

Teacher and Classroom Context Effects on Academic Achievement of Primary School Students

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Abstract. The aim of this study is to elucidate how much of the students achievement can be attributed to the effectiveness of the teacher and how much is due to effectiveness of the school. The study is therefore focused upon three basic virtues which an effective teacher is supposed to have namely, instructional strategies classroom curriculum design, and classroom management. The other variable was the seven virtues of the effective school as safe and orderly environment, collegiality and professionalism family and community involvement, effective feedback, a reliable and an applicable curriculum, student motivation, parental support. According to the statistical analyses the teacher effectiveness scale explained ($R^2=0.42$) of the total variance of students' perceptions related with academic achievement. This value is ($R^2=0.38$) for the school effectiveness. If we consider these two independent variable together they were found to explain ($R^2=0.56$) the variance of the perception of the students about their academic achievements.

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1. Introduction

The educational researchers have examined many factors which are thought to be effective on the achievement of the students from the elementary years. The belief upon which these studies are based upon is that it was the teachers who make the difference.

Although teachers assume various roles in the class room the most important among them is the classroom management. If there is a lack of rules and procedures to stop the students behave in irregular and insolent manner it will inevitably result in chaos. Such an atmosphere will largely decrease the effectiveness of both the teachers and the students. The students will most probably gain much less than they are supposed to acquire [1].

It is not possible to establish an effective teaching and learning atmosphere in poorly managed classrooms. However the establishments of well-managed classrooms require great deal of endeavor and affords. The primary person who is responsible to exert these endeavors and affords is the teacher. S Paul Wright, Sandra P Porn and William L Sanders reported in their study which covered approximately 60.000 students claimed that the most prominent factor in the achievements of the students most probably was the teacher. Marzano in his study where he investigated the effectiveness of the teacher upon the student achievement reported that the effect of teacher is much more dominant then the effect of the

school. These results clearly show that the effectiveness of the teachers must be improved before anything else in order to develop a smoothly working education mechanism.

The determination of the factors related to the effectiveness of the teacher which has a powerful influence on the achievement of the students and the improvement of the education process has received great interest in the literature starting from 1990's and there was an extensive research related to it. However there is controversy related to the reliability of the literature in the determination of the features of the effectiveness of teachers. There is also heated discussion about how to use the data obtained in such studies in the development of the teachers evaluation systems [2]. The research interest then diverted to the effect of the school context upon the achievement of the students. The workers stated that the effective schools improved the learning environment and achievement of the students. The interest then focused on the mutual effect of the teachers and the school effectiveness on the achievement of the students at the end of 1990s. In recent years there have been various systems such as Tennessee Value Added Assesment System (TVAAS) developed in order to determine the effect of the teachers and the schools upon the academic achievements of the students.

This study serves for the purpose of obtaining data about the logic behind the effectiveness of the

teacher and the school and elucidates their effects on the achievement of the students. In other words it aims at the determination of their relative contributions to the academic performance of the students. Can we still regard the academic achievement of the students as an indicator of the effectiveness of the school and the teacher?

The results of the Level and Determination and the Student Selection and Placement exams for the universities attracted the attention of the educational experts to the pre service development and the working performance of the teachers. Therefore it is of great importance to examine large number of students since there are many factors which effect their achievement. It was also possible that the effectiveness of the teacher and the school might have pre-dominated the other factors [3].

The literature mention three different features which the effective teacher is supposed to possess as utilizing appropriate instructional strategies, designing the curriculum to give the maximum benefit to the students and the effective use of the classroom management techniques.

The other variable of the study was the points obtained in these exams by the students as a measure of their academic achievements. These scores are very important for the promotion of the schools and used as the major indicators to judge the quality of the particular school. Secondly these scores are regarded as the credit to both schools and the parents. Since these scores have the great power to determine who will go to Science or Anatolian high schools then any study related to the school reforms should be taken seriously.

