



## TEACHING-LEARNING SITUATION AND ACADEMIC PERFORMANCE

BY

**PROF. (MRS) FUNMILOLA BOSEDE ALOKAN**

Department of Guidance and Counselling,

Faculty of Education

Ekiti State University, Ado-Ekiti

Ekiti State, Nigeria

alokanfunmilola@yahoo.com

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### Abstract

*It has been observed that learning process related with teaching-learning situation is mainly centered around two things. They are the learner whose behaviour is to be modified, and the type of experience and training available for the modification. The factors influencing learning may be broadly classified as personal, that is learner related; and environmental, that is learning facilities and situations. It is on this premise that this paper takes a look at learner related factors, teacher related factors, content related factors and process related factors; in relation to student's academic performance. It also examines how to improve overall student performance. These include technology usage, teacher training, parent-teacher communication, physical learning environment and school guidance and counselling.*

**Keywords:** Learner, teaching, content, process, academic performance.

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### Introduction

Learning brings relatively permanent or enduring changes in human behaviour. Learning cannot be said to be a gift. It is the process of acquiring new knowledge, skills, behaviours, understanding, and attitudes through experience, observation, or instruction.

Learning process related with teaching-learning situation is mainly centered around two things. They are the learner whose behaviour is to be modified; and the type of experience and training available for the modification. According to Mangal (2012), differences observed in the results of learning or performances exhibited by a group of learners may be attributed to the differences present in the learners themselves or within their learning environment. The factors influencing learning may be broadly classified as personal (learner related) and environmental (learning facilities

and situations) related. The environmental related factors can be further categorized as teacher related, content related and process related (Credit for Teachers, 2022).

### Learner Related Factors

The learner is the key figure in any learning task. The learner has to learn to bring desired modification in his behaviour. How this will come about depends on his characteristics and way of learning. Factors associated with learners are described below:

1. Learner's physical and mental health – Learning is greatly affected by the learner's physical and mental health. A simple headache can affect the process and product of learning. Similarly, the mental state of the learner at the time of learning can be a potent factor in deciding the outcome of learning. A tense and emotionally disturbed

- learner may not be able to achieve satisfactory result in learning.
2. Basic potential of the learner – The results achieved by the learner through a process of learning depend upon his basic potential to undergo such learning. Such potential may consist of the following things: learner's innate abilities and capacities for learning a thing; learner's basic potential in terms of general intelligence and specific knowledge, understanding and skills related to particular area of learning; learner's basic interests, aptitudes and attitudes related to the learning of a particular thing.
  3. Level of aspiration and achievement motivation – Learning is greatly influenced by the level of aspiration and nature of achievement motivation possessed by the learner. A learner has to maintain the level of his aspiration and achievement motivation to a reasonable level, neither too high causing frustration for non-achievement nor too low so as not try for things for which is capable.
  4. Goals of life – The philosophy of one's life, as well as immediate and ultimate goals, affect the process and product of learning. Mode and ways of looking towards things, inclination towards learning, patience and persistence maintained for learning despite all odds; all depend upon learner's goals and philosophy of life.
  5. Readiness and will power – Learner's readiness and power to learn is a great deciding factor in the results of learning. No power on earth can make a learner learn if he is not ready to learn.

### Teacher Related Factors

The teacher is at the other end of the teaching-learning process. He is the person who have to play the role of friend, philosopher, guide and instructor. Teacher related factors will significantly play a role in shaping and directing the teaching-learning process.

The teacher related factors are summarized below.

1. Mastery of the subject matter – A teacher should know the art and skill of teaching so that the students are able to realize the objective of the teaching-learning process. The teacher may know his subject well but he needs art and skill to share and communicate various experiences related to learning of the subject. The proficiency and deficiency in this regard, possessed by a teacher are responsible for turning the teaching-learning process into a success or failure.
2. Personality traits and behaviour of the teacher – A teacher as a leader has to lead his students in the teaching-learning process through the magnetic influence and impression left on the minds of the students on the basis of his personality traits and behaviour. He is a role model for his students. His actions, behaviour pattern and personality traits are very meaningful to the students, and they can be imitated. Much of the task regarding desirable behaviour modification which is an essential target of any teaching-learning act, is very much influenced by the types of personality traits and behaviour pattern demonstrated by the teacher in his action. How he behaves with his students during various activities and interactions carried out in the teaching-learning process prove a decisive factor in finalizing the teacher learning outcomes.
3. Level of adjustment and mental health of the teacher – How adjusted a teacher is in his personal and professional life carries must weight in the teaching-learning process. A teacher possessing poor mental health may prove total failure in the realization of teaching-learning objectives, whereas a teacher possessing good mental health may facilitate the effectiveness of the teaching-learning process.
4. Type of discipline maintained by the teacher – A teacher who is a good

disciplinarian brings more positive and better teaching-learning outcomes in comparison to a teacher who is weak in terms of maintaining discipline.

