Self-Esteem: A Predictor of Academic Achievement in a Learning Environment

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Learner/teacher-centered teaching

Learning theories:

- *behaviourism*

- *cognitivism*

- *constructivism*

- *humanism*

The Purpose of the Study

to gain an understanding of educational achievements, educational performance and learning from the faculty's perspectives.
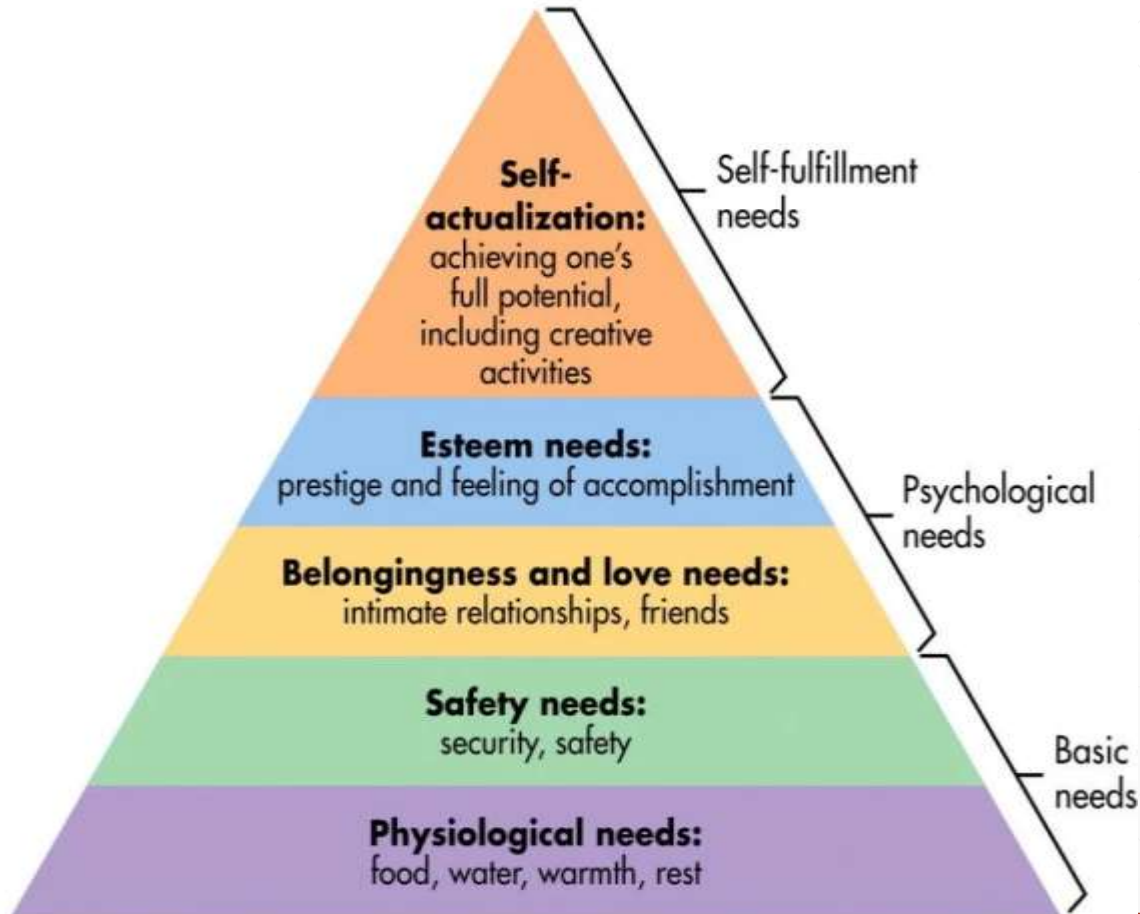
to explore faculty members' perceptions about the teaching and learning processes of students in Sabah groups

to study what makes the instruction of Sabah group students different from traditional groups.

Humanistic Learning Theory

Respect: Each learner should be respected irrespective of their background.

Empathetic understanding Educators should attempt to understand the world from the views of students.

Genuineness or congruence Educators should be able to take an individual approach towards their learners.

