



# A Study on Teaching Practices and Student Achievement in Post Secondary Level of Bangladesh

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## ABSTRACT

Teachers are the architect of any nations of the world. Teachers play very important role in teaching students. Students are the future leaders of any country. Students will lead the nation in future. So, how a nation will run will depend on how the students will learn. Students' achievements depend on how teachers will learn the students. Teaching practice in Bangladesh is better in urban areas in comparison to the rural areas. However the present study has conducted to assess teaching practices and student achievement in post secondary level of Bangladesh, to identify the problems of teaching practices and student achievement in post secondary level of Bangladesh and to provide policy recommendations. The study was conducted at Dhaka district and Faridpur district in Bangladesh. The study was a Descriptive type Study. Random sampling method was used for the study. From each district 200 respondents were selected. So, total respondents were 400. Among the respondents 100 were selected from teachers, 100 were selected from the students, 100 were selected from guardians and 100 were selected from educationist. Data were collected from primary and secondary sources. Primary data were collected from the respondents of the study area. Secondary data were collected from books, research reports, journals, annual reports, Website of Ministry of Education etc. A pre-designed semi-structured questionnaire was developed use as data collection instrument. Data were collected by face-to-face interview by the investigator. Collected data were analyzed by computer program Statistical Package for the Social Sciences (SPSS). From the result it was found that teachers ask questions to the students, most of the respondents strongly agreed and agreed that teacher become active, provide sufficient time to students, teachers assess the students orally and by giving written task. Students feel comfort and interest to attend teachers' classes; students get emphasis and like to be learning by their teachers' classes. Teachers replied that the students are attractive and do well in the class. It is important to note that most of the students feel necessity of private tutor. The government of Bangladesh and the authorities related to education should be more cautious to provide all essential supports to the educational institutions and teachers and should provide contemporary trainings to the teachers and should monitor and evaluated the educational institutions regularly.

**Key words:** *Teacher, Student, Education, Achievement, Classroom, Class performances, Learning, Lecture, Evaluation, Participation, Question, Answer*

## INTRODUCTION

In Bangladesh, teaching practice is not so satisfactory in all the areas. In the capital city Dhaka and most of the standard institutions including Cadet College, the teaching methods of the teachers are very standard. The students can achieve these lectures and other synopsis easily. The students are benefitted greatly from the teaching of the teachers. On the other hand in some rural areas the teachers are not so capable to provide their lectures for the students. The students are also very poor in many subjects like English, mathematics and Information and communication technology. It is very problematic for the students and teachers to interact their studies properly. The teachers or instructors of these institutions are not well educated and trained. So their teaching capacities are not so accepted correctly. In this circumstance these students cannot learn properly of the topics and their achievement is not so satisfactory.

In the pandemic situation the normal face to face teaching is not being done for a long time. Many methods have been applied to run the study for the students. Online lectures, classes on the television and other electronic medias are going on. Examinations are also are taking from googlemeet or zoom. In these Covid 19 situation assignment systems for the students has been introduced very effectively. Students are submitting their answer scripts to the institutions by preparing from the source of online. This is the

consensus from a wide range of studies which examine the impact of teachers on student outcomes. Nevertheless, which teacher attributes in particular make the difference between a successful teacher and an unsuccessful one remains unclear. Variables which are commonly observed in data sets such as teacher education and experience are generally found to have only little impact on student achievement (Hanushek, 1986). This is disquieting not least because these characteristics are typically the main determinants of teacher salary and hiring decisions (Hanushek and Rivkin, 2006). In a renewed attempt to elicit “what makes an effective teacher” (as in Lavy, 2011), a recent line of research therefore shifts the focus from teacher attributes to teaching practices, that is, what teachers actually do in the classroom (Lavy, 2011; Schwerdt and Wuppermann, 2011). The intuition behind this is that differences in instructional methods may be the reason for the large empirically observed variation in teacher quality. If this is the case, straightforward and potentially cost-effective policy changes, such as instructing teachers to teach in a particular way, could help raise student achievement in schools.

In the developed country like United States, the last two decades have seen an unprecedented surge in proposals for teaching reform from a variety of sources, including national teacher associations (e.g., National Council of Teachers of Mathematics, 1991) and the National Research Council (1996). Many of these proposals have also been funded by the Department of Education (Zemelman et al., 2005). Given this diversity in authorship, the recommendations made are remarkably congruent. In particular, a common element among almost all of these proposals is the appeal to reduce the reliance on “traditional” teaching practices such as lecture-style teaching and rote memorization, and to increase instead the use of more “modern” teaching methods including cooperative group work among students and teaching based on student questioning (ibid.). The implicit assumption behind these proposed teaching reforms, which are jointly referred to as the standards movement in teaching practices, is thus that modern teaching practices are better than traditional ones at raising student achievement - an assumption which has not been tested empirically.

This paper attempts to fill this gap in the literature and to thereby contribute to the still sparse evidence on the link between teaching practices and student achievement.

Schwerdt and Wuppermann (2011) study whether teachers who emphasize lecture-style teaching as opposed to problem solving are associated with higher student achievement. These two practices can however not be considered representative of traditional and modern teaching as defined by the standards movement for reasons that will become clear below.

