ISSN E: 2709-8273
ISSN P:2709-8265
JOURNAL OF APPLIED LINGUISTICS AND TESOL
JALT

A MULTIDIMENSIONAL ANALYSIS OF EDUCATIONAL PERFORMANCE: COGNITIVE, EMOTIONAL AND SOCIAL APPROACHES IN SECONDARY EDUCATION

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Abstract

The effect of cognitive, emotional, and social learning strategies on secondary school achievement in Tehsil Mandi Bahauddin is investigated in this study. The study uses a quantitative methodology to examine the effects of these approaches on student outcomes by surveying 119 Secondary School Teachers (SSTs). The results show that cognitive strategies greatly improve academic performance, but emotional and social strategies are more important for student engagement and success in general. Some of the challenges that have been identified are inadequate resources, inadequate training, and poor health. In order to enhance instructional practices, the study offers suggestions for incorporating multidimensional approaches and resolving these issues.

Keywords: Cognitive Approaches, Emotional Approaches, Social Approaches, Student Academic Performance, Teaching Strategies, Multidimensional Approaches, Educational Outcomes

1. Introduction

The field of education is diverse and always changing to meet the demands and difficulties faced by both teachers and students. A great deal of research has been done on the effectiveness of teaching strategies in improving academic performance of students. This study examines how different teaching strategies affect academic performance of students with an emphasis on the social, emotional, and cognitive aspects. The comprehension and enhancement of educational practices necessitate the integration of these approaches and their impact on academic outcomes.

In education, cognitive approaches place a strong emphasis on the mental operations like information processing, critical thinking, and problem-solving that go into learning. These methods, which aim to improve intellectual capacities of students, are based on cognitive psychology theories. Studies have indicated that proficient cognitive techniques can considerably influence learners' comprehension of intricate ideas and enhance their scholastic achievements. This study looks at cognitive approaches in an effort to assess how these tactics affect academic performance and learning experiences of students (Bell, 2023).

The affective components of learning, such as student motivation, engagement, and emotional health, are addressed by emotional approaches. Emotions are a vital component of learning since they impact attitudes of students toward learning as well as their general academic achievement. Negative emotions like boredom and anxiety can impede progress of students, while positive emotions like confidence and excitement can improve their learning

ISSN E: 2709-8273
ISSN P:2709-8265
JOURNAL OF APPLIED LINGUISTICS AND TESOL
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experiences. This study explores the effects of emotional approaches on academic performance of students, including motivation and classroom atmosphere (Brown and White, 2022).

The interactions between students and their peers, teachers, and the larger educational community are the main focus of social approaches in education. These methods emphasize the value of social interaction, peer support, and collaborative learning in the educational process. Social approaches can help students feel like they belong, improve their ability to interact with others, and take an active role in their education. This study attempts to comprehend how these interactions affect academic performance and overall learning experience of students by looking at social approaches (Danya et al., 2025).

A multifaceted approach to education is represented by the integration of social, emotional, and cognitive approaches. How these strategies interact and support academic achievement of students is examined in this study. The research offers insights into successful teaching methods and pinpoints possible areas for development by evaluating data on instructional strategies and their effects on the performance of students (Fatemeh et al., 2025).

Need of the study

The overall goal of this research is to further the field of education by offering a thorough examination of the connection between academic performance and instructional strategies. The study looks at social, emotional and cognitive aspects in an effort to provide educators and decision-makers with useful advice on how to improve instruction and raise student achievement.

Objectives of the Study

The primary objective of this study is to investigate the impact of cognitive, emotional, and social learning strategies on secondary school students' academic performance in Tehsil Mandi Bahauddin. Specifically, the study aims to:

1. Examine the effectiveness of **cognitive approaches** in enhancing students' understanding, problem-solving skills, and overall academic achievement.
2. Evaluate the role of **emotional approaches** in influencing student motivation, engagement, and classroom well-being.
3. Analyze the impact of **social approaches** on peer interactions, collaborative learning, and a sense of belonging in the classroom.
4. Assess the effects of the **relational dimension** (teacher-student and peer relationships) on student engagement, stress reduction, and learning outcomes.
5. Identify the **hindrances and challenges** in implementing multidimensional approaches in secondary schools, including resource limitations, teacher shortages, and other contextual barriers.

