FULL-TIME TEACHERS’ TEACHING STRATEGIES AND THE ROLE OF UNIVERSITIES AND FAMILIES ON STUDENTS’ ACHIEVEMENT WITH FINANCIAL DIFFICULTIES

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ABSTRACT

Purpose: This study explores the intricate interaction of the teaching approach of full-time teacher, the teacher leadership skills, and the combined influence of all of these factors on students’ academic progress, with a special emphasis on those students who are having difficulty financially.

Theoretical framework: In order to conduct an in-depth investigation into the connections between these factors, the research makes use of a quantitative methods methodology, which incorporates quantitative surveys, and an examination of academic performance data.

Design/ methodology/approach: The possible role that student engagement may play as a mediator in the pathways leading from these determinants to academic accomplishment is explored as part of this study.

Findings: The results are intended to focus light on the essential role that teacher leadership and collaborative efforts play in aiding students who have financial restrictions, which will eventually contribute to more successful educational practises and policies.

Research, Practical & Social Implications: The present milieu not solely cultivates scholarly triumph but also endows learners with the fortitude and proficiencies requisite for surmounting pecuniary obstacles and attaining their enduring educational and vocational aspirations. The concept of teacher leadership extends beyond the mere transmission of knowledge, encompassing the profound objective of motivating and enabling students to realise their utmost capabilities, irrespective of their socioeconomic backgrounds.

Keywords: teacher leadership skill, teaching approach, students’ engagement, student achievement, financially difficulties.

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RESUMO

Propósito: Este estudo explora a intrincada interação da abordagem de ensino do professor em tempo integral, as habilidades de liderança do professor e a influência combinada de todos esses fatores no progresso acadêmico dos alunos, com especial ênfase nos alunos que estão tendo dificuldades financeiras.

Estrutura teórica: Para realizar uma investigação aprofundada sobre as conexões entre esses fatores, a pesquisa utiliza uma metodologia de métodos quantitativos, que incorpora levantamentos quantitativos, e um exame de dados de desempenho acadêmico.

Design/metodologia/abordagem: O possível papel que o engajamento dos alunos pode desempenhar como mediador nos caminhos que levam desses determinantes à realização acadêmica é explorado como parte deste estudo.

Constatações: Os resultados destam-se a focar a luz no papel essencial que a liderança de professores e os esforços colaborativos desempenham no auxílio aos alunos que têm restrições financeiras, o que acabará por contribuir para práticas e políticas educacionais mais bem-sucedidas.

Pesquisa, Implicações Práticas e Sociais: O ambiente atual não só cultiva o triunfo acadêmico, mas também dota os alunos com a fortitude e as proficiências necessárias para superar obstáculos pecuniários e alcançar suas aspirações educacionais e vocacionais duradouras. O conceito de liderança de professores vai além da mera transmissão de conhecimentos, englobando o objetivo profundo de motivar e capacitar os alunos a realizar suas capacidades máximas, independentemente de seus antecedentes socioeconômicos.

Palavras-chave: habilidade de liderança do professor, abordagem de ensino, engajamento dos alunos, realização do aluno, dificuldades financeiras.

1 INTRODUCTION

Throughout history, the domain of financial challenges has been predominantly associated with the students. Within the realm of economics and finance, scholarly inquiry delves into the intricate examination of the ramifications of gender on various financial endeavours. Research conducted on students has revealed that the distinct socialisation processes encountered by them manifest in contrasting interpretations of the concept of money. Several studies (Galanza et. al., 2023, Heumann et. al., 2023, Birmingham et. al., 2023) have examined the various strategies employed by families in the economic socialisation the students. Nevertheless, it is imperative to acknowledge...
that there exists a substantial body of literature that extensively elucidates the pivotal role of economic socialisation in facilitating the cultivation of financial awareness, engendering desirable financial behaviour, and subsequently shaping future economic conduct (Lin & Xu, 2023, Nugraha et. al., 2023). In light of their imminent integration into the workforce, college students are currently being accorded greater financial consideration by their educators. College students can be classified as a demographic group that presents a heightened susceptibility to economic instability and, consequently, the attainment of prosperity. This is primarily attributed to their proclivity for acquiring loans as a means to fund their pursuit of higher education (Ladejo, 2023, Liesveld et. al., 2023).

