

A Correlation Between English Teacher Performance and Student Learning Outcomes in Senior High School: Case Study at SMAN 1 Kutorejo

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Abstract

Abstract: This study aims to investigate the correlation between English teacher performance and student learning outcomes at SMA Negeri 1 Kutorejo. Employing a quantitative correlational approach, the research involved 50 students from grades X and XI as respondents. The teacher performance questionnaire was adapted from Charlotte Danielson's Framework for Teaching (FFT), which consists of four domains: Planning and Preparation (A1), Classroom Environment (A2), Instruction (A3), and Professional Responsibilities (A4). Student learning outcomes were measured using English academic scores. The results showed that the average teacher performance score was 83.37, categorized as "Very Good," while the average student learning outcome score was 87.94, also classified as "Very Good." Among the FFT domains, A1 and A2 scored the highest, whereas A4 received the lowest, particularly in feedback provision and parental involvement. Data analysis using the Pearson correlation test revealed a correlation coefficient (r) of 0.308 with a significance value (p) of 0.030. The study also met the classical assumptions of normality and linearity, further validating the results. These findings suggest that English teacher performance, especially in lesson planning and classroom management, has a meaningful impact on student academic success, although other contributing factors may also be present.

Keywords: English Teacher Performance, Student Learning Outcomes, Framework for Teaching.

Introduction

Education plays a crucial role in shaping the future of individuals and society by providing the necessary knowledge, skills, and values required for personal and professional growth. The quality of education is influenced by multiple interrelated factors, including curriculum design, availability of learning resources, student engagement, and institutional policies (Carney, 2022). A well-structured curriculum ensures that students receive relevant and comprehensive knowledge, while adequate learning resources, such as textbooks, technology, and classroom materials, enhance the teaching and learning experience. Additionally, student engagement, which involves active participation and motivation in the learning process, significantly impacts educational outcomes (Fredricks et al., 2004). However, among these factors, the role of teachers remains fundamental in ensuring effective knowledge transfer and skill development. Teachers serve as facilitators of learning, guiding students to comprehend complex concepts and apply them in real-life situations. Their performance, which includes teaching strategies, classroom management, communication skills, and the ability to adapt to diverse student needs, directly influences students' academic achievement and overall learning experience (Hattie & John, n.d.). High teaching performance is

characterized by well-prepared lesson plans, the use of innovative teaching methods, and the ability to foster a supportive learning environment. Conversely, ineffective teaching can lead to disengagement, lack of comprehension, and poor academic outcomes.

Teacher's teaching performance encompasses various essential aspects, including lesson planning, implementation of teaching strategies, classroom management, and assessment of student learning outcomes. Lesson planning serves as the foundation of effective teaching, ensuring that instructional objectives are clearly defined, learning materials are well-structured, and teaching methods align with students' needs. A well-prepared lesson plan allows teachers to maintain instructional coherence, anticipate potential challenges, and create engaging learning experiences. Without proper planning, lessons may lack structure, leading to confusion and reduced student engagement (Richards & Farrell 2011). The implementation of teaching strategies is equally crucial in fostering student interest and comprehension. High-performing teachers utilize a variety of innovative teaching methods, such as active learning, collaborative projects, and technology integration, to enhance student participation and knowledge retention. Research indicates that diverse instructional approaches cater to different learning styles and abilities, ultimately improving academic outcomes (Goodwin et al., 2023). However, ineffective teaching strategies such as monotonous lectures or lack of interactive elements can result in student disengagement, boredom, and difficulties in grasping key concepts.

In addition, previous research has shown that teacher competence in Indonesia is still low, with around 81% of teachers not achieving the minimum score in the competency test. With the increasing demand for quality education, it is important for teachers to continue to develop their teaching performance in order to adapt to the development of the curriculum and the increasingly diverse needs of students. Therefore, the study of teaching performance is relevant in improving the overall quality of education.

The novelty of this research lies in a more specific approach to English teacher performance and student learning outcomes in the Indonesian education context. This study will use indicators to evaluate teacher performance, that include, lesson planning, lesson implementation, and evaluation of learning outcomes relevant to English subjects. Thus, this study aims to provide new insights into the relationship between English teacher performance and student learning outcomes, as well as provide recommendations to improve the quality of English education in Indonesia.