Research Questions

1. How do **cognitive approaches** affect academic performance and learning outcomes of secondary school students?
2. What is the role of **emotional approaches** in enhancing student motivation, engagement, and well-being?
3. How do **social approaches** influence peer interaction, collaboration, and the overall classroom learning environment?
4. What is the impact of the **relational dimension** on student stress, engagement, and academic achievement?
5. What are the key **hindrances** faced by teachers and students in adopting multidimensional educational approaches in secondary schools?

Review of Literature

ISSN E: 2709-8273
ISSN P:2709-8265
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Cognitive Approaches

Cognitive approaches to teaching focus on enhancing intellectual abilities of students and refining their learning processes through strategies such as problem-solving, critical thinking, and information processing. These methods are grounded in cognitive theory, which suggests that effective learning involves actively engaging with and organizing information. Cognitive strategies, including active learning techniques and formative assessments, significantly improve academic performance of students by fostering a deeper understanding and better retention of material. Active learning, which involves students in the learning process through discussions, problem-solving, and other interactive methods, promotes deeper engagement with the content. Formative assessments, which provide ongoing feedback during the learning process, help students identify and address gaps in their understanding. These approaches are effective because they encourage students to think critically and apply their knowledge in varied contexts, thereby enhancing their overall learning experience (Gregory, 2020).

Moreover, cognitive approaches are supported by research on cognitive load theory, which emphasizes the importance of managing the amount of information presented to students at one time to avoid overwhelming their working memory. Techniques that reduce cognitive overload, such as breaking information into smaller chunks and using visual aids, have been shown to improve learning outcomes. Multimedia learning theory also supports the use of cognitive strategies by demonstrating how multimedia presentations aligned with cognitive processes can enhance comprehension and retention. These findings underscore the value of incorporating cognitive approaches into teaching practices to optimize student learning and performance (Harb, 2025).

Emotional Approaches

Emotional approaches in education focus on managing and influencing students' emotional experiences to support their learning and academic achievement. These strategies encompass various aspects of emotional support, including motivation, reducing classroom boredom, and creating a positive and supportive learning environment. Research indicates that emotional support from teachers plays a crucial role in enhancing student engagement and academic performance. Students who receive positive reinforcement and encouragement from their teachers are more likely to feel motivated and engaged in their learning. This positive emotional climate helps students feel valued and supported, which in turn boosts their academic success (Jannett, 2022).

Social Approaches

Social approaches to education emphasize the importance of interaction and collaboration in the learning process. These approaches include collaborative learning, peer support, and social engagement, all of which contribute to a more effective and supportive learning environment. Research highlights the benefits of social interactions and group work in enhancing students' academic performance and social skills. collaborative learning strategies, such as group projects and peer tutoring, facilitate deeper understanding and retention of material by allowing students to discuss and explore concepts with their peers. Similarly, social engagement in the classroom helps students develop essential communication skills and build positive relationships, which are critical for successful learning (Kelli, 2025).

Challenges and Hindrances

Despite the benefits of cognitive, emotional, and social approaches, implementing these multidimensional teaching strategies can be hindered by various challenges. Factors such as poor health, inadequate teacher training, and limited resources can impact the effectiveness of these approaches. Teachers with insufficient training may struggle to effectively apply cognitive and emotional strategies in their classrooms, leading to suboptimal outcomes for students. Similarly, Inadequate resources, such as lack of access to instructional materials or

ISSN E: 2709-8273
ISSN P:2709-8265
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technology, can limit the implementation of collaborative and social learning activities (Long, 2025).

