

Sector-Wise Comparative Analysis of Factors that Influence Teachers' Performance

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Abstract: This research study aims to investigate the comparative study of factors affecting teachers' performance at secondary levels in Dir lower. This research study is a quantity survey. The population of the study was all public and private teachers teaching at Dir Lower, which were 52 schools in the public sector and 120 private schools, most of them combined. From these schools, 300 teachers were selected as a sample for the study, including 75 from the public sector and 75 from the private sector were selected from tehsil Adanzai using stratified random sampling techniques. The tool used in this study was a self-developed Liker Scale questionnaire containing five indicators, and 25-question data were analyzed using SPSS. The result shows some factors that affect teachers' performance at the secondary level and also shows that the ratio of private school teachers is higher than that of public schools, meaning that private school teachers are affected more than public sector teachers. The government must set up a committee that works on such factors and how to minimize them to enhance the teaching-learning process and quality education.

Keywords: Teachers' Performance, Secondary Level, Dir Lower, Education, Teaching

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Introduction

Learning consists of 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 each other in two ways: formal and informal. 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, which means all the things should be controlled by the teacher (Karim et al., 2019). If we have quality teachers, we have quality students because quality teachers can produce quality students, but unfortunately, in Pakistan, teacher performance is not satisfactory due to some factors that affect teacher performance at the secondary level. According to Farooqi et al. (2012), in Pakistan, there are four major factors that make a private school better than a public school. These factors include parents' education, status of the parents, use of English as an instruction medium, and location of a private school.

The performance of a teacher is seen as the success of the teacher in implementing the task and responsibilities including the ability to achieve the goal and standards stated means how properly a teacher can accomplish his/her task and achieve the goal successfully (Colquitt et al., 2015). Bennel (2004) pointed out that teacher performance in the private sector is more positive than that of the government sector. Although the teachers in the public sector are more trained and well paid as compared to the private sector, he argues that the main reason for teacher poor

performance is the lack of proper assessment in the public sector, so the lack of assessment is also a factor which affects the performance of teachers. Private schools provide better sports activities, which are important for both mental and physical health, and a safe learning environment. Private schools always try to use a modern approach, and most work is done by students, so the students at private schools are bolder and shyer and perform better than public school students (Niazi & Mace, 2006).

In Pakistan, many children are shifted by parents from government to private sector schools. The main reasons are the low performance of government schools, the poor performance of teachers, and poor management. There is a big difference in the private sector as compared to the public sector. Michael Barber (2010) argues in his study that government school performance is low as compared to the private sector. The main reasons are lack of facilities, poor performance of teachers, poor management, and lack of resources. The overall comparison shows that private school teachers are much better than those in the government sector (Barber, 2010). The teacher is the main pillar of the education system, and teacher performance plays an important role in the teaching-learning process. Unfortunately, teacher performance is unsatisfactory in Pakistan due to some factors that affect teacher performance; therefore, this study is an attempt to find out the factors that affect teacher performance at the secondary level in Dir lower.

Research Objectives

1. To assess factors affecting the performance of teachers at the secondary level.
2. To find the relationship between factors and teacher performance.
3. To compare teacher performance sector-wise.

Research Questions

1. What are the factors that affect teacher performance at the secondary level?
2. What is the relationship between factors and teacher performance?
3. What is the impact of the factors on teachers' performance sector-wise?

Statement of the Problem

Teacher is the main part of education system and teacher show play an significant 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 that 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. Bennel (2004) pointed out that teacher performance in the private sector is more positive than that of the government sector. Although the teachers in the public sector are more trained and well paid as compared to the private sector, he argues that the main reason for teacher poor performance is the lack of proper assessment in the public sector, so the lack of assessment is also a factor which affects the performance of teachers. Private schools provide better sports activities, which are important for both mental and physical health, and a safe learning environment. Private schools always try to use a modern

approach, and most work is done by students, so the students of private schools are bolder and shyer and perform well as compared to public school students (Niazi & Mace, 2006). According to Kalidass and Bahron (2015), in Pakistan, there are four major factors that make a private school better than a public school. These factors include parents' education, status of the parents, use of English as an instruction medium, and location of a private school.

In Pakistan, many children are shifted by parents from government to private sector schools. The main reasons are the low performance of government schools, the poor performance of teachers, and poor management. There is a big difference in the private sector as compared to the public sector. Michael Barber (2010) argues in his study that government school performance is low as compared to the private sector. The main reasons are lack of facilities, poor performance of teachers, poor management, and lack of resources. The overall comparison shows that private school teachers are much better than those in the government sector (Barber, 2010). Ghayas (2015), points out that the balance of education in Pakistan is not equal in the public and private sectors. The main reason is that the performance of teachers in the private sector is better than in the government sector. For such reasons, they make two sections. The main reason is the low GDP of the education system, which is only 2.0%. The other reason is a lack of teacher training and proper assessment and evaluation (Darling-Hammond, 2006).