The contemporary cohort of individuals who have recently completed their undergraduate studies bears a substantial weight of financial obligations and predicaments (Niu et. al., 2023). According to the seminal work by Robb and Chy in (2023) it is evident that their research has made significant contributions to the field. Their findings have shed light on various aspects of the subject matter, thereby enhancing our understanding of the topic. The phrase "Economic Problems" commonly denotes a disparity between available resources and societal needs (Robb & Chy, 2023). The confluence of economic challenges, coupled with the weight of economic burdens, has the potential to exacerbate additional personal and familial hardships. In their study, Alibudbud (2023) observed that financial difficulties often serve as a primary catalyst for divorce. Additionally, they highlighted the significant role that emotional strain plays in this process. The presence of mental disorders, such as social isolation, has been found to have a negative impact on an individual's self-esteem and can contribute to the development of depressive symptoms (Gan & Guo, 2023, Wu & Hou, 2023). The study conducted by the researchers revealed notable gender disparities among college students pertaining to financial difficulties, whereby male students exhibited a propensity for engaging in more audacious financial behaviours (Alibudbud, 2023, Ansari et. al., 2023). Gaining a comprehensive comprehension of the variables that may exert influence on the financial predicaments encountered by students is of utmost importance in devising efficacious strategies for implementing supplementary financial education initiatives (Nazmi et. al., 2023, Kisanga & Matiba, 2023). Such endeavours aim to equip young students with the necessary skills and knowledge to effectively navigate the realm of personal finance as they embark upon their professional careers. In light of the notable
contributions of women to the economy, particularly as prospective members of the workforce and participants in the financial market, it is imperative to comprehend the determinants that contribute to financial challenges collectively (Keane et. al., 2023, Trammell et. al., 2023). Understanding the intricacies of students' economic behaviour and the associated economic challenges assumes paramount significance, given the profound influence such behaviour exerts on forthcoming economic prosperity and overall life contentment. This study sought to investigate the impact of financial supports, method of teaching skills and students with financial difficulties engagement as mediator toward students’ performance.

2 LITERATURE REVIEW
2.1 STUDENTS WITH FINANCIAL DIFFICULTIES ACHIEVEMENT

The assessment of scholastic achievement among university students serves as a significant indicator of the accrual and progression of their intellectual resources. The manifestation of academic performance serves as an indicator of the extent to which college students possess subject knowledge and fundamental professional competence (Niu et. al., 2023, Raja et. al., 2023). The primary manifestation of financial aid's influence on the cultivation of human capital among college students encompasses various aspects, such as enrichment, the enhancement of social practise proficiency, and the acquisition of technological skills and abilities. The aforementioned factors encompass the fundamental constituents of human capital, whereby experience, knowledge, skills, and abilities are regarded as the elemental constituents of human capital (Zhou, 2023, He & Zhang, 2023). The efficacy of financial aid for college students can be assessed by examining its ability to ensure the fulfilment of students' fundamental study-related expenditures and its potential to enhance their academic standing within the classroom. These factors constitute essential elements in evaluating the effectiveness of such assistance. Based on the findings derived from the survey, it can be posited that the provision of financial assistance to individuals pursuing higher education exerts a noteworthy influence on both their scholastic achievements and personal growth (Raza et. al., 2023). The students who have been granted sponsorship exhibit a profound appreciation for the educational prospects afforded to them within the university setting. They demonstrate an unwavering commitment to their studies, diligently engaging in rigorous academic pursuits.
The empirical findings indicate a discernible correlation between the provision of financial assistance to students hailing from poor backgrounds within tertiary educational institutions and their inclination towards learning, perceived academic stress, engagement in lectures and presentations, interaction with instructors and peers, contentment with their present learning trajectory, and attainment of educational rewards (Zhao, Chapman & O’Donoghue, 2023). A notable correlation exists between the variables under consideration. Within the realm of national scholarships, two prominent categories that hold considerable influence over the enhancement of academic performance among college students are national scholarships and national inspirational scholarships (Zhong, Liao & Shi, 2023). These scholarships, alongside national bursaries, serve as commendable means of recognition and support, ultimately fostering positive outcomes within the educational landscape. The enhancement of academic performance among college students is observed to be positively associated with the acquisition of student aid (Shek, Dou & Zhu, 2022, Kong & Yasmin, 2022). Furthermore, a noteworthy correlation is found between the attainment of student aid and the achievement of exceptional grades. Additionally, it is noted that an increase in financial aid is likely to substantially augment the likelihood of students attaining outstanding grades (Wang, 2023, Li, 2022). The present study examines the likelihood of students receiving financial aid achieving excellent or good grades in their respective courses, in comparison to their counterparts who do not receive financial assistance. It is posited that the probability of attaining favourable grades among the former group is 90% greater than that observed among the latter group (Yuan & Ding, 2023, Wang et. al., 2022). The observed phenomenon of a positive correlation between student aid and university grades exhibits a notable level of stability. The augmentation of financial support for national scholarships has been observed to exert a notable and constructive influence on the enhancement of academic performance among college students.

