

**A Mediation role of Teaching Strategies  
between Students' Academic Engagement and  
English Language Achievement**

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Classroom context and school engagement are significant predictors of academic achievement. The aim of the current study is to examine the relationship between students' academic engagement and English language achievement along with the teaching strategy as a mediator in Kurdistan region of Iraq. The author applied quantitative research method to enable the study measuring the mediation role of teaching strategy of the relationship between students' academic engagement and English language achievement. For this purpose, the author adapted an academic survey from numerous academic articles to gather information from students to analyze the current study. The study targeted students from different level, and study was able to gather 92 questionnaires that have been correctly filled by the students. The findings demonstrated direct and indirect role of academic engagement on English language achievement. Moreover, teaching strategies had a significant mediation role between students' academic engagement and English language achievement. For the further studies, it is recommended to have larger number of students engaged in the study. Keywords: Academic Engagement, English Language Achievement, Teaching Strategies.

## Introduction

Students' engagement in school has been studied extensively in recent years due to its obvious impact on their health and happiness. Because of its link to teenagers' overall well-being, the concept of "school involvement," which refers to adolescents' behaviors, ideas, and feelings related to school, has garnered a lot of attention in recent years. Previous research has established connections between participation in school activities and a variety of outcomes for adolescents, including school dropout, material usage, mental wellbeing, and academic performance (Böheim et al., 2020). While there is an overwhelming agreement suggesting that academic achievement is a major force in shaping students' school engagement and potential results, the specific determinants of academic achievement are debatable. This is due to the fact that academic achievement is a force that shapes students' school adjustment and future outcomes (Chen et al., 2020). In the research that has been done on the topic, "academic engagement" most commonly refers to the activities that students participate in that are geared toward their education, including behavioral activities. The interpretation of the reactive strategy was also confirmed by an administrator at the school that took part in the study (Yang et al., 2019). The administrator cited instances in which parents became more actively engaged in the education of their children after learning about their children's declining levels of academic engagement and performance (Wang, 2021). Increasing students involvement includes calling teachers or visiting with them in person to discuss ways in which parents could assist their children in becoming more engaged and successful in the classroom. Teachers can also affect how well their students do in school by making it easier for them to talk to each other and manage their schoolwork (Tomás et al., 2020). Although there was a large direct association between perceived peer support and academic achievement through academic engagement, it was not as potent a function as psychological empowerment from parents and teachers. Because the measurements were primarily obtained from hypotheses, it is unknown to what degree the findings represent reality. This is another crucial point to highlight, and it is one that should not be overlooked. Future researchers may find it helpful to ask students questions to elicit what "academic support" implies to them, what qualities they take into account as sympathetic or not supportive, and who they consider as being the most helpful or least respectful of their education (Reeve et al., 2020). This will help researchers address the issue at hand. Participation in meaningful activities at school is an essential component of academic achievement for students (Liu et al., 2018).

It is impossible for young people to gain the knowledge and skills necessary for a smooth migration into postsecondary programs and occupations unless they are actively engaged in their own education while they are in school. Because involvement in school is a changeable condition that is susceptible to being molded by the context of the school, it possesses a high potential as a locus for intervention (Chung et al., 2020). Both the self-determination theory and the stage-environment fit theory postulate that the quality of students' interactions with academic activities and learning activities is an indicator of their level of engagement (Waters et al., 2019). According to this way of thinking, engagement is made up of a number of different aspects, the most prominent of which are behavior, emotion, and cognitive processes. Students' positive behavior and the absence of disruptive behavior, as well as their involvement in learning and academic work, are examples of what is meant by the term "behavioral engagement," which alludes to the behaviors and behaviors that students direct toward school and learning. A student's strong positive reactions to, interest in, and valuation of school activities are all examples of what constitutes emotional involvement on their part (Borman et al., 2019).

