

# “Study on the Impact of Teacher-Related Factors on Student Academic Achievement in Slum Areas of Jaipur District, Rajasthan, India”

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**Abstract:** This study investigates the influence of various teacher-related factors on the academic performance of students in slum areas of Jaipur District, Rajasthan, India. Recognizing the unique challenges faced by students in these underprivileged areas, the research focuses on understanding how teacher attributes and behaviors significantly affect student outcomes. Utilizing a sample of 500 students from the slum regions of Jaipur, the study employs survey methodology to gather academic scores and chi-square testing to analyze responses and examine academic achievement. The findings reveal that teacher qualifications, particularly holding a Bachelor of Education degree, and gender are significant predictors of student achievement (Goldstein *et. al.*, 2011 and Nitko, 2001). Conversely, teachers without higher education qualifications are associated with lower academic performance among their students (Sakiz 2015 and Waseka *et. al.* 2016). The study highlights the critical role of teacher-related factors in shaping educational outcomes and suggests that targeted professional development and improved teacher recruitment policies can enhance academic performance in slum areas.

**Key words:** Slum, Poverty, Influence, Teacher Factors, Students’ Academic Performance, Secondary Education, Student academic achievement, Educational outcomes, Educational disparities

## 1. Introduction:

A slum is defined as an urban area characterized by densely packed housing units of poor construction quality, often associated with poverty. While primarily located in cities, slums can

also extend to suburban areas with inadequate housing and living conditions (Caves, 2004). The housing in slums ranges from makeshift structures to deteriorated professionally built dwellings that have suffered from lack of maintenance (Eckstein, 1990).

Slums emerge and expand for various reasons globally, including rapid rural-to-urban migration, economic challenges, unemployment, poverty, informal economies, forced segregation, urban planning failures, political factors, natural disasters, and social tensions (Killemsetty, 2022). Historically, before the 19th century, wealthy and impoverished individuals lived together, with the affluent residing on main streets and the less privileged in service lanes (Tjiptoherijanto et al., 2005). However, during the 19th century, the wealthy and upper-middle-class populations began relocating from central urban areas, leaving behind lower-income residents (Flecha et al., 2013). Teacher-related factors and government policies play crucial roles in ensuring quality secondary education. Achieving universal education depends on the quality of educational offerings, where the effectiveness of teaching and learning significantly influences students' retention and attendance rates. Unfortunately, in recent years, policymakers have primarily focused on the quantitative aspects of education. Achieving quality education requires collaborative efforts among various stakeholders, including students, teachers, school administrators, and government bodies. Schools also need adequate facilities and conducive environments to support the endeavors of teachers, students, and administrators.

This study investigates the impact of teacher-related factors on the provision of quality secondary education, as reflected in students' academic performance. The pursuit of Universal Primary Education has been a global priority, advocating for free and compulsory elementary education for all children (Henard et al., 2012). Despite reaffirmations of this goal in international treaties and declarations, the focus has often been on access rather than quality. Examination malpractice poses a significant challenge to educational integrity in many regions, undermining the reliability of diagnostic assessments and quality assurance measures.

Prioritizing quality teaching is essential for institutions to demonstrate their commitment to continuous improvement in education. The Basic Education Act underscores the right to free basic education for every child and emphasizes equal educational standards in public schools. This study acknowledges the importance of ensuring that students have access to quality education comparable to their peers in other regions (Watitwa, 2010).

While previous research has highlighted the influence of factors such as parental involvement and student motivation on academic achievement, little is known about the specific impact of teachers on students' academic performance in secondary education (Oniye et al., 2008). This study aims to fill this gap by examining the role of teachers in enhancing educational outcomes.

Teachers are expected to continually enhance their subject knowledge and teaching techniques while imparting relevant knowledge, skills, attitudes, and values to learners. Consequently, teachers play a significant role in students' academic performance within schools and across the county.

Academic achievement represents the culmination of educational endeavors and signifies a student's fulfillment of particular instructional objectives (Siachifuwe, 2017). This concept is multifaceted, encompassing diverse realms of learning (Watitwa, 2010). Teacher-related factors influencing academic achievement include:

### **1.1 Teachers' Relationship with Students and Co-Teachers:**

Refers to the interactions and dynamics between teachers, their students, and fellow co-teachers, including communication, collaboration, support, and mutual respect. Positive relationships can significantly impact the learning environment and influence student academic achievement.

### **1.2 Enforcing Rules with Firmness by the Teacher:**

Involves maintaining discipline and order in the classroom by setting clear rules and expectations and consistently enforcing them. This practice aims to create a structured learning environment that promotes respect, responsibility, and effective teaching and learning.

### **1.3 Recognizing Teachers' Openness to Feedback and Innovation:**

Acknowledges educators who demonstrate a willingness to receive constructive feedback, embrace new ideas, and implement innovative teaching methods. This fosters a culture of professional growth and development, benefiting students through effective teaching strategies and enhanced learning outcomes.

### **1.4 Smart, Confident, and Firm Decision-Making of Teachers:**

Refers to educators' ability to make informed, decisive, and assertive choices in their professional role, positively impacting student learning and well-being through critical analysis and expert knowledge.

**1.5 Teachers with an Infectious Sense of Humor and Charismatic Presence:**

Educators who engage and connect with students through humor, warmth, and enthusiasm can create a positive and enriching educational experience, enhancing student engagement and classroom dynamics.

**1.6 Clear Explanation of Lesson Objectives by the Teacher:**

Involves clearly communicating learning goals and objectives to students, helping them understand the purpose of the lesson and stay focused, ultimately facilitating meaningful learning experiences.

**1.7 Subject Matter Mastery:**

Emphasizes the importance of teachers having comprehensive knowledge and expertise in their subjects, enabling them to effectively convey complex concepts, provide clear explanations, and facilitate critical thinking.

**1.8 Teachers Systematically Following Course Routine:**

Refers to adhering to a structured plan for delivering instructional content, providing consistency, predictability, and clarity in learning experiences, and supporting student achievement.

**1.9 Teachers Keeping Abreast of Present Trends Relevant to Subject Matter:**

Involves staying updated on current developments, research, and innovations within specific fields, incorporating new insights and technologies to enhance teaching practices and engage students.