Using student survey data from the latest wave of the Trends in International Mathematics and Science Study (TIMSS), I construct two aggregate teaching-practice measures, one for traditional teaching and one for modern teaching. I then relate these measures to student test scores from standardized tests in mathematics and science using an identification strategy which allows me to control for the subject-invariant part of unobserved student ability. My results suggest that while there is a substantial positive impact of traditional teaching on student achievement, the impact of modern teaching is much smaller and statistically insignificant. While I cannot reject the hypothesis that the effect size of both measures is equal, my results do not support the hypothesis that modern teaching is better at raising student achievement than traditional teaching either. This casts doubt on the usefulness of the recommendations made by the standards movement.

## OBJECTIVES OF THE STUDY

Objectives of the Study are as follows:

1. To assess teaching practices and student achievement in post secondary level of Bangladesh.
2. To identify the problems of teaching practices and student achievement in post secondary level of Bangladesh.
3. To provide policy recommendations

## DEFINITION OF CONCEPTS

### Teaching practice

Teaching practice is a supervised instructional experience; usually the culminating course in a university or college undergraduate education or graduate school program leading to teacher education and certification. Student teaching is part of pre-service teacher education programs such as Early Childhood (Birth-Grade 3), Middle Childhood (Grades 4-9), and Adolescence to Young Adult (Grades 7-12). It is required by those earning either a Bachelor of Education or Master of Education degree, as well as liberal arts Bachelor of Science or Bachelor of Arts degrees with a major in education. Student teaching is required for students who are not yet certified to teach. It is different from a practicum, which is required when a student already holds certification to teach, yet wants a certificate extension to teach another area of specialization; they are both college-supervised field-based experiences. The student teaching experience lasts about the length of a school term, semester or quarter; long enough to fulfill the college's assigned tasks. It is an unpaid internship. This experience gives the prospective teaching professional an opportunity to teach under the supervision of a permanently certified teacher. The student teacher is usually placed in a neighboring or participating school. The student teacher is monitored by the cooperating teacher from the school, as well as a supervisor through the college. The supervisor acts as a liaison between the cooperating teacher and the head of the college's student teaching department.

The student teacher normally initially shadows the cooperating teacher, eventually gaining more responsibility in teaching the class as the days and weeks progress. Eventually, the student teacher will assume most of the teaching responsibilities for the class including class management, lesson planning, assessment, and grading. Thus, the student teacher is able to more fully experience the role of the teacher as the classroom teacher takes on the observation role in the class. There is sometimes a "phasing out" week when the student teacher returns the teaching role back to the regular teacher. The supervisor, as well as cooperating teacher, monitor the progress of the student teacher throughout the experience, ensuring satisfactory work. A grade of Pass or Fail in student teaching, as well as satisfactory completion of a school's education program, is an indication as to whether the college recommends the student for certification to teach.

### Student achievement

Student achievement is the measurement of the amount of academic content a student learns in a given time frame. Each instruction level has specific standards or goals that educators must teach to their students. Achievement is usually assessed through frequent progress and comprehension checks and examinations; however, there is no consensus on how it is best evaluated or which elements of it are most important. Student achievement refers to the extent to which a learner has attained their short or long-term educational goals. Individual differences in academic performance are strongly correlated with differences in personality and intelligence. As well, students' levels of self-efficacy, self-control and motivation also impact levels of achievement.

### Teacher effectiveness research and its relationship to student achievement

Over the past four decades, as new insights have been gained and successive researchers have endeavoured to overcome the weaknesses of preceding investigative approaches, the concept of teacher effectiveness has become broadened. In the early 1960s, researchers (e.g., Coleman et al., 1966) examined direct links between inputs such as teacher personality, and outputs such as academic achievement, ignoring the process variables (i.e., teaching practices), to explain differences in student performance, but had limited success (Borich, 1998; Muijs, Reynolds & Kyriakides, 2016). Hence, since the late 1960s most researchers (e.g., Brophy & Good, 1986; Emmer, Evertson & Anderson, 1980; Good, Grouws & Ebmeier, 1983; Mortimore, Sammons, Stoll, Lewis & Ecob, 1988) shifted the focus on investigating the relationship between teaching practices and student academic achievement by using an input-process-product framework. In an input-

process product framework, the inputs are teacher characteristics, including teacher background characteristics such as teacher qualifications and experience. The processes are classroom teaching practices, whilst student academic achievement (most often measured by student performance on standardized tests) represents the 'output'. Teacher effectiveness research (e.g., Good & Grouws, 1979a; 1979b; Mortimore et al., 1988) based on the input-process product model have investigated the relationships between teacher characteristics, the actions and practices of teachers, and student achievement.

The literature of teacher and schools effectiveness research (e.g., Creemers & Kyriakides, 2012; Hattie, 2009) had established firmly that while schools are significant and important, the classroom level or the teacher explains a greater proportion of the variance in student learning and performance (Chapman, Muijs, Reynolds, Sammons & Teddlie, 2015; Houtveen, Grift & Creemers, 2004). Hattie (2009) in his meta-analysis noted that among the major sources accounting for student achievement are teacher, student, home, peer, school, and principal, and that the greatest source of variance is teachers (30%), next to the students themselves (50%).

Moreover, some studies have attempted to determine the variability in student learning that can be attributed to the impact from a highly effective teacher. For example, Stronge and Ward (2002), in an urban Virginia school district, revealed that students of the most effective teachers scored at least 30 points higher than the state's standard score in mathematics whilst their peers with less effective teachers scored 24-32 points below the standard. Similar findings by Slater, Davies and Burgess (2009) showed that students of a highly effective teacher had almost a full year's learning growth over peers with less effective teachers. Kane, Taylor, Tyler and Wooten (2011) estimated that a student who began the academic year at the 50th percentile and was assigned to top-quartile teacher had three percentile points higher in reading and two points higher in mathematics by the end of the academic year, compared with a student who began at the same percentile but was assigned to a bottom-quartile teacher.

