

STUDYING THE IMPACT OF PRACTICES OF MANAGEMENT, TEACHING PEDAGOGY AND TRAINING OF TEACHERS ON STUDENT'S PERFORMANCE – A LITERATURE REVIEW

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ABSTRACT

Studies researching various elements on student's performance are available on a huge scale. Xuan et al. (2019) have contemplated effect of financial components and connection among students and educators on understudy's scholarly presentation. Ossai (2019) has examined part of variety in gender orientation on students English language results. Partovi and Razavi (2019) have contemplated the function of game-based learning in scholarly accomplishments of students from grade schools. Despite the fact that a generally researched region, factors affecting student's performance stays a significant space for researchers to investigate on the grounds that instruction is said to shape an individual's life and profession. This paper reviews literature taking into account 3 key variables, to be specific, management practices, teaching pedagogy and training while studying impact on student's performance. Literature related to the contextual settings like CBSE schools have also been reviewed. Studies have researched impact of variables in a stand-alone manner. While some studies focus on management practices, other focus on teaching pedagogy, while still others focus on teachers training. A glimpse of the research shows some concentration in areas of SES, teacher-students relationships and expectancy-value theories while studying impact variables for student's performance. Some other important influencing variables like management practices, teaching pedagogy and training have not been studied much.

Keywords: Management Practices, Teaching Pedagogy, Training, Student's Performance, CBSE students

Introduction

Reviewing literature is a systematic activity. It requires some planning and clarity of purpose. With the advent of the internet thousands of articles, papers and other material is available to researchers through different search engines like Google Scholar, Google Books, World Wide Science and others. Unless there is clarity of purpose there is a risk of picking-up unrelated or irrelevant material for the review. On the other hand, well-laid objectives coupled

with some guidance for selection and review makes the process easy and effective. Vast literature is available on concepts like academic performance, impact of variables on academic performance and other related aspects. To have clarity of purpose and direction objectives were set up-front for the review and that was followed by self-evolved guidance to facilitate the review on the topic. The significance of the topic can be gauged from India's recent population pyramid:

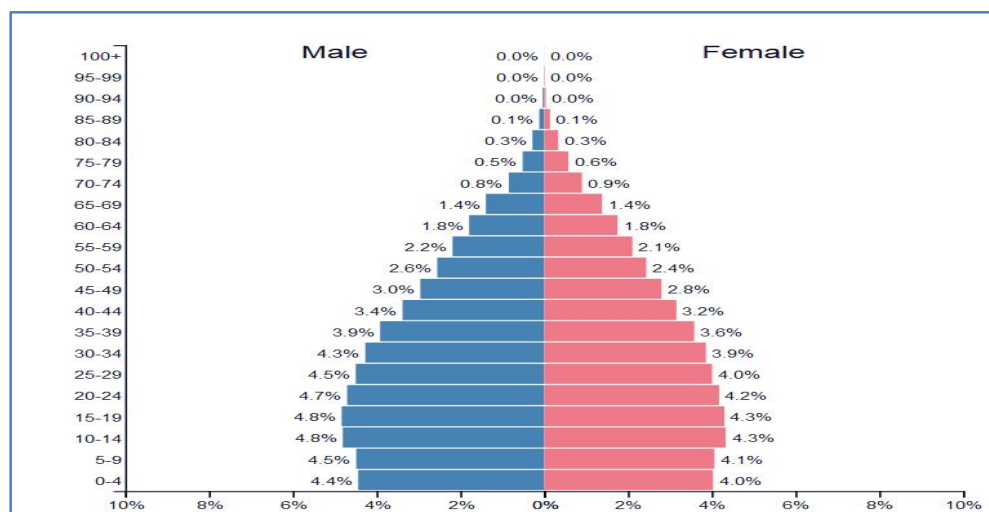


Figure 1: India's 2020 population pyramid (Source: www.populationpyramid.net, 2020)

A whopping 26% of the total population of 1.38 billion, that is, 361 million is in the age-group 0-14, the age-group of schooling. The mega size of this chunk of children's population shows the strategic significance of education including concepts like student's performance. Hence a research was undertaken to comprehensively analyze the impact of different variables that impact students' performance. Reasonable volume of secondary data was used and this paper a summarized form of the literature review.

