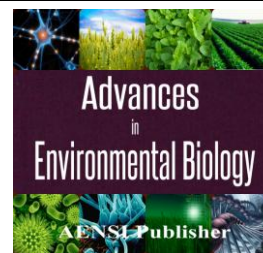




AENSI Journals

Advances in Environmental Biology

ISSN-1995-0756 EISSN-1998-1066

Journal home page: <http://www.aensiweb.com/AEB/>

Exploring the Effective Teachers Characteristics and their Relationship with Academic Achievement from Students' Perspective

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ARTICLE INFO

Article history:

Received 25 September 2014

Received in revised form

26 October 2014

Accepted 25 November 2014

Available online 30 December 2014

Keywords:

effective teachers, academic achievement, personality, teaching, class management, evaluation

ABSTRACT

The current study strives to investigate the relationship between effective teachers' characteristics and their relationship with academic achievement from students' perspective. The research design is that of correlational. The statistical population is categorized by all first grade high school female students educating in Poldasht. 223 participants were chosen by cluster random sampling method using Morgan table. The questionnaire was the main instrument to be employed which was designed based on Sobhani Nezhad and Zamani (2012) point of view. The reliability of the questionnaire was obtained 0.84 using Cronbach alpha. The study findings indicated that there is a relationship between teachers' characteristics and students' academic achievement. Also, teachers' characteristics in characteristic attribute, class management, teaching and evaluating attributes have relationship with students' academic achievement.

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To Cite This Article: Asmar Hosein Nezhad and Akbar Soleiman Nezhad, Exploring the Effective Teachers Characteristics and their Relationship with Academic Achievement from Students' Perspective. *Adv. Environ. Biol.*, 8(21), 936-941, 2014

INTRODUCTION

The interest of analyzing individual differences in relation to academic achievement has always recognized in the field of behavioral psychology. It was from Binet era that the behavioral attempts were began aiming to determine the individual differences in relation to learners' academic achievement based on their performance in intelligent tests. Later, the individual differences have drawn the attention of many instructors and psychologists to express the success and failure of students when it comes to academic achievement. The academic achievement and the relevant effective factors have taken the attention of officials in Ministry of Education for on which several studies have been conducted. In recent years, the scholars have attempted to identify the variables through which they are able to modify the instruction and the relevant system aiming to enhance the academic achievement. Academic achievement is regarded as the indispensable element of educational system which implies the success of students in the field of learning. The academic achievement is affected by several factors which can fall into two categories of personality, mental, emotional and social attributes as well as the performance of both formal and informal educational system. There are several contributive factors to affect the academic achievement among which is the teacher [38].

The critical role of teacher in leading the educational goals based on the modern world context is manifested. The development of goals is highly dependent on the teachers' performances in the classroom settings. The active teaching methods, attention to the interest and preferences of students, employing cooperative problem-solving methods, establishing effective relationship with students can pave the way for the development of educational goals. Hence, the teachers should choose and employ the appropriate and effective methods to manage the classroom. The efficiency of the educational system relies on teachers' efficacy [20]. The efficiency involves a general concept which implicitly includes a large number of variables both at the level of organization and at its sections [16]. Defining school teachers' efficacy is a complex and intriguing effort since they pursue different goals in the field of students' educating categorized by educational, social, economic and political contexts.

The quality and efficacy of schools depend on a number of factors which play a role in providing the service. These factors are as follows:

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1. The quality of students as the instruction recipients and the main applicants of science to form the demanding part.
2. The quality of teachers as the instructional service providers to form the supply part.
3. The quality of facilities and essential requirements as well as appropriate contexts to provide the efficient setting in which the instruction is provided in a better way.
4. The quality of official services of leading organizations and educational planners, the ones who determine the qualitative and quantitative goals [30].

Teachers play a critical role in the field of teaching the subject matters in that they determine how the teacher established new way of learning [4]. As indicated by Berliner [3], an efficient teacher is not the one to know planning in an appropriate way, but the one who is able to provide the plans which lead to better results. Hence, developed skills expanding is taken into account as the main element in line with improving the teachers and students' educational efficiency which is at the core of sustaining educational conditions [41].

Recently, the politicians, scholars and educational administrators have emphasized the increasing role of instructing the teachers to provide the educational changes [18]. Cuburn [12] in his research titled "the review of scales aiming to capture the attention toward establishing new opportunities for learning on the part of the teachers to make them efficient describes that such opportunities bring about changes through challenging and supporting the teachers in changing the fundamental assumptions of them regarding the quality of students' learning, the nature of subject matter, expectation from the students and what makes the instruction efficient. The plans having to do with expanding teachers' skills and making them efficient are in different aspects: focusing on the relevant knowledge of subject matter, knowing whether the students learn the subject matters and identifying how the instructional concepts are instructed in a meaningful way [6]. One should attempt to identify the effective teachers' characteristics in line with the effect of educational planning (syllabus design) on the efficacy of the teacher.

Method:

The current study is that of correlational since it investigates the relationship among and between the variables. The statistical population involves 550 female students of second grade high school in Poldasht in the year 2013-2014. The study made use of cluster random sampling method to determine the sample size as 223 using Morgan table.

