THE MEDIATING EFFECT OF STUDENTS ENGAGEMENT ON LEADERSHIP SKILLS OF FULL-TIME TEACHERS' TEACHING STRATEGIES ON STUDENTS' ACHIEVEMENT WITH FINANCIAL DIFFICULTIES

a Wang Meiping, b Ali Sorayyaei Azar, c Albattat Ahmad

ABSTRACT

Purpose: This study sought to investigate the impact of full-time teacher teaching approach and the corporation between university and family in enhancing the students’ performance with the moderating effect of student’s engagement in Guangdong University Of Petrochemical Technology, China.

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: Through the use of a questionnaire, 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.

Findings: The instructional approach of a full-time teacher is crucial for improving the academic performance of students with financial difficulties. Their ability to create an inclusive, empathetic, and adaptable learning environment, coupled with individualised teaching strategies, enables these students to surmount obstacles, realise their maximum potential, and positively impact their education and society.

Research, Practical & Social Implications: In addition to imparting knowledge, the duty of a full-time teacher is to inspire and empower students to attain their maximum potential, regardless of their socioeconomic situation. This partnership ensures that students have the financial resources, emotional support, and direction they need to overcome financial obstacles and achieve academic success.

a PhD Candidate, Graduate School of Management, Postgraduate Centre, Management & Science University, 40100, Selangor, Malaysia, Guangdong University of Petrochemical Technology, No. 139, The Second Road Guandu, Maoming City, 525000, Guangdong Province, China, E-mail: 012020073305@gsm.msu.edu.my, Orcid: https://orcid.org/0009-0000-4658-4740

b PhD in Education, Dr, School of Education and Social Science, Management and Science University, University Drive, Off Persiaran Olahraga, Section 13, 40100, Selangor, Malaysia, E-mail: ali_sorayyaei@msu.edu.my, Orcid: https://orcid.org/0009-0000-4658-4740

c PhD in Hotel Management, Associate Professor, Dr, Graduate School of Management, Postgraduate Centre, Management & Science University, 40100, Selangor, Malaysia, E-mail: dr.battat@msu.edu.my, Orcid: https://orcid.org/0000-0002-3127-4405
The Mediating Effect of Students Engagement on Leadership Skills of Full-Time Teachers' Teaching Strategies on Students' Achievement with Financial Difficulties

Keyword: university, families, collaboration, teaching approach, students’ engagement, student achievement, financially difficulties.

Received: 21/08/2023
Accepted: 20/11/2023
DOI: https://doi.org/10.55908/sdgs.v11i12.1410

O EFEITO MEDIADOR DO ENGAJAMENTO DOS ALUNOS EM HABILIDADES DE LIDERANÇA DE ESTRATÉGIAS DE ENSINO DE PROFESSORES EM TEMPO INTEGRAL SOBRE A REALIZAÇÃO DOS ALUNOS COM DIFICULDADES FINANCEIRAS

RESUMO

Objetivo: Este estudo procurou investigar o impacto da abordagem de ensino de professores em tempo integral e a corporação entre universidade e família no aprimoramento do desempenho dos alunos com o efeito moderador do envolvimento dos alunos na Universidade de Tecnologia Petroquímica de Guangdong, na China.

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: Através do uso de um questionário, este estudo busca adquirir um conhecimento abrangente das variáveis que influenciam a realização acadêmica entre os alunos que estão enfrentando desafios financeiros. Os participantes da pesquisa vieram de posições de liderança e de ensino regular na Universidade de Guangdong de Tecnologia Petroquímica na cidade de Maoming.

Constatações: A abordagem instrucional de um professor em tempo integral é crucial para melhorar o desempenho acadêmico de alunos com dificuldades financeiras. Sua capacidade de criar um ambiente de aprendizagem inclusivo, empático e adaptável, juntamente com estratégias de ensino individualizadas, permite que esses alunos ultrapassem obstáculos, realizem seu potencial máximo e impactem positivamente sua educação e sociedade.