Objectives of Literature Review

The literature review was carried with the following objectives –

- a) To review literature on factors influencing student's academic performance,
- b) To review literature on role of management practices, teaching pedagogy and teachers training influencing student's academic performance,
- c) To review literature on impact of demographic factors on student's academic performance,
- d) To review literature on special characteristics of education at CBSE schools in India.

The objectives set took into consideration a balance between conceptual and contextual dimensions of the study.

Review of Literature

Factors influencing student's academic performance

Helal et al., (2019) have posited that identifying the aspects that gives effect on student's academic performance is vital to deliver timely and effective help interventions. The information gathered during enrolment and after beginning into a course offer an important source of statistics to help with recognizing probable risk markers related with helpless academic performance and wearing down. Both predictive and descriptive data mining techniques have been used on educational data to determine the huge reasons behind student performance. These methods have their own advantages and limitations. Such as, predictive techniques incline to maximize accuracy for appropriately ordering students, while the

descriptive techniques principally search for interesting student features without considering their academic result. Subgroup discovery is a data mining method which takes the advantages of both predictive and descriptive approaches. This study uses subgroup discovery to extract huge factors of student performance for a certain outcome (Pass or Fail). In this work, we have utilized student demographic and academic data recorded at enrolment, just like course assessment and interest data recovered from the foundation's learning management system (Moodle) to perceive the aspects affecting student performance. The outcomes have verified the efficiency of the subgroup discovery method in general in identifying the factors and the upsides and downsides of some well-known subgroup discovery algorithms used in this research. From the experiments, it has been revealed that students, who have poor financial foundation or been admitted based on special entry prerequisite, are well on the way to fall flat. The experiments on Moodle data have discovered that students having lower level of access to the course resources and gathering have more chance of being unsuccessful. From the combined data, we have recognized some interesting subgroups which are not noticed utilizing enrolment or Moodle data separately. It has been discovered that those students, who study off-grounds or low maintenance and have a low level of aids to the course learning activities, are more likely to be the low-performing students.

The invention of mobile technology offers not just loads of openings to benefit in the areas of teaching and learning, yet moreover challenges or even stress to the mobile device handlers in higher education. This study established a theoretical framework to inspect the double-edged effect of students' academic use of mobile devices based on the Person-Technology fit model (P-T fit model). Precisely, the link between the positive effect (benefit academic performance) with the negative effect (bring technostress) of mobile device used among university pupils is also demonstrated in this study. This study moreover examined the moderating role of mobile technology self-efficacy towards technostress. Data was gathered from 208

university pupils. Outcomes validated that pupils' academic use of mobile devices does not lead to technostress; though, it aids in enhancing academic performance. Besides, pupils' individual differences, e.g. mobile technology self-efficacy and amount of use overall gives impact to the technostress (Qi 2019).

Hawi et al., (2016) in their study intended to validate whether accomplishing a distinctive academic performance is dubious for students at high risk of smartphone requirement. Furthermore, whether this phenomenon was equally applicable to male and female students is also shown by this study. After applying systematic random sampling, 293 university students participated by finishing an online survey form forwarded on the university's student information system. The demographic data and feedback on the Smartphone Addiction Scale-Short Version (SAS-SV) items was gathered through this survey form. The outcomes stated that smartphone obsession was equally seen in both male and female university students. Also, male and female university students were equal in attaining collective GPAs with unique brilliance or higher in the identical levels of smartphone requirement. Also, undergraduate students who were at a high risk of smartphone dependence were less likely to attain collective GPAs of variation or higher.