Conceptual Structure

The individual effects of the teachers

Let's focus our attention on the individual factors affecting the students. The independent effect which the teachers have on the students is naturally influenced by the decisions made by the school. However we are going to investigate the results and consequences of the decisions of the teacher related to the instructional strategies, classroom management and curriculum design rather than the schools'.

The studies related to the school efficacies in 1980's tended to look at the factors determining the quality level of the school. In other words the level of the school was thought to be the sole factor on the achievement of the students. Therefore a person who is trying to understand the factors which promote the achievement of the student should ask the following question: What is the effect of a single teacher upon the achievement of the students apart from the effect of the school? The research in this area revealed that the individual decision of the teachers have a much marked effect upon the achievements of the students

than the decision made by the school. S. Paul Wright., Sandra Horn and William Sanders reached the following conclusion at the end of the study they carried out on 60000 students: The most influential factor on the learning process of students is the teacher. The data revealed that there are big differences between the teachers as regards to their efficiencies. Another purpose of this study to determine how to improve the efficiency of the teacher in order to improve the level of education. Effective teachers are seemed to be influential in all achievement levels. If the teacher is not effective that will reflect upon the academic achievements of his/her students [4].

Marzano who carried out an extensive research on the features of an effective teacher claim that if the teachers show a moderate level of performance and the school makes an utmost effort to be effective this will result a visible increase in the achievements of the students. However the schools masters are not free to employ the most skillful and experience teachers. The educational structure and the assignment of the teachers by the ministry of education do not allow this policy [5]. If a school is willing to give its best and the teachers are sufficiently equipped in their field it has a marvelous effect upon the achievement of the students. Almost all of the researchers in this field such as Kathleen Cotton; Fraser, Walberg, Welch & Hattie; Jere Brophy agreed that an effective teacher is supposed to be equipped with the sound knowledge in instructional strategies classroom curriculum design, and classroom management

Instructional strategies

The effective teachers use instructional strategies effectively since they are well equipped with the knowledge of the application educational strategies. The effective teachers have a sound knowledge on the cooperative education and its organization. They can skillfully employ home assignments, questions and other educational materials[6]. They are perfectly aware that these strategies are to be used on the appropriate students at the appropriate time. For instance the cooperative learning maybe suitable for one course and entirely new approach may be necessary for the other.

Curriculum design

The second important virtue of the effective teacher is the effective curriculum design. This means the effective teachers are equipped with the skill of giving the topics in the most understandable order. They do not completely bound to the programs imposed upon them by the curriculum programmers in Turkish educational council or the text books and they personally determine the order and the emphasis and presentation which are best suited to the students.

The programs prepared by the educational council do not take the individual needs of the children into account very much and do not consider the regional differences. The council tries to implement a general program throughout the country. The only people who may correct this mistake are the teachers [7].

The effective teachers are also capable of preparation of the learning and teaching activities which present the information in different formats such as stories, explanations, audio, video or written presentations, internet based shows, simulations and hands on education etc.

Classroom management

Effective teachers can obviate all the disciplinary problems by keeping the attention of the students attached to the lecture with interesting material and activities. They are furnished with wide spread knowledge about the motivation of the students. They are perfectly aware that each student has different motivational needs and act accordingly [8]. They are perfectly cognizant of the fact that it not possible to include the students into learning process without motivation.

An effective classroom management is an indispensable element of all school contexts for an effective education. If a teacher fails to establish a coordination of the students in the instruction it is not possible to carry out an effective education. In addition to all these, a weak classroom management wastes the valuable education time, limits the working time of the students and decreases the quality of the educational medium.

We must remember that all these roles are the integral part of the effective classroom management. In other words none of them guaranteed the perfect education of the student alone. Removal of a single part from the integral entity makes the learning process difficult. The use of effective instructional strategies and curriculum design may result a powerful classroom management.