Addressing these challenges requires targeted interventions and support systems for educators. Providing professional development opportunities, increasing access to resources, and implementing support mechanisms for teachers can help overcome these barriers and improve the application of multidimensional teaching approaches. Research suggests that addressing these issues is crucial for the successful implementation of cognitive, emotional, and social strategies in education, ultimately enhancing student learning and achievement (Martin, 2016).

Cognitive approaches in secondary education emphasize the development of critical thinking, problem-solving, and information-processing skills, which are essential for enhancing academic performance. Research indicates that students who engage in structured cognitive strategies demonstrate higher comprehension and retention of complex concepts, leading to improved scholastic achievement (Hassan et al., 2025). The effectiveness of these strategies is closely linked to teacher preparedness and well-being, as shortages of qualified teachers and insufficient professional development can negatively impact instructional quality and student outcomes (Bukhari et al., 2025a; Rafiq-uz-Zaman, 2023; Rafiq-uz-Zaman, 2024). Skill-based education frameworks provide an effective means to enhance students' practical competencies, complementing traditional cognitive instruction and supporting real-world problem-solving abilities (Rafiq-uz-Zaman, 2025a). Additionally, STEAM-oriented and experiential learning methods have been shown to foster creativity, analytical reasoning, and higher-order thinking, highlighting the role of innovative instructional designs in strengthening cognitive development (Rafiq-uz-Zaman et al., 2025a; Rafiq-uz-Zaman, 2025b). These findings underscore that cognitive approaches are foundational for academic success but require adequate teacher support, training, and resource allocation for maximum effectiveness.

Emotional approaches address the affective dimension of learning by fostering student motivation, engagement, and psychological well-being. Emotional intelligence plays a pivotal role in shaping students' attitudes toward learning, as positive emotions such as confidence and curiosity enhance classroom participation and academic achievement, while negative emotions like anxiety or boredom impede performance (Fatima et al., 2025; Bukhsh et al., 2025). Social strategies, which emphasize collaborative learning, peer support, and inclusive classroom interactions, complement emotional approaches by reducing stress and creating a sense of belonging, thereby improving overall student engagement and resilience (Rafiq-uz-Zaman & Ashraf, 2025; Shafi, et al., 2024). The inclusion of marginalized groups, such as third-gender students, is critical in promoting equity and socio-emotional safety, as these learners often face social and emotional challenges that can hinder their educational progress (Rafiq-uz-Zaman et al., 2025b). Collectively, emotional and social strategies help create supportive learning environments that nurture both academic and personal growth.

The integration of cognitive, emotional, and social approaches represents a multidimensional framework for secondary education, providing comprehensive benefits for students' learning experiences. Studies suggest that when these approaches are applied together, they enhance student outcomes more effectively than isolated interventions, as they address intellectual, affective, and social needs simultaneously (Rafiq-uz-Zaman et al., 2025c; Rafiq-uz-Zaman, 2025b). This holistic perspective emphasizes the importance of aligning curriculum design, teaching strategies, and school policies to foster both academic excellence and socio-emotional well-being. Furthermore, promoting collaborative learning, positive teacher-student relationships, and inclusive practices can mitigate the adverse effects of stress and social marginalization, particularly in resource-limited contexts or for vulnerable student populations.

Finally, implementing multidimensional instructional strategies in secondary schools requires addressing structural and systemic challenges, such as teacher shortages, limited resources, and

ISSN E: 2709-8273
ISSN P:2709-8265
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inadequate training opportunities (Rafiq-uz-Zaman, 2024). Skill-based education frameworks, coupled with teacher support initiatives, provide practical avenues to improve student competencies, engagement, and long-term outcomes (Rafiq-uz-Zaman, 2025b). By combining cognitive, emotional, and social approaches within an inclusive and well-resourced educational system, schools can enhance academic performance, foster resilience, and create equitable learning environments that respond to the diverse needs of all students.