Efficacy questionnaire:

The efficacy of teachers was assessed using Sobhani Nezhad and Zamani Manesh [37] design. The questionnaire includes 4 indexes i.e. personality, class management, instruction and evaluation. It involves 29 items to be distinguished by very high, high, average, low, very low. The personality, class management, instruction and evaluation fall into the items of 1-9, 10-14, 15-26 and 27-89, respectively.

Efficacy questionnaire reliability and validity:

The questionnaire has been developed by Sobhani Nezhad and Zamani Manesh [37] based on the view points of the experts in the fields of effective teacher whose validity has been confirmed by the supervisor and advisor. To determine thereliability, Cronbach alpha coefficient has been obtained as 0.85.

Table 4.2: The mutual correlations between predictive and main variables.

Variables	1	2	3	4	5	6
Effective teacher	1					
Evaluating	0.40	1				
Class management	0.46	0.05	1			
Instructing	0.12	0.35	0.05	1		
Personality attributes	0.44	0.15	0.39	0.08	1	
Academic achievement	0.23	0.27	0.42	0.31	0.70	1

The data obtained from table 4.2 have been utilized to study the hypotheses.

Testinghypothesis 1:

There is a relationship between efficient teacher's characteristics and students' educational achievement.

The data in table 4.2 indicate that there is a significant relationship between efficient teacher's characteristics and academic achievement so that the obtained correlationalcoefficient is equal to $r=0.23$ and $p=0.001$. Hence, the first hypothesis is accepted i.e. there is a relationship between effective teacher's characteristics and academic achievement.

Testing hypothesis 2:

There is a relationship between efficient teacher's characteristics (personality attributes) and students' educational achievement.

The obtained results from table 4.2 emphasize that there is a significant relationship between personality attributes and academic achievement at the level of 0.000 significance for which correlation coefficient $r=0.70$ was obtained, so the hypothesis is accepted.

Testing hypothesis 3:

There is a relationship between efficient teacher's characteristics (evaluating) and students' educational achievement.

The data in table 4.2 indicate that there is a significant relationship between efficient teacher's characteristics (evaluation) and academic achievement so that the obtained correlational coefficient is equal to $r=0.27$ and $p= 0.001$. Hence, the first hypothesis is accepted i.e. there is a relationship between effective teacher's characteristics (evaluation) and academic achievement.

Testing hypothesis 4:

There is a relationship between efficient teacher's characteristics (class management) and students' educational achievement.

The data in table 4.2 indicate that there is a significant relationship between efficient teacher's characteristics (class management) and academic achievement so that the obtained correlational coefficient is equal to $r=0.42$ and $p= 0.001$. Hence, the first hypothesis is accepted i.e. there is a relationship between effective teacher's characteristics (class management) and academic achievement.

Testing hypothesis 5:

There is a relationship between efficient teacher's characteristics (teaching/instructing) and students' educational achievement.

The data in table 4.2 indicate that there is a significant relationship between efficient teacher's characteristics (teaching) and academic achievement so that the obtained correlational coefficient is equal to $r=0.31$ and $p= 0.001$. Hence, the first hypothesis is accepted i.e. there is a relationship between effective teacher's characteristics (teaching) and academic achievement.

Hypothesis 6:

The characteristics of effective teacher and their indexes have a role in determining the academic achievement.

To predict the academic achievement from the assumed variables, multi stage regression model (step-wise method) has been employed. In this method, the variables showing highest correlation are prioritized and analyzed by the relevant software.

Table 4.4: Variance analysis for the regression of academic achievement on effective teacher's attributes variables.

Model	Changing resources	Sum of squares	df	Mean square	F	Level of significance
1	Regression	43478/82	1	43478/82	210/002	0/0001
	Remaining	45755/96	221	207/040		
	Total	89234/79	222	----		
2	Regression	46239/51	2	23119/75	118/30	
	Remaining	42995/28	220	195/43		
	Total	89234/79	222	----		
3	Regression	48307/53	3	16102/51	86/16	0/0001
	Remaining	40927/26	219	186/88		
	Total	89234/79	222	----		
4	Regression	49995/05	4	12498/76	69/44	0/0001
	Remaining	39239/73	218	179/99		
	Total	89234/79	222	-----		

According to the data of table 4.4, the observed F ratio is significant for the multi stage regression analysis for personal and instructing (teaching), class management and evaluation attributes. So, one would say that there is a relationship between effective teacher's characteristics and the relevant indexes with the academic achievement. As shown in table 4.2, the highest correlation value is related to personality and academic achievement characteristics. This correlation coefficient is significant at 0.01 level. So, personality attribute is the first variable to be included in the regression equation. To study the role of effective teachers' indexes in predicting the academic achievement, the highest correlated variables are prioritized and included i.e. class management, instructing and evaluation.

Table 4.5: Summary of the results of regression analysis for predicating academic achievement from effective teacher's characteristics variables.