## **METHODOLOGY OF THE STUDY**

**1 Study area:** The study was conducted at Dhaka district and Faridpur district in Bangladesh.

**2 Study Design:** The study was a Descriptive type Study.

**3 Sampling method:** Random sampling method was used for the study.

**4. Sample size:** From each district 200 respondents were selected. So, total respondents were 400. Among the respondents 100 were selected from teachers, 100 were selected from the students, 100 were selected from guardians and 100 were selected from educationist.

**5 Sources of Data:** Data were collected from primary and secondary sources.

**6 Sources of Primary:** Primary data were collected from the respondents of the study area.

**7 Sources of secondary data:** Secondary data were collected from books, research reports, journals, annual reports, Website of Ministry of Education etc.

**8. Tool of Data Collection:** The tool was prepared by keeping the objectives of the study as the framework that reflect the study variables. A pre-designed semi-structured questionnaire was developed use as data collection instrument.

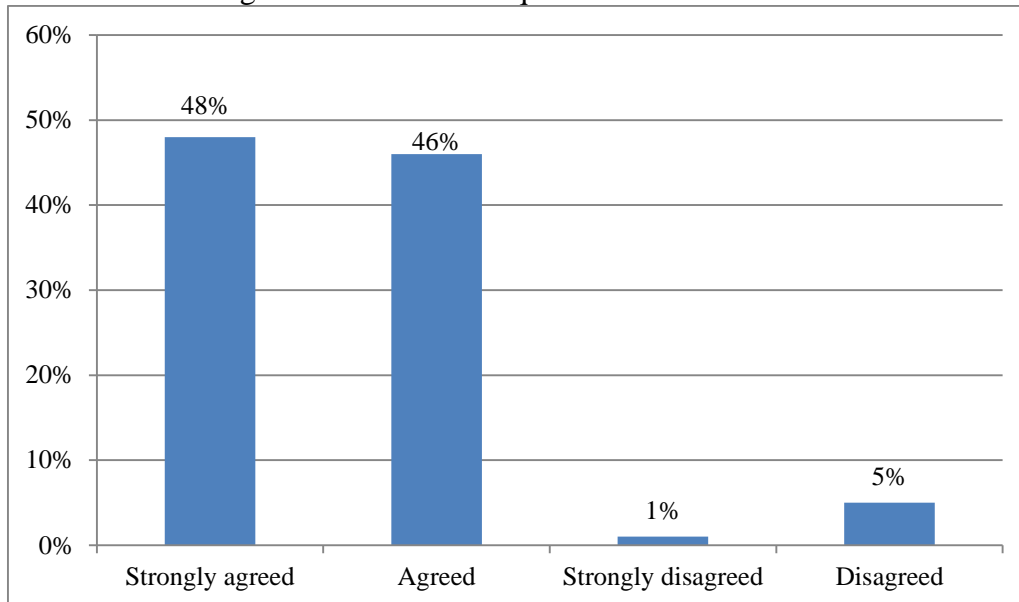
**9 Procedure of Data Collection:** Prior to the interview, the purpose of data collection was explained to the respondents and verbal consent was obtained. Data were collected by face-to-face interview by the investigator.

**10 Data Analysis:** Collected data were analyzed by computer program Statistical Package for the Social Sciences (SPSS).



