

COMPARATIVE STUDY OF FACTORS AFFECTING TEACHERS PERFORMANCE AT THE SECONDARY LEVEL

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ABSTRACT

This research study was a quantitative survey and the aim was to investigate the comparatively factors that affects teacher's performance at secondary levels in Dir lower. Population of the study was all public/private male and female teachers teaching at Dir lower. Stratified random sampling method was applied to select 300 teachers were selected as a sample of the study include 75 male and 75 female from public sector and 75 male and 75 female from private sector were selected from Tehsil Adanzai. The tool used in this study was self-developed likert scale questionnaire containing 5 indicators and 25 questions. Data was analyzed by mean, standard deviation and t-test. The result showed that some factors which affect teachers performance at secondary level and also show that affecting ratio of private school teachers is more than public and the affecting ratio of female teachers is more than male teachers mean that private school teachers affect more as compared to public sector teachers and female teachers affect more as compared to male teacher. It is necessary for government to make committee that will work on such factors that how to minimize such factors for the purpose of enhancing teaching learning process and for quality education.

Key Words: Teacher's performance, secondary education, comparison of male and female teachers' performance.

INTRODUCTION

Learning consists in a professional's life without learning life is incomplete at every stage of our life we need to learn some things to pass that stage successfully. We mainly know in two ways formal and informal ways. Formal learning takes place at an institution like a school, college, or university and informal learning takes place in society, in formal learning the main role model is the teacher means all the things should be controlled by the teacher. If we have qualities teacher so we have quality students because quality teachers can produce quality students, but unfortunately, in Pakistan, teacher performance is not satisfactory due to some factors, which affect teacher performance at the secondary level.

Teacher performance is a set of attitudes and behavior and the overall activities of teachers, which are curricular or co-curricular, come under the umbrella of teacher performance (Tehseen, & Hadi, 2015). The teacher is the main pillar of the teaching-learning process, plays a vital role in the

education system, and enhances student learning to success in the future. Teacher performance has a direct effect on student learning and student progress is the standard by which teacher performance should be measured (Taylor & Tyler, 2012). Rasheed et. al., (2016) explained that the impact of teachers' performance is directly proportional to the student learning process the performance of the teacher is seen as the success of a teacher in applying the task and responsibilities including the abilities to complete the goal and standards stated mean that if the teacher's performance is best so student learning will also best.

Teacher performance means the behavior of a teacher which changes according to the surrounding environment in such a way that when a specific task is assigned to a teacher, he/she takes action according to this situation and tries to accomplish means that how a teacher acts in a different situation and how to handle the student in

a different environment when suddenly the situation changes (Mustafa, Alzubi & Bashayreh, 2021). Teacher performance can be approximately divided into three main types, i.e, Task performance, contextual performance, and adaptive performance. Task performance means a set of behavior by which a man better knows and understands that the organization's goal had been underlined and discovered (Paz, 2021). Task performance is the technical behavior and activities involved in the employee's job (Khan et.al., 2012). Apart from task performance, the contextual performance refers to the employees, activities which do not pay to the technical core but support the organizational, social, and psychological environment in which the organizational goal is followed (Abarro, 2018; Haryaka & Sjamsir, 2021).

Research Objectives

1. To assess Teacher performance at the secondary level
2. To compare teacher performance gender wise

Research Questions

1. What is the teacher's performance at the secondary level?
2. What is the gender difference in teacher performance?

Statement of the Problem

Teacher is the main pillar of education system and teacher performance play an important role in teaching learning process but unfortunately teacher performance is unsatisfactory in Pakistan due to some factor which affect teacher performance therefore this study is an attempt to find out the factors which affect teacher performance at secondary level in Dir lower.

Significance of the Study

This study aimed to provide information about teacher performance and the factors, which affect teacher performance at the secondary level. This study was helpful for teachers to make improvements in their performance, for teacher trainers so that they can focus on future training, for administration to focus on teacher performance, for curriculum developers to include teacher performance as a subject, and for policymakers to

make a policy in which teacher performance could not be affected.

LITERATURE REVIEW

Teacher performance is the most important factor in every education system, but unfortunately, teacher performance is not satisfactory in our school. In particular, teacher performance is very poor in public schools due to some factors. If we focus on these factors, we can make our education system brighter. Teacher performance shows us the quality, effectiveness, and learning outcomes of the institution. Schools, classrooms, and books are all useless without teachers. Teaching is one of the most powerful occupations in society (Kapur, 2018). Students' learning is dependent on teacher's performance. A good teacher cannot satisfy a student only by his/her teaching style, but a good teacher manages all the activities assigned to him/her like classroom management, teaching methodology, students' motivation, students' ensuring, managing ethics, making, interaction, and proper link with the parents of students and the administration of an educational institution (Hasbay & Altındag, 2018).