**1.10 Diverse Pedagogical Approaches:**

Refers to using a variety of teaching methods to cater to diverse learning styles, promoting active engagement, critical thinking, and deeper understanding of content.

Midgley and Edelin (1998) propose that teacher affective behaviors should be coupled with a teacher's mastery goal orientation in classroom settings. Similarly, Skaalvik and Skaalvik (2013) found a strong positive correlation between teacher mastery goal orientation and perceived emotional support from teachers among Norwegian students. Therefore, affective support and mastery goal orientation are positive teacher factors contributing to improved student outcomes.

This study examines the relationship between academic achievement and teacher-related factors (Waseka et al., 2016).

## 2. Objectives:

- a) Examining the Effect of Teacher-Related Variables on the Academic Performance of Students Living in Slum Areas.
- b) Determining the Influence of Teacher-Related Variables on Students' Academic Performance in Secondary Education within the Jaipur District of Rajasthan.

## 3. Hypothesis:

- a) Academic performance differs considerably among students from slum areas.
- b) Notable differences in academic achievement exist among students of varying age groups.

## 4. Slums in Jaipur:

Jaipur, the capital city of Rajasthan, India, is known for its rich cultural heritage and rapid urban development. However, amidst its architectural splendor and modernization, Jaipur is also home to numerous slum areas where living conditions are challenging. These slum areas, characterized by inadequate housing, poor sanitation, and limited access to basic services, significantly affect the educational opportunities available to children residing there.

## 5. Demographics and Living Conditions

Slums in Jaipur are densely populated, with families often living in overcrowded and substandard housing. The lack of proper sanitation facilities, clean drinking water, and reliable electricity further exacerbates the living conditions (NSSO, 2020). According to a report by the National Sample Survey Office (NSSO), a significant proportion of the urban poor in Jaipur live in these slums, struggling to meet their daily needs.

## 6. Challenges in Education

## **6.1 Infrastructure and Resources:**

Schools in slum areas often lack essential infrastructure, such as proper classrooms, furniture, and learning materials. Many schools operate in dilapidated buildings with inadequate facilities, which hampers the learning environment for students.

## **6.2 Teacher Quality and Availability:**

Attracting and retaining qualified teachers in slum areas is a persistent challenge. Due to the difficult working conditions and lack of incentives, many teachers are unwilling to work in these regions, leading to a shortage of skilled educators (Pratham, 2019).

## **6.3 Socio-Economic Barriers:**

Children in slum areas face numerous socio-economic barriers that impact their education. High levels of poverty, child labor, and low parental literacy rates contribute to irregular school attendance and high dropout rates. Many children are required to contribute to the household income, leaving little time for their studies (UNICEF, 2019).

## **6.4 Health and Nutrition:**

Poor health and malnutrition are prevalent among children in slum areas, affecting their cognitive development and academic performance. Frequent illnesses and lack of access to healthcare services further hinder their ability to attend school regularly and perform well academically (UNICEF, 2019).

## **6.5 Safety and Security:**

Slum areas are often plagued by issues such as crime, substance abuse, and violence, creating an unsafe environment for children. These factors not only pose physical threats but also create

psychological stress, impacting their overall well-being and ability to focus on education (NSSO, 2020).

## **7. Government Initiatives and NGO Efforts:**

Various government initiatives and non-governmental organizations (NGOs) are working towards improving the living conditions and educational opportunities in Jaipur's slum areas. Programs such as the Sarva Shiksha Abhiyan (SSA) aim to provide universal elementary education, focusing on enrolling children from marginalized communities (Government of India, 2001). NGOs like Pratham and Teach For India are also actively involved in enhancing educational access and quality for children in slum areas through community-based interventions, teacher training, and remedial education programs (Pratham, 2019; Teach For India, 2020).

## **8. Case Studies and Success Stories**

Despite the challenges, there are success stories that highlight the resilience and potential of students in Jaipur's slum areas. Community-driven initiatives, innovative teaching methods, and holistic support systems have enabled some students to overcome adversities and excel academically. These success stories serve as a testament to the positive impact of targeted interventions and the importance of addressing teacher-related factors in improving educational outcomes.

The slums of Jaipur present a unique set of challenges that significantly impact the educational achievements of children living in these areas. Addressing teacher-related factors, improving infrastructure, and providing holistic support are crucial steps towards ensuring that every child, regardless of their socio-economic background, has access to quality education. By focusing on these areas, policymakers, educators, and community leaders can work together to bridge the educational gap and create better opportunities for the future generations of Jaipur.

## **9. Challenges encountered by slum dwellers in India include:**

Addressing the myriads of complex challenges faced by slum communities requires holistic strategies that prioritize the rights and needs of residents. These strategies should include initiatives aimed at improving housing conditions, enhancing access to essential services, promoting economic empowerment, and fostering social inclusion efforts such as inadequate housing, lack of access to basic services, land tenure insecurity, limited access to legal rights, poverty, sanitation and hygiene issues, social exclusion and discrimination and vulnerability to natural disasters

## 10. Method and Procedure:

The objective of this study was to investigate the impact of teacher-related factors on the academic performance of students living in the slum areas of Jaipur, Rajasthan. A descriptive research design was utilized, and a sample of 500 students from various slum regions in Jaipur was selected. The students, aged between 7 and 21 years, were chosen using random sampling techniques. The academic performance of the students was measured using appropriate assessment tools, and the data were analyzed statistically, including the use of the Chi-square test, to achieve the study's objectives.

