ABSTRACT
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Relationships Among School Related Variables And Student Academic Achievement Of Students Taught By Alternatively Certified And Traditionally Certified Teachers
(Major Professor: Wilton Barham, Ph.D.)

The primary purpose of this study was to examine significant differences, if any, in student academic achievement of sixth and seventh graders in mathematics and reading as measured by the *Iowa Test of Basic* Skills (ITBS) between the students of alternatively certified teachers and traditionally certified teachers. The test scores of pupils of alternatively certified teachers and traditionally certified teachers were compared. Additionally, this study determined whether teacher gender, teacher ethnicity, student gender, student ethnicity, class size or school socioeconomic status was the strongest predictor of student academic achievement of 6^{th}- and 7^{th}-grade students from three selected school districts in northeast Louisiana. The normal curve equivalence's (NCE's) scores from the ITBS in mathematics and reading were utilized in the study. Each mathematics and reading teacher participant completed a demographic survey.

The study utilized frequency distributions, correlations (descriptive), multivariate analysis of variance (MANOVA), univariate analysis of variance (ANOVA), and stepwise multiple regression (inferential) to examine the data. The results from these analyses led to several observations. A significant statistical difference was found between pupils of alternatively and traditionally certified teachers in mathematics and reading. Student's ethnicity and school socioeconomic status appeared to have been te strongest predictors of student academic achievement in mathematics. Student ethnicity, school socioeconomic status, and class size appeared to have been the strongest predictors of student academic achievement in reading. An interpretation and explanation of the finding of the study led to several recommendations aimed at improving teacher certification programs.