Methodology

In this study descriptive survey was used to analyze the educational performance of students through multidimensional approach that are used by teachers and their ultimate impact on students' performance.The present study was planned and executed in the Tehsil Mandi Bahauddin. There are total 78 high schools in the tehsil of Mandi Bahauddin. In these 78 high schools total 1429 teachers in which 299 SST teachers (as per record of SIS) are working. 299 teachers were considered as the population of present study.The sample size of the study was 119 teachers that has been determined by using the confidence level 95% and confidence interval 7. And this sample size was determined through the online software i.e.; www.surveysystem.com. Statistical Package for Social Sciences (SPSS) version 21 was utilized for data analysis.

Demographic Attributes:

Table 1: Distribution of Respondents According to Demographic Attributes

Demographic Attribute	Category	Number of Respondents	Percentage (%)
Age	30-35 years	36	30.26
	36-40 years	32	26.89
	41-45 years	29	24.37
	46 and above	22	18.48
Educational Qualification	B.Ed	59	49.58
	M.Ed	60	50.42
Teaching Experience	1-5 years	26	21.85
	6-10 years	42	35.29
	11-15 years	31	26.05
	More than 15 years	20	16.81

Table 1 shows that in terms of age, the largest group falls within the 30-35 years range (30.26%), followed by the 36-40 years group (26.89%). Educational qualifications are evenly split between B.Ed (49.58%) and M.Ed (50.42%) holders, ensuring a broad perspective from both early-career and advanced educators. Most respondents have 6-10 years of teaching experience (35.29%), with 21.85% having 1-5 years, indicating a solid foundation of teaching experience across then sample.Age have negative or positive impacts on teacher classroom performance ,because young teachers have passion to do a work according to the basic need of current time. Educational qualification and experience create the skill among the teacher about teaching profession they easily understand need of student and multidimensional approaches.

Table 2 Cognitive Approaches

Table 2: Cognitive Approaches

Cognitive approach	Weighted score	Mean	S.D.	Rank
Information processing	279	2.35	0.79	1

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JOURNAL OF APPLIED LINGUISTICS AND TESOL
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Dynamic Approach (learning theory)	279	2.35	0.97	2
Meaningful Learning	243	2.05	1.36	3
Experiential Learning	243	2.05	1.21	4
Receptive Learning (Passive learning)	243	2.05	1.21	5
Explicit Learning (intentional learning)	230	1.94	1.37	6
Structural learning	211	1.78	1.37	7
Non-Associative Learning (Habituation and Sensitization)	188	1.58	1.75	8
Implicit Learning (unconscious learning)	143	1.21	1.66	9

Scale: 1= Low, 2= Medium, 3= High

In terms of cognitive approaches, both information processing and dynamic learning received high scores, with a mean of 2.35 and a weighted score of 279. This indicates their significant value in promoting deeper understanding and retention of material, aligning with cognitive theory principles.The mean value of 2.35 indicates that the responses tended towards 'high' category. Meaningful Learning was ranked 3rd with a mean value 2.05, and weighted score 243. The mean value of 2.05 indicates that the responses tended towards 'high' category.

Experiential Learning was ranked 4th with a mean value 2.05, and weighted score 243. The mean value of 2.05 indicates that the responses tended towards 'high' category. Receptive Learning (Passive learning) was ranked 5th with a mean value 2.05, and weighted score 243. The mean value of 2.05 indicates that the responses tended towards 'high' category. Explicit Learning (intentional learning) was ranked 6th with a mean value 1.94, and weighted score 230. The mean value of 1.94 indicates that the responses tended towards 'high' category. Structural learning was ranked 7th with a mean value 1.78, and weighted score 211. The mean value of 1.78 indicates that the responses tended towards 'high' category. Non-Associative Learning (Habituation and Sensitization) was ranked 8th with a mean value 1.58, and weighted score 188. The mean value of 1.58 indicates that the responses tended towards 'high' category. Implicit Learning (unconscious learning) was ranked 9th with a mean value 1.21, and weighted score 143. The mean value of 1.21 indicates that the responses tended towards 'low' category. Niazi (2020) found that effective teachers personalize the cognitive skills of students by the proper teaching activities.