Arif, Nadeem and Khaliq (2020) argued that evaluation of a teacher's performance is different from that of other workers in other occupations. Teaching is a unique profession in comparison to other occupations because workers in other occupations can be evaluated based on the number of customers they have, but there are no such standards for teachers, who face different student populations throughout the academic year, particularly in public schools. The worker belongs to other professions do specific tasks that are expected from the worker in that field, but teachers perform different activities because the role and duties of a teacher cannot be clearly defined (Ferguson & Womack, 1993; Kapur, 2018).

There are two types of performances, one is good performance and the other one is bad. Good performance include punctuality at work, cooperating with student, cooperating with staff, manage the problem, control on emotion and regularity while poor performance includes late arrival at work place, always absent, lake of cooperating, too much complaints, having no control on emotion, lake of loyalty, lake of interest (Aliasgharpour, Monjamed & Bahrani, 2010). To find the factor that affects the performance of

teacher, Hasbay and Altındag (2018) developed a model known as the model of individual Behaviour and result. According to these models the four factor that affect the performance of teacher are motivation, capabilities, role, perception and situational factor, if four of these factors are weak than the performance will be reduced (Altunova & Kalman, 2020). According to Mustafa, Alzubi and Bashayreh (2021) that the factors are divided into two main categories, motivation factor which involves challenging work, respect, responsibility that gives positive satisfaction. And other one is hygiene factors such as status, job security, salary and worker conditions which do not give positive satisfaction. Personality plays an important role in teacher performance, a good teacher can make a failure student brighter through his/her personality, experience, methodology, communication, learning environment, friendly environment, skill, motivation, and encouragement (Andriani, Kesumawati & Kristiawan, 2018). Akram et. al., (2011) stated that teacher’s performance in private sector is more positive as compared to government sector even the teachers of public sectors are more trained and well paid as compared to private sector, he argues that the main reason of teacher poor performance is the lake of proper assessment in public sector, so lake of assessment is also a factor which affect the performance of teachers. Altunova and Kalman (2020) argued that private school provides better sport activities, which are important for both mental and physical health, also provide safe learning environment. Private school always try to use modern approach and most work is done by student so the student of private school is more bold and shy less and perform well as compared to public school student (Abdulkarim, 2022).

Research Design

Selection Of research design depends on the nature of the problem so for this study quantitative survey research methodology were used, to investigate the factors which affect the performance of teacher at secondary level in District Dir Lower.

Procedure of the Study

Population of the study was all male and female teachers who teach at government secondary level in District Dir lower that contains 69 school in which 52 are male schools and 17 are female schools in which 120 are combined male and

female schools and 3 are only female school. Stratified random sampling technique was used in this research study; four strata were made from the selected population that include 75 male and 75 female teachers. Questionnaire was considered as a research instrument and will be used for data collection. A likert scale questionnaire was used which contain five options. Questionnaire was used for data collection. Data was collected from secondary school teachers male and female to who were selected as respondents of the study. Researcher personally visited the schools to collect information from the teachers. The collected data was analyzed through SPSS (Special package for social science).

DATA ANALYSIS

Table 4.1: Descriptive analysis

The following table shows the mean and standard deviation of overall scale of teachers.

Factor affect teacher performance	Mean	Standard deviation
	45.65	6.152

The above table show that the total mean score of Factor affect teacher performance was 45.65 and standard deviation 6.152.

Table 4.2: Descriptive analysis of Factor affects teacher performance

	Mean	Std. Deviation
Teacher behavior	9.23	2.576
Teaching resource	9.46	2.052
Classroom management	9.50	1.982
Teacher training	8.52	1.910
Teacher student relation	8.94	2.017
Total	45.65	6.152

The table shows the mean and standard deviation. The mean of teacher behavior was 9.23, with a standard deviation of 2.576; the mean of teaching resources was 9.46, with a standard deviation of 2.052; the mean of classroom management was 9.50, with a standard deviation of 1.982; the mean of teacher training was 8.52, with a standard deviation of 1.910; and the mean of teacher-student relations was 8.94, with a standard deviation of 2.017. also shows the total mean, which was 45.65, and the standard deviation, which was 6.152.

Teacher behavior shows maximum mean and standard deviation, while teacher training shows minimum mean and standard deviation.

Table 4.3: Gender differences in factor affection teacher performance

		Mean	Std	Sig	T	Df
Total	Male	44.32	5.530	.022	-3.806	298
	Female	46.97	6.464			

The above table shows that the total mean for males was 44.32 and the standard deviation was 5.530; the total mean for females was 46.97 and the standard was 6.464. A comparative analysis of factors affecting teacher performance showed that approximately the standard deviation and mean score were the same, and t-test analysis showed that the mean difference was significant.

