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PERCEPTION OF HIGHER SECONDARY SCHOOLS TEACHERS TOWARDS ACADEMIC PERFORMANCE OF STUDENTS

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ABSTRACT

The world is becoming more and more competitive and for the performance and personal progress is the key factor. A study was designed to know teachers' perceptions regarding students' performance at the higher secondary school level. All the higher secondary school students (male and female) were the population of the study. The higher secondary schools of district Toba Tek Singh were considered for the target population. The 80 teachers (40 male and 40 female) were chosen as a study sample proportionate from the 17 higher secondary schools. The collected data were statistically analyzed using descriptive statistics frequency and percentages with Statistical Package for Social Sciences (SPSS) software. The demographic characteristic of respondents shows that the vast majority of teachers have a graduate degree, and half of the teachers belong to the 25-50 age category and have up to 10 years experience, respectively. The teachers' response indicated that students of higher secondary schools have confidence in asking and answering questions.

Keywords: Perception; Teachers; Performance; Students; Higher Secondary School.

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INTRODUCTION

Education is the main tool, procedure, or method that provokes, develops, and brings out the potential capacities of a person to organize him as a talented individual of society. From this point of view, education is helping people and improving their developmental functions (Goni, 2015). The educational process starts at birth and persists throughout life because education is a steady and ongoing process (Idrees Malik et al., 2016). The process of schooling usually starts at the age of 4 to 6 years when children become ready to meet collectively for the purpose of definite direction (Nuthana, 2007). In an earlier period, when the formal early and high school level education was ended, the educational process was thought to be completed. Nevertheless, in today's informational technology age, the adult is quite often studying under comfortable situations throughout his office life or even after retirement (Goni, 2015). So in the broader sense, education is a method or practice designed to introduce the information, awareness, talents, and attitude essential to facilitate the individual's handling of his surroundings efficiently. Its main rationale is to encourage and support the self-realization of an individual for all persons. Obtaining these aims need an appreciative devotion plan that education is a basic tool for communal and financial development of human being welfare (Murray, 1980; Goni, 2015).

A number of factors affect academic performance. The world is becoming more and more competitive, and for personal performance, progress is the key factor. These include individual and household characteristics such as motivation from the family and environment provided to the student at home, student's ability, and the quality of secondary education obtained. Along with other factors, the gender of students may also be an important factor in determining student's academic performance. Gender issues are currently a matter of high concern worldwide, particularly between policymakers and academic

institutes. Concentration in gender-related differentiation in academic performance has been stirred by disquiets about the malfunction of a female student to attain their educational potential (Frank et al., 1993; Lent et al., 2000). Different studies have also revealed a dissimilarity between males and females in his educational achievements (Karthigeyan & Nirmala, 2012). Differentiation in educational achievements of the two gender is expected to put in disparities in the distribution of functions related to cognition in the world (Oppong-Sekyere et al., 2013). Therefore, a study was designed to know teachers' perceptions regarding the performance of students at higher secondary school levels.

METHODOLOGY

The study was descriptive in nature, and a survey was conducted among the higher secondary school teachers. This study was analyzed to know the perception of teachers regarding the performance of students at higher secondary school level. All the higher secondary school students (male and female) were the population of the study. The higher secondary schools of district Toba Tek Singh were considered for the target population. The 80 teachers (40 male and 40 female) were chosen as a sample of study from the 17 higher secondary schools (12 female and 5 males). After conducting the literature review and team of experts, a well-developed questionnaire with five Likert Scales was adopted for this proposed study. The collected data were analyzed through SPSS (Statistical packages for Social Sciences) and MS Office tools software considered to interpret the data in the form of figures and graphs.

RESULTS AND DISCUSSION

Age, gender, teaching experience, professional experience, subject taught, and student gender were taken as respondents' demographic characteristics.

Table 1. Distribution of age of the respondents.

Age (year)	Frequency (n)	Percent (%)
Up to 25	34	42.5
25-50	39	48.8
Above 50	7	8.8
Total	80	100.0

In determining human behaviors, age has been seen as a vital factor. Age demonstrates one’s ability to work and attitudes towards various economic and social aspects of life. Socio-economic characteristics of the person include education and age. Age is the important factor affecting the respondent’s behavior agreement (Talebi & Tajeddin, 2011). Table 1 shows that 48.8% of the respondents were between the age of 25 and 50 years, while 42.5 and 8% of the respondents have aged up to 25 and above 50 years. These results show that almost half of the respondents were middle-aged. These results are less or more to Jabbar et al. (2011), who reported that half of the respondents were middle-aged (30-50), whereas 26.7% among them were young (up to 30) years. As the maximum number of teachers was below 50 years of age, this shows that there is a diversity of teachers in the schools. This might be due to the fact that the government has hired many teachers/educators to fulfill the human resource needs of the schools in the past few years.

Table 2. Distribution of respondent according to gender.

Gender	Frequency	Percent
Male	40	50.0
Female	40	50.0
Total	80	100.0

For every human culture, the difference between males and females serves as a fundamental organizing principle. Although, every society allocated different roles to sexes. In comparison, gender refers to those

cultural, social, and psychological characteristics linked to females and males through specific social contexts. According to gender philosophy, sex and gender are considered different from one another (Glasser & Smith III, 2008). In this study, the researcher chose the gender in an equal proportion which is presented in Table 2. This is because the majority of the teaching community in rural schools are the local residents. Moreover, females are not in favor of their posting far away from their residences. The effect of teacher gender on primary level students will be different than those higher levels of education. According to Carrington et al. (2008), the gender of a teacher has a significant impact on student assignments and the educational enthusiasm of both girls and boys. Gender plays an important role in the academic achievement of students. It has been seen that male and female teachers taught the student in a different way and impacted the student’s achievement.