2.2 STUDENTS WITH FINANCIAL DIFFICULTIES ENGAGEMENT

Regrettably, the notion of student engagement remains elusive, characterised by a lack of clarity and a multitude of interpretations within the realm of educational discourse. Scholars in the field have endeavoured to define student engagement as encompassing various manifestations of students' active participation in the learning process (for a comprehensive exploration of the conceptual ambiguity surrounding student engagement
in educational literature (Wu & Hou, 2023, Ma, Li & Zhu, 2023). The notion of engagement, although encompassing a wide range of practical advantages, is not without its limitations as it tends to become an all-encompassing concept that caters to diverse perspectives (Lai et al., 2023).

The presence of a comprehensive delineation, while not intrinsically troublesome, necessitates meticulousness in order to accurately capture the diverse array of entities it encompasses. Furthermore, it is imperative that this definition remains uniform across various investigations to ensure coherence and comparability (Che, 2023). Regrettably, a lack of consistent definition has plagued the concept of student engagement, leading to significant variability in the measurement thereof across various scholarly investigations. Student engagement has been assessed through a composite evaluation of various factors, including but not limited to perceptions of academic rigour, collaborative learning experiences, interactions with faculty members, the campus milieu, active participation, motivational levels, academic performance, self-belief in one's capabilities, and other related aspects (Guo et al., 2023).

In order to reconcile the prevailing inconsistencies observed across various studies, scholars in the field of education propose the adoption of a psychological lens to examine the concept of student engagement (Raza et al., 2023). The psychological viewpoint on student engagement posits that engagement can be understood as a multifaceted construct encompassing affective, cognitive, and behavioural dimensions (Wang et al., 2023, Nam et al., 2023). The psychological perspective pertaining to student engagement endeavours to delineate the various dimensions associated with this construct, yet it regrettably falls short of providing a comprehensive definition elucidating the essence of student engagement. In order to effectively tackle this matter, Balwant (2017) proposes the integration of the psychological perspective with two existing frameworks. Firstly, the incorporation of Nystrand and Gamoran's (1991) notion of substantive student engagement, and secondly, the utilisation of the conceptualization of work engagement as put forth by researchers in the field of organisational behaviour.

In accordance with the scholarly work of Balwant (2017), the concept of student engagement is elucidated as a state of being characterised by heightened activation and enjoyment, wherein individuals exhibit profound emotional, behavioural, and cognitive investment in various scholastic pursuits (Luo & Chan, 2023, Qiu et al., 2023). Emotional engagement refers to the phenomenon wherein students undergo a state of heightened
activation and pleasurable affective experiences, such as enthusiasm or excitement. Behavioural engagement refers to the manifestation of students' heightened activation, wherein they display actions characterised by the exertion of additional effort or energy (Yan & Lyu, 2023, Wang et. al., 2023). Cognitive engagement refers to the state in which students exhibit complete absorption and unwavering focus within a given module, exemplified by their attentiveness towards the instructor and their concentrated efforts during class sessions (Balwant, 2017). The three dimensions of student engagement are distinguished by a state of heightened activation and positivity. The conceptualisation of student engagement proposed by Balwant (2017) is adopted in this study due to its comprehensive definition of engagement, its emphasis on the psychological dimensions, and its increasing acceptance in current research.

