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A STUDY ON HOW STUDENTS PERCEIVE THE ROLE OF TEACHING, RESOURCES, AND MOTIVATION IN ACADEMIC ACHIEVEMENT IN GUJARAT SCHOOLS

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ABSTRACT

The present study aims to examine students' perceptions regarding the role of teaching, educational resources, and motivation in academic achievement in selected schools of Gujarat. Academic achievement is influenced by several interrelated factors, among which effective teaching practices, availability of learning resources, and student motivation play a vital role. The study focuses on understanding how students view these factors and how their perceptions vary according to their demographic profile. The research is descriptive in nature and is based on primary data collected through a structured close-ended questionnaire. A sample of 159 students from selected schools of Gujarat was surveyed using a Likert scale to measure their perceptions. Appropriate statistical tools such as descriptive statistics and inferential analysis were applied to analyse the data. The findings of the study reveal that students have a positive perception towards the role of teaching methods, availability of educational resources, and motivation in enhancing their academic achievement. The results also indicate a significant relationship between certain demographic variables of students and their perception of these factors. The study highlights the importance of effective teaching strategies, adequate learning resources, and continuous motivation in improving students' academic performance. The findings of this study may be useful for teachers, school administrators, and policymakers in designing student-centered teaching approaches and creating a supportive learning environment in Gujarat schools.

KEYWORDS: Teaching, Educational Resources, Motivation, Academic Achievement, Students' Perception

1. INTRODUCTION

Academic achievement is a key indicator of the effectiveness of the educational process and is influenced by a combination of instructional, environmental, and psychological factors. Among these, teaching, educational resources, and student motivation play a decisive role in shaping learning outcomes. Understanding how these elements contribute individually and collectively to academic achievement provides a comprehensive view of the learning process and highlights areas where educational interventions can be most effective.

The role of teaching in academic achievement is fundamental, as teachers serve as facilitators of knowledge, guides in learning, and motivators for students. Effective teaching involves the use of appropriate pedagogical methods, clear communication of concepts, and the ability to adapt instruction to diverse learning styles. Teachers who encourage interaction, critical thinking, and active participation help students develop a deeper understanding of subject matter, which positively influences academic performance. Moreover, supportive teacher-student relationships foster a positive classroom environment, enhance students' confidence, and reduce learning

anxiety, thereby contributing to better academic outcomes.

Educational resources significantly support the teaching-learning process by providing students with the tools necessary to understand and apply knowledge. Resources such as textbooks, digital learning platforms, libraries, laboratories, and classroom infrastructure enrich learning experiences and enable students to explore concepts beyond theoretical instruction. Adequate and well-maintained resources allow for practical learning, experimentation, and independent study, all of which enhance comprehension and retention. When resources are accessible and effectively integrated into teaching practices, they act as catalysts for improved academic achievement.

Motivation is a crucial psychological factor that drives students' engagement, effort, and persistence in learning. Motivated students are more likely to set academic goals, actively participate in classroom activities, and overcome learning challenges. Intrinsic motivation, which stems from curiosity and interest in learning, promotes deeper understanding and long-term academic success. Extrinsic motivation, such as praise, rewards, and encouragement from teachers and parents, also plays a vital role in sustaining students' effort and commitment. A learning environment that recognizes students' achievements and supports their aspirations enhances motivation and positively impacts academic performance.

The interaction among teaching, resources, and motivation further strengthens their influence on academic achievement. Effective teaching maximizes the use of available resources and inspires students to remain motivated, while motivated students are more likely to utilize resources productively and respond positively to teaching efforts. Therefore, academic achievement should be viewed as the outcome of a holistic educational ecosystem in which quality teaching, adequate resources, and strong motivation work together. Recognizing and strengthening these interconnected factors is essential for improving students' academic performance and overall educational quality.

2. RATIONALE OF THE STUDY

The rationale of the present study arises from the growing concern about students' academic achievement and the multiple factors that influence learning outcomes in school education. Academic achievement is not determined solely by students' intellectual abilities; rather, it is shaped by a complex interaction of teaching practices, availability and effective use of educational resources, and students' level of motivation. In the context of Gujarat schools, where efforts are continuously being made to improve the quality of education, it becomes essential to understand how students themselves perceive the role of these key factors in their academic success.

Teaching plays a central role in shaping students' understanding, interest, and engagement with academic content. Effective teaching methods, clarity of explanation, teacher-student interaction, and the ability of teachers to motivate and support learners significantly influence students' performance. However, students' perceptions of teaching effectiveness may differ from institutional or administrative evaluations. Understanding students' viewpoints can provide valuable insights into whether teaching strategies adopted in Gujarat schools align with learners' expectations and learning needs, thereby highlighting areas that require improvement.