School effectiveness

School effectiveness is used as the school development most of the time since this concept is based on the improvement of the school. It is necessary to establish the internal condition in order to achieve the targets of the education. Furthermore the school should improve the problem solving capacity of the students. The old schools act in accordance to a certain beliefs to reach these targets. They believe that all the students have the capacity to learn and they had very high hopes from them. All the teachers were believed to possess the necessary knowledge and the skill to teach them [9].

In most schools the headmaster is the most important figure there. His/her leadership affects the education medium in the school and shapes the

relations between the employees and the morals of the teachers. An effective headmaster brings the effective education with him/her. If a school is open to the changes and has a wide vision, establish healthy relations within itself and its environment, the teachers have a say in the improvement and the implementation processes, the administrative staff and the teachers have a high degree of self-confidence and the students are given sufficient chance to improve their personal and social ties the students achievement will undoubtedly be high.

Marzano lists the features of an effective school as a reliable and an applicable curriculum objective targets and effective feedback family and community involvement, safe and orderly environment and collegiality and professionalism. The order of these categories was based upon their effects upon the academic achievements of the students. In other words a reliable and an applicable curriculum is the school effectiveness factor which has the highest impact upon the achievement of the students. On the other hand the effect of the factor collegiality and professionalism is minimal.

If the schools act in accordance with the scientific data of the related studies in this field their effect on the student achievement will undoubtedly increase. However most of the schools do not attach enough importance to the results of such studies in the implementation of their educational policies [10]. The school administration hardly leaves the routine application they were imposed.

Scientists reach the conclusion that the school effectiveness do not have any contribution to the achievement of the students. If we consider the results obtained in this study we can conveniently conclude that the school efficiency had no influence upon the achievement of the students. However the schools with high efficiency may overcome the effects of the student's past. We can now ask our first question under the light of these explanations [11].

Are there any contributions of the school effectiveness to the achievement of the students?

Wyatt based upon their school effectiveness study claimed that the effectiveness of the teachers are much more deterministic upon the achievement of the students than the effectiveness of the school.

Fletcher emphasized the importance of the joint action of the students with the adults and the coordination in the education, planning and the school development activities in order to promote the achievements of students and establish a smoothly working education system [12].

1-A reliable and applicable program

This program is essentially the combination two factors stated by Robert Marzano as learning

opportunity and time. They both have strong influence on the academic achievement.

Learning opportunity: This is related with the fact that the students have the equal opportunities to learn. It expresses whether the students have equal chance to study or learn the solution of the type of problems they are faced in the tests.

Time and applicability: It is the measure of the utilization of time for a certain program. It expresses the capacity of the teachers to present a certain portion of the program within an allocated time.

2-The desirable objectives and effective feedback

This is the combination of two components mainly the effective observation (high expectations) and the pressure. It expresses putting forward desirable goals in school contexts. These goals must urge the competition between the students. Observation means feedback. It means monitoring the degree of the satisfaction of the goals.

3- Parental and community participation

It gives the degree of the parents support to the school and participation in its activities.

4- Collegiality and professionalism

It expresses the degree of the interaction between the school staff and professional approach.

5- Parental support

It expresses the contribution of the socio-economic situation of the parents to the achievement of the students. It explains the individual or the combined effect of the parental income, educational level on to the academic achievement of the students.

6- Students motivation

It means the motivation of the students for the curricula presented to them

7- A safe and regular environment

It means that the degree of the teachers and the students feeling safe in other words a safe and regular school atmosphere. It also expresses the psychological energy of the teachers and the students necessary for the effective teaching and learning process.

Participants

The space of the study is constituted by 922 5th year students studying in the central towns of Ankara and in some schools of Kazakhstan in 2012-2013 academic year.

The data were collected by the use of the teacher's and the schools effectiveness surveys prepared for this purpose. The study was carried out only on the 5th year students in the sample schools since this gives much more concrete data about the effect of a single teacher upon the achievement of the students. This would enable us to eliminate other factors related to the achievement of the students.