The term "participation" as elucidated in the "Modern Chinese Dictionary" refers to the act of joining or integrating oneself into a given entity as a secondary or tertiary entity (Chen, Yuan, & Zhang, 2023). According to the scholarly work of Gan and Guo, in (2023), participation is characterised by the engagement of individual cognitions and emotions within a collaborative setting that fosters individual contributions and collective accountability towards the attainment of group objectives. The focal demographic under scrutiny in this investigation pertains exclusively to individuals enrolled in institutions of higher vocational education. Drawing upon the aforementioned conceptual framework of "participation" and the nuanced connotation of student participation expounded upon in the preceding scholarly discourse, the term "student participation" can be delineated as follows: the active involvement of higher vocational students in the realm of pedagogical efficacy, wherein they assume the role of stakeholders. Enhance the decision-making process by incorporating personal reflections and sentiments into the evaluation, suggestion, or voting of pertinent subjects.

2.3 TEACHER STRATEGY (TS) FULL TIME TEACHER TEACHING STRATEGY IN CHINA

Education is generally seen as a vital factor for promoting equality, providing people from various origins with an opportunity to fully develop their skills. However, it is crucial to recognise that students with financial limitations often meet several barriers that hinder their achievement of academic success (Ma & Liu, 2023). Full-time educators surpass the function of just transmitting information, taking on the many roles of mentors,
guides, and facilitators within the field of pedagogy (Han, Cumming & Townend, 2023, Cai, Li & Tang, 2023). The extent of their function extends beyond the basic transmission of factual information and numerical statistics. Educators have a crucial and influential role in promoting students' curiosity, nurturing their passions, and encouraging the development of essential life skills. The use of efficient pedagogical strategies enables educators to successfully fulfill their instructional responsibilities (Zhao et al., 2023, Jin et al., 2023). In addition to recognizing the capabilities of full-time instructors, it is crucial to understand the unique challenges faced by these pupils and use effective pedagogical strategies to enhance their academic accomplishments. This academic article explores the significant importance of personalized instructional methods in efficiently addressing the distinct requirements of students facing financial difficulties, while also evaluating the possible benefits that may be obtained by both students and educators.

Financial challenges can encompass a wide range of difficulties, including but not limited to limited access to educational resources, insufficient nutrition, unstable housing conditions, and the need to work part-time or even full-time to support oneself or one's family (Sun, You & Zhou, 2023). The problems have the potential to significantly impact students' ability to actively engage in their educational endeavors (Lei, Chen & Ko, 2023). Hence, it is crucial for educators to recognize that students facing financial difficulties often confront a range of distractions and stresses that may potentially influence their academic performance.

2.4 TEACHER LEADERSHIP SKILLS (TLS)

The multifaceted responsibilities of an educator transcend the mere dissemination of academic material, encompassing the profound capacity to ignite inspiration, foster motivation, and provide guidance to students, thereby facilitating their journey towards achieving scholarly triumph (Sun, You & Zhou, 2023). Amidst the myriad of competencies inherent in educators, it is the leadership skills that emerge as a formidable catalyst in augmenting the attainment of students (Wang et al., 2023). Educators who possess robust leadership abilities are adept at cultivating a classroom milieu that effectively captivates students, thereby fostering their active participation in the educational endeavour (Li & Zhou, 2023, Wang & Wong, 2023). When students exhibit high levels of motivation and enthusiasm, there is a greater propensity for them to allocate substantial amounts of time and exert significant effort towards their academic pursuits,
thereby resulting in enhanced levels of achievement (Lee & Ip, 2023, Wang & Don, 2023).

The facilitation of effective communication and the cultivation of empathetic understanding are paramount for educators to accommodate diverse learning styles and furnish essential assistance. Consequently, students exhibiting a range of needs, encompassing those confronted with obstacles stemming from financial constraints, are able to comprehend and retain the subject matter with greater efficacy, thereby yielding enhanced scholastic achievement. The presence of educators who possess empathetic and supportive qualities has been shown to have a profound impact on the enhancement of students' self-confidence. When students perceive a sense of belief in their abilities and comprehension of their challenges from their instructor, they exhibit a higher propensity to surmount self-doubt and approach academic endeavours with a heightened sense of assurance (Webber et al., 2023, Xiong et al., 2023). The cultivation of leadership skills within educators serves as a catalyst for the promotion of critical thinking, problem-solving capabilities, and self-efficacy among their pupils. The aforementioned skills possess not only intrinsic value in the realm of academic achievement, but also extend their utility to the broader context of lifelong learning and personal growth. The cultivation of teacher leadership skills plays a pivotal role in fostering the enduring educational triumph of students (Zarate et al., 2023). When students exhibit high levels of motivation, active engagement, and self-assurance, there is an increased probability of their successful graduation, subsequent pursuit of advanced education, and attainment of their desired academic and vocational objectives.