Table 3 Emotional Approaches

Table 3: Emotional Approaches

Emotional approaches	Weighted score	Mean	S.D.	Rank
Motivation	304	2.56	0.73	1
Admiration	274	2.31	0.84	2
Confusion	261	2.20	1.17	3
Relationship management	252	2.12	1.23	4
Enjoyment for learning	249	2.10	1.27	5
Patience	220	1.95	1.20	6
Empathy	215	1.93	1.47	7
Pride	213	1.90	1.46	8
Contrary	211	1.80	1.31	9
Frustration	209	1.77	1.05	10
Boredom during class	206	1.70	1.38	11

Scale: 1= Low, 2= Medium, 3= High

Emotional approaches showed that motivation, with a mean score of 2.56 and a weighted score of 304, plays a critical role in student engagement. Admiration had a slightly lower mean score

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ISSN P:2709-8265
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of 2.31, suggesting a moderate impact compared to other emotional strategies. Confusion was ranked 3rd with a mean value 2.20, and weighted score 261. The mean value of 2.20 indicates that the responses tended towards 'high' category. Relationship management was ranked 4th with a mean value 2.12, and weighted score 252. The mean value of 2.12 indicates that the responses tended towards 'high' category. Enjoyment for learning was ranked 5th with a mean value 2.10, and weighted score 249. The mean value of 2.10 indicates that the responses tended towards 'high' category.

Patience was ranked 6th with a mean value 1.95, and weighted score 220. The mean value of 1.95 indicates that the responses tended towards 'high' category. Empathy was ranked 7th with a mean value 1.93, and weighted score 215. The mean value of 1.93 indicates that the responses tended towards 'high' category. Pride was ranked 8th with a mean value 1.90, and weighted score 213. The mean value of 1.90 indicates that the responses tended towards 'high' category. Contrary was ranked 9th with a mean value 1.80, and weighted score 211. The mean value of 8.90 indicates that the responses tended towards 'high' category. Frustration was ranked 10th with a mean value 1.77, and weighted score 209. The mean value of 1.77 indicates that the responses tended towards 'high' category.Boredom during class was ranked 11th with a mean value 1.70, and weighted score 206. The mean value of 1.70 indicates that the responses tended towards 'high' category.

The results of Rosenberg (2022) were similar to the present study that achievement motivation energizes and directs behavior toward achievement and therefore is known to be an important determinant of academic success.

Table 4 Social approaches

Table 4: Social Approaches

Social approaches being used by the teachers	Weighted score	Mean	S.D.	Rank
Prepare students to expect the need for change	291	2.45	1.03	1
Collaboration	279	2.35	0.97	2
Validate students opinion	274	2.31	1.27	3
Active participation and experimentation	262	2.21	1.12	4
Facilitate discussion	243	2.05	1.29	5
Peer learning	233	1.96	1.35	6
Peer Assessment	230	1.94	1.33	7
Make classroom environment democratic	198	1.67	1.61	8

Scale: 1= Low, 2= Medium, 3= High

Regarding social approaches, preparing students for change was the highest-ranked, with a mean score of 2.45 and a weighted score of 291, reflecting its importance in promoting effective classroom interactions. Collaboration also received high recognition, with a mean score of 2.35 and a weighted score of 279, highlighting its role in fostering a collaborative learning environment.The mean value of 2.35 indicates that the responses tended towards 'high' category. Validate students' opinion was ranked 3rd with a mean value 2.31, and weighted score 274. The mean value of 2.31 indicates that the responses tended towards 'high' category. Active participation and experimentation was ranked 4th with a mean value 2.21, and weighted score 262. The mean value of 2.21 indicates that the responses tended towards 'high' category.

