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## Effectiveness of Teachers' Learning on Students' Learning: At the Secondary Level in Bangladesh

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### ABSTRACT

This mixed-methods study aimed to evaluate the impact of teachers' learning on students' learning outcomes at the secondary level in Bangladesh. Both quantitative and qualitative approaches were utilized, with a multi-stage sampling technique employed to select 20 participants, including teachers and students from secondary schools across Bangladesh. The primary instruments for data collection consisted of structured questionnaires administered to teachers and students, along with semi-structured interviews. Quantitative data analysis involved statistical techniques such as descriptive statistics and correlation analysis to examine the relationship between teachers' learning effectiveness and students' learning outcomes. Qualitative data were analyzed thematically to identify patterns and insights regarding the challenges and opportunities associated with teachers' learning initiatives. The significance of the results lies in providing comprehensive insights into the dynamics surrounding teacher learning and its impact on student learning outcomes, thereby informing educational policies and practices aimed at enhancing the quality of secondary education in Bangladesh.

## INTRODUCTION

Teachers' professional development programs are receiving increased attention in the context of Bangladesh's education system. However, the direct impact of these programs on student learning outcomes remains unclear. The effectiveness of such initiatives is influenced by various factors, including the quality of the program, teacher participation levels, and the support provided to educators. This study delves into the relationship between teachers' learning effectiveness and students' learning outcomes in Bangladesh.

### **Statement of the Problem**

The central issue under investigation is how teachers' education either facilitates or hampers improvements in student learning outcomes. Despite the growing emphasis on professional development for teachers, there is a lack of comprehensive understanding regarding how these initiatives translate into better educational outcomes for students. This study aims to address the following research questions:

- i. How does the level of teachers' continuous learning impact student learning outcomes?
- ii. What is the correlation between teachers' professional development activities and students' academic performance at the secondary level in Bangladesh?
- iii. What are the primary barriers and challenges faced by teachers in effectively implementing the knowledge and skills acquired through their educational programs in the Bangladeshi secondary education system?

By addressing these research issues, the study seeks to improve policy and practice in the field of education in Bangladesh and other similar contexts while also revealing important insights into the efficiency of teacher learning in enhancing student learning outcomes in Bangladesh.

### **Significance of the Study**

The significance of understanding the impact of teachers' learning on student outcomes cannot be overstated, particularly in the context of Bangladesh's education landscape. Firstly, improving educational quality and student learning outcomes hinges significantly on enhancing teacher learning. Secondly, in Bangladesh, where educational quality remains a significant concern, there is a pressing need to identify effective methods for elevating teaching standards. Thirdly, insights from this study can contribute to enhancing the efficiency of teachers' professional development programs by identifying factors that either support or hinder the relationship between teacher learning and student outcomes.

Moreover, this study offers valuable insights into elevating the overall standard of education not only in Bangladesh but also in similar contexts globally. By pinpointing the elements that contribute to effective teacher learning, this research can guide educators and policymakers in developing evidence-based strategies to enhance the efficacy of professional development initiatives for teachers.

The findings of this study are poised to have a significant impact on education policy and practice in Bangladesh. Additionally, the study will contribute to the

broader literature on the influence of teacher development on student learning outcomes. By examining the relationship between teacher learning and student outcomes within the unique context of Bangladesh, this study also aims to shed light on the generalizability of its findings to other similar contexts.

Recent research (Darling-Hammond et al., 2017; Leithwood et al., 2004) highlights the close connection between effective teaching techniques and ongoing professional development for teachers. Despite the increasing focus on enhancing instruction quality through professional development programs in Bangladesh (Alam, 2015), it remains uncertain whether these efforts translate into improved student learning outcomes. Existing studies in this area are limited (Haque et al., 2011; Rashid and Asghar, 2016), and there is a clear need for further investigation.

Therefore, this study aims to provide clarity on the elements that either facilitate or hinder the relationship between teacher learning and student outcomes. By doing so, it strives to contribute meaningfully to the ongoing efforts to improve education quality and student learning outcomes in Bangladesh and beyond.

