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Original Article

Impact of Faculty's Traits on Academic Performance of Students in Kathmandu, Nepal

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Abstract - *The study's primary goal is to investigate how lecturer characteristics impact students' academic achievement. Student performance is an outcome-oriented variable; faculty credentials and instruction are predictor factors. The study has used descriptive, inferential, and causal connection methodologies. The Theory of Academic Performance (TAP) and System Theory (ST) have been applied as a theoretical foundation for the study. The study discovers the effective connections between several aspects of better classroom delivery for academic achievement and Faculty professional behavior. Out of 153 questionnaires distributed to target respondents, only 95 (62.09 per cent) were deemed suitable for the study. The study's findings revealed that faculty's methods substantially and favourably influenced student academic performance ($\beta = 0.771$, $p < 0.05$). Ultimately, the findings showed that faculty qualifications had a favorable and substantial influence on student academic achievement ($\beta = 0.443$, $p < 0.05$). Thus, the study investigated the interrelated aspects of student performance, suggesting that a Faculty's attitude, qualification, and learning and sharing behavior positively influence the quality of education. The study concludes that academic institutions, universities, and other educational organizations can include these insights when formulating teaching pedagogy and classroom management for better academic achievement. The study's novelty is that it provides empirical evidence of faculty attitudes and students' academic performance for better classroom achievement, deriving the findings from a Nepalese perspective. The findings of this study are helpful in academic institutions, universities, academicians, researchers, regulatory institutions, parents, and other stakeholders.*

Keywords - *Academic performance, Attitude, Qualification, Teaching methods.*

JEL Classification: *I20, I23, I28*

1. Introduction

Higher education institutions significantly impact local economies, particularly in rural and semi-urban regions. They are not just educational centers but also economic catalysts, creating employment, supporting innovation, and stimulating local industry (Goldstein & Drucker, 2006; Becker, 2022; Moulin, 2024).

Universities are buildings with classrooms, laboratories, and hubs of knowledge, innovation, transformation, and platforms where students are transformed into skilled, professional, critical thinkers and socially responsible citizens. Quality of education enhances students' strategic knowledge management behavior, aligns with organizational goals, promotes innovation, performance, and social impact, and contributes to the social and economic growth of the nation. Any nation's output quality depends on the quality of its faculties. It is important to say that faculty play a significant role in determining children's education quality. The faculty is an excellent determinant in ensuring good academic performance in public examinations (Aina et al., 2013). Faculty must be highly academic and innovative for the successful operation of the educational system and must serve educational development (Obadara, 2005).

One important metric used to determine the efficacy and success of any educational institution is student performance. Numerous academics and researchers believe that the faculty, school, home, institutional, and other factors contribute to low academic achievement in secondary schools. Education experts and scholars agree that secondary school pupils in Nigeria do poorly on public exams administered by the National Examination Council (NECO) and the West African Examination Council (WAEC) (Owoeye, 2000).

Faculty's professional attitude in communication, classroom management, and pedagogy may be a decisive factor influencing students' academic performance in schools. Positive professional attitudes of faculty concerning their teaching job will go a long way in bringing about positive performance of the students. In contrast, negative attitudes demonstrated by faculty in discharging their responsibilities may mar students' academic performance (Mandasari, 2020).

A faculty's educational attitude is how people reason or act, and most of the time, can either make or mar an individual's performance while carrying out their tasks and responsibilities. It is often said that attitude may be positive or negative. Negative attitudes displayed in the school by faculty may result in negative performance, while positive attitudes put forth by faculty in the school may result in positive performance. The attitude of a Faculty, consciously or unconsciously, directly or indirectly affects students' academic performance (Kauffman, 2015). Moreover, rare studies are available in developing countries, and most of the earlier research focused on multimedia, teachers' training, research and development activity, and parental involvement were mainly investigated. The Nepalese context-based research is limited. Thus, this research attempts to fill this research gap. Furthermore, the study's primary goal is to find out how much the characteristics of the faculty affect students' academic achievement in Kathmandu's educational system. Further, the specific objectives are presented below:

- To assess the relationship between teaching methods, the faculty's qualifications, and students' academic performance.
- To assess the association between faculty qualification and students' academic performance.