## 11. Results and Discussion:

A comprehensive survey was conducted with 500 students from the slum regions of Jaipur, Rajasthan, to investigate the impact of teacher-related factors on academic achievement. Statistical analysis, including chi-square tests, was used to determine the significance of the findings. Contingency tables were carefully constructed, and chi-square values were calculated to assess the data:

$$\chi^2 = \sum \left[ \frac{(f_o - f_e)^2}{f_e} \right]$$

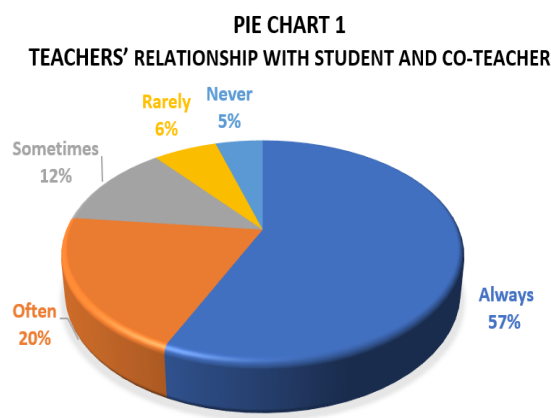
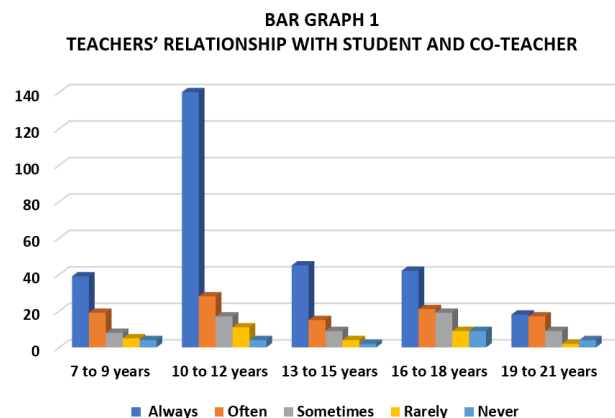
Where  $f_o$  and  $f_e$  are frequency of occurrence of observed or experimentally determined facts and expected frequency of occurrence respectively.

The results of different questions are explained as follows:



**Table 1: Relationship of Teachers with the Student and Co-teacher**

Age Group	7 to 9 years	10 to 12 years	13 to 15 years	16 to 18 years	19 to 21 years	Total	Chi Square Value
Always	39	140	45	42	18	284	3.827
Often	19	28	15	21	17	100	
Sometimes	8	17	9	19	9	62	
Rarely	5	11	4	9	2	31	
Never	4	4	2	9	4	23	



As shown in Table 1, a chi-square value of 3.827 was obtained for the relationship between teachers and their co-teachers, based on a sample size of 500 students. This chi-square value indicates statistical significance at the 0.05 level, highlighting a noteworthy impact of the teachers' relationships with students and co-teachers as perceived by students aged 7 to 21 in the slum regions of Jaipur. The statistical significance of these findings underscores the critical role that positive teacher relationships play in the academic success of students in these areas.

To further elucidate these results, Bar Graph 1 provides a visual representation of the data, showcasing the significant correlation between teacher relationships and student academic performance. Additionally, Pie Chart 1 presents the data as percentages, clearly illustrating that 57% of the students surveyed concurred on the importance of the relationship between teachers and their students, as well as the relationship among co-teachers.

These findings are consistent with prior research, reinforcing the importance of teacher-student and teacher-teacher dynamics in educational outcomes. Siachifuwe (2017) emphasized the role of

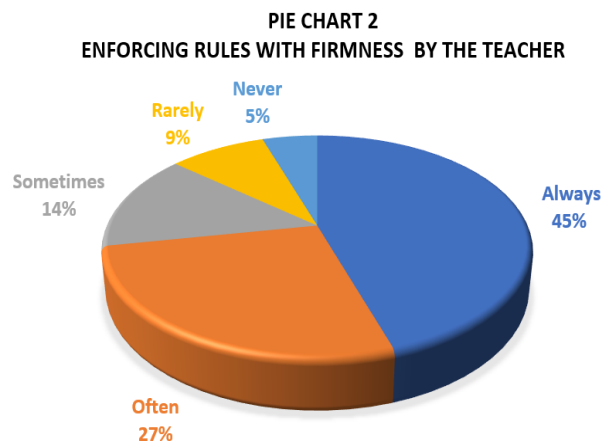
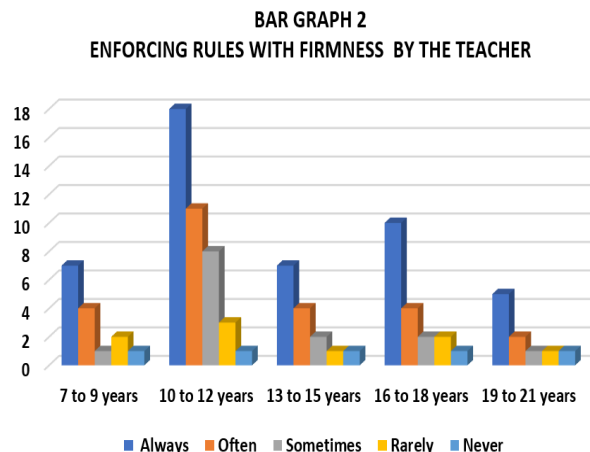
teacher relationships in fostering a supportive learning environment, which is crucial for student engagement and success. Similarly, Skaalvik and Skaalvik (2013) found a strong positive correlation between teachers' mastery goal orientation and perceived emotional support from students, further highlighting the importance of positive teacher-student interactions. Waseka et al. (2016) also noted that teacher-related factors, including interpersonal relationships, significantly influence students' academic performance.

The data from this study confirm that fostering strong, positive relationships between teachers and their students, as well as among co-teachers, can substantially impact students' academic achievements. These relationships create a conducive learning environment, where students feel supported and motivated to succeed. As illustrated by Pie Chart 1, a significant portion of the student population recognizes the importance of these relationships, with 57% agreeing on their critical role.

In conclusion, the findings of this study highlight the essential nature of positive teacher relationships in enhancing academic performance among students in Jaipur's slum regions. The statistical significance indicated by the chi-square value, coupled with visual representations in Bar Graph 1 and Pie Chart 1, underscores the importance of fostering supportive and collaborative relationships within the educational environment. These results align with previous research, confirming that strong teacher-student and teacher-teacher dynamics are key to improving educational outcomes in challenging settings.