Model	R	R ²	R ² Changes	Df1	Df2	F	Level of significance
Personality	0/698	0/487	0/487	1	221	421/90	0/0001
Personality attributes	0/720	0/518	0/031	1	220	28/45	0/0001
Instructing							
Personality attributes	0/736	0/541	0/023	1	219	22/33	0/0001
Instructing							
Class management							
Personality attributes	0/749	0/560	0/019	1	218	18/97	0/0001
Instructing							
Class management							
Evaluating							

Table 4.5 depicts that personality attribute is the first significant predictor of academic achievement which predicts about 49% of academic achievement variance followed by the indexes of instructing, class management and evaluating which predict about 56% of the total variance.

Table 4.6: The derived coefficients of step-wise regression of predicting variables of academic achievement.

Model		Non-standardized coefficients		Standardized coefficients	t	Level of significance
		B	Standard error	Beta		
1	(Constant value)	47/72	2/11		22/58	0/0001
	Personality attributes	2/05	0/10	0/70	20/54	0/0001
2	(Constant value)	33/47	3/37		9/93	0/0001
	Personality attributes	2/02	0/09	0/68	20/69	0/0001
	Instructing	0/63	0/12	0/18	5/33	0/0001
3	Constant value	45/33	4/14		10/95	0/0001
	Personality attributes	1/83	0/10	0/62	17/68	0/0001
	Instructing	0/62	0/12	0/17	5/34	0/0001
	Class management	0/72	0/15	0/16	4/73	0/0001
4	Constant Value	39/51	4/27		9/25	0/0001
	Personality attributes	1/75	0/10	0/59	17/02	0/0001
	Instructing	0/43	0/12	0/12	3/57	0/0001
	Class management	0/81	0/15	0/17	5/35	0/0001
	Evaluating	0/50	0/12	0/15	4/36	0/0001

The results of table 4.6 indicate that personality attribute and other indexes such as instructing, class management and evaluating are considered as the significant predictors of academic achievement. The next step saw a decline in beta part of the personality attribute for predicting academic achievement. Also, when the class management index was included, there was a decline in personality and instructing attributes. The same occurs when the last index is included.

According to the obtained coefficients and the assumption of normal state of the remained values, the regression standard equation for predicting the academic achievement was calculated:

$$Y = a + b_1x_1 + b_2x_2 + b_3x_3$$

(0.59) personality attributes + 0.12 instructing + 0.17 class management + 0.15 evaluating = academic achievement

According to table 4.9 and the regression standard equation, one would assert that the portion of each of the predicting variables in determining the academic achievement is as follows: evaluating (0.15), class management (0.17), instructing (0.12), personality attributes (0.59).

RESULTS AND DISCUSSIONS

Enjoying the capability is the most important condition to get succeed in every career. This is of great importance in Ministry of Education since the capability of teachers as well as their potential are the guarantee of educational system and attaining supreme goals. Hence, the quality of educational systems improves in case the teachers are more effective. The data analysis emphasized that teachers' personality characteristics had a relationship with students' academic achievement. The attributes of effective teachers in the characteristic aspect are categorized by the perceive of emotions and students' needs, making affection relationships, showing sense of responsibility to students, respecting all students, avoiding sarcasm during speech and showing higher

expectations. In fact, in case the human relationship is established between student and the teacher where toteachers welcome the students with respect and affection, the students show more interest to learn. Since most of the activities and tasks are done through the interaction of students, better interaction will result on the condition that the teacher enjoys a positive, consistent, attractive and kind state of personality. It would be concluded that the results of the study are in line with the ones to be reported by Walberg (1984), Patrick & Smart [31], Brophy [7], Kyriakides [22], Brown [9], Malikow [25], Blanton [5], Polk [32], Lui & Meng [23], Davies & Iqbal [14], Cimer [11], Strong [39], Derakhshan (1993), Mazahari [27], Porzahir *et al.* [33], Mahmodi [24], Savari *et al.* [36], Agili [1].

The results of another hypothesis showed that there is a relationship between effective teachers' attributes (class management) and academic achievement of students. The effective teachers enjoy attributes such as rolling the name in class, organizing the classes, making intimate relationships, presenting on time and managing the students in the classroom setting. Hence, they would institutionalize such indexes in long term and improve their efficacy in the classroom setting. According to the obtained results, one would claim that the results of this study are in correspondence with the study results of Davis and Thomas (2004), Strong (2007), Mahmodi [24].

Also, the results of the study indicated that there is a relationship between effective characteristics and academic achievement.

Also, the results reported that there is a relationship between effective teachers' characteristics and academic achievement. In instructing aspect, the effective teachers enjoy characteristics such as instructing and educating, delivering the context as clear, interacting with them, effort to boost the motivation, appropriate beginning of the subject matter. In fact, the teachers should be aware of the educational context and eager to overcome the barriers of their teaching tasks. It is asserted based on the obtained results that the results of the study are in line with the following researchers': Sullivan [40], Brofi and Goor [8], Davis and Thomas (1989), Brofi [7], Brown [9], Blanton [5], Pelk [32], Lui and Ming [23], Rynold *et al.* [34] Strong (2007), Davis and Egbal (1997).

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