


FACTORS AFFECTING STUDENTS PERFORMANCE MEDIATED BY TEACHERS  
QUALITY IN HIGHER VOCATIONAL COLLEGES IN MAOMING CITY, CHINA

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ARTICLE INFO	ABSTRACT
<p><b>Article history:</b></p> <p><b>Received</b> 01 May 2023</p> <p><b>Accepted</b> 27 July 2023</p>	<p><b>Purpose:</b> For learning environments like schools and colleges, predicting students' success is one of the most important issues since it aids in the creation of practical systems that, among other things, promote academic achievement and prevent dropout. They gain from the automation of several student-related tasks that deal with large amounts of data gathered via software tools for technology-enhanced learning.</p>
<p><b>Keywords:</b></p> <p>Teacher Quality; Classroom Management; Teacher Qualification and Students Performance.</p>	<p><b>Theoretical framework:</b> A rigorous analysis and processing of this data might provide us with knowledge about the students' knowledge and how it relates to academic assignments. In this study, classroom management, teacher qualification and in-service training with the effect so mediating variable of teacher quality have been used to measure students' performance.</p> <p><b>Design/methodology/approach:</b> 364 respondents have been participated by using questionnaire are data collection methods and the data are analyses by using SMART-PLS.</p>
	<p><b>Findings:</b> The findings of the study revealed that the classroom management on students' performance in-service training, and teacher qualification have significant relationship with teacher quality. The strength and the relationships of the variables might be re-examined by the future researchers, including adding more variables from strategic, organizational, and environmental dimensions to determine the accuracy of the model.</p> <p><b>Research, Practical &amp; Social implications:</b> This study contributes to the existing body of knowledge in understanding the school quality management as this is the first study with the set of such variables. In other words, this study attempts to increase the understanding of the relationship between school quality management strategies on students' performance.</p> <p><b>Originality/value:</b> Education authorities should encourage all teachers to develop themselves through regular participation in seminars and conferences organized in their field of expertise in order to update their knowledge and acquire relevant teaching skills to help them impart appropriate knowledge to their students. In addition, the education department should provide schools with basic teaching equipment to make the teaching and learning process easier in schools.</p> <p>Doi: <a href="https://doi.org/10.26668/businessreview/2023.v8i8.2993">https://doi.org/10.26668/businessreview/2023.v8i8.2993</a></p>

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## FATORES QUE AFETAM O DESEMPENHO DOS ALUNOS MEDIADOS PELA QUALIDADE DOS PROFESSORES EM FACULDADES PROFISSIONAIS SUPERIORES EM MAOMING CITY, CHINA

### RESUMO

**Propósito:** Para ambientes de aprendizagem como escolas e faculdades, prever o sucesso dos alunos é uma das questões mais importantes, uma vez que auxilia na criação de sistemas práticos que, entre outras coisas, promovem o desempenho acadêmico e evitam o abandono. Eles ganham com a automação de várias tarefas relacionadas ao aluno que lidam com grandes quantidades de dados coletados por meio de ferramentas de software para aprendizagem aprimorada por tecnologia.

**Estrutura teórica:** Uma análise e processamento rigorosos desses dados podem nos fornecer conhecimento sobre o conhecimento dos alunos e como ele se relaciona com as atribuições acadêmicas. Neste estudo, a gestão de sala de aula, a qualificação de professores e o treinamento em serviço com o efeito de mediação variável da qualidade do professor têm sido usados para medir o desempenho dos alunos.

**Design/metodologia/abordagem:** 364 entrevistados participaram usando questionário são métodos de coleta de dados e os dados são analisados usando SMART-PLS.

**Constatações:** As conclusões do estudo revelaram que a gestão da sala de aula sobre o desempenho dos alunos no treinamento em serviço e a qualificação do professor têm relação significativa com a qualidade do professor. A força e as relações das variáveis podem ser reexaminadas pelos futuros pesquisadores, incluindo a adição de mais variáveis de dimensões estratégicas, organizacionais e ambientais para determinar a precisão do modelo.

**Investigação, implicações práticas e sociais:** Este estudo contribui para o corpo de conhecimento existente na compreensão da gestão da qualidade escolar, uma vez que este é o primeiro estudo com o conjunto de tais variáveis. Em outras palavras, este estudo tenta aumentar a compreensão da relação entre as estratégias de gestão da qualidade escolar no desempenho dos alunos.

**Originalidade/valor:** as autoridades educativas devem incentivar todos os professores a desenvolverem-se através da participação regular em seminários e conferências organizados no seu domínio de especialização, a fim de atualizarem os seus conhecimentos e adquirirem competências pedagógicas relevantes para os ajudar a transmitir conhecimentos adequados aos seus alunos. Além disso, o departamento de educação deve fornecer às escolas equipamentos básicos de ensino para facilitar o processo de ensino e aprendizagem nas escolas.

**Palavra-chave:** Qualidade do Professor, Gerenciamento de Sala de Aula, Qualificação do Professor e Desempenho dos Alunos.