Methodology

Research Design
Qualitative

Study

Nature of the Study
Exploratory

Research methods
Data Collection
Data Recording
Data Analysis

Fossey et al., 2002; Patton, 2005; Elman et al., 2020; Phothongsunan, 2010

Research Questions

▪ *What are the perceptions of instructors about educating students in Sabah groups?*

▪ *Considering the academic achievements of students in Sabah groups, what makes their instruction different from traditional groups?*

Key Findings

Participant 1

Ənənəvi quruplarda və sabah quruplarında təhsil alan tələbələrdə akademik göstəricilər ilə yanaşı, ilk növbədə, dünyagörüşü və dolayısı ilə özünü ifadə tərzində əhəmiyyətli dərəcədə fərqlər var. Sabah qurupunun tələbələri bir çox məsələlərdə daha məlumatlı, daha açıq fikirli və daha sərbəstdirlər.

[There are significant differences in students studying in traditional groups and Sabah groups, along with academic performance, primarily in the worldview and, consequently, in the way of self-expression. Sabah students are more knowledgeable, more open-minded and more assertive about many issues.]

Key Findings

Participant 2

İki müxtəlif qrupdan olan tələbələrə kurrikulumda mövcud olan cüzi fərqləri nəzərə almasaq (məsələn Sabah quruplarında keçirilən İngilis dili fənni üçün nəzərdə tutulan dərs saatları nisbətən daha çoxdur) demək olar ki, eyni fənlər keçirilir. Lakin, dərslərin keçirilmə texnologiyası fərqlidir.

[Students from two different groups are taught almost the same subjects, not to mention the slight differences in the curriculum (for example, the number of classes for the English language subject in Sabah groups is relatively more). However, the method of conducting classes is different.]

Key Findings

Participant 2

… bütün müəllimlərin müasir düşüncəli, modern müəllimlər olmasıdır. Sabah quruplarında tələbələrin olduğu mühit sərbəst, açıq fikirli olmağı dəstəkləyir, tələbələr mütəmadi fərdi və ya qrup şəklində aktiv fəaliyyətlərə cəlb olunur və onlara daima özünü ifadə etmək imkanı verilir.

[… almost all teachers are modern-minded, modern teachers. The environment where students are in Sabah groups supports being free, and open-minded, students are constantly involved in activities individually or in groups, and they are always given the opportunity to express themselves.]

Key Findings

Participant 2

Bütün təhsil alanların başlıca ehtiyacı onlara təhsil verən müəllimin yaxşı davranışı və anlayışlı olmasıdır. Müəllim faktoru vacibdir. Müəllim istənilən qrupda tələbələrin öyrənməsi üçün münbit, humanist bir mühit yarada bilər və ya tamamilə əksinə, tələbəni demotivasiya edə bilər.

[The main need of all learners is an approachable attitude and a good understanding by the teacher who educates them. The teacher factor is important. The teacher can create a fertile, humanistic environment for students to learn in any group, or, on the contrary, demotivate the student.]

Key Findings

Participant 2

Məsələn sabah quruplarında bir etnik azlıqdan olan tələbə olduqda və ya hansısa bir fiziki qüsuru olan tələbə olduqda onlar ilk növbədə bu tələbəyə necə kömək edəcəkləri barədə düşünürlər, fərqlilikləri daha tez mənimsəyirlər.

[For example, when there are students from one ethnic minority in Sabah groups or students with some physical disability, they first think about how to help this student, and they quickly master the diversity.]