Facilitate discussion was ranked 5th with a mean value 2.05, and weighted score 243. The mean value of 2.05 indicates that the responses tended towards 'high' category. Peer learning was ranked 6th with a mean value 1.96, and weighted score 233. The mean value of 1.96 indicates that the responses tended towards 'high' category. Peer Assessment was ranked 7th with a mean

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value 1.94, and weighted score 233. The mean value of 1.94 indicates that the responses tended towards 'high' category. Make classroom environment democratic was ranked 8th with a mean value 1.67, and weighted score 198. The mean value of 1.67 indicates that the responses tended towards 'high' category.

Smith (2025) defined in this article the aims to creating the link between the multidimensional approach of student's learning measurement and teacher's ability to recognize the different perspectives of students learning. This article presents the negative and positive aspects of different multidimensional approaches of measurement of students learning. In these approaches the researcher gives special focus on the ratio of development of positive and negative emotions that are measured to define the students' educational prosperity. It develop the habit in student to adopt the change and learn accordingly. It develop the habit in students of peer collaboration and assessment.

Table 5: Impact of Relational Dimension

Table 5: Impact of Relational Dimension

Relational dimension	Weighted score	Mean	S.D.	Rank
Improve the habit to learn honestly	482	4.05	0.59	1
Develop the habit to achieve higher degree of academic performance	459	3.85	0.79	2
Improve team leadership spirit for best attaining of skills	458	3.84	1.20	3
Improve the ability to share the verbal content carefully	458	3.84	1.02	4
Improve interpersonal facilitation for attaining honor	452	3.79	0.93	5
Develop relational creativity for best grade attaining	452	3.79	1.21	6
Thrive the habit to show best behavioral attributes	439	3.68	1.14	7
Enable to enhance dominant personality	434	3.64	1.24	8
Improve the ability to positively attain dominance on others	434	3.64	1.28	9

Scale: - 1= StronglyDisagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree

The impact of the relational dimension revealed that improve the habit to learn honestly had the highest mean score of 4.05 and a weighted score of 482, indicating its significant influence on academic performance. Develop the habit to achieve higher degree of academic performance also received a high mean score of 3.85, underscoring its importance in supporting academic success.. Improve team leadership spirit for best attaining of skills was ranked 3rd with a mean value 3.84, and weighted score 458. The mean value of 3.84 indicates that the responses tended towards 'agree' category.

Improve the ability to share the verbal content carefully was ranked 4th with a mean value 3.84, and weighted score 458. The mean value of 3.84 indicates that the responses tended towards 'agree' category. Improve interpersonal facilitation for attaining honor was ranked 5th with a mean value 3.79, and weighted score 452. The mean value of 3.79 indicates that the responses tended towards 'agree' category. Develop relational creativity for best grade attaining was ranked 6th with a mean value 3.79, and weighted score 452. The mean value of 3.79 indicates that the responses tended towards 'agree' category. Thrive the habit to show best behavioral attributes was ranked 7th with a mean value 3.68, and weighted score 439. The mean value of

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ISSN P:2709-8265
JOURNAL OF APPLIED LINGUISTICS AND TESOL
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3.68 indicates that the responses tended towards 'agree' category. Enable to enhance dominant personality was ranked 8th with a mean value 3.64, and weighted score 434. The mean value of 3.64 indicates that the responses tended towards 'agree' category. Improve the ability to positively attain dominance on others was ranked 9th with a mean value 3.64, and weighted score 434. The mean value of 3.64 indicates that the responses tended towards 'agree' category. Thomas (2018) results were aligned with this study, individuals can be inclined to share knowledge within a particular relational model in particular situations. This can be based on upbringing, cultural considerations and the like. Within different parts of the world different relational models are dominant. Also the personality and identity influence the relational model in use. Relational approach develop the habit in students to think rationally and play honestly.