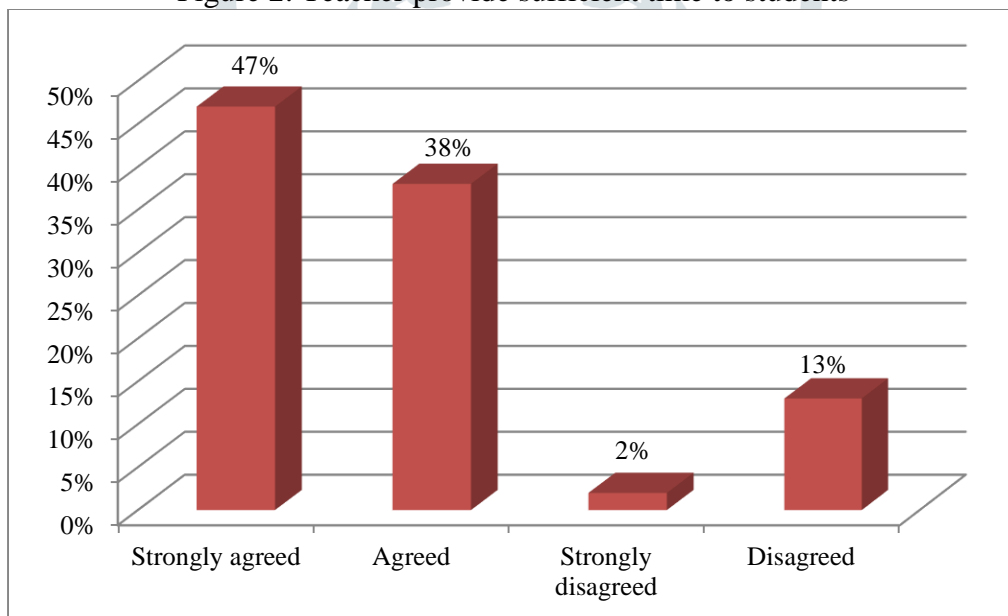
## RESULTS AND DISCUSSION

Figure 1: Teachers ask questions to the students



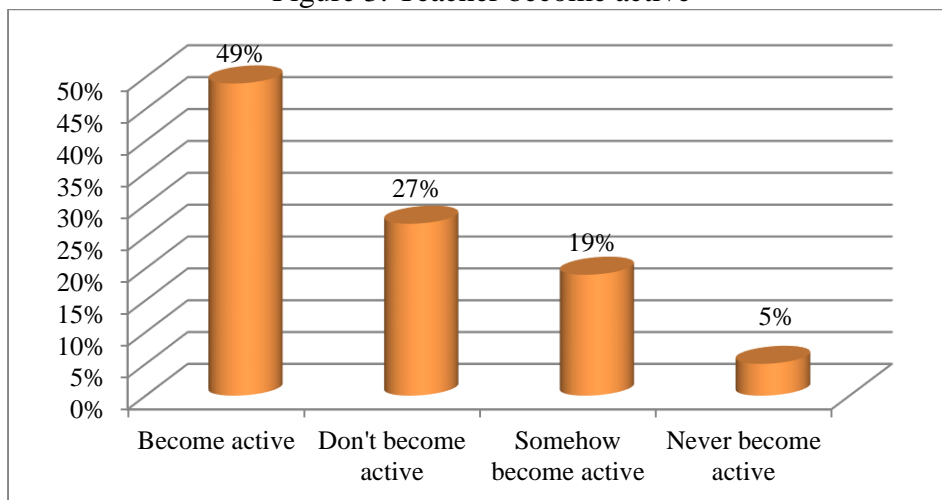
Teachers ask questions to the students have shown in the above graph. From the result it was found that 48% respondents strongly agreed that teachers asked questions in the class which was maximum.

Figure 2: Teacher provide sufficient time to students



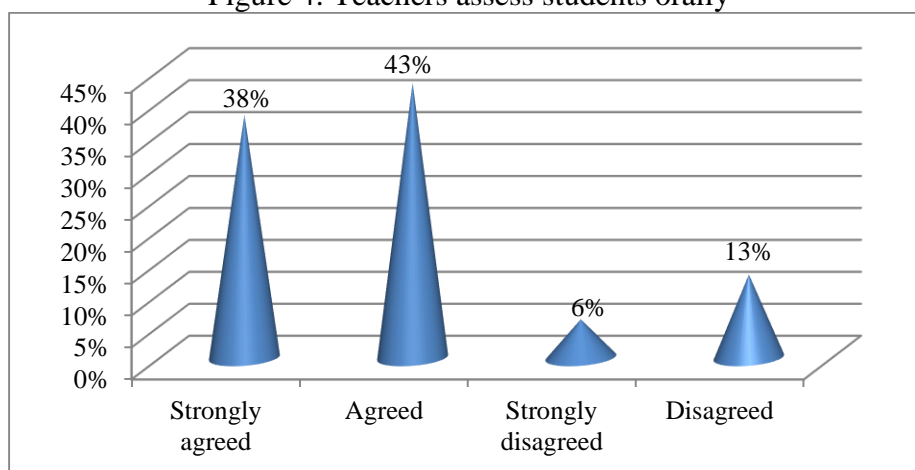
Teachers provide sufficient time to students has shown in the above graph. From the result it was found that 47% respondents strongly agreed that Teacher provide sufficient time to students which were maximum.

Figure 3: Teacher become active



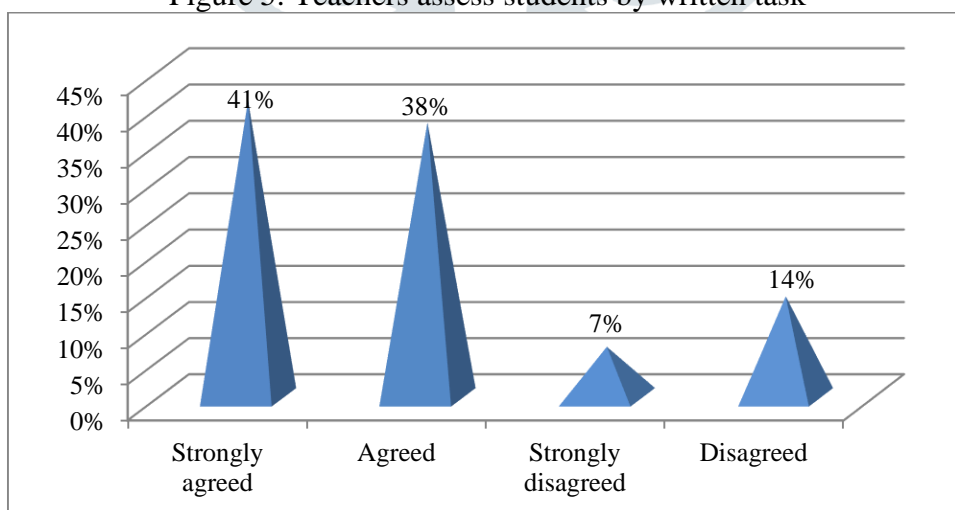
Teacher become active has shown in the above graph. From the result it was found that 49% respondents replied that the teacher become active in the classes which were maximum.

