

Teaching Quality and Learner Psychology: A Research on Middle-Class Young Adults

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Abstract

The purpose of this study is to determine the relationship between teaching quality and student psychology, with teacher cognition and student attitude serving as moderators, taking middle-class young adults into account. This research gap has been discovered since numerous studies have indicated a discrepancy in the quality of education provided to people from the middle class and young adults from the upper class in Turkish educational institutions. Using a random sample technique, the study collected primary data from young adults in different educational institutions in outlying districts of Istanbul using a seven-point Likert scale questionnaire. The statistical tool Smart PLS 3.0 is utilized for data analysis since it is widely employed in social science research. The research determined that teaching quality, student attitude, and instructor thought have a substantial effect on the psychology of middle-class students. The study also revealed that the moderating effect of teacher thought and student attitude on the relationship between teaching quality and student psychology is substantial. This research has significant practical and theoretical implications for improving the education of young adults from middle-class backgrounds. The study contributed a novel framework of student psychology and teaching quality to the body of knowledge. The future directions outlined in this research are essential for making major contributions to the body of literature.

Keywords. teaching quality; learner psychology; student attitude; teacher thinking; quality education.

Introduction

The division in the education system has generated a divide in the society's thinking and learning. Students from elite schools do better in the job market and recruitment procedure than students from less prestigious institutions ([Bush et al., 2022](#)). The performance of these pupils is influenced by their working mentality due to the fact that the quality of education supplied at advanced schools is not provided to government school students ([Mendoza, Yan, & King, 2022](#)). The learning performance of students varies, and their mental capacity is also affected by the learning environment ([Bas, 2022](#)). In terms of student learning and performance, Turkish educational institutions achieve identical outcomes ([Akben-Selcuk & Altioek-Yilmaz, 2014](#)). In the majority of cases, the personality development and logical reasoning of pupils who are actively engaged in their studies at advanced schools are superior. However, pupils from middle-class schools rarely compete well with other students. In addition, middle-class students have a sense of inferiority because they believe that their lack of access to further education would negatively impact their

futures in the labor market (Sung, Chang, & Liu, 2016). Indeed, a student's performance is determined by his or her mental capacity, but the quality of instruction also plays a vital impact in the student's success (Liao & Roy, 2017).

Literature-identified studies indicate that the inferiority complex is causing Turkish middle-class pupils to see their schools adversely, resulting in a tragedy. Middle-class kids have claimed that they do not have access to a better schooling and education system in a number of surveys measuring the quality of schooling (Hunter & Frawley, 2022; Peng & Lin, 2019). Not only at the school level, but also among college and university students, this inferiority complex is prevalent (Angadi et al., 2019). Many students believe that the quality of education at public sector institutions is inferior to that at private sector institutions (Gross, Ingham, & Matasar, 2005). In addition to the quality of instruction, many students note that teachers in government-run educational institutions are not devoted to improving their pupils' performance. In the meantime, Lv and Chen (2010) found that the teaching quality in government-sector educational institutions is through a process of continual improvement. Similarly, the teachers' thinking for the benefit of their pupils is crucial to consider since, based on their thinking, they can establish a better working attitude toward their students in order to increase their inventive learning performance (Alemi, 2012). In addition, the students who are the top learners do not consider the performance of their teachers; rather, they devote themselves to delivering an excellent education (Pourfeiz, 2022).

Numerous students find the learner psychology and education quality body of information to be significant. As children are impacted by their professors, according to Bas (2022), the quality of education is essential for the improvement of their learning. According to Passini, Molinari, and Speltini (2015), the best learners do not have negative attitudes toward their teachers; rather, they gain a deeper knowledge and learn in an innovative manner. The literature is enriched by Diaz's (2015) observation that the pupils who are the best learners are also the best classroom performance. According to Bergmark and Westman (2018), the teaching quality is required for improved student learning since the personality of the instructor is crucial for student learning. According to Olina and Sullivan (2004), students must

have an innovative approach to learning because their improved learning can pave the path for improved performance in classroom activities. In the school system, the relationship between students and teachers is crucial, and both parties are accountable for the improvement of student growth. In addition, [Allagui \(2014\)](#) asserted that pupils with bad work attitudes are less productive due to their mental capacity and reasoning. To build the framework for this study's major contribution, the researchers have analyzed the existing and most recent research for a more convincing illustration of the findings about a key research gap.

Literature review reveals substantial findings about the academic achievement of students and their relationships with teachers. No study has so explained the relationship established by this study's research model. Therefore, the purpose of this study is to determine the relationship between teaching quality and student psychology, taking into account the moderating impact of teacher cognition and student attitude, and focusing on middle-class young adults. The research concept is initially formed by examining the relevant literature and according to researchers' instructions. In addition, the theoretical model presented by this study includes relationships not previously addressed in the literature. In addition, this research has substantial theoretical and practical implications for enhancing the education of middle-class youth. The study's findings and outcomes relied on a measuring model and a structural model. The future directions outlined in this research are essential for making major contributions to the body of literature.

Literature Review and Hypotheses Development

Understanding the student's psychology is crucial for teachers, as they immediately influence the students' work performance ([Sung et al., 2016](#)). Every learner has a unique perspective and set of emotions ([Ghasemian Safaei & Farajzadegan, 2012](#)). Students who are driven to execute their responsibilities in the most efficient manner have the best organizational and work performance ([Hunter & Frawley, 2022](#)). Moreover, the performance of pupils who are less emotionally and rationally stable is negatively affected by their experiences ([Peng & Lin, 2019](#)). The process of snooping is ongoing, and pupils are compelled to concentrate more on their

studies (Elumalai et al., 2020). Teachers must comprehend the psychological state of their students in order to help them study more effectively (Alemi, 2015).