Table 6: Impact of Social Dimension

Table 4.6.1: Impact of Social Dimension

Social dimension	Weighted score	Mean	S.D.	Rank
Increase habit care and welfare for attaining best performing experiences	488	4.10	0.83	1
Develop inclusion for gaining respect and honour	482	4.05	0.67	2
Promote socialization for achieving competitive results	470	3.94	1.25	3
Increase academic support for achieving highest academic grades	465	3.90	0.83	4
Flourish social education for attaining awards	464	3.89	1.10	5
Extended the sphere of interpersonal influence	458	3.84	0.91	6
Increase the habit to share group norms	446	3.74	1.34	7
Improve the team leadership qualities	428	3.59	1.47	8

Scale:- 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree

For the social dimension, increasing care and welfare achieved the highest mean score of 4.10 and a weighted score of 488, emphasizing its role in enhancing academic success. Developing inclusion, with a mean score of 4.05 and a weighted score of 482, is also crucial for creating a supportive learning environment. The mean value of 4.05 indicates that the responses tended towards 'agree' category. Promote socialization for achieving competitive results was ranked 3rd with a mean value 3.94, and weighted score 470. The mean value of 3.94 indicates that the responses tended towards 'agree' category. Increase academic support for achieving highest academic grades was ranked 4th with a mean value 3.90, and weighted score 465. The mean value of 3.90 indicates that the responses tended towards 'agree' category.

Flourish social education for attaining awards was ranked 5th with a mean value 3.89, and weighted score 464. The mean value of 3.89 indicates that the responses tended towards 'agree' category. Extended the sphere of interpersonal influence was ranked 6th with a mean value 3.84, and weighted score 458. The mean value of 3.84 indicates that the responses tended towards 'agree' category. Increase the habit to share group norms was ranked 7th with a mean value 3.74, and weighted score 446. The mean value of 3.74 indicates that the responses tended towards 'agree' category. Improve the team leadership qualities was ranked 8th with a mean value 3.59, and weighted score 428. The mean value of 3.59 indicates that the responses tended towards 'agree' category.

Williams and Brown (2025) evidence reported that similar study on the factors for the increase in student enrolment in higher education institutions are the approaches which are used to measure the student performance and then remove the negative aspects which reduce

ISSN E: 2709-8273
ISSN P:2709-8265
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educational rate. The experts considered that there was a growing need to investigate the elements that influenced student satisfaction levels in higher educational level and administration can provide this satisfaction when they measure the student through all aspects and dimensions of students, such as secondary schools. A survey of 30 students from a few selected colleges was done to investigate the elements that influenced students' motivation, such as professors, course material, and school amenities and increase students' performance is measured.

Table 7: Hindrances in Adopting Multidimensional Approaches

Table 6: Hindrances in Adopting Multidimensional Approaches

Hindrance in adopting multidimensional approaches	Weighted score	Mean	S.D.	Rank
Poor health	501	4.21	0.50	1
Lack of education	495	4.15	0.56	2
Lack of teachers training	494	4.15	0.48	3
Less cooperation of students	493	4.14	0.65	4
Poor quality of work	489	4.10	0.69	5
The threat of violence	482	4.05	0.50	6
Dis-empowerment	476	4.00	0.55	7
Inadequate living standards	476	4.00	1.00	8
Lack of command on teaching	475	3.99	1.00	9
Problem of small classroom	341	2.86	1.46	10
Lack of teachers interest	322	2.70	1.53	11