Pesquisa, Implicações Práticas e Sociais: Além de transmitir conhecimento, o dever de um professor em tempo integral é inspirar e capacitar os alunos para atingir seu potencial máximo, independentemente de sua situação socioeconômica. Essa parceria garante que os alunos tenham os recursos financeiros, o apoio emocional e a direção de que precisam para superar obstáculos financeiros e alcançar o sucesso acadêmico.

Palavra-chave: universidade, famílias, colaboração, abordagem de ensino, engajamento dos alunos, realização do aluno, dificuldades financeiras.

1 INTRODUCTION

Financial difficulties are prevalent for everyone, particularly those from disadvantaged or low-income families. Although students are not obligated to pay monthly debt installments like other households, their status as students requires them to pay their education fees, rent, and other essentials with money from loans, scholarships,
or their families. In addition, the academic performance of students from disadvantaged or low-income families may be affected. Numerous studies have demonstrated a correlation between financial difficulties and academic performance (Galanza et al., 2023, Heumann et al., 2023, Birmingham et al., 2023). Income or social status of a student's parents has a positive effect on their academic performance. Students from low socioeconomic family backgrounds tend to have poor academic performance compared to those from higher socioeconomic family backgrounds. In addition, students from affluent backgrounds have access to a stimulating learning environment (Lin & Xu, 2023, Nugraha et al., 2023). Therefore, it is feasible for those with a more affluent family financial background to excel and achieve a higher academic performance than those from low-income families. Moreover, students' financial problems contribute significantly to their poor academic performance, which, in turn, contributes to the low quality of education in numerous ways (Ladejo, 2023, Liesveld et al., 2023). Financial issues contribute to financial stress, which ultimately affects students' poor academic performance. Financial concern has been consistently linked to students' poor academic performance. There are numerous factors that influence the academic performance of students. However, socioeconomic status of the family is the most significant determinant because it entails financial management, which will motivate students to either achieve or not achieve academically (Robb & Chy 2023, Heumann et al., 2023, Birmingham et al., 2023).

To provide a fair playing field for all students, it is critical to recognise the significance of teaching technique methods and collaboration between universities and families in improving the performance of students with financial restrictions. The evaluation of academic accomplishment among university students is an important measure of the accumulation and growth of their intellectual resources. Academic performance demonstrates the degree to which college students acquire topic knowledge and essential professional ability (Gan & Guo, 2023, Wu & Hou, 2023). The principal expression of financial aid's impact on the formation of human capital among college students includes a variety of factors such as enrichment, social practising proficiency improvement, and the acquisition of technology skills and abilities (Alibudbud, 2023, Ansari et al., 2023). The components include the core aspects of human capital, which include experience, knowledge, skills, and capacities. The effectiveness of financial assistance for college students may be evaluated by analysing its capacity to secure
students’ basic study-related expenses and its potential to improve their academic standing in the classroom (Nazmi et. al., 2023, Kisanga & Matiba, 2023). These components are critical in determining the success of such support. Based on the survey data, it can be hypothesised that providing financial aid to those seeking higher education has a significant impact on both their academic successes and personal development. Students who have received sponsorship express a deep gratitude for the educational opportunities available to them at the university level. They show unflinching dedication to their studies by actively participating in demanding intellectual endeavours (Keane et. al., 2023, Trammell et.al., 2023). This study sought to investigate the impact of full-time teacher teaching approach and the corporation between university and family in enhancing the students’ performance with the moderating effect of student’s engagement in Guangdong University Of Petrochemical Technology, China.

