

**A COMPARATIVE STUDY OF THE FACTORS AFFECTING
THE PERFORMNACE OF MALE AND FEMALE TEACHERS
AT SECONDARY LEVEL**

A SURVEY STUDY AT ISP MULTAN



By abc

Reg. # MPELN-023R16P-18

Supervised by

Dr.

Master of Philosophy

in

Education

at

Institute of Southern Punjab Multan, Pakistan

March, 2020

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Supervised by

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INSTITUTE OF SOUTHERN PUNJAB MULTAN, PAKISTAN

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A COMPARATIVE STUDY OF THE FACTORS AFFECTING THE
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LEVEL: A SURVEY STUDY AT ISP MULTAN

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Education

We accept this thesis as conforming to the required standard

Supervisor/Internal Examiner: (Name & Sig)

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DEDICATION

This thesis is dedicated to my parents, -----and ----- great role models and friends, and my brothers, -----and the rest of the family, for always believing in me inspiring me, and encouraging me to reach higher in order to achieve my goals.

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CHAPTER 1

1.1 Introduction

Teachers have a significant role to play in society's growth and prosperity. They create the nation and provide children with awareness and values (Asif, M. et al. 2016); (Anthony, 2009). Teachers have a significant role in a community, according to Singh. They conserve and pass culture to the next generation. They bring meaningful change. The life blood of teachers is any method of education (Starr, L. 2002).

Teachers are the most important players in any education system, provided that their success is a critical contribution in the field of education. Teachers ' performance is the key factor in the success of the school and the learning outcome of the students. Teachers integrate their expertise, abilities and talents into unique performance skills that lead to learning and achievement (Javed, 2017).

Teacher success depends on several factors. Pedagogical skills, academic performance, motivation, knowledge, interest, preparation and ability are among these factors. Teachers also influence their performance in their learning environment and leadership styles. Physical and mental health, pay and rank often have an effect on results (Singh, N. 2012).

Many criteria for evaluating the output of the instructor can be taken. The abilities, knowledge, actions, hard work, regularity, commitment, student relationships and colleagues, temperament, teaching technique, and achievements of the students are some of the key criteria. All this contributed to the success of students as the main purpose of teaching is the general advancement of the students (Mohanty, J. 2000).

The academic achievement of students is ultimately the achievement of its teachers as pupils are learning the ultimate goals of the teaching process. This is why, in almost every position in the world, teacher success is assessed by academic performance. The academic achievement of students is measured in writing (Shah, 2011).

Gender gaps are well known to be natural phenomena. At a different moment, they behave and respond differently. Consequently, in no field their success is the same. In Pakistan teachers in the Punjab have served in boy schools since 2009, both male and female. It is now important to measure the success of both sexes in secondary teaching.

The performance of teachers in all education systems is one of the few factors deciding the quality and learning outcomes of the school. Naik (1998) says teaching is noble yet difficult. In this case, teachers must take full responsibility for their own performances, growth and development to maintain a high standard of professional competence under these conditions.

Mohanty (2000) describes the success of teachers as the most important perspective on education. Teachers can be the most important component of any education program. How well-trained they are depends on motivation, ability, experience, training, qualifications and a large array of other variables, not the least of which is their atmosphere and management structure. Teacher, not part of the problem, must be seen as part of the solution. Small wages, low status and moral standards are the leading causes of bad public results and corrupt behaviour. Millions of teachers around the world, most of them women, work diligently to educate the next generation for poverty wages.

Smith and Glenn (1994) clarify that internal influences influence teachers and may support or hinder a teacher's performance through many external powers. Many factors affect the success of teachers. Poor pay and disruptive students have a huge effect on the teachers' attitudes towards the job. Increased assignments and expectations on time. Furthermore, lack of staff resources at all levels affects the performance of teachers. No exception for teachers. The problems of low pay and student actions in the classroom are just a couple of the challenges faced by teachers. Another very important thing to tackle if the question of teacher shortages is to change and eventually strengthen is a low morals among teachers. To order to work towards a solution, the first step is to recognize both negative and positive influences which have the greatest effect on morality.

The key reasons for Pakistan's underdevelopment is that low-quality education, which in turn has a significant effect on the social, political or economic system in South Asia, is like other developing countries. "Teaching is a major profession and teachers play a major role in academic, personal or social development of their students, affected by the whole of Pakistan. Teaching is the teacher's ultimate art of artistic and knowledge-giving pleasure. Teachers may have a greater impact than others. Infact, he is an perfect teacher at the height of his work that affects the overall behavior of his students positively by making them exemplary. A teacher with a lowest level of education in Pakistan is one of the contributing factors to girls ' lower participation and gender inequality in education because of the lack of women's role models in education institutions. The lack of female instructors is perceived to be the larger differences between female and male students in registration, retention and promotion (jabeen, 2001).

In this situation, women teachers are only helping the girls in schools so they can stop being severely ignored. In developing countries such as Pakistan, it is a major obstacle to educational development that women's teachers face many hurdles. The success of female teacher is based on several internal and external factors. Reasonable pay is one way of inspiring teachers to work hard and actively in every career. Better salaries help them concentrate on their work without thinking about how to reach their goals every month. Yet pay does not benefit the instructor in the present scenario. The compensation packages for teachers are not equivalent to the required minimum food, lodging, uniforms, preparation and transport requirements. Consequently, most teachers are dissatisfied and disinterested because of low pay and many teachers must leave part time jobs to meet their fundamental needs.

Certain external factors are lack of gender representation, gender inequalities / danger, remote areas, the issue of transportation and political instability. Jaen (2001) explains "External and internal factors can influence female teachers ' performance." This occupation is not regarded as a career. The social standing of teachers is weak and highly regarded. The status of teachers is even lower than that of doctors, engineers, advertisers, public workers, or semi-literate and illiterate men. The problem of abuse can be solved by a female teacher. In Pakistan, senior teachers, headmasters, district

surveillance staff, and teacher supervisors harass women mainly both rural and urban school teachers. External variables such as men's or women's mindset. The other aspect is the workload that affects the output of the instructor. Teachers work in poor working conditions and work for a long time. Teachers will begin at 8 am to teach. But at around 3 p.m. the school day is over. We always need to grade, homework, schedule classes, meet the staff and meet the parents. Each neighborhood they work 15 to 16 hours, so many paper and schedule lessons.

A teacher who is concerned with high levels of teaching and who is often engaged in non-teaching activities does not provide adequate time for training. Lack of motivation translates into (a) absenteeism (b) little career development opportunity for teachers (c) low moral (d) work dissatisfaction (e) weak incentives (f) lack of motivation for teachers (g) ineffective management information system (h) over crowded classes I insufficient teaching and education resources often impact on their teacher efficiency. These few listed above and many other factors that affect women teachers ' performance. In view of this situation, a study of the factors which affect the performance of women teachers is needed. To analyze the constructive steps for mitigating the factors influencing teacher performance. In order to enhance the efficiency of the female instructor and to only make it possible to provide them with a safe and comfortable work atmosphere.

The performance of teachers in any education system is one of the few variables that decide the productivity and the results of school. See teaching is one of the most important professions in society for Sarital and Tomer (2004). Tevery educational program is the lifeblood of teachers. No teachers, colleges, books and classrooms are worthless. A woman teacher with the lowest representation in schools in Pakistan is one of the contributors to the lowest participation of girls, and hence the absence of woman model positions in education institutions. These few listed above and several other factors that affect women teachers ' performance. In consideration of this situation, this study was intended to find possible solutions and offer possible suggestions to remove obstacles that would help the teacher to perform and allow his students to share valuable knowledge.

The teacher is the key element in the process of teaching. The primary force in the school is the teacher. He sets the classroom's tone and sets the group's mood. He is the one who controls the behaviour. He is a pattern that is imitated deliberately (Bernard, 1972).

The State of Pakistan (1970) says that every education program is vital to the teacher. Teachers are also a nation's strength. Teachers retain their power and in the process of teaching it is difficult to bypass them. The importance of the Teacher's significance is recognized worldwide (Panda and Mohanty, 2003).