### Content Related Factors

In the teaching-learning process, one thing that is shared most between the learner and the teacher, is the contents of the subject matter. Desired instructional objectives and educational aims can be effectively achieved on the basis of the quality of these contents shared during the process of teaching-learning. Poor contents lead to poor teaching and inadequate, or sometimes no learning takes place. While contents that are rich in the desired learning experiences; suited to the nature, interest and ability of the learners; always pay rich dividend in terms of the realization of set teaching-learning objectives. Content related factors are:

1. Nature of the contents or learning experiences – Teaching-learning process is influenced by the nature of the contents, subject matter or learning experiences shared in the process. Whether the nature of the content material or learning experience provided in a teaching-learning process is formal or informal, incidental or organized, direct or indirect; content material prove to be a potent factor in influencing the process.
2. Selection of the contents or learning experiences – Proper attention, time and energy employed for the desired selection of the contents or learning experiences best suited for the realization of the teaching-learning objectives in a particular teaching-learning situation always proves to be of utmost importance in influencing the process and products of teaching-learning. It is always advisable to select content material on the basis of the desired principles, like principle of child centeredness, principle of activity,

criterion of activity, age, grade and experiences of learners.

3. Organization of the contents or learning experiences – Selected contents need better organization for effective assimilation in the lives of the learners and the teacher. A better organization will be more convenient and will hasten better realization of teaching-learning objectives. The methods like logical versus psychological, spiral versus concentric, criterion of difficulty level, correlation and so on; should be properly employed for effective organization of the contents or learning experiences (K8 School, 2024).

### Process Related Factors

Teaching-learning output can always be better realized in terms of the stipulated teaching-learning objectives if the factors related to the process of teaching-learning are better planned, organized and executed. Such process related factors, according to Suraasa (2024) are:

1. Methodology adopted for teaching-learning experiences – Much depend upon the methods, techniques and approaches employed for the teaching and learning of the selected contents. Some important points are as follows:
  - (a) Linking of the new learning with the past: The quality of the result in teaching-learning depends much on the abilities of the teacher and the learner to link the present new learning with the past experiences of the learner. Past experience helps the learner to assimilate and understand the new learning by providing linkage to the new learning experience.
  - (b) Correlating the learning in one area to the other: Correlation facilitates the task of teaching-learning as it allows maximum transfer of training from one area to the other. One can expect good results in learning

if learning experiences are given in view of correlation.

- (c) Utilization of maximum number of senses: Senses are said to be the gateway of knowledge, consequently the results in teaching-learning are very much influenced by the utilization of one's senses for the acquisition of learning experiences. A learner who learns through the utilization of his senses, like sense of sight, hearing, touch, smell and taste; speedily gain mastery of the learning experiences.
  - (d) Revision and practice: Revision and practice always bring good results in the achievement of student's learning. A learner who makes use of drill work, revision and practice of his learning experiences, can be expected to harvest a good yield in terms of good retention, reproduction and utilization at the proper time.
  - (e) Provision of proper feedback: Positive results of teaching-learning are much dependent upon quality of feedback and reinforcement provided to the learner. One must be acquainted with the progress of his learning in terms of his strengths and weaknesses and remedial action. The learning process can be suitably designed to give proper reinforcement to the learners.
  - (f) Selection of suitable learning methods: There are many methods and techniques available for teaching and learning of different subjects. Results in teaching-learning are always influenced by the quality of methods and techniques employed in teaching a particular content, subject matter or learning experience.
2. Teaching-learning environment and resources – The learner is helped by the available resources and environment for bringing desirable changes in his behaviour. How effectively such changes are introduced in his behaviour depend

much on quality and management of these resources. Factors that affect teaching-learning process are socio-emotional climate available in the institution; availability of appropriate learning materials; and proper conducive environment and learning situations.

### How to Improve Overall Student Performance

Academic performance is one of the most common worries among students parents and teachers. According to Rodgers (2022), finding a way to improve schools and enhance student engagement and growth can be difficult. In order to improve the educational experience, there are some things to consider.