Features:

- Students who are at high risk of smartphone obsession are less likely to attain high GPAs.
- Male and female university students are equally vulnerable to smartphone obsession.
- Every other university student was recognized as high risk for smartphone obsession.
- Males and females are equal in attaining high GPAs inside same levels of smartphone habit.

Yao et al., (2019) have stated that noticing irregular behaviours of students in time and providing tailored involvement and guidance at the initial stage is important in educational management. Academic performance prophecy is an important building square to allowing this pre-intervention and guidance. A huge portion of the earlier studies are based on questionnaire

surveys and self-reports which suffer from little sample size and social appealing inclination. In this study, we gather longitudinal behavioural data from the perceptive cards of 6,597 students and offer three important types of discriminative behavioural factors, diligence, method and sleep patterns. Observed analysis validates these behavioural aspects are decisively interrelated with academic performance. Also, motivated by the social impact theory, we analyse the connection between each student's academic performances with his/her behaviourally alike students'. Statistical tests show this connection is serious. Based on these aspects, study later form various performing tasks predictive framework based on a learning-to-rank calculation for academic performance estimate. This framework collects inter-semester link, inter-significant correlation and participates student similarity to predict students' academic performance. The experiments on a large-scale real-world dataset demonstrate the efficiency of the methods for foreseeing academic performance and the efficacy of proposed behavioural aspects.

Measurable understanding of relationships between students' behavioural patterns and academic performances is a vast step towards tailored education. Rather than previous studies that were mostly based on questionnaire surveys, recent literature suggests that unobtrusive digital data bring us unprecedented opportunities to study students' lifestyles in the grounds. In this study, behavioural records from undergraduate students' (N = 18 960) keen cards and propose two elevated level behavioural characters, orderliness and diligence are collected. The former is a novel entropy-based metric that measures the regularity of grounds everyday life, which is estimated here based on temporal records of washing up and having meals. Empirical analyses on such large-scale unremarkable behavioural data validate that academic performance (GPA) is mainly correlated with discipline. Also, study demonstrates that discipline is an important feature to foresee academic performance, which improves the estimate accuracy even in the presence of students' meticulousness. Based on these scrutiny, education managers could

quantitatively comprehend the main deliberations leading to brilliant or horrible showing, detect unwanted irregular behaviours in time and henceforth implement effective involvements to improve guide students' grounds lives at an primary stage when required (Cao et al., 2018).

This study intended to examine the efficacy of an overturned homeroom for students' academic performance and fulfilment. A mixed-methods research project was used to compare the two methods of a conventional lecture and overturned homeroom. Data was collected through an achievement test, survey questionnaire and interviews, and then analysed. The results indicated a statistically critical difference in students' academic performance for the overturned homeroom group. Also, practically all students had a raised level of satisfaction in the overturned homeroom and usually enjoyed learning in the overturned study hall environment. Online materials, peer discussions and the educator's role were fundamental elements that produced excellent learning and active learners. However, few students reported some issues that considered as the principle obstacles encountered by some students, which were the week computer aptitudes and time-devouring undertakings. This present study's implications and recommendations for further research are discussed (Alamri, Mahdi, 2019).

Leung (2019) has posited that earlier studies increase a positive relationship among academic performance and school encompassing greenness, yet the population involved in these studies just employed single-grade students. Resources should be deployed to design a more all-rounded study of the relationship among school encompassing greenness and students' academic performance in general in Massachusetts, USA. Methods that study comprised a total of 27,493 third tenth grade students from public schools over 9 years (2006–2014) in the study. Academic performance (i.e. English and Mathematics achievement level) were essentially based on Composite Performance Index (CPI) likewise as the percentage of students who scored "Proficient and Higher" (AP%) in the examination. Normalized Difference Vegetation Index (NDVI) and green land use