2 LITERATURE REVIEW
2.1 STUDENTS THAT FACE FINANCIAL CHALLENGES ACHIEVEMENT (SA)

The evaluation of academic accomplishment among university students is an important measure of the accumulation and growth of their intellectual resources. Academic performance displays the amount to which college students acquire topic knowledge and essential professional skills (Niu et al., 2023, Raja et al., 2023). The principal expression of financial aid's impact on the formation of human capital among college students includes a variety of factors such as enrichment, social practising proficiency improvement, and the acquisition of technology skills and abilities. The aforementioned elements include the core aspects of human capital, which include experience, knowledge, skills, and talents (Zhou, 2023, He & Zhang, 2023). The effectiveness of financial assistance for college students may be evaluated by analysing its capacity to secure students' basic study-related expenses and its potential to improve their academic standing in the classroom. These components are critical in determining the success of such support. Based on the survey data, it can be hypothesised that providing financial aid to those seeking higher education has a significant impact on both their academic successes and personal improvement (Raza et al., 2023). Students who have received sponsorship express a deep gratitude for the educational opportunities available to them at the university level. They show unflinching dedication to their studies by actively participating in demanding intellectual endeavours. The empirical findings...
show a clear relationship between the provision of financial assistance to students from economically disadvantaged backgrounds in tertiary educational institutions and their proclivity for learning, perceived academic stress, participation in lectures and presentations, interaction with instructors and peers, contentment with their current learning trajectory, and attainment of educational rewards (Zhao, Chapman, & O'Donoghue, 2022).

There is a significant link between the variables under examination. National scholarships and national inspiring scholarships are two major categories within the domain of national scholarships that have a significant impact on the increase of academic performance among college students (Zhong, Liao, & Shi, 2023). These scholarships, together with national bursaries, serve as admirable forms of acknowledgment and assistance, creating great results in the educational environment. Academic performance among college students has been shown to be favourably linked with the receipt of student assistance (Shek, Dou, & Zhu, 2022; Kong & Yasmin, 2022). Furthermore, there is a significant association between receiving student help and achieving high marks. Furthermore, an increase in financial assistance is anticipated to significantly boost the chance of students achieving great grades (Wang, 2023, Li, 2022). The current research compares the chance of students receiving financial help getting outstanding or high marks in their particular courses versus those who do not receive financial aid. It is estimated that the former group has a 90% larger chance of receiving good grades than the latter group (Yuan & Ding, 2023; Wang et al., 2022). The documented pattern of a positive link between student assistance and university grades is striking for its consistency. The expansion of financial assistance for national scholarships has been shown to have a significant and positive impact on the improvement of academic performance among college students.

2.2 STUDENTS WITH FINANCIAL DIFFICULTIES ENGAGEMENT (SE)

Unfortunately, the concept of student engagement continues to be elusive, marked by a dearth of lucidity and a plethora of interpretations within the domain of educational discourse. Researchers within the academic domain have made concerted efforts to establish a comprehensive understanding of student engagement, which entails the diverse expressions of students’ active involvement in the educational journey. For an exhaustive examination of the conceptual uncertainty surrounding student engagement
within the existing body of educational literature, refer to the works of Wu and Hou (2023) as well as Ma, Li, and Zhu (2023). The concept of engagement, while offering numerous practical benefits, is not devoid of limitations, as it tends to assume an overarching nature that accommodates various viewpoints (Lai et al., 2023, Raza et al., 2023).

The existence of an all-encompassing demarcation, although not inherently problematic, requires a scrupulous approach to precisely encompass the wide range of entities it includes. Moreover, it is of utmost importance that the consistency of this definition is upheld throughout diverse inquiries in order to guarantee coherence and comparability (Che, 2023). Unfortunately, the absence of a coherent and uniform definition has persistently hindered the comprehension and assessment of student engagement, resulting in substantial divergence in its quantification within diverse scholarly inquiries. The assessment of student engagement has been conducted by means of a comprehensive evaluation encompassing a range of factors. These factors include, but are not restricted to, the perception of academic rigour, the experience of collaborative learning, the nature of interactions with faculty members, the overall campus environment, the level of active participation, the degree of motivation, academic performance, self-efficacy beliefs, and other pertinent aspects (Guo et al., 2023).