## FACTORES QUE AFECTAN EL DESEMPEÑO DE LOS ESTUDIANTES MEDIADOS POR LA CALIDAD DE LOS PROFESORES EN LAS UNIVERSIDADES PROFESIONALES SUPERIORES DE LA CIUDAD DE MAOMING, CHINA

### RESUMEN

**Propósito:** Para ambientes de aprendizaje como escuelas y colegios, predecir el éxito de los estudiantes es uno de los temas más importantes ya que ayuda en la creación de sistemas prácticos que, entre otras cosas, promueven el rendimiento académico y previenen la deserción escolar. Se benefician de la automatización de varias tareas relacionadas con los estudiantes que tratan con grandes cantidades de datos recopilados a través de herramientas de software para el aprendizaje mejorado por tecnología.

**Marco teórico:** Un análisis y procesamiento riguroso de estos datos podría proporcionarnos conocimientos sobre el conocimiento de los estudiantes y cómo se relaciona con las tareas académicas. En este estudio se ha utilizado la gestión del aula, la cualificación docente y la formación en el servicio, con el efecto de mediar variables de calidad docente, para medir el desempeño de los estudiantes.

**Diseño/metodología/enfoque:** 364 encuestados han participado mediante el uso de métodos de recolección de datos y los datos son analizados mediante el uso de SMART-PLS.

**Hallazgos:** Los hallazgos del estudio revelaron que la gestión del aula sobre el desempeño de los estudiantes en la formación en el servicio, y la calificación del profesor tienen una relación significativa con la calidad del profesor. La fortaleza y las relaciones de las variables podrían ser reexaminadas por los futuros investigadores, incluyendo la adición de más variables de dimensiones estratégicas, organizacionales y ambientales para determinar la precisión del modelo.

**Investigación, implicaciones prácticas y sociales:** Este estudio contribuye al conocimiento existente en la comprensión de la gestión de la calidad escolar, ya que es el primer estudio con el conjunto de dichas variables. En otras palabras, este estudio pretende incrementar la comprensión de la relación entre las estrategias de gestión de la calidad escolar y el desempeño de los estudiantes.

**Originalidad/valor:** Las autoridades educativas deben animar a todos los profesores a desarrollarse mediante la participación regular en seminarios y conferencias organizados en su campo de especialización con el fin de

actualizar sus conocimientos y adquirir las habilidades docentes pertinentes para ayudarles a impartir conocimientos adecuados a sus estudiantes. Además, el departamento de educación debería proporcionar a las escuelas equipo básico de enseñanza para facilitar el proceso de enseñanza y aprendizaje en las escuelas.

**Palabras clave:** Calidad Docente, Gestión del Aula, Calificación Docente y Desempeño de los Estudiantes.

## INTRODUCTION

In many countries and cultures, quality management issues have been firmly on the agenda of higher education institutions for a long time (Patmawati et. al., 2023; Yusuf, 203; Becket & Brookes, 2008). Quality management has spread to many different countries around the world. At present, there is a growing literature on various topics of quality management, mainly focusing on its effects or impacts (Seyfried and Pohlenz, 2018; Leiber, 2018; Makhoul, 2019) . It is also related to particular practices (Seyfried and Reith, 2020). International Organization for Standardization (ISO) quality management system is the standardization ISO comprehensive summing up the experience of the world quality management, highly summarized the general rules of quality management. Quality management is a management system that encompasses all activities and tasks required to plan, achieve, and maintain a desired level of quality (ISO, 2015). When it comes to the quality education, the quality of higher education is one of the most pressing issues facing both in developed and developing countries and has been very active for more than three decades (Gupta, Pandey & Naagar, 2023; Mrabet, 2023). Quality is a key parameter that determines the social significance of education, which encompasses the economic, social, cognitive and cultural aspects of education and can be seen as an integral feature of the outcome of educational activities. It covers all key functions and areas of activity, including quality of personnel, educational programs, training of students, infrastructure of higher education institutions (Agusniati, 2023; Jamoliddinovich, 2022).

Quality variables for teachers range from holding full certification and professional degrees in the teaching field to receiving ongoing support through strategic professional development. This further emphasizes the importance of identifying pedagogical knowledge and pedagogical tendencies for quality teaching and supports the need to discover the most important components of teacher quality in our connected world (Thaariq & Kuswandi, 2023). In order to enhance student's performance, Melissa, Barnes & Russell (2020) suggested measuring teacher quality by gate-keeping when selecting a teacher, while Yao et. al., (2023) focused on four kinds of teacher quality indicators, namely, teacher qualification, teacher characteristics, teacher practice and teacher effectiveness, which are the main reasons influencing students' performance. Therefore, there is still a need for an international focus on

practical methods and relevance, applicability of teacher preparation programs to improve quality teacher preparation (Yao et. al., 2023; Afriadi, Tola & Triana, 2023).