2. Review of Literature

A literature review thoroughly summarises all published material on a particular subject, including books, scholarly papers, and other pertinent sources. It contributes to advancing knowledge in the subject by listing, characterizing, summarizing, assessing, and elucidating earlier studies. Literature reviews do not report on fresh, experimental work since they are secondary sources. They establish the goal of the investigation, offer directives for identifying variables, point out uncharted territory, and support the creation of a theoretical approach. A literature review is crucial because it helps researchers formulate hypotheses, summarise data from earlier studies, and improve comprehension of discipline-specific study findings.

2.1. Theoretical Framework for the Study

The theoretical foundation defines the core components of performance as identity, learning skills, knowledge, context, personal factors, and fixed factors. So, this theory helps analyze the impact of faculty attitude on student performance.

2.1.1. Theory of Academic Performance (TAP)

The TAP theory emphasized six foundational concepts to form a framework that can be used to explain performance and performance improvements. To perform is to produce valued results. A performer can be an individual or group engaging in a collaborative effort. Developing performance was a journey; the performance level describes the journey's location. The current level of performance depends holistically on six components: context, level of knowledge, level of skills, level of identity, personal factors, and fixed factors. Three axioms were proposed for effective performance improvements. These involve a performer's mindset, immersion in an enriching environment, and engagement in reflective practice (Elger, 2006).

The TAP theory emphasizes academic performance, which means that students can fully actualize their inner talents and capabilities in line with educational goals. Thus, academic performance is considered an important criterion of educational quality. Therefore, without a doubt, academic performance is a major issue among students, faculty, parents, school administrators, and the community at large. It has frequently been claimed that individual initiative, effort, and merit account for a major portion of academic accomplishment. Learning for understanding was intimately linked to performance, as promoted by Harvard's Project Zero (Wiske, 1998). People are empowered to produce outcomes that have an impact as they develop and learn. Throughout history, one of the main objectives of higher education has been to collaborate and learn in ways that improve the world.

2.1.2. Systems Theory (ST)

Von Bertalanffy (1968) created Systems Theory (ST), which is valid in both social sciences and business disciplines. This (ST) theory sees organizations as linked systems, with changes in one component affecting total performance in production, distribution, coverage, system, knowledge transfer, and institutional efficiency. The framework of ST theory emphasizes the interconnectedness of processes, resources, systems, and external factors to achieve sustainable delivery.

2.2. Empirical Review

This study employs many variables, dependent and independent. The definition of each variable that is used in the study is given below:

2.2.1. Teaching Methods (TM) and Academic Performance of Students

Teaching and sharing methods are the systematic ways a Faculty uses to transfer, receive, or share information (Geoffrey, 1967). It implies the use of principles and theories of instruction. It can include class participation, recitation, and demonstrations. The educational philosophy, classroom demographics, and topic area determine teaching methods. Teaching techniques are described as the methods, instruments, and equipment that must be used to assess, apply, plan, and give information to students in order for them to achieve their educational objectives. It also symbolizes the intellectual activities and processes involved in developing the educational process. Teaching strategies may assist students in developing their skills, increasing their level of comprehension, and saving effort and time. Teaching methods are a subset of the larger and more complete idea of teaching approaches. Teaching techniques aim to enhance curriculum, teaching techniques, and the faculty's condition and skill.

Pervin et al. (2021) studied Faculty-student interaction and students' academic performance at the University of

Dhaka. The study's main aim was to investigate the influence of Faculty-student interaction on the student's academic performance. The study showed the significance of faculty-student interactions and the relationship term of better performance in the classroom, which is essential to the motivational process. The study also highlighted a significant relationship between the faculty's instruction and students' academic achievement.