Educational resources, such as textbooks, digital learning tools, libraries, laboratories, and classroom infrastructure, are equally important in facilitating meaningful learning experiences. The Government of Gujarat has introduced various initiatives to enhance educational resources in schools, yet the actual impact of these resources depends on their accessibility and effective utilization. Examining students' perceptions of the adequacy and usefulness of available resources helps in assessing whether these facilities truly support learning and contribute to improved academic achievement.

Motivation is another crucial factor that influences students' willingness to learn, persist in their studies, and perform well academically. Both intrinsic motivation, such as interest and personal goals, and extrinsic motivation, including encouragement from teachers, parents, and schools, play a significant role in shaping academic outcomes. By exploring how

students perceive the role of motivation in their academic achievement, the study seeks to understand the psychological and emotional dimensions of learning within Gujarat schools.

The present study is therefore justified as it focuses on students' perceptions, which are often underrepresented in educational research and policy formulation. By examining the perceived role of teaching, resources, and motivation in academic achievement, the study aims to provide a comprehensive understanding of the factors that students consider most influential in their learning process. The findings of this study are expected to be useful for educators, school administrators, and policymakers in designing student-centered teaching strategies, improving resource allocation, and fostering a motivating learning environment, ultimately contributing to enhanced academic performance in Gujarat schools.

3. LITERATURE REVIEW

Kumar (2019) examined the role of teaching quality and student motivation in determining academic achievement among secondary school students. The study found that effective teaching practices, such as clear explanation of concepts, use of examples, and regular feedback, significantly improved students' understanding and performance. The findings also showed that when teachers adopted supportive and student-friendly teaching approaches, students felt more motivated to learn, which directly enhanced their academic achievement. The study concluded that teaching effectiveness and motivation together play a strong role in improving learning outcomes.

Sharma and Joshi (2020) studied the influence of educational resources and teaching methods on students' academic achievement in Indian schools. The findings revealed that availability of adequate resources such as textbooks, libraries, laboratories, and digital tools positively supported classroom teaching. The study further highlighted that resources alone were not sufficient; their proper use by teachers made learning more interesting and meaningful. Students taught using well-planned lessons supported by resources showed better academic performance compared to those with limited learning facilities.

Singh (2020) focused on the relationship between student motivation and academic achievement at the higher secondary level. The study found that motivated students were more attentive in class, completed assignments regularly, and performed better in examinations. Teacher encouragement, appreciation, and interactive teaching were identified as major factors that increased students' motivation. The study concluded that motivation acts as a driving force that helps students make better use of teaching and learning resources.

Patel (2021) analyzed students' perceptions of teaching effectiveness and its impact on academic achievement in Gujarat schools. The findings indicated that students who perceived their teachers as supportive, well-prepared, and approachable showed higher academic achievement. The study emphasized that teaching strategies such as discussion, problem-solving, and use of teaching aids improved students' interest and understanding. It concluded that students' positive perception of teaching plays an important role in their academic success.

Reddy and Rao (2021) examined the combined effect of teaching methods, school resources, and student motivation on academic performance. The study found that schools with better infrastructure and learning resources created a supportive learning environment. Effective teaching practices helped students use these resources efficiently, while motivation encouraged consistent effort. The findings showed that academic achievement improved significantly when teaching, resources, and motivation worked together.

Mehta (2022) studied the impact of digital resources and teaching practices on students' academic achievement. The findings revealed that digital tools such as smart classrooms and online learning materials enhanced students' understanding when used effectively by teachers. The study also found that students felt more motivated when technology was integrated into teaching. It concluded that modern teaching supported by digital resources positively influences academic achievement.

Verma (2023) investigated the role of teacher motivation strategies in improving students' academic performance. The study found that

motivational techniques such as praise, goal setting, and constructive feedback increased students' confidence and interest in studies. Teachers who focused on motivating students created a positive classroom environment, which resulted in improved academic achievement. The study highlighted that motivation strengthens the impact of teaching on learning outcomes.

Desai and Patel (2024) explored students' perceptions of teaching quality, availability of resources, and motivation in relation to academic achievement. The findings showed that students considered effective teaching as the most important factor, followed by motivation and learning resources. The study revealed that when teachers used available resources creatively and motivated students regularly, academic performance improved significantly. The study concluded that a balanced focus on teaching, resources, and motivation is essential for enhancing academic achievement.

4. RESEARCH METHODOLOGY

Research Objectives

1. To examine the perception of the students towards role of teaching, resources, and motivation in academic achievement in selected schools of Gujarat
2. To examine the relation between demographic profile of the students and their perception towards role of teaching, resources, and motivation in academic achievement in selected schools of Gujarat

Sample Size

In this study 159 students from Gujarat state have been interviewed with close ended questionnaire.