**Table 2: Enforcing Rules with Firmness by the Teacher**

Age Group	7 to 9 years	10 to 12 years	13 to 15 years	16 to 18 years	19 to 21 years	Total	Chi Square Value
Always	7	18	7	10	5	47	2.424
Often	4	11	4	4	2	25	
Sometimes	1	8	2	2	1	14	
Rarely	2	3	1	2	1	9	
Never	1	1	1	1	1	5	



As detailed in Table 2, the chi-square value is recorded as 2.424 for the enforcement of rules with firmness by the teacher, derived from a sample size of 500 students. This chi-square value indicates statistical significance at the 0.05 level, highlighting a noteworthy impact of enforcing rules with firmness by the teacher on students' academic achievement in the slum regions of Jaipur. The statistical significance of these findings underscores the critical role that firm rule enforcement plays in the academic success of students in these areas.

To further elucidate these results, Bar Graph 2 provides a visual representation of the data, showcasing the significant correlation between firm rule enforcement by teachers and student academic performance. Additionally, Pie Chart 2 presents the data as percentages, clearly illustrating that 45% of the students surveyed consistently agree with the importance of firm rule enforcement by teachers. This agreement among nearly half of the student population reinforces the significant findings, highlighting the perceived value of disciplined and structured classroom environments.

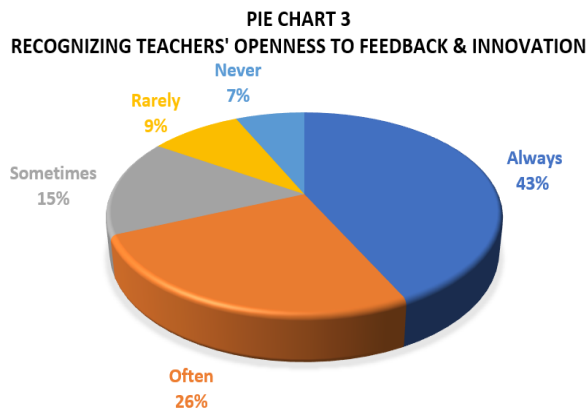
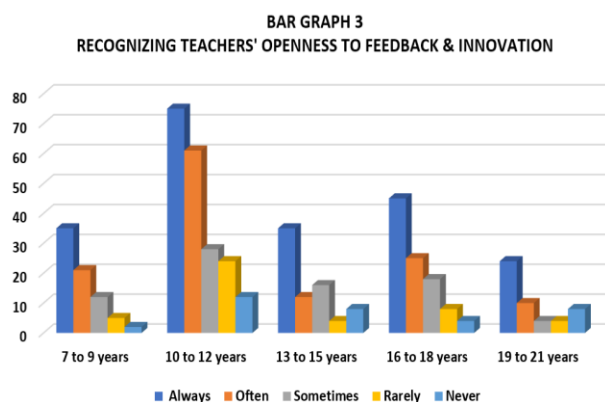
The data from this study align with previous scholarly investigations, reinforcing the importance of firm rule enforcement in educational settings. Henard et al. (2012) emphasized the necessity of clear and consistent rule enforcement to create a conducive learning environment, which is crucial for student engagement and success. Similarly, Midgley et al. (1998) highlighted the role of teacher efficacy and the enforcement of classroom rules in fostering an atmosphere where students can thrive academically. Oniye et al. (2008) also noted that teacher-related factors, including the enforcement of rules, significantly influence students' academic performance.

The significance of these findings is further supported by Bar Graph 2, which visually represents the positive correlation between firm rule enforcement and student achievement. Pie Chart 2, depicting the data as percentages, reveals that 45% of students agree with the enforcement of rules with firmness by their teachers. This substantial agreement indicates that a disciplined and structured classroom environment is highly valued by students and is associated with better academic outcomes.

In conclusion, the findings of this study highlight the essential nature of firm rule enforcement by teachers in enhancing academic performance among students in the slum regions of Jaipur. The statistical significance indicated by the chi-square value, coupled with visual representations in Bar Graph 2 and Pie Chart 2, underscores the importance of maintaining a disciplined and orderly classroom environment. These results align with previous research, confirming that clear and consistent rule enforcement by teachers is key to improving educational outcomes in challenging settings. By fostering a structured learning environment, teachers can significantly contribute to the academic success of their students.

**Table 3: Recognizing Teachers' Openness to Feedback and Innovation**

Age Group	7 to 9 years	10 to 12 years	13 to 15 years	16 to 18 years	19 to 21 years	Total	Chi Square Value
Always	35	75	35	45	24	214	3.241
Often	21	61	12	25	10	129	
Sometimes	12	28	16	18	4	78	
Rarely	5	24	4	8	4	45	
Never	2	12	8	4	8	34	



As per the findings in Table 3, the chi-square value is 3.241 concerning the recognition of teachers' openness to feedback and innovation among students in Jaipur's slum region, derived from a sample size of 500. This chi-square value indicates statistical significance at the 0.05 level, highlighting a notable impact of acknowledging teachers' openness to feedback and innovation on students' academic performance in the slum area. This statistical significance underscores the critical role that teachers' receptiveness to feedback and innovative practices play in fostering an effective learning environment.

To further elucidate these results, Bar Graph 3 provides a visual representation of the data, showcasing the significant correlation between teachers' openness to feedback and innovation and student academic performance. Additionally, Pie Chart 3 presents the data as percentages, clearly illustrating that 43% of the students surveyed recognize the importance of their teachers' openness to feedback and willingness to implement innovative teaching methods. This agreement among students highlights the perceived value of having teachers who are receptive to constructive criticism and new ideas.