1. Technology Usage – Despite some naysayers who believe technology is a hindrance to education and a distraction from student focus and performance, research indicates that educational technology can be a helpful tool to increase student engagement and allow unprecedented interaction with curricular content.
2. Teacher Training – It is crucial to spend time ensuring that the teachers are creative, engaging, and efficient deliverers of their content. The teacher is the classroom facilitator who makes the plans designs the lessons and makes use of all resources at his disposal (or does not as the case may be). It is therefore imperative to ensure teachers receive adequate professional learning covering ground-breaking technology and educational techniques. Far too often, teachers attend training schools but they are not allowed to actually engage with the new technology or material themselves.
3. Cultural Activities – Sometimes school improvement comes in a simple form: cultural awareness. Creating opportunities for cultural awareness takes time and preparation on the part of teachers

and administrators. When schools find ways to connect content material to students' cultural backgrounds, students become more engaged on a personal level and content is brought to life in a way that has meaning to them. As a result, students are more willing to put forth effort and are able to better understand how their learning relates to their lives.

4. **Motivational Guests** – Sometimes a teacher can motivate students without having to do all the work themselves. Inviting guest speakers from various professions that can effectively engage and interact offers students an endless set of topic possibilities. Guest speakers have the potential to relate to students and inspire them by describing problems, likes, dislikes, and challenges in their own lives that connect to the classroom content.
5. **School Maintenance** – Ongoing school building and its technological platform maintenance is important, as this helps to reduce lost educational time. Electrical and technological maintenance are important to reduce lost educational time. In order to provide the best possible care for students, school administrators should ensure that all campus maintenance issues are resolved as soon as possible. A technological mishap can undo weeks of planning.
6. **Parent-Teacher Communication** – It is imperative that school administration, teachers and personnel maintain an open line of communication with parents and the school community. Doing so keeps all the parties up to date on a school's successes, challenges and general information. Administration should conduct regular meetings to encourage teacher-family involvement and give the school community an opportunity to be heard. The knowledge gleaned from these meetings can potentially

be used to modify campus procedures. These meetings also impact the growth and development of a school in a way that satisfies all participants in the educational process.

7. **Activities Outside Classroom** – A great way to provide students with a rich learning experience that connects learning contents to real-world concepts is to provide them with activities that take place outside the classroom. Venturing beyond the confines of school walls, students step into a world of experiential learning, where real-world experiences become powerful educational tools. Activities outside classroom include educational tours, nature trips, industry visits, adventure trips and so on.
8. **Sports Activities and Clubs** – According to Rodgers (2022), the more involved students are at school, the better they perform academically and socially. If a school lacks extracurricular activities or ways for students to build a sense of community, they should consider providing opportunities that encourage student-school connection. With extra-curricular options that appeal to various student interests, students will enjoy school more and be willing to try harder to complete their learning objectives. Some possibilities to consider are sports (baseball, soccer, basketball, table-tennis etc), arts (drama, drawing, dance etc) and other healthy competitions (via quiz programmes, chess, board games etc).
9. **Physical Learning Environment** – The physical environment of a school includes buildings, classroom furniture, equipment, instructional materials, laboratories, libraries, playgrounds and so on (Baafi, 2020). Also, the physical environment is also made up of machinery, decorative objects, swimming pools, audio-visual equipment and playfields

(Earthman, 2002). Baafi (2020) opined that conducive physical environment is an agent of intellectual stimulation and an essential factor in strengthening the child's educational development. An appropriate learning environment is essential to safety and active learning and development. Such a situation is supportive and productive for functional training of head, heart and hand. All students and youth deserve a safe, respectful, caring and positive learning environment.

10. Guidance and Counselling – Counselling is an activity that utilizes interpersonal relationships to enable people to develop self-understanding and to make changes in their lives.

#### **How counselling enhances academic performance:**

- (i) Academic support – Counselling can help students improve their study habits, time management skills, and problem-solving abilities; ultimately leading to better academic outcomes.
- (ii) Addressing specific challenges – Counselling can help students overcome specific challenges, such as academic anxiety, learning disabilities, or issues with motivation, by providing tailored support and interventions.
- (iii) Mentoring and support networks – Counselling can facilitate the development of mentoring relationships, providing students with access to guidance and support from experienced individuals.
- (iv) Collaboration and communication – Counselling can foster communication between students, parents, teachers, and other school staff, ensuring a collaborative approach to addressing student needs.

#### **Conclusion**

A positive teaching-learning environment is crucial for effective academic learning, as it fosters student engagement, motivation, and ultimately academic success. In essence, a positive teaching-learning environment is a foundational element for academic success. By creating a supportive and conducive space, educators can significantly improve the learning experience for all students.

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