For the successful operation of the education system and for enhancing the standard of the learning process, good teachers are important. The happiness of the job encourages teachers to do their best to do the job. To educators, ensuring high satisfaction and social values has long been an important goal. Nevertheless, recent studies on the stress and burnout of teachers in educational journals and in the press indicate that teachers' contentment and moral value are more attentive to it.

Good teacher training should provide an overview of these factors so that prospective teachers can build the requisite skills and attitudes. In lieu of more successful interventions that specifically impact the current situation of the school, an exclusive weights age should be excluded from information alone (UNESCO, 2002).

The teacher should be mindful of the value of not only being honest but seeking to make other people accountable for a better society. On the other hand, the debate encouraged most teachers to love authenticity, a cover to establish a positive approach to the teaching profession (Kumar, 2005).

Learning is an structure and manipulation of a environment in which a learner attempts to solve learning problems (Iqbal, 1996); this includes multidimensional behaviors as a sequence of acts to promote learning (Torrington et al., 2003). To order to promote learning, teachers must be able to deliver and be professional to content (Smith et al, 2002). So it is important to learn how to teach as much as it is to teach (Parson et al., 2001).

Performance means behavior during a task by an individual or a group (Taneja, 1989). Employment performance is a mixture of the motivation and the skill of an person (Kreitner, 1995). In 1976, the ERIC method first acquired familiarity with the term student assessment of teacher results. There were 1,055 studies on teacher performance assessment by students in the period 1976-1984. The systematic research program Remmers (1928) introduced to determine the efficacy of students ' teaching. The reliability of students between students of the same teacher was described by Remmers and Wykoff (1929).

1.2 Objectives of the study

The undertaken Research has following objectives.

- ❖ To analyze salary factor has a positive influence on the performance of the male and female teacher.
- ❖ To determine teaching profession factor has a positive and direct effect on the performance of the male and female teacher.
- ❖ To explore work environment factor has a positive and direct effect on the performance of the male and female teacher.
- ❖ To study student's disciplinary factor has a positive and direct effect on the performance of the male and female teacher.
- ❖ To examine administration problems have a positive and direct effect on the performance of the male and female teacher.
- ❖ To investigate facilities factor has a positive and direct consequence on the performance of the male and female teacher.

1.3 Research questions

1. How teaching profession factor has effect on the performance of the male and female teacher?
2. How salary factor has a confident effect on the performance of the male and female teacher?

3. What is work environment factor has a direct influence on the performance of the male and female teacher?
4. How student's disciplinary factor has a positive influence on the performance of the male and female teacher?
5. What are administration problems have a direct influence on the performance of the male and female teacher?
6. How facilities factor has a positive effect on the performance of the male and female teacher?

1.4 Significance of the study

Secondary level education is considered as main step for higher education. An important function of secondary level education is to lay foundation for secondary or higher education. As education is the main importance for the survival of any nation and the beginning of formal education is secondary level education. Secondary level education sets the direction for further education and the quality and performance at this stage can act as gauge for coming stage of education. Thus it is the most important to assess the performance of teachers of secondary level Education. The results of this research would be helpful for teachers, administrators, implementing authorities, policies makers and educational planners as they may come to know the strengths and weaknesses of male and female teachers of secondary level and they may be able to overcome these weaknesses through proper planning. It will help to improve secondary level education on firm and solid foundation in Pakistan.

1.5 Definitions

1.5.1 Teacher Performance

A teacher's demonstrated impact on students' learning as established through student achievement test scores, observed pedagogical practices, or employer or student surveys.

CHAPTER 2

Literature Review

The literature on the subject is arranged as below, since the present research aimed to classify the factors affecting the performance of male and female teachers in secondary schools.

2.1 Higher Secondary Level of Education in Pakistan

The Pakistan Government (1979) intended to develop education in three ways as a primary (I-VIII) system; secondary (IX-XII) and tertiary (XIII above), three wing systems could not be effectively introduced, but because of that, in secondary schools with high enrolment, we have higher secondary classes. Actually Pakistan's education system includes: primary (I-V); secondary (VI-X); secondary (XI-XIV) education; and university (XV-onward) education. High schools consisting of grades IX and X would be considered. Education measures that were introduced sometimes encouraged secondary education to include grades XI and XII, commonly known as high-school education (Farooq, 1994).

The State of Pakistan (1959) suggested to him that secondary education should allow him / her to comprehend and benefit from the benefits of social change, scientific research and d) innovation and participates in economically useful activities, by developing his / her full development as an person (b) people as (c) worker and patriot.

Secondary education is an integral aspect of education. It is a final step where students go into higher education and vocational training and is an important determinant of the quality of the higher education and vocational education. Therefore it is important to include a variety of realistic choices for the secondary school curriculum so that students can choose courses appropriate to their ability, interests and requirements.

Secondary schooling continues for about 12 years and is B.A / B.Sc. in almost any country in the world. Term of 4 years after high school. Even the middle (xi-xii) classes are not university classes in our country. Such classes are regulated by boards

of intermediate and secondary schools in the course of studies and examinations. Our qualified bachelor degree lasts from 4 to 5 years. But our standard B.A./B.Sc courses are an anomalous condition for two years. The whole educational system must also be restructured.

Within any system of education secondary education occupies a very significant position. It is a bridge that holds the balance between primary and higher education. Thus it is clear that uplifting socioeconomic and culture depends mainly on the goal of high schools. Secondary education also offers some human capital essential for the country's economic growth. The input for secondary schools is the primary education production. In reality, secondary education is a critical part of the whole system of education (Government of Punjab, 1987).

The present system of four tiers, the original, intermediate, university and college, is being phased out by an I-VIII, an Intermediate (IX-XII) and a trained three-tier system of original and university education. The teachers' rights are now being protected. In the first level, intermediate schools will add Class IX and X and selected high schools will add Class XI and XII. Some chosen secondary schools with IX-XII grades are called high schools.

There will be trained teachers of the current Intermedium College and 12 years of a school system. New teachers are hired. The BA / B.Sc graduate degree will be transferred slowly in 4 years. Colleges of degree. After 4 years of secondary education the students who will be enrolled in IX School in 1979 will finish their B.A and B.Sc. 4 years after high school classes (Government of Pakistan, 1979).

2.2 Teacher and Teaching

Teachers worldwide are dissatisfied with their wages and feel poorly paid relative to equally trained workers in other professions. When teachers are asked what can be done to motivate them to work harder and improve their work quality, their first suggestion is to increase salaries. Education systems vary by being or will become less hierarchical in nature from certain other types of public service. (Thompson, 1995).

In colonial times, teachers were most often called teachers; even though school ladies, administrators, tutors and others. There were also teacher titles. The different words essentially auto-explanatory reflect the various types of activities involved. It also suggests teachers' social status and authority before the 19th century.

In our own time, variations in teacher expectations continue depending on what they are called. Think for a minute about students at university and middle school, as opposed to teachers at primary or secondary schools. A teacher is called a professor, a primary or secondary teacher, the distinction may not seem at first relevant but may actually indicate substantially different expectations by society of the teachers desired roles and functions (Merrill, 1986).

Age, gender, employment, subjects and teaching experience are the variables of teacher history. Teacher's beliefs on topic that influence 13 teaching and student performance practices. In the other hand, the teacher's teaching principles are about their ideas on the best way to teach a specific topic in a particular context. Teachers' involvement in ideas and events will encourage the growth of teachers (Bell, 1996).

Education is a demanding profession and teachers also need to be prepared to take on the heavy responsibilities of building nations. Furthermore, the roles of teachers and students are becoming more difficult under an increasingly complex living environment. Teacher education providers have a significant effect on the country through the teachers and the students who receive an education from these teachers (Sharafuddin and Howard, 1969).

The teacher is the classroom leader and boss. It builds the country's future people. The country will be shaped just as it shapes the children. From this point of view, the teacher has several duties to carry out daily activities. However, teachers need to be properly prepared to work with children. They will build the awareness, skills, abilities and attitude required to carry out their tasks effectively (Chauhan, 1984).