Figure 4: Teachers assess students orally



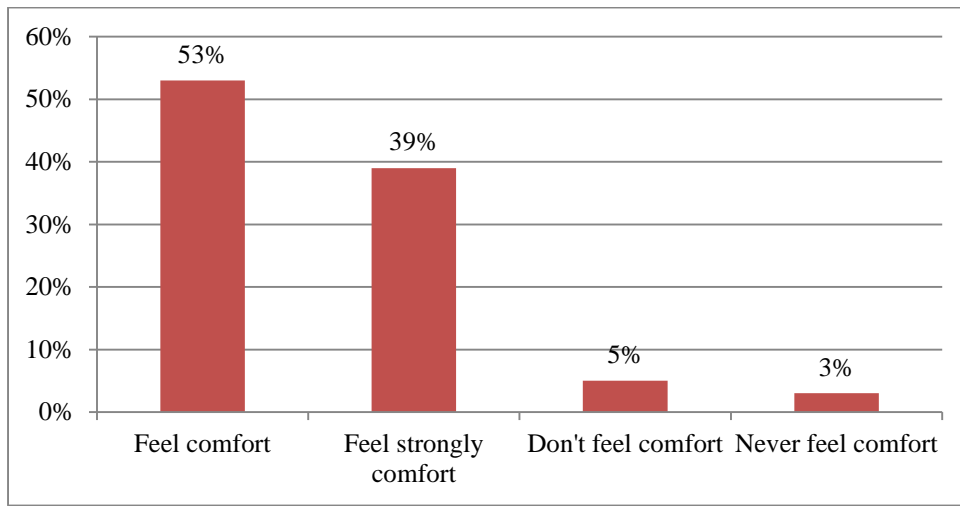
Teachers assess students orally has shown in the above graph. From the result it was found that 43% respondents replied that the teacher assess students orally which were maximum.

Figure 5: Teachers assess students by written task



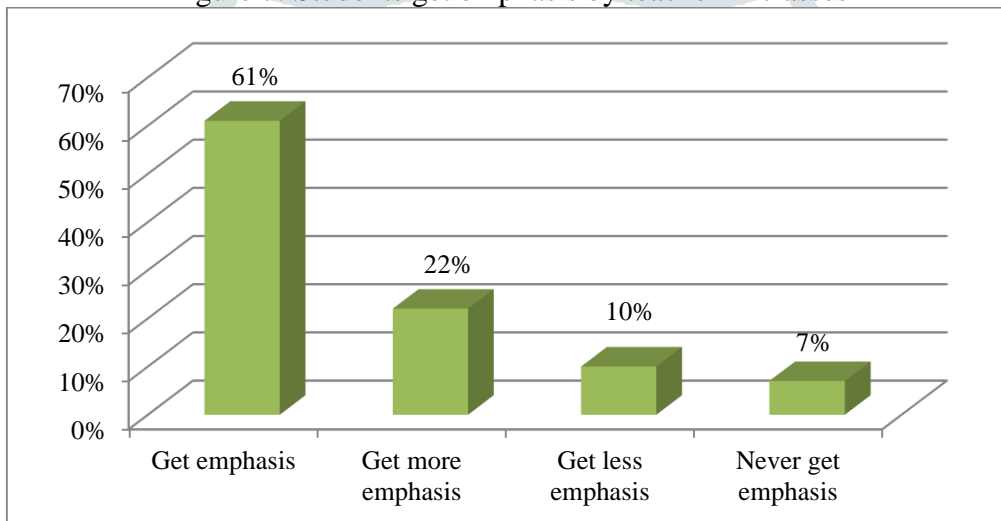
Teachers assess students by written task has shown in the above graph. From the result it was found that 41% respondents strongly agreed that teachers assess students by written task which were maximum.

Figure 6: Students feel comfort to attend classes



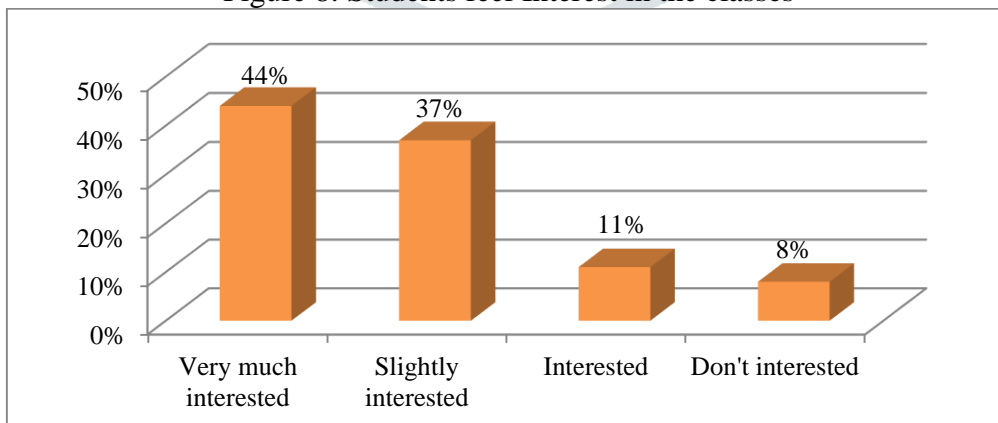
Students feel comfort to attend classes has shown in the above graph. From the result it was found that 53% respondents replied that they feel comfort to attend your classes which were maximum.

