

## **INFLUENCE OF STUDENT-RELATED FACTORS ON THE EFFICIENCY OF MATHEMATICS TEACHERS**

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This study examined how student related factors: moral values, motivation, and domestic settings influence the efficiency of mathematics teachers as reflected in student engagement, instructional strategies, and classroom management. The study was a cross-sectional quantitative study, which was carried out in 23 Type II schools, 11 Type 1C schools, and 10 Type 1AB schools under the Kilinochchi-South Zonal Education Office. A total of 80 secondary-level teachers, teaching Grades 6 to 11, participated in the study. Among them, 33 were male and 47 were female. Sixty-six teachers were selected through simple random sampling, based on the sample size table provided by Krejci and Morgan. Data were collected using structured questionnaires and analysed using SPSS version 25.0. The overall mean score for teacher efficiency was  $4.07 \pm 0.52$  while the mean score for student psychological factors was  $3.74 \pm 0.50$ . The mean scores for student engagement, instructional strategies, and classroom management were  $4.07 \pm 0.55$ ,  $4.10 \pm 0.59$  and  $4.03 \pm 0.60$ , respectively. Regarding student psychological factors, the mean scores for domestic settings, moral values, and motivation were  $4.15 \pm 0.74$ ,  $3.50 \pm 0.66$  and  $3.57 \pm 0.58$ , respectively. Spearman's rho revealed a moderate, positive, and statistically significant correlation between overall student psychological factors and teacher efficiency ( $\rho = 0.343$ ,  $p = 0.005$ ), suggesting that students' psychological conditions contribute to how effectively teachers perceive and perform their roles. These findings emphasise the importance of understanding student psychology in enhancing teaching efficacy. The study recommends targeted teacher training programmes focused on student psychological development, improved communication with parents, and supportive policies to enhance classroom environments. Professional development and resource allocation should prioritise strategies that enable teachers to respond effectively to students' psychological needs, thereby improving instructional quality and the overall school performance in the Kilinochchi District.

**Keywords:** Kilinochchi-South Zonal Education Office, Secondary education, Spearman's rho, Student psychological factors, Teacher efficiency