Table 4.4: Gender comparison of factor affection teacher performance

	Gender	Mean	Std. Deviation	Sig.	T	Df
Teacher behavior	Male	8.61	1.643	.000	-4.277	298
	Female	9.85	3.130			
Teaching resource	Male	9.54	1.843	.016	.673	298
	Female	9.38	2.242			
Classroom management	Male	9.46	2.110	.443	-.291	298
	Female	9.53	1.854			
Teacher training	Male	8.37	1.813	.377	-1.331	298
	Female	8.66	1.996			
Teacher student relation	Male	8.34	1.758	.096	-5.426	298
	Female	9.54	2.081			
Total	Male	44.32	5.530	.022	-3.806	298
	Female	46.97	6.464			
					-3.810	292.153

The above tables show the mean value of factors affecting teacher performance subcategories of teacher behavior, teaching resources, classroom management, teacher training, and teacher-student relations. The mean value of teacher behavior for males is 8.61 and the standard deviation is 1.643. The mean value for females is 9.85 and the standard deviation is 3.130. There is no significance to a teacher's behavior. The mean value of teaching resources for males is 9.54 and the standard deviation is 1.843. The mean value for a female is 9.38 and the standard deviation is 2.242. There is a significant difference in teaching recourse.

The mean value of classroom management for males is 9.46 and the standard deviation is 2.110; the mean value for females is 9.53 and the standard deviation is 1.854. It is significant in classroom management.

The mean value of teacher training for males is 8.37 and the standard deviation is 1.813; the mean value for females is 8.66 and the standard deviation is 1.996. It is significant in teacher training.

The mean value of the teacher student teacher-student relationship for a male is 8.34 and the standard deviation is 1.758, and the mean value for a female is 9.54 and the standard deviation is:

T-Test

	Sector	Mean	Std. Deviation	Sig.	T	Df
Teacher behavior	Male	8.28	1.720			
	Female	10.18	2.915	.000	-6.878	298
Teaching recourse	Male	9.00	2.115		-6.900	243.770
	Female	9.92	1.885	.179	-3.981	298
Classroom management	Male	9.41	2.096		-3.978	293.209
	Female	9.58	1.867	.538	-.757	298
Teacher training	Male	8.42	2.060		-.756	293.161
	Female	8.62	1.751	.036	-.906	298
Teacher student relation	Male	8.99	2.075		-.905	289.183
	Female	8.89	1.964	.464	.426	298
Total	Male	44.09	5.948		.425	296.615
	Female	7.19	5.979	.736	-4.499	298
					-4.499	297.979

The above table shows the mean value of subcategories of factors that affect teacher performance which are teacher behavior, teaching resources, classroom management, teacher training, and teacher-student relation. The mean value of teacher behavior in the male sector is 8.28 with a stander deviation of 1.720 and the mean value of teacher behavior in the female sector is 10.18 with a stander deviation of 2.915 the significance is .000 which is below the stander so it's not significant.

The mean value of teaching resources in the public sector is 9.00 with a standard deviation of 2.115 and the mean value of teaching resources in the male sector is 9.92 with a standard deviation of 1.885 and the significance value is .179 so it's significant. The mean value of classroom management in the female sector is 9.41 with a standard deviation of 2.096 and the mean value of classroom management in the male sector is 9.58 with standard deviation 1.867 and the significance value is .538 so it's significant.

The mean value of teacher training in the male sector is 8.42 with a stander deviation of 2.060 and the mean value of teacher behaviour in the female sector is 8.62 with a stander deviation of 1.964 and the significance value is .036 so it's significant.

Findings

Important findings of this study are following:

1. Over all mean score of teacher perception about factor affecting teacher performance was found in this study. The total mean score was 45.65 And standard deviation was 6.152

2. The total mean score of male teachers was 44.32 and standard deviation was 5.530
3. The total mean score of female teachers was 46.97 and standard deviation was 6.464
4. The total mean score of public sectors was 44.09 and standard deviation was 5.948
5. The total mean score of private sectors was 47.19 and standard deviation was 5.979.
6. The mean score of female teachers is high as compared to male teacher which showed that female teacher affects more as compared to male teacher
7. The mean score of private school teacher is high as compared to public sector teacher Which showed that private sector teacher affects more as compared to public sector.

Conclusion

Conclusion of the study based on findings of this study, it is concluded that there are some factor which affect teacher performance at secondary level in Dir lower. The total mean score of that factor are 45.65 and standard deviation was 6.152, the mean score of male teacher was 44.32 and standard deviation was 5.530 and the total mean score of female teacher was 46.97 and standard deviation was 6.464 which identified that female teacher affect more as compared to male teaches.

Recommendations

It is recommended for government to increase the GDP of education, give more focus on education and provide more facilities to enhance the quality of education and minimize

the factor, which affect teacher performance. It is recommended for teachers that get well training and must be understand that how to manage, plan, lead, control and assess the class. It is recommended for administration to arrange gender wise meeting for teacher in which all teacher share their teaching experience with each other. This research study is conducted in secondary level only if conduct in primary and middle level so it will investigate more factors which affect teacher performance that will be more beneficial.

This research study is limited at district Dir lower only if it conducts in other district so it investigates some other factors which affect teacher performance. This research study is quantitative survey if conduct qualitative in this area so it investigates some other problem in teaching learning process.

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