respondents in the study on The sample includes 56.6% male and 43.4% female teachers, The respondents teach at various educational levels, with 13.1% in elementary, 16.2% in middle school, 16.2% in high school, 30.3% in higher secondary, and 24.2% in higher education., with 18.2% having 0-3 years of experience, 43.4% having 4-7 years, 23.2% having 8-15 years, and 15.2% having 16 years or more. This diverse demographic profile enhances the reliability and depth of the study's conclusion.

Table 2
Correlation among Factors related to Student Achievement

		Effective study habits boost test scores.	Motivation and Attitude	Study Habits and Skills	Attendance and Participation	Prior Knowledge and Learning Ability
Effective study habits boost test scores.	Pearson Correlation	1				
	Sig. (1-tailed)					
	N	99				
Motivation and Attitude	Pearson Correlation	-.125	1			
	Sig. (1-tailed)	.110				
	N	99	99			
Study Habits and Skills	Pearson Correlation	.179*	-.036	1		
	Sig. (1-tailed)	.038	.363			
	N	99	99	99		
Attendance and Participation	Pearson Correlation	-.291*	.216*	-.012	1	
	Sig. (1-tailed)	.002	.016	.454		
	N	99	99	99	99	
Prior Knowledge and Learning Ability	Pearson Correlation	-.030	-.151	.132*	-.114	1
	Sig. (1-tailed)	.384	.068	.020	.132	
	N	99	99	99	99	99

P<.05

The correlation analysis reveals key relationships among factors related to student achievement. "Effective study habits boost test scores" shows a positive but modest correlation with "Study Habits and Skills" ($r = .179, p < .05$), suggesting that good study habits are associated with improved test performance. Conversely, there is a significant negative correlation between "Effective study habits boost test scores" and "Attendance and Participation" ($r = -.291, p < .01$), indicating that frequent attendance alone may not enhance test scores and could imply other factors affecting engagement. "Motivation and Attitude" is positively correlated with "Attendance and Participation" ($r = .216, p < .05$), highlighting that motivated students are more likely to participate actively. Additionally, "Prior Knowledge and Learning Ability" has a weak positive correlation with "Study Habits and Skills" ($r = .132, p < .05$), suggesting that students with better prior knowledge may also develop stronger study skills. These findings illustrate the nuanced roles that study habits, motivation, participation, and prior knowledge play in academic outcomes.

Discussion

Socio-economic status is one of the most talked about elements impacting student achievement. García and Weiss (2019) illustrate how students with higher socio-economic statuses are afforded more access to educational resources, high-quality extracurriculars, and involved support systems. These benefits help to lay the groundwork for academic success. On the other end of the spectrum, students from low socio-economic backgrounds often contend with a lack of resources, less active parental support and greater scarcity of exposure to enrichment—factors that can hold back academic achievement. Furthermore, teachers emphasize the importance of parental involvement in boosting school performance. According to Epstein (2018), when parents are engaged — helping with homework, going to school functions, and having high academic expectations for their children — the students perform better in school. Low rates of parental involvement can also result in a disengaged parent, which may lead to students getting lower grades. Student achievement comes down to the classroom, and a crucial piece of that is the environment. Teachers understand that an efficiently running, organized, stocked and safe classroom environment leads to successful learning. An environment in which students feel appreciated and significantly boosts academic success (Fraser, 2012). On the other hand, overcrowded and poorly resourced classrooms can slow learning by limiting the individual time students receive. The impact of teaching quality might arguably be the most crucial variable in making students successful. As Hattie (2009) explains, effective teaching strategies, high expectations from teachers, and constant access to professional development for students are essential. Differentiated Instruction: Teachers who differentiated their instructional practices were shown to achieve better academic outcomes. Professional development: High teacher expectations motivate children to excel, while professional development keeps educators up-to-date with the latest pedagogical and counselling techniques. Effective school leadership is also extremely apparent in influencing student outcomes. Leithwood et al. (2020) contend that principals and school administrators who nurture a culture of collaboration, teacher growth, and high student academic expectations enable teachers to thrive in their roles, which ultimately leads to students flourishing. If leadership is strong enough, the types of policy and practice associated with positive school climate and educational performance can begin to be put in place.

Integrating technology in the classroom is both an opportunity and a challenge. Li and Ma (2010) state that the potential improvement of technology in education is through interactive and near-personalized tools for students. However, thousands of teachers are also warning that adequate training and support structures need to be in place to make sure that technology is utilized effectively. In order to truly integrate technology, educators need more than just the accessibility to devices; they also need ample support in using it correctly within their classrooms. The promise of technology to enhance student learning may visit its potential lack without the requisite support. The study discovered a significant moderate relationship between teacher effectiveness scores and student achievement. It found that students' ratings of teacher effectiveness were significant predictors of student achievement. These findings align with the research of several authors (Al-Issa & Sulieman, 2007; Akram, 2018; Borman & Kimball, 2005; Chen & Hoshower, 2003; Cohen, 1981; Darling-Hammond, Amrein-Beardsley, Haertel, & Rothstein, 2012; Harris & Twine, 2012). While some might argue that the relationships identified are moderate rather than strong, many researchers have explored this issue in depth and provided various explanations. For instance, Heneman, Milanowski, Kimball, and Odden (2006) noted that we should not expect a perfect correlation between teacher evaluation scores and student achievement due to the influence of numerous

other factors. Similarly, Milanowski (2004) explained that various extraneous variables also contribute to student achievement, which makes strong correlations unlikely.

This study found that students perceived the learning environment as a very important factor, significantly correlated with their achievement in both English and Mathematics. This underscores the importance for teachers to focus on creating a classroom environment that is conducive to learning, where students can freely share and communicate their ideas with their teachers and develop their understanding. Stronge (2006) emphasized that effective teachers, by conveying a sense of credibility and caring, communicate with students in both verbal and nonverbal ways, thereby fostering a positive and productive learning environment.

Conclusion

In conclusion, this study highlights the intricate relationships between various factors that influence academic performance. Effective study habits emerge as essential for improving test outcomes, as students who engage in structured and purposeful study practices tend to perform better. However, the findings also indicate that attendance and participation alone are not necessarily sufficient to drive academic success; the quality of engagement and the strategies employed are likely crucial. Motivation and a positive attitude are important contributors to active engagement, as students who are intrinsically motivated are more likely to participate actively in learning activities. Additionally, prior knowledge plays a supportive role, as students with a solid foundational understanding are inclined to develop better study skills, which may contribute to enhanced academic outcomes. Academic achievement appears to be the result of a dynamic interplay of factors. While effective study habits and skills are vital, motivation, engagement, and prior knowledge also contribute significantly. This study underscores the need for a holistic approach to academic support, one that not only encourages good study practices but also fosters motivation, engagement, and foundational knowledge to maximize student success.

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