

Factors Influencing Students Learning Behavior

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INTRODUCTION

Students must learn what we regard as appropriate and wrong behavior. Just as they make mistakes learning spelling, math, or literary analysis, they will also make mistakes learning our standards and expectations. This is not to say that educators should stop attempting to change student behavior. Teachers and leaders can take action to improve students' behavior and reduce disruptions to learning by having a basic awareness of some of the elements that may contribute to student misbehavior.

Three categories of factors can commonly be used to classify factors influencing student behavior:

- Mental health, aspirations, prior attainment these are influencing individual student factors
- Immediate environment factor influencing family peers
- Government policies, social media effects indirect environment factors

Of course, there are many interrelated aspects, so these categories are not entirely perfect. These links are apparent in the relationships between social media, peers, and mental health.

Consider a secondary school as an illustration where students frequently interact with one another in the corridors in between classes. There are a number of regulations or procedures to take into consideration if a school wants to reduce this behavior from students for any reason (maybe class tardiness is becoming into an endemic problem). While a law prohibiting noise in corridors would solve the issue; it would go against the societal norm.

Alternately, the school or certain teachers could impose stricter sanctions for arriving late. This might conflict with students' desire to socialize, though. This is not to imply that such new policies will fail or shouldn't be considered, but it is crucial to recognize the additional difficulty that they present.

Ultimately, try to looking affect student behavior, teachers and school leaders should initial ask for to know however these 3 factors are already influenced. From there, we've a choice:

- Can we need to use these factors as they presently exist to bring on a change? Or, can we want to know to change these factors themselves?

- The latter is difficult, however are often done and will have a far greater impact on student behavior within the future

DESCRIPTION

The majority of the students fell into one of two groups: Those who enrolled at UTM before July 2002 and those who did so after. Their entrance requirements and preferred communication method were the two main differences between the categories. The Sijil Pelajaran Malaysia (SPM, Malaysian Certificate of Education), which is similar to the GCE O-Level examinations, was the admission certificate for students prior to July 2002. Additionally, they were instructed in Bahasa Malaysia, UTM's official language of communication. In the meantime, post-July students had post-SPM credentials including matriculation credentials, the Higher School Certificate of Education (HSCE), the Sijil Tinggi Pelajaran Malaysia (STPM), or other credentials that were acknowledged to be of comparable standing. These credentials are on par with GCE A-Levels. The different huge alternate become that English language has become the medium of communication. These modifications additionally introduced approximately modifications to the curriculum which had been changed accordingly.

CONCLUSION

Changes within the teaching was made to the presentation of mathematical contents like class tasks and activities, yet because the teaching and learning surroundings by encouraging active participation of students in thinking, participation in activity and communicating. Current trends towards outcome based education, problem based learning. It help the students to give some exposure to real problems are providing a number of the suggests that to attain these. However, it had been tough to win over students to participate and explore new ways that of learning a lot for advanced education and skilled development. We have discussed that some of the factors that influences towards their participation and motivation. As they studied Engineering arithmetic early in their course, we felt that we tend to provide some support in helping the students to beat the transition from pre-university learning towards tertiary learning.

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Received: 22-Jul-2022, Manuscript No. IJSCP-22-18533; **Editor assigned:** 25-Jul-2022, PreQC No. IJSCP-22-18533 (PQ); **Reviewed:** 08-Aug-2022, QC No. IJSCP-22-18533; **Revised:** 20-Oct-2022, Manuscript No. IJSCP-22-18533 (R); **Published:** 27-Oct-2022, DOI: 10.35248/2469-9837.22.9.267.

Citation: Ibrahim IA (2022) Factors Influencing Students Learning Behavior. Int J Sch Cogn Psycho. 9:267.

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