The factors such as the students having supportive tuition, going to private courses or getting a regular help from the parents have not been included in the study in order to have a definite picture of the effect of the teachers.

Data Collection Tools

The data collection tool employed in this study was the scales adapted and applied by the authors using the questions and the scales in the book written by Marzano entitled "what works in the schools?". The scale prepared for the teachers, students and the administrative staff had two different part. The first part of the scale was the teacher effectiveness scale to determine the effectiveness of the teachers working in 5th year classes of the primary schools [11].

Teacher effectiveness survey: It has three dimensions which characterize the effectiveness of the teacher namely 1) class room management 2) curriculum design 3) instructive technologies. The alpha reliability coefficient for these dimensions varies between 95 and 85.

School effectiveness survey: The other scale used for the collection of the data from the schools was the school effectiveness scale. This survey has 7 dimensions 1) a safe and orderly environment 2) collegiality and professionalism 3) parent and community involvement 4) the desired goals and the effective feedback 5) a reliable and applicable program 6) student motivation and 7) parental support. The alpha reliability coefficient was found to be between .90 and .96 for the sub dimensions of the scale. The scale was modified as regard linguistic, meaning and cultural points of views in order to adapt to the Turkish education system. The validity and reliability of the scale was tested prior to the study upon 78 teachers and 220 students in 10 schools. There were three dimensions (59 items) regarding to teacher effectiveness and seven dimensions (63 items) regarding to the effectiveness of the school remained after the factor analysis. The factors explain 71% of the total variance of the scale. The alpha reliability constants related to the effectiveness of the teachers were .95 for the classroom management; .90 for the curriculum design and .87 for the instructive strategies. These values for the effectiveness of the school were .95 for a safe and orderly environment; .95 for collegiality and professionalism; .90 parent community involvements; .95 for the desired objectives and an effective feedback; .96 for a reliable and applicable program; .96 the student motivation and .91 for parental support. The teacher and school effectiveness scale was a likert type multiple choice scale where 1) means never 2) means very seldom 3) means

sometimes 4) means frequently and 5) means every time.

The level determination exam (SBS) results of the experimental group students were taken for the comparative purposes. SBS is an exam participated by the 5th year primary school students in order to determine their five year academic achievements. The relation between the student's conception of their teachers and their SBS points was investigated. The effectiveness of the school and the teachers were evaluated according to the SBS results of their students. The SBS points of the students were obtained from the Education Ministry Measurement and Evaluation Office.

Results

The arithmetic means (\bar{x}), standard deviations (ss) and reliability coefficients (α) values of the sub dimensions of the effective teachers' such as instructive strategies, curriculum design and classroom management and the sub dimensions reflecting the effectiveness of the school such as a safe and orderly environment, collegiality and, parent community involvements, the desired objectives and an effective feedback, a reliable and an applicable program, student motivation, and parental support were tabulated in Table 1. The highest and lowest mean values were found to be collegiality and professionalism with $\bar{x}=3.67$ and parental support with $\bar{x}=1.76$. This sub dimension also has the lowest standard deviation. In other words this sub dimension is the variable with the highest consistency. The biggest variation was observed in student's motivation. Thus this sub dimension is the variable with the lowest consistency among the student's conceptions. Table 1 shows that the dimension with the highest mean value reflecting the teachers features is instructive strategies ($\bar{x}=2.82$) regarding the students perception while the sub dimension with the lowest mean value was the curriculum design (2.26). This sub dimension has also the highest standard deviation. Thus this is the variable with the lowest consistency according to the student's perceptions.