Teaching quality refers to a teacher's approach to dealing with students (Mustakim et al., 2020). Teachers who are very innovative in their profession are devising new techniques to increase the performance of their pupils based on the students' mentality (Garris & Fleck, 2022). In addition, it is the responsibility of the teachers to improve the performance of the pupils through creative methods and enhanced effort (Bhatti & Nimehchisalem, 2020). When course material is successfully communicated to students for their enhanced comprehension and learning, the teaching quality is enhanced (Prewett & Whitney, 2021). The highly motivated teachers are devoted to their employment and work diligently to improve both their own performance and the performance of their students (Naeem & Inam, 2021; Raoofi et al., 2014).

Teachers' thoughts play a crucial influence in the comprehension and evolution of their job. The most intelligent teachers are always concerned about their teaching style and the results in student performance (Weng, 2018). Considering the course material and the variety of student attitudes makes them ideal for learning (Gorbunova & Morozov, 2020). The most effective teachers are those who are tremendously motivated to enhance their performance (Kosiba et al., 2019). The dynamics of the educational sector are also evolving throughout time, and teachers are required to think logically and act promptly for improved learning and work performance (Bureau et al., 2022). Teachers improve the quality of their instruction when they rationally comprehend the learning process and alter their lesson plans accordingly (Bas, 2022).

In addition, the student's attitude is crucial to the learning process since they actively work to better their learning (Liao & Roy, 2017). Students with a cheerful attitude are the top students, and their academic achievement exceeds that of their peers. In addition, students whose attitudes regarding their work are negative are less engaged in critical knowledge and thought, and their academic performance suffers as a result (Rahiem, 2020). Students' values and comprehension are crucial to the task, and their perception must be enhanced (Peng & Lin, 2019). The administration of

educational institutions and parents must encourage pupils to adopt a more disciplined approach to the study and learning process (Pourfeiz, 2022). Figure 1 depicts the structure of the study, detailing the relationships between the variables (Gross et al., 2005).

Studies in the academic literature supported the connection between teaching quality and student psychology. According to Ghasemian Safaei and Farajzadegan (2012), pupils are influenced by the personality and teaching style of their teachers. Similarly, Gutstein (2007) emphasized that pupils can learn more effectively when they are instructed in a freshly developed manner. Bush et al. (2022) reached the conclusion that the performance of students is contingent on the performance of teachers in course topic instruction. Mendoza et al. (2022) emphasized that the best learners are greatly driven to enhance their work performance by their teachers. Bas (2022) emphasized that only teachers are accountable for enhancing the classroom performance of students. In the meantime, Angadi et al. (2019) concluded that students' psychology is healthy when they have rational professors who think critically and constructively to improve their students' performance. In addition, Sung et al. (2016) contributed to the literature by demonstrating that teachers are a source of incentive for students' improved working techniques and academic achievement. In addition, Liao and Roy (2017) emphasized that the quality of student work and performance is enhanced when the top teachers are devotedly interested in instructing the pupils. Moreover, according to Rahiem (2020), students have diverse psychological approaches to classroom tasks, and teachers must endeavor to improve their students' performance. On the basis of these investigations, the hypothesis is formulated;

H1: Teaching quality has an impact on student psychology.

Similarly, the research in the literature demonstrate the connection between instructor thought and student psychology. According to Al Moqbali et al. (2020), the personality of the teacher is deemed significant in the classroom. In addition, Gorbunova and Morozov (2020) stated that teachers who are attempting to improve student performance should reconsider their classroom implementation strategy in

order to better develop student methods. Similarly, [Weng \(2018\)](#) extended the literature with data indicating the mental level of students varies, but is influenced by the rationality-based education provided by teachers. Moreover, [Raofi et al. \(2014\)](#) said that the pupils whose work performance is superior are the result of their teachers' efforts and thoughts. In addition, [Roxå et al. \(2022\)](#) underlined that teachers are expected to improve their pupils' academic performance. In addition, [Prewett and Whitney \(2021\)](#) stated that learning is a continual process, but teachers who think for the benefit of their students have a rational understanding. In addition, [Bhatti and Nimehchisalem \(2020\)](#) observed that the performance of teachers can be deduced from their students' working psychology because both have a high correlation with classroom activities. In addition, [Gross et al. \(2005\)](#) contributed to the body of knowledge by explicating that a teacher's higher level of thinking and work is important for their students' improved performance. On the basis of these investigations, the hypothesis is formulated;

H2: Teacher thinking has an impact on student psychology.

Similarly, the research in the literature demonstrate the connection between instructor thought and student psychology. According to [Al Moqbali et al. \(2020\)](#), the personality of the teacher is deemed significant in the classroom. In addition, [Gorbunova and Morozov \(2020\)](#) stated that teachers who are attempting to improve student performance should reconsider their classroom implementation strategy in order to better develop student methods. Similarly, [Weng \(2018\)](#) extended the literature with data indicating the mental level of students varies, but is influenced by the rationality-based education provided by teachers. Moreover, [Raofi et al. \(2014\)](#) said that the pupils whose work performance is superior are the result of their teachers' efforts and thoughts. In addition, [Roxå et al. \(2022\)](#) underlined that teachers are expected to improve their pupils' academic performance. In addition, [Prewett and Whitney \(2021\)](#) stated that learning is a continual process, but teachers who think for the benefit of their students have a rational understanding. In addition, [Bhatti and Nimehchisalem \(2020\)](#) observed that the performance of teachers can be deduced from their students' working psychology because both have a high correlation with

classroom activities. In addition, [Gross et al. \(2005\)](#) contributed to the body of knowledge by explicating that a teacher's higher level of thinking and work is important for their students' improved performance. On the basis of these investigations, the hypothesis is formulated;

H3: Student attitude has an impact on student psychology.

