

## **The Relationship between High School Teachers' Quality and Students Achievement**

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**Key words:**Teacher's educational Qualification, educational experience, pedagogical knowledge, content, in-service training, classroom behavior, teaching approach, gender, school area, kinds of schools, student's result and educational achievement

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### **I. INTRODUCTION**

Education is a continuous process. But the quest of the Quality has been the characteristic of the whole history of human civilization. It has been the inspiring force for all human adventures. The quality based education is become the need and necessity of this age. The search of the quality in education and its acquisition has been the chief aim of the new century and millennium from the beginning. "The quality means the merit for performance and objective" (Ocland, 1993).The quality means to fulfill the customers expectation'(mukhopadhyay, 2002). In perspective of quality. There are three customers in education : Students,

parents, and society. The education means the quality. The quality is a life long journey (Navratnam, 1993). Teachers and students journey of progress means educational quality. The Gujarat Government and Gujarat Secondary Education Board has arranged various plans and programmes to improve educational quality for last some years. The entire programme has been implementing enthusiastically. The innovative ideas for improve educational quality is 'Karmayogi Training' With reference to improve the quality of education, minimum level of learning (M.L.L.) project has been succeeded in primary schools. With a view to establish essential level of learning (E.L.L) in secondary school students, under Karmayogi Training teachers of various subjects has been trained by subject experts. The objectives of education has been changed with society's requirements. Through the Karmayogi Training, teachers of various subjects have got acquainted with the new teaching techniques of their subjects. The aim of the Karmayogi Training is to implement the new teaching techniques in the classroom by teachers. The chief objective of Karmayogi Training is to improve the educational quality. In the programme of quality improvement of secondary education, the role of the teacher is considered chief. Teachers performance and effective ness means educational quality. The teacher who has proper professional qualification, pedagogy knowledge, content knowledge can play important role in the education quality improvement. Qualified education can be provided by the qualified teacher only. According the Aristotle, quality is ultimately peoples' performance. It means students performance is the education quality. Student who gets adjust and expert in their works of education as well of life is considered as qualified education (Bhogayata, 2006). Students who have got results and marks in examination that show their educational achievement. Researchers say that various factors in different situations effect on students educational achievement. For many years, educationalists and researchers have debated which school variables influence. Students' achievement. As policy makers become more involved in school reforms, this questions takes on new importance since their many initiatives rely on presumed relationship between various education related factors and learning outcomes. Students' achievement has influenced by students' background, social context, class size and other school variables. But among these variables one of the most important variable is "The qualified teachers".According to Harris Poll 90% of Americans believe that the most important factor in improving student achievement is having a well qualified teachers in every classroom (Sparks, 2000), however, "we as a nation, are far from having a trained and competent teacher in every classroom (Dozier and Bertotti, 2000). According to Dozier and Bertotti (2000) the conceptions of teaching effects have changed rapidly and radically. In the 1970s, many argued that teacher did not make and difference in students' achievement, but this perception changed in the 1980s. In the 1990s and into new millennium, new standards for student learning have been introduced giving greater attention for teachers' quality as primary determinant of student success. Many findings of research suggest that quality of teacher improves the quality of students' education level.

In her meta analysis of state policy evidence regarding teacher quality and student achievement (using data from the 1993-1994 schools and staffing survey (SASS) and the National Assessment of Educational Progress (NAEP) Linda Darling Hammond (2000) found that "policy investments in quality of teachers may be related to improve in student performance."

Therefore in this study the researcher tried to study the effects of governments' new policy, school efforts, teacher knowledge, skills, pedagogy knowledge and other factors on students achievement. Researcher himself is a secondary school assistant teacher, therefore he tried to know which qualities of the teacher and other variables of the school effect students' achievement. He also tried to examine the content knowledge of the teachers with others variables like in service training. teaching approach in service training attitude, classroom behavior with reference to above discussion and background study about the relationship between teacher quality and students achievement.