## LITERATURE REVIEW

Several researchers have been carried out to assess the impact of instructors' learning on students' learning. Programs for teachers' professional development may benefit student learning outcomes, according to a number of research (Desimone, 2009; Darling-Hammond et al., 2017; Timperley et al., 2007). However, the quality of the program, the degree of teacher involvement, and the support offered to teachers are just a few of the variables that affect how effective these programs are (Darling-Hammond et al., 2017; Timperley et al., 2007).

Policymakers and educators in Bangladesh have expressed significant concern regarding the quality of education in the country. Various research studies, such as Islam et al. (2017), have underscored the need to elevate the standard of instruction. In response, the Bangladeshi government has initiated several programs aimed at enhancing the professional development of teachers (Ministry of Education [MoE], 2017). Despite these efforts, the impact of these programs on student learning outcomes remains unclear.

The effectiveness of teachers' professional development programs in Bangladesh has been the subject of some investigations. A recent study by Hossain et al., (2019), for instance, found that teachers' professional development initiatives improved student learning outcomes in Bangladesh. However the study also noted a number of difficulties, including a dearth of support from school administrators and a dearth of follow-up instruction. Islam et al., (2019) indicated that while Bangladeshi teachers' professional development programs were successful in enhancing teachers' knowledge and abilities, the influence on student learning outcomes was only marginal. It also found a need for long-lasting and all-encompassing professional development initiatives.

Previous researchers indicate that teachers' professional development programs can improve student learning outcomes, but the success of these initiatives depends on a number of variables, including the program's quality, the degree of

teacher involvement, and the support offered to educators. Further study is required to determine practical methods for raising Bangladesh's educational standards because the influence of teacher professional development programs on student learning outcomes is still unclear.

### OBJECTIVES OF THIS STUDY

The objective of this study was to investigate the effectiveness of teachers' learning initiatives on enhancing students' learning outcomes at the secondary level in Bangladesh.

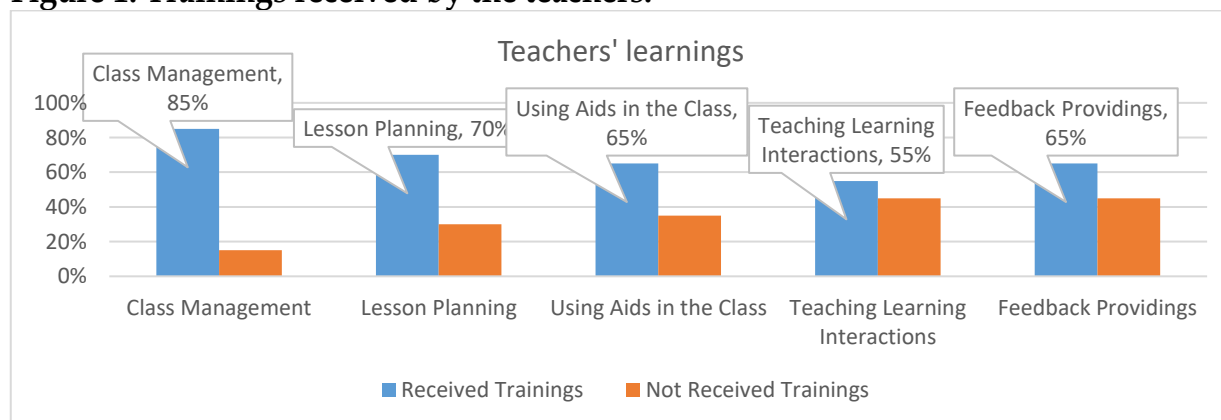
### METHODOLOGY

This study employed a mixed-methods research approach to comprehensively explore the relationship between teachers' learning and students' learning outcomes at the secondary level in Bangladesh. Data were drawn from primary sources including teachers and students, from secondary schools, alongside secondary sources such as academic literature and policy documents. A multi-stage sampling technique was employed to ensure diverse representation. Data collection involved administering structured questionnaires to gather quantitative data on teachers' learning experiences and students' academic performance, complemented by semi-structured interviews and focus group discussions to delve into qualitative insights. Analysis of quantitative data entailed statistical techniques like descriptive statistics and correlation analysis, while qualitative data underwent thematic analysis. The triangulation of findings aimed to offer a comprehensive understanding of the research topic, facilitating the generation of valuable insights to inform educational practices and policies in Bangladesh.