The importance and urgency of the research on "A Correlation Study: English Teacher Performance and Student Learning Outcomes in Senior High School" lies in the important role played by teachers in the educational process, especially in English language teaching. In the context of globalization, mastery of English has become very important for students to be able to compete at the international level. However, many students in Indonesia still face difficulties in learning English, which is often caused by low teacher performance. This study aims to identify and analyze the relationship between English teacher performance and student learning outcomes, so as to provide recommendations for improving teaching quality and learning outcomes.

The selection of this research title is driven by the need to address challenges in English education in Indonesia, particularly at SMAN 1 Kutorejo in Mojokerto. The identification of the research problem stems from the issues observed by the researcher during a pre-observation at SMAN 1 Kutorejo. During this stage, the researcher examined how teachers conducted their lessons and noted variations in their teaching performance, which in turn influenced students' comprehension of the material. Therefore, this study aims to make a meaningful contribution to improving the quality of education. Furthermore, the chosen title highlights the relevance of the

research to current educational issues and aspires to generate findings that can be practically applied by educators and policymakers.

Literature Review

In practice, teaching performance is influenced by various factors, such as pedagogical competence, personality, teaching experience, and the use of technology in learning (Darling, 2000). Teachers who have good teaching performance can improve students' understanding, create a conducive learning atmosphere, and encourage students' active involvement in learning (Shulman, n.d.). Can create a conducive, interesting and effective learning environment. Good teaching performance can improve student learning outcomes through the use of appropriate teaching methods, differentiation in learning, and appropriate evaluation strategies. In addition, teachers who have good communication skills and use interactive approaches can increase student motivation and engagement in learning (Marzano & Brown 2009). Positive relationships between teachers and students also play a role in creating an environment that supports students' academic and social development (Pianta et al., 2012).

Conversely, poor teaching performance can have a profound negative impact on the learning process and student development. When teachers lack effective instructional strategies, fail to engage students, or struggle to adapt their teaching methods to diverse learning needs, students often experience difficulties in understanding the material. This can lead to frustration, decreased motivation, and overall disengagement from the learning process. Studies have shown that ineffective teaching contributes to poor academic achievement, as students are unable to grasp key concepts, develop critical thinking skills, or retain information effectively (Stronge, 2018). One major issue related to poor teaching performance is the lack of lesson preparation. Teachers who do not plan their lessons adequately may deliver disorganized content, fail to connect new knowledge with students' prior understanding, or struggle to maintain a logical flow in their teaching. As a result, students may find the lessons confusing and struggle to follow the learning objectives. Additionally, teachers who fail to anticipate students' learning difficulties may not be able to provide adequate explanations or support, leaving many students behind. Monotonous learning approaches that do not engage students can also reduce their motivation to learn. In addition, poor classroom management can create a non-conducive learning environment, cause disruptions during the learning process, and decrease student discipline (Wang et al 1993). Therefore, improving teachers' teaching performance is one of the factors in achieving optimal learning outcomes and creating a positive learning atmosphere.

The challenges range from inadequate pedagogical skills to limited English language skills themselves. High-performing teachers demonstrate strong lesson planning, implement engaging and innovative teaching strategies, manage the classroom effectively, and provide constructive feedback, leading to increased student understanding and motivation. Additionally, poor teaching performance is characterized by a lack of preparation, ineffective classroom management, and passive teaching methods often resulting in disengaged students, low comprehension, and poor academic outcomes. Meanwhile, moderate-performing teachers may have some effective teaching strategies but still struggle in some areas, such as adapting their teaching to varying student needs or consistently implementing active learning approaches. Research shows that ongoing professional development, peer collaboration, and institutional support are critical in improving teaching performance. Therefore, addressing these challenges is critical to improving the overall quality of English language education in Indonesia and ensuring better learning outcomes for students.

Previous studies have shown a significant relationship between teacher performance and student learning outcomes, especially in the context of English language learning. The results of a study by Helmy revealed that teacher performance in junior high schools has a positive effect on student learning achievement (Helmi, 2015). This study found that teachers who are able to plan, implement and evaluate learning well can significantly improve student learning outcomes. In addition, research by Mukminin et al. also confirmed that there is a significant influence between teacher performance on student learning outcomes, both partially and simultaneously (Mukminin, 2022). This shows that the active role of teachers in the learning process greatly determines the academic success of students.