Southwestern University (2022) student performance level is what makes a rubric more than an assignment checklist. By providing students with a range of response levels, you can help guide them away from common errors. Academic performance involves meeting goals, achievements, and objectives set in the program or course that a student attends due to the faculty's teaching and instruction (Caballero et al., 2015). These are grades, the evaluation results that include passing or failing a specific exam, topic, or course. Student performance is evaluated using Grade Point Average (GPA), high school graduation rate, annual standardized test, and college admission exam. Formal tests, quizzes, and examinations are the conventional methods of evaluating student performance.

Siachifuwe (2017) investigated the faculty-based variables that influence academic achievement among students in open learning courses at Twin Palm Secondary School in Lusaka, Zambia. The study sought to determine the effect of teacher variables on students' academic performance in open learning courses at Twin Palm Secondary School. The study found that low performance was ascribed to a lack of desire, insufficient instructional aids, ill-preparedness, non-marking of exercises, and tardiness. Measures were offered to address these issues.

AH_1

There is a significant positive relationship between the faculty's teaching methods and the academic performance of students.

2.2.2. Faculty's Qualification (TQ) and Academic Performance of Students

Darling-Hammond (2007) considers a faculty member to be well-qualified if they have earned their complete certification and have a degree in the subject they teach. Enhancing student performance and preparing students for lifetime employment depend heavily on faculty qualifications. It allows for registration at all levels and requires professional and academic credentials. The study's results demonstrated that the caliber of pre-service and in-service training substantially impacted faculty productivity, underscoring the significance of faculty credentials.

Kurgat and Gordon (2014) examined how Moi University in Eldoret, Kenya's faculty traits and attitudes affected students' performance on the KCSE economics test. The study aimed to determine how faculty traits and attitudes affected students' academic performance. Among the independent factors were teaching experience, length of teaching, faculty perception, and professional qualification. The results showed that the economics faculty has professional qualifications. Higher-educated faculty members often do better than less-educated faculty members. Regarding the faculty's views, the survey found that the economics faculty had favorable opinions on the subject's instruction.

Aondofa and Emmanuel (2016) conducted a study about the effect of Faculty attitude on senior secondary school student performance in physics in Benue State of Nigeria. The study's primary aim was to test the relationship between faculty qualifications, years of experience, and student performance. The study showed that more years of teaching experience will aid student performance. Highly experienced faculty positively influence student performance. The government should employ qualified and professional faculty to teach physics.

Ekperi (2018) investigated how faculty traits affected pupils' academic achievement in Nigeria's Enugu State public secondary schools. The study's main goal was to determine the impact of the faculty's teaching strategies and subject-matter expertise on student achievement. This study's intriguing conclusion was that pupils taught geography through field excursions understood the subject better than those who were only exposed to it in the classroom. The study found a substantial and positive correlation between the dependent variable, students' academic achievement, and the independent factors, such as faculty subject-matter expertise and instructional strategies. The study concurs that mastery of pertinent topic matter is one of the most crucial faculty qualities that improve student achievement. The study confirmed a substantial correlation between students' academic achievement and the faculty's teaching style.

Menge (2019) examined the influence of Faculty-related factors on student's performance in mathematics related factors on students' performance in mathematics in secondary school at the Technical University of Mombasa in Kenya. The study analysed the impact of teaching methods, faculty attitudes, and assessment techniques on students' performance. Teaching methods, faculty attitudes, and assessment techniques were independent variables, whereas students' performance was dependent. The study's findings showed that small group instruction, individualized attention, and student demonstration to each other were likely to enhance mathematics learning in secondary schools. To enhance mathematics learning, faculty need to use various teaching and assessment techniques. The study showed that the teaching methods used by most faculty did not enhance proper adaptation to mathematics learning, which could be a possible challenge for students.

OJO (2018) conducted the faculty's professional attitudes and students' academic performance in secondary schools in the Ilorin metropolis of Kwara state. The study's primary purpose was to examine faculty's professional communication attitudes, classroom management attitudes, professional pedagogical attitudes, and mastery of subject

matter attitudes. The study's conclusions demonstrated a significant positive correlation between students' academic achievement and the professional demeanour of the professors. The study discovered a substantial relationship between the student's academic achievement in Ilorin Metropolis and the attitudes of the faculty toward communication, classroom management, pedagogy, and topic competence. The study's main conclusion was a substantial correlation between students' academic achievement and each of the independent variables' sub-variables.