Figure 7: Students get emphasis by teacher in classes



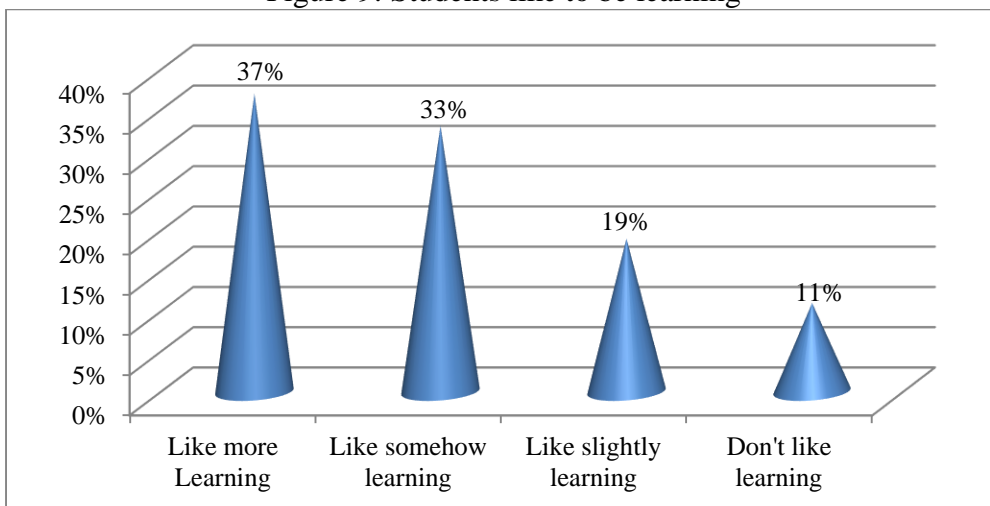
Students get emphasis by teacher in classes has shown in the above graph. From the result it was found that 61% respondents replied that they get emphasis in their classes by their teachers which were maximum.

Figure 8: Students feel Interest in the classes



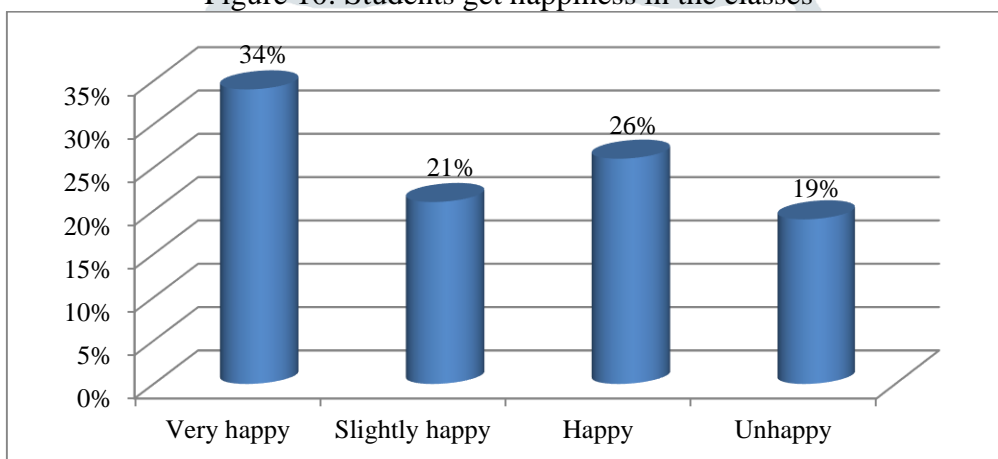
Students feel Interest in the classes has shown in the above graph. From the result it was found that 44% respondents replied that the students feel very much interest in their classes which were maximum.

Figure 9: Students like to be learning



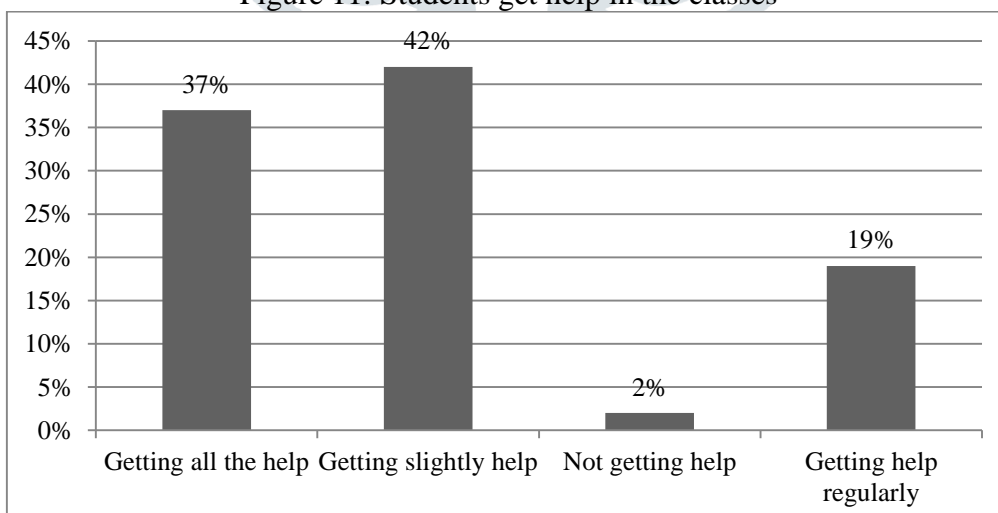
Students like to be learning has shown in the above graph. From the result it was found that 37% respondents replied that the students like more learning in their classes which was maximum.