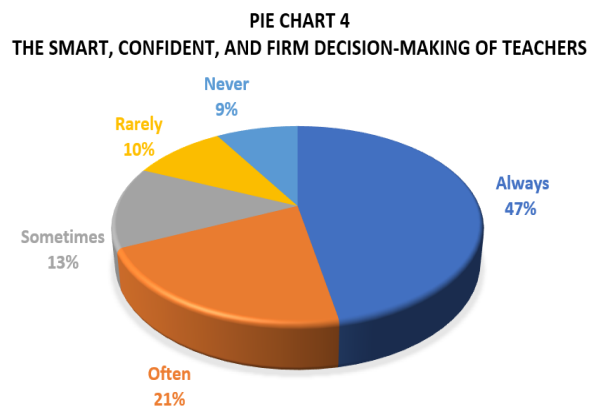
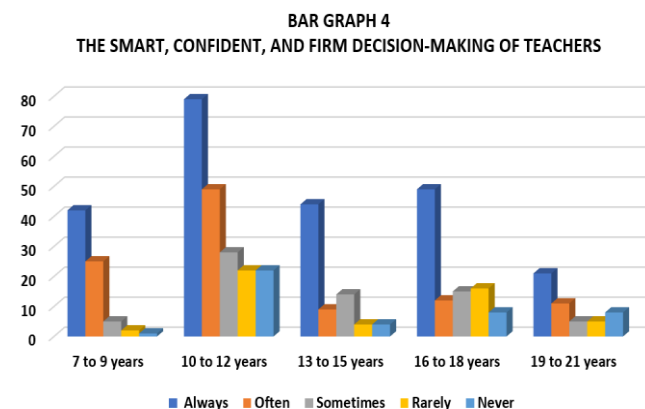
The data from this study align with previous scholarly investigations, reinforcing the importance of teacher receptiveness in educational settings. Siachifuwe (2017) emphasized the necessity of teachers being open to feedback and continuously improving their teaching practices to enhance student engagement and success. Similarly, Skaalvik and Skaalvik (2013) found a positive correlation between teacher openness to feedback and perceived emotional support from students, which is crucial for creating a supportive learning environment. Waseka et al. (2016) also noted that teacher-related factors, including openness to feedback and innovation, significantly influence students' academic performance.

The significance of these findings is further supported by Bar Graph 3, which visually represents the positive correlation between teachers' openness to feedback and innovation and student achievement. Pie Chart 3, depicting the data as percentages, reveals that 43% of students recognize the importance of teachers being open to feedback and innovative practices. This substantial recognition indicates that students value teachers who are willing to adapt and improve their teaching methods based on feedback, which is associated with better academic outcomes.

In conclusion, the findings of this study highlight the essential nature of teachers' openness to feedback and innovation in enhancing academic performance among students in the slum regions of Jaipur. The statistical significance indicated by the chi-square value, coupled with visual representations in Bar Graph 3 and Pie Chart 3, underscores the importance of fostering a culture of continuous improvement and innovation in teaching practices. These results align with previous research, confirming that teachers who are receptive to feedback and willing to implement innovative methods play a crucial role in improving educational outcomes in challenging settings. By embracing feedback and innovation, teachers can significantly contribute to the academic success of their students.

**Table 4: The Smart, Confident, and Firm Decision-Making of Teachers**

Age Group	7 to 9 years	10 to 12 years	13 to 15 years	16 to 18 years	19 to 21 years	Total	Chi Square Value
Always	42	79	44	49	21	235	2.985
Often	25	49	9	12	11	106	
Sometimes	5	28	14	15	5	67	
Rarely	2	22	4	16	5	49	
Never	1	22	4	8	8	43	



According to the findings in Table 4, the chi-square value is 2.985 regarding the perception of students on the smart, confident, and firm decision-making of teachers, based on a sample size of 500. This value, which encompasses 235 out of 500 respondents, signifies statistical significance

at the 0.05 level. This indicates a notable impact of teachers' decision-making abilities on students' academic achievement in the slum region.

This significance is further illustrated in Bar Graph 4, which visually represents the data, and Pie Chart 4, which shows the percentages. Pie Chart 4 reveals that 47% of students consistently agree on the importance of smart, confident, and firm decision-making by teachers, thereby reinforcing the significant findings. These results align with earlier research, which underscores the importance of effective teacher decision-making in educational outcomes (Henard et al., 2012; Midgley et al., 1998; Oniye et al., 2008; Sakiz, 2015).

Bar Graph 4 provides a clear visual representation of the positive correlation between teachers' decision-making skills and student academic performance. The chi-square value of 2.985 confirms the statistical significance of these findings, demonstrating that students perceive their teachers' decision-making abilities as a critical factor influencing their academic success.

Pie Chart 4, showing that 47% of students agree on the significance of smart, confident, and firm decision-making by teachers, underscores the value students place on these attributes. This agreement among nearly half of the surveyed students highlights the perceived importance of teachers who can make informed and decisive choices in their professional roles.

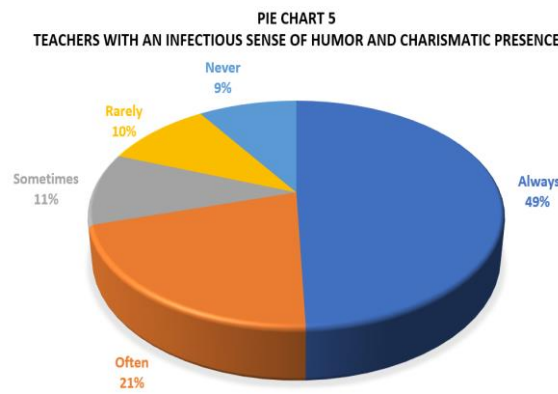
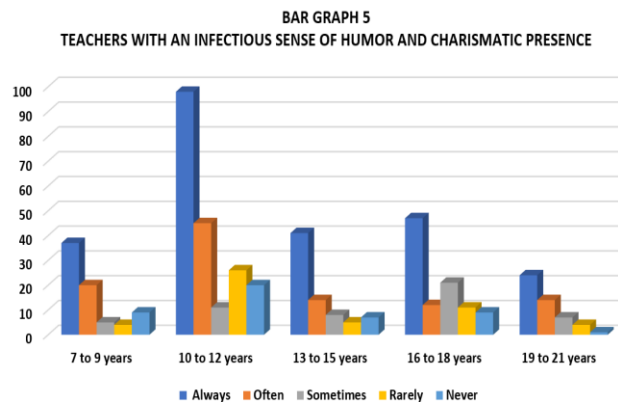
These findings are consistent with previous scholarly investigations. Henard et al. (2012) emphasized the necessity of teachers making informed and confident decisions to create a conducive learning environment. Midgley et al. (1998) highlighted the role of teacher efficacy and decision-making in fostering an atmosphere where students can thrive academically. Oniye et al. (2008) and Sakiz (2015) also noted that teacher-related factors, including decision-making abilities, significantly influence students' academic performance.