Learning involves a consistent shift in how one behaves. This alteration should reflect traits that are permanent and do not appear temporarily due to factors such as weariness, maturation, or the use of drugs, among other things. According to Poon (2020), learning is defined as an individual's capability to find solutions to issues. It is generally agreed upon that an individual has learnt something when that individual is successful in applying what he or she has learned. In the context of this discussion, learning refers, in general, to a change in behavior that is not temporary and that takes place independently of physical development such as maturation and growth. In other words, learning is not something that is generated. When students engage in work that, rather than simply fulfilling school requirements, relates to their interests and has personal meaning, they experience a sense of autonomy (Bai and Wang, 2020). More specifically, students feel a sense of autonomy when they genuinely think that the curriculum's content and the design of instruction provide opportunities for self-exploration and when the activities that are provided to them are meaningful, relevant, and related to their personal interests and goals. In line with the findings of previous research, the concept of student engagement was conceptualized in this investigation as a multifaceted phenomenon consisting of three interconnected aspects: affective, behavioral, and cognitive (Tomaszewski et al., 2020). Even though there are a lot of studies that have investigated the role of socializing agents as source materials of considerable influence on academic achievement as well as the role of student engagement as a mediating factor, there aren't a lot of studies that have investigated the extent to which those three support systems simultaneously influence all three components of engagement and how it affects students' academic achievement in a single investigation (Jiao et al., 2022).

## Conceptual Framework

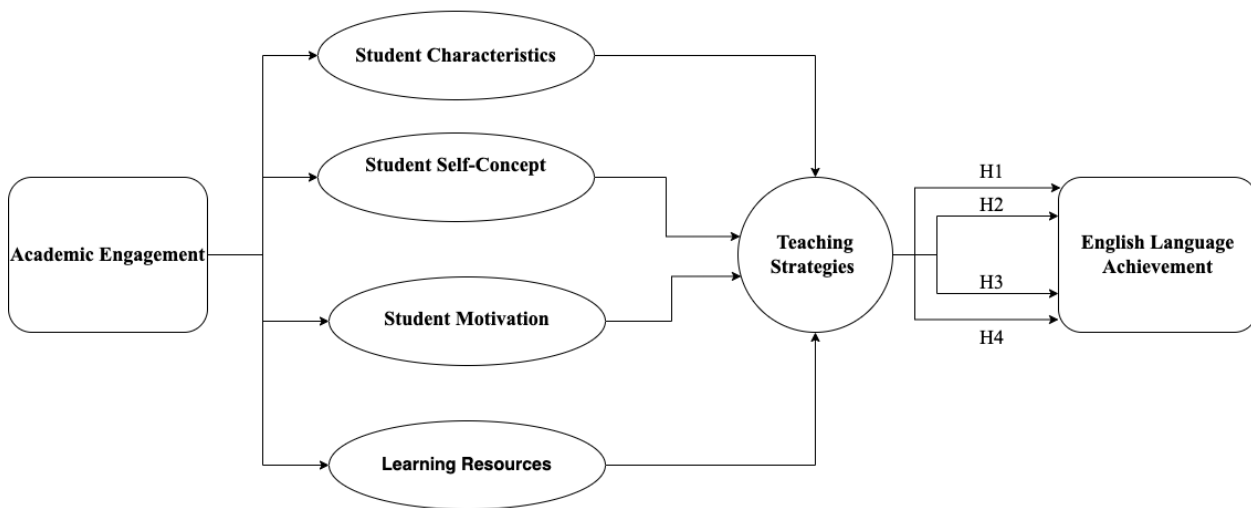


Figure 1: Conceptual Framework

## Research Hypotheses

Research Hypothesis (1): There is a significant relationship between student characteristics and English language achievement with the role of teaching strategy as a mediator.

Research Hypothesis (2): There is a significant relationship between Student Self-Concept and English language achievement with the role of teaching strategy as a mediator.

Research Hypothesis (3): There is a significant relationship between Student Motivation and English language achievement with the role of teaching strategy as a mediator.

Research Hypothesis (4): There is a significant relationship between Learning Resources and English language achievement with the role of teaching strategy as a mediator.