Madukwe et al. (2019) investigated the relationship between students' academic achievement and the attitude of the faculty. The study aimed to determine the connection between students' academic performance and the instructors' attitudes. The study's conclusions demonstrated a strong and favorable correlation between students' academic achievement and the attitude of the faculty. The dependent and independent variables were found to be statistically significant. However, teaching and student performance are unaffected by the faculty's age or sex.

Madukwe, E. C. (2019) was carried out in Osogbo, Osun State, Nigeria, to investigate the attitudes of the faculty toward teaching and the English grammar proficiency of the students. The study's objectives were to discover how the faculty members felt about teaching and their knowledge of technology as a subject, cutting-edge teaching techniques, the learning process, and maintaining discipline in the classroom related to their teaching profession. The findings showed a strong positive association between students' performance and the faculty's attitudes toward teaching and a positive and substantial correlation between the professors' attitudes toward teaching and students' performance.

Ullah et al. (2018) investigated how faculty attitudes affected students' academic performance in mathematics. The study aimed to identify faculty-related variables that could influence students' mathematical performance. The findings of the study concluded that when a Faculty applied the interactive teaching method, a positive attitude in class, delivered a lecture in understandable language, motivated their students towards mathematics learning and offered teaching material to students, then students got a higher GPA compared to those students to whom such facilities were not provided. If the given model is correctly followed, positive contributions occur in the student's academic achievement. The faculty should be positive toward students and permit students to ask if they have any questions. The negative attitude of faculty hurts student academic performance. Thus, based on the review of previous literature, the following hypothesis has been developed:

AH_2

There is a significant positive relationship between faculty qualifications and the academic performance of students.

Academic Performance of Students (APS)

The academic performance of students is one of the most challenging aspects of their performance in academic, social, psychological, economic, and environmental cohesion. Faculty-related factors that affect student performance are a lack of Faculty motivation, inadequate Faculty preparedness, a lack of punctuality by Faculty, and a lack of teaching aids (Hijazi & Naqvi, 2006).

Table 1. Summary of empirical studies

Authors and year	Major findings
kurgat and Gordon (2014)	Identified faculties with a higher level of education tend to perform better.
	Found that Facultys' attitude towards teaching economics was positive
Aondofa and Emmanuel (2016)	Showed the positive impact of faculty's years of experience on student performance
	Identified that there was no significant difference between Faculty qualifications and student performance.
Saichifuwe (2017)	Observed lack of learning aids, ill-preparedness of Facultys, and lack of punctuality had a negative impact.
Ekperi (2018)	Found that faculty's knowledge of subject matter correlated significantly with student performance.
	Showed that teaching methods had a positive relationship with student performance.
Menge (2018)	Showed small group instruction, individualized attention, and students demonstrating to each other would
	Enhanced student performance.
OJO (2018)	The faculty's professional attitude and student performance showed a strong positive relationship.
	Found that the faculty's communication, classroom management, pedagogical, and subject mastery attitude were
	Significantly related to student performance.

Ullah, Badshah and Qamar (2018)	Showed interactive teaching method positive attitude in class had a positive impact on student performance
	Found delivering a lecture in easy language, motivating the students, and offering teaching material would enhance the student performance.
Madukwe,Onwuka and Nyejirime (2019)	This showed a positive and significant relationship between the faculty's attitude and student performance.
	The age and sex of the Faculty did not impact student performance.
Olakunle and Salman (2020)	Showing Faculty knowledge and information on the subject matter positively impacted student performance.
	Found that the usage of technology and innovative teaching methods had a positive impact on student performance.
	Showed a significant positive relationship between the faculty's attitudes toward teaching.
Pervin,Fredwsh and Munni (2021)	It showed that poor-performing students had a poor relationship with their faculty.
	The observed Faculty had a negative interaction with the low-marked student.

Table 1 shows the evidence based on empirical review. The evidence demonstrated that most students were guided by the instructor's perception. The finding indicated the importance of the faculty-student relationship to students' academic success. The t-test result showed a statistically significant difference in mean scores between the faculty and students.

