

TEACHING PRACTICES AND THEIR IMPACT ON SUCCESS OR FAILURE IN AN ACADEMIC ENVIRONMENT

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Abstract- The factors of failure and success in academia are diverse and often attributed to family, personal, or contextual factors such as infrastructure or content. However, they are rarely attributed to human factors related to the actors of teaching and learning, namely teachers. While research has been conducted on the impact of contextual and student factors in explaining academic failure and success, research on the effect of the teacher and his or her role in these outcomes is very scarce. The aim of this article is to highlight the role that the teacher can play in the act of teaching in terms of failures and successes. This time, the focus will be on the factors of failure noted by students in the teacher, and which can hinder the management of their studies and learning. A survey conducted among a sample of 298 university students enrolled in a professional degree allowed us to identify the main factors of failure identified by students among teachers. These factors were grouped into personal, pedagogical, and relational components. The results obtained show that students give priority to the pedagogical component and the mastery of the content by the students. Teachers, more than human factors and personality traits. Above all, it is deficiencies in the mastery of content and its transmission by teachers that hinder the implementation of effective strategies among students to organize their studies and learning, and thus put them in a situation of failure.

Keywords: University Failures, Teacher's Effect, Pedagogical Component, Learning Strategies.

1. INTRODUCTION

The act of teaching and learning is at the crossroads of several parameters: infrastructure, administrative and pedagogical organization, content, and objectives, as well as human factors relating to faculty and students. Explaining failure and success will therefore have to be systemic and consider these different parameters. It would therefore be too easy to attribute the results to one of these factors without linking it to the other factors. Studies have been carried out by authors, including Romainville and Michaut, 2012 [1], on the interaction of these factors and

their respective influences on the success or failure of the act of teaching and learning.

Several studies and research have highlighted the importance of teacher skills in student success. According to a study conducted by Smith and Johnson (2019) [2], the teacher's pedagogical skills, such as their ability to clearly explain concepts and use varied teaching methods, are considered crucial by students. In addition, studies by Jones, et al. (2021) [3] show that the teacher's communication skills, including the ability to listen carefully and provide constructive feedback, are also perceived as essential by students. In addition, research by Brown and Smith (2020) [4] highlighted the importance of the teacher's classroom management skills. These skills include the ability to maintain a positive classroom climate, manage disruptive behavior, and foster a respectful and inclusive learning environment. Students consider these skills to be crucial in fostering their engagement and focus during classes.

In addition, a study by Johnson, et al. (2018) [5] highlighted the importance of the teacher's collaborative skills. These skills include the ability to foster cooperation among students, encourage teamwork, and create opportunities for interactive learning. Students feel that these skills help them develop their social skills and better adapt to the university environment. Finally, according to a survey conducted by Davis and Brown, (2022) [6], the teacher's disciplinary skills, i.e. their in-depth mastery of the content taught, are considered crucial by students. They believe that the teacher must have solid expertise in his or her discipline to be able to effectively impart knowledge to students.

Thus, it appears that the competencies required in a teacher to contribute to student success include pedagogical skills, communication skills, classroom management skills, collaboration skills, and disciplinary skills. These skills are considered crucial by students, as they help them better manage their studies and succeed in their learning. The hypothesis we support is based on the importance of the teacher's role as a factor that can influence learners' outcomes, as well as other factors. This influence can be positive or negative.

The question that arises is what factors are identified by students that influence their success or failure? To answer these questions, we asked an essential question: what are the criteria found in a teacher that do not help you to organize your studies and succeed in your learning? The purpose of this work is to emphasize first; on the human component of academic failure, this time relating to the teacher, and then to see which of the components: pedagogical, personality or human relations would cause the most problems for students.

2. THEORETICAL OVERVIEW

The theoretical framework will focus on two concepts, the first is related to the teacher's profession, the second will focus on the teaching effect.

a) The profession of the teacher is of paramount importance in the education sector, according to the National Charter of Education and Training in Morocco (Ministry of National Education, 2015) [7], which considers the development of human resources as one of the major pillars of educational reform. This valuation applies to teachers, learners, and other pedagogical and administrative actors (MEN, 2015). Although the Charter does not provide an explicit definition of the teaching profession, it can be deduced by examining the missions and requirements mentioned in the Charter.

The teacher's missions are centered on creating conditions conducive to the appropriation of knowledge, skills, learning methods, national and universal values, as well as the development of personal skills in as many pupils as possible (MEN, 2015) [7]. This role goes beyond the confines of the classroom and requires teacher commitment and involvement both inside and outside the school. These aspects are essential for the success of education system reform (MEN, 2015).