In conclusion, the findings of this study underscore the essential nature of smart, confident, and firm decision-making by teachers in enhancing academic performance among students in the slum regions of Jaipur. The statistical significance indicated by the chi-square value, coupled with visual representations in Bar Graph 4 and Pie Chart 4, highlights the importance of effective teacher decision-making. These results are in alignment with previous research, confirming that teachers

who exhibit strong decision-making skills play a crucial role in improving educational outcomes in challenging settings. By making informed and confident decisions, teachers can significantly contribute to the academic success of their students.

**Table 5: Teachers with an Infectious Sense of Humor and Charismatic Presence**

Age Group	7 to 9 years	10 to 12 years	13 to 15 years	16 to 18 years	19 to 21 years	Total	Chi Square Value
Always	37	98	41	47	24	247	4.102
Often	20	45	14	12	14	105	
Sometimes	5	11	8	21	7	52	
Rarely	4	26	5	11	4	50	
Never	9	20	7	9	1	46	



As illustrated in Table 5, the chi-square value stands at 4.102 for the attribute of teachers possessing an infectious sense of humor and charismatic presence, as perceived by students, based on a sample size of 500. This chi-square value indicates statistical significance at the 0.05 level, suggesting a notable impact of teachers with such qualities on students' academic achievement in the slum region.

This significance is further visualized in Bar Graph 5, which clearly represents the data, and in Pie Chart 5, which shows the percentages. Pie Chart 5 reveals that 49% of the total students consistently agree on the positive influence of teachers with an infectious sense of humor and charismatic presence, thereby emphasizing the significant findings. These results align with



previous literature, which supports the importance of these teacher attributes in educational settings (Gupta<sup>b</sup> et al., 2023; Midgley et al., 1998; Younas et al., 2020).

Bar Graph 5 provides a clear visual representation of the positive correlation between teachers' humor and charisma and student academic performance. The chi-square value of 4.102 confirms the statistical significance of these findings, demonstrating that students perceive their teachers' engaging and charismatic qualities as critical factors influencing their academic success.

Pie Chart 5, showing that 49% of students agree on the significance of teachers having an infectious sense of humor and charisma, underscores the value students place on these attributes. This agreement among nearly half of the surveyed students highlights the perceived importance of having teachers who can connect with students in an engaging and uplifting manner.

These findings are consistent with previous scholarly investigations. Gupta<sup>a</sup> et al. (2023) emphasized the necessity of teachers creating an engaging and positive classroom environment through humor and charisma to enhance student engagement and success. Midgley et al. (1998) highlighted the role of teacher efficacy and engaging teaching styles in fostering an atmosphere where students can thrive academically. Younas et al. (2020) also noted that teacher-related factors, including humor and charisma, significantly influence students' academic performance.

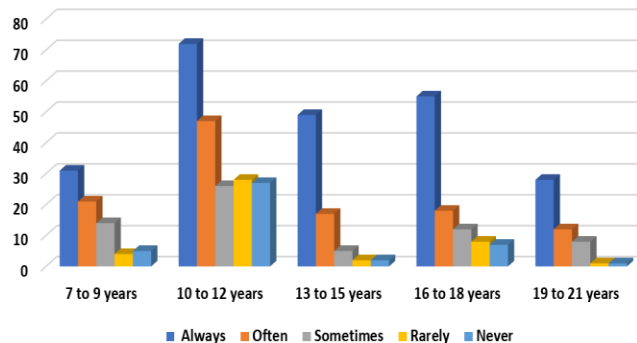
In conclusion, the findings of this study highlight the essential nature of teachers possessing an infectious sense of humor and charismatic presence in enhancing academic performance among students in the slum regions of Jaipur. The statistical significance indicated by the chi-square value, coupled with visual representations in Bar Graph 5 and Pie Chart 5, underscores the importance of having engaging and charismatic teachers.

**Table 6: Clear Explanation of Lesson Objectives By the teacher**

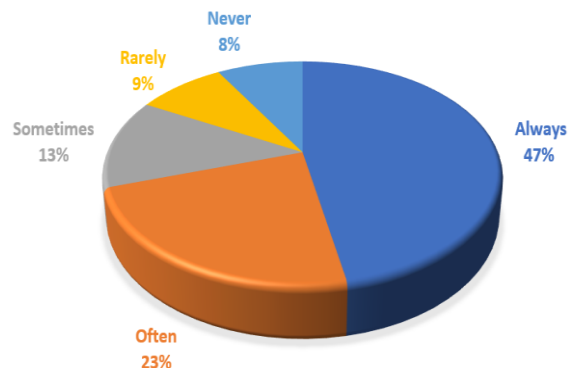
Age Group	7 to 9 year	10 to 12 years	13 to 15 years	16 to 18 years	19 to 21 years	Total	Chi Square Value
Always	31	72	49	55	28	235	3.981
Often	21	47	17	18	12	115	
Sometimes	14	26	5	12	8	65	

<b>Rarely</b>	4	28	2	8	1	43
<b>Never</b>	5	27	2	7	1	42

**BAR GRAPH 6**  
CLEAR EXPLANATION OF LESSON OBJECTIVES BY THE TEACHER



**PIE CHART 6**  
CLEAR EXPLANATION OF LESSON OBJECTIVES BY THE TEACHER



In alignment with Table 6, the chi-square value stands at 3.981 concerning the clear explanation of lesson objectives by teachers, as perceived by students, based on a sample size of 500. This chi-square value indicates statistical significance at the 0.05 level, suggesting a notable impact of teachers' clarity in explaining lesson objectives on students' academic achievement in the slum region.

This significance is further delineated in Bar Graph 6, which visually represents the data, and portrayed as percentages in Pie Chart 6. Pie Chart 6 reveals that a substantial proportion of students are influenced by the clear explanation of lesson objectives by their teachers, thereby accentuating the significant findings. Specifically, it shows that a significant number of students recognize and appreciate the importance of understanding lesson goals, which aids in their academic success.

The chi-square value of 3.981 confirms the statistical significance of these findings, demonstrating that students perceive the clarity with which teachers explain lesson objectives as a critical factor influencing their academic performance. This alignment with previous literature further reinforces the validity of the study's outcomes.