area (inside 250–2000 m indirect buffer) were used to server the index of school encompassing greenness). Study used comprehensive linear mixed models (GLMMs) to inspect the relationship among encompassing greenness and academic performance with alteration on financial and demographic aspects. Conclusions of study demonstrated an enormous positive alliance ($p < 0.05$) between school encompassing greenness and academic performance created on AP% or CPI, subsequently changing for the potential confounders. Higher exposure to green land use area was moreover essentially related with amplified academic performance. Utilizing diverse buffer levels didn't severely change the significant ends. The positive relationship among school encompassing greenness and academic performance was steady across different sub-populaces. An advanced encompassing greenness contributes a better academic performance in students everything being equivalent. This finding could help as a reference for designing green landscape especially near school areas.

This study examines the relationship of parental participation and school alteration among secondary students seeing their school integration, school gratification and prosocial way. Similarly, the academic performance is considered in the study through the grade retention. Study sample was 1043 Spanish adolescents aged in between 12 and 17 years (51.5% young ladies, $M = 14.21$, $SD = 1.38$). A factorial ($3 \times 2 \times 2 \times 2$) multivariate study of variance (MANOVA) was applied for the result variables of school integration, school satisfaction and prosocial behaviour with parental educational participation, grade retention, sex and age as independent variables. The outcomes demonstrate that both parental participation and academic performance are certainly correlated to class adjustment. Also, adolescents' school adjustment is influenced by parental participation, irrespective of academic performance, being a defensive factor in that adjustment (Serna et al., 2019).

Silinskas and Kikas (2019) in their study inspected the longitudinal links amongst children's insights of parental participation in math homework (control and support) and their numerical performance and inspiration.

Children (n = 512) stated their insights regarding parental participation in 6th grade math homework. In grades 3 and 6, children accomplished number related tests, checked own numerical self-concept and their mothers (n = 420) evaluated task persistence in homework. The outcomes displayed that low self-concept in math predicted increased parental control, which hence associated to low numerical performance, task persistence, and math self-concept. Additional, apparent parental help was associated to increased undertaking persistence during homework. At long last, parental control was particularly unfavourable for young men's job tenacity and math self-concept.

Role of management practices, teaching pedagogy and teachers training influencing student's academic performance

Management and other educational practices

Quality assurance practices and students' performance assessment in universities of South-South Nigeria was evaluated by this study using a SEM approach. Three invalid theories guided the study. A sample of 878 academic staff was drawn from a sampling frame of 15 universities in South-South Nigeria based on factorial research design and using a graded random sampling technique. Quality Assurance Practices Students' Performance Evaluation Scale (QAPSPE) with split-half dependability estimates going from .86-.92, was used as the tools for data collection. Multiple regression and Confirmatory Factor Analyses (CFA) were used for the scrutiny of data, model structure and testing of the theories at .05 alpha levels. Results showed a critical composite and relative influence ($F=48.19$, $P<.05$) of school management, staff, and students' quality assurance practices on students' performance evaluation. The results likewise indicated that there were positive and huge covariance between the four variables of this study, with the CFI, RMSEA, TLI, and SRMR values showing a decent model fit. It was recommended, based on the findings of this study, each school ought to organize quality assurance orientation lobbies for new students and set up quality assurance committees at the school, personnel and

departmental levels for optimal performance in schools (Bassey et al., 2019).

Maina (2010), in her work "Strategies Employed by Secondary School Principals to Improve Academic Performance in Embu West District", concluded that all schools employed strategies that were aimed to enhance academic improvement. It was also concluded that there were no difference on strategies used in well performing schools and poor performing schools. The study further concluded that improvement on academic performance did not depend on the use of improvement strategy since schools that performed well and those that performed poorly claimed to employ the same strategies in the same way.