The quality of the education system always depends on teachers, and for quality teachers, training is very important. There is a big difference in the performance of trained and untrained teachers. A trained teacher can handle and understand things more easily than an untrained teacher (Chau, 1996). Iqbal (2012) points out in his research that private school teachers always try to use more methods and techniques in order to deliver their message clearly and understand the students properly. In private schools, there are a lot of teaching materials and co-curricular activities compared to the public sector, so teacher performance in the private sector is better than that of the public sector (Iqbal, 2012).

Private-sector teacher performance is superior to public-sector teacher performance because private school teachers prepare for lectures, create a proper lesson plan, and choose the appropriate methodology for their lectures (Ali et al, 2020). Tariq et al. (2012) stated that public school teachers are more trained than private school teachers, but they have no facilities from the management side and no proper equipment. Even in some public schools, there are no blackboard facilities, mostly in rural schools, so this is the reason that public school teacher performance is weak compared to the private sector. However, in the private sector, the management provides a lot of facilities to enhance the level of teacher performance, such as charts, models, AVAIDS, pictures, etc.

According to Jimenez and Lockheed (1995), in the United States, the performance of private school teachers improves students' skills more than the performance of public school teachers. He conducts spoken and written tests and evaluates private school student scores as being higher than those in the public sector. Males and females both have different points of view and perceptions, and they use different methodologies, techniques, body language, and ways of assessment. Some occupations are suitable for males, such as army and engineering, and some are suitable for females, such as nurse duty or cook because they have different perceptions, manners, and opinions. They also use different methods for evaluation, management, assessment, and teaching techniques.

Research Methodology

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.

Population of the study was all teachers, teaching at government and private schools at secondary level in District Dir lower.

A stratified random sampling technique was used in this research study; four strata were made from the selected population, which included 75 public and 75 private teachers. Questionnaire was considered as a research instrument and used for data collection. A Likert scale questionnaire was used which contain five option. The researcher developed a questionnaire after a discussion with the supervisor.



Data was collected from secondary school teachers' public and private to the selected sample from the whole population. The collected data was analyzed through SPSS (Special package for social science)

Data Analysis

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

Table 1

Factors Affecting Teacher Performance

Mean	Standard deviation
55.65	5.152

The above table show that the total mean score of Factor affect teacher performance was 55.65 and standard deviation 5.152.

Tale 2

		Mean	Std deviation	Sig	T	df
Total	Public	44.09	5.948	.736	.425	298
	Private	47.19	5.979			

The above table shows that the total mean of the public sector is 44.09 with a standard deviation of 5.948 and the total mean of the private sector is 47.19 with a standard deviation of 5.979. Comparative analysis of this table shows that there is a little bit of a difference in the total mean and standard deviation of the public and private sectors, and T-test analysis shows that the mean difference is not significant.

Table 3

T-Test

	sector	Mean	Std. Deviation	Sig.	T	df
Teacher behaviour	Public	8.28	1.720	.000	-6.878	298
	Private	10.18	2.915			
Teaching recourse	Public	9.00	2.115	.179	-3.981	298
	Private	9.92	1.885			
Classroom management	Public	9.41	2.096	.538	-3.978	293.209
	Private	9.58	1.867			
Teacher training	Public	8.42	2.060	.036	-.756	293.161
	Private	8.62	1.751			
Teacher student relation	Public	8.99	2.075	.464	-.905	289.183
	Private	8.89	1.964			
Total	Public	44.09	5.948	.736	.425	296.615
	Private	47.19	5.979			
					-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 relations. The mean value of teacher behavior in the public sector is 8.28 with a standard deviation of 1.720, and the mean value of teacher behavior in the private sector is 10.18 with a standard deviation of 2.915. The significance is .000, which is below the standard, so it is 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 private 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 public sector is 9.41 with a standard