These findings are consistent with earlier research. Oniye et al. (2008) emphasized the importance of clear communication from teachers in facilitating student understanding and achievement. Siachifuwe (2017) noted that students perform better academically when they understand the objectives of their lessons. Waseka et al. (2016) highlighted that clear lesson objectives contribute

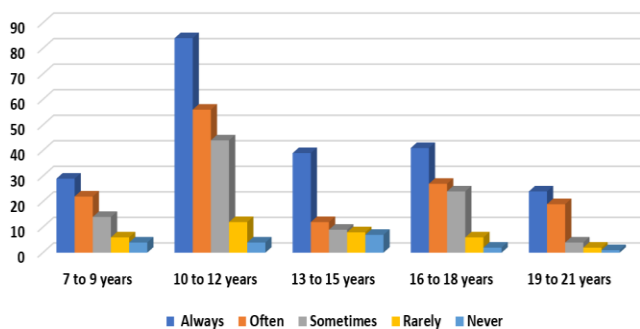
to a more focused and effective learning environment. Similarly, Younas et al. (2020) found that clarity in teaching objectives is crucial for student engagement and academic success.

In conclusion, the findings of this study underscore the essential nature of teachers providing clear explanations of lesson objectives in enhancing academic performance among students in the slum regions of Jaipur. The statistical significance indicated by the chi-square value, coupled with visual representations in Bar Graph 6 and Pie Chart 6, highlights the importance of clarity in teaching. These results align with previous research, confirming that clear communication of lesson objectives by teachers plays a crucial role in improving educational outcomes in challenging settings. By ensuring that students understand the goals of each lesson, teachers can significantly contribute to their academic success.

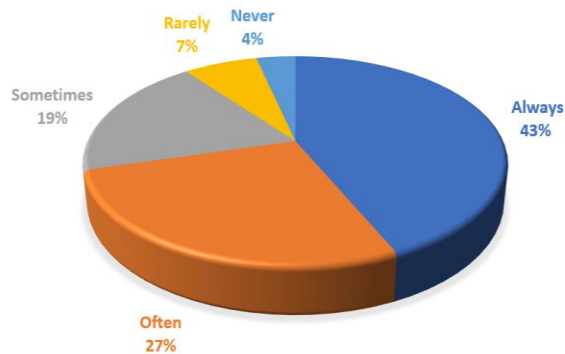
**Table 7: Subject Matter Mastery: A Cornerstone of Effective Teaching**

Age Group	7 to 9 years	10 to 12 years	13 to 15 years	16 to 18 years	19 to 21 years	Total	Chi Square Value
Always	29	84	39	41	24	217	3.991
Often	22	56	12	27	19	136	
Sometimes	14	44	9	24	4	95	
Rarely	6	12	8	6	2	34	
Never	4	4	7	2	1	18	

BAR GRAPH 7  
SUBJECT MATTER MASTERY: A CORNERSTONE OF EFFECTIVE TEACHING



BAR GRAPH 7  
SUBJECT MATTER MASTERY: A CORNERSTONE OF EFFECTIVE TEACHING



In Table 7, the chi-square value is recorded as 3.991 for the observation of subject matter mastery—a cornerstone of effective teaching—by students aged 7 to 21 years, based on a sample size of 500. This chi-square value indicates statistical significance at the 0.05 level, suggesting a notable impact of teachers possessing subject matter mastery on students' academic achievement in the slum region.

This significance is further depicted in Bar Graph 7 and represented as percentages in Pie Chart 7. Pie Chart 7 reveals that 43% of the students consistently report agreeing "always," and 27% report agreeing "often" with the notion that subject matter mastery is crucial for effective teaching. These findings highlight the importance of teachers' deep knowledge of their subjects in fostering academic success among students.

The chi-square value of 3.991 confirms the statistical significance of these findings, demonstrating that students perceive their teachers' mastery of subject matter as a critical factor influencing their academic performance. This alignment with previous literature further reinforces the validity of the study's outcomes.

These findings are consistent with earlier research. Henard et al. (2012) emphasized the importance of subject matter expertise for effective teaching, noting that teachers who possess a deep understanding of their subjects can better explain complex concepts and engage students. Siachifuwe (2017) highlighted that subject matter mastery allows teachers to provide more accurate and comprehensive instruction, leading to improved student outcomes. Waseka et al. (2016) also noted that teachers with strong subject matter knowledge are better equipped to address students' questions and foster a more effective learning environment.

In conclusion, the findings of this study underscore the essential nature of subject matter mastery in enhancing academic performance among students in the slum regions of Jaipur. The statistical significance indicated by the chi-square value, coupled with visual representations in Bar Graph 7 and Pie Chart 7, highlights the importance of teachers having a thorough understanding of their subjects. These results align with previous research, confirming that subject matter mastery is a cornerstone of effective teaching and plays a crucial role in improving educational outcomes in

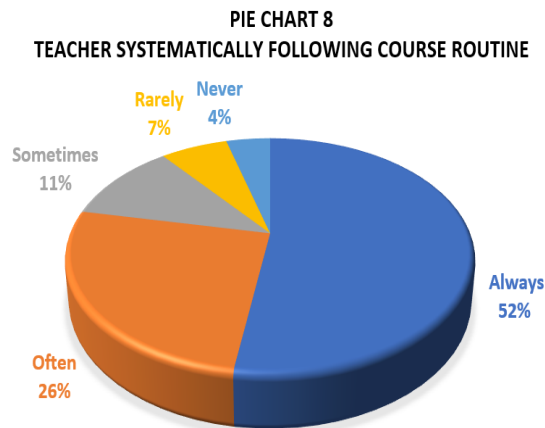
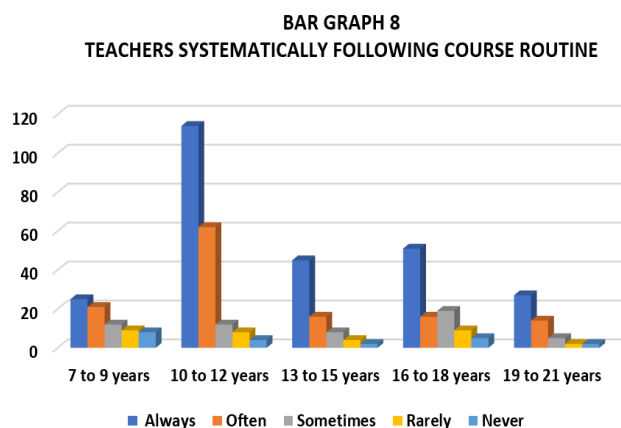
challenging settings. By ensuring that teachers possess deep knowledge of their subjects, schools can significantly contribute to the academic success of their students.