Today's society needs not only academic research talents, but also technical talents with theoretical and practical abilities (Xue et. al., 2023). As an important part of China's higher education, higher vocational education plays an indispensable role in training technical personnel. It not only enriches China's educational structure, but also indirectly promotes its economic development. With the development of economy, the demand for technical talents in all walks of life is gradually increasing, so the requirements for higher vocational graduates are also increasing, which also puts forward higher requirements for the quality of students in higher vocational colleges (Rinne et. al., 2023; Rodriguez, Nguyen & Springer, 2023; Porres & Correa, 2023). Therefore, in this study, the researchers would like to look for strategies to enhance student's performance by school managers using quality management theory on teacher quality management, including improving teacher's classroom management ability, recruit teacher with master or doctoral qualification and improve teacher professional acknowledgment through in-service training.

## LITERATURE REVIEW

### Teacher Quality

Teachers are the main performers in the process of knowledge transfer, and they also play a strategic part in the process of teaching and learning. If there are no high-quality teachers, education is paralyzed and ineffective (Porres & Correa, 2023; Yuniarti, 2014). The qualification of teachers was a crucial element in vocational education (Indrayogi & Sofyan, 2023). Teachers are the important guarantee of the quality of higher vocational colleges and the quality of personnel training. Only high quality teachers can cultivate high quality students and run high quality education (Divine-Welekwe, Etim & Pekene, 2023; Zhou, 2022). Teacher quality, also known as teacher professional quality, refers to the basic qualities or basic conditions for successful educational activities. Specifically teacher quality is expressed as the sum of the inherent characteristics or qualities of teachers, which is oriented to meet the needs and reflects the degree of meeting the requirements of stakeholders (Zhao & Wang, 2014). The variables to examine teacher quality are very complex, and each scholar has his own different basis and standard. Some scholars believe that the content of teacher quality includes life quality, knowledge quality, teaching art quality, relationship quality and work quality (Rodriguez, Nguyen & Springer, 2023). Researchers and policy makers generally looked to two

areas as candidates for describing teacher quality :(a) teacher input, including teacher characteristics, professional preparation, and licensing; (b) Classroom effectiveness, usually measured by students' performance on standardized tests (Heck, 2007). In addition, Taylor (1962) read and analyzed 1379 essays on "a good teacher" and "a terrible teacher," and the findings indicated that students' conceptions of "a good teacher" connected mostly to teaching abilities (40%) and personal attributes (25%). The Student Perception Instrument, or SPI, was used by Vollmer and Creek (1988) to assess the efficiency of teachers on two dimensions: abilities in classroom behavior and interpersonal skills, both of which seem to correlate with teacher attributes. According to Thomas and Montgomery (1998), there were four components of effective teaching: caring, understanding, fun, and loving, and all of these components were tied to the traits of the instructor. According to Stricand (1998), "bad instructors" were educators who didn't not have sufficient area expertise and were unable to maintain appropriate classroom management. It could be seen from the literature review that some researchers had done studies on in-service training and how to arrange good it is important for teachers to take the in-service training to improve their quality (Peppetti, 2023). However, there are few literature referred to school quality management in teacher training programs and developments, so as to make contribution to students' performance. Besides, there are limited researchers investigating on how to provide good training programs to teachers and how it effects on teacher quality. It is obviously a research gap for future studies.

### **Classroom Management**

Researches on the relationship between classroom management and teacher quality is highlighted in the research field and the strategies that educational institutions employed in the classroom are hotly discussed in the academic field (Elassy, 2023). Evaluating classroom management is not just about judging whether a teacher can keep students quiet and on task. This means assessing teacher-student relationships, classroom organization and planning, student involvement, discipline, teacher style, and teacher goals, and then helping the teacher improve his or her classroom management skills (Yonas, Rupia & Onyango, 2023; Klitgaard,1987). Lisliana, Fitria & Rohana (2020) provided information on the implementation of classroom supervision in the Yassin Madrasa of Aliya Nejeri Class and its impact on teacher performance. The results showed that the classroom supervision includes arranging the time of classroom supervision, making a plan for the things needed for the implementation of supervision, and then supervised each element in class. Finally, report the implementation of

supervision and put forward subsequent improvement suggestions. The implementation of classroom supervision has a positive impact on teachers. A study was conducted by Hoque, Kenayathulla, Subramaniam, & Islam (2020) in secondary schools in Kuala Lumpur, Malaysia to determine the relationship between supervision and teacher performance and attitudes. This study used a simple random sampling method to select respondents including 200 teachers and 50 supervisors. Overall, supervision practice was not related to teacher performance and attitudes. However, there was a significant positive correlation between instructional supervision and teacher performance and attitude. The results of this study will help policy makers, school directors and principals choose the right supervisory practices to promote better teaching performance. From the empirical review, it could be concluded that there are some previous research that researched the relationship between teacher behaviour supervision and teacher performance; the relationship between classroom management strategies and teacher quality (Ke & Wang, 2023; Kwok, 2023; Potter, 2023). The empirical of the other measurements used by the administrators in supporting the teacher's development as a classroom manager has limited research available, therefore, creating a gap for this research to study.