According to a study by Smith, et al. (2019) [8], the teacher's job involves several responsibilities:

- Participate in the education of learners by instilling moral and human values.
- Acquire and impart knowledge, skills, and learning methods.
- Prepare students to integrate into social and professional life by helping them develop the skills necessary for their participation and personal development.

b) Teacher factor: A survey analyzing their expectations regarding teachers' behaviors and their ability to facilitate study and learning. These behaviors should emphasize the "teacher factor» V. Bedin, D. Broussal (2012) [9]. Studies have shown that the teacher is one of the personal factors of failure, because his or her contribution allows students to implement effective strategies.

The teacher effect exists and has an impact on the student, it must be taken into consideration at the institutional level to help the teacher and at the same time improve the student's level. The teacher effect is not permanent and changes from year to year. It manifests itself in the form of professional, personal, or human skills, which can directly or indirectly influence students' academic performance.

These competences identified in teachers can be divided into three categories (Felouzis, 1997, p. 32) [10]:

1. Disciplinary skills: this category includes mastery of the discipline taught, the ability to make the link between theory and practice, to show the link with other disciplines, to give concrete examples and to demonstrate the interest of the concepts taught for the profession.

2. Pedagogical skills: This refers to the ability to structure teaching sessions effectively, explain concepts clearly, encourage student participation, and ensure that all students understand the topics covered.

3. Human Skills: Attitude and Personality: This section assesses the attitude and personality of the teacher, emphasizing characteristics such as a strong personality, the ability to manage the class effectively, the ability to enforce deadlines, and not tolerate disruption. It also emphasizes the importance of human relations, encouraging students to be welcomed in a friendly manner, to consider their personal problems, to create a climate conducive to learning and to share concerns with students. In addition, the socio-cultural and economic status of the teacher is considered, including his or her high level of education, participation in training courses and conferences, reputation in the institution as well as concern for his or her personal appearance.

3. METHODOLOGY

This study was attended by 298 students from the first year of the professional bachelor's degree, belonging to 3 courses of the PE department. The goal is to identify the factors to which students typically attribute academic failure and success. This time, the focus is on the factors that cause them to fail or those that do not allow them to better manage their studies and learning. To verify what students, disapprove of in a teacher, our research is carried out by adopting both the qualitative and quantitative approaches. The first step is a brainstorming session carried out with a small number of student's representative of the study population, which is 15 students. This allowed us to identify the plurality and diversity of the factors that contribute to failure among our students. This initial process resulted in 50 criteria, and is reduced to 18 factors.

In the second stage of the so-called quantitative research, the 18 criteria selected by the focus group were the subject of an online survey of many people as part of the questionnaire in the Google Forms application. The questionnaire allowed us to rank these factors in order of importance, using a scale of 1 to 10, as show in Table 1 and Figure 1. In a final step of synthesis, we divided the 18 factors into 3 components that represent the different facets of a teacher's behavior. These components are: Pedagogical Component, Personality Component and Human Relations Component (Table 2). The criteria belonging to each heading have been grouped and summed. Chart 2 gives an idea of the factors that students place most importance in their success or failure, ranked in order of importance. The different components have been presented in Table 3 and Figure 3. The objective of this step is to identify the priority area that students are interested in or that they fear will appear in a teacher.

Table 1. Criteria of Cause Student Failure

| |
|---------------------------------------------------------|
| 1- It doesn't explain or doesn't explain well |
| 2- He lacks kindness and sympathy |
| 3- He criticizes students negatively |
| 4- It uses vocabulary that is inaccessible to students |
| 5- He does not impose his authority |
| 6- He doesn't trust students |
| 7- He does not master his subject |
| 8- He shows favoritism in grading students |
| 9- They don't show sympathy to the students |
| 10- He gives difficult and poorly structured classes |
| 11- He rarely smiles |
| 12- They underestimate students' responses |
| 13- He doesn't let students ask questions |
| 14- He is not open to criticism |
| 15- He doesn't try to motivate students |
| 16- He does not choose examples to explain the contents |
| 17- He doesn't try to adapt to students |
| 18- He doesn't see these students as responsible adults |

4. RESULTS AND DISCUSSIONS

4.1. Analysis of the Results of Brainstorming or Qualitative Study

The qualitative study on brainstorming was conducted with 15 first-year university students. The initial question was: "What behaviors observed in a teacher prevent you from succeeding in your learning and organizing your studies?" This open-ended question generated 50 items during brainstorming, which we subsequently reduced to 18. This approach allowed us to highlight the diversity of factors that students attribute to their difficulties, thus hindering the management of their studies and learning. The results are presented in Table 1. This method also enabled us to emphasize several factors, some of which are internal to the individual while others are external. These findings are consistent with previous research conducted by Smith, et al. (2018) and Johnson (2020) [12], [11].