According to [Passini et al. \(2015\)](#), professors motivate the majority of students who are actively working to improve their academic performance. [Granziera, Collie, and Martin \(2020\)](#) stressed that teachers should be cordial with their students and should not have negative attitudes toward them. Moreover, [Loughran, Berry, and Mulhall \(2012\)](#) revealed that students' performance improves when they receive active help from their lecturers for improved task performance. [Thomas et al. \(2020\)](#) emphasized that the interaction between students and teachers should be cordial, and that teachers must push students to improve their performance in everyday learning. In the meantime, [Lee \(2003\)](#) concluded that students' learning performance is vital for their improved performance, but teachers play a crucial role since they influence the students' personalities in relation to performance enhancements. In addition, [Vallone et al. \(2022\)](#) emphasized that students who are strongly driven to enhance their performance for better learning are required to play an active role in their learning, which might improve their learning performance in a more effective manner. In addition, [Niemelä and Tirri \(2018\)](#) asserted that the relationship between students and professors should be robust since it will assist students in enhancing their academic performance. On the basis of these investigations, the hypothesis is formulated;

H4: Teacher thinking moderates the relationship between teaching quality and student psychology.

According to [Dort et al. \(2020\)](#), pupils who perform better in learning and performance are more optimistic in their daily activities. According to [Reinholz et al. \(2022\)](#) the reasoning of the students is essential for improving their performance, but they must be highly driven to develop a better work ethic. In addition, [Liu, Liu, and Wang \(2022\)](#) stated that teachers with quality of learning can only improve student performance when students are dedicated to their work and learning performance.

Passini et al. (2015) noted that the rationality of the students' thinking and work enables them to achieve the best results, but the teachers must provide a quality education. Similarly, Granziera et al. (2020) underlined that learning is a continual process, but students are expected to learn actively when excellent instruction is provided. According to Loughran et al. (2012), student learning is a continual process, but students can work harder to improve their performance when excellent education is offered in classrooms in a constructive manner. The learning psychology of the students pushes them to perform well in class activities (Thomas et al., 2020), but it is a source of pride for these students when their teachers provide a great education. On the basis of these investigations, the hypothesis is formulated;

H5: Student attitude moderates the relationship between teaching quality and student psychology.

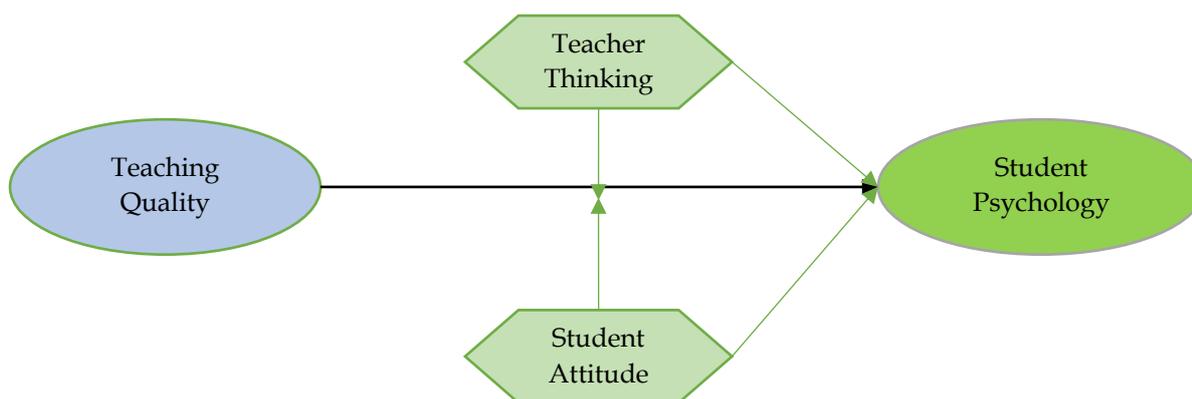


Figure 1. The framework of the Study

Methodology

This study's methodology consists of two stages: questionnaire creation and data gathering. The questionnaire based on the Likert scale has been initialized for this descriptive investigation. The studies in the field of "social sciences" rely on "primary data" since it is deemed essential to the development of valid conclusions. In this sense, the current study has utilized the same "data collection" technique required for its conclusions. Moreover, the "survey" method of data collecting is essential when a population is vast and possesses the same characteristic. Therefore, this data collection approach was also examined during the research process. In fact, survey-based data collecting research are regarded as crucial in the academic literature. This research

considers the dependable "scale items" in the formulation of the questionnaire. Reviewing the current research in the literature, scale items were selected for data collection. For valid and reliable data, however, two factors were considered: "factor loadings (FL) and Cronbach's Alpha ()". For research outcomes, only scale items with " > 0.70 " were evaluated by the researchers. Checking the factor loadings (FL) of each scale item " $FL > 0.60$ " determined that the scale items for student psychology were valid and considered for this study to evaluate the role of student psychology in the current study research model. Similarly, after establishing the validity, the scale items for teaching quality were modified to measure the impact of teaching quality on student psychology. In addition, the items for teacher thinking were valid and altered to determine the direct effect of teacher thinking on student psychology, as well as the moderating effect of teacher thinking between teaching quality and student psychology. Also, the student attitude items were valid and altered to determine the direct effect of student attitude on student psychology and the moderating effect of teacher attitude on the relationship between teaching quality and student psychology. The face validity of the items was confirmed by social science experts with specialized knowledge. All aspects of the data analysis and study were approved. Regarding this, the study's questionnaire was developed and printed. Table 1 of the study details the number of components and the source of the scale. This study employed the "random sampling approach" for data collection because the respondents were young middle-class individuals. In rural districts of Istanbul, public educational institutions are targeted for data collection. The school administration was contacted and asked about the socioeconomic level of the children. Students were told of the nature of the investigation. They were assured that their personal information is private and will not be disclosed. In addition, they were required to complete the questionnaire, and 500 questionnaires were distributed at random. The respondents had certain questions regarding their comprehension, which were answered adequately. In addition, 441 questionnaires were returned by respondents to complete the data collection. Unfortunately, four uncompleted questionnaires were eliminated from the final data set. Thus, only 437 questionnaires were used for final data analysis.