### **Teacher Qualification**

Kudiyarovich (2021) discussed the factors that affected the teaching effect in the teacher qualification upgrading system highlighted. And the effect of effectiveness and quality of teacher training and the level of teachers' professional competence were also considered in the study. Awuor (2021) carried out a research to establish the influence of teacher qualification and teacher quality on mathematics teaching quality. The sample size of this research was 70 teachers and 6 SQASO. The results showed significant differences in the qualifications of teachers, with master's degree holders performing best. The findings may be helpful to policy makers, teachers, principals and SQASO regarding how qualifications affect the quality of mathematics instruction in secondary schools. Teachers with Master's qualifications in Mathematics Education were recommended to serve as INSET trainers. Yusufu, Utulu & Achor (2021) aimed to investigate the characteristics of teachers in Kogi East Education District, Kogi State, Nigeria. It was found that the qualifications and years of experience of social science teachers in both public and private middle schools contributed significantly to their professional competence. The Committee recommended that the National Ministry of Education employ only teachers with professional qualifications and certificates to teach social studies. This helped clarify the misperception that anyone can become a social studies teacher

and encourages the training and certification of social studies teachers. Oppermann, Hummel & Anders (2021) investigated 348 German preschool teachers to explore the relationship between teachers' scientific literacy, scientific self-efficacy and the frequency of teachers' scientific practice. The results of structural equation model showed that teachers' science self-efficacy beliefs played a mediating role between professional development and science practice. These results highlight the relevance of teacher science professional qualifications and teacher self-efficacy beliefs to science practice. From the literature review above, we could see that few studies have specifically examined the link between the strategies of principal's qualification preparation programs and teacher quality. Thus, by exploring the relationship between teacher qualification management by school leaders and teacher quality, our study addresses serious gaps in the existing research literature. Thus, how will the teacher qualification improve teacher quality, teacher professional development and teaching strategies are under research in the future.

### **In-Service Training**

In many countries, public schools rely on professional development programs to drive educational improvement (Ghadermarzi, et. al., 2023). Hassel(1999) identified that the professional development in government schools was a process for teachers to improve their skills and competence and as a result needed to be repaid by the student excellent performance. Cochran (2004) pointed out that not every teacher was fully prepared for the significant teaching profession, and teacher professional development efforts play a key role in improving teacher quality. Lumpe (2014) regards professional development as an important means to improve teacher quality and an key factor to improve students' performance. In order to certified the impact of teacher development programs on teacher quality after in-service training, some researchers made efforts to investigate the relationships between them. Akudo (2022) aimed to find out the extent to which teachers participated in continuous in-service training programmes to improve their work efficiency in secondary schools in Anambra State. The findings of this study revealed that teachers' participation in various continuous in-service training courses improved their productivity to a low degree. The study suggested that high school principal should hold seminars, workshops, counselling and commission to improve the work efficiency of schools. The findings of this study revealed that teachers' participation in various continuous in-service training courses improved their productivity to a low degree. The study suggested that high school principal should hold seminars, workshops, counselling and commission to

improve the work efficiency of schools. The results showed that after the specific training of cooperative teaching method, teachers had a significant improvement in the application of several cooperation dimensions such as social skills, evaluation, reflection, interdependence, interaction and tutoring. The results showed that training based on participants' needs and backgrounds facilitated the transfer to university teaching. The results underscore the importance of a high quality teacher professional development program. , from the literature review, in-service training does influence teacher quality and teacher performance in teaching practise, professional skills, knowledge and experience. In fact, we could see that most researchers only studied whether in-service training impacts teacher quality, not referring to how to manage the in-service training so that it can improve teacher quality. Therefore, it is another research gap for this research.