### Findings from the Questionnaire Survey

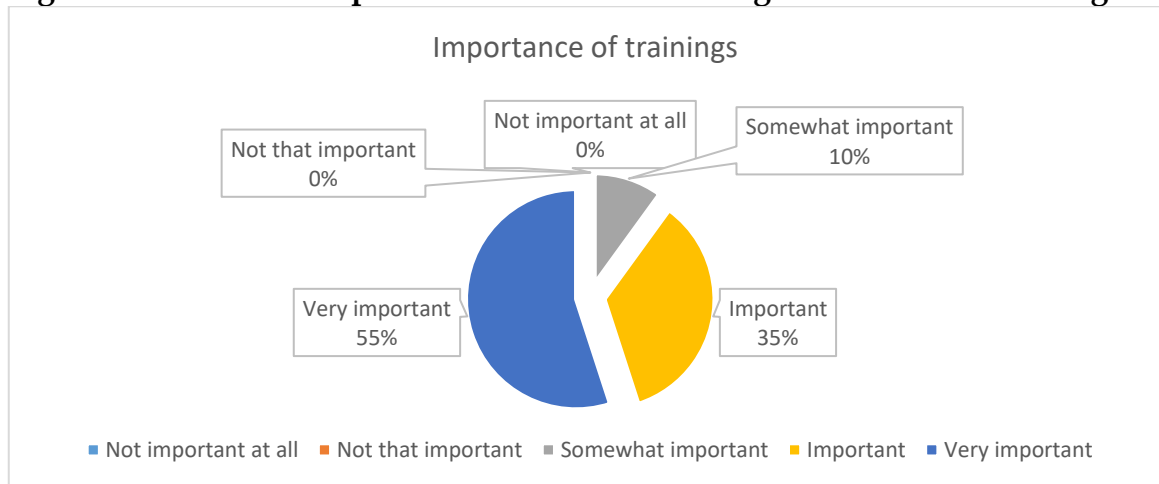
This section presents the findings from the survey questionnaire.

**Figure 1. Trainings received by the teachers.**



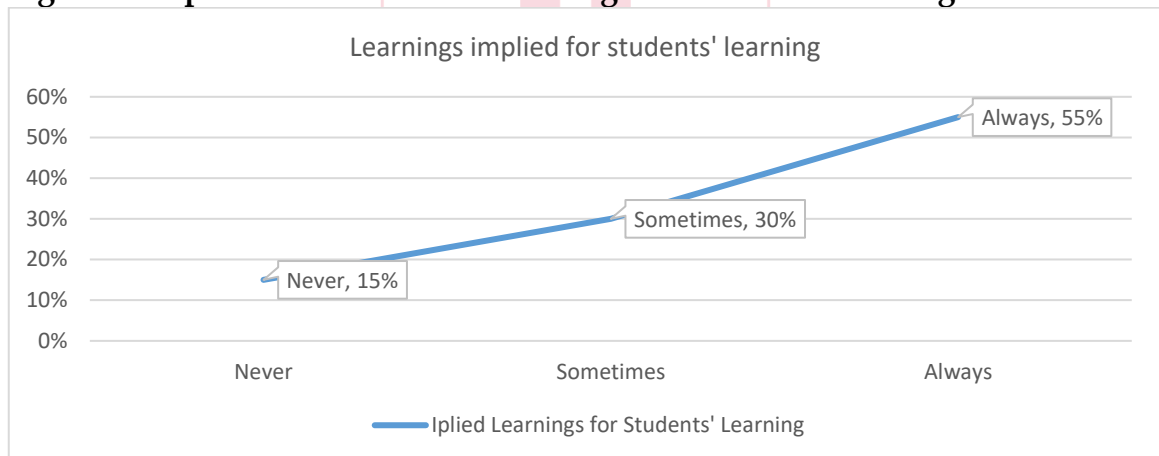
The opinions of those who participated in this research are depicted in figure 1. These respondents were asked about the number of training received on five different teaching fields for students' learnings. It was found that 85% teachers received trainings on class management, 70% teachers received trainings on lesson planning, 65% teachers received trainings on using aids in the classroom, 55% teachers attended trainings on teaching learning interactions, and 65% teachers participated trainings on feedback providing to the students.