Figure 10: Students get happiness in the classes



Students get happiness in the classes has shown in the above graph. From the result it was found that 34% respondents replied that the students feel very happy in their classes which were maximum.

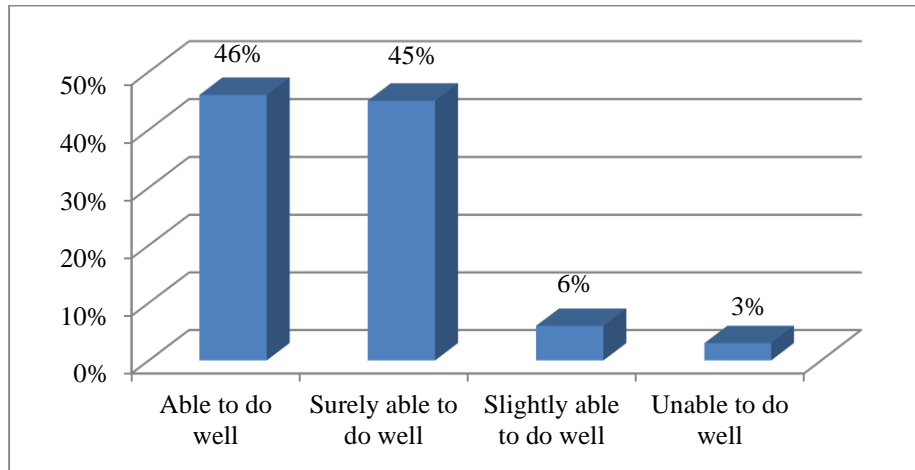
Figure 11: Students get help in the classes



Whether students get help in their classes has shown in the above graph. From the result it was found that 42% respondents replied that the students were getting slightly help in their classes which were maximum.

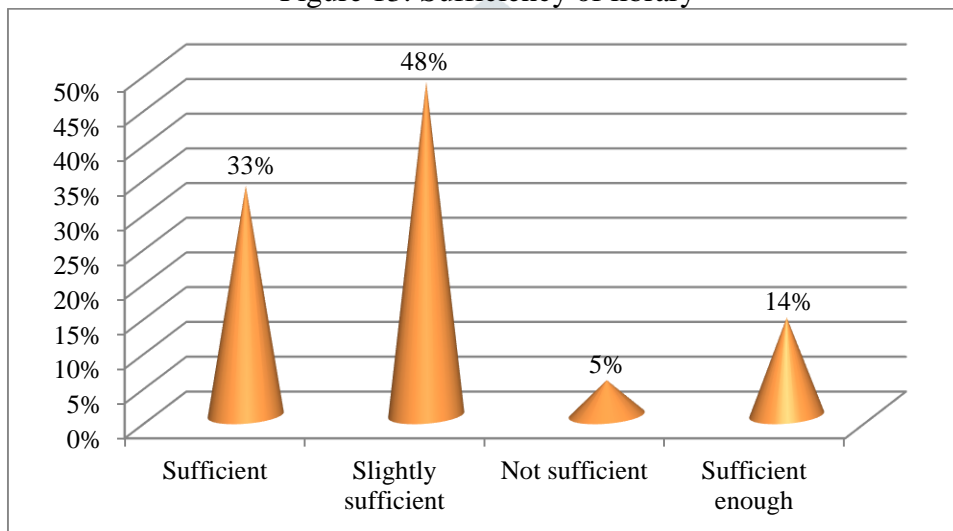
Figure 12: Students do well in the classes





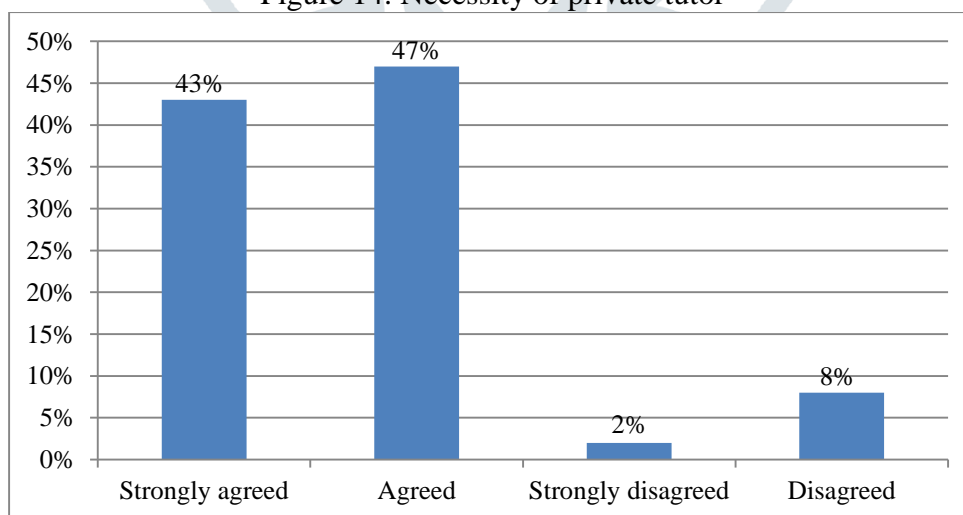
Students do well in the class have shown in the above graph. From the result it was found that 46% respondents replied that the students were able to do well in their classes which were maximum.