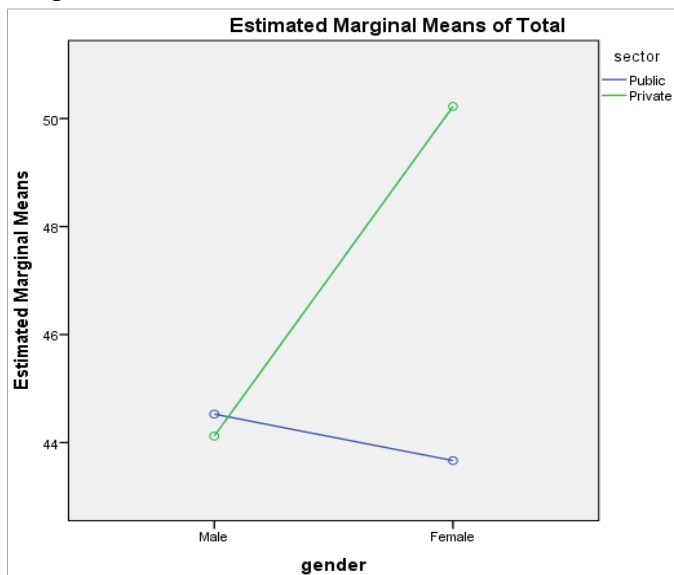


deviation of 2.096, and the mean value of classroom management in the private sector is 9.58 with a standard deviation of 1.867 and a significance value of .538, so it's significant.

The mean value of teacher training in the public sector is 8.42 with a standard deviation of 2.060, and the mean value of teacher behavior in the private sector is 8.62 with a standard deviation of 1.964, and the significance value is .036, so it is significant. The mean value of teacher-student relation in the private sector is 8.99 with a standard deviation of 2.075, and the mean value of teacher behaviour in the private sector is 8.89 with a standard deviation of 1.964, and the significance value is .464, so it's significant.

Figure 1

Marginal Mean of the Public and Private Sectors



The above table shows the total marginal mean of the public and private sectors. The total marginal mean of the private sector is more than the public sector, which shows that the private sector teacher's performance matters more as compared to the public sector.

Findings

An important finding of this study is the following.

1. An overall mean score of teacher perception about factors affecting teacher performance was found in this study. The total mean score was 45.65, and the standard deviation was 6.152.
2. The total mean score of public sectors was 44.09, and the standard deviation was 5.948.
3. The total mean score of the private sector was 47.19, and the standard deviation was 5.979.
4. The mean score of private school teachers is high compared to public school teachers.
5. The mean score of teacher behavior in the public sector was 8.28, and for the private sector, it was 10.18.
6. The mean score of teaching resources for the public sector was 9.00 and for the private sector was 9.92. The standard deviation for the public sector was 2.115 and for the private sector was 1.885.
7. The mean score of classroom management for the public sector was 9.41 and for the private sector was 9.58. The standard deviation for the public sector was 2.096 and for the private sector was 1.867.
8. The mean score of teacher training for the public sector was 8.42 and for the private sector was 8.62. The standard deviation for the public sector was 2.060 and for the private sector was 1.751.
9. The mean score of teacher-student relations for the public sector was 8.99 and for the private sector was 8.89. The standard deviation for the public sector was 2.075 and for the private sector was 1.964 which showed that private-sector teachers are affected more as compared to public-sector teachers.



Conclusion

The study's conclusion is based on the findings of this study, which conclude that some factors affect teacher performance at the secondary level in Dir lower. The total mean score of that Factor was 45.65, and the standard deviation was 6.152. The mean score of private sector teachers was 47.19, the standard deviation was 5.979, the mean score of public sector teachers was 44.09, and the standard deviation was 5.94, which indicates that private sector teachers are more affected than public sector ones. The mean score of teacher behavior in the public sector was 8.28, and for the private sector was 10.18. The standard deviation for the public sector was 1.7120, and for the private sector was 2.915. The mean score of teaching resources for the public sector was 9.00, and for the private sector, it was 9.92. The standard deviation for the public sector was 2.115, and for the private sector, it was 1.885. The mean score of classroom management for the public sector was 9.41, and for the private sector was 9.58, and the standard deviation for the public sector was 2.096, and for the private sector was 1.867. The mean score of teacher training for the public sector was 8.42, and for the private sector was 8.62. The standard deviation for the public sector was 2.060, and for the private sector was 1.751. The mean score of teacher-student relations for the public sector was 8.99, and for the private sector was 8.89. The standard deviation for the public sector was 2.075, and for the private sector was 1.964, which showed that private-sector teachers are affected more than public-sector teachers.

Recommendation

After analyzing the research study, some recommendations are made, which are the following:

- ▶ The GDP of education in Pakistan is low as compared to the developing countries, so it is recommended for the 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 factors that affect teacher performance.
- ▶ The teacher training for teachers is not satisfactory in Pakistan, so it is recommended for teachers to get good training and must understand how to manage, plan, lead, control, and assess the class.
- ▶ The ratio of sector-wise meetings is rare, so it is recommended for the administration to arrange a sector-wise meeting for teachers in which all teachers share their teaching experience with each other.

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