Furthermore, these results align with the conclusions of earlier work by Romainville and Michaut in 2012 [1], which emphasized the multiplicity of failure factors in university settings, including those related to teaching. For the purposes of this study, we chose to focus exclusively on criteria related to the teacher. Although this approach is subjective, it gives students the opportunity to present the factors they believe are responsible for their successes and failures. These varied factors have been validated by an article on causal attribution factors authored by B. Maziane in 2021 [13]. Thus, the results of the brainstorming, validated by the studies, suggest that failure factors can be internal or external. Among the latter, the teacher factor stands out. However, two limitations hinder the generalization of these results. Firstly, the sample studied was limited to only 15 students, and secondly, the criteria to which students attribute their failures are primarily related to interpersonal relationships. Therefore, due to the limited sample size, it is difficult to claim the generalizability of these findings.

Table 2. Criteria that do not contribute to student success

| What does a teacher do that doesn't make it easy for you to learn in class? | Number of respondents | % |
|-----------------------------------------------------------------------------|-----------------------|-----|
| Pedagogical Component | | |
| Total = 173 | | |
| 1- It doesn't explain or doesn't explain well | 28 | 54% |
| 4- It uses vocabulary that is inaccessible to students | 38 | |
| 7- He does not master his subject | 42 | |
| 10- He gives difficult and poorly structured classes | 36 | |
| 13- He doesn't let students ask questions | 9 | |
| 16- He does not choose examples to explain the contents | 20 | |
| Personality Component | | |
| Total = 46 | | |
| 2- He lacks kindness and sympathy | 6 | 23% |
| 5- He imposes his authority | 5 | |
| 8- He shows favoritism in grading students | 11 | |
| 11- He rarely smiles | 3 | |
| 14- He is not open to criticism | 10 | |
| 17- He doesn't try to adapt to students | 11 | |
| Human Relations Component | | |
| Total = 79 | | |
| 3- He criticizes students negatively | 39 | 23% |
| 6- He doesn't trust students | 7 | |
| 9- They don't show sympathy to the students | 0 | |
| 12- They underestimate students' responses | 9 | |
| 15- He doesn't try to motivate students | 14 | |
| 18- He doesn't see these students as responsible adults | 10 | |

4.2. Analysis of Quantitative Study Results

We then conducted a quantitative study using a widely distributed questionnaire, developed in accordance with the methodological recommendations of Thompson et al. (2022) [14]. The survey was conducted among a sample of 298 students from different fields, thus ensuring adequate representativeness (Garcia, et al., 2021; Liu, 2022) [15], [16]. The objective was to identify factors related to teaching to which students attribute their failures. The preliminary results, statistically analyzed using SPSS software (version 25), are presented in Table 2. The results of this quantitative study are presented in Table 2 and Figure 1, ranked in order of importance. The most frequently mentioned criteria include the teacher's lack of mastery of the subject matter (42 respondents), negative criticism towards students (39 respondents), and the use of difficult vocabulary (38 respondents). These three criteria represent 70% of the responses and relate to both pedagogical communication and affectivity.

Negative criticisms, although they may be perceived as encouragement for initiative, may not be well tolerated by students. The most cited criterion, namely the teacher's lack of mastery of the subject, is associated with pedagogical communication, while the least mentioned criterion, lack of sympathy towards students, concerns human relations and affectivity. This indicates that students attach more importance to the mastery of content than to the sympathy of their teachers. These results are supported not only by our own conclusions but also by the work of Feyfant, A. (2011) [17], on the effects of pedagogical practices on learning, and F. Dube, L. Bessette, C. Dorval, (2011) [18], on the integration of students with learning difficulties. It should be noted, however, that this effect of teaching practices, sometimes referred to as the "teacher effect" or "teacher effect," generally represents only between 10 and 20% of the variance in students' performance at the end of the year, as highlighted by Bedin and Broussal (2012) in their recent article.

The following criteria received the lowest ratings in the surveys:

- 9- He shows no sympathy for students, with 0 respondents.
- 5- He imposes his authority, with 5 respondents.
- 11- He smiles rarely, with 3 respondents.