Key Findings

Participant 1

Hər mühitə lider lazımdır. Sabah quruplarında o liderliyi müəllim üzərinə götürür və öz davranışları ilə tələbələrinə nümunə olur və bu mühitdə tələbələrin bütün müəllimləri belə olduqları üçün avtomatik tələbələrdə də bu xüsusiyyətlər formalaşır - bu əslində bir tərbiyə formasıdır. Ənənəvi quruplarda isə əsas fikir fənnin məzmumunun çatdırılmasına yönəlir əksər müəllimlər dərsini deyir və sinif otağını tərk edir.
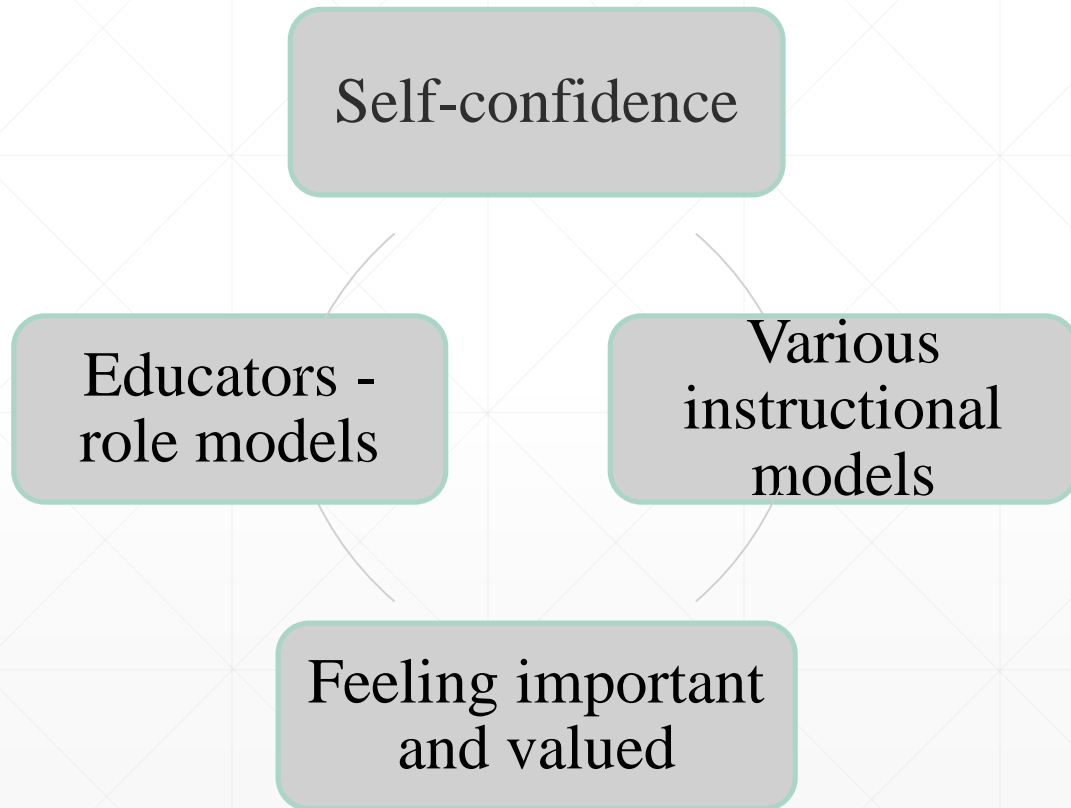
[Every environment needs a leader. In Sabah groups, the teacher takes that leadership and sets an example for his/her students with his behaviour, and since all the teachers of the students in this environment are like that, students nurture these characteristics involuntarily - this is actually a form of upbringing. In traditional groups, however, the main focus is to convey the content of the subject most teachers teach and leave the classroom.]

Summary of Key Findings

➢ **The same curricula are used in Sabah and traditional groups**

➢ **Selected teachers instruct the students in Sabah groups**

➢ **Teacher attitudes are different in traditional and Sabah groups**

➢ **Learning environments are different**

➢ **Students are treated with respect**

➢ **Students in traditional groups are not motivated to engage in group or pair activities.**

Conclusion

Self-confidence

Educators - role models

Various instructional models

Feeling important and valued

Recommendations

- Instructors who teach both in traditional and Sabah groups should establish the same expectations about the learning outcomes of their students (*Gottfredson et al., 1995*).

- Students of both groups should feel respected and valued (*Kaplan & Owings, 2000*).

- Student-centred instruction should be implemented in both groups (*Brown, 2008*).

- All teachers should have access to high-quality training to be able to upgrade their teaching skills and abilities in order to be able to meet the diverse needs of students (*Kyriakides et al., 2009*).

Thank you for your attention!

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