Another research shows that teacher performance is not only related to teaching methods, but also to other factors such as teacher language proficiency and teaching effectiveness. Research by researcher Ophelia Elisa Novita found a link between teachers' language proficiency and teaching effectiveness, which has an impact on students' understanding of the subject matter. Although research has been conducted regarding teacher performance and its impact on student learning outcomes, there is still a gap in the focus of research that is more specific to English language subjects. Most previous studies discuss teacher performance in general without directly linking it to learning outcomes in the English context. For example, Musfah's research shows that low teacher performance in Indonesia is caused by various factors, such as a lack of understanding of learning strategies and low achievement motivation. However, not many have explored how these factors specifically impact on students' English language acquisition.

Methodology

This study employs a quantitative correlational research design to examine the relationship between English teacher performance (independent variable) and student learning outcomes (dependent variable) at SMAN 1 Kutorejo, Mojokerto. The research was conducted in the middle of the second semester with a population of 210 students across grades X–XII, and a sample of 50 students selected through *Proportional Stratified Random Sampling*. Data sources include primary data (teacher performance scores via structured Likert-scale questionnaires and student English exam results) and secondary data (institutional academic records and relevant literature). Data collection techniques involve questionnaires to capture student perceptions of teacher performance and documentation to obtain objective academic scores. Research instruments consist of teacher performance questionnaires and exam score records, validated through expert judgment, Pearson correlation, factor analysis, and pilot testing. The research procedure covers preparation, data collection, data processing, statistical analysis, and reporting. Data analysis, conducted using SPSS, includes descriptive statistics, normality testing (Kolmogorov-Smirnov or Shapiro-Wilk), correlation analysis (Pearson or Spearman), and hypothesis testing at a 5% significance level to determine whether a significant relationship exists between teacher performance and student achievement.

Results and Discussion

Statistical Assumption Test

Table 1. Data Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		50
Normal Parameters ^{a,b}	Mean	0.0000000
	Std. Deviation	2.34334177
Most Extreme Differences	Absolute	0.104
	Positive	0.104
	Negative	-0.056
Test Statistic		0.104
Asymp. Sig. (2-tailed)		.200 ^{c,d}
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Based on the data from the statistical assumption test results in the table above, it can be seen that the Asymp. Sig value of the two variables is 0.200. In accordance with the interpretation criteria of the data normality test, where the significance value (Asymp. Sig) > 0.05 indicates that the data is normally distributed, it can be concluded that all variable data in this study are normally distributed. According to (Sugiyono, 2012), data is considered normally distributed if the significance value in the Kolmogorov-Smirnov test is greater than 0.05. Therefore, with a value of 0.200, the data meet the assumption of normality, validating the use of parametric statistical analysis such as Pearson correlation in this study.

Table 2. Results of Kolmogorov- Smirnov Linearity Test

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Student Learning * Teacher Performance	Between Groups	(Combined)	157.530	22	7.160	1.383	0.210
		Linearity	28.209	1	28.209	5.450	0.027
		Deviation from Linearity	129.321	21	6.158	1.190	0.331
	Within Groups		139.750	27	5.176		
Total			297.280	49			

Based on the table above, it is known that the linearity significance value is 0.027, which is smaller than 0.05. This indicates that the relationship between the teacher performance variable and student learning outcomes is linear. Meanwhile, the significance value of deviation from linearity is 0.331, which is greater than 0.05, indicating that there is no significant deviation from linearity. Therefore, the relationship between the two variables can be declared statistically linear. According to (Sugiyono, 2015) data meets the assumption of linearity if the significance value of the linearity test is less than 0.05 and the significance value of deviation from linearity is greater than 0.05. Based on this standard, it can be concluded that the relationship between English teacher performance and student learning outcomes satisfies the assumption of linearity. Hence, the Pearson correlation

analysis conducted is considered valid and appropriate for examining the relationship between the two variables.

Table 3. Data Correlation Test Results

Correlations			
		Teacher Performance	Student Learning
Teacher Performance	Pearson Correlation	1	.308*
	Sig. (2-tailed)		0.030
	N	50	50
Student Learning	Pearson Correlation	.308*	1
	Sig. (2-tailed)	0.030	
	N	50	50
*. Correlation is significant at the 0.05 level (2-tailed).			