The finding indicated a significant difference in the perception of Faculty-student interaction between the Faculty and students. The results regarding student-faculty interaction and academic achievement were significantly positively correlated.

2.3. Research Framework

The study's conceptual framework serves as a foundation for the inquiry, providing a methodical representation of the main research ideas, variables, and relationships between hypotheses based on accepted theory (Ridder, 2014).

A research framework is a methodical examination of current ideas that researchers use to explain events, establish links, and formulate hypotheses. It aids in defining the boundaries of observable phenomena and generalizing them. It makes concepts and variables easier to comprehend by confirming and refuting theoretical presumptions. Teaching methods are influenced by educational philosophy, demographics, and subject areas.

The variable was derived from (Kurgat and Gordon, 2014; and Aondofa and Emmanuel, 2016). Student performance includes achieving the goals, objectives, and accomplishments specified in the course or program in which the student is enrolled. High school graduation rates, GPAs, formal exams, and other metrics gauge student achievement.

The variable is derived from (Kurgat & Gordon, 2014; Aondofa & Emmanuel, 2016; Siachifuwe, 2017; Ullah, Badshah, & Qamar, 2018; Ekperi, 2018; OJO, 2018; Menge, 2019; Madukwe, Onwuka, & Nyejirime, 2019; Olakunle & Salman, 2020; Pervin, Ferdowsh, & Munni, 2021). The theoretical model for the relationship is formulated as an equation below:

$$Y= a +b_1x_1+e_1 \quad (1)$$

$$Y= a+b_2x_2+e_2 \quad (2)$$

Where,
a = Intercept
b = Coefficient
Y = Academic Performance of Students (APS)
X1 = Teaching methods (TM)
X2 = Faculty's qualification (TQ)
e = Error term

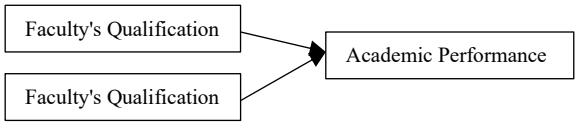

Fig. 1 Research framework of the study
Source: Ekperi (2018), Ullah, et al. (2018), Menge (2019).

Figure 1 represents the research framework and reflects the influence of Faculty attitude and faculty qualifications on student performance. Further, faculty qualifications (TQ) teaching methods are independent variables; similarly, Student Performance (SP) is a dependent variable.

3. Materials and Methods

This study mainly aims to examine the impact of the Faculty's attitude on students' academic performance, using the teaching method and the Faculty's qualification as predictors and students' performance as the outcome variable. This study used descriptive and causal research designs. The descriptive study approach methodically illustrates the phenomena, highlighting the qualities and trends of the respondents' general background knowledge (Creswell & Creswell, 2018).

A descriptive, relational, and causal research design was used to meet the study's aims and hypotheses. A casual study evaluated the influence of modifications on established standards and procedures and the cause-and-effect connection between variables.

The study utilized convenience sampling. The study population was students from Jhor, Kathmandu. Out of the

153 questionnaires distributed to the target respondents, 95 were found to be complete and usable. This sample size is deemed sufficient as each construct must contain the threshold criteria of 15 questionnaires, and it advocates that there must be a minimum of 45 data points based on this evidence.

Thus, this research utilized 95 data points that exceeded the threshold criteria for data analysis (Stevens & Edwards, 1996). A structured questionnaire was designed to collect data, with questions ranging from strongly agree to disagree strongly.

This study relied heavily on primary sources of data. Four items were extracted from a scale developed by (Ekperi, 2018; Yousef, 2017) to evaluate the teaching methods. Faculty qualification was measured using three items adopted by (Ekperi, 2018). Student performance was assessed using three items adopted by (Madukwe et al. (2019).

