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ROLE OF EDUCATION DEPARTMENT BASED FACTORS ENHANCE SECONDARY SCHOOL STUDENT'S PERFORMANCE IN EDUCATION

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KEYWORDS	ABSTRACT
Education Performance, Education Department Based Factors, Secondary School Students	The current study was carried out to identify role of education department-based factors enhance secondary school student's achievement in education. Cross-sectional survey research under the umbrella of descriptive research of quantitative approach was carried out. With the help of a two-stage random sampling technique, sampling was selected. A questionnaire-based on two sections demographic and 3 factors (teaching methodologies, the working routine of teachers, and resources) were comprised of 5-point likert scale developed by researcher. The findings of this study helped the researcher to conclude that students are agreed that they have sufficient resources in their school as its mean value is highest among factors and students achieve satisfactory marks in education and there is positive as well as significant but week correlation between these two variables which highlighted there is the Education who are learning in 10th grade at secondary schools of district Sialkot. There results provide a guideline to policy makers to update policies regraded curriculum implementation, at school level regularly by keeping in mind the student's needs, potential, and requirements of the present tenure in particular context
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INTRODUCTION

Education turns into motivation to acquire change the existence of individual, it promotes the development of a healthy society by advancement and the development of economic development of the society that all in all build up a general society (Bhardwaj, 2016). There is a need to support and promote attention along with the education of student teachers and the parents of students which results in advancement of living standards of people for this there is need to improve the system of schooling i.e., primary education because the primary education is the basic representation of individual of the society (Cowling, Lozano, & Murray, 2010). As at that level, understudies need substantially more consideration of

their folks, family yet additionally of teachers. For satisfaction of this essential prerequisite, trademark was raised by most under developing and developing countries non-industrial nations that were education for all (Miles & singal, 2010).

According to the school of thought that to improve the system of education students are the basic elements of any educational institution but along with students to improve the quality and standards of educational society and system to ensure quality and performance of the teacher. Teachers are the key elements after students. Ayeni and Afolabi (2012) recommended that the performance of educators relies most on subject and mastery of subject knowledge which they are going to teach, by following skill, related competencies which they used towards the achievement of their desired educational goals. To achieve the purpose of effective and quality teaching in the school environment, the teacher needs some skills, qualities, and competencies that help his in effective teaching and learning (Ayeni & Amanekwe, 2018). Educators need to realize what to instruct, how to educate which method of teaching is appropriate, and to whom he/ she educate. The conclusion of Ayeni and Afolabi (2012) was that nature and quality of educator's work essentially affect students and their performance and achievements,

The instructors are required to have the extraordinary information and knowledge about teaching method (pedagogy) which they are using in their subject of the teaching and its related areas of teaching. The teacher is the only element to whom the education and purpose of education cannot be served (Vecchio & Matsuura, 2016; Zaare, 2013). After the inclusion of primary education, secondary education is assumed important to build nation by developing an individual and healthy citizen of society. Secondary education is served as a reason for the development of the child. Pupils got ready to work in such a way that they could job in better manner (Memon, 2007; Tatlah,2015). Akram (2010) suggested that curriculum of this level is considered very significant as it guides the pupils to choose subjects as par them interest and aptitude. In this researcher words, the achievement of students directly or indirectly represents teacher's performance, the success of students considers as the success of teacher and failed of students represent the deficiency of the teacher.

In the life of every human and its activity education and instruction are considered as the first step towards the development of countries in this time of globalization and the age of technology resolution (Taylor & Tyler, 2012). A school of thought after the comparison of japan, the USA, and Korea explored the study related to the factors that affect Education achievement of the school and students (Onderi et al., 2015). The motivation behind the examination was to nearly explore school-level components and students related factors affecting and influencing Education students' achievement of the Japan, USA, and Korean students. The consequences of the investigation showed that various example of the said Education achievement was found significant among Japan, America, and Korea. The last

some decades, the teachers are trying to explore the more effective and quality base teaching methodology of teaching Education as it is stated in SDGs about the quality base Learning of students so all females, males, and need to get a proper education in all subjects.