## Literature Review

### Student Engagement

Engagement of students in class Among the many factors that affect the success of an English language classroom, student involvement stands out as a crucial one. While the literature on language education has examined several characteristics of student engagement, only a few studies have operationally defined the term (Luan et al., 2020). Engagement, as described by Estévez et al. (2021), in second language acquisition involves students' actions in response to classroom input. The students' reactions involvement in a English language course can be measured in part by the teacher's response to the student's work (Korlat et al., 2021).

According to Rodríguez et al.(2019), when thinking about how to conceptualize student engagement, it is important to take into account the learning environment, the tasks being assigned, and the students themselves. So, the processes of learning a language are a good way to describe how much a student is involved (King and McInerney, 2019). Empirical research has found that students must be actively involved in their education in order to predict academic success and prevent school dropouts. But the term "student participation" can have a variety of meanings (Guo, 2018). The academic, behavioral, cognitive, and affective engagements are the several components that Konold et al. (2018) propose make up student involvement in education. It has been shown through empirical research that parents have a significant effect on their children's motivation to learn and academic success. Students benefit from having parents or family members who help them with their schoolwork and provide encouragement. Several studies, like those conducted by E Bradley et al. (2021), have demonstrated the favorable effects of teacher-student contact on student achievement and motivation in the classroom. If teachers are attentive to and concerned about their students' feelings, they can encourage greater student participation in the classroom and at school. It is crucial that teachers play a part in helping students make connections between what they learn in the classroom and what they do in their personal lives and areas of interest outside of school (Bae and DeBusk-Lane, 2019). Student involvement in the learning and teaching of a foreign language is just as critical, if not more so, as in other disciplines. Indeed, students need to engage in prolonged practice in order to successfully internalize language learning and make it automatic (Tan et al., 2020). The best way to teach a language is through communicative and task-based methods. These methods get students involved in class and help them have more meaningful conversations (Zhang et al., 2018).

### Academic Achievement

An academically successful student is one that does exceptionally well in school, both in terms of meeting and exceeding expectations, and who also demonstrates an exceptional level of motivation to learn. Maintaining focus on academic achievement is crucial (Bryce et al., 2019). Successful people, as defined by Herman et al. (2022), are those who are able to apply what they have learnt in real-life situations and meet the demands of society. A wide range of factors, both independent and interrelated, influence pupils' academic performance. As proposed by the most recent model of academic engagement, behavioral, emotional, cognitive, and agential elements make up this meta-construct (Lam and Zhou, 2019). The most noticeable component of a student's personality is their behavior, which includes things like how they interact with others in class, how focused they are on their work, how they carry themselves while learning, and so on. Because of its strong association with and ability to predict the other three components of academic engagement, behavioral engagement is regarded as the most fundamental factor of engagement. In most cases, students perform better in school when they are actively involved in their studies. Academic participation is shown to be a multi-factoral structure by Linnenbrink and Pintrich. According to the advice of some experts, pupils are more likely to actively participate in their assigned homework when they perceive its value (Yu and McLellan, 2019). The past two decades of psychology studies have seen a proliferation of studies showing a correlation between personality or motivational characteristics and academic success. If students' personalities and motivations are more malleable than their skills, then teaching methods that improve students' personalities and motivations may indirectly help them do better in school (Gutman and Schoon, 2018). Inherited spreading activation in memory may, for instance, render information indicating an issue is tough after one has monitored its statement and rated it as solvable. Fear could be sparked by this (Martin and Collie, 2019). If you ask a friend or colleague for advice, they might give you an answer that you can credit to your own hard work. Or, it could lead people to believe that they need the aid of others to succeed. Some of the information learned from the environment can't be changed, but the learner can have some effect on other information (Chong et al., 2018). Teachers can make or break a school, and students and their families will go to great lengths to secure their preferred instructors (Bostwick et al., 2020). Such a focal point on educators runs counter to the results of numerous studies investigating classroom performance. Existing empirical evidence doesn't show that teachers have a big impact on how well students do in school and how well they do in school and on the job market in the future, but there has been no agreement on the value of specific teacher variables (Jiang et al., 2019).