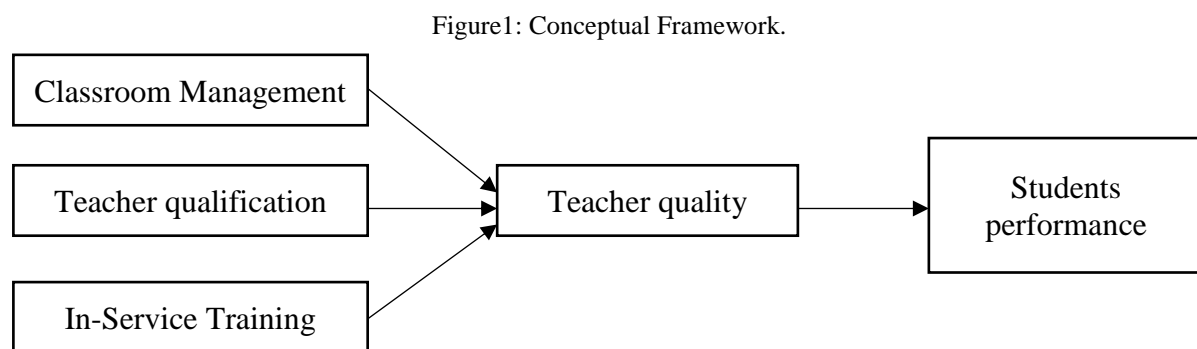
### **Students' Performance**

Academic circles do not have a clear definition of the behavior of students' classroom performance (Baig et. al., 2023; Hafdi et. al., 2023). According to modern psychology, behavior was the explicit activity of a single organism or a group of organisms. Shi (2001) pointed out that behavioral performance not only referred to the explicit response of individual activities, but also included the internal thinking activities and questions of individuals Problem solving ability and emotional attitude; Dembo (transferred from Shi, 2001) believed that behavioral performance referred to the sum of internal behaviors such as perception, belief, emotion, and intention. Students' academic performance refers to the knowledge and skills that students have mastered in a given subject or a course or the extent to which students have attained their short- or long-term educational goals (Bell, 2013). According to Kimani, Kara and Njagi (2013), emphasis should be placed on improving academic performance in order to implement the educational requirements needed and to equip citizens with the skills, values and knowledge to help them reshape society. According to Yusuf (2008), success in relation to any educational institution should be indicated by the student's school results in terms of academics and subjects. Hamoud, Hashim & Awadh (2018) discussed a model to predict students' performance in higher education. The researchers used three classifiers, namely J48, Random Tree and REPTree in the model. There was a total of 60 questions in the questionnaire, most of which were learning skills, motivation, personnel relationship, time management, career planning and resource demand. They suggested that students and academic staff use the model to determine which factors would enhance students' academic performance and enhance



institutional success. Barhamzaid & Alleyne (2018) in their research discussed the factors that influenced students' performance. Their study aimed to explore the influence of various factors on the academic performance of the first course of accounting major under the political conflict. The researchers found that three factors: Cumulative grade point average, high school score and branch school had an important influence on students' performance. From the review of the definition of student performance and factors that influence students' performance, we could conclude that most of the researchers focus on students themselves, family background, motivation, expectation and so on. However, there are not many researches focusing on teacher quality, which is inevitable in discussing students' performance. This is really a research gap for this thesis to study.

### Conceptual framework



Source: Authors

### Hypothesis

H1: There have a significant relationship between classroom management with teacher quality.

H2: There have a significant relationship between teacher qualification with teacher quality

H3: There have a significant relationship between in-service training with teacher quality

H4: There have a significant relationship between teacher quality with students performance

H5: Teacher quality significantly moderate the relationship between classroom management and students performance

H6: Teacher quality significantly moderate the relationship between teacher qualification and students performance

H7: Teacher quality significantly moderate the relationship between In-service training and students performance.

## Research Methodology

The study will be conducted in Maoming city, China and the data are collected by using questionnaire. The questionnaire consisted two part where Part A focusing on demographic profile and Part B consisted all the questions related to all the variable used in this study. Each construct is measured by using 5-point Likert type scale (5 = strongly agree and 1 = strongly disagree). 364 questionnaires with a complete answer manage to be collected for this study. All data will be analysed to determine the extent to which the quality management on improving teacher quality, thus improving students' performance. A multivariate analysis will be used in the research to examine the statistical crucial correlations between the variables and invariable.

## Finding

Table 1: Reliability.

	<b>Cronbach's Alpha</b>	<b>rho_A</b>	<b>Composite Reliability</b>	<b>Average Variance Extracted (AVE)</b>
<b>CLASSROOM MANAGEMENT</b>	0.947	0.947	0.960	0.826
<b>IN-SERVICE TRAINING</b>	0.957	0.957	0.967	0.852
<b>STUDENTS PEFORMANCE</b>	0.957	0.957	0.966	0.852
<b>TEACHER QUALIFICATION</b>	0.963	0.963	0.971	0.870
<b>TEACHER QUALITY</b>	0.939	0.949	0.953	0.801