Table 1. Scale Items Source

Construct	No. of Items	Source
Student Psychology	8	Passini et al. (2015)
Teacher Thinking	5	Zhang and Sun (2022)
Student Attitude	7	Zainuddin et al. (2019)
Teaching Quality	7	Palos and Maricutoiu (2013)

Findings

The findings of this research are divided into two stages; the first stage is related to the “validity and reliability” of the scale items used in this study and the second stage is based on the hypotheses’ results. Before, to examine validity, reliability and relationship between variables, the current study considered data screening. All the errors in the data were removed before data analysis in data screening process.

The study obtained the findings of “reliability and validity” with Smart PLS 3.0. The findings of “Cronbach’s Alpha (α)”, “composite reliability (CR)” and “average variance extracted (AVE)” are taken to check the endorsed thresholds “ $\alpha > 0.70$, CR > 0.70 , AVE > 0.50 ” by Hair Jr et al. (2017). Also, the values of FL were checked according to the recommended threshold “FL > 0.60 ” by Henseler et al. (2014). The determined outcomes in Table 2 and Figure 2 disclose the research have “reliability & validity”.

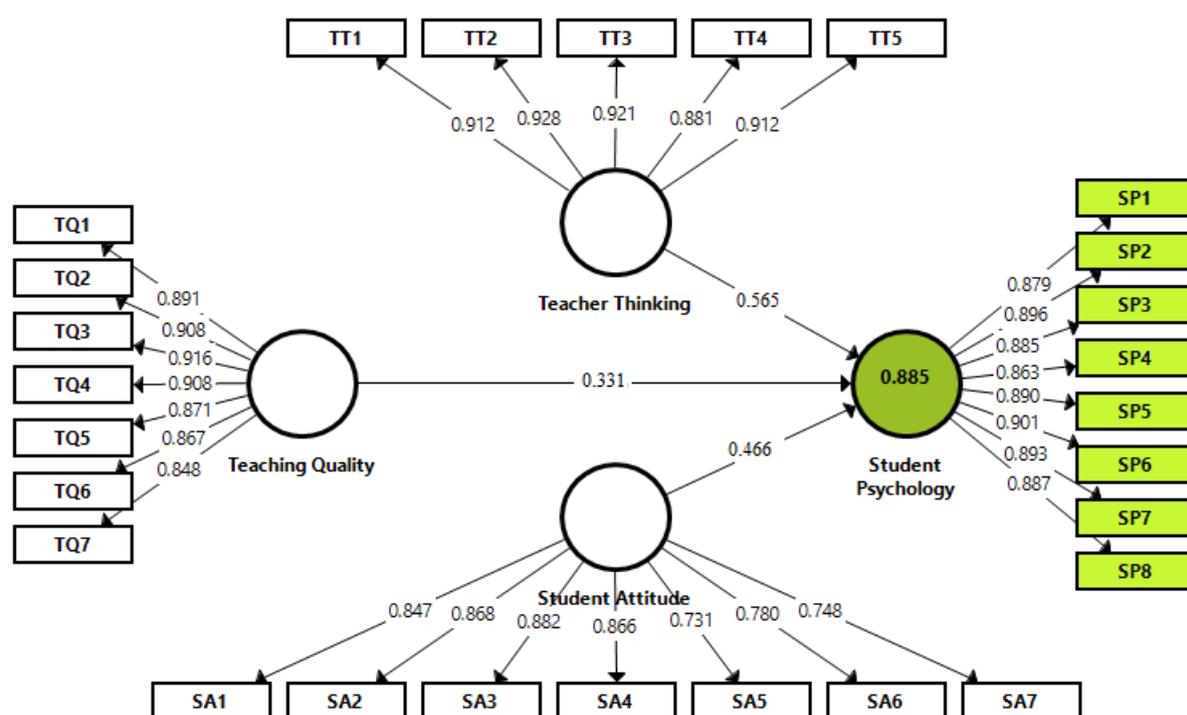


Figure 2. Results of the Measurement Model

Table 2. Cronbach's Alpha, FL, CR, and AVE

Constructs	Items	Description	FL	α	CR	AVE
Student Attitude	SA1	"I am better than others in class performance.	0.847	0.919	0.934	0.672
	SA2	I can learn interesting new skills in this class.	0.868			
	SA3	I am fully capable of using technology in this class.	0.882			
	SA4	I can ask critical questions.	0.866			
	SA5	I can think critically.	0.731			
	SA6	I feel free to express my ideas and opinions in group work.	0.78			
	SA7	Outside of the classroom, I can control my learning environment by working when it was convenient for me.	0.748			
Student Psychology	SP1	The teacher provides leadership to the class and holds student attention.	0.879	0.961	0.967	0.786
	SP2	The teacher is friendly and helpful toward students.	0.896			
	SP3	The teacher shows understanding/concern/care for students.	0.885			
	SP4	The students are given opportunities to assume responsibility for their activities.	0.863			
	SP5	The teacher exhibits his/her uncertainty.	0.89			
	SP6	The teacher shows unhappiness/dissatisfaction with students.	0.901			
	SP7	The teacher shows anger/temper/impatience in class.	0.893			
	SP8	The teacher is strict with and demanding of students.	0.887			
Teaching Quality	TQ1	In teaching activities, the teacher valorizes the students' imagination in solving problems.	0.891	0.949	0.961	0.83
	TQ2	In the teaching activity, the teacher encourages the students to imagine different situations and then think about what could happen if things were as they had imagined them to be.	0.908			