Educators who bear witness to the academic triumphs of their students frequently encounter a profound sense of personal gratification and an augmented sense of professional contentment (Cui & Suntrayuth, 2023, Li et al., 2023). Consequently, such a phenomenon can engender a heightened level of dedication towards their vocation and an unwavering resolve to perpetually enhance their pedagogical methodologies. In summary, it can be posited that the cultivation of teacher leadership skills holds significant importance in the augmentation of student academic performance. The aforementioned skills not only serve to facilitate the efficacious exchange of information and active involvement, but also cultivate a sense of motivation, self-assurance, and the cultivation of essential cognitive abilities within the student body (Muangmala, 2023, Huang et al., 2023). Educators who possess robust leadership aptitudes foster an
atmosphere conducive to academic excellence, irrespective of students' diverse backgrounds or adversities, encompassing financial constraints. Teacher leadership skills play a crucial role in the pursuit of enhanced educational outcomes and the empowerment of students to realise their complete academic capabilities.

3 RESEARCH METHOD

Through the use of a questionnaire and qualitative research methods, this study seeks to acquire an all-encompassing knowledge of the variables that influence academic accomplishment among students who are experiencing financial challenges. Participants in the survey came from both leadership positions and regular teaching positions at Guangdong University of Petrochemical Technology in Maoming city. The top executives of Guangdong University of Petrochemical Technology in Maoming city are the ones who are responsible for managing the whole colleges, which includes the instructors and the students. Teachers are selected from inside Guangdong University of Petrochemical Technology and must have a minimum of two years of prior experience teaching at the university level. The parents come from troubled backgrounds, and their children are now enrolled at Guangdong University of Petrochemical Technology. The SMART PLS 2.6 programme was used to do an analysis on the data.

4 FINDING

<table>
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<th>Table 1: Measurement model parameter estimation.</th>
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<td><strong>Cronbach's Alpha</strong></td>
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Source: Research Data

In the process of evaluating the soundness and dependability of this research, an examination of internal consistency was conducted utilising three distinct measures: Composite Reliability (CR), Cronbach's alpha (CA), and Average Variance Extracted (AVE) score. The assessment of the reliability of each item is conducted through the utilisation of three distinct indicators. In accordance with the seminal work of Fornell and Larcker (1981), it is imperative that the composite reliability of each prospective variable
surpasses the threshold of 0.70. In accordance with the recommendations put forth by Fornell and Larcker (1981) and Nunnally and Bernstein (1994), it is imperative that the Cronbach's alpha (CA) value exceeds the threshold of 0.70. Furthermore, it is recommended, as suggested by Fornell and Larcker (1981), that the Average Variance Extracted (AVE) surpasses the threshold of 0.50. Based on the data elucidated in Table 1, the recorded values pertaining to the coefficient of reliability (CR) exhibited a range spanning from 0.960 to 0.974, each of which surpassed the established threshold of 0.70. Within the realm of computational analysis (CA), the data presented in Table 1 highlights a spectrum of scores spanning from 0.947 to 0.966. In summary, the findings obtained for the Average Variance Extracted (AVE) demonstrate a range of 0.626 to 0.682, thereby meeting the predetermined criteria.

<table>
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<th>Table 2: Fornell and Lacker (1981) criterion</th>
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Source: Research Data

Discriminant validity pertains to the capacity of a set of items to adequately discern and distinguish one variable from its counterparts. The results depicted in Table 2 reveal that none of the associations observed among the concepts under investigation exceeded the predetermined threshold of 0.924, as established by Hu and Bentler (1999). The present study's findings indicate that the discriminant validity spans a range of 0.809 to 0.839. The measurement model, as demonstrated, exhibits a notable degree of discriminant validity. According to the scholarly work of Henseler et al. (2015), the evaluation of discriminant validity necessitates the careful assessment of the Heterotrait-Monotrait ratio (HTMT) of correlations. It is imperative that the HTMT values adhere to the prescribed interval of 0.85 to 1. The items falling within the range of 0.743 to 0.781 exhibit the validation of discriminant validity and establish the reliability of the model for subsequent analysis, as illustrated in Table 3.
Table 3: Heterotrait-monotrait ratio (HTMT)