**Figure 2. How much important are teachers’ trainings for students’ learning.**



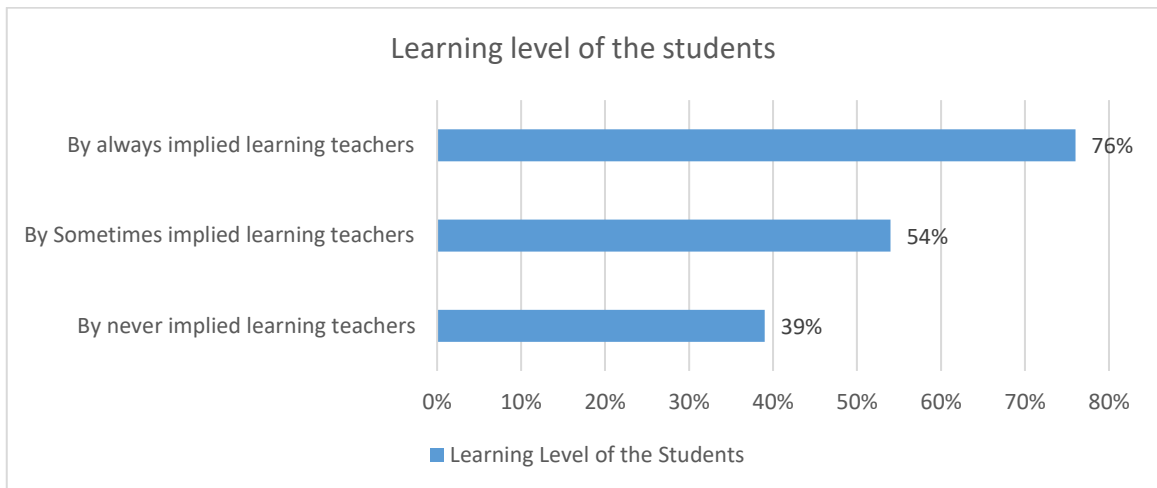
The opinions of those who participated in this research are presented in figure-2. These respondents were asked about the importance of teachers’ trainings for students’ learnings. 55% of those responded expressed that teachers’ learnings are very important for students’ learnings. 35% of the respondents opined that teachers’ learning are important, and 10% of respondents opined that teachers’ learnings are somewhat impotent for students’ learnings.

**Figure 3. Implication of teachers’ learnings for students’ learnings.**



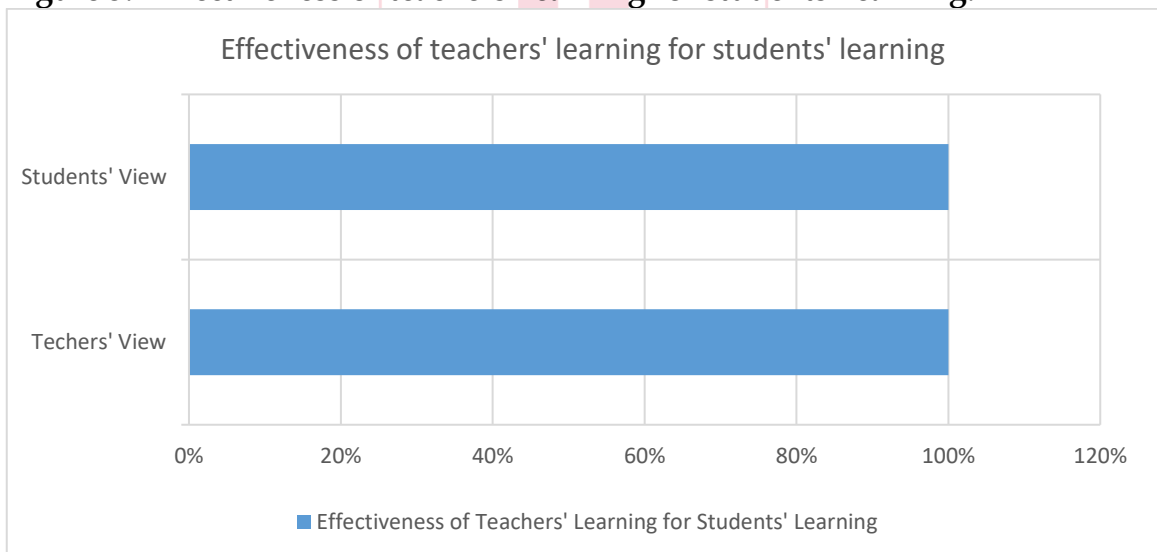
The opinions of those who participated in this research are presented in chart 3. These respondents were asked about the implication of their trainings for students’ learnings. 55% of the respondents indicated that they consistently applied the knowledge and skills gained from their learning experiences to benefit their students' learning outcomes. There were 30% respondents opined that they sometimes implied their learnings for students’ learnings, and 15% respondents opined that they never implied their learnings for students’ learnings.