Source: Authors

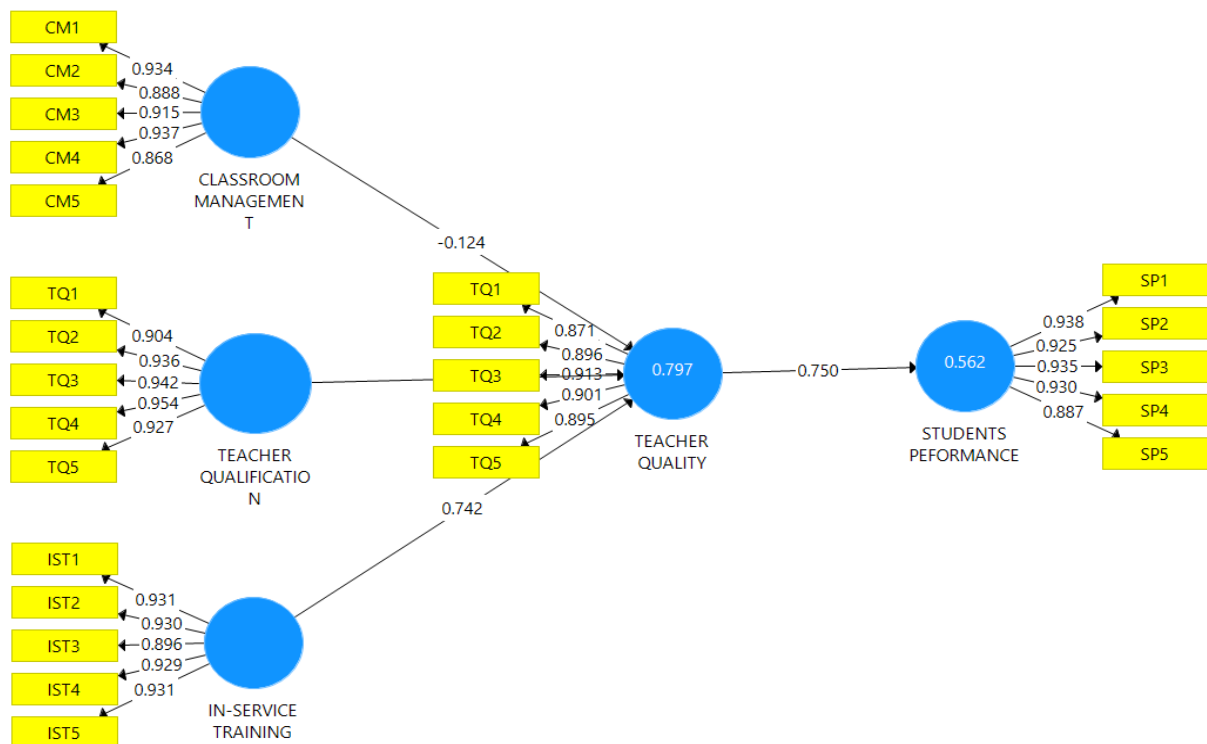
Scale instruments' uniformity has an impact on their dependability. The measuring indicators include internal consistency and individual item dependability. Factor loading is used to assess the reliability of each individual item. Internal consistency is assessed using Cronbach's alpha and latent variable composition reliability (CR). The proposed figure needs to be more than 0.7. Convergent and discriminant validity are measurement indicators that relate to the correctness of the scale instrument. Convergent validity's main goals are to determine the average variance extraction and to look at the connection between items on the same dimension (AVE). It must be more than 0.5 for the proposed value. The discriminant validity assesses the link between items with various features using the square root of AVE's value as a test. If the square root of the diagonal AVE is greater than either the horizontal or

vertical column's correlation coefficient, this suggests discriminative validity. Table 1 shows that all Cronbach's alpha and CR values are more than 0.7, indicating strong internal consistency and dependability. The AVE value for each dimension is more than 0.5, demonstrating sufficient convergence validity. When the Cronbach's alpha and composite reliability (CR) of each construct reach the threshold values of 0.60 and 0.70, respectively, the internal consistency dependability of a measurement model is judged satisfactory. Table 1 displays the Cronbach Alpha results for this research, which range from 0.939 to 0.957. According to Table 1, the composite dependability (CR) ranges from 0.953 to 0.971. As a result, every Cronbach Alpha and CR value exceeds the suggested top limit of 0.7. According to the present study's AVE results, every variable ranges from 0.801 to 0.870 and is more than 0.5. As a result, we may conclude that the analysed constructs are sufficiently reliable and internally consistent.

### Structural Model Assessment

In this section, it will share the model fit analysis by using discriminant validity and HTMT score.

Figure 1: Structural model.



Source: Authors

Table 2: Fornell and Lacker (1981) criterion

	CLASSROOM MANAGEMENT	IN-SERVICE TRAINING	STUDENTS PEFORMANCE	TEACHER QUALIFICATION	TEACHER QUALITY
CLASSROOM MANAGEMENT	0.809				
IN-SERVICE TRAINING	0.893	0.823			
STUDENTS PEFORMANCE	0.961	0.868	0.823		
TEACHER QUALIFICATION	0.878	0.943	0.904	0.833	
TEACHER QUALITY	0.778	0.888	0.750	0.863	0.895

Source: Authors

The ability of a set of items to distinguish one variable from others is known as discriminant validity. Table 2 shows that none of the concept correlations exceeded.924 (Hu and Bentler, 1999). According to the present study, discriminant validity ranges from 0.809 to 0.895. It recommends that all components show solid factor loadings on their own structures. The discriminant validity of the measurement model was good overall. The "Heterotrait-Monotrait ratio (HTMT)" of correlations has to be assessed for discriminant validity, claim Henseler et al. (2015). HTMT values have to be within 0.85. The results for the current study are shown in Table 3, and all of the items with scores between 0.807 and 0.843 suggest that discriminant validity has been validated and the model is reliable for further processing.