4. Results and Discussion

4.1. Descriptive Statistics

Table 2 reveals no equal-gender participants in the study, with 91 respondents, 54 male and 41 female, indicating a greater number of females in the sample. Similarly, the age group of respondents below 20 years stood at 30 (31.58 percent). Moreover, the age group of participants between 21 to 25 shows 45 (47.37 percent), and the age group between 26 to 30 reveals 15 (15.79 percent). Finally, the age of respondents above 30 depicts 5 (5.26 percent). Next, the educational background of the respondents below higher secondary represents 23 (24.21 percent), the bachelor's level of educational status reflects 65 (68.42 percent), and the master's and above educational group stands at 7 (7.37 percent).

Table 2. Demographic characteristics of respondents

Gender	**Frequency**	**Percent**
Male	54	56.8
Female	41	43.2
Total	**95**	**100**
Age		
Below 20 years	30	31.58
21 to 25	45	47.37
26 to 30	15	15.79
Above 30	05	05.26
Total	**95**	**100**
Education		
Below Higher Secondary	23	24.21
Bachelor	65	68.42
Master's and above	07	07.37
Total	**95**	**100**

4.1.1. Opinion on Faculty-Related Factors that Influence Student Performance

Table 3 shows learners' opinions on the faculty's related factors. This contains four item statements showing a positive attitude in the classroom, years of experience, offering teaching materials, and delivering a lecture in understandable language.

Table 3. Opinion on faculty-related factors that influence student performance

Items	**Total responses**	**Rank**
Positive attitude in the classroom	95	2
Years of experience	95	3
Offering teaching material	95	4
Deliver a lecture on understanding language	95	1
Total		

Similarly, table 3 demonstrated that out of these items, the first rank was delivering a lecture in understandable language, the second rank was found for positive attitude in the classroom, the third rank was found with years of experience, and the fourth rank was belonging to the item offering teaching materials.

Table 4. Survey on teaching methods

Statements	**SA**	**A**	**N**	**D**	**SD**	**Total Response**
I prefer audiovisual aids to understand Subject matter.	15	29	43	0	8	95
Faculty members who provide varied activities like storytelling, questioning, and quiz contests help me understand the subject matter easily.	36	44	9	3	3	95
I find discussion and interaction better than the lecture method.	38	28	24	4	1	95
The way the Faculty speaks is important for me to understand the lecture.	47	34	10	2	2	95

Students in the Kathmandu Valley were asked to share their opinions on the provided statement about teaching methods to get information on how they felt these approaches affected their academic achievement. A 5-point Likert scale was employed in the study to gather the data. Table 4 shows that the maximum number of respondents, with a weighted mean score of 2.46, strongly agreed that they prefer audiovisual aids to understand the subject matter. The respondents also agreed that Faculties that provide varied activities like storytelling, questioning, and quiz contests help them to understand subject matter easily, with a weighted mean of 1.87. Correspondingly, discussion and interaction are better than lecture methods by a weighted mean of 2. The way the faculty speaks is important for me to understand the lecture, as it gives a weighted mean of 1.72. The grand weighted mean for the statements associated with the teaching methods is 2.01.

Table 5. Survey on faculty's qualifications

	Rating				
Statements	**SA**	**A**	**N**	**D**	**SD**
I agree that discussing many aspects of a topic at once shows that the Faculty has in-depth knowledge of the subject	20	33	28	9	5
I believe Faculty who teach using terms and terminologies of their subject have high knowledge of their subject.	26	33	29	2	5
I agree that a Faculty member who answers a question from a student instantly shows their expertise in their subject.	37	32	11	5	10

Table 5 shows the opinions of learners on the faculty's qualifications. In order to get their opinions on the comments made about student performance, the faculty members at Jhor, Kathmandu, were asked to rate the perceived influence of their qualifications on student achievement. The research employed a 5-point Likert scale to gather the data, with 1 denoting "strongly agree" and 5 denoting "disagree." The respondents scored the statement according to their judgment and viewpoint. Similarly, it indicates that most respondents agree that I agree with discussing many aspects of a topic at once. This shows that the Faculty has in-depth knowledge of the subject, with a weighted mean of 2.47. Likewise, the majority of the respondents also agree that faculty who teach using the terms and terminologies of their subject have high knowledge of their subject, with a weighted mean of 2.20. Another variable was that the Faculty member who answered the questions from the students instantly showed their expertise in the subject, which was agreed upon by the respondents with a weighted mean of 2.09. Moreover, the grand weighted for the independent variable, Faculty's qualification, is 2.26. From the result, it is known that Faculty qualifications directly influence student performance.