2.3 Teacher education

Education is a mechanism by which a nation establishes its self-awareness by increasing the self-awareness of its people. It is not just a public instruction; it is a social

institution that provides citizens of the nation with mental, physical, moral and spiritual training to allow them to fully understand and educate themselves on their mission, goal and purpose in life (Iqbal, 1996).

The standard of teachers that decide the overall effectiveness of an education program depends on the teacher's education. If 14 do not have the requisite skills and talents, a teacher educator may be lacking in motivation. In reality, education for teachers is the key cassette across all education (Chouhan, 1984).

Education is clearly one of those social practices that is directed at other goals. The efforts of a number of policy-makers, curriculum planners, content designers, teachers, administrators etc. Modern education requires coordinated efforts (Mamidi and Ravishankar, 1986).

She should monitor teachers' education programs with a view to:

a) Targeted teachers as prime candidate for training and education from recruitment to retirement b) re-design the form and content of pre-service teacher training in a changing environment and ensure that pre-and service-based education is interdefined; (c) ensure that teachers obtain lifelong learning that satisfies their teaching requirements in a changing society (UNESCO, 1996).

In order to create greater harmony in the whole education system and meet the national objectives, teacher education at different levels should be able to engage in a free and frank discussion to address different problems that face them (Sharafuddin and Howard, 1969).

Through service development, teachers can extend their education and technical skills and develop their knowledge of education and techniques across a whole range of activities (Singh and Shan, 2005). Service preparation involves

Most teachers have little new knowledge and skills training and it is urgently required to develop programs which allow teachers to improve their knowledge and practice in fields such as decision-making, the use of different management styles, advice and leadership development. Although some educators are eligible in advice and

training such as Malaysia and Singapore in some countries, most countries do not have this luxury. It is therefore recommended that all educators of these and other social skills have a general standard of training.

In industrial and non-industrial countries, several teacher education programs relate to the need for teacher training in science. However, the possible goals and content of the educators' research training programme, there are wide differences of opinion. In developing countries with insufficient human and material resources, the problem becomes even more important (Avalos 1991).

The Pakistani government (1972) proposed to reorganize teacher education systems and to implement innovative strategies so as to fulfill the vast requirements of all teachers at all levels. The curriculum for primary and secondary teachers is thus updated by the teachers.

The Pakistani government (1998) considers the teacher the center of the whole education system and has proposed that educational training be improved by directing large numbers of teachers at all levels. The policy also stresses the successful teaching criteria that our teachers should be committed to Pakistan's philosophy, besides having adequate understanding of the topic and teaching techniques. Both primary teaching institutions and standard schools were upgraded to primary schools for the education of elementary teachers to facilitate pre-service teacher education. The Education Policy (1992) points out that the teacher who was the main teacher was neither prepared nor encouraged to make 16 of the required improvements. This can be accomplished by means of a program of promotions, rewards, job opportunities, education facilities and influential social standing. This also claimed that the teacher's dedication to his career would be rekindled and accepted in society only if it would have no hope for advancing the quality aspects of education (Ahmed, 2000). Continuous training is required to keep the profession up to date with new knowledge and to improve innovative skills (Dasgupta, 2004).

In national and state elections and policy teaching and teacher training have been critical problems for nearly a decade now. There are also hundreds of publications that investigate the assumed relationships between teacher qualifications, teacher

preparation, student performance and educational outcomes, surveys, blue belt committees, study analyses and new analytical studies.

Training areas such as topics, teaching, evaluation and reflective activities require researchers who are trained to perform their study efficiently. More knowledge on these topics must be collected. Also under the most inadequate resource conditions, educators can carry out fundamental fact analyses and other data collection activities, thanks to fundamental research preparation. Training in research should not only aim to provide basic quantitative research methods but should also involve extensive training in research of "Action type," using interpretive and other qualitative means to collect, observe, compare and analyze data at schools and at classrooms; Training for researchers must not be costly or highly advanced. The information that the instructor needs to learn and should pass on to her trainees is the identification of relevant inquiries and primary education problems as well as the selection of the most suitable testing methods for the solution of problems (Smith, 2006).

A conceptual framework must be provided for addressing the teachtraining process itself before reviewing the current status and policy options for initial teacher training. In this respect, it is useful to differentiate between (a) discussions concerning the theory of teaching and those are to be viewed from an external point of view (b) Discussions surrounding the elements in the internal context, within the training cycle itself.

The use of education technologies is an opportunity to renew the curriculum of teachers. Education technology ranges from basic indigenous materials, to "blackboards for the process" as well as the use of radio, TV and electronic technologies (including video recording systems). The use of digital technology has proved to change the education process. However, the use of advanced education technology is limited in many countries to Elite schools and one wonders if the lucky kids of the tiny elite community simply don't have accelerated intellectual growth that further separates them from the children in socioeconomic disadvantages. In several countries, educational technology is then used as a method for stratifying society (APEID, 1998)?

In almost every part of the world, technology is available, and places where it is not are more separated than ever. The review of the reasons for this isolation or for presenting potential solutions to this problem is beyond the scope of this report. The goal of this section is to explore emerging technology for professional development opportunities to create, design and implement (Reimer, 2003).

2.4 Job Performance

Performance is defined not through action, but through judgment and assessment (Motowidlo et al., 1986). Therefore the measures that can be scaled or measured are regarded as a performance (Campbell et al., 1993). Employment performance refers to the degree to which an person performs his or her role in respect of certain criteria established by an organization (Nayyar, 1994).

The word "performance of teaching" relates to the conduct of instruction: questioning, explanation, directing and approval, the various instructional activities conducted by a instructor in the classroom (Rao, 2001). There was no standardized concept of teaching success. Students ' views are recognized as most important to assessing teaching quality in this sense (Perry, 1990 and Abrami et al., 1990).

The variations between task and contextual results were made between Boreman and Motowidlo (1993). However, due to changes in the psycho-physiological state of a individual, some variation in performance is present. This scenario does not necessarily reduce efficiency, but can intensively increase the effort (Casccio, 1995).

Waldman and Spangler (1989) developed a job performance model which emphasized the characteristics of the results and the immediate working environment. Changes in performance standards and performance criteria over the previous 10-15 years are underway (Campbell, 1990).

Initial stages of acquisition of skills are largely focused on manual processing, but productivity relies largely on automated processing, procedural skills and psychomotor abilities (Marsh, 1987). Forsyth and Mcmillan (1982) studied the consistency of teaching, classroom environment, etc. Students credit their exam results.

The move to a maintenance phases was distinguished from Murphy (1995). The transition stage if people enter a job as a newly appointed person, however then the learner learns the information and skills required to do the job and then the task's success immediately turns into a maintenance stage. This is also the maintenance stage.

Schools during the 21st century are key to the rapid growth of people in a wide variety of modern economic, financial, political, cultural and educational roles (Cheng and Tsui, 1996). Teachers are often expected to assume extended roles and responsibilities in a period of rapid change (Boles and Troven, 1996). It is widely agreed (Russell and Munby, 1992). The constraints on teachers ' success and educational quality in schools are becoming known to people (Education Commission of 1992).Medley (1982) has a detailed system in the framework of teachers ' productivity in the classroom. Internal and external teacher performance assessment is very relevant and should be done periodically (Government of Pakistan, 1996).

2.5 Factors affecting the performance of teachers

The factors that affect teacher output include two forms, external and internal. The way a teacher takes choices in the classroom has a lot of external influences. Although it is difficult to assign some order of importance to these variables, since each teacher is different, the standards of the community, of the specific school system in which it is used, of the school itself, of the grade policies, of the parents and that of the students are included in many respects. Some of the perceptions of these external factors would clash and it was the class instructor, while incorporating a variety of internal 23 factors, who welded them into a workable structure. The views of individuals about teachers how they can efficiently learn to teach discipline or main fields. The balance between teachers ' values is the best teaching practice and how they can meet these criteria in their classroom personally is important. The availabilities of both human and physical resources would also impact teachers ' preferred ways of thinking, behaving and experiencing the environment, learners and learning (Groundwater and Cornu, 2002).