Based on the table above, the significance value in the correlation between Teacher Performance (X) and Student Learning Outcomes (Y) obtained a Pearson correlation coefficient (r) of 0.308 and a significance value (p) of 0.030. Since the significance value is smaller than 0.05, it can be concluded that there is a significant relationship between English teacher performance and student learning outcomes. According to (Sugiyono, 2015), correlation coefficients are categorized as follows: 0.00–0.199 = very low, 0.20–0.399 = low, 0.40–0.599 = moderate, 0.60–0.799 = strong, and 0.80–1.00 = very strong. Therefore, the correlation value ($r = 0.308$) is considered low but positive. Despite its modest strength, the relationship remains statistically significant ($p = 0.030$), implying that teacher performance is meaningfully associated with student learning outcomes. This finding supports the theory that teacher quality is one of the key variables influencing student achievement (Arikunto, 2013), especially when measured through structured pedagogical frameworks like the Danielson FFT.

Hypothesis testing was conducted to answer the main problem formulation in this study, namely "Is there a correlation between English teacher performance and student learning outcomes?" Based on the results of the analysis using Pearson Product Moment with the help of SPSS version 25, the following results were obtained:

1. Correlation coefficient (r) = 0.308
2. Significance value (p) = 0.030

Because the significance value is smaller than 0.05, it can be concluded that there is a significant relationship between English teacher performance and student learning outcomes. The correlation value of 0.308 is included in the low but positive category, which means that the better the teacher's performance, the student learning outcomes also tend to increase. This relationship is unidirectional, which means that an increase in variable X is followed by an increase in variable Y. Thus, the alternative hypothesis (H_a) is supported. Thus, the alternative hypothesis (H_a) is accepted. The results of this study reinforce the important role of teachers in improving student learning outcomes and form the basis for efforts to improve the quality of learning in schools.

Discussion of Research Results

The discussion of this study aims to answer the research question: “Is there a correlation between English teacher performance and student learning outcomes?” This research was conducted at SMA Negeri 1 Kutorejo with a sample of 50 students from grades X and XI. The instruments used were a teacher performance questionnaire and student academic scores in English subjects. The teacher performance questionnaire was developed based on the Danielson Framework for Teaching (FFT), which consists of four core domains: Planning and Preparation (A1), Classroom Environment (A2), Instruction (A3), and Professional Responsibilities (A4). Each domain was represented by a set of items designed to capture students' perceptions of their English teacher's effectiveness.

Based on data analysis, students' perceptions of their English teachers' performance were generally high, with average scores exceeding 80% of the maximum possible. According to qualitative interpretation, this score falls within the "high" category, indicating that teachers have fulfilled their roles effectively in planning, implementing, and evaluating lessons. Among the indicators, the highest score was found in the use of fun and varied learning methods, while the lowest was in providing feedback on student work. Nonetheless, all components remained in the high category. Among the four domains assessed using the Danielson Framework for Teaching (FFT) :

1. Domain A1 (Planning and Preparation) received the highest average score. Specifically, indicators related to clarity of instructional objectives and appropriateness of selected teaching materials were rated very highly by students. This suggests that teachers are well-prepared and demonstrate thoughtful lesson planning.
2. Domain A2 (Classroom Environment) also scored highly, with students indicating satisfaction with classroom discipline, mutual respect, and the overall learning atmosphere. This shows that teachers are capable of managing classrooms effectively and fostering an environment conducive to learning.
3. Domain A3 (Instruction) obtained a slightly lower average compared to A1 and A2. While students agreed that teachers delivered lessons clearly and engaged them in interactive discussions, there was still room for improvement in areas such as posing higher-order questions and adapting instruction to student responses.
4. The lowest average score was recorded in Domain A4 (Professional Responsibilities), especially in indicators related to providing feedback and communicating with parents.

Moving forward, the results regarding student learning outcomes are also worth noting. The majority of the participants scored above the Minimum Competency Criteria (KKM), which suggests that they were able to comprehend and apply the lessons effectively. The students' academic scores aligned with their perceptions that the teaching methods used by English teachers were helpful in their learning process.

The statistical analysis using Pearson correlation in SPSS version 26 yielded a correlation coefficient of 0.308 with a significance level of 0.030. Since the p-value is below 0.05, this indicates a statistically significant correlation between English teacher performance and student learning outcomes. According to Sugiyono (2012), a correlation coefficient between 0.20–0.399 is categorized as "low correlation." Despite its low magnitude, the correlation remains statistically significant. This means that although the strength of the relationship is not high, an increase in teacher performance is still associated with a corresponding increase in student achievement. This

relationship indicates that improved teacher performance in planning, instruction, and professional responsibility correlates with higher student achievement in English.