These three criteria are part of the personality and human relations component. They account for less than 10% of the survey. This low percentage means that students attach less importance to the human and relational component of the teacher. However, students' psychological integrity is a guarantee of motivation in work and at the same time of development and implementation of study and learning strategies, as demonstrated by a study conducted by B. Maziane, et al. in 2020 [19], where students gave more importance to the

criteria in teachers that allow them to implement effective learning strategies, thus deep strategies, rather than the relational aspect of the teacher.

It is true that numerous research studies have shown the importance of the teacher-student relationship at the heart of educational success. This relationship is considered here as a whole integrating both the characteristics of teachers, the perceptions and representations of teachers and students: the school (Marzano, et al., 2003 [20], Fortin, et al., 2011. Several studies synthesized in three meta-analyses, Kincade, et al., 2020), [21] show that, however, in the academic context, the pursuit of efficiency and professional interest outweighs the affective aspect.

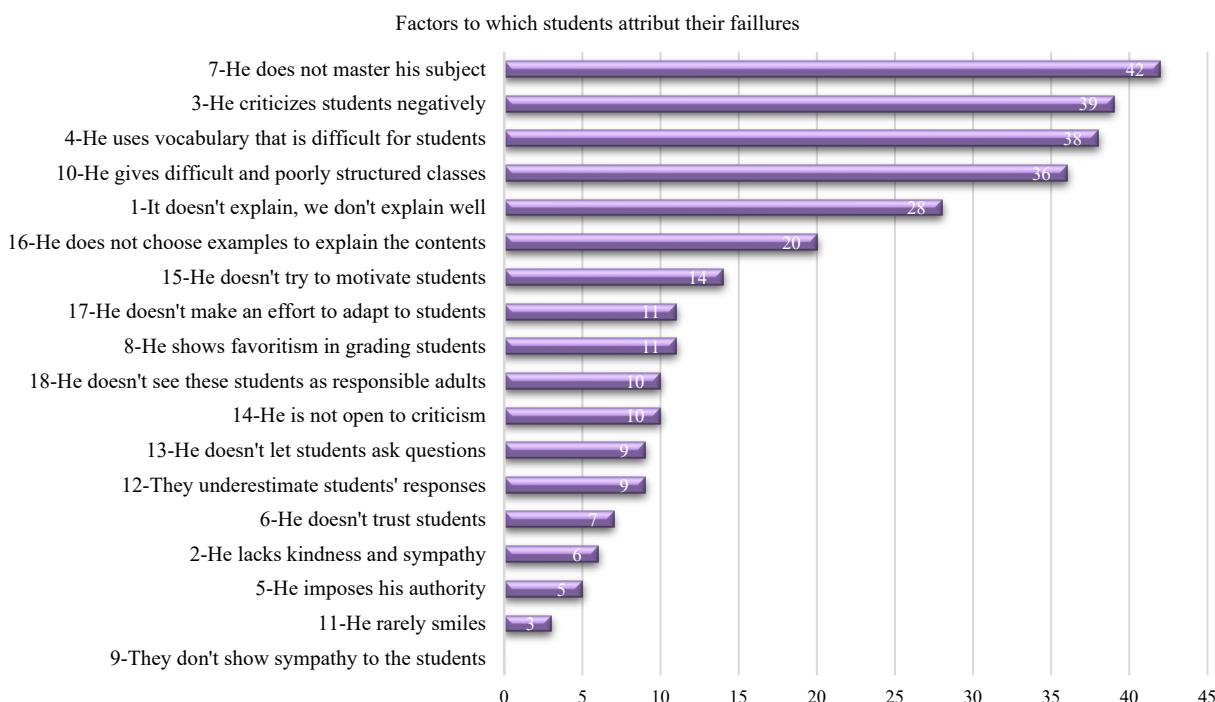


Figure 1. Chart 1 Ranking in order of importance of criteria that do not contribute to student success

4.3. Results and Analysis of Components Related to Factors Causing Student Failure, Table 3 and Figure 2

The last part of our work is a synthesis that we have carried out and which consists of identifying the dominant aspect that negatively influences the results of studies and learning in students. The aim is to classify disciplinary and pedagogical competences, human competences and competences related to personality in order of importance.

Table 3. Dominant Components in Factors Causing Student Failure

| Representative of the Component Causing Student Failure | Numbers of respondents | % of respondents |
|---------------------------------------------------------|------------------------|------------------|
| Pedagogical component | 173 | 58% |
| Personality Component | 46 | 15% |
| Human Relations Component | 79 | 26% |

The different items identified in teachers, and which can cause learning difficulties in students could be listed in 3 components: the mastery of disciplinary content

component, the personality traits component, and socio-affective and relational skills, which agrees with the work of Roberts (2021) [22].

