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# VARIABLES WHICH INFLUENCE STUDENT ACHIEVEMENT

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Table 1.1

<b>Variables which influence student achievement</b>	
<p>Within student</p> <p><b>Alterable</b></p> <ul style="list-style-type: none"> <li>● Desire to learn</li> <li>● Strategies for learning</li> <li>● Learning style (academic coping)</li> <li>● Prior skills/social coping</li> <li>● Self efficacy/helplessness (perceived or real)</li> <li>● Prior content knowledge</li> <li>● Emotional intelligence</li> </ul>	<p>External to student</p> <p><b>Alterable</b></p> <ul style="list-style-type: none"> <li>● Quality of curriculum</li> <li>● Quality of instruction/enabling motivation</li> <li>● Pedagogical knowledge</li> <li>● Content knowledge</li> <li>● Quality and type of evaluation</li> <li>● Quality of learning environment</li> <li>● Quality and management of time/content</li> </ul>
<p><b>Factors that are hard to change and outside our <i>direct</i> sphere of leadership and daily relationship.*</b></p> <ul style="list-style-type: none"> <li>● Genetic potential</li> <li>● Child's <i>characteristic</i> health/diet</li> <li>● Perception of physical differences</li> <li>● 'Disability category'</li> <li>● IQ</li> <li>● Family income and resource (structural/generational poverty)</li> <li>● Family housing</li> <li>● Parent years of schooling (and parents' perception of schooling)</li> <li>● Long-term unemployment</li> <li>● Mobility of family</li> <li>● Members of family (functionality)</li> <li>● Domestic violence* / and abuse.</li> <li>● Family values</li> <li>● Family history</li> <li>● Peer social-economic status</li> </ul> <p>*Of course we have to report <i>any</i> concerns about domestic violence or abuse to due authorities.</p>	

Adapted from Howell (in Rogers, 2004) *Behaviour Recovery* (2<sup>nd</sup> Edition)  
 Australian Council for Educational Research.

## Variables which influence student achievement

Within student

### Alterable

- Desire to learn
- Strategies for learning
- Learning style (academic coping)
- Prior skill/social coping
- Self-efficacy / helplessness (perceived or real)
- Prior content knowledge
- Emotional intelligence

External to student

### Alterable

- Quality of curriculum
- Quality of instruction / enabling motivation
- Pedagogical knowledge
- Content knowledge
- Quality and type of evaluation
- Quality of learning environment
- Quality and management of time/content

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**Factors that are hard to change and outside our *direct* sphere of leadership and daily relationship\***

- Genetic potential
- Child's *characteristic* health/diet
- Perception of physical differences
- 'Disability category'
- IQ
- Family income and resource (structural/generational poverty)
- Family housing
- Parent years of schooling (and parents' perception of schooling)
- Long-term unemployment
- Mobility of family
- Members of family (functionality)
- Domestic violence\* / and abuse
- Family values
- Family history
- Peer social-economic status

\*Of course we have to report *any* concern about domestic violence or abuse to due authorities.

Adapted from Howell (in Rogers, 2004) *Behaviour Recovery* (2<sup>nd</sup> Edition)  
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