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<tbody>
<tr>
<td>FTTTS</td>
<td>0.743</td>
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<tr>
<td>SA</td>
<td>0.936</td>
<td>0.764</td>
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<tr>
<td>SE</td>
<td>0.920</td>
<td>0.910</td>
<td>0.781</td>
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<td>TLS</td>
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<td>0.781</td>
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Source: Research Data

Table 4: Direct relationship

|       | Original Sample (O) | Sample Mean (M) | Standard Deviation (STDEV) | T Statistics (|O/STDEV|) | P Values |
|-------|---------------------|-----------------|-----------------------------|-----------------|----------|
| FTTTS | 0.713               | 0.697           | 0.086                       | 8.252           | 0.000    |
| SA    | 0.217               | 0.234           | 0.082                       | 28.640          | 0.009    |
| SE    | 0.832               | 0.834           | 0.031                       | 2.457           | 0.014    |
| TLS   | 0.593               | 0.580           | 0.064                       | 9.194           | 0.000    |
| SE    | 0.180               | 0.197           | 0.073                       | 2.457           | 0.014    |

Source: Research Data

For direct relationship, the result show that hypothesis 1 and hypothesis 2 show a significant relationship with the score ($\beta = 0.713, t = 8.252, p < 0.050$), score ($\beta = 0.217, t = 28.640, p < 0.05$). This indicates teacher strategy have a positive relationship with students with financial difficulties as per proposed by hypothesis 1. In addition, hypothesis 2 urge that there has a significant relationship between teacher leadership skill and students with financial difficulties engagement. Moreover, hypothesis 3 show a significant relationship with the score ($\beta = 0.832, t = 2.457, p < 0.050$)

Table 5: Indirect relationship

|       | Original Sample (O) | Sample Mean (M) | Standard Deviation (STDEV) | T Statistics (|O/STDEV|) | P Values |
|-------|---------------------|-----------------|-----------------------------|-----------------|----------|
| FTTTS | 0.593               | 0.580           | 0.064                       | 9.194           | 0.000    |
| TLS   | 0.180               | 0.197           | 0.073                       | 2.457           | 0.014    |

Source: Research Data

For mediating effect of students with financial difficulties engagement, hypothesis 4 show a significant relationship with the score ($\beta = 0.593, t = 9.194, p < 0.05$). This indicate that students with financial engagement positively mediate the relationship between teacher strategy and students with financially difficulties achievement. Moreover, hypothesis 5 show a significant mediating effect of students with financially difficulties engagement in the relationship between teacher leadership skills and students with financially difficulties achievement with the score ($\beta = 0.180, t = 2.457, p < 0.05$)
5 DISCUSSION

Within the domain of education, the function of an educator transcends the mere dissemination of information, encompassing the cultivation of an atmosphere conducive to the flourishing and maturation of each individual learner. The aforementioned mission assumes particular significance in the context of students who confront financial constraints, as they frequently confront distinct obstacles that may hinder their scholarly accomplishments (Yan & Lyu, 2023, Wang et. al., 2023). The issue of financial hardships experienced by students is a complex matter that encompasses a range of challenges. These challenges include but are not limited to restricted access to educational resources, inadequate nutrition, unstable housing situations, and the necessity of engaging in part-time or even full-time employment to provide for their own needs or those of their families (Luo & Chan, 2023, Qiu et. al, 2023). The aforementioned challenges possess the potential to exert a profound influence on the students' capacity to actively participate in their educational pursuits, thereby necessitating the teachers' discernment and proactive measures to acknowledge and cater to their distinct requirements (Lai et. al., 2023).

Differentiated teacher strategy in conducting the class is widely recognised as a highly efficacious pedagogical approach that educators can employ to enhance student learning outcomes. The present approach is designed to adapt pedagogical strategies in order to effectively address the heterogeneous learning styles, aptitudes, and socio-cultural contexts of the student population.