Table 3: Heterotrait-monotrait ratio (HTMT)

	CLASSROOM MANAGEMENT	IN-SERVICE TRAINING	STUDENTS PEFORMANCE	TEACHER QUALIFICATION	TEACHER QUALITY
CLASSROOM MANAGEMENT					
IN-SERVICE TRAINING	<b>0.839</b>				
STUDENTS PEFORMANCE	1.010	<b>0.807</b>			
TEACHER QUALIFICATION	0.920	0.982	<b>0.843</b>		
TEACHER QUALITY	0.806	0.920	0.772	<b>0.832</b>	

Source: Authors

Table 4: R Square

	R Square
STUDENTS PEFORMANCE	0.562
TEACHER QUALITY	0.797

Source: Authors

The square of the correlation coefficient can describe the amount of variation between two variables when a linear fit is assumed (Sanchez, 2012). Sanchez (2012) has established

values for R2 and the accompanying goodness of fit, which are displayed in the Table 4. Table 4 shows that the R2 values for teacher quality is .0797 which indicate 79.7% of the teacher quality can be explained by classroom management, teacher qualification and in-service training. For students' performance, the R2 score is 0.562 which indicate students' performance can be explain by 56.2% by teacher quality.

Table 5: Hypothesis Result for direct relationship

	Original Sample (O)	Sample Mean (M)	Standard Deviation STDEV)	T Statistics ((O/STDEV))	P Values
<b>CLASSROOM MANAGEMENT -&gt; TEACHER QUALITY</b>	-0.124	-0.112	0.060	2.071	<b>0.039</b>
<b>TEACHER QUALIFICATION-&gt; TEACHER QUALITY</b>	0.742	0.737	0.086	8.661	<b>0.000</b>
<b>IN-SERVICE TRAINING -&gt; TEACHER QUALITY</b>	0.272	0.265	0.078	3.488	<b>0.001</b>
<b>TEACHER QUALITY -&gt; STUDENTS PEFORMANCE</b>	0.750	0.750	0.038	19.823	<b>0.000</b>

Source: Authors

Direct relationship as have been reported in Table 5 reported all the relationship have as significant relationship. Hypothesis 1 proposed that There has a significant relationship between classroom management with teacher quality. The score as presented in Table 5 show score ( $\beta=-0.124$ ,  $t=2.071$ ,  $p>0.005$ ) which indicate that hypothesis 1 is supported. Hypothesis 2 proposed There have a significant relationship between teacher qualification with teacher quality. As presented in Table 5, hypothesis 2 is supported with the score ( $\beta=0.742$ ,  $t=8.661$ ,  $p>0.005$ ). Hypothesis 3 proposed There have a significant relationship between in-service training with teacher quality where the result show its supported base on the score ( $\beta=0.272$ ,  $t=3.488$ ,  $p>0.005$ ). Finally for direct relationship, hypothesis 4 proposed there have a significant relationship between teacher quality with students' performance and the result show score ( $\beta=0.750$ ,  $t=190823$ ,  $p>0.005$ ) which indicate the hypothesis is supported.

Table 6: Hypothesis Result for indirect relationship

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ((O/STDEV))	P Values
<b>CLASSROOM MANAGEMENT -&gt; TEACHER QUALITY -&gt; STUDENTS PEFORMANCE</b>	-0.093	-0.082	0.044	2.130	<b>0.034</b>
<b>IN-SERVICE TRAINING -&gt; TEACHER QUALITY -&gt; STUDENTS PEFORMANCE</b>	0.557	0.552	0.063	8.771	<b>0.000</b>
<b>TEACHER QUALIFICATION -&gt; TEACHER QUALITY -&gt; STUDENTS PEFORMANCE</b>	0.204	0.199	0.059	3.467	<b>0.001</b>

Source: Authors

For indirect relationship that measure the mediation effect, Hypothesis 5 proposed that Teacher quality significantly moderate the relationship between classroom management and students' performance. Based on the result presented in Table 6, hypothesis 5 is supported with the score ( $\beta=-0.093$ ,  $t=2.130$ ,  $p>0.005$ ). Hypothesis 6 proposed Teacher quality significantly moderate the relationship between teacher qualification and students performance. As presented in Table 6, hypothesis 6 is supported with the score ( $\beta=0.557$ ,  $t=8.771$ ,  $p<0.005$ ). Finally, for indirect relationship, hypothesis 7 proposed that Teacher quality significantly moderate the relationship between In-service training and students performance. The score for hypothesis 7 is ( $\beta=0.204$ ,  $t=3.467$ ,  $p<0.005$ ) which indicate that hypothesis 7 is supported.

## DISCUSSION

Classroom management is not an isolated component of effective teaching practice. Effective teaching practices are a combination of appropriate teaching methods and classroom management practices that together create an environment for quality teaching in the classroom and have a positive impact on student achievement (Francis & Oluwatoyin, 2019 ). Effective classroom management is more complex than classroom expectations and one-size-fits-all consequences for bad student behavior. Good classroom management encompasses and integrates all five areas of the teacher performance evaluation process: Commitment to students and student learning; Professional knowledge; Teaching practice; Leaders and community; Continuing professional learning (Francis & Oluwatoyin, 2019 ). Maintaining order and calm in the classroom requires more than just that. Building trusting connections with the students, encouraging them to actively participate in their own learning, and opening up a little bit about the teacher are all important. Good classroom culture benefits both teachers and students. As a teacher, understanding students behaviour in the class is very important because from the students behaviour, they can make the suitable preparation for their class management in terms of what kind of suitable material and methods that are suitable for their students. this will attract the students to participate mode in the class because they feel comfortable with the approach that the teacher use. This will encourage them to be more focus and participate more in the class. When the students are ready to receive the input from the teacher, it can increase the teacher quality because the teacher will feel appreciated. The finding in this study align with the previous research that have been conducted by Elassy, (2023), Yonas, Rupia & Onyango, (2023) and Kenayathulla, Subramaniam,& Islam (2020) which agree that a good classroom management can increase the teacher quality. in addition, a good classroom management can

increase the students' performance when provided with the high quality of teacher. In this case it show a high quality of teacher also is important to create a good classroom management that can lead to the increasing in students' performance.