Constructs	Items	Description	FL	α	CR	AVE
Teacher Thinking	TQ3	When a teacher teaches, he stimulates his students to discover new ways of functioning and new principles or laws that can be applied in various situations.	0.916	0.955	0.963	0.787
	TQ4	By the way, the teacher structures his teaching, he stimulates his students' creative abilities.	0.908			
	TQ5	In their teaching activity, the teachers favor and value the use of memorizing in the learning process.	0.871			
	TQ6	In their teaching activity, teachers focus on creating situations where they can develop students' memorizing abilities.	0.867			
	TQ7	Teachers prefer a teaching style where they create situations for the students to reproduce/repeat the information accumulated in-class activity.	0.848			
	TT1	If students memorize rules and facts, it will help them to learn in spontaneous situations.	0.912			
	TT2	Students should be encouraged to speak/write accurately from the beginning.	0.928			
	TT3	Students need to be consciously aware of a structure's form and its function before they can use it proficiently.	0.921			
	TT4	Thinking about the content while talking prevents students from communicating fluently.	0.881			
	TT5	Teachers should begin teaching a new content point by explaining the rule."	0.912			

The research determined the “discriminant validity” because it is necessary to investigate “whether concepts or measurements that are not supposed to be related are unrelated.” For it, the researchers used two significant methods; “cross-loadings and Heteritrait-Monotrait (HTMT)”. “Cross-loading is to establish discriminant validity at the item level means there is a high correlation between items of the same construct and a very weak correlation between items of a different construct.” The data results available in Table 3 show the study has significant “cross-loadings.” Furthermore, the study checked the recommended threshold “HTMT < 0.09” for discriminant validity test. Therefore, the findings in Table 4 reveal the study have appropriate discriminant validity.

Table 3. Cross-Loading Test

Scale Items	Student Attitude	Student Psychology	Teacher Thinking	Teaching Quality
SA1	0.847	0.825	0.765	0.534
SA2	0.868	0.673	0.761	0.589
SA3	0.882	0.732	0.808	0.588
SA4	0.866	0.506	0.787	0.582
SA5	0.731	0.576	0.555	0.523
SA6	0.78	0.62	0.586	0.523
SA7	0.748	0.579	0.565	0.628
SP1	0.828	0.879	0.821	0.671
SP2	0.789	0.896	0.818	0.561
SP3	0.789	0.885	0.823	0.57
SP4	0.797	0.863	0.836	0.629
SP5	0.827	0.89	0.807	0.619
SP6	0.799	0.901	0.821	0.605
SP7	0.803	0.893	0.792	0.582
SP8	0.807	0.887	0.826	0.561
TQ1	0.716	0.603	0.562	0.891
TQ2	0.728	0.629	0.608	0.908
TQ3	0.717	0.614	0.588	0.916
TQ4	0.746	0.656	0.614	0.908
TQ5	0.713	0.614	0.553	0.871
TQ6	0.679	0.537	0.52	0.867
TQ7	0.656	0.534	0.534	0.848
TT1	0.844	0.841	0.912	0.602
TT2	0.835	0.874	0.928	0.594
TT3	0.802	0.842	0.921	0.593
TT4	0.794	0.817	0.881	0.6
TT5	0.798	0.825	0.912	0.537

Table 4. Discriminant Validity

Construct	Student Attitude	Student Psychology	Teacher Thinking	Teaching Quality
Student Attitude				
Student Psychology	0.847			
Teacher Thinking	0.838	0.766		
Teaching Quality	0.886	0.704	0.673	

Finally, the study determined the findings of the “structural model” with the recommended threshold for two-tailed hypotheses “ $t > 1.90$ and $p < 0.50$ ”. The research findings “ $\beta = 0.331, t = 8.037, \text{ and } p = 0.000$ ” obtained that student psychology is influenced by teaching quality, and H1 is accepted significantly. Secondly, the research results “ $\beta = 0.565, t = 9.608, \text{ and } p = 0.000$ ” found that student psychology is influenced by teacher thinking and H2 is accepted significantly. Third, research findings “ $\beta = 0.466, t = 6.599, \text{ and } p = 0.000$ ” concluded that student psychology is influenced by student attitude, and H3 is accepted significantly (see results in Table 5 and Figure 3). Furthermore, research findings “ $\beta = 0.252, t = 6.000, \text{ and } p = 0.000$ ” discovered that the teaching quality and student psychology are influenced by the moderating role of teacher thinking, and H4 is accepted significantly. The graph findings reported in Figure 4 show positive moderation. Lastly, research findings “ $\beta = 0.130, t = 3.072, \text{ and } p = 0.000$ ” obtained that the teaching quality and student psychology are influenced by the moderating role of student attitude, and H5 is accepted significantly. The graph findings reported in Figure 5 shows positive moderation.