To address the existing incongruities evident in diverse scholarly investigations, esteemed academics within the realm of education advocate for the incorporation of a psychological perspective to scrutinise the construct of student engagement (Raza et al., 2023). The scholarly perspective regarding student engagement asserts that engagement can be comprehended as a complex construct that encompasses various dimensions, namely affective, cognitive, and behavioural (Wang et al., 2023; Nam et al., 2023). The psychological framework concerning student engagement aims to explicate the multifaceted aspects linked to this concept, albeit it regrettably lacks a comprehensive definition that fully elucidates the fundamental nature of student engagement. In order to efficaciously address this issue, Balwant (2017) posits the amalgamation of the psychological vantage point with two preexisting frameworks. The present study aims to integrate two key theoretical frameworks: Nystrand and Gamoran's (1991) concept of substantive student engagement and the conceptualization of work engagement proposed by scholars in the field of organisational behaviour.
In line with the scholarly research conducted by Balwant (2017), the notion of student engagement is explicated as a condition characterised by heightened activation and enjoyment, wherein individuals demonstrate deep emotional, behavioural, and cognitive investment in diverse academic endeavours (Luo & Chan, 2023; Qiu et al., 2023). The concept of emotional engagement pertains to the occurrence whereby students enter into a state characterised by heightened levels of activation and pleasurable affective encounters, such as feelings of enthusiasm or excitement. Behavioural engagement, as conceptualised in the scholarly literature, pertains to the observable demonstration of students' elevated levels of activation, wherein they exhibit behaviours that are distinguished by the application of supplementary effort or energy (Yan & Lyu, 2023, Wang et al., 2023). Cognitive engagement is a term used to describe the condition in which students demonstrate a state of complete absorption and unwavering concentration within a specific module. This is characterised by their attentiveness towards the instructor and their concentrated efforts during class sessions (Balwant, 2017). The tripartite dimensions of student engagement are discerned through a state of elevated activation and positivity. The present study adopts the conceptualization of student engagement as put forth by Balwant (2017) owing to its all-encompassing definition of engagement, its prioritisation of the psychological aspects, and its growing recognition in contemporary scholarly investigations.

The concept of "participation," as expounded upon in the authoritative "Modern Chinese Dictionary," pertains to the active engagement and inclusion of an individual within a specific entity, assuming a subordinate or ancillary role (Chen, Yuan, & Zhang, 2023). In the scholarly publication authored by Gan and Guo (2023), the concept of participation is expounded upon. The authors describe participation as a phenomenon wherein individuals actively engage their cognitive faculties and emotional states within a collaborative environment. This collaborative setting serves as a catalyst for individual contributions and fosters a sense of collective accountability towards the achievement of group objectives. The subject of examination in this investigation exclusively pertains to individuals who are currently enrolled in institutions of higher vocational education. Building upon the previously discussed conceptual framework of "participation" and the intricate connotation of student participation elucidated in the preceding scholarly dialogue, the term "student participation" can be explicated in the subsequent manner: The active engagement of higher vocational students within the domain of pedagogical
effectiveness, whereby they undertake the position of stakeholders. Optimise the decision-making process through the integration of individual introspection and emotions within the assessment, recommendation, or voting pertaining to relevant topics.

2.3 FULL TIME TEACHER TEACHING APPROACH (FTTTS)

Education is widely regarded as an indispensable element in the pursuit of equality, affording individuals from diverse backgrounds the chance to comprehensively cultivate their abilities. Nevertheless, it is imperative to acknowledge that students who face financial constraints frequently encounter numerous obstacles that impede their attainment of scholarly accomplishments (Ma & Liu, 2023). The role of full-time educators extends beyond the mere transmission of information, encompassing a multifaceted array of responsibilities as mentors, guides, and facilitators within the realm of pedagogy (Han, Cumming & Townend, 2023, Cai, Li & Tang, 2023). The scope of their functionality surpasses the rudimentary conveyance of factual data and numerical metrics. Educators occupy a pivotal and influential position in the realm of academia as they actively foster the inquisitiveness of students, cultivate their fervour for knowledge, and promote the cultivation of indispensable life proficiencies. The implementation of effective pedagogical methodologies empowers educators to effectively discharge their instructional obligations (Zhao et.al., 2023, Jin et. al., 2023).