**Figure 4. Students’ learning level.**



The learning levels of the students are presented in chart-4. This study measured the learning levels of the students at different stages in the field of their learnings. It is found that when teachers never apply their learnings for students’ learning, the level of students’ learning was 39%. When the teachers sometimes implied their learning for students’ learning, the level of students’ learning was 54%. And when the teachers always implied their learning for students’ learning, the level of students’ learning was 76%.

**Figure 5. Effectiveness of teachers' learning for students' learning.**



The opinions of those who participated in this research are presented in chart- 5. These respondents were asked about the effectiveness of teachers’ learnings for students’ learnings. All the respondents (both the teachers and the students) admitted that teachers’ learnings were effective for students’ learnings.

**Findings from Interview**

The interviews with three participants shed light on the multifaceted nature of professional development's impact on teachers' practices and student outcomes. Findings from interview session-1 highlighted the overwhelmingly positive influence of professional development activities on teachers' instructional methods and student engagement. Participants unanimously expressed how these opportunities equipped them with innovative strategies, ultimately enhancing classroom dynamics and creating better learning environments.

Findings from interview session-1 revealed the practical challenges teachers encounter in implementing newfound knowledge into their teaching practices. Time constraints and a lack of institutional support emerged as significant barriers, hindering the seamless integration of professional development outcomes into daily teaching routines. This discrepancy between perceived benefits and implementation challenges underscores the necessity for comprehensive support structures and tailored training programs to address the gap. Findings from interview session-1 emphasized the indispensable role of collaboration in overcoming these challenges and maximizing the impact of professional development. Participants highlighted the value of peer learning and support networks in facilitating knowledge sharing, idea exchange, and collective problem-solving. Such collaborative efforts ultimately enrich teachers' practices and contribute to improved student learning outcomes.

## DISCUSSION

Several studies have investigated the impact of instructors' learning on students' learning outcomes, emphasizing the importance of teachers' professional development programs. Existing literature, such as studies by Desimone (2009), Darling-Hammond et al. (2017), and Timperley et al. (2007), suggests that these programs can enhance student learning outcomes. However, the effectiveness of such initiatives depends on various factors, including program quality, teacher involvement, and support from school administrators.

In Bangladesh, where concerns about the education standard persist, the government has implemented teachers' professional development programs to address the issue. Studies like those conducted by Hossain et al. (2019) and Islam et al. (2019) explored the impact of these programs on student learning outcomes. Hossain et al. found that these initiatives improved student learning outcomes but faced challenges such as inadequate support from school administrators and lack of follow-up instruction. Islam et al.'s study indicated that while these programs enhanced teachers' knowledge and skills, the impact on student learning outcomes was limited. Both studies highlighted the need for more comprehensive and sustained professional development initiatives.

The existing research underscores the potential of teachers' professional development programs to enhance student learning outcomes. However, it also emphasizes the necessity of addressing challenges like administrative support and program effectiveness. As a result, further research is essential to identify practical strategies for improving Bangladesh's educational standards, especially considering the unclear relationship between teachers' professional development programs and student learning outcomes.