In-service education can be defined simply as relevant courses and activities that in-service teachers take part in to improve their professional knowledge, skills and teaching professional competence. It therefore includes all forms of education and training for teachers already engaged in teaching (Osamwonyi, 2016). Teacher in-service education is a necessary condition to improve teachers' work performance and enthusiasm. A lack of in-service training for teachers hinders their professional growth and creates a "missing gap" between the need and the actual level of achievement. In-service education includes seminars, workshops, conferences, courses, exhibitions, etc., designed to develop and enhance employees in an organization from the initial employment stage through retirement (Osamwonyi, 2016). For in-service training, all the educator all around the world are encouraged to take additional in-service training to enhance their skill to ensure they can service the students properly. Gap generation usually can be the main disadvantages for the traditional teacher. By mastering certain in-service additional skills, it will encourage the teacher to close the gap generation, where the teacher will understand more the need and new methods that are suitable for the millennials students. In addition, this new in-service skill also it can encourage the teacher quality that lead to an increasing also in students' performance. This study align with the study that have been done by Ghadermarzi, et. al., (2023) and Akudo (2022) who agree that in-service training can increase the teacher quality. moreover, in-service training also can enhance the students' performance because high quality teacher usually can provide a new advance method for the students.

Finally for teacher qualification. Traditionally, teacher qualifications including undergraduate degree, certificate status and experience had been used as proxies for teacher quality (Fabiano, 1999; Rowan, Chiang, & Miller, 1997). The teaching qualification of a teacher is one of the main qualities of teachers, which means that the teaching qualification plays an important role in effective teaching and learning. A standard certificate usually means that a teacher has undergone an accredited teacher education program at undergraduate or graduate level and has completed education training in their field (Bashir, Garba & Umar, 2019). Measures are taken out by the governments and organizations to improve teacher qualification. Under the directive of the Ministry of Education and Science of Albania no. 2, dated 2012, the qualification of pre-university teachers for 2012 was carried out through the

personal professional development portfolio and the relevant exams (Alimehmeti & Danglli, 2013), which is also part of the strategies used in this study. As educator, it is very important for them to have a suitable qualification before they want to be an educator because the responsibility as educator is very important in the role to mould the new generation for the future. These have certain requirements that need to be fulfilled before one individual wants to be an educator. This to ensure the person who is selected to be an educator must have certain capability and capacity to be a teacher. Teacher qualification also will determine the quality of the teacher. And this also will help to increase the students' performance because a teacher with high qualification usually has more to offer compared to a teacher with a lower qualification. That's why students' performance will increase when the teacher has high qualification. This study aligns with the previous research that has been done by Kudiyarovich (2021) and Awuor (2021) who also believe that teacher qualification can enhance the students' performance because it can be one of the indicators to measure teacher quality.

## CONCLUSION

The findings of the study revealed that classroom management, students' performance, in-service training, and teacher qualification have significant relationships with teacher quality. The strength and relationships of the variables might be re-examined by future researchers, including adding more variables from strategic, organizational, and environmental dimensions to determine the accuracy of the model. This study contributes to the existing body of knowledge in understanding school quality management as this is the first study with the set of such variables. In other words, this study attempts to increase the understanding of the relationship between school quality management strategies and students' performance. Firstly, this study raises the issue of students' performance and teacher quality in the education system and clarifies the most important matters in the area. In addition, impacts of various other variables have also been examined from the qualitative study, including the assessment system of teachers and students, teaching ability competition, and teachers' ethics and styles. Finally, the present study's results have significant contributions and implications for principals, leaders, school managers, and policy makers. Education administrators should attach importance to quality improvement plans and let faculty and staff fully explain the implementation procedures and activities of quality improvement. To act upon these findings, it is also recommended that policy makers and government promote the importance of quality management in higher education, which is one effective way of



improving high-qualified students in vocational education. It was also suggested that the government should develop training and retraining programmed for teachers so that they can update their teaching skills and learn new teaching strategies to improve the teaching and learning process, thus improving students' performance. Besides, education authorities should encourage all teachers to develop themselves through regular participation in seminars and conferences organized in their field of expertise in order to update their knowledge and acquire relevant teaching skills to help them impart appropriate knowledge to their students. In addition, the education department should provide schools with basic teaching equipment to make the teaching and learning process easier in schools.

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