Leal-Rodriguez et al., (2018) claim that there are ample of hypothetical studies addressing how active-based procedures and methods set an impact on university students' level of performance. Though, there is a lack of works that carry experimental indication to endure the presence of a positive link between the students' participation in experience-based learning procedures and their academic results. The goal of this study is to inspect the effect applied by an empirical learning based educational practice on students' level of academic performance. This research was carried out inside the definite context of a Spanish private business school, using a group of students belonging to the Bachelor's Degree in Business Administration. Pearson's correlation and structural equation modelling are used to test the relationship theorized. Our results derived from the scrutiny of an undergraduate business students group recommend that getting involved in experience-based practices and managerial reproductions establishes an effective approach to grow their competencies. In this way, study might conclude that nurturing experiential learning strategies favours the students' understanding of theoretical concepts and leads to the accomplishment of superior performance. This study contributes to management education by analytically testing the value of innovative experiential learning-based training.

MacCann et al., (2020) have posited that to emerge students' social and emotional aptitudes, such as emotional intelligence (EI),

substantial time and resources are dedicated by Schools and universities. Personal development and however halfway to upsurge academic performance are the aims of such program. The degree to which student EI is allied with academic performance is studied by the current meta-analysis. The study demonstrated an overall effect of $\rho = .20$ using strong variance estimation ($N = 42,529$, $k = 1,246$ from 158 references). For capacity EI ($\rho = .24$, $k = 50$) compared with self-rated ($\rho = .12$, $k = 33$) or mixed EI ($\rho = .19$, $k = 90$), the affiliation is predominantly stronger. Subsequently monitoring for intelligence and big five personality, capacity, self-rated and mixed EI explained an extra 1.7%, 0.7%, and 2.3% of the variance, respectively. Understanding and management branches of capacity EI clarified an extra 3.9% and 3.6%, respectively. Relative importance analysis advises that EI is the third most important forecaster for every one of the three streams, after intelligence and meticulousness. Moderators of the effect differed over the three EI streams. In humanities, capacity EI was a robust forecaster of performance rather than science. Instead of uniform test scores, self-rated EI was a robust predictor of grades. The study also offer that three mechanisms inspire the EI/academic performance interface: (a) constructing social relationships at school, (b) academic content overlay with EI and (c) regulating academic emotions. Through different mechanisms, many streams of EI may affect performance. Including the lack of proof for a causal direction, the study notes few more limitations.

Teaching Pedagogy

Nagovitsyn et al., (2020) in their study discuss the different styles of professional movement of a teacher of higher education of a pedagogical profile. The purpose of the study: to develop the fundamental characteristics of the styles of professional movement of teachers in the humanitarian, regular sciences and physical education and sports areas of teacher education and experimentally prove the effectiveness of their implementation in the process of interaction "teacher-student". The obtained statistical data in the study prove the need for differentiation of styles of professional movement for students of different

training profiles of the pedagogical institute. Based on the style of the teacher's professional movement and the direction of the student's pedagogical training, a reliably positive result was revealed in increasing the academic performance of students of the pedagogical institute.

Srinivasan (2016), in the paper *Examining the Pedagogy of Teacher Education in India*, frames the pedagogy of teacher education as four 'problems': as a curriculum problem; as a relational problem; as a professional knowledge base problem; and as a learning problem. Such a formulation highlights the challenges faced by the teacher educators, including the need for teacher educators to scrutinize their own practices.

Guerrier, (2016) in herpaper on, 'Teachers Pedagogical Knowledge and The Teaching Profession', refers to the specialized knowledge of teachers for creating effective teaching and learning environments for all students. Investigating the knowledge of teachers as "Learning Specialist" involves understanding how this knowledge functions in the teaching, learning process, more specifically, how teachers apply their knowledge in making decision for example judgments in the classroom.

Westbrook et al., (2013), in their report *Pedagogy, Curriculum, Teaching Practices and Teacher Education in Developing Countries* comments that Pedagogic practices were most effective when they involved communication with students. In the report they suggested three strategies on which teachers should focused on students' learning:

- feedback, paying inclusive and sustained attention to students
- creating a safe classroom environment
- drawing on students' backgrounds and experiences.