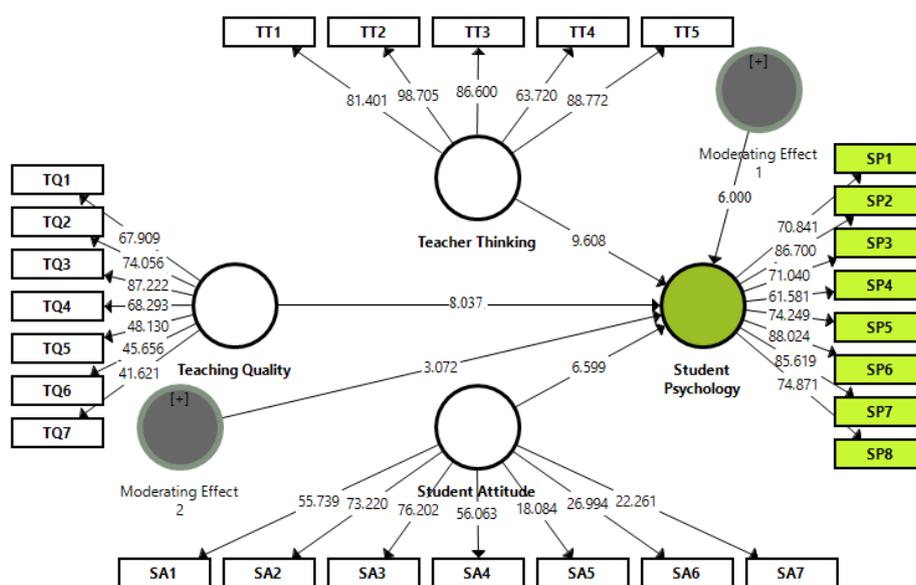


Figure 3. Results of Structural Model



Figure 4. Moderation 1

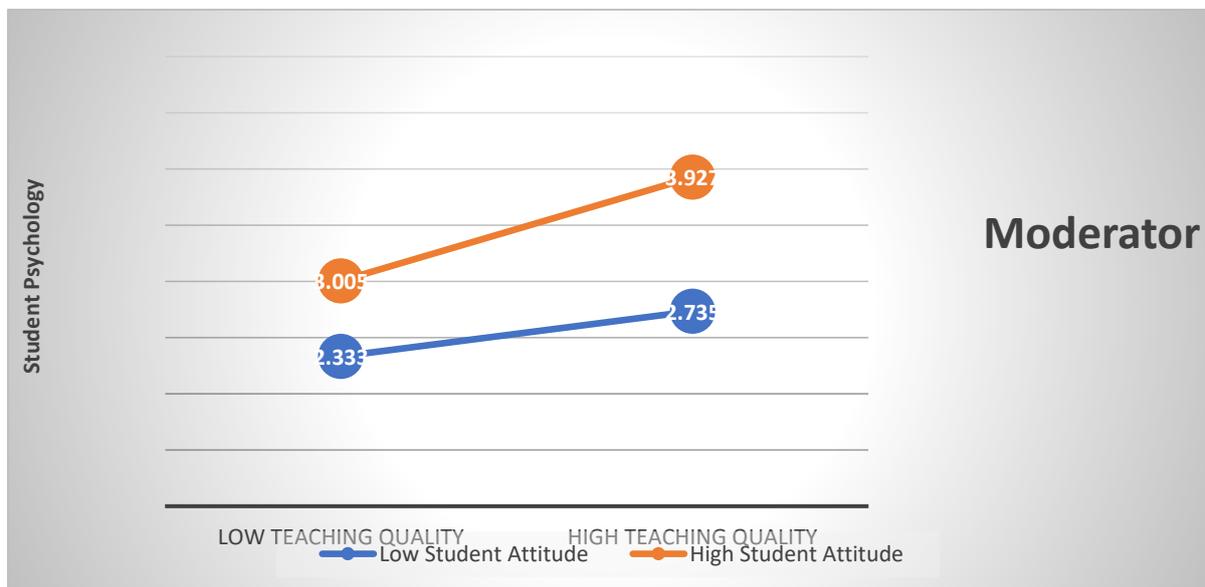


Figure 5. Moderation 2

Table 5. Path Results

No	Hypotheses	β	SD	T	P
1	Teaching Quality -> Student Psychology	0.331	0.041	8.037	0.000
2	Teacher Thinking -> Student Psychology	0.565	0.059	9.608	0.000
3	Student Attitude -> Student Psychology	0.466	0.071	6.599	0.000
4	Moderating Effect 1 -> Student Psychology	0.252	0.042	6.000	0.000
5	Moderating Effect 2 -> Student Psychology	0.130	0.042	3.072	0.002

Discussion and Conclusion

Initially, the current study advanced the relationship between teaching quality and student psychology considered in Hypothesis 1 (H1), which is supported by significant findings. This relationship is compared and contrasted with previous investigations, which likewise supported this association. The personalities and teaching philosophies of the teachers have an effect on the students, according to [Gutstein \(2007\)](#). In a similar vein, [Hunter and Frawley \(2022\)](#) stressed that when teachers teach their students utilizing the newly created method, they can facilitate more effective learning. [Peng and Lin \(2019\)](#) concluded that the quality of course material delivery has an impact on student performance. [Elumalai et al. \(2020\)](#) followed by stating that the children who acquire the most knowledge are those who receive the most encouragement from their teachers to improve their performance. [Akben-Selcuk and Altiok-Yilmaz \(2014\)](#) argued that it is the exclusive responsibility of teachers to improve student performance in the classroom. When students have reasonable instructors that think critically and constructively to boost their students' achievement, their psychology is good, according to [Alemi \(2015\)](#). [Bureau et al. \(2022\)](#) has contributed to the body of knowledge by illustrating how teachers might motivate their students to enhance their study habits and academic performance. [Kosiba et al. \(2019\)](#) underlined further that when teachers are exceptional and really excited about instructing students, the students' work and performance improve. [Al Moqbali et al. \(2020\)](#) argue that teachers must strive to improve student achievement since each student approaches classroom activities from a unique psychological perspective.