### Research Methodology

The aim of the current study is to examine the relationship between students' academic engagement and English language achievement along with the teaching strategy as a mediator in Kurdistan region of Iraq. The author applied quantitative research method to enable the study measuring the mediation role of

teaching strategy of the relationship between students' academic engagement and English language achievement. For this purpose, the author adapted an academic survey from numerous academic articles to gather information from students to analyze the current study. The study targeted students from different level, and study was able to gather 92 questionnaires that have been correctly filled by the students.

**Findings Table (1) Bartlett Sphericity and KMO Test**

| Variables                    | Sample | Number of Questions | KMO   | Bartlett test |           |
|------------------------------|--------|---------------------|-------|---------------|-----------|
|                              |        |                     |       | Chi-Square    | Sig level |
| Student Characteristics      | 92     | 5                   | 0.729 | 1838.7        | .000      |
| Student Self-Concept         | 92     | 6                   |       |               |           |
| Student Motivation           | 92     | 5                   |       |               |           |
| Learning Resources           | 92     | 4                   |       |               |           |
| Teaching Strategy            | 92     | 5                   |       |               |           |
| English Language Achievement | 92     | 6                   |       |               |           |

The value of the KMO statistic for the combination of all of the independent factors, the dependent variable, and the mediator main consideration is .729, as is evident from table (1). Given that this number is higher than .001, it shows that the sample size that was used for the current study was more than adequate to meet the requirements of the project. In addition, the level of significance for the Chi-Square test is set at .000, and the outcome of the test is 1838.7.

**Table (2): Reliability Analysis**

| Items                        | Sample | Number of questions | Cronbach Alpha |
|------------------------------|--------|---------------------|----------------|
| Student Characteristics      | 92     | 5                   | 0.711          |
| Student Self-Concept         | 92     | 6                   | 0.745          |
| Student Motivation           | 92     | 5                   | 0.742          |
| Learning Resources           | 92     | 4                   | .759           |
| Teaching Strategy            | 92     | 5                   | .737           |
| English Language Achievement | 92     | 6                   | .762           |

In the recently conducted research, there were 92 participants who took part in the filling out of the questionnaire to investigate the mediation role. The findings indicated that a value of 0.711 for Cronbach alpha was found for student characteristics for the five questions that were utilized; a value of 0.745 for Cronbach alpha was found for student self-concept for the six questions that were utilized; a value of 0.742 for Cronbach alpha was found for student motivation for the five questions that were utilized; a value of 0.759 for Cronbach alpha was found for teaching strategy for the four questions that were utilized.

**Table (3): Correlation Analysis**

|                              |                     | SC     | SSC    | SM     | LR     | ELA |
|------------------------------|---------------------|--------|--------|--------|--------|-----|
| Student Characteristics (SC) | Pearson Correlation | 1      |        |        |        |     |
|                              | Sig. (2-tailed)     |        |        |        |        |     |
|                              | N                   | 92     |        |        |        |     |
| Student Self-Concept (SSC)   | Pearson Correlation | .559** |        |        |        |     |
|                              | Sig. (2-tailed)     | .000   | 1      |        |        |     |
|                              | N                   | 92     | 92     |        |        |     |
| Student Motivation (SM)      | Pearson Correlation | .509** | .419** | 1      |        |     |
|                              | Sig. (2-tailed)     | .000   | .000   |        |        |     |
|                              | N                   | 92     | 92     | 92     |        |     |
| Learning Resources (LR)      | Pearson Correlation | .608** | .612** | .578** | 1      |     |
|                              | Sig. (2-tailed)     | .000   | .000   | .000   |        |     |
|                              | N                   | 92     | 92     | 92     | 92     |     |
| Pearson Correlation          |                     | .693** | .599** | .701** | .714** | 1   |

