



THE PLACEMENT OF A TEACHER IN SECONDARY SCHOOLS OF DHA AND ITS EFFECTS ON STUDENTS' ACADEMIC PERFORMANCE

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ABSTRACT

The study explores the placement of a teacher in Secondary Schools of DHA and its effects on Student's academic performance. To give the appropriate placement to the teachers according to their abilities is quite challenging for an organization. The study shed the light on the factors happen inside the school and teachers are the central part of consideration and their overall performance shifted directly on student's development. Students' performance of secondary level depends largely on the proper placement of a teacher. The results of the study showed that teachers are satisfied with the standard placement and comfortable with the teaching subjects, students also feel comfortable and if they have any complain they can approach to higher authorities. Results can be utilized for the guidance of other schools of Karachi and to develop the standard of placement of teacher and adapt measures to provide healthy teaching learning environment where students can progress and achieve the aims / goals of education.

KEYWORDS: Academic performance, placement, teacher, secondary schools, DHA, effects and students.

INTRODUCTION

A machine cannot work properly if all the parts are not fixed at proper place. To make it work efficiently a regular checkup and care must be taken. The early attempt towards success is planning and target setting. In educational institutions the placement of a teacher according to their abilities is one of the major step towards success. Any organization works step by step to get success, it's like "chain reaction". The more we effort, the easier it become and gives positive output in the end. Educational institutions are the backbone of any nation; they prepare professions and provide leaders and other services to improve the lives of individuals in changing society [1]. Our country has its own Islamic ideology, therefore it is a prime role of educational institutions to guide their students in the light of Islamic ideology and modern technology as well, so that they will have good moral values and complete personality to face the challenges of complex world a. Hence the 'Teachers 'are appointed to train our future generation and they must be competitive, knowledgeable and wise enough to train and secure the future of our nation. Thus the importance of proper placement of a teacher according to one's ability and capability has a significant effect on student academic performance [2].

In modern societies educational institutions play a crucial role in the formation of state and society. Education has become an issue of increasing importance in all fields of education. It is quite clear that the teachers are the providers of future generation. The proper placement of a teacher in performing various tasks is important in the development of student's personality, in the institute and the nation at large. The progress and development of all aspects of life depends on academic performance of our students at international level, if their performance is not up to the mark then they will have no place in future world. This research is significant as it attempts to find the relationship between placement of a teacher and its effect on academic performance of a student [3]. Students of secondary level often get distracted from their academics and parents and teachers have a lot of complain. There are many reasons behind it. Therefore, today's teacher has to be multitalented and fully equipped with the modern tools and techniques of teaching and learning process. We need talented and dedicated teachers at academic and professional level; they should acquire proper knowledge, skills and interest by the choice of their own, so that we can achieve educational goals of the nation. Therefore, this is the biggest responsibility of educational institutions to appoint good and new teachers for the enhancement of academic achievements. If an educational institute is not able to give proper place to the teacher according to their talent and capability, then it can be influenced on students' academic life and their personality as well [4].

LITERATURE REVIEW

Although improving the quality of the teacher workforce is seen as an economic imperative, longstanding traditions that reward education and training or offer financial incentives based on student achievement have been met with limited success. The “imprecise nature of the activity” makes it difficult to describe why some teachers are good and what other teachers can do to improve. The key to studying the effect of classroom factors on individual achievement involves having an adequate measure of change, and to measure it within a school environment. Two review articles shed light on these important issues. Using more than two time periods of data is a better way to measure educational outputs. Unfortunately, the data available for this study had only two data points to measure change, namely tests taken at the end of the second and third grades. Over the past decade, research has confirmed that teachers have substantial impacts on their students’ academic and life-long success. Recent investigations also have uncovered some characteristics of effective classroom environments, including teachers’ organizational skills and interactions with students [5].

Many factors contribute to a student's academic performance, including individual characteristics and family and neighborhood experiences. But research suggests that, among school-related factors, teachers matter most. When it comes to student performance on reading and math tests, a teacher is estimated to have two to three times the impact of any other school factor, including services, facilities, and even leadership. Some research suggests that, compared with teachers, individual and family characteristics may have four to eight times the impact on student achievement. But policy discussions focus on teachers because it is arguably easier for public policy to improve teaching than to change students' personal characteristics or family circumstances [6]. Effective teaching has the potential to help level the playing field. Despite common perceptions, effective teachers cannot reliably be identified based on where they went to school, whether they're licensed, or (after the first few years) how long they've taught. The best way to assess teachers' effectiveness is to look at their on-the-job performance, including what they do in the classroom and how much progress their students make on achievement tests. This has led to more policies that require evaluating teachers' on-the-job performance, based in part on evidence about their students' learning. Recent evidence suggests that a teacher's impact on student achievement remains reasonably consistent even if the teacher changes schools and regardless of whether the new school is more or less advantaged than the old one [7].

METHODOLOGY

The basic quantitative principles were employed adapting descriptive method. As a tool, sets of questionnaire and structured individual interview were used to gather the needed data. The respondents were principals, teachers and students of Secondary Schools of DHA, Karachi. The results are derived from the investigation and analysis of the hypothesis: standard of placement of teacher in Secondary School of DHA and its effect on the academic performance of students.