Through the implementation of instructional modifications, supplementary assistance, and a diverse array of educational tools, educators possess the capability to guarantee that students facing economic challenges are afforded an equitable opportunity to engage with the subject matter (Yuan & Ding, 2023, Wang et. al., 2022). The integration of real-life examples and applications into educational content serves as a potent catalyst for student engagement and motivation (Raza et. al., 2023). The incorporation of this approach not only serves to enhance student engagement, but also serves to exemplify the tangible significance of the subject matter, thereby fostering a sense of motivation and enthusiasm within students to acquire and subsequently employ their acquired knowledge (Wu & Hou, 2023, Ma, Li & Zhu, 2023). The utilisation of conventional assessment methodologies may inadvertently place students experiencing financial hardships at a disadvantageous position. Educators possess the capacity to effectively tackle this matter through the provision of alternative modes of assessment,
including but not limited to projects, presentations, and portfolios. The aforementioned methodologies afford students the opportunity to demonstrate their comprehension and aptitude, unencumbered by any constraints imposed by their resource availability.

The cultivation of a pedagogical milieu that embodies inclusivity, empathy, and non-judgmentalism is of paramount importance (Che, 2023). It is imperative that students cultivate an environment conducive to open dialogue, wherein they feel at ease in addressing the obstacles they encounter and actively seeking assistance when necessary. Educators possess the capacity to assume a pivotal position in the establishment of an environment conducive to learning, wherein their approachability and empathetic disposition are paramount. In addition, teacher leadership skills encompass a comprehensive array of qualities and strategies that empower educators to cultivate an environment within the classroom that is characterised by positivity and supportiveness (Wu & Hou, 2023, Ma, Li & Zhu, 2023). When effectively implemented, the utilisation of these skills can yield substantial advantages for all students, particularly those encountering financial constraints. Educators who possess robust leadership aptitudes exhibit qualities of empathy and comprehension. The educators invest considerable effort in acquainting themselves with their students at an intimate level, encompassing an understanding of their individual obstacles and aptitudes (Chen, Yuan, & Zhang, 2023). The presence of an instructor who demonstrates empathy towards students grappling with financial hardships can serve as a substantial means of bolstering their support network.

The significance of effective communication cannot be overstated in the context of teacher leadership. Educators who possess the ability to effectively articulate their instructional objectives, offer insightful critique, and engage in attentive receptivity towards their pupils foster an educational environment wherein students perceive a sense of worth and acknowledgement.

Teacher leaders possess the inherent capacity to effectively stimulate and ignite the motivation and inspiration within their student body (Ma & Liu, 2023). The educational institution establishes elevated standards of achievement, concurrently offering the essential motivation and assistance to enable students to fulfil said standards. The significance of motivation is particularly pronounced within the student population who are confronted with financial constraints, as it serves as a catalyst for their ability to persist in the face of adversities. Teacher leaders demonstrate adaptability and responsiveness in addressing the distinctive needs of their students (Zhao et al., 2023, Jin
et. al., 2023). The educators exhibit a commendable willingness to adapt their pedagogical approaches and offer supplementary assistance as needed, thereby fostering an inclusive learning environment that maximises the potential for achievement among all students. Educators function as exemplars for their pupils. Teacher leaders demonstrate a range of admirable attributes, including but not limited to resilience, determination, and an unwavering commitment to the pursuit of knowledge. These qualities possess the potential to serve as a source of inspiration for students, particularly those who find themselves grappling with financial hardships, thereby encouraging them to embrace comparable mindsets and actions (Han, Cumming & Townend, 2023, Cai, Li & Tang, 2023).

6 CONCLUSION

In summary, it is imperative to underscore the significance of teacher pedagogical approaches in augmenting the academic accomplishments of poor students. These strategies enable educators to discern the distinctive challenges encountered by their students and modify their pedagogical approaches in order to furnish them with the requisite assistance and prospects for optimal growth. Through the implementation of this approach, educators possess the capacity to provide invaluable assistance to students who encounter financial challenges, thereby enabling them to surmount barriers, actualize their complete capabilities, and make constructive contributions to their academic pursuits and the broader societal milieu. The cultivation of teacher leadership skills plays a pivotal role in augmenting the academic accomplishments of students facing economic challenges. Educational professionals who exhibit proficiency in these aforementioned competencies are capable of cultivating a pedagogical setting imbued with qualities such as compassion, drive, flexibility, and exemplary behaviour. The present milieu not solely cultivates scholarly triumph but also endows learners with the fortitude and proficiencies requisite for surmounting pecuniary obstacles and attaining their enduring educational and vocational aspirations. The concept of teacher leadership extends beyond the mere transmission of knowledge, encompassing the profound objective of motivating and enabling students to realise their utmost capabilities, irrespective of their socioeconomic backgrounds.
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