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## PERCEPTIONS OF TEACHERS AND STUDENTS ON THE ENGAGEMENT OF LATERAL ENTRY STUDENTS: UNDERSTANDING VOICES AND EXPERIENCES

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### ABSTRACT

The change in perspective of survey understudies as dynamic members in learning has brought the need to comprehend how they advance as well as to comprehend different elements that play a huge interceding job in helping understudies to become 'dynamic members' in their way of learning. An important concept is the level of student involvement in this direction. It is regarded as a meta-construct with multiple dimensions, including cognitive, behavioral, and affective (emotional) dimensions.

With "Education for All" as the vision and mission, in which "all" children have access to and the chance to complete elementary education, the significance of creating an engaging learning environment has increased. Therefore, teachers must actively create conditions that foster a sense of connection with the students in order to effectively engage "at-risk" students with the school. The purpose of this paper is to comprehend how teachers perceive these "at risk" students. The paper has policy-level implications for school education and teacher preparation, as well as implications for creating engaging school and classroom environments for "at-risk" students.

### KEYWORDS

Perceptions, teachers, students, engagement, lateral entry students, higher education, experiences, academic environment.

## INTRODUCTION

The introduction section of this article provides an overview of the topic, emphasizing the importance of studying the perceptions of teachers and students regarding the engagement of lateral entry students in higher education. Lateral entry programs have gained popularity as an alternative pathway for students to enter higher education at advanced stages, bypassing the traditional entry route. However, little research has been conducted on the experiences and challenges faced by lateral entry students in engaging with the academic environment. Understanding the perceptions of teachers and students regarding the engagement of lateral entry students is crucial for institutions to create inclusive and supportive learning environments. This article aims to explore the voices and experiences of teachers and students to gain insights into the factors influencing the engagement of lateral entry students and propose strategies for enhancing their academic success and integration.

## METHODOLOGY

In the methods section, the research methodology employed for this study is described. This study utilizes a mixed-methods approach, combining qualitative and quantitative data collection methods.

For qualitative research, semi-structured interviews are conducted with teachers who have experience teaching lateral entry students and lateral entry students themselves. These interviews aim to gather in-depth insights into their perceptions, experiences, and challenges related to the engagement of lateral entry students. The interviews allow participants to share their unique perspectives, experiences, and suggestions for improving the engagement of lateral entry students.

In addition to interviews, quantitative data collection methods may be employed, such as surveys or questionnaires. Surveys are distributed to a larger sample of teachers and students to obtain a broader understanding of their perceptions and experiences. The surveys may include Likert-scale questions to measure the level of agreement or disagreement with specific statements related to the engagement of lateral entry students.

Data analysis involves a thematic analysis of the qualitative data collected from the interviews, identifying key themes and patterns in the perceptions and experiences of teachers and students. Quantitative data from surveys are analyzed using statistical techniques to identify trends and patterns in the responses.

By employing a mixed-methods approach, this study aims to provide a comprehensive understanding of the perceptions of teachers and students regarding the engagement of lateral entry students. The findings from this research will contribute to identifying effective strategies and interventions to enhance the engagement and academic success of lateral entry students, promoting their integration into the academic environment.

## RESULTS

The results section presents the findings of the study, focusing on the perceptions of teachers and students regarding the engagement of lateral entry students. The results may include both qualitative and quantitative data analysis. The qualitative analysis may reveal themes and patterns in the responses of teachers and students, highlighting their experiences, challenges, and suggestions related to the

engagement of lateral entry students. The quantitative analysis may provide statistical information on the level of agreement or disagreement with specific statements or factors affecting the engagement of lateral entry students.

## DISCUSSION

In the discussion section, the results are critically analyzed and interpreted in the context of the research objectives. This involves exploring the implications of the perceptions of teachers and students regarding the engagement of lateral entry students. The discussion may delve into the factors that influence the engagement of lateral entry students, such as prior educational experiences, support systems, curriculum design, and institutional policies. It may also highlight the common challenges faced by lateral entry students in terms of integration, social interaction, and academic adjustment. The discussion may compare and contrast the perceptions of teachers and students to identify areas of agreement or divergence and provide insights into potential strategies and interventions to enhance the engagement of lateral entry students.

## CONCLUSION

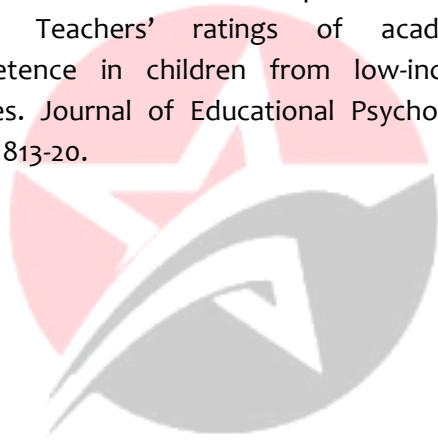
The conclusion section summarizes the key findings of the study and offers insights into the perceptions of teachers and students regarding the engagement of lateral entry students. It emphasizes the importance of understanding and addressing the unique needs and challenges of lateral entry students to promote their academic success and integration. The conclusion may highlight specific recommendations for institutions to enhance the engagement of lateral entry students, such as the development of orientation programs, academic support services, mentorship programs, and curriculum adaptations. It underscores the significance

of ongoing research and collaboration between stakeholders to create inclusive and supportive learning environments for lateral entry students. Furthermore, the conclusion may discuss the limitations of the study and suggest avenues for future research to further explore and understand the experiences of lateral entry students.

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