FINDINGS

Teachers view showed according to questionnaire:

- Teachers are satisfied with their placements.
- Professional qualification is important in recruiting staff.
- Teacher's improper placement effects on students' academic performance.
- Teachers do not feel free in complaining improper placement of a teacher.
- Class demos are key factor in evaluating proper placement.
- Teachers are teaching the same subject in which they are interested in.
- Student's opinion is also important in screening teacher's subject knowledge.
- Communication skills are important and affect students' academic performance.
- Teachers joined the profession by their own choice.

Students view showed according to questionnaire:

- Students like their teacher in school.
- Subject knowledge and the way of teaching inspire students in their teacher.
- Teacher's absence affects students' academic performance.
- Teacher's reward motivates students for competition.
- Students can make complains easily to their in charge.

Finding showed from interview:

- Majority of teachers have master's degree in their related subject.
- Teachers do not have authority to solve students problem but they can easily access to the principal to discuss student's problem.
- Students are satisfied with their teachers.
- Teachers prepare their lesson plan for teaching.
- Teachers appreciate their students for their creative work.
- Teachers have instructional facilities.
- The review strategy is complicated due to lack of time and other circumstances.

- Not all teachers are trained.

DISCUSSION AND CONCLUSION

Teacher answered the question “are you satisfied with your placement?” 48% responded positively, While Smith (1978) stated that it is an effective response of a worker to his job’. Smith further stated that satisfaction results when on-the-job experience of the worker [8]. Teacher’s satisfaction about their placement ensures that they are experienced and prepared to teach in a particular school. They get this attribution from an organization for their efforts. In addition, this placement cannot be changed easily until a suitable replacement is found. Without access to the pedagogical skills of teachers, many teachers are unprepared to face the challenges of the classroom. H. Jerome Freiberg. Professional qualification of a teacher is based on the subject knowledge; organizing and assessing .These skills help teachers in practicing and creating high-quality learning environments in their classrooms. These are prior in recruiting staff, the school mentor is expecting you to come to the placement with the professional attitude; most mentors cite this as your most important quality. On the contrary, if teacher does not have professional attitude towards his/her placement, it will direct effect on students learning [9].

30% teachers answered “yes” and “No” respectively, and the other 40% avoid giving the answer, this clearly means that teachers do not feel free in complaining regarding the placement of a teacher. It is primarily important to give them free environment so that they can easily address their problems. 86% teachers responded that class demos are the standard components of the placement of a teacher, organization examined with three different modes of presentation: (1) observe; (2) predict; (3) discuss, in which in charge record prediction, observe the demonstration, and discuss with the fellow in charge or principal to set the placement (pg.835) Catherine H. Crouch. 92% teachers, teaching the same subject in which they are interested in. it is found that teaching favorite subject is more valuable, where teachers are more enthusiastic about their subject and engage students as a learner. Passionate teachers care their students as well their subject. Teacher shows her devotion and she gets the higher placement in school [10; 11; 12; 13].

58% teachers referred to the student’s importance in evaluating subject knowledge. One of the biggest puzzles in educational production today is the teacher quality, while there is clear evidence that teacher quality is a key determinant of students learning, little is known about which observable characteristics of teachers can account for this impact. We commonly identify the effects of teacher subject knowledge on students’ achievement, but in this paper we found a way to identify teacher’s subject knowledge on students’ view because they feel free in addressing their views about teachers

and organization also gives importance on their views. 94% teachers agreed that the communication skills are important and affect students' academic performance. The art of communication involves listening and speaking as well as reading and writing. Teachers need to be highly skilled in all these areas to excel their professional placement. 94% teachers joined teaching by their own choice because teacher opt for teaching generally for intrinsic reasons such as the perception that teaching makes an special contribution to society. 50% students like their teacher in school for different reasons and they inspire with their subject knowledge and the way of teaching whether they're performing curricular or co-curricular activities.

46% students answered that absence of a teacher affects their studies. Punctuality among teachers is the reflection of self-discipline and shows devotion towards work and gives knowledge to the students. Students impressed with the teachers and they learn from them. 79% students answered that teacher's reward motivates them for competition. They react with competition and try to avail the opportunity to do best. Throughout their placement, teacher needs to provide day-to-day support and motivation to the students to increase their progress. In this study researcher found that improper placement of a teacher effects on students' academic life and professional development as well. In order to make progress towards school improvement, it is imperative to look the main component i.e. teaching staff which effects on students beyond the boundaries of school. Research shows that professional approach is needed to determine the student's ability and overall satisfaction with school. Researcher concurs with teacher's potential of work which encourages them to think critically and can take suitable decisions for the betterment of student's performance. We did not find any rich evidence that teacher can approach easily to the higher authorities for making complains or suggestions. However, some teachers can access to the principal or V.P for suggestions. The brief gist of my research is that we found a significant effect of teacher subject knowledge on student achievement. The research suggests that teacher subject knowledge is indeed an observable factor-they needed to know students level of satisfaction. Teachers deep knowledge and understanding is important, but more important the ability how to transform the information in a meaningful way in order to boost student's achievement.

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