Table 1. The reliability, arithmetic mean and standard deviation values of the factor groups

Variables	\bar{x}	ss	α
Teachers effectiveness (59 Items n=38)			
Instructive Strategies	2.82	2.36	0.95
Curriculum design	2.26	3.48	0.78
Class room Management	2.75	1.42	0.89
School effectiveness (29 Items n=38)			
Safe and orderly environment (5 Items n=38)	2.78	2.65	0.91
Collegiality and professionalism (3 Items n=38)	3.67	2.47	0.92
Family and community involvement (4 Items n=38)	1.89	1.56	0.78
Desired objectives and effective feedback (4 Items n=38)	2.86	1.85	0.83
Reliable and an applicable program (5 Items n=38)	3.21	2.86	0.74
Student motivation(4 Items n=38)	3.02	3.17	0.95
Parental support (4 Items n=38)	1.76	0.95	0.73
Student achievement n=38	295.7	15.6	0.91

Table 1 lists the Pearson moment coefficients of the variables of instructive strategies, curriculum

design and class room management which describes the features of an effective teacher and the variables of an effective school such as a reliable and an orderly environment, collegiality and professionalism, family and community involvements, the desired objectives and effective feedback, a reliable and an applicable program, student motivation and parental support as regards to the student achievement. The correlation matrix of the independent variables and the dependent variable of "student achievement" are given below.

Table 2. The correlation between the variables of the factor groups

Variables	1	2	3	4	5	6	7	8	9	10	11
1. Instructive Strategies	1.00										
2. Curriculum design	.32	1.00									
3. Class room Management	.48	.42	1.00								
4. A reliable and an orderly environment	.12	.08	.25	1.00							
5. Collegiality and professionalism	-.23	.11	-.21	-.19	1.00						
6. Family and community involvements	-.06	-.008	.12	.24	.07	1.00					
7. The desired objectives and effective feedback	-.09	.12	.19	.22	.34	.17	1.00				
8. A reliable and an applicable program	-.21	.26	.17	.18	.23	.09	.24	1.00			
9. Student Motivation	.38	.11	.68	.17	.19	.24	.41	.12	1.00		
10. Parental support	-.07	.01	.10	.08	.36	.33	.12	.09	.36	1.00	
11. Student achievement	.48	.34	.56	.29	.19	.10	.38	.41	.43	.53	1.00

There are strong relations between the student achievement and class room management ($r=.56$, $p<.05$), instructive strategies ($r=.48$, $p<.05$) and curriculum design ($r=.34$, $p<.05$) which reflect the features of the effective teacher. There are also powerful relations between the students achievements and parental support ($r=.53$, $p<.05$), student motivation ($r=.43$, $p<.05$), a reliable and an applicable program ($r=.41$, $p<.05$) and desired objectives and effective feedback ($r=.38$, $p<.05$) which show the effectiveness of the schools. These are the strongest relations between the variables observed in Table 2. Since they are parallel relations, the more the perception level of the students related to their teachers and the schools the higher their academic achievements. The data obtained in this study are in good compliance with the results obtained by Marzano, Horn & Sanders.

Table 3. The multiple regression analysis of the individual perceptions of the students of the effectiveness of the school on their academic achievements

School effectiveness variable (n=38)	Academic achievements of the students	
	r	β
A reliable and an orderly environment	.29*	.12
Collegiality and professionalism	.19*	.09
Family and Community involvement	.10*	.03
The desired objectives and effective feedback	.38**	.19
A reliable and an applicable program	.41**	.21
Student Motivation	.43*	.29
Parental support	.53*	.27

* $p<.05$ ** $p<.01$ R= .62 R²=0.38

Another interesting result in this study was the strong relation observed between classroom management sub dimension of an effective teacher and student motivation of an effective schools ($r=.68$,

$p < .001$). On the other hand the relations between the parental support sub dimension and all the sub-dimension of an effective school and especially an effective teacher are very weak.

As seen from Table 3 the school effectiveness scale explains ($R^2=0.38$) of the variance of the perception of the individual achievement. The table reveals that the most effective sub dimension of the effective school scale on the individual perception of the student achievement was “student motivation” with ($\beta=.29$) ($R^2=0.38$). This was followed by “parental support” with ($\beta=.27$), “a reliable and an applicable program” with ($\beta=.21$) and “the desired objectives and effective feedback ” with ($\beta=.21$). However it is clear that the dimensions of “family and community involvement”, “collegiality and professionalism” and “a reliable and an orderly environment” do not have a meaningful effect upon the academic achievement of the students.