Also in the report identified six practices used in interactive ways by effective teachers such as:

- Demonstration and explanation, drawing on subject knowledge
- Flexible use of whole-class, group and pair work where students discuss a shared task

- Frequent, relevant use of learning materials beyond the textbook
- Open and closed questioning, expanding responses, encouraging questioning
- Use of local languages and code switching (switching between two languages within a sentence to ensure understanding)
- Planning and varying lesson sequences.

Burridge and Carpenter (2013) in the paper, *Expanding Pedagogical Horizons: A case study of teacher professional development*, study indicates that programs collaboratively implemented by schools with the help of external providers can expand the development of teachers' teaching practice. The process is most effective when external providers work directly with teachers and students collaborating on the development and delivery of the curriculum.

Training

Davenport et al., (2019) in their study examined the effects of behavioural aptitudes training (BST) on teachers' implementation fidelity of a reading racetrack (a table top game designed to increase sight word fluency) with elementary students identified as battling readers. BST, an alternative to conventional professional development, is a performance-based convention consolidating guidance, modelling, rehearsal, and feedback. A multiple enquiry design across teacher-student pairs proved that BST was functionally connected to the teachers' execution of a reading track with 100% loyalty on at any rate three successive sessions. Also, students achieved command for sight word procurement and demonstrated preservation at any rate one to two weeks post involvement.

Vaillant, (2015) in a report on, *Education for Global Monitoring* has made the following observations - Schools Leaders responsibilities and task have increased in the last decade and greater independence has been granted to the schools. It is concluded in this. We even come to know from this report that Principals are over burden (administratively) and do not have time for more educational task. They being people who percolate the vision so training of principals and leaders is very important. If they are poorly train no policy is effective.

Gustems-Carnicer et al., (2019) have stated that university students suffer with stress and how they handle this stress affects their academic success. This study inspected stress in teacher education students and had three aims as described further: to define different degrees of stress and adapting styles; to study the relationship between stress, adapting strategies and academic success; and to inspect whether increased age can restrain the effects of stress on academic success in 334 university-students. Many students experienced stress and used avoidance adapting approaches; the students who were under less stress and involved less in cognitive avoidance and more in problem-focused adapting were also the students who made more academic success; and students under more stress performed worse, though with age stress affected performance less, were the three vital conclusions. In teacher education students, it is important to identify and address the risky effects of stress on well-being and academic success, to stay away from long haul problems in professional and personal life.

Impact of demographic factors on student's academic performance

Bradburn and Schmitt, (2019) have stated that while practicing a composite of reasoning predictors for selection compared to a composite of cognitive and non-cognitive predictors, the outcome on the demographic makeup of specific applicants was validated by the presented research. By a vast group of American college applicants, a selection was simulated over an extensive range of selection scopes utilizing the two composites when the cognitive and non-cognitive composite was equated to the use of the cognitive composite. On the basis of selection rates for few demographic groups, outcomes determine that addition of non-cognitive predictors to a selection method using cognitive predictors can have some valuable effect, yet does not remove the harmful effect resulting from utilizing cognitive predictors for some minority clusters. Significant exploration has inspected the positive instructive encounters of students of shading allocated to instructors of a similar race or nationality. Fundamental this exploration is the conviction that the social fit

among students and instructors can possibly improve a kid's scholastic and non-academic execution in school. This thorough audit analyses the degree to which Black and Latino/an students (1) get more great evaluations of homeroom conduct and scholarly execution, (2) score higher on state sanctioned tests, and (3) have more sure social results when appointed to an educator of a similar race/identity. Task to an equivalent race educator is related with good instructor appraisals, in spite of the fact that the relationship contrasts by school level. There is genuinely solid proof that Black students score higher on accomplishment tests when doled out to a Black educator. Less steady proof is found for Latino students (Redding, Christopher, 2019).