Figure 13: Sufficiency of library



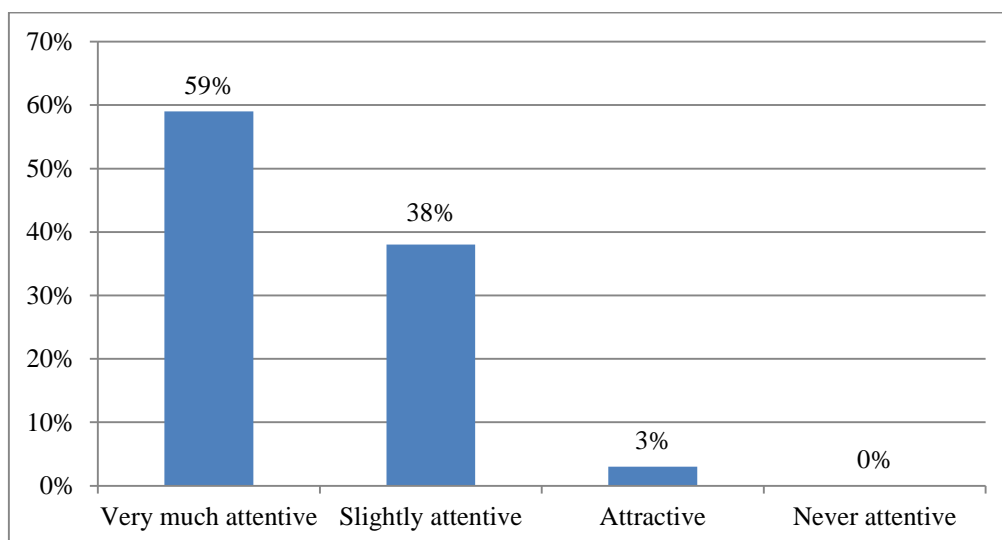
Sufficiency of library has shown in the above graph. From the result it was found that 48% respondents replied that the library was slightly sufficient which was maximum.

Figure 14: Necessity of private tutor



Necessity of private tutor has shown in the above graph. From the result it was found that 47% respondents agreed that the students need private tutor which was maximum.

Figure 15: Attentiveness of students for classes



Attentiveness of students for classes has shown in the above graph. From the result it was found that 59% respondents replied that the students very much attentive in their classes which was maximum.

## CONCLUSION

Any country's future is significantly shaped by its educational system. In Bangladesh, a student's academic career must pass through the higher secondary level of education. Students prepare for postsecondary education and potential job pathways during this time. Understanding how teaching methods affect student achievement is so crucial. This article searches for to present research on Bangladeshi higher secondary school teaching methods and student accomplishment, along with suggestions for improving the learning outcomes. A broad sample of students and instructors from several higher secondary schools across Bangladesh were surveyed for the study. Finding the link between instructional strategies and student achievement was the main goal. The study took into account a number of factors, including teaching strategies, student-teacher relationships, evaluation methods, and learning environment.

The study discovered that a variety of educational approaches had a favorable impact on student progress. It has been established that active learning strategies like group discussions, hands-on activities, and interactive presentations boost student involvement and comprehension. Student achievement was greatly impacted by effective teacher-student relationships. Students performed better in class when their teacher's showed excitement, promoted student involvement, and gave prompt feedback. The development of an inclusive and hospitable educational atmosphere was also mentioned as a crucial element. In accordance to the study, various evaluation techniques, such as formative and summative tests, assisted students in assessing how they were progressing and pinpointing their weak points. Better student accomplishment was a result of a well-rounded assessment strategy that included open-ended questions, project-based assignments, and objective assessments. The study highlighted the significance of a supportive learning environment. Student achievement increased in settings that were proficient in organization, visually appealing, and supportive of group work and active learning. The accessibility of essential learning tools and technological advancements also had a favorable impact on student achievement.

The study emphasizes the importance of instructional strategies in determining student progress at Bangladesh's higher secondary level. Implementing the aforementioned suggestions will enable educational stakeholders to collaborate and establish a climate that supports effective teaching strategies and improves student results. Bangladesh can develop a strong educational system that equips its youth for a successful future by committing to ongoing improvement.

## RECOMMENDATIONS

Based on the study findings, the following recommendations are proposed to enhance teaching practices and student achievement in the post secondary level of Bangladesh:

- 1. Professional Development:** Continuous professional development programs should be provided to teachers, focusing on effective instructional strategies, student-centered learning approaches, and the use of technology in the classroom. Regular workshops and training sessions can help teachers update their pedagogical skills.
- 2. Teacher-Student Interactions:** Encourage teachers to foster positive relationships with students, promoting a supportive and inclusive learning environment. Emphasize the importance of

personalized attention, timely feedback, and encouragement to enhance student motivation and engagement.

3. **Diverse Assessment Methods:** Encourage the adoption of diverse assessment methods to evaluate student learning. This can include a mix of traditional tests, project-based assessments, presentations, and portfolios, allowing students to demonstrate their understanding in various ways.
4. **Classroom Infrastructure and Resources:** Ensure that classrooms are well-equipped with necessary learning resources, including textbooks, reference materials, and technology tools. Create visually appealing classrooms that stimulate student interest and provide an environment conducive to collaboration and active learning.
5. **Research-Based Pedagogy:** Encourage teachers and educational institutions to stay updated with the latest research on effective teaching practices. Promote evidence-based pedagogy that aligns with the specific needs and characteristics of higher secondary students.

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