The knowledge, skills, attitudes and values with which the students leave school or a specific teacher's classroom are the factors that influence the student learning. The students' knowledge, skills, skills, attitudes and values are attributable to a complex combination of their genetic composition and home background. In order to complicate matters, children's early disparities are also exacerbated by their parents; decisions about the schools that children attend are made by teachers and parents about the programs they are put in. When we analyze the efficacy of teachers and seek to explain it, we do not only take into account where our students go. To a greater or lesser degree, the output of a certain teacher may depend on the objectives and the teaching of students, however teachers themselves vary. The teachers, like their students, vary in their expertise, talents, talents, roles and values. Their teaching perspectives are also different (Anderson, 1991).

2.6 Six Practical Questions for performance of male and female teachers

1. Issues Related to Interest in Teaching Profession

Quality teaching holds a significant role in quality learning, which is why teachers must improve their teaching skills throughout their careers. The improvement of teachers' expertise and skills is professional growth. Such skills and expertise can be seen as teachers' field expertise, pedagogical information, curriculum information, information on the pupils and their needs, principles and objectives.

In general, the growth of teachers, schools and organizations. Professional growth The teacher's professional development in the classroom is defined by Rudduck (1991) as an opportunity to build areas of interest for the teacher's learning. In Heideman's view (1990), teachers' professional development includes improving their behavior and actions by using various teaching and learning practices to boost students' academic achievement. The needs of the individuals, practitioners and organisations are addressed by professional growth. Fullan (1990) defines professional development for teachers as an opportunity to enhance understanding content, current and future responsibilities. Sparks and Loucks-Harsley (1990) consider the professional growth of teachers as all the ways to enhance awareness, habits and skills. Oldroyd and Hall

(1991) describe the development of professional skills and development in teaching as skills development in work conditions.

Day (1999) describes teacher's professional development as all natural learning experiences designed or intentionally performed, which contribute to individual, collective and school education criteria. Teachers seek to find different ways to improve their teaching and dedication in their professional development. They develop their expertise and talents at the same time. Bredeson (2002) describes it as career opportunities that boost teachers' skills. We may conclude from these concepts that the specific points concerning teachers' career development are:

- Teacher's trained improvement is a process, Can be done separately or in groups. It should be measured within the arena of teaching
- • Specialization of the teacher is a practice that can be achieved either individually or in classes. In the field of teaching it is necessary to consider

A increasing consensus exists that professional development for teachers is at the root of the reform of teaching and education. The following are some of the characteristics of good professional development: it reflects on instructional methods, it is more accessible than a concept to actual action, provides opportunities for evaluation, feedback and detailed reflections and provides opportunities for collaboration. The professional growth of teachers is characterized by (Marcelo, 2009):

- The teacher is in a position to teach but he / she is also an involved student.
- This is a long process; this takes a long time for the instructor to learn.
- School activities include everyday activities rather than typical practices as the most successful experience of teacher growth (because they do not align with class activities).
- Qualified teacher growth applies to the process of school improvement. School reform is often seen as an educational culture mechanism involving teachers.

- The creation of teachers is seen as expertise and as information and experience gained by teachers. The creation of new ideas and pedagogical experiences includes professional development activities.
- Though it is performed on an individual basis, it is considered a collaborative operation.
- No common model of professional development suitable to all schools exists. Teachers and schools will determine their own values, needs, cultural frameworks and decide for themselves on the best development model.

Training is a long process, and it is not possible to learn professionally in a short period of time. Teachers will still aim to develop their teaching skills. Professors are dedicated to teaching and are constantly searching for innovative methods of teaching that help students understand. Teachers take part in conferences in the search for new methods of training, schedule meetings to address such teaching and learning problems, exchange ideas and engage in on-site courses with other colleagues. So long so teachers are able to improve their lessons, students can still be inspired, be easily informed, establish good relationships with them and easily handle them. These elements not only allow teachers to enjoy learning, engaged and motivated, but also to differentiate between the students' lives.

Another critical topic needs to be discussed. Personal development, team growth and school growth are part of professional development. In addition, professional learning also has an impact on common values and equal opportunities. According to Guskey and Huberman (1995), in the preparation of professional advancement, there are several success indicators to consider. For example, it is crucial to consider the transition as a process for individuals and organizations, collaborate with teams, and input on outcomes. Fullan (1987) lists four main factors for the development of good teachers:

- Redefining specialized development as a learning process
- Management part at school level
- Organizational principles at school level

- The role of outside factors

The situations in their workplaces influence, of course, the growth, motivation, attitudes and job performance of the teaching staff. The commitment of teachers is directly related. Teachers who think that they can play a significant role in the organizations for which they work can be said to be highly motivated to succeed. Highly motivated teachers have a big benefit in ensuring positive professional growth. The higher the reward, the more involved the teacher becomes in teaching. Motivation does not automatically lead to engagement and dedication, but it is true that motivation of teachers leads to fulfilling the work, the business climate and the quality of teacher's activities (Wagner & French, 2010). Any of the factors influencing the learning process of teachers are (Day, 1999):

- work experiences
- school cultures
- career stage
- past lives
- social and political conditions
- leadership and noble support
- dialogue among the separate and the system
- the quality of learning skills
- the association of learning skills to cognitive and emotional needs
- teachers' own accountability for their learning

Teachers give priority to the advancement of schools and students if their own professional development is given priority. Many of the factors that lead to personal and organization-related growth of teachers are (Krecic & Grmek, 2008): Cooperation, risks, access and use of information, opportunities, technical learning, incorporation of professional development in the culture of the organization, the adoption of consensus decision taking, the establishment of a connection between personal and business growth and support for management.

2. Factors about inadequate salary and benefits

The most important determinants for teacher pay are teaching skills, teaching experience and qualifications in the official compensation papers (Lankford, Loeb et al. 2002). Wage is an effective education reward and motivation. Such teacher characteristics as the relation between teacher wages and teacher quality show that fair teacher wages can attract not only quality teachers but also educational success and results. My research aims to compare the compensation of teachers with their accomplishments, in order to create a clear correlation between financial contribution and educational outcomes.

While there are not very clear evidence that higher teacher salaries will contribute to improved teaching (Hanushek 2006), one study focusing on the relative pay of mathematics teachers as a teachers ' quality proxy indicates that teachers in nations where teachers are paid more than competing careers perform better even in international tests because their relatively high wage is better than the other (Carnoy, Beteille et al. 2007).

A second research on intellect and educational expenses students found a positive correlation between Asian American students ' QI and teacher salaries per hour (Hama 2007). The same study found that the average teacher pay of countries with better results in PISA was 1.5 times higher than those with worse results. While teacher salaries are still lower on average than those of other professions in these highly productive countries, in America it is much lower relative to other professions. (Hama 2007). This implies that the structure and the output of the teacher's wages will affect my research. This is my connection.

The distribution of salaries and the related effect on the distribution of teachers are a major theme in teachers ' compensation studies. A research on the distribution of teaching in New York indicates that the inequitable distribution of wages between teachers and other related professions represents the cost of teaching opportunities, which can lead to teacher recruitment, retention, and delivery. (Lankford, Loeb et al. 2002). In Taiwan, wage inequality does not occur in professions only, but also in genders and ages. Moreover, for less qualified graduates the rate of wage increase is

sluggish (Vere, 2005). In Taiwan, foreign students are frequently met by inflation-induced return decreases. The theory of human capital claims that higher quality and teacher performance should lead to a higher wage. (Lin and Orazem 2003) This opinion is reinforced by a study led by Figlio et al. that students learn more in schools where teachers are paid for in compliance with a value scheme (Figlio and Kenny 2007) When controlled by other factors. It remains, however, unclear if the merit pay system is responsible for these results, or whether they can be due to other unaffected factors linked to financial rewards, for example school resources and students' self-selection from families that are better qualified.