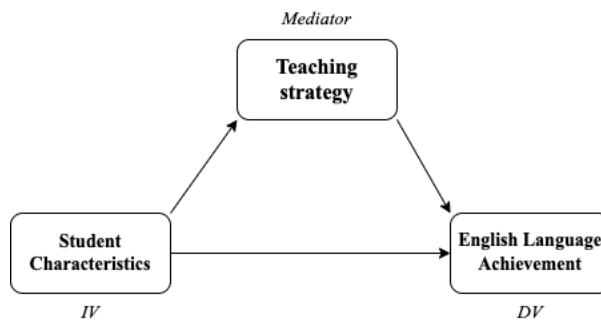
|                                    |                 |      |      |      |      |      |
|------------------------------------|-----------------|------|------|------|------|------|
| English Language Achievement (ELA) | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 |
| N                                  | 92              | 92   | 92   | 92   | 92   | 92   |

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

This study determined that there was a positive correlation between student characteristics and English language achievement by finding a Pearson correlation value of .693\*\* between student characteristics and English language achievement. This indicated that there was a positive correlation between student characteristics and English language achievement. Additionally, the Pearson correlation value between Student Self-Concept and English language achievement was .599\*\*, which revealed that there was a positive association between Student Self-Concept and English language achievement. In addition, the Pearson correlation value between student motivation and English language achievement was .701; this indicated that there was a positive correlation between the two variables; and finally, the Pearson correlation value between learning resources and English language achievement was .714; this indicated that there was a positive correlation between the two variables.

### Measuring Research Hypotheses

**Research Hypothesis (1): There is a significant relationship between student characteristics and English language achievement with the role of teaching strategy as a mediator.**



**Table 4: Coefficients**

|   | Model                   | Unstandardized Coefficients | Standardized Coefficients | t    | Sig. |
|---|-------------------------|-----------------------------|---------------------------|------|------|
|   |                         | B                           | Std. Error                | Beta |      |
| 1 | (Constant)              | 1.339                       | .041                      |      | .006 |
|   | Student Characteristics | .549                        | .031                      | .556 | .000 |
| 2 | (Constant)              | 1.449                       | .039                      |      | .003 |
|   | Student Characteristics | .602                        | .029                      | .609 | .000 |
|   | Teaching strategy       | .639                        | .051                      | .646 | .000 |

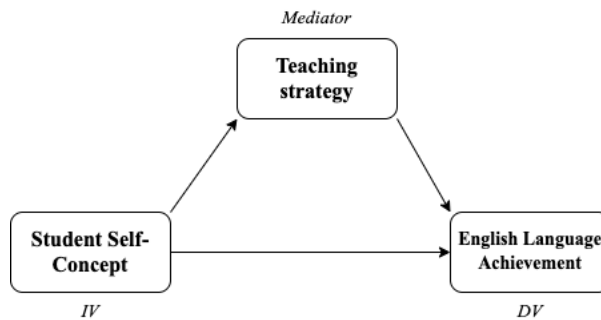
a. Dependent Variable: English Language Achievement

Students' characteristics had a .549 value with English language achievement as a direct relationship, a .602 value with English language achievement as an indirect relationship, and a .639 value for a Teaching strategy as a mediator role between Students' characteristics and English language achievement, according to the results of a regression analysis. **Measuring the mediation role of Teaching strategy between Student Characteristics and English language achievement Table 5: Sobel, Aroian and Goodman Test**

| Input:         |                                   | Test statistic:                          |  | Std. Error:                             | p-value:                       |
|----------------|-----------------------------------|--|--|---|--------------------------------|
| a              | <input type="text" value=".549"/> | Sobel test:                              | <input type="text" value="13.47290765"/> | <input type="text" value="0.02453056"/> | <input type="text" value="0"/> |
| b              | <input type="text" value=".602"/> | Aroian test:                             | <input type="text" value="13.46386911"/> | <input type="text" value="0.02454703"/> | <input type="text" value="0"/> |
| s <sub>a</sub> | <input type="text" value=".031"/> | Goodman test:                            | <input type="text" value="13.48196442"/> | <input type="text" value="0.02451408"/> | <input type="text" value="0"/> |
| s <sub>b</sub> | <input type="text" value=".029"/> | <input type="button" value="Reset all"/> | <input type="button" value="Calculate"/> |   |                                |