Second, the current study determined the significance of H2's proposed relationship between instructor cognition and student psychology, as indicated by its findings. This relationship is compared and contrasted with previous investigations, which likewise supported this association. Active learning, according to [Gutstein \(2007\)](#), places a premium on the learning and teaching process. In addition, [Alemi \(2012\)](#) indicated that teachers who strive for higher student performance analyze their execution approach in the school in order to produce better student strategies. Similar to this, [Mustakim et al. \(2020\)](#) contributed to the body of knowledge by proving that although student mental levels differ, they are all affected by rationality-based

training for teachers. [Lv and Chen \(2010\)](#) stated further that the improved work performance of students is due to their teachers' efforts and thought processes. [Garris and Fleck \(2022\)](#) also highlighted the necessity for instructors to work more efficiently through improving student accomplishment. In addition, [Gross et al. \(2005\)](#) stated that learning is a continuous process, but teachers who consider what is best for their students exhibit logical thought. In terms of classroom activities, the functioning psychology of children can also be utilized to evaluate a teacher's performance, as there is a strong association between the two. [Raofi et al. \(2014\)](#) have contributed to the body of knowledge by arguing that improved instructor cognition and working are crucial for enhanced academic accomplishment.

This study established the significance of the relationship between student attitude and student psychology considered in Hypothesis 3, as proven by its findings. This relationship is compared and contrasted with previous investigations, which likewise supported this association. In terms of better learning behavior, [Diaz \(2015\)](#) stated that students who are enthusiastic about their education benefit from their optimistic attitude on life. [Allagui \(2014\)](#) underlined that pupils with a positive view are superior learners because their optimistic outlook enhances their psychological health. In addition, [Wu et al. \(2022\)](#) stated that the attitudes of students influence their learning and mental processes. [Susilana, Hutagalung, and Sutisna \(2020\)](#) have stressed the significance of a good working psychology on students' learning performance. [Akuratiya and Meddage \(2020\)](#) found that students with a bad temper also have a poor functioning psychology, which lowers their academic performance. [Allagui \(2014\)](#) said that students should have more rational thought processes because these processes contribute to enhanced learning and class performance. According to numerous researches, students whose parents are success-oriented must have a positive attitude in order to improve their academic performance. Even if the students lack direction, it is the responsibility of the parents and teachers to help them become more well-rounded thinkers and nurture a positive study attitude.

Fourthly, the current research determined the moderating link between teaching quality and student psychology that was considered in Hypothesis 4, which is noteworthy based on its findings. This relationship is compared and contrasted with

previous investigations, which likewise supported this association. According to [Diaz \(2015\)](#), the majority of students who strive to accomplish their schoolwork more efficiently are motivated to do so by their professors. [Loughran et al. \(2012\)](#) emphasized that teachers should be pleasant with their students and not retain unfavorable feelings against them. In addition, [Liu et al. \(2022\)](#) reported that when instructors actively push their students to improve their classroom performance, the students' productivity rises. [Reinholz et al. \(2022\)](#) stressed the importance of effective student-teacher communication and the need for teachers to motivate their students to study more and perform better. In the interim, [Dort et al. \(2020\)](#) have determined that while instruction and learning ability are vital for students' improved performance, teachers play a crucial role since they have a substantial influence on students' attitudes. [Kereluik et al. \(2013\)](#) underlined further that students who are highly motivated to enhance their academic abilities are anticipated to take an active role in their education, which may improve their learning ability. Additionally, [Granziera et al. \(2020\)](#) underlined the significance of a positive interaction between students and professors, as it will assist students become better learners.

Lastly, this study obtained the significant moderating relationship between student attitude, teaching quality, and student psychology, as predicted by Hypothesis 5. This relationship is compared and contrasted with previous investigations, which likewise supported this association. According to [Vallone et al. \(2022\)](#), students with strong academic performance are also more optimistic about their daily routines. According to [Niemelä and Tirri \(2018\)](#), students' rationality is vital for enhancing their productivity, but they must also be highly motivated to embrace a healthy work ethic. Further, [Passini et al. \(2015\)](#) determined that only when students are dedicated to their work and learning performance can teachers with high learning standards improve the performance of students. [Diaz \(2015\)](#) underlined that despite the fact that students' rational thinking and behavior enable them to perform at their highest level, teachers must still provide them with a good education. Similarly, [Olin and Sullivan \(2004\)](#) emphasized that while education is a normal part of the journey, students must actively participate in their education if they are to receive superior instruction. As [Bergmark and Westman \(2018\)](#) noted, students'

learning is a continuous process, but they can work harder to improve their effectiveness when they receive high-quality instruction. It is a major accomplishment for such learners when their professors deliver a high-quality education, as their learning psychology compels them to perform well in classroom activities.

Implications

Initially, the current study advanced the relationship between teaching quality and student psychology considered in Hypothesis 1 (H1), which is supported by significant findings. This relationship is compared and contrasted with previous investigations, which likewise supported this association. The personalities and teaching philosophies of the teachers have an effect on the students, according to [Gutstein \(2007\)](#). In a similar vein, [Hunter and Frawley \(2022\)](#) stressed that when teachers teach their students utilizing the newly created method, they can facilitate more effective learning. [Peng and Lin \(2019\)](#) concluded that the quality of course material delivery has an impact on student performance. [Elumalai et al. \(2020\)](#) followed by stating that the children who acquire the most knowledge are those who receive the most encouragement from their teachers to improve their performance. [Akben-Selcuk and Altiok-Yilmaz \(2014\)](#) argued that it is the exclusive responsibility of teachers to improve student performance in the classroom. When students have reasonable instructors that think critically and constructively to boost their students' achievement, their psychology is good, according to [Alemi \(2015\)](#). [Bureau et al. \(2022\)](#) has contributed to the body of knowledge by illustrating how teachers might motivate their students to enhance their study habits and academic performance. [Kosiba et al. \(2019\)](#) underlined further that when teachers are exceptional and really excited about instructing students, the students' work and performance improve. [Al Moqbali et al. \(2020\)](#) argue that teachers must strive to improve student achievement since each student approaches classroom activities from a unique psychological perspective.