In a research comparing teacher's salary to teacher performance on student achievement in India, Kingdon and Teal found that private schools had substantially better outcomes of learning by paying teacher salaries related to their success. They proposed to persuade teachers to work harder on the basis of high pay substitutes for better teacher quality or good wages. (Kingdon and Teal 2007). The findings corresponded with an earlier study (Frey 1998) in which there was no improvement in improving the quality of teachers and the efficiency of teachers by raising real salaries paid to teachers at public schools and that such wages worked more efficiently in the private sector.

In another report on teacher salaries in 12 Latin American countries, Liang found that teachers in non-teaching industries were paying less than their colleagues; Teachers have also been found to work considerably less than others on average, so that their wages were indeed higher than other similar employees (Liang 2000). However, this study result is misleading since teachers fail to take into account the time they spend on the planning, graduation and other related work after college. Prices work to change supply and demand in compliance with simple market laws. The change in the relative pay of teachers would represent and impact the relative supply and demand of qualified employees. Current business considerations in policy formulation should also be taken into consideration in addition to teachers' qualifications.

3. Work environment factor

Job is a significant part of human life, and the principal function of the adult stage of life is usually considered. The individual transitions to work and work with the stage of adulthood. This transition will continue to operate for years and will conclude with a pension process (Kuzu, 2009, 6). Employment has become a challenge for people not to run. In addition to the economic benefits of studying so that one can live and the individual, the philosophy of work completes the creation of the person; sustaining one's life, gaining respect within the community, helping to society, and obtaining certain status to ensure the achievement and happiness of one person, which are essential to one's life (Demir, 2003, 14). Working is the name of the sector of producing products or services, which is not remuneration but a special benefit of usage (Tinar, 1996, 6). Workplace life affects both the economic and cultural and social lives of the worker. Furthermore, social systems and technology have a direct impact on politics in relation to the working life of the person.

Working life unlocks and leads to elements of national influence (Gudul, 2010, 1). The terms "work climate" and "working organization" cover both general factors such as organizational and management features and individual employees' factors. The physical environment and responsibility are related to work stress (Sveinsdóttir et al. 2006). There has also recently been an interest in understanding the role of schools in professional development (Steinberg and Garrett, 2016)

Training is the primary goal of schooling. In the sense of learning, one of the most important factors in assessing the quality of learning is the environment in which learning and learning are carried out. With respect to teacher and teacher research, experts and educators have not generally agreed on how to provide the best working atmosphere possible or to improve their expertise in the field of teaching. However, no common practice in the media field for all is recognized, as it is in education program curriculum and process dimensions.

Teacher and teacher applicants have different educational settings, because some countries have changed within their own regions too (Özcan 2011, 200). They often present a different climate. The schools are the key component of the education system. School managers and teachers have an significant responsibility for how

schools work, the development of school goals and the creation of an effective and healthy school. School administrators and teachers need to enhance the quality of learning and learning conditions so that teachers and school administrators feel linked to the job they do; be happy with their work, satisfied, cope with stress and burnout, and maintain strong contact with students, parents and teachers. School administrators and teachers with a high quality of work and working conditions are usually productive and have a better means of contact and effective work (Akın Kösterelioğlu, 2011, 17).

Problems of workplace like conditions of employment, psychological and physical environments are often emphasized as factors leading to teachers' poor performance and to the involvement of students in learning. The favorable working environment can provide teachers with comfort and safety in carrying out their teaching work and other tasks. It allows teachers to fulfill their duties and obligations in full. Teachers with excellent performance have a substantial impact on and achieve educational objectives in the future of their students or young generation.

Cascio claimed that the performance assessment has many advantages, in particular in enforcing the reward and penalty program, in providing teachers with input on their skill development, identifying preparation needs, and in evaluating teaching practices. According to Sedarmayanti, performance assessment benefits include increased results, improvement of abilities, decision-making, employee selection, training requirements, ability and growth, career preparation and growth, perceived shortcomings in programming programs, opportunities for teamwork, outside challenges and input.

In contrast to different choices, such as job expectations, goals or parameters that are predefined and agreed upon, the performance is according to Schermerhorn, Hunt and Osborn the product of one task or success rate as a whole for a certain period of time. The quality and quantity of the work carried out by individuals, groups, or schools is performance. Quality is used to describe the representations of knowledge, comprehension and creation that can be identified for ideas, concepts and competencies.

Factors that affect success are expectations of rewards, opportunities, abilities and needs, qualities, perceptions of work, internal and external rewards, perceptions of

rewards and satisfaction with the job, as per Donnelly, Gibson and Ivancevich's model of partner lawyer.

According to Smith and Millership, (1) inadequate performance plans targets which are too high or irrelevant can obviously lead to an unsatisfactory performance, which is contributory to a deterioration in teacher performance; 3) lack of expertise and/or experience is a necessity to operate; 4) inadequate terms and conditions: equipment and working groups issue, insufficient leadership and other environmental obstacles. (4) Vague performance strategies, lack of clarification on the position of the work force and uncertainty on goals or objectives;

Chisholm et al. reported that teacher output is related to teacher spending in real-time on educational activities. Teachers will work 43 hours a week in South Africa or 8.6 hours a day, from Monday to Friday. Teachers spend 85% of their working time on teaching and the rest on tasks such as lecture planning, assessment, school administration, mentoring and more. However, in fact, teachers work only 41 out of 43 hours per week of government time[8]. For teaching, the proportion of the time employed was 41%, for lesson planning 14%, for evaluation 14%, for out - of-school operations 12%, for administration tasks 7%. In other words, teachers are now spending nearly sixteen hours a week in classrooms for personal instruction. Other tasks such as management of schools, evaluation and appraisal as well as extracurricular activities contribute to a decrease in teaching time.

Under the Ministry of National Education, teacher duties and obligations include (1) preparing classes, (2) lectures (face-to-face), (3) assessments, (4) student instruction, (5) extra research and (6) education professional development. Teachers perform all six events inside and after school hours. The total number of secondary education hours for qualified teachers is 24.78 hours; each lesson takes 45 minutes. This is significantly higher than the Indonesian Government's 24-hour teaching time limit (Government Regulation Number 74 Year 2008). For practical training and laboratory lessons, more work hours are needed for skilled high school teachers.

4. Student's disciplinary problems

Researchers agree that the discipline of human conduct is an important component and claim that organizations without it would not be able to function effectively in order to achieve their aims (Ouma, Simatwa et Serem, 2013). In a School system, the student whose behaviour, acts and inactions comply with the existing school regulations and regulations is a disciplined student (Ali, Dada, Isiaka and Salmon 2014). In other words, obedience is not only adherence to laws and regulations, but it also ensures that the learner can distinguish right or wrong (Gitome, Katola, & Nyabwari, 2013). It is generally recognized that discipline is essential to establishing a healthy school atmosphere that leads to sound acquisition (Masitsa, 2008). It is a fundamental prerequisite of good school teachings and teacher education (Eshetu, 2014).

The academic performance is increased, according to Gitome et al. where there is strong discipline. Discipline is important to the success of academic students, in other words (Njoroge & Nyabuto, 2014). In addition, successful school management and the achievement of its goals are important (Nakpodi, 2010). Failure to do so is regarded as indiscipline. Indiscipline may therefore be viewed as any behavior that is considered incorrect and not widely accepted in an organization or culture (Omote, Thinguri, & Moenga, 2015). According to Ali et al., any sort of misbehavior may be viewed in a variety of ways (e.g., defiance, damage, misbehavior, drug misuse, theft, lateness, truancy, dirtiness, quarrelsomeness, violence or foul language violence, ruddiness, gangsters or religion). among students.

Literature reveals the fact that university schools are experiencing indiscipline among students globally (Ali et al., 2015; Moyo, Khewu & Bayaga, 2014; Yahaya et al. 2009; Omote et al., 2015). A West Virginia research in the USA found that about 29.6% of the 160,480 students (3 to 11) had one or more false conduct referrals (Whisman & Hammer, 2014). Researchers in Africa have stressed that schools in various countries have taken indiscipline seriously. The nations include Ghana (Gyan, Baah-Korang, Mccarthy, & Mccarthy, 2015), South Africa (Marais & Meier, 2010; Masitsa, 2008), Botswana (Garegae, 2008), Nigeria (Nakpodia, 2010; Okiemute, 2011; Umezinwa & Elendu, 2012), and Tanzania (Yaghambe & Tshabangu, 2013).