P-value is significant at level 0.005 Results from the hypothesis testing used to locate the mediation analysis are shown in Table 5. Since the P-value was .000, this result shows that there is a positive and substantial strong correlation between student characteristics and English language achievement. In addition, the P-statistic for the indirect connection between student characteristics and English language achievement is 0.000, meaning that there is no significant relationship between the two variables. The results also showed a positive and indirect relationship between student characteristics and English language achievement. Also, a consistent and positive relationship between student characteristics and English language proficiency is moderated by measurements of how lessons are taught.

**Research Hypothesis (2): There is a significant relationship between Student Self-Concept and English language achievement with the role of teaching strategy as a mediator.**



**Table 6: Coefficients**

|   | Model                | Unstandardized Coefficients | Standardized Coefficients | t    | Sig. |
|---|----------------------|-----------------------------|---------------------------|------|------|
|   |                      | B                           | Std. Error                | Beta |      |
| 1 | (Constant)           | 1.559                       | .061                      |      | .008 |
|   | Student Self-Concept | .615                        | .037                      | .622 | .000 |
| 2 | (Constant)           | 1.499                       | .059                      |      | .009 |
|   | Student Self-Concept | .593                        | .019                      | .602 | .000 |
|   | Teaching strategy    | .642                        | .067                      | .649 | .000 |

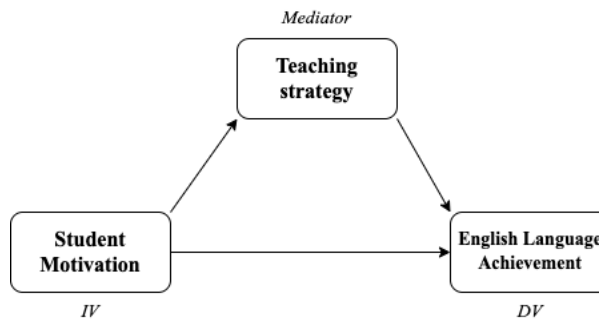
a. Dependent Variable: English language achievement

Regression analysis indicated that. There is a direct correlation between students' levels of self-confidence and their performance in English, with a correlation coefficient of 0.615. 593 There is an indirect association between student characteristics and English language achievement and students' perceptions of their own achievements in that area. This gave more support to the second hypothesis of the study, which was that a teaching method might act as a bridge between how students see themselves and how well they can speak English. **Measuring the mediation role of Teaching strategy between Student Self-Concept and English language achievement**

**Table 7: Sobel, Aroian and Goodman Test**

| Input:   | Test statistic:  | Std. Error:                              | p-value:                       |
|--|--|--|--------------------------------|
| a <input type="text" value=".615"/>              | Sobel test: <input type="text" value="14.67081695"/>   | <input type="text" value="0.02485853"/>  | <input type="text" value="0"/> |
| b <input type="text" value=".593"/>              | Aroian test: <input type="text" value="14.6649539"/>   | <input type="text" value="0.02486847"/>  | <input type="text" value="0"/> |
| s <sub>a</sub> <input type="text" value=".037"/> | Goodman test: <input type="text" value="14.67668704"/> | <input type="text" value="0.02484859"/>  | <input type="text" value="0"/> |
| s <sub>b</sub> <input type="text" value=".019"/> | <input type="button" value="Reset all"/>               | <input type="button" value="Calculate"/> |                                |