Table 4. Interpretation

Correlation Coefficient (r)	Interpretation
0.00 – 0.199	Very Low
0.20 – 0.399	Low
0.40 – 0.599	Moderate
0.60 – 0.799	Strong
0.80 – 1.000	Very Strong

Based on the statistical analysis, the correlation coefficient between teacher performance and student learning outcomes was found to be 0.308 with a significance level of 0.030. According to Sugiyono (2021) correlation coefficients between 0.20 and 0.399 are categorized as 'low correlation'. Thus, although the strength of the relationship is modest, the result shows a statistically positive correlation meaningful connection between the two variables. This confirms that improvements in English teacher performance especially in key areas like planning, instruction, and classroom environment are positively associated with improved student achievement. Thus, a correlation value of 0.308 falls within the "low but positive" range. This suggests that while the strength of the relationship is modest, teacher performance as structured by FFT remains a contributing factor to student success. Effective classroom management and structured lesson planning, as outlined in FFT, significantly contribute to student academic achievement.

This study's findings are consistent with previous research but also offer distinct contributions. For instance, the study by Pido et al. (2023) revealed a significant influence of teacher performance on student learning outcomes at SMP Negeri 7 Telaga Biru. Their study employed simple linear regression and involved 80 eighth-grade students in the subject of Social Science. The analysis showed that 48.8% of the variance in student outcomes could be explained by teacher performance. However, the study did not explicitly mention any conceptual framework used in designing the teacher performance instrument. The questionnaire applied was general and did not refer to a specific model like the Danielson Framework for Teaching (FFT). While Pido et al.'s research provides statistical insight into teacher influence, the lack of a structured pedagogical framework limits the depth of analysis.

In contrast, this current research at SMA Negeri 1 Kutorejo applied the Danielson Framework for Teaching (FFT), allowing this study to assess teacher performance with greater specificity and academic validity. Although the correlation strength is not as high as in Pido et al.'s study, this study provides a more detailed view of how each domain of teacher performance contributes to student achievement. Therefore, it offers a more structured and academically grounded approach to understanding the teacher-student performance relationship.

Another study conducted by Helmi (2015), titled "Teacher Performance in Improving Student Achievement at SMP Negeri 2 Babahrot Aceh Barat Daya," emphasized the vital role of teachers in enhancing student academic performance. This research used a qualitative descriptive approach through interviews and observations to assess teacher performance. It concluded that

teachers who demonstrated high responsibility, consistent attendance, and effective classroom management positively impacted student achievement. However, unlike the current study at SMA Negeri 1 Kutorejo, Helmi's study did not apply a structured quantitative instrument or mention any pedagogical framework such as the FFT. The instruments used were general and subjective without categorizing teacher performance into specific pedagogical domains.

By contrast, the present study employed a structured quantitative approach using a questionnaire grounded in the FFT framework, covering the four critical aspects of teacher professionalism. This methodology enabled a more systematic and measurable assessment of teacher performance and its relationship with student achievement. Furthermore, the current study used quantitative academic scores and statistical correlation analysis, providing a clearer depiction of the connection between teacher effectiveness and student learning outcomes.

In conclusion, the present study reinforces the idea that English teacher performance, particularly when assessed through a comprehensive framework like FFT, has a meaningful impact on student learning outcomes. While the correlation found was low, it was statistically significant, highlighting the importance of continuing efforts to support and enhance teacher performance as a pathway to improving student achievement. This finding also aligns with the broader body of research, confirming that effective teaching remains a critical factor in educational success.

Conclusion

This study investigated the correlation between English teacher performance and student learning outcomes among Grade X and XI students at SMA Negeri 1 Kutorejo using a quantitative approach with 50 participants. Teacher performance, measured through a Danielson Framework for Teaching (FFT)-based questionnaire, showed high competence in all domains, especially in Planning and Preparation (A1) and Classroom Environment (A2), while Professional Responsibilities (A4) scored slightly lower but remained high. Student learning outcomes, assessed through English academic scores, were generally above the Minimum Competency Criteria (KKM), indicating effective learning. Pearson correlation analysis ($r = 0.308$, $p = 0.030$) revealed a low but positive and significant relationship between teacher performance and student achievement, consistent with findings by (Suwartini, Rahmawati, & Ferryka, 2023). The results underscore the importance of effective teaching, particularly in planning, classroom management, and instruction, in enhancing student outcomes. Recommendations include strengthening teachers' professional responsibilities, providing targeted professional development, expanding future research with mixed methods and broader samples, and encouraging students to develop self-discipline, motivation, and collaborative learning habits.

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