Umezina and Elendu for example, found that Nigerian students were highly disciplined and experienced at all levels, including elementary schools.

One of the problems facing schools is the lack of discipline in Kenya (Njoroge & Nyabuto, 2014). The Kenya National Examination Council (KNEC) has found that between 90% and 100% of primary school teachers in Kenya have disciplinary difficulties among their pupils (KNEC, 2010). 70 percent of selected 56 teachers confirmed that their schools have pupil indiscipline at primary schools in Kenya's Gakure, Mukuria and Kithae Studies (2013). Research shows that various discipline problems exist among primary school pupils in Kenya. They include truancy, theft, sneaking, cheating, lateness, noise making, absenteeism, fighting, defiance, bullying, drug abuse, failure to complete assignments, sexual harassment, use of abusive language, drug trafficking and possession of pornography (Ouma et al., 2013).

The vital part of discipline in students' academic performance is exposed or indirect by a number of earlier studies carried out in Kenya (Sureiman, 2010; Dawo & Simatwa, 2010; Gitome et al., 2013; Tikoko, 2011) and in other African nations (Ehiane, 2014; Keating & Rossouw, 2009). This is maintained and verified by a number of studies in European, Asian and American nations (Bodovski, Nahum-Shani, & Walsh, 2013; Pasternak, 2013; Duckworth & Seligman, 2006; Ning, Van-Damme, Yang, 2013; Whisman, 2014; Zhao & Kuo, 2015).

Some studies have shown however that student academic performance is slightly influenced by specialization (Gakure et al., 2013; Zimmerman, 2014). Furthermore, few of the previous studies reported have been of a correlative nature (i.e., Duckworth, 2006; Pasternak, 2013; Zhao, 2015). Moreover, the findings of this analysis were contradictory and somehow contradictory. Nonetheless, the few association research in their student disciplines concentrated on self-discipline and omitted social skills (i.e., ability to get along with others), such as loyalty, politeness and social skills.

Moreover, the academic performance of pupils in Kenya's Muhoroni Sub-County has not received much research attention. Further work on the academic performance of pupils in relation to discipline has been indicated by the inconsistency

of the results and established gaps. The research centered on the Muhoroni district and implemented a correspondence method to resolve the deficiencies found, in order to examine the effect of discipline on the academic performance of students. It also took a broader view of discipline, considering disciplines generally as a personal trait defined by loyalty, politics, social skills (i.e. the ability to coexist with others), orderliness and academic performance (i.e. academic tasks and responsibilities skills).

Behaviors are traditional ways to react to circumstances. The term 'attitude' is usually reserved for an opinion which reflects the inclination of a person to an object, idea or institution overall. Positive, negative or neutral attitudes may also be slumbering and more common. Measurement of attitudes has a large currency, especially in social psychology. Scales have been built from soap powder to school for attitudes to almost every part of our lives. Measures seek to consider one of three kinds: the attitude of cognition that is what we think about an object or event; the attitude of love that is what we feel about an object or an event; and the comportement, which indicates how we behave towards the entity, event or event (Child, 2004). Silberman (1970) analyzed the attitudes of four teachers. He noticed that children are not only conscious of teacher attitudes towards them, but are often influenced in their conduct by the way they see teachers interact with their peers. The teachers' attitude to the teaching varies considerably. Teachers vary, as some think children will be seen, not heard, while others want children to feel like the teacher is a friend.

A good teacher's key attriving is the ability to keep the classroom warm and welcoming. The training should be adapted to the child's needs. The teacher wants a good teaching attitude. He needs to be compassionate to deviant children. The teacher must try and find and support children and change their personalities in antisocial behavior (Chouhan 1984).

Our personality ultimately determines our reaction under different circumstances. Most psychologists assume that we have healthy and consistent identities and those we are the same basic individual as teacher, learner, father or son (Wright, 1987).

Chouhan, (1984) concluded finally that schools have an important role in shaping children's personalities by building a better emotional environment, improving teaching methods, using catharsis, and providing guidance and counseling. There are many social factors, in addition to the home and school, that influence personality growth.

Teachers should understand that not only will you be honest, but also seek to make others accountable for a better society. On the other hand, most teachers have been guided to love integrity, which is a secret attribute for maintaining a positive attitude towards the teaching profession.

The increase of positive attitudes does not just contribute to the efficiency of the instructor but also to the attractiveness of the schools for teachers and students. Pakistan requires trained and professional teachers, and teacher training facilities in this regard are responsible for a great deal. These institutions will work very hard to encourage student teachers not only to acquire teaching abilities, but also to enhance the positive attitudes of professionals (AIOU 2003).

The teacher may also at times want social separation from their students ' complicated, tangled and at times devastating lives, but both of them can not teach well and neglect their students ' various dimensions of life. Well-documented teaching calls for as broad and insightful a understanding as possible of a pupil, an understanding of how things are learned in relation to the pupil's life experiences and an interest in engaging the pupil with his own goals, desires and wishes (Goodlad et al. 1990).

Rao and Reddy (1992) clarify that a change in attitudes is not accomplished by preaching, but by demonstrating that some knowledge is required that is obtainable by testing and, above all, through our own courses. Our students have their own experiences as testing professionals almost certainly shaped the existing attitudes. This shared experience and their existing attitudes appear to be the logical starting point when teachers are aware that it is important to develop an appropriate approach.

Sadker and Sadker (1997) say that behavioral changes are taking place, with increased speculative thought and more evidence supporting the students, a dramatic

increase in student response, a more volunteer participation in discussions, more student questions and fewer shortcomings in responding, and There are less issues in discipline and better student success in written exams testing more nuanced rates of thought.

The new curriculum emphasizes that the student's learning interests, lifestyle experience and cognitive levels should be centered upon a curriculum which can facilitate more participatory, communication and educational processes which enable specific learning objectives to be achieved. It can help students develop integrated linguistic skills. It allows linguistic learning a mechanism for creating positive emotional roles, self-reliance and risk-taking of students (Yiwem, 2004).

There are perceived desires, they are directly identified, they often occur and they are very accurate. Teachers who want to be attentive to the needs of their students should then continue with the knowledge which is readily accessible. Psychology may benefit from a careful study of desires, and is concerned with the daily behavior habits of people.

Interests are buildings that require a range of predictions of human behaviour. Which items or events one can determine what people's interests are, which alternatives it will favor, the length of time it spends with them, and how often the behavior will take place, And the level of external reinforcement to support a given operation will be important.

Length, frequency and strengthening value are calculated in various ways, but in various circumstances they appear to correlate strongly with each other. Such conditions can be characterized by conditions such as free choice, fair play, open environment and fair operating conditions. Most everyday lives of a child can be described in this way, and understanding of his interests will help him to explain much of his daily actions (Ball and Ivor, 1985).

A teacher may use the desires of a child not only to maintain uninteresting behavior but also to make such behavior self-supporting and self-interesting. Therefore it might be helpful for a instructor to find a classical conditioning model when it comes to cultivating an interest in a new practice. Children who are involved with highly

fascinating previously neutral events will cultivate a greater interest in the former on time. The teacher will influence the desires of a child in a different way: through recognition and modeling. Classical conditioning, or components of the instrumental conditioning, may be the actual learning mechanism involved, but phenomena's usually involved are different from those used in previous examples.

Observatory learning is learning by imitation and recognition, less study than classical and instrumental conditioning methods, which tends to play an significant role in developing young children and can directly affect their interests (Ball and Ivor, 1985).

The student's expectations of the teacher have to be positive, albeit based on clear assumptions about his natural abilities. The instructor should not decide once and for all: growth, development and changes, often of extraordinary proportions, occur in each infant. The main thing is to be well educated about children in balancing realism with versatility, but still ready to revision their rule. The pupil's natural characteristics have an influence on the teacher.