P-value is significant at level 0.005 Findings from the hypothesis testing used to establish the mediation analysis are shown in Table 7. Since the P-value was.000, we may infer that there is a substantial positive relationship between students' perceptions of themselves and their performance in English. Furthermore, the P-statistic for the inverse association between acculturation and performance in school is 0.000. The data also showed a favorable, robust, and indirect connection between student self-concept and academic performance. Personal qualities of students do have a strong, positive relationship with how well they do in school, but ratings of teachers' methods can also change this relationship. **Research Hypothesis (3): There is a significant relationship between Student Motivation and English language achievement with the role of teaching strategy as a mediator.**



**Table 8: Coefficients**

|   | Model              | Unstandardized Coefficients | Standardized Coefficients | t    | Sig. |
|---|--------------------|-----------------------------|---------------------------|------|------|
|   |                    | B                           | Std. Error                | Beta |      |
| 1 | (Constant)         | 1.448                       | .022                      |      | .011 |
|   | Student Motivation | .611                        | .025                      | .618 | .000 |
| 2 | (Constant)         | 1.577                       | .019                      |      | .013 |
|   | Student Motivation | .592                        | .033                      | .598 | .000 |
|   | Teaching strategy  | .678                        | .051                      | .684 | .000 |

a. Dependent Variable: English language achievement

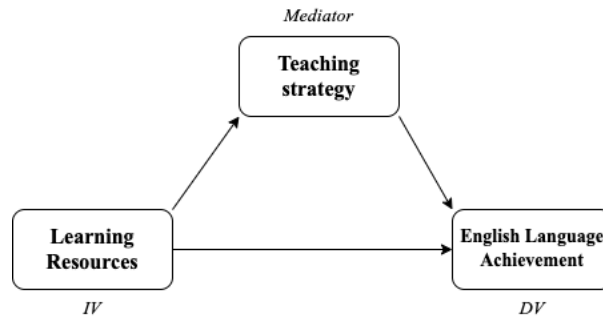
The outcome of the regression test indicated that there was a direct relationship between student motivation and English language achievement of 0.611; there was an indirect relationship of 0.611 between student motivation and English language achievement; and there was a mediation role of 0.678 between student motivation and English language achievement of 0.592; this supported the third hypothesis. **Measuring the mediation role of Teaching strategy between Student Motivation and English language achievement**

**Table 9: Sobel, Aroian and Goodman Test**

| Input:   | Test statistic:                                       | Std. Error:                              | p-value:                       |
|--|---|--|--------------------------------|
| a <input type="text" value=".611"/>              | Sobel test: <input type="text" value="14.46169537"/>  | <input type="text" value="0.02501173"/>  | <input type="text" value="0"/> |
| b <input type="text" value=".592"/>              | Aroian test: <input type="text" value="14.45383477"/> | <input type="text" value="0.02502533"/>  | <input type="text" value="0"/> |
| s <sub>a</sub> <input type="text" value=".025"/> | Goodman test: <input type="text" value="14.4695688"/> | <input type="text" value="0.02499812"/>  | <input type="text" value="0"/> |
| s <sub>b</sub> <input type="text" value=".033"/> | <input type="button" value="Reset all"/>              | <input type="button" value="Calculate"/> |                                |



P-value is significant at level 0.005 Table 9 displays the findings of the hypothesis testing that was carried out in order to ascertain the results of the mediation analysis. Due to the fact that the P-value was 0.000, this indicates that there is a correlation that is both positive and statistically significant between student motivation and English language accomplishment. In addition, the P-statistic for the indirect link between student motivation and academic achievement is 0.000. This means that the link does not exist. In addition, the findings demonstrated that there was a robust and favorable direct as well as indirect connection between the capability of student motivation and academic achievement. There is a strong and positive link between how motivated a student is and how well they do in school, and teaching strategy assessments can have an effect on this link. **Research Hypothesis (4): There is a significant relationship between Learning Resources and English language achievement with the role of teaching strategy as a mediator.**