Likewise, it is significant to get teaching and learning of education of equality basis (Onderi at al., 2015). Education improvement is at the center of the educational procedure taking all things over world, yet in Pakistan still, educators and students face problems related to Education and there are huge differences are founded concerning gender achievement of Education. Consequently, this study is conducted to the identification and distinguished secondary school level's school-base elements that cause impact on pupil performance and achievement in the subject of Education.

Problem Statement

According to this paper presents solutions to the problems of the enhancement subject Education in 10th class secondary school system of Pakistan. The curriculum is also not uniformed which has given birth to the different schools of thoughts. The curriculum of education in Pakistan does not meet the demands of the current times. It is an old and traditional curriculum which compels the learners to memorize certain facts and figures without taking into consideration the reality that education is the holistic development of an individual. teacher is the backbone of education system. The quality of teachers in Pakistani schools is deplorable.

LITERATURE REVIEW

According to Dee and Wyckoff (2015); Taylor and Tyler (2012) schools are evaluated usually utilizing pupil's accomplishments records. Educators are the fundamental piece of educational institutes; they can't be isolated from success of the pupils and educational institutions as a whole entity. It is very more legitimate to utilize such tests which are standardized for the appraisal of educators, by keeping in mind all the logic and standards teachers struck with their curriculum and its implementation. The teachers' performance is estimated and evaluated by performance of students in examination and teachers' training and evaluation. the students' achievement in both summative and formative assessment is estimated as the ultimate criteria to judge and evaluate teachers, effectiveness. According to Dee and Wyckoff (2015) stated that education is assumed as an integral part of human development and provides a link between personal opportunities and well-being towards better and healthy living. Education not only satisfies our basic needs but it guarantees knowledge acquisition along with skills, it helps to improve the quality and productivity towards healthy and satisfactory life.

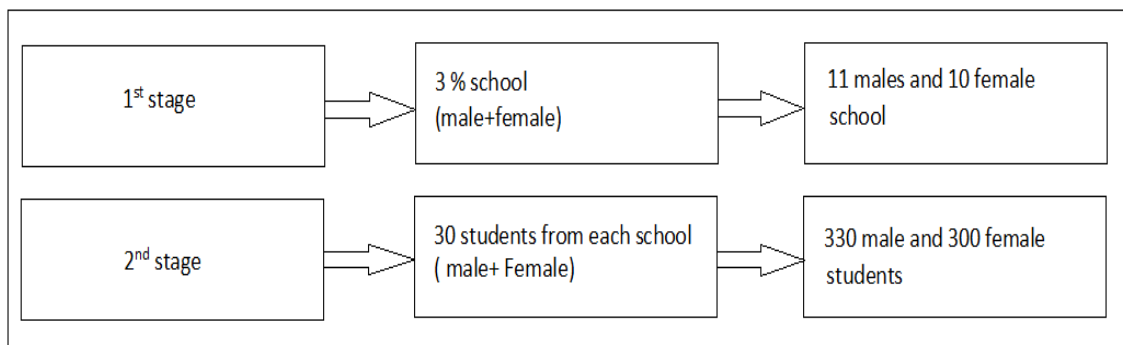
According to Crosnoe, Johnson and Elder (2004) Students' achievement and performance quality is the major priority and concern for teachers. The quality of students' performance

and achievement is the responsibility of teachers, trainers, coaches, and researchers who have highly interested in students' quality-related various variables. These variables are mentioned in the curriculum served as indoor and outdoor activities which cause effects on students' academic performance and achievement in terms of quality. These elements might be named student factors, family factors, school factors, and peer factors. According to [Marzano, Waters, and McNulty \(2001\)](#) variables that support student achievement, there are such variables with lead towards deficiency of quality and affect the quality of students. Literature explores the various series of elements that are considered significant while investigating the factors that affect students' quality, achievement, and success in academics. it is a very challenging and complex job to identify such variables which are most appropriate for performance, academic achievement, and quality ([Waters, Marzano, & McNulty, 2004](#)).