Table 6. Survey on academic performance of students

	Rating				
Statements	**SA**	**A**	**N**	**D**	**SD**
I find more interest in the subject when there is a good relationship between the Faculty and the student.	55	16	16	5	3
I believe students perform poorly on exams when the Faculty do not create a friendly environment on class	41	23	18	6	7
I agree that students perform poorly when faculty do not show deep interest in the subject he/she teaches.	53	26	6	4	6

Table 6 shows that most respondents strongly agree that we find greater interest in the topic when there is a positive interaction between the faculty and students. Like the previous item, which reads, "I think students do poorly on exams when the faculty do not create a friendly classroom environment," most respondents strongly agreed with this statement. Last but not least, it is also evident that a greater proportion of respondents chose the strongly agree option when expressing their opinion that students do badly when faculty members lack a strong passion for the subject they teach.

4.2. Correlation Analysis

The relationship between the study's variables is displayed using correlation analysis. The link between the variables being studied is examined using correlation analysis. The study's Independent Variables (IVs) are teaching methodology and faculty qualifications. Similarly, the Dependent Variable (DV) is the student's performance. Consequently, the correlation matrix is shown as follows:

Table 7. Relationship between teaching methods and academic performance

Variables	**Student performance**	**N**	**Mean**	**Median**
Teaching methods	.500**	95	2.0132	2
Faculty's qualification	.365**	95	2.2561	2

** Correlation is significant at the 0.01 level (2-tailed).

The correlation analysis of the variable under investigation, which is carried out for the entire sample, is described in Table 7. With a correlation value of 0.500, the relationship between teaching strategies and student performance is positive and significant at a 99 percent confidence level, indicating that teaching strategies favour student performance. Similarly, with a correlation coefficient of 0.365, the relationship between faculty qualifications and student performance is positive and significant at a 99 percent confidence level, indicating that faculty qualifications have a favourable impact on student performance.

4.3. Regression Analysis

One statistical method for assessing the degree of correlation between one or more independent variables and one or more dependent variables is regression.

It covers various modeling and analysis approaches to help you understand the links between different variables.

Table 8. Coefficient of teaching methods

Variables	Constant	Unstandardized Coefficients		Standardized Coefficients	t	P	Adj. R^2	F-Value	P-Value
		B	Std. Error	Beta					
TM	0.337	0.771	0.138	0.5	5.573	0.00	0.242	31.063	.000b
FQ	0.887	0.443	0.117	0.365	3.784	0.00	0.124	14.32	.000b

Dependent Variable: Academic performance, TM = Teaching Methods, FQ = Faculty's qualification

Table 8 shows how instructional strategies improve student achievement. The effect is shown to be substantial. As the table illustrates, teaching strategies are the independent variable, whereas student performance is the dependent variable. The outcome indicates that, at a 99% confidence level, there is a positive and substantial relationship between teaching strategies and student performance. Increased teaching techniques lead to increased student performance, as indicated by the teaching methods coefficient of 0.771. Likewise, the findings demonstrate the beneficial relationship between student performance and the instructors' credentials. This indicates that a one percent change in teaching methodology results in a 0.337 percent improvement in students' academic achievement. Likewise, the results also demonstrate that, at a 99% confidence level, there is a positive and substantial relationship between student performance and the faculty's qualifications. Students' performance increases when faculty qualifications rise, according to the faculty qualification coefficient of 0.443. It shows that a one percent difference in teaching qualifications boosts students' academic achievement by 0.887 percent.

Additionally, at a 99% confidence level, the data demonstrate a positive and substantial relationship between teaching strategies and student performance—the f value of 0.31063. Since the p-value is 0.00, the model is not fit and is rejected. It means the model is fit, i.e., the prediction is correct. Next, it shows that the effect of the Faculty's qualification and student performance is positive and significant at a 99% confidence level—the f value with 0.1432. Since the p-value is 0.00, the model is not fit and is rejected. It means the model is fit, i.e., the prediction is correct.

