An Analytical Study of Teacher Factors Affecting Matriculation Examination Pass Rate

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Abstract

The primary purpose of this study was to explore teacher factors affecting the Matriculation examination pass rate. In this study, the quantitative research design was utilized and a total of 198 teachers from selected schools from four regions and two states participated in this study. The questionnaire consisted of two sections. The first section elicited the demographic characteristics of teachers. The second was a questionnaire for attitudes towards the teaching profession and its internal consistency (Cronbach α) was 0.803. Discriminant analysis was conducted depending on the nature of the variables. Before executing discriminant analysis, data were firstly screened for outliers. Then, assumptions for discriminant analysis were checked. Group statistics showed that there were mean differences among all the teacher factors under the categories of high, average, and low achieving groups. ANOVA table revealed that apart from the teachers' experience, the remaining teacher factors were reliable discriminators of the high, average, and low achieving groups. The conducted discriminant analysis was a three-group analysis, and therefore two discriminant functions were obtained but only discriminant function 1 was statistically significant with Wilks' Lambda= .63, chi-square= 92.308 at p< .001. The model explained 37.09 % of the variation in the grouping variable. Standardized canonical discriminant function coefficients and structure matrix revealed that the best predictor of teacher factors affecting matriculation examination pass rate was teachers' qualification while teacher training was next important variable but it was negatively correlated with the function and then followed Attitude towards teaching profession. The discriminant model classified correctly 58.1%, 38.3%, and 71.4% of teachers as teachers whose schools with high, average, and low achievement respectively. A total of 56.8 % of teachers were correctly classified into three groups with 55.2% of cross-validated grouped cases were correctly classified.

Key words: Matriculation Examination, Pass Rate, Teachers' Attitudes Towards Teaching Profession.

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