Not only the "learning" and temperament are the student constraints, but also the guardians. Children are deeply affected by what is happening in the home and the teacher has little power in this field. What time children go to bed, how Mother and Dad communicate, the emotional environment of the household, the fundamental concept of the predominating human existence, Family aspirations, the degree of parental unity and accuracy of these variables have a significant effect on the kind of child the teacher treats. In addition, the child is dependent on its social background and community, which are not accessible for influences of teachers (Honey, 1982).

5. Administration problems

Showing the intended performance is the teachers' choice, however the administrators are pretty influential. Because at the same time administrators are the leaders of the employees and their behaviors can influence employees to reach beyond their responsibilities (Podsakoff, MacKenzie and Bommer, 1996). The researchers conducted show that organization leadership is influential for the determination and

transformation of employee responsibilities (Cummings and Schwab, 1973, akt: Yılmaz and Karahan, 2010; Saruhan and Yıldız, 2009). Besides knowing organization's structure, goals, politics, working conditions and values of organization culture (Canman, 1993) it is important for the administrators to know employee abilities, deficiencies and to evaluate adequately (Bingol, 2006).

Consequently an administrator who wants to improve employees' performance has to consider manner, behavior, desire, thought and feelings of employees and the factors- inside and outside of the organization- that can affect these conditions (Ağırbaş, Celik and Büyükkayıkçı, 2005). As it is understood, for organizations to achieve their goals performance of administrators and employees play a crucial role; and administrators' behaviors have a major and important effect on employees' performance.

For teachers and school administrators performance means performing behaviors in accordance with the standards determined by the educational system, during the educational process at schools. School administrators, who are responsible for the behaviors of teachers (Cemaloglu, 2002); have to enable balance between the objectives of the school and employees, so that they can provide a positive workplace environment. As a matter of fact teacher who are supported and encouraged by school administrators become analyzer, reflective and initiative; when they encounter a problem they can question themselves, they ask "what, why, how" questions and these heightens their awareness (Delany and Arredondo, 1998).

School administrators 'qualifications which they use to accomplish their duties are also effective for practices towards teachers and they can both increase and decrease their performance. Because they affect how and why they are going to use their basic characteristic features, system of values, knowledge, skills, personal and institutional power. In this respect a good administrator should have a good character and a good manner as the sign of it besides legislative knowledge, communication skills and diligence (Ozgur, 2008).

From the researches on administration in Pakistan, we can see that generally administrative features, skills, roles, qualities and behaviors are determined from the

existing situation analysis It means that they are for determining positive features, qualifications, roles etc. However determining the negative features and behaviors can be as useful as determining the positives in order to specify positive features and rolls, because these kinds of researches reveal the behaviors that are not to be exhibited by the administrators. On the other hand are search like this helps to reveal the effects of administrators' negative behaviors. This will help to reveal the situation behind the low work performance and also the causes that result in to negative behaviors of administrators. A research like this can be an opportunity to prevent these kinds of behaviors even before they exist. That means taking precautions before the problems exist or even they exist, it is already known what to be done. Precautions like these will help to school administrators' success. In the light of the facts presented the purpose of this study is to identify administrative characteristics and behaviors that lower teacher performance at schools and to reveal their effects on teachers(Balçı, 1993; Acıkgöz, 1994; Sahin, 2000; Gunay, 2001; Guven, 2002; Donmez, 2002; Cemaloglu, 2002; Toremeh and Kolay, 2003;Madenoglu, 2003; Sener, 2004; Cimenci, 2006; Aksoy and Isık, 2008; Terci, 2008; Memduhoglu and Yılmaz,2010; MEB, 2010; Karadag, 2011; Agaoglu, Altinkurt, Yılmaz and Karakose, 2012)..

Coskuner (2001) stressed that communications teachers have to fulfill student standards. We should also be followed by their commitment and excitement by modern learning methodologies (Hismanoglu & Hismanoglu, 2010). In addition to updating and improving their knowledge and skills to improve how to educate or teach their students, today's growing demands of the modern educational system mean that teachers need to undertake a long-term growth in their teaching career. Teachers can, however, maintain continuous professional development through productive teaching practices, individually or in groups and through professional development approaches, including in-service training, peer instruction, team or community teaching, study groups, mentoring, teaching and action research (Hismanoglu & Hismanoglu, 2010).

As identified by Kankam (2013), the latest approaches to education are those that emphasize promoting high-quality cognitive skills, metacognition, the development of knowledge and knowledge, collaborative and cooperative learning, brain-based learning, multiple intelligence and autonomous access through computers

and advanced technology to information through students. The same author claims, therefore, for the dedication of teachers to continuously increase their knowledge and skills, evaluate their own professional growth and continuous professional development. Thus, additional resources does not lead to an improvement of the education system as a successful improvement in education suggests the need for effective management of such resources in schools and for teachers to be supervised effectively and continuously to ensure that the required support for teachers is not harmed.

Involving teachers in a partnership that emphasizes teaching quality should be able to transfer their subjectivity from teaching perceptions and views sound or balanced conclusions. This will also allow teachers to realize the critical role of education supervision in improving their teaching career through a cooperative problem solving process (Hismanoglu & Hismanoglu, 2010). Education institutions are required to use a mechanism for the constant evaluation of their activities, particularly those related to teaching or teaching, to achieve their desired targets.

The Monitoring and Assessment Department of the Ministry of Education has over the years managed, monitored and evaluated the Libyan education system. The Directorates of the City, Municipal and Education have been serving as external managers of the education system, taking into account the decentralization agenda. Supervisors and inspectors responsible for enforcing educational policies and ensuring that these policies and practices comply with government-approved policies and regulations, through the Ministry of Education, have also been responsible for that function or duty. This means they go to classrooms and schools in order to track teaching, hold conferences with teachers on occasion, and write reports to their respective districts, municipal and Education Directorates. They are also accountable for their jobs. The head teacher, as the principal school administrator, has the duty of internal instruction supervision, which belongs to the administrative functions of the principal teacher (Appiah, 2009).

Wilkinson (2010) therefore highlights other important tasks or roles that head teachers can undertake other than administrative tasks. The key concerns are student

discipline, school events and oversight of the way teachers use teaching and learning tools, including the time required for training or preparation of students to develop the skills and information needed (p. 7).

As Kpatakpa (2008) pointed out, teachers are now the blame for not teaching their students effectively in the immediate failure of academic standards. What made the performance of teachers worse is that their teaching performance influences the overall productivity of students in schools. The need for effective supervision of teachers underlies this challenge.

Facilities related factors

School is a place where learning with proper preparation and procedure takes place in the schools that are peaceful, healthy and clean, free, efficient teaching and teaching; schools that are improperly constructed or unmaintained can inhibit student learning outcomes due to inability to meet the students learning requirements. As far as the learning facilities are concerned which school supposed to provide include the proper ventilation and thermal comforts, proper lighting, acoustics, building age and quality, school building size, and classroom size, if not properly available these can become potential threat for effective teaching learning process. Effect physical school environment plays a very vital role not only for students, but also important for the teachers, staff, and administrators.

Effective school environment can be achieved through physical improvement in the environment, in this regard quality air is one of the important factors which can minimize student and teachers absenteeism, because poor working conditions create health related issues that include asthma, respiratory problems, and sinus infections (EPA, 2006). All these illnesses are in association with poor indoor air quality, moreover proper ventilation and thermal quality are also vital that impact teaching learning environment. In most schools there are inadequate ventilation systems, but weak ventilation systems can impact students because they breathe more air than adults in terms of their body weight (Filardo et al, 2006). Many students are affected by growing

headaches, drowsiness and inability to focus because of inadequate school ventilation conditions (Filardo, et al, 2006).

In addition, the success of students in reasoning, typing and mathematics declines (Schneider, 2002). Poor thermal quality may also lead to relaxation for students and teachers, affecting students and teachers through reduced effort, reduced class performance, low morale and reduced job satisfaction (Moglia, Smith, MacIntosh, & Somers, 2006). Research shows that teachers who appear to be capable of regulating their school's temperature have higher levels of satisfaction and an improvement in student success. Light plays an significant role in an efficient learning atmosphere in classrooms. Research has shown that adequate lighting, including daylight, enhances test results, decreases off-tasks output and increases the success of students (EPA, 2006).