Second, the current study determined the significance of H2's proposed relationship between instructor cognition and student psychology, as indicated by its findings. This relationship is compared and contrasted with previous investigations, which likewise supported this association. Active learning, according to [Gutstein](#)

(2007), places a premium on the learning and teaching process. In addition, [Alemi \(2012\)](#) indicated that teachers who strive for higher student performance analyze their execution approach in the school in order to produce better student strategies. Similar to this, [Mustakim et al. \(2020\)](#) contributed to the body of knowledge by proving that although student mental levels differ, they are all affected by rationality-based training for teachers. [Lv and Chen \(2010\)](#) stated further that the improved work performance of students is due to their teachers' efforts and thought processes. [Garris and Fleck \(2022\)](#) also highlighted the necessity for instructors to work more efficiently through improving student accomplishment. In addition, [Gross et al. \(2005\)](#) stated that learning is a continuous process, but teachers who consider what is best for their students exhibit logical thought. In terms of classroom activities, the functioning psychology of children can also be utilized to evaluate a teacher's performance, as there is a strong association between the two. [Raooft et al. \(2014\)](#) have contributed to the body of knowledge by arguing that improved instructor cognition and working are crucial for enhanced academic accomplishment.

This study established the significance of the relationship between student attitude and student psychology considered in Hypothesis 3, as proven by its findings. This relationship is compared and contrasted with previous investigations, which likewise supported this association. In terms of better learning behavior, [Diaz \(2015\)](#) stated that students who are enthusiastic about their education benefit from their optimistic attitude on life. [Allagui \(2014\)](#) underlined that pupils with a positive view are superior learners because their optimistic outlook enhances their psychological health. In addition, [Wu et al. \(2022\)](#) stated that the attitudes of students influence their learning and mental processes. [Susilana et al. \(2020\)](#) have stressed the significance of a good working psychology on students' learning performance. [Akuratiya and Meddage \(2020\)](#) found that students with a bad temper also have a poor functioning psychology, which lowers their academic performance. [Allagui \(2014\)](#) said that students should have more rational thought processes because these processes contribute to enhanced learning and class performance. According to numerous researches, students whose parents are success-oriented must have a positive attitude in order to improve their academic performance. Even if the students lack direction,

it is the responsibility of the parents and teachers to help them become more well-rounded thinkers and nurture a positive study attitude.

Fourthly, the current research determined the moderating link between teaching quality and student psychology that was considered in Hypothesis 4, which is noteworthy based on its findings. This relationship is compared and contrasted with previous investigations, which likewise supported this association. According to [Diaz \(2015\)](#), the majority of students who strive to accomplish their schoolwork more efficiently are motivated to do so by their professors. [Loughran et al. \(2012\)](#) emphasized that teachers should be pleasant with their students and not retain unfavorable feelings against them. In addition, [Liu et al. \(2022\)](#) reported that when instructors actively push their students to improve their classroom performance, the students' productivity rises. [Reinholz et al. \(2022\)](#) stressed the importance of effective student-teacher communication and the need for teachers to motivate their students to study more and perform better. In the interim, [Dort et al. \(2020\)](#) have determined that while instruction and learning ability are vital for students' improved performance, teachers play a crucial role since they have a substantial influence on students' attitudes. [Kereluik et al. \(2013\)](#) underlined further that students who are highly motivated to enhance their academic abilities are anticipated to take an active role in their education, which may improve their learning ability. Additionally, [Granziera et al. \(2020\)](#) underlined the significance of a positive interaction between students and professors, as it will assist students become better learners.

Lastly, this study obtained the strong moderating link between student attitude, teaching quality, and student psychology, as predicted by Hypothesis 5. This relationship is compared and contrasted with previous investigations, which likewise supported this association. According to [Vallone et al. \(2022\)](#), students with strong academic performance are also more optimistic about their daily routines. According to [Niemelä and Tirri \(2018\)](#), students' rationality is vital for enhancing their productivity, but they must also be highly motivated to embrace a healthy work ethic. Further, [Passini et al. \(2015\)](#) determined that only when students are dedicated to their work and learning performance can teachers with high learning standards improve the performance of students. [Diaz \(2015\)](#) underlined that despite the fact that students'

rational thinking and behavior enable them to perform at their highest level, teachers must still provide them with a good education. Similarly, [Olina and Sullivan \(2004\)](#) emphasized that while education is a regular part of the journey, students must actively participate in their education if they are to receive superior training. As [Bergmark and Westman \(2018\)](#) noted, students' learning is a continuous process, but they can work harder to improve their effectiveness when they receive high-quality instruction. It is a major accomplishment for such learners when their professors deliver a high-quality education, as their learning psychology compels them to perform well in classroom activities.

Future Directions

The current study examined the influence of teaching quality, student attitude, and instructor thought on the psychology of middle-class students. In addition, the research determined that the moderating effect of teacher cognition and student attitude on the relationship between teaching quality and student psychology is substantial. This research has significant practical and theoretical implications for improving the education of young adults from middle-class backgrounds. In fact, recent research has enhanced the body of knowledge with a novel framework of student psychology and teaching quality. However, the future directions outlined in this research are essential for making meaningful contributions to the body of literature. To validate the conclusions of this study, it is advised that researchers collect data from elite-class individuals to assess the impact of teaching quality, teacher thought, and student attitude on student psychology in future studies. Moreover, the research collected data using a cross-sectional methodology; therefore, it is advised that future researchers collect data using a longitudinal design in order to determine the conclusions, as student psychology is continuously influenced by external circumstances. In addition, significant moderators have been used in this study, but future research may consider the mediating role of government education reforms between teaching quality and student psychology in order to determine the manner in which middle-class adults in the Turkish educational sector would benefit from government education reform.

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