**Table 10: Coefficients**

|   | Model              | Unstandardized Coefficients | Standardized Coefficients | t    | Sig. |
|---|--------------------|-----------------------------|---------------------------|------|------|
|   |                    | B                           | Std. Error                | Beta |      |
| 1 | (Constant)         | 1.221                       | .077                      |      | .016 |
|   | Learning Resources | .598                        | .011                      | .603 | .000 |
| 2 | (Constant)         | 1.551                       | .032                      |      | .019 |
|   | Learning Resources | .544                        | .039                      | .549 | .000 |
|   | Teaching strategy  | .597                        | .033                      | .603 | .000 |

a. Dependent Variable: English Language Achievement

The outcome of the regression test revealed a value of .598 for Learning Resources in relation to English language achievement when viewed as a direct relationship between Learning Resources and English language achievement; a value of .544 for Learning Resources in relation to English language achievement when viewed as an indirect relationship between Learning Resources and English language achievement; and a value of .597 for a teaching strategy when viewed as playing the role of a mediator between Learning Resources and English language achievement. These findings supported the fourth hypothesis. **Measuring the mediation role of Teaching strategy between Learning Resources and English language achievement Table 11: Sobel, Aroian and Goodman Test**

| Input:         |      | Test statistic:          | Std. Error: | p-value: |
|----------------|------|--------------------------|-------------|----------|
| a              | .598 | Sobel test: 13.51106135  | 0.02407746  | 0        |
| b              | .544 | Aroian test: 13.50891723 | 0.02408128  | 0        |
| s <sub>a</sub> | .011 | Goodman test: 13.5132065 | 0.02407363  | 0        |
| s <sub>b</sub> | .039 | Reset all                | Calculate   |          |

P-value is significant at level 0.005

The findings of the hypothesis testing that was performed in order to ascertain the results of the mediation analysis are displayed in Table 11. The fact that the P-value was 0.000 demonstrates that there is a link

between academic achievement and learning resources that is not only positive but also statistically significant. This implies that there is a relationship between the two. In addition, the P-statistic for the estimated association between learning resources and academic performance is a flawless 0.00. This indicates that there is no correlation between the two. In addition, the results showed that there was a strong and positive connection between the capacity of learning resources and English language accomplishments, both directly and indirectly. This connection was also shown to be positive. teaching strategy Tests have both positive and negative effects on the strong and positive link between being physically active and doing well in school.

### Conclusion

The current study's findings corroborate those of earlier studies showing that motivation to learn at school is a strong indicator of success in school. For students who had never had trouble in school before, their final grades were strongly linked to how emotionally invested they were and how well they did in English class. In conclusion, the current study sought to fill a knowledge vacuum by examining the connection between learning support and academic accomplishment among Kurdish teenagers in Iraq. The study looked at the correlations between the students' engagement of various learning resources and their levels of engagement, persistence, and success in school all at once. Our findings, based on a large sample of adolescents in the Kurdistan region of Iraq, lend credence to the idea that a multidimensional model of learning support provided by significant others to these youth and its associations with the three dimensions of student engagement paint a fuller picture of the nuanced relationship between different sources of support and different dimensions of engagement than a one-dimensional model. This research lends credence to the theory that teenagers' emotional, behavioral, and cognitive involvement in school is influenced by their views of learning support and that, in turn, this affects their academic performance (Chun and Devall, 2019). The study's cross-sectional nature and reliance on participants' own self-reports are major drawbacks. Given the cross-sectional nature of the study, caution should be used before drawing any firm conclusions about causation. Additionally, there may be restrictions on the reliability of self-reported data for reasons including social desirability. When extrapolating results to unrelated situations, such as English language classrooms, caution should be exercised due to contextual and domain disparities in interest levels. Additional research could benefit from a longitudinal design and the triangulation of data collected by interviews, observations, and other methods (Bryce et al., 2020). The impact of happy feelings across a range of English proficiency levels is a promising area for further study. In addition, future research should use an experimental design to examine the impact of teacher support and positive emotions on students' motivation. Lastly, future research might want to look at how other factors affect the link between teachers encouraging students to take part and students doing so.

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