Table 4. The multiple regression analysis of the individual perceptions of the students of the effectiveness of the teachers on their academic achievements

Teacher Effectiveness variable (n=38)	Academic achievements of the students	
	r	β
Instructive Strategies	.48*	.28
Curriculum design	.34*	.21
Class room Management	.56*	.37
* $p < .05$ ** $p < .01$ R= .65 R ² =0.42		

The teacher effectiveness scale explains ($R^2=0.42$) of the total variance in the perception of the students related to the perception of the academic achievement. When we examine the sub dimensions of the teacher effectiveness we see that the most effective one upon the academic success of the students was the class room management with ($\beta = .37$). This was followed by instructive strategies with ($\beta = .28$) and curriculum design with ($\beta = .21$).

Table 5. The multiple regression analysis of all the factors related the individual achievements perceptions of the students

Teachers effectiveness variables (n=38)	Academic achievements of the students	
	r	β
Instructive Strategies	.48*	.27
Curriculum design	.34*	.19
Class room Management	.56*	.41
School effectiveness variables (n=38)		
A reliable and an orderly environment	.29*	.15
Collegiality and professionalism	.19*	.10
Family and Community involvement	.10*	.06
The desired objectives and effective feedback	.38*	.17
A reliable and an applicable program	.41*	.19
Student Motivation	.43*	.28
Parental support	.53	.38
* $p < .05$ ** $p < .01$ R= .75 R ² =0.56		

The effects of the school and the teachers upon the individual perceptions of achievements of the students were evaluated by the use of multiple regression analysis and the results were tabulated in Table 5.

As seen in Table 5 if the independent variables of the teacher and school effectiveness are

taken into account together they can explain 56% of the total variance in the perception of the academic success of the students ($R=.75$, $p < .05$). Class room management, parental support, student motivation and instructive strategies have a much marked effect upon the achievement of the students compared with the other variables . It can also conveniently be claimed that the teachers are much more effective than the school upon the achievement of the students. The data also show the individual perception of the students of the effectiveness of their teachers and schools is a deterministic factor upon their achievement ($R=.75$; $R^2= 0.56$).

We have attached our attentions to important points. One of the features used in effectiveness studies is the responsibility and other is the belief. If the teacher believes that the student will be successful that students will be successful. In case of failure an effective school does not blame the students, their parents or the environment and assumes the responsibility. However the students have a mutually important role in this process. The achievement cannot be attributed solely the efforts of the school or the teacher the student is supposed to carry the duties incumbent upon him/her.

Discussion

The purpose of this study to determine the portion of the school and the teacher in the achievements of the student studying the 5th year of the first stage of the education process, in the light of the data obtained from the school, teachers, administrators and the parents and to solve the logic behind of effect of the teacher and school. The statistical results revealed that the teacher and school effectiveness are the stimulating factors behind the students' academic achievements. They also proved that the effectiveness of the teacher is more important than the effectiveness of the school. The results obtained from this study support the data obtained by Wright, Horn and Sanders; Sanders and Rivers; Marzano; Hoy and Sabo; Hoy and Miskel; Anderson.

One of the most important results obtained in this study is that the effect of the teachers upon the individual achievement of the students was much comprehensive than the others. The study revealed that there were very strong relations between the students achievements and the class room management ($r=.56$), instructive strategies Items ($r=.48$) and curriculum design ($r=.34$). The fact that there is a strong relation between the class room management and the achievement of the students is very interesting and requires further investigation. It seems that a teacher with good class-room management capacity has a sound knowledge of the individual capacity of the students and he/she can easily have them participate into the educational

activities by a cooperative approach. They are also experts in student's motivation.