## **II. OBJECTIVE OF THE STUDY**

- [1] To develop the tool and check its validity for study the relationship between secondary school teachers' quality and students' educational achievements.
- [2] To study the relationship between secondary school kind and students' achievement.
- [3] To study the relationship between secondary school area and students' achievement.
- [4] To check the relationship between secondary school teachers' gender and the students' achievement.
- [5] To check the relationship between secondary school teachers' educational qualification and students' achievement.
- [6] to check the relationship between secondary school teachers' educational experience and students' achievement.
- [7] To examine the relationship between secondary school teachers' subject knowledge and students' achievement.
- [8] To ascertain the relationship between secondary school teachers' in-service training attitude and students' achievement.
- [9] To ascertain the relationship between secondary school teachers' teaching approach and students' achievement.
- [10] To ascertain the relationship between secondary school teachers' class- room behavior and students' achievement.
- [11] To ascertain the relationship between secondary school teachers' in service training attitude responses and their principals responses about their in service training.
- [12] To ascertain the relationship between secondary school teachers' teaching approach and their school principals responses about their teaching approach.
- [13] To ascertain the relationship between secondary school teachers' class room behavior and their school principals responses about their class room behavior.

### **2.1.Hypothesis of the study**

1. There is no significant difference between secondary school kinds and their students' achievement.
2. There is no significant difference between secondary school area and their students' achievement.
3. There is no significant difference between secondary school teachers' gender and students' achievement.
4. There is no significant difference between secondary school teachers' educational qualification and students' achievement.
5. There is no significant difference between secondary school teachers' educational experience and students' achievement.
6. There is no significant difference between secondary school teachers' subjects knowledge and students' achievement.
7. There is no significant difference between secondary school teachers' in-service training and training attitude and students' achievement.
8. There is no significant difference between secondary school teachers' teaching approach and students' achievement.
9. There is no significant difference between secondary school teachers' classroom behavior and students' achievement.
10. There is no significant difference between secondary school teachers' in-service training and their school principal's responses students' achievement.
11. There is no significant difference between secondary school teachers' teaching approach and their school principal's responses about their teaching approach.
12. There is no significant difference between secondary school teachers' classroom behavior and their school principal's response about their classroom behavior.

### **Sample**

1. The present study was conducted on a sample of 237 Gujarati medium secondary school and their 279 teachers of Bhavangar district, Gujarat.
2. The present study was conducted on sample of 7969 students of Bhavnagar district who appeared in March-2006 S.S.C. Board Examination with English subject (as second language.)
3. The present study was conducted on the sample 237 secondary school principal of Bhavnagar district, Gujarat.

### **Variables**

To investigate the relationship between teachers related variables like their gender, educational qualification, educational experience, subject knowledge, in-service training and training attitude, teaching approach, classroom behavior, school kinds and school areas with independent variables of student achievement.

### **Tools**

The following tools were used to collect the data :

1. **The teachers questionnaire:** The real questionnaire was developed by U.S. Department of Education, National Centre for Education Statistics: Schools and staffing Survey, 1993-93 (SASS). The investigator had made some necessary change in them. The final questionnaire consists 70 students and questions.
2. **English content test for teachers:** The subject knowledge test was developed by the researcher. It consists 50 marks.
3. **Cross Validation Test:** The cross validation test was developed by the researcher for school principals to check the responses and performance of teachers. I consists 15 statements.
4. **Students result:** The S.S.C. Board result sheet of March-2006 of the Bhavangar district high schools were received from Gujarat Secondary Education Board, Baroda.

### **Data Collection**

1. Teachers school kind, school area, gender, educational qualification, educational experience, subject knowledge, in-service training attitude, teaching approach and classroom behavior related data were collected by applying the above tools to the 279 secondary school English teachers, during the Karmayogi Training at Palitana, It was held by the Department of Education, Gujarat State.
2. The Secondary school principals' responses were collected at school complex meeting (S.V.S.) in the Cross Validation Test.
3. The Secondary School Certificate Mark sheet of March-2006 of the Bhavangar district high school were received from the Gujarat Secondary Education Board, Baroda. (Gujarat).

### **Statistical analysis:-**

Received datas' were analysed in terms of means, S.D.S. t-values and F-values. The co-relationship were counted by Pearson's way.