Furthermore, the adjusted R-squared of the variable was 0.242. R-squared equals 24.2 percent, which shows a 23.50 percent variation in student performance due to teaching methods. Finally, the adjusted R-squared of the variable was 0.124. R-squared equals 12.4 percent, which shows a 12.4 percent variation in student performance due to the faculty's qualifications.

Table 9. Summary of hypotheses

Hypotheses	Results
AH_1: There is a significant positive relationship between teaching methods and the academic performance of students.	Accepted
AH_2: There is a significant positive relationship between the faculty's qualifications and the academic performance of students.	Accepted

The hypothesis summary is shown in Table 9. The first hypothesis, which asserts that faculty members' teaching strategies favour students' performance, was consistent with the theory and validated the study hypothesis. Last but not least, the second hypothesis—which asserts that faculty qualifications favour student performance—was also in line with current thinking, supporting the developed hypothesis.

5. Discussion

The study's main goal was to use data from Jhor Town, Kathmandu, Nepal, to examine how instructor attitudes affected students' academic achievement. The researchers used descriptive and inferential analyses to get the study's findings. The investigation indicated a substantial and beneficial impact of faculty's attitudes on student classroom achievement. Next, teachers' classroom performance is crucial in learning and sharing activities. Faculty's methods had a substantial and favorable influence on student academic performance, which aligns with studies (Geoffrey, 1967). Faculty's academic qualifications and classroom attitudes also highly influence students' classroom performance, ensuring quality education and knowledge enhancement, which aligns with previous studies (Ullah et al., 2018; Madukwe, 2019). It reveals that the connection between the qualification of faculty members and the student's classroom performance is favorably associated,

manifesting a supportive scenario. This finding aligns with the earlier evidence (OJO, 2018). Thus, the Faculty's professional communication, pedagogical, and subject matter attitudes significantly enhance students' understanding and comprehension of the subject matter. Further, the study's findings manifested a positive and significant relationship between teaching technique, instruction, Faculty attitude, and academic qualification on student performance, which aligns with previous studies (Aondofa, 2016; Ekperi, 2018).

Furthermore, the result showed a positive and significant impact of the faculty's attitude and qualification on student classroom performance in Nepal's educational sector. Thus, these findings align with existing theories and indicate positive evidence to boost students' classroom performance in Nepalese. Therefore, the best inclination advocates the appreciative search findings.

6. Conclusion

Academic institutions and universities serve as hubs for knowledge, innovation, and skill transformation, transforming students into skilled professionals and socially responsible citizens. Thus, academicians and faculty are essential for quality education. The study revealed a positive correlation between the faculty's academic qualifications and student performance. Similarly, a rigorous relationship exists between the faculty's teaching methods and students. The study's findings revealed that the faculty's methods had a substantial and favorable influence on student academic performance. Similarly, faculty qualifications had a favorable and substantial influence on student academic achievement. Thus, the study investigated the interrelated aspects of student performance, suggesting that a Faculty's attitude, qualification, and learning and sharing behavior positively influence the quality of education. It can be concluded that identifying the impact of the faculty's attitudes and teaching techniques enhances better academic performance. Academic institutions, universities, and other educational organizations may include these insights when formulating teaching pedagogy and classroom management. This research discovered novel areas of investigation, revealing the significant educational dimension linked with traits of faculty and student's academic performance, offering a range of evidence that supports academic institutions for better teaching and learning mechanisms.

6.1. Policy Implication

There are limitations to this study's coverage areas, including its small sample size, limited variables, and dependence on cross-sectional data that is only available in Jhor, Kathmandu. Further study can encompass longitudinal studies, other affecting variables, larger sample sizes, and a broader range of leading variables across various geographic locations. The study's findings may not be universally applicable due to its unique nature, and it is recommended for a large-scale study across the Kathmandu Valley, Nepal.

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