In conjunction with acknowledging the proficiencies possessed by full-time educators, it is imperative to comprehend the distinctive obstacles encountered by these learners and employ efficacious pedagogical approaches to augment their scholastic achievements. This scholarly article delves into the profound significance of personalised instructional approaches in effectively addressing the unique needs of economically disadvantaged students, while also assessing the potential advantages that can be derived by both students and educators. The realm of financial challenges is characterised by a diverse array of obstacles, which may encompass, albeit not exhaustively, restricted availability of educational resources, inadequate sustenance, precarious housing circumstances, and the imperative to engage in part-time or even full-time employment to sustain oneself or one's familial unit (Sun, You & Zhou, 2023). The aforementioned issues possess the inherent capacity to exert a substantial influence on the students' capacity to actively participate in their educational pursuits (Lei, Chen, & Ko, 2023). Therefore, it is imperative for educators to acknowledge that students who encounter
financial hardships frequently encounter a myriad of distractions and pressures that have the potential to impact their scholastic achievements.

2.4 THE CORPORATION BETWEEN UNIVERSITY AND FAMILY (TCUF)

The manifestation of financial challenges among university students encompasses a diverse range of circumstances, wherein the capacity to meet the financial obligations associated with tuition fees, textbooks, housing, and other indispensable resources becomes unattainable. Certain students are faced with the challenge of managing both part-time or full-time employment alongside their academic pursuits, thereby exacerbating the demands on their time and energy resources. The comprehension of financial challenges experienced by students holds paramount importance for educators, institutions, and policymakers alike, as it facilitates the formulation of efficacious approaches to bolster the academic endeavours of these individuals (Wang & Wang, 2023, Xue & Li, 2023). The symbiotic relationship between universities and families can be harnessed to engage in concerted long-term planning endeavours, encompassing multifaceted aspects such as career progression and post-graduation aspirations (Gao et. al., 2023, Wu & Koh, 2023).

The collaboration between various stakeholders has the potential to engender a heightened level of discernment in relation to academic pursuits, professional placements, and supplementary engagements, thereby augmenting the holistic triumph of a student (Dewitt et. al., 2023, Chu et. al., 2023). Institutions of higher education possess the capacity to furnish comprehensive guidance pertaining to scholarships, financial assistance, and the art of budgeting, whereas families can serve as invaluable allies in assisting students in their judicious navigation of fiscal choices. The phenomenon of academic engagement pertains to the active involvement of families in the educational journey of their children, which has been observed to exert a noteworthy influence on their academic performance (Chen, 2023, Chen et.al., 2023). Universities possess the capacity to foster family engagement by means of establishing transparent lines of communication, providing consistent updates regarding the academic advancement of students, and affording families opportunities to actively partake in various campus activities. When families exhibit active involvement, students frequently experience heightened levels of personal responsibility for their academic achievements.
3 RESEARCH METHOD

Through the use of a questionnaire, 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 college, 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 1: Measurement model parameter estimation.

<table>
<thead>
<tr>
<th></th>
<th>Cronbach's Alpha</th>
<th>rho_A</th>
<th>Composite Reliability</th>
<th>Average Variance Extracted (AVE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTTTS</td>
<td>0.957</td>
<td>0.958</td>
<td>0.967</td>
<td>0.652</td>
</tr>
<tr>
<td>SA</td>
<td>0.957</td>
<td>0.957</td>
<td>0.966</td>
<td>0.652</td>
</tr>
<tr>
<td>SE</td>
<td>0.966</td>
<td>0.966</td>
<td>0.974</td>
<td>0.682</td>
</tr>
<tr>
<td>TCUP</td>
<td>0.936</td>
<td>0.942</td>
<td>0.951</td>
<td>0.695</td>
</tr>
</tbody>
</table>

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 0.951 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 showcases a spectrum of scores spanning from 0.957 to 0.966. In summary, the findings obtained for the Average Variance Extracted (AVE) demonstrate a range of 0.652 to 0.695, thereby meeting the predetermined criteria.