Table 3. Distribution of respondents according to qualification.

Qualification	Frequency (n)	Percent (%)
Bsc	20	25.0
Msc	41	51.3
M.phil	19	23.7
Total	80	100.0

According to Awan (2014), education plays an important role in the nation’s rise and fall. Technology and education is the main reason behind the global competition, and for the progress of any country, this competitive environment is important. Data in Table 3 reveals that 51.3% of respondents hold M.Sc degree followed by 25.0% who hold B.Sc degree. 21.3%, while 23.7% hold M.Phil degree. However, the findings of Zuzovsky (2009) related to the qualification of the teachers is inconclusive. It is believed by most of the scholars that there is a positive correlation between student’s academic achievement and higher degrees of teachers (Darling-Hammond et al., 2001). And it has been seen that first-degree holder teachers are more effective than the lowest one.

Table 4. Teaching experience of the respondents.

Teaching experience	Frequency (n)	Percent (%)
Up to 10	42	52.5
11-20	15	18.8
21-30	18	22.5
Above 30	5	6.3
Total	80	100.0

Teacher experience is the key factor in education; it drives transfer policies of teachers that prioritize seniority and are the common major source of inequality in the schools (Rice, 2010). The data in Table 4 depicted that 52.5% of the respondents had teaching experience of 1-10 years, followed by 22.5% of the respondents who have 21-30 years of teaching experience. However, 18.8% of the respondents had 11-20 years of teaching experience. At the same time, it was revealed that little percentage, 6.3%, of the respondents had more than 30 years of experience. This might be due to the factor that in the previous years, due to maximum induction of teachers/educators maximum number of teachers had teaching experience up to 10 years. It has been seen that the impact of a teacher in the first few years is stronger (Clotfelter et al., 2007). However, it is worth mentioning that there is still needed to do more induction to meet the current student-teacher ratio in the schools, especially in the rural areas. As in rural areas, new incumbents did not want their placement and tried to transfer to urban areas or the places near their residences.

Teachers’ Perceptions Regarding Impact of Gender on Students’ Performance

Gender is not related to biological or organic factors and sudden, but it is publicly created. The word gender can investigate and study the nomadic values and anticipations that affect a person’s manner of acting and behaving in his social circumstances as in class and school environment (Glasser & Smith III, 2008). Teacher gender affects the student’s academic achievement; therefore, teachers were asked for their perception about the teacher gender on the behaviour of the students.

Table 5. Perception of teachers about the statement “Students feel fear when question has been asked to them”.

Students feel fear when a question has been asked to them	Frequency (n)	Percent (%)
strongly agree	24	30.0
Agree	16	20.0
Undecided	22	27.5
Disagree	8	10.0
strongly disagree	10	12.5
Central tendency	\bar{x}	2.55
	SD	1.34

Table 5 reveals that 50.0 % of teachers agreed that students feel fear when a question has been asked. 27.5 % of teachers were undecided about this statement, while 22.5 % of teachers were not agreed. Talabi et al. (2003) stated that the performance and competency of each person are different from others. The dissimilarity cannot be endorsed due to only one factor; it results from various reasons and aspects such as learning habits/behavior, self-concept, brainpower, inspiration, ability, happiness, social and economic factors, etc. Besides these, students ‘gender also influences academic achievement and performance.

Table 6. Perception of teachers about the statement “Student’s response rate of answering questions is good”.

Student’s response rate of answering questions is good	Frequency (n)	Percent (%)
Strongly agree	17	21.3
Agree	33	41.3
Undecided	2	2.5
Disagree	20	25.0
Strongly disagree	8	10.0
Central tendency	\bar{x}	2.61
	SD	1.33

Table 6 reveals that 62.6% of teachers agreed regarding the response rate of the answering questions, while 35.0% disagreed about this. Begum & Phukan (2001) conducted a study to analyse the relationship between academic achievement and intelligence in boys and girls. Findings showed a correlation between academic achievement and intelligence of the students and the correlation was greater in the case of girls than boys.

Table 7. Perception of teachers regarding “Students confidence in class while reading any lesson”.

Students show confidence in class while reading any lesson	Frequency (n)	Percent (%)
Strongly agree	13	16.3
Agree	25	31.3
Undecided	4	5.0
Disagree	29	36.3
Strongly disagree	9	11.3
Central tendency	\bar{x}	2.95
	SD	1.33

Table 7 shows that half of the teachers were agreed that the students show confidence in class. Orth et al. (2012) reported that relationship is one of the major elements that affect pupils learning and gives a solid base to the link between respondent and teacher connection; further self-confidence is an element that mentally and emotionally improves the students and lessens the feeling of nervousness and stress. Dislen (2013) reported that some students might feel hesitant to involve in the lesson and do not respond to the answers because of a lack of eagerness. This might be due to the cultural effects that there are some limitations and boundaries defined in our system, which permits the teachers to interact with students of opposite gender in an effective way.

CONCLUSIONS

Teachers and parents play a key role in the students' performance. The world is going more competitive day by day. In the conclusion of this study, most teachers belong to the 25-50 age category, have graduated, and have up to 10 years of experience. Teachers feel that students of higher secondary schools are more confident in asking and answering the questions. Teacher experience is the key factor in education; in this context, the teacher needs more training to equip the students' confidence level and skill.

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