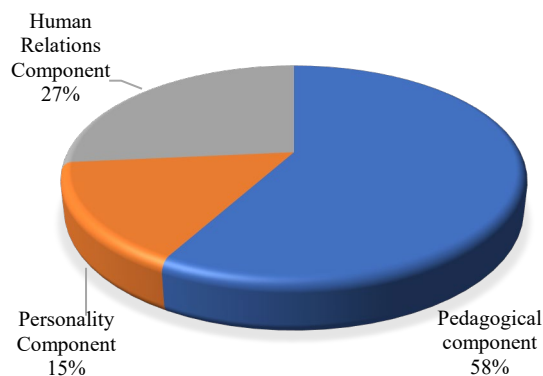


Figure 2. Dominant Components Causing Failure in Students

The pedagogical component occupies 58% of the survey, which represents more than half and largely dominates the other components. Students point the finger at the lack of mastery by the teachers, module contents. But also, the non-structuring and non-hierarchization of knowledge. Teaching methods based on the transmissive mode, without giving students the opportunity to interact to better grasp the concepts covered. The relational and human aspect of a teacher occupies 27% of the survey, and is very little questioned, as factors causing failure in the context of our work. However, students complain about the lack of motivation and encouragement among teachers, which for them are factors that do not help them to persevere, and to invest more in studies and consequently improve their cognitive performance.

The personality of the teacher occupies 15% and is a factor that can induce failure in some students. The 15% of those surveyed do not appreciate the fact that the teacher does not sympathize with the students, or that he imposes his authority, nor does he discriminate between students. Whether he's not open to criticism or lacks kindness or doesn't try to accommodate students. These are all criteria that do not directly influence failure in a student but remain essential in addition to the pedagogical or personal component to cause failure in a student or do not allow him or her to better manage his or her studies.

These results agree with the work of several authors. First, the lack of pedagogical skills is a key characteristic of an ineffective teacher. Research has highlighted the importance of mastery of teaching and communication methods in supporting student learning (J. Hattie, H. Timperley, 2007) [28]. When a teacher fails to clearly convey knowledge or engage students in the learning process, it can compromise their understanding and academic performance (Marzano, et al., 2003) [24].

In addition, poor classroom management is another characteristic of an ineffective teacher who at the same time does not allow the student to manage his or her learning. Studies have shown that inappropriate classroom management strategies, such as lack of discipline or favoritism, can lead to disruption and an un conducive learning environment (Emmer and Stough, 2001) [25]. A poorly managed classroom can have a negative impact on students' motivation and active participation (Wentzel, 2002) [26]. A teacher who is not effective in managing content and mastering knowledge may also lack patience and understanding for students' difficulties. Research has highlighted the importance of emotional support and consideration of learners' individual needs (Hamre and Pianta, 2005) [27]. When a teacher fails to create a safe and caring learning environment, it can affect students' confidence and motivation.

Finally, poor communication is a characteristic of a teacher who does not help students in the management of their studies. Studies have shown that constructive feedback and adaptation to individual learning styles are key to facilitating student understanding and performance improvement (Hattie and Timperley, 2007) [28]. When a teacher fails to communicate effectively with students, it can lead to misunderstandings and gaps in learning.

The supremacy of the pedagogical component 58%, such as lack of pedagogical skills, poor classroom management, lack of patience and understanding, as well as poor communication, were supported by references from research work in the field of education. Recognizing these characteristics is essential to promoting effective teaching and student success. If so, students find difficulties in managing their studies.

We conclude that students give importance to the "teaching factor" but above all, appreciate the pedagogical characteristics. They do not exclude human values and the general level of education in a teacher, but consider them as complementary components in teachers, which allow them to better manage their learning, to succeed in studies and to avoid failure at the same time. H. Liu, 2022 [16]. The results revealed that the existence of these different skills in the same teacher is utopian, confirming the results of similar research (Chen, et al. 2018, Wilson, 2019) [29]. In addition, our results demonstrated that, despite the diversity of respondents, disciplinary competence is considered a priority by students, in line with the findings of Brown (2016) and Jackson, et al. (2018) [30], [31]. Nevertheless, it is worth highlighting the importance of other so-called transversal skills, the existence of which has been highlighted by Smith (2021) [32] and which confer a greater management of studies and learning by students. These other skills are grouped into the personality component and the human relations component.