Talented kids with mental imbalance range issue (ASD) are frequently alluded to as twice-uncommon, the term that features the co-event of outstanding difficulties and extraordinary skill. This investigation performed auxiliary information examination on tests of twice-extraordinary kids from the Pre-Elementary Education Longitudinal Study and the Special Education Elementary Longitudinal Study datasets. The outcomes give a clear profile of twice-excellent (for example socioeconomics, normal scholarly execution, and administrations used), direction plots that show how scholastic execution changes after some time, and staggered investigations that model development in scholastic results utilizing socioeconomics, school administrations, and talent as indicators. A portion of the key discoveries are that twice-excellent students show higher starting degrees of scholastic execution, yet they improve after some time comparative with the non-talented ASD partners and—except for Letter Word Matching—even comparative with everyone. Additionally, they profit by psychological well-being administrations lopsidedly. Together, the outcomes offer a more profound comprehension of the twice-remarkable medically introverted populace, their scholarly exhibition after some time, and the administrations that they use (Cain et al., 2019).

Special characteristics of education at CBSE schools in India

Studies were conducted on students belonging to CBSE schools in PCMC area of Pune, India. This study takes into consideration the era of competitiveness in every field of life. Interest and yearning of the vast majority of children depends on willingness of parent. Parents are considered as the powerhouse of experience and the Indian kid is relying on their parent in every single aspect in study. Researcher have used descriptive and survey method of the study. Here representative sample from the populace so as to generalize from the sample to the populace. The researcher has used easy random sampling method for sampling. This research aimed for discover qualification of parents and to compare and differentiation the effect of parental education as a reason for the difference in academic performance just as to locate the academic performance of the students. Irrespective of the qualifications of the parent, the parents are involved with the children by simply being near and supervising. The parents irrespective of their sheets in class X were under performing in class XI (Prathak, Bhatia, 2019).

The current study was led to investigate the scholarly delaying conduct of optional school students. The primary goals of the examination were to investigate the degree of scholarly lingering among auxiliary school students and to explore the distinctions in scholastic tarrying among optional school students regarding sex and kind of school. A sum of 300 examples, comprising 150 guys (75 CBSE students and 75PSEB students) and 150 females (75 CBSE students and 75PSEB students) of optional school students were chosen utilizing separated irregular inspecting. Expressive overview technique was utilized by the examiner in this investigation. The consequences of scholastic tarrying indicated that greatest number of students falls in moderate scholarly hesitation levels. Further the outcomes related with scholastic tarrying shows immaterial contrasts between the scholarly lingering conduct concerning both sexual orientation and kind of school (Balkis et al., 2009).

The goal was to assess and look at the oral wellbeing advancing exercises (WHO 5 central

issues) embraced in the schools of Pune city having a place with the various sheets. Materials and Methods: An enlightening cross-sectional investigation was directed from January 2018 to August 2018 among the distinctive board schools in Pune. An aggregate of 50 schools dependent on amount testing were chosen as follows: Central Board of Secondary Education (CBSE) (n = 17): Indian Certificate of Secondary Examination (ICSE) (n = 5): International Board (n = 1): Cambridge Assessment International Education (n = 1): State Board (n = 26). English medium schools speaking to the particular board and those ready to give assent for interviews were remembered for the investigation. Comfort examining was utilized to select the necessary number of schools for information assortment. A 5-thing agenda was ready for gathering the data through a meeting with the school directors. Endorsement was gotten from the Scientific and Institutional Ethics board of trustees before beginning. Results: Of 50 schools, information were gathered from just 44 schools. Among the CBSE schools, 64.7% (n = 11) announced of having oral wellbeing strategy for the younger students, trailed by 42.3% (n = 11) of State Board schools. About 100% (n = 17) CBSE and ICSE (n = 1) and 53.84% of State Board schools (n = 15), individually, were giving the strong condition to upgrade the great oral wellbeing. There was no factually huge contrast among CBSE and different sheets as to class oral wellbeing strategy ($P = 0.19$), growing great oral propensities ($P = 0.52$), urging youngsters to pass the oral wellbeing message to family and network ($P = 0.49$), and the presence of oral medical care arrangement ($P = 0.19$). End: The school specialists know about the dental medical issues looked by the youngsters. A few schools are leading wellbeing training projects to instruct kids about the support of oral cleanliness through the association of dental universities and the dental specialists from the encompassing territory. Nonetheless, they have to accentuate on oral wellbeing elevating idea to fuse sound propensities to forestall dental illnesses at soonest (Dagar et al., 2020).