RESEARCH METHODS

Cross-sectional survey research under this point of description research of quantitative approach was carried out to identify the school-based factors that become the reason to improve the performance of the students in Education learning in government school at Sialkot. According to the education department census in Sialkot male schools are 373 and 355 female schools, in these school's number of boys is 35797, whereas 33913 girls are leaning in 10th grade are 899 and 2174 respectively. With the help of a two-stage random sampling technique, the sample was selected. The details of sampling are given below:

Figure 1 Sampling Frame



A questionnaire based on two sections likewise the demographic and 3 factors (teaching methodologies, working routine of teachers & resources) were comprised of 5-point Likert scale developed by the researcher to inquire about the school-based factors that become the reason to improve students' performance in Education. The validity of questionnaire was assured with help of experts whereas reliability was checked through piloting having a

value of 0.72 on other hand, students' performance was measured through their midterm exams prepared by their education teacher.

RESULTS AND DISCUSSION

The researcher utilized mean and standard deviation to represent central tendency of the data while effect of education department-based factors on student education performance was calculated with the application of simple linear regression analysis.

Table 1 Student Perception about Education Department-Based Factors

Sr. No	Factors	Mean	SD
1	Teaching Methodology	3.68	1.04
2	Working Routine	3.58	1.06
3	Resources	3.77	1.00

N=630

Table 1 represents the mean and SD values against the students' responses that they gave against education department-based factors. These aforementioned values highlighted that student are agreed that they have sufficient resources in the school as its mean value is highest among other factors.

Table 2 Students Achievement in Subject of Education

	Mean	Standard Deviation
Achievement	69.90	8.426

Table 2 is about the mean and SD values indicating that the students achieve satisfactory marks in Education as the mean value was 69.90, whereas SD=8.426.

Table 3 Correlation amid students 'perception about education department-based factors and achievement in Education

	Classroom Management	Achievement
Instruction	1	.234**
Achievement		1

The researcher incorporated correlation analysis in order to identify relationship between said variables. The values pointed out that there is positive as well as significant but week correlation between these two variables. Based on these results the researcher rejected the null hypothesis as $r=.234$ and $p<.05$.

Table 4 Impact of education department factors on students' Achievement in Education

R square	Adjust R square	Df	F	Sig
.055	.053	1	36.260	.000

The researcher incorporated regression analysis in order to identify impact of education department-based factors on student achievement in Education and results represented in table 4 which indicated that variance between variable is .05% since value of R square= .053, F=36.260, and p=.000. these results highlighted the model fitness.

Table 5 Regression coefficient showing impact of education department-based factors on students' Achievement in Education

Model	Unstandardized coefficients		Standardized coefficients	t	Sig.
	B	Std. Error	Beta		
Achievement	58.363	1.943		30.042	.000
Education department-based factors	3.041	.505	.234	6.022	.000

The result of regression analysis reflecting through coefficient value shows that there is the impact of education department-based factors on students' achievement in Education who are learning in 10th grade at secondary schools Sialkot. Values of B=.234, t=6.022, p=.000, sufficient to rejected the null hypothesis. Normality, linearity, and homogeneity are reflected through the below-mentioned.

CONCLUSION

The findings of the study of this helped researcher to conclude that students are agreed that they have enough resources in their school as its mean value is highest among other factors and students achieve satisfactory marks in Education as well as their is a positive as well as enough but week correlation between these two variables which highlighted there is the impact of education department factors on students achievement in Education who are learning in 10th grade at secondary schools of Sialkot. These results are consistent with result of studies (Adeyemo, 2010). In this connection, these results provide guideline to policymakers to update their policies regarding the curriculum implementation at the school level regularly by keeping in mind the students' needs potential, and demand of the present tenure.

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