5. CONCLUSIONS AND SUGGESTIONS

Teaching practices play a crucial role in the success or failure of students in a university setting. An effective pedagogical approach can inspire, motivate, and guide students toward learning and academic success. On the other hand, inadequate pedagogical practices can hinder students' understanding, engagement, and progress, thus contributing to their failure. As part of this research, and through qualitative analysis, we highlighted the existence of several factors identified in the teacher that cause failure in first-year university students, thanks to the brainstorming method. The quantitative study showed us the importance of the pedagogical component for students. Indeed, the lack of control of the content and the shortcomings in the transmission of knowledge content occupy a privileged place in the survey. The pedagogical component (58%) and the criteria that make it up are far ahead of the personality component (15%) and the human relations component (27%).

It is essential that university teachers adopt varied and adapted teaching methods, considering the different ways in which students learn and develop. Classroom interaction, the use of relevant teaching materials, encouraging active student participation, and providing constructive feedback are all practices that can foster a positive learning experience. This can only enhance the pedagogical aspect in a teacher. In addition, the teacher-student relationship is of paramount importance. Caring, approachable, and encouraging teachers can inspire confidence, foster autonomy, and support students in their

academic challenges. Attentive listening, availability for one-on-one exchanges, and support in resolving difficulties can help build students' confidence and sense of belonging to the university community. This highlights the human relationship in a teacher that is conducive to the pedagogical climate and the psychological stability of the students.

The importance of fair and balanced evaluation should also be emphasized. Clear criteria, regular formative assessments, and constructive feedback allow students to better understand their progress, identify gaps, and improve over time. This encourages intrinsic motivation and the willingness to persevere despite obstacles. Ultimately, it is crucial that teaching practices in universities are constantly re-evaluated and improved to adapt to the changing needs of students. By placing students at the center of the learning process, fostering their active engagement, and supporting their academic development, teachers can contribute significantly to student success in academia.

While the previous conclusion highlights the importance of teaching practices in the success or failure of students in the university setting, it is important to highlight some limitations:

- **Contextualization:** The conclusion does not consider differences in academic context. Teaching practices can vary depending on disciplines, academic cultures, and available resources, making it difficult to generalize the findings. Indeed, while the conclusion emphasizes the importance of teaching practices, it is important to recognize the limitations related to context, external factors, conflicting research, the diversity of learners, and the role of students themselves.

Indeed, teaching practices are not the only factor influencing student success or failure. External factors such as socioeconomic status, family environment, available resources, level of individual motivation and prior skills can also play an important role. The variety and heterogeneity of learners is also a factor to consider. University students are a diverse group with varied needs, learning styles and motivations. It can be difficult for teachers to optimally meet the needs of everyone in a large class, which can limit the effectiveness of teaching practices.

- **Role of students:** While teaching practices have an impact on student success, it is also essential that students take charge of their own learning. Individual motivation, commitment and effort play a key role in academic success, regardless of teaching practices.

The study conducted by Y. Naamaoui, M. Chergui, and B. El Wahbi, 2023 [33] highlights the various challenges faced by secondary school students (aged 17 to 19) in acquiring skills. It also underscores the potential role of teachers' attitudes in addressing these challenges. The findings reveal that the seniority of teachers is not correlated with their attitudes, but significant correlations have been observed regarding teachers' attitudes towards the difficulties encountered at different stages of modeling.

The work of Y. Karim, K. Raouf, H. Nebdi in 2023 [34] has shown that the use of information and communication technologies (ICT) can also revitalize the teaching and learning of scientific subjects. This integration aims to optimize the conditions of pedagogical use and to motivate learners to become more involved in the construction of their learning. This is experienced in person and is based on activities and the use of digital resources and tools (simulations, PowerPoint presentations, quizzes, videos, etc.).

The teacher effect exists and has an impact on the student, it must be taken into consideration at the institutional level to help the teacher and at the same time improve the student's level.

- **Interdisciplinary Collaboration:** Encourage collaboration between teachers from different disciplines to share best practices and lessons learned. This would foster pedagogical innovation and explore cross-curricular approaches to support student success.

- **Students as partners:** Actively involve students in the reflection on teaching practices. Their feedback and perspective can contribute to the continuous improvement of teaching methods and the identification of new approaches adapted to their needs and expectations. By pursuing these research and development perspectives, it would be possible to better understand the impact of teaching practices and develop more effective pedagogical approaches to promote student success in a university setting.

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