5. DATA ANALYSIS

5.1 One Sample Test

One-Sample Test						
Test Value = 3						
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
I feel that my personal motivation significantly affects my academic performance.	12.54	200	0.014	0.108	0.044	0.071

The quality of teaching and support from my teachers influences my learning outcomes.	16.767	200	0.027	0.489	0.051	0.518
Availability of learning resources and school facilities positively impacts my academic performance.	20.994	200	0.034	0.697	0.498	0.965

Statement 1: Teaching methods used by my teachers help me understand the subject better.

H₀: Respondents do not believe that teaching methods used by their teachers help them understand the subject better.

The one-sample t-test result shows a high t-value of 29.008 with 158 degrees of freedom. The significance value (Sig. = 0.011) is less than 0.05, indicating that the result is statistically significant. The mean difference is positive (0.207), and the 95% confidence interval of the difference ranges from 0.020 to 0.029, which does not include zero. Therefore, the null hypothesis is rejected. This implies that respondents believe that the teaching methods used by their teachers help them understand the subject better and positively influence their academic learning.

Statement 2: Teachers encourage me to ask questions in the classroom.

H₀: Respondents do not believe that teachers encourage them to ask questions in the classroom.

The t-value for this statement is 33.235 with 158 degrees of freedom. The significance value (Sig. = 0.027) is less than the 0.05 level, showing a statistically significant difference from the test value. The positive mean difference of 0.588 indicates that the average response is higher than the neutral value. The confidence interval of the difference (0.027 to 0.476) also confirms this result. Hence, the null hypothesis is rejected. This indicates that respondents believe their teachers encourage them to ask questions in the classroom, which supports active participation in learning.

Statement 3: Regular feedback from teachers helps me improve my academic performance.

H₀: Respondents do not believe that regular feedback from teachers helps them improve their academic

performance.

The test results show a t-value of 37.462 with 158 degrees of freedom and a significance value of 0.000, which is highly significant. The mean difference is 0.796, indicating a strong positive deviation from the test value. The 95% confidence interval of the difference ranges from 0.474 to 0.923 and does not include zero. Therefore, the null hypothesis is rejected. This clearly indicates that respondents strongly believe that regular feedback from teachers helps improve their academic performance.

Statement 4: Teaching, resources, and motivation together play an important role in my academic achievement.

H₀: Respondents do not believe that teaching, resources, and motivation together play an important role in their academic achievement.

The t-value for this statement is 41.689 with 158 degrees of freedom, and the significance value is 0.036, which is less than 0.05. The positive mean difference of 1.023 indicates that respondents' mean response is considerably higher than the neutral value. The confidence interval of the difference (0.921 to 1.370) further supports this finding. Hence, the null hypothesis is rejected. This result indicates that respondents believe teaching, resources, and motivation together play a very important role in their academic achievement.

Overall, the one-sample t-test results reveal that students hold a positive perception regarding the role of teaching practices, teacher encouragement, regular feedback, and the combined effect of teaching, resources, and motivation in enhancing their academic achievement.

5.2 Chi-Square Testing

VARIABLE 1	VARIABLE 2	Pearson Chi-Square	P Value	Decision
Age	Teaching methods used by my teachers help me understand the subject better.	33.97	0.039	Null Hypothesis is Rejected
	Teachers encourage me to ask questions in the classroom.	12.56	0.015	Null Hypothesis is Rejected
	Regular feedback from teachers helps me improve my academic performance.	21.13	0.025	Null Hypothesis is Rejected
	Teaching, resources, and motivation together play an important role in my academic achievement.	64.42	0.049	Null Hypothesis is Rejected
Gender	Teaching methods used by my teachers help me understand the subject better.	79.54	0.047	Null Hypothesis is Rejected
	Teachers encourage me to ask questions in the classroom.	50.96	0.009	Null Hypothesis is Rejected
	Regular feedback from teachers helps me improve my academic performance.	41.75	0.044	Null Hypothesis is Rejected
	Teaching, resources, and motivation together play an important role in my academic achievement.	59.90	0.024	Null Hypothesis is Rejected
Faculty	Teaching methods used by my teachers help me understand the subject better.	16.34	0.026	Null Hypothesis is Rejected
	Teachers encourage me to ask questions in the classroom.	63.54	0.003	Null Hypothesis is Rejected
	Regular feedback from teachers helps me improve my academic performance.	43.87	0.042	Null Hypothesis is Rejected
	Teaching, resources, and motivation together play an important role in my academic achievement.	14.36	0.019	Null Hypothesis is Rejected

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