Table 2: Fornell and Lacker (1981) criterion

<table>
<thead>
<tr>
<th></th>
<th>FTTTS</th>
<th>SA</th>
<th>SE</th>
<th>TCUP</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTTTS</td>
<td>0.823</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SA</td>
<td>0.869</td>
<td>0.826</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SE</td>
<td>0.924</td>
<td>0.832</td>
<td>0.839</td>
<td></td>
</tr>
<tr>
<td>TCUP</td>
<td>0.914</td>
<td>0.786</td>
<td>0.910</td>
<td>0.891</td>
</tr>
</tbody>
</table>

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 0.823 to 0.891. 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 0.707 to 0.764 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)

<table>
<thead>
<tr>
<th></th>
<th>FTTTS</th>
<th>SA</th>
<th>SE</th>
<th>TCUP</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTTTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SA</td>
<td>0.707</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SE</td>
<td>0.961</td>
<td>0.764</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TCUP</td>
<td>0.959</td>
<td>0.822</td>
<td>0.751</td>
<td></td>
</tr>
</tbody>
</table>

Source: Research Data
Hypothesis 1 proposes there has a significant relationship between full time teacher teaching approach with students with financial difficulties engagement. The result shows a significant relationship with the score ($\beta = 0.562$, $t = 8.547$, $p < 0.05$). Hypothesis 2 proposed there has a significant relationship between the corporation between university and family with students with financial difficulties engagement. The result shows a significant relationship with the score ($\beta = 0.397$, $t = 6.203$, $p < 0.05$). Moreover, hypothesis 3 show a significant relationship between students with financial difficulties engagement with students with financial difficulties achievement with the score ($\beta = 0.832$, $t = 28.475$, $p < 0.05$).

For mediating effect of students with financial difficulties engagement, hypothesis 4 show a significant relationship with the score ($\beta = 0.467$, $t = 7.791$, $p < 0.05$). This indicate that students with financial engagement positively mediate the relationship between Full time teacher teaching approach with students with financial difficulties s achievement. Moreover, hypothesis 5 show a significant mediating effect of students with financially difficulties engagement in the relationship between The corporation between university and family and students with financially difficulties achievement with the score ($\beta = 0.335$, $t = 6.307$, $p < 0.05$).

5 DISCUSSION

The multifaceted responsibilities of a full-time educator transcend the mere dissemination of information, encompassing the establishment of an all-encompassing and nurturing educational milieu wherein students from diverse backgrounds can flourish.
The provision of this support assumes paramount significance in facilitating the resolution of the distinctive challenges that students grappling with financial constraints confront (Dewitt et. al., 2023, Chu et. al., 2023). Empathy and understanding are widely recognised as pivotal elements within the pedagogical framework employed by educators. An educator who is employed on a full-time basis and possesses the ability to perceive and validate the distinctive obstacles encountered by students experiencing financial constraints has the capacity to establish a scholastic setting wherein said students experience a sense of worth and receive the necessary assistance (Gao et. al., 2023, Wu & Koh, 2023). In the realm of education, a teacher who devotes their professional life to the noble pursuit of imparting knowledge and skills upon their students possesses the capacity to implement a pedagogical approach known as differentiated instruction (Chen, Yuan, & Zhang, 2023). This instructional methodology entails the deliberate customization of teaching methods and strategies in order to effectively address the multifarious learning styles, abilities, and backgrounds that exist among the student body (Sun, You & Zhou, 2023). By implementing this approach, it guarantees that each student is afforded an equitable opportunity to both access and comprehend the subject matter, irrespective of their financial situation.

The integration of tangible instances and practical applications within the educational syllabus enhances both the level of engagement and the pragmatic nature of the subject matter. The aforementioned approach not only serves to augment comprehension, but also emphasises the pertinence of the subject matter, thereby fostering a sense of motivation within students to acquire and employ their acquired knowledge (Yan & Lyu, 2023, Wang et al., 2023). The utilisation of conventional assessment methodologies may inadvertently place students experiencing financial hardships at a disadvantage. One potential strategy for mitigating this concern involves the implementation of diverse assessment modalities by an educator who is engaged in full-time teaching (Luo & Chan, 2023; Qiu et al., 2023). These alternative methods encompass a range of evaluative techniques, including but not limited to project-based assessments, oral presentations, and the compilation of 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 setting that prioritises inclusivity, empathy, and non-judgmental attitudes is of paramount importance. A teacher who is employed on a full-
time basis possesses the capacity to assume a crucial position in the establishment of an environment conducive to learning by exhibiting qualities of approachability and empathy towards the unique circumstances experienced by students. The present educational milieu cultivates a proclivity among students to actively pursue assistance when confronted with challenges, thereby nurturing a profound sentiment of inclusion and connectedness (Raza et al., 2023).