Scale: 1= Very Frequently, 2= Frequently, 3= Occasionally, 4= Rarely, 5= Never

Finally, the study identified several hindrances in adopting multidimensional approaches. Poor health emerged as the most significant barrier, with a mean score of 4.21 and a weighted score of 501. Lack of education and insufficient teacher training were also notable challenges, with mean scores of 4.15 and weighted scores of 495 and 494, respectively.The mean value of 4.15 indicates that the responses tended towards 'rarely' category.Lack of teachers training was ranked 3rd with a mean value 4.15, and weighted score 494. The mean value of 4.15 indicates that the responses tended towards 'rarely' category. Less cooperation of students was ranked 4th with a mean value 4.14, and weighted score 493. The mean value of 4.14 indicates that the responses tended towards 'rarely' category. Poor quality of work of work was ranked 5th with a mean value 4.10, and weighted score 489. The mean value of 4.10 indicates that the responses tended towards 'rarely' category. The threat of violence was ranked 6th with a mean value 4.05, and weighted score 482. The mean value of 4.05 indicates that the responses tended towards 'rarely' category. Dis-empowerment was ranked 7th with a mean value 4.00, and weighted score 476. The mean value of 4.00 indicates that the responses tended towards 'rarely' category. Inadequate living standards was ranked 8th with a mean value 4.00, and weighted score 476. The mean value of 4.00 indicates that the responses tended towards 'rarely' category. Lack of command on teaching was ranked 9th with a mean value 3.99, and weighted score 475. The mean value of 3.99 indicates that the responses tended towards 'occasionally' category. Problem of small classroom was ranked 10th with a mean value.2.86, and weighted score 341. The mean value of 2.86 indicates that the responses tended towards 'frequently' category. Lack of teachers' interest was ranked 11th with a mean value 2.70, and weighted score 322. The mean value of 2.70 indicates that the responses tended towards 'frequently' category.

Bell (2023) elaborated that the process of learning to know and understand oneself and the world of work in order to make career, educational, and life decisions necessitates. The discipline of measurement of students' performance in the educational and professional field

ISSN E: 2709-8273
ISSN P:2709-8265
JOURNAL OF APPLIED LINGUISTICS AND TESOL

focuses on connection building rather than simply informing the teachers and students about the best method to pursue. It is also important to cultivate self-efficacy, confidence, emotional stability, and other personal resources so that the educational performance of students can be easily measured. These factors highlight critical areas that need attention to effectively implement multidimensional teaching strategies. These detailed analyses of the various dimensions and attributes provide a comprehensive understanding of the factors influencing teaching effectiveness and student performance.

Future Research Directions

Future research should explore the application of multidimensional approaches in different educational contexts and regions. Longitudinal studies could examine the long-term effects of these strategies on student performance and development. Additionally, research could investigate the role of technology in supporting cognitive, emotional, and social approaches in education.

Conclusion

Findings of the study shows that information processing and dynamic approach were the major type of learning of cognitive approach, and motivation were emotional approaches being used by the teachers. Prepare students to expect the need for change and collaboration were social approaches being used by the teachers. Similarly, improve the habit to learn honestly and develop the habit to achieve higher degree of academic performance are relational dimension on academic performance of students. Likewise, increase habit care and welfare for attaining best performing experiences, develop inclusion for gaining respect and honor were impact of social dimension on academic performance of students.

Results indicated that enable the teachers to teach through different functions, increase their specialization on every topic were impact of structural dimension on academic performance of students. Flourish the habit of indulgence (satisfaction) in students, enable them to work with long term orientation were impact of cultural dimension on academic performance of students. Poor health, lack of education were factors that create hindrance in adopting multidimensional approaches. Lack of infrastructure, inadequate policies were government factors that create hindrance in adopting multidimensional approaches

It was concluded that the process of learning to know and understand oneself and the world of work in order to make career, educational, and life decisions necessitates. The discipline of measurement of students' performance in the educational and professional field focuses on connection building rather than simply informing the teachers and students about the best method to pursue. It was also important to cultivate self-efficacy, confidence, emotional stability, and other personal resources so that the educational performance of students can be easily measured. Multidimensional approach of students' performance measurement entails a wide range of activities, including issue solving, decision making, relationship building, conflict resolution, and crisis management.

Recommendations

- Teachers should be used implicit learning (unconscious learning).
- Teachers should engage the students to remove the boredom during class.
- It should be make sure that classroom environment is democratic.
- Teachers should improve the ability to positively attain dominance on others.
- Teachers should improve the team leadership qualities.
- Teachers should enable the students for formalisation.
- Teachers should enable the students for uncertainty avoidance for improving personality.

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ISSN E: 2709-8273
ISSN P:2709-8265
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