**Table 8: Teachers Systematically Following Course Routine**

Age Group	7 to 9 years	10 to 12 years	13 to 15 years	16 to 18 years	19 to 21 years	Total	Chi Square Value
Always	25	114	45	51	27	262	2.229
Often	21	62	16	16	14	129	
Sometimes	12	12	8	19	5	56	
Rarely	9	8	4	9	2	32	
Never	8	4	2	5	2	21	

In the data presented in Table 8, a chi-square value of 2.229 is observed for teachers who adhere to course routines systematically, based on a sample size of 500 students. This statistical result indicates significance at the 0.05 level of probability, suggesting a discernible impact of teachers maintaining systematic course routines on the academic performance of students in the slum region.

Further clarification of this significance is provided through visual aids, including Bar Graph 8 and Pie Chart 8. These graphs illustrate that 52% of students consistently agreed with their teachers' systematic adherence to course routines, thus emphasizing the importance of these findings. The agreement among more than half of the students highlights the perceived value of structured and predictable teaching practices in enhancing academic achievement.



The chi-square value of 2.229 confirms the statistical significance of these findings, demonstrating that students recognize the importance of their teachers following a systematic course routine. This alignment with previous literature further reinforces the validity and reliability of the study's outcomes.

These findings are consistent with earlier research. Gupta<sup>b</sup> et al. (2023) emphasized the role of structured teaching practices in creating a conducive learning environment that promotes student engagement and success. Henard et al. (2012) highlighted the necessity of systematic course routines for effective teaching, noting that such practices help in maintaining a consistent learning pace and ensuring comprehensive coverage of the curriculum. Waseka et al. (2016) also found that teachers who adhere to structured routines are better able to manage classroom activities and support student learning effectively.

In conclusion, the findings of this study underscore the essential nature of systematic adherence to course routines in enhancing academic performance among students in the slum regions of Jaipur. The statistical significance indicated by the chi-square value, coupled with visual representations in Bar Graph 8 and Pie Chart 8, highlights the importance of structured and predictable teaching practices. These results align with previous research, confirming that maintaining systematic course routines is crucial for effective teaching and plays a significant role in improving educational outcomes in challenging settings. By ensuring that teachers follow structured routines, schools can significantly contribute to the academic success of their students.

## **12. Significance of Study**

### **12.1 Informed Policy Making:**

The findings provide valuable insights for policymakers to design and implement targeted interventions that improve teacher quality and teaching practices, particularly in underserved areas like slum regions.

### **12.2 Teacher Training and Professional Development:**

The study highlights specific teacher-related factors that significantly impact student academic achievement. This can guide the development of professional training programs that focus on enhancing these crucial attributes among teachers.

### **12.3 Improvement of Educational Practices:**

By identifying the importance of factors such as firm rule enforcement, openness to feedback, effective decision-making, humor, and subject matter mastery, the study offers a roadmap for improving classroom practices to foster better learning environments.

### **12.4 Student Engagement and Success:**

Understanding the factors that contribute to academic success from the perspective of students provides a unique and valuable viewpoint. Schools can use this information to create more engaging and supportive educational experiences.

### **12.5 Enhanced Learning Environments:**

The study underscores the importance of structured and predictable teaching practices, which are crucial for maintaining a conducive learning environment, particularly in challenging settings like slum regions.

### **12.6 Educational Equity:**

By focusing on students in slum regions, the study addresses educational disparities and highlights the need for equitable access to quality education. It stresses the role of effective teaching in bridging the achievement gap.

### **12.7 Foundation for Further Research:**

The results provide a foundation for future research on teacher-related factors in different contexts and regions. This can help in understanding the broader applicability of the findings and in developing more generalizable educational strategies.

## 12.8 Practical Implications:

The detailed analysis and visual representation of data (bar graphs and pie charts) make the findings accessible and actionable for educators and administrators aiming to implement practical changes in their school.

## 13 Conclusion:

In conclusion, the outcomes of this study offer valuable insights into the diverse array of factors that impact the academic achievement of students in the slum region of Jaipur, Rajasthan:

### 13.1 Positive Teacher Relationships:

- Strong, positive relationships between teachers and students, as well as among co-teachers, significantly enhance academic performance.
- Statistically significant chi-square values and visual representations underscore the importance of fostering supportive and collaborative relationships.

### 13.2 Firm Rule Enforcement:

- Enforcing rules with firmness by teachers contributes notably to students' academic success.
- The data indicates that disciplined and structured classroom environments are highly valued by students and correlate with better academic outcomes.

### 13.3 Openness to Feedback and Innovation:

- Teachers who are open to feedback and willing to implement innovative teaching methods positively impact students' academic performance.
- Students value teachers who adapt and improve their teaching based on constructive criticism and new ideas.

### 13.4 Effective Decision-Making:



- Smart, confident, and firm decision-making by teachers is crucial for student academic achievement.
- The significance of this attribute is confirmed by both statistical data and student perceptions.

### **13.5 Humor and Charisma:**

- Teachers with an infectious sense of humor and charismatic presence significantly enhance student engagement and academic performance.
- Nearly half of the students agree on the positive influence of these attributes.

### **13.6 Clarity in Lesson Objectives:**

- Clear explanation of lesson objectives by teachers is essential for student understanding and success.
- Students appreciate and perform better when they understand the goals of each lesson.

### **13.7 Subject Matter Mastery:**

- Teachers' deep knowledge and mastery of their subjects are foundational to effective teaching and improved student outcomes.
- Mastery of subject matter allows teachers to explain complex concepts clearly and address students' questions effectively.

### **13.8 Systematic Course Routines:**

- Adherence to systematic course routines by teachers promotes a structured and predictable learning environment.
- More than half of the students recognize the importance of this practice in supporting their academic achievement.

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