Universities assume a pivotal role in proffering financial aid packages and scholarships to students who find themselves in a state of financial need. The imperative nature of collaboration between academic institutions and families cannot be overstated when it comes to successfully navigating the intricate application process, thereby guaranteeing optimal utilisation of the resources at hand for students (Shek, Dou, & Zhu, 2022; Kong & Yasmin, 2022). The presence of familial units serves as a robust emotional bedrock for students. The provision of encouragement, comprehension, and faith in the student's aptitude can significantly enhance morale and motivation, both of which are imperative for the attainment of academic triumph. Universities have the potential to augment this support by duly recognising the pivotal role that families assume and cultivating an atmosphere that places significant emphasis on the preservation of emotional well-being (Wang, 2023, Li, 2022). The active involvement of families in their child's education has been shown to have a substantial influence on academic performance. The establishment of open channels of communication between institutions of higher education and families serves to foster family engagement, thereby guaranteeing a steady provision of support and responsibility for students. In the realm of higher education, universities have been recognised as purveyors of invaluable career development resources. Concurrently, families, with their unique perspectives and personal journeys, have been acknowledged as sources of profound insights and mentorship (Zhong, Liao, & Shi, 2023).

Collectively, these resources possess the capacity to assist students in making well-informed determinations regarding their prospective educational and vocational trajectories. Institutions of higher education possess the capacity to disseminate pertinent information to families regarding the plethora of resources at their disposal, including but not limited to scholarships, grants, and emergency funds, all of which serve to provide invaluable assistance to students experiencing financial hardship (Alibudbud, 2023, Ansari et al., 2023, Gan & Guo, 2023, Wu & Hou, 2023). In addition to the
aforementioned, it is noteworthy that families possess a unique capacity to contribute their personal perspectives and lived encounters, thereby enabling universities to further enhance and fine-tune their support strategies. During periods of adversity, such as instances of medical afflictions or individual trials, it is imperative for familial units and academic institutions to engage in a collaborative effort aimed at furnishing indispensable assistance and provisions (Zhou, 2023, He & Zhang, 2023). The implementation of prompt and effective communication strategies, coupled with synchronised collaborative endeavours, holds the potential to facilitate students in surmounting challenges while simultaneously safeguarding their scholastic achievements (Alibudbud, 2023, Ansari et al., 2023). The symbiotic relationship between universities and families can be harnessed to foster comprehensive and strategic long-term planning initiatives, encompassing multifaceted domains such as career development and post-graduation aspirations (Nazmi et al., 2023, Kisanga & Matiba, 2023). The collaboration between various stakeholders has the potential to yield a plethora of benefits, particularly in terms of enhancing the quality of decision-making processes pertaining to academic pursuits such as coursework selection, internships, and engagement in extracurricular activities. These aforementioned aspects collectively contribute to the holistic success of a student (Keane et al., 2023, Trammell et al., 2023).

6 CONCLUSION

In conclusion, the instructional approach of a full-time teacher is crucial for improving the academic performance of students with financial difficulties. Their ability to create an inclusive, empathetic, and adaptable learning environment, coupled with individualised teaching strategies, enables these students to surmount obstacles, realise their maximum potential, and positively impact their education and society. In addition to imparting knowledge, the duty of a full-time teacher is to inspire and empower students to attain their maximum potential, regardless of their socioeconomic situation. This partnership ensures that students have the financial resources, emotional support, and direction they need to overcome financial obstacles and achieve academic success. By recognising the significance of this collaboration, we can enable students to flourish academically, attain their long-term educational and career objectives, and positively impact society. When universities and families work together to support students in need,
breaking down barriers and allowing every student to attain their maximum potential, education becomes a genuine equaliser.
REFERENCES