### **Findings of the study:-**

1. There was a significant difference between the secondary school kinds and students achievement.
2. There was a significant difference between Grant in-aid school and Self-finance schools of Bhavnagar district and their students achievement. The mean difference of the Grant in-aid school results were greater. It means the result of Grant in-aid school were more effective.
3. There was a significant difference between Grant in-aid School and Government schools and their students achievement. The mean difference of the Grant in-aid school results were greater. it means the result of Grant in-aid schools were more effective.
4. There was a significant difference between Grant in-aid school and Uttar Buniyadi Secondary Schools and their student's achievement. The results of Grant in-aid schools were more effective.
5. There was a significant and their students between Self-finance and Uttar Buniyadi Schools and their students achievement. The Self - finance school students mean difference was higher. It means the result of the Self-Finance schools were more effective.
6. There was a significant difference between Self-finance schools and Government Schools and their students achievement. The Self-finance school students result mean difference was higher. It means the result of the Self-finance schools were more effective.

7. There was a significant difference between Uttar Buniyadi schools and Government Schools and their student's achievement. It means the result of the Uttar Buniyadi Schools were more effective.
8. There was no major significant difference between secondary school area and students achievement. But the result of the Urban Schools was more effective than the semi-urban area and the result of the semi-urban area schools were more effective.
9. There was no significant difference between secondary school teachers gender and students' achievement. Women teachers were more effective than men.
10. There was a significant difference between secondary school teacher's educational qualification and students' achievement. It was towards the teacher of post-graduation qualification.
11. There was no significant difference between secondary school teachers experience and students' achievement.
12. There was a significant difference between secondary school teacher's subject knowledge and students' achievement. The difference was towards the secondary school teachers who got more marks in English test.
13. There was no significant difference between secondary school teacher's in-service training attitude and students' achievement.
14. There was a significant difference between secondary school teachers teaching approach and students' achievement. The difference was towards the teachers who have positive approach towards teaching in the classroom.
15. There was a significant difference between secondary school teachers classroom behavior and students' achievement. The difference was towards the teachers who have positive classroom behaviours.
16. There was no significant difference between secondary school teacher's in-service training attitude and the principals' responses about the teacher's in-service training.
17. There was a significant difference between secondary school teachers teaching approach and the principals' responses about the teachers teaching approach. The difference was towards the teachers positive teaching approach.
18. There was a significant difference between secondary school teachers classroom behavior and the principals' responses about the teachers classroom behavior. The difference was towards the teachers positive classroom behavior.

### **Recommendations.**

#### **Educational application.**

The researcher derived the following educational recommendations:

1. There was no significant relationship between the Government School students' achievement. But if the Government schools have enough subject teachers, then they can improve the English subject result of their students.
2. There was no significant relationship between secondary school teacher's educational qualification and students' achievement. But if the teachers get Master degree or any other supporting degree on their major subject then they can improve their students' result.
3. The secondary school teachers who have more than 10 years teaching experience were negative towards in-service training. But if there will be some new training techniques introduce or it will be arrange at local level instead of residential training, then they may be positive towards the in-service training.
4. The deep information about Bhavangar district secondary school teachers qualification, teaching experience, subject knowledge, their attitude and approaches and their students' achievement (English subject) are received. Therefore it will be useful for students and parents to select the good school for admission and for teachers to become a successful teacher.

#### **Recommendation for future research**

At the end of this study the researcher derived the following problems for future research.

1. To study the relationship between the secondary school teachers' characteristics of each subject and their students' achievement.
2. To study the relationship between the higher secondary school teachers' characteristics of each subject and their students' achievement.
3. To study the relationship between the English medium school teachers' characteristics of each subject and their students' achievement.
4. To study the relationship between the teachers' personality, their subject knowledge and their students' achievement.
5. To examine the relationship between the teachers' teaching approach and students' result.

6. To examine the relationship between teachers' classroom behavior and students' achievement.
7. To find out the relationship between school activities and students' achievement.
8. To examine the relationship between teachers' language skill, mastery over language and students' achievement.
9. To find out the characteristics of effective teacher.
10. To study the various factors which effects the students' achievement?
11. To study the relationship between secondary school teachers' in-service training approach and students' achievement.
12. To examine the relationship between teachers' teaching approach, teaching effectiveness and students' achievement.
13. To examine the relationship between teachers' confidential report (C.R.) and students' achievement.

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