This research reveals that 85% respondents received training in class management, 70% in lesson planning, 65% in using aids in the classroom, 55% in teaching-learning interactions, and 65% in providing feedback to students. In the question of Importance of Teachers' Training for Students' Learning, 55% of respondents considered teachers' training very important for students' learning, 35% thought it was important, and 10% considered it somewhat important.

Regarding the question, Implementation of Teachers' Training in the Classroom, 55% respondents always applied their training for students' learning, 30% sometimes applied it, and 15% never applied it. This research reveals students' learning levels, when teachers never applied their training, students' learning level was 39%. When teachers sometimes applied their training, the level rose to 54%. When teachers always applied their training, the level significantly increased to 76%. All respondents, including both teachers and students, agreed that teachers' training was effective for students' learning. This study pinpoints that the importance of teacher professional development programs in enhancing student learning outcomes, which are supported by other studies. They recognize the potential of these initiatives to positively impact education standards. This research acknowledges challenges faced in implementing teacher professional development programs. Issues such as inadequate support from school administrators, lack of follow-up instruction, and the need for more comprehensive and sustained initiatives are identified in both contexts. The findings of the study assign that effective teacher training positively influences student learning. It also illustrates a direct correlation between teachers applying their training and improved student learning levels. Studies by Hossain et al. (2019) and Islam et al. (2019) provide specific findings from the context of Bangladesh. They delve into the challenges faced and the limited impact observed in detail, providing a nuanced understanding of the situation in the country. However, this study provides quantitative data, showcasing specific numbers and percentages regarding teacher training and its effects on student learning levels.

The recent studies offer a more nuanced perspective by presenting viewpoints from educators and policymakers. They analyze the effectiveness of the programs and suggest improvements. This study, on the other hand, provides a snapshot of opinions and observations from respondents, focusing on the practical implications of teacher training in a classroom setting.

While this research reveals in-depth analysis and recommendations, the field study presents straightforward figures without delving into the underlying reasons for the observed trends. The figures illustrate patterns but lack detailed qualitative explanations.

This research contributes valuable insights into the realm of teacher professional development and its impact on student learning outcomes. It also offers depth and context-specific analysis, while the field study provides quantitative evidence supporting the positive correlation between teacher training and improved student learning. By considering both types of research, policymakers and educators can gain a comprehensive understanding of the challenges and potentials associated with teacher professional development programs, leading to more informed decisions for improving educational standards.

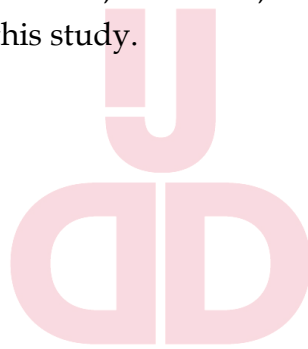
#### **Limitations and Future Research Directions**

The purpose of this study was to determine how well instructors in Bangladesh were learning to teach at the higher secondary level. However, it was unclear if the secondary level could adequately represent the entire sub-sector. These were the study's primary limitations. It was difficult to determine whether one's level

of education is representative of others. Picking someone from the other level of the educational system would be preferable. However, the researcher had to limit it because of resource limitations. This was yet another drawback of the research. The effectiveness and difficulties of instructors' learning for students' learning at the secondary level in Bangladesh have also been identified by this study, but no solutions to the issues have been discovered. Therefore, additional studies on the same topic should be carried out to investigate the solutions to the problem as thoroughly as possible.

## CONCLUSION

The results of this study have provided a significant viewpoint on the effectiveness and difficulties of teachers' professional development for students' academic achievement in Bangladesh. This study can help one understand the difficulties and effectiveness of teachers' learning for students learning. Even the teachers of any other level of education in Bangladesh and other nations can benefit from this study. This study serves as a significant example of how to enhance the level of awareness of teachers, educational stakeholders, and authority levels. So that, researchers, educators, and teachers at all levels can benefit from the findings of this study.



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