They are perfectly cognizant of the fact that without motivation it is not possible to have the students participate in educational activities. Motivation is an important tool to determine the intensity, direction, consistency of the student behaviors. It is important that the student should participate the motivational activities willingly [13]. Without motivation it is inevitable to avoid absences and shifting of the attention of the students to the activities outside the lecture. The teacher should plan the learning process carefully in order to promote the achievement of the students, increased their self-confidence and make the learning process meaningful.

The effective teachers are also experts in instructive strategies as well as class room management and they are perfectly aware what to teach and how to teach the children. They display attitude to promote the effective learning process. The result of the study revealed that neither the good classroom management of the good instructive strategies is enough to guarantee the academic achievement alone. Because of the curricula are not modified to meet the need of the students with different capacities the effect of the other factors will remain at minimum levels. Our study supports the hypothesis that the teacher equipped with sound class room management, instructive strategies and curriculum design skills will have a very synergic effect upon the academic success of the students. This is in good accordance with the data reported by Slavin; Kulik; O'neil and Can [14].

Another interesting result of this study was the positive effect of the school context on the student achievement. This was an expected outcome. The schools with high targets and expectations from the students where the students are given equal chance to learn, the teachers and students feels highly safe and have the support of the parents and the community will obviously have an important contribution to the student achievement. The result of Hoy and Sabo ; Hoy and Miskel ; Anderson; Baštepe; Gökçe ve Kahraman are supportive to our study. However the findings of Marzano; Reeves ; Marzano, Pickring and Pollock contradict with our study. This may be attributed to the fact that they may have investigated the school effectiveness upon the student achievement without considering the effectiveness of the teachers or they may misinterpreted the data. Teachers are the biggest stimulant upon the effectiveness of the school. Without the effective teachers it may not be possible for the school making a desirable impact upon the student achievement. When we look at the relation between the

effectiveness of the school and the teacher as regards to the points scored by the students we see that where both the school and the teachers are effective the students scored the highest points. The marks were observed to decrease when the teacher was effective but the school is not. The situation here the maximum decrease observed in the marks scored by the students was the case where the teacher was ineffective and the school was effective [15].

The study also revealed that the "student motivation" variable of the school effectiveness had the strongest influence upon the student achievement ($\beta = .29$). However the in the literature for instance in Marzano's study the most powerful effect upon the achievement of the students was found to be a reliable and applicable curriculum. This difference may stem from the contextual difference or the educational systems of the respective countries. In our country there is no contribution of the teachers, students and the parents in the establishment of the curricula whatsoever. The Ministry of Education is the only legal authority for the preparation of the curricula. In most other countries the opinions of the teachers, students and the parents receive serious consideration. In other words although the schools have no contribution in the preparation of the curricula the fact that the effective schools with a good motivation capacity can overcome this difficulty which has a very positive impact upon the achievement of the students.

It must be remembered that the studies based upon the student's perception are far from giving us objective results. The results are highly subjective and the student's perceptions can easily change. Nevertheless as long as the students perceive their teachers and schools effective their achievements will undoubtedly increase.

Results and Proposals

In spite of the continuing dispute upon the degree of the effect of teachers and school contexts and the relation of the certain educational dimensions upon the achievement of the students our study revealed that the most important element effecting the of the students was the teacher. The school contexts on the other hand showed great variations. The net result of this outcome is that the education can best be improved by the increase of the teacher and school effectiveness rather other factors. Also the effective teachers are seen to be successful at every stage disregarding the level of the students. If the teacher is not effective the students will be insufficient regards of their levels. Similar in the case of the teacher being ineffective the effectiveness of the school remains at a minimal level.

Another important result is that the effect of the school will remain at a minimum level as far as

the instructive strategies are not subjected to a systematic change (the characteristic of the topic and the structure and the difference of the student group) and the school contexts are taken into account. There are new studies needed in order to evaluate the feature of the effective teachers and the school and to establish a reliable measurement scale. It is necessary to improve the ineffective teachers by the Ministry of Education and the Educational Faculties in a gradual manner.

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