Key observations and research gap as conclusion

- Males and females are equal in attaining high GPAs inside the same levels of smartphone habit.
- The pupils' academic use of mobile devices does not lead to techno-stress; though, it aids in enhancing academic performance. Besides, pupils' individual differences, e.g. mobile technology self-efficacy and amount of use overall gives impact to the techno-stress.
- A few students reported some issues that were considered as the principal obstacles encountered by some students, which were the weak computer aptitudes and time-devouring undertakings.
- Designing green landscapes, especially near school areas, is essential.
- Adolescents' school adjustment is influenced by parental participation, irrespective of academic performance, being a defensive factor in that adjustment.
- To manufacture academic mental capital and academic engagement, the progression of positive emotions in students is an appropriate challenge for directors, teachers and parents which therefore may lead to higher academic performance.
- Time management skills are the vital factor of college student success, specifically in online classes.
- The urban education improvement landscape is being altered by the fast spread of charter schools.
- The connection between no-excuses disciplinary methods and students' academic performance on standardized tests approaches may undermine non-academic outcomes, for example, students' social and behavioural capabilities.
- Each school ought to organize quality assurance orientation lobbies for new students and set up quality assurance committees at the school, personnel and departmental levels for optimal performance in schools.
- Based on the style of the teacher's professional movement and the direction of the student's pedagogical training, a reliably positive result is revealed in

increasing the academic performance of students of the pedagogical institute.

- Some psych pedagogical features employed by the teachers which contributed to the EFL students' performance, such as motivation, age, formal presentation, L1, and environment.
- Assistance discourse and flexibility assume a robust intervening role in delivering pronounced effect of m-learning on learners' effectiveness.
- Selection strategies expect efficacy in employment and teacher education.
- To improve performance, every teacher should have the characteristics of self-enhancing potential so that the reliability of teacher professionalism can develop.

Research Gap

Studies have researched impact of variables in a stand-alone manner. While some studies focus on management practices, other focus on teaching pedagogy, while still others focus on teachers training.

A glimpse of the research shows some concentration in areas of SES, teacher-students relationships and expectancy-value theories while studying impact variables for student's performance. Some other important influencing variables like management practices, teaching pedagogy and training have not been studied much. Management practices are broad environmental factors that set the tone for

academic environment. Teaching pedagogy provides the learning framework and deals with the delivery mechanism of education. Training can lead to substantial improvement of different skills and abilities of teachers. Hence this comprehensive research that takes a holistic approach by including different impact variables.

This study endeavors to address these gaps and answer the following questions:

RQ1 - What impact does management practices have on student performance?

RQ2 - What impact does teaching pedagogy have on student performance?

RQ3 - What impact does teachers training have on student performance?

RQ4 - What is the combined impact of management practices, teaching pedagogy and teachers training on student performance?

RQ5 - Does the impact differ due to difference in demographic factors of the students?

Serious and in-depth research is required in Indian education system given the size of its school-going populace. The Government taking cognizance of the strategic nature of education has come out recently with a National Education Policy, 2020. It is indeed high-time for all stakeholders concerned to take positive steps for its implementation.

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