In student life, academic success is significant. It is also regarded as progress in the field of education. If a person sets objectives and then does hard work if a person succeeds in this field, it is achievement that is named. The student's academic success can be assessed by its exam results. Results can be good or bad on the basis of this we may label them as high achievers & low achievers students. High achievers can be position holders as well due to their hard work and performance in the class their schools also win the position in board of intermediate and secondary education.

Various factors are attached with the academic success of higher achievers or outstanding students it include parents education, economic status, learners study habits, social incentives, teacher qualification presence and personality, association of student and teacher, physical facilities, attention and qualification of parents and motivation.

At along with the public sector, private sector also plays an important role in the attainment of quality education. Many private schools have effective learning environment specious buildings and motivated young teaching staff than the public sector schools. Moreover private sectors schools are equipped with modern facilities as compared to public sector schools.

School facilities can also be psychological in nature that can improve the maximum productivity in the teaching-learning process. These facilities will affect the abilities of teachers and students to effectively understand information and skills. These facilities are agreed to strengthen the teaching environment and promote the quality of learning.

Appropriate educational facilities are essential because they enable a skilled teacher to achieve a high degree of education effectiveness which exceeds what can be achieved if not given. Without school facilities, an educational programme, which is not only to transfer knowledge into a classroom but is not just a transmitting mechanism, can not execute effectively nor achieve its goals. The aim of the current research was to study the effect of school facilities on the academic achievement of secondary school students, taking place with the engagement with the external environment of the school.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter deals the research methodology of the research. Basic purpose of the study was to discover out the factors affecting the performance of male and female teachers at secondary level. This chapter describes the methodological details of constructing the statistical tool and developing of the questionnaire and Questionnaire distribution, data collection and interpretation, and an effective method for the estimation of data statistics. This research has been carried out “A comparative study of the factors affecting the performance of male and female teachers at secondary level.” Purpose of this study is to find out the factors affecting the performance of male and female teachers at secondary level. Research design of this study was descriptive and survey in nature. This study was conducted in both rural and urban areas of Khanewal district. Data was collected and results are obtained. Analysis was done by using a statistical procedure. Different statistical analysis was used in the interpretation of data. Mean, percentage, frequencies, reliability, t test and anova were used to interpret the data.

3.1 NATURE OF THE STUDY

The present study is of descriptive nature and the survey method is used to get the information about analyze their factors affecting the performance of male and female teachers. The survey method as a tool of study is most commonly used in descriptive type of research.

3.2 RESEARCH DESIGN

Descriptive research was directed and survey design was used. For the collection of data questionnaire were framed that consist of 35 questions and selected as a research tool. Five points Likert scale was used. Data was investigated by using

SPSS version 22. This study was passed out in secondary schools in both rural and urban male and female in district Khanewal.

3.3 POPULATION OF THE STUDY

In this research all the teachers of District Khanewal are as population. 351 male teachers and 209 female teachers of secondary school were taken as a population.

Table No.3.3.1 Category of Respondent

Sr. No	Category of Respondent	Population No
1	Male Teachers	351
2	Female Teachers	209
	Total Population	560

3.4 SAMPLES FOR THE STUDY

After the consultation with the supervisor 226 teachers of Government Secondary school from Tehsil Jahanian, Tehsil Mian Channu, Tehsil Kabirwala and Tehsil Khanewal city where as the numerous teachers teaching at secondary schools were selected by random sampling method.

Table No.3.4.1 Category of Teachers Tehsil Wise

Tehsil of District Khanewal								
Secondary School Teachers	Jahanian City				Mian Channu			
	Urban		Rural		Urban		Rural	
	M	F	M	F	M	F	M	F
	55	41	49	12	39	42	15	8
Total	96		61		81		23	

Tehsil of District Khanewal								
Secondary School Teachers	Khanewal				Kabirwala			
	Urban		Rural		Urban		Rural	
	M	F	M	F	M	F	M	F
	69	45	18	18	78	26	29	16
Total	114		36		104		45	

3.5 RESEARCH INSTRUMENT

For the collection of data a questionnaire was established. The five-point Likert method was used as a tool for obtaining study data

3.5.1 TOOLS OF RESEARCH

The research was descriptive in nature. A questionnaire was used as the tool of research for both categories of respondents.

3.5.2 VALIDITY OF THE TOOL

To certify the validity of study tool it was talk with obtainable experts who decide essential changes were complete accordingly.

3.5.3 Reliability of Research

Cronbach's Alpha	N
0.741	35

3.6 DEVELOPMENT OF THE QUESTIONNAIRE

The questionnaire was prepared after reviewing the related literature, studying the different articles and having discussion with the supervisor of the research. The questionnaire of the performance of male and female teachers were consisted on 35 items at the likert scale was used in questionnaire to have the responses of the respondents.

3.6.1 DATA COLLECTION

The researcher delivered questionnaire personally and through friends to teachers. The questionnaires were administered individually to teachers which they are teaching rural and urban areas of Government secondary schools. The respondents were given instructions. 458 questioners were delivered to the teachers. For this, however, continuous efforts were made to get the questionnaires filled in and returns and keep close liaison with the AEOS for getting the permission in the schools. After getting responses the questionnaires were collected back. Only 222 questioners were collected back personally and through friends.

3.6.2 DATA ANALYSIS

The inferential and descriptive statistics were calculated by the analysis. The statistical package for social science (SPSS) was used to evaluate the data and measure the results. In order to assess the relationship between two separate variables including urban and rural output of secondary teachers, correlation analysis was used. The relationship between the two and four variables was calculated by T-test and ANOVA. The alpha of Cronbach has also been used to track data reliability. The following statistical techniques have therefore been used for analysis of the results.

1. Mean
2. Percentage
3. Cronbach's Alpha
4. Frequencies
5. t-Test
6. Anova

3.6.3 PROCEDURE OF SCORE

A common scoring method has been introduced for the collection of data. There was a size of five likert scale. This likert comprises of five various options and each option has a proper number. The survey was rated as:

Option	Value
Strongly Disagree	1
Disagree	2
Undecided	3
Agree	4
Strongly Agree	5

CHAPTER NO. 4

DATA ANALYSIS

In this chapter, analysis of data is presented. During quantitative data collection questionnaires were used. The first section is demographic detail of teachers. The second is analysis of the statements wise analysis of the respondents. The data was analyzed statistically using frequency distribution tables. The data was processed by transcribing all the interviews and analyzing the findings according to the different numbers.

Statistical techniques frequencies, percentage, mean, t-test and ANOVA were used to analyze data. Results of the analysis of collected data were presented in form of tables along with interpretation.

4.1 DEMOGRAPHIC DETAIL OF SAMPLE

Table 4.1.1 Gender Wise Detail of Sample

Gender	Frequency	Percentage	Mean	SD
Male	351	59.5		
Female	209	40.5	1.88	0.79
Total	560	100.0		

Table 4.1.1 show that majority of the respondent 59.5% are male and minority of the respondent 40.5% are female.

Table: 4.1.2 Rural & Urban Teachers of District Khanewal.

Locality	Frequency	Percentage	Mean	SD
Rural	165	29.4		
Urban	395	70.6	1.81	.79

Total	560	100.0
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Table 4.1.2 shows that greater of the respondent 70.6% are from urban and slighter of respondent 29.4% are from rural.

Table 4.1.3 Teacher Experience of SST Teachers

TE	Frequency	Percentage	Mean	SD
1.00	89	40.1		
2.00	87	39.2		
3.00	8	3.6	2.06	1.24
4.00	19	8.6		
5.00	19	8.6		
Total	222	100.0		

Table 4.1.3 explain that greater part (40.1%) of the teachers having teaching experience are below 5 , (39.2%) of the teachers having teaching experience are 6-10 , (8.6%) of the teachers having teaching experience are 11-15,(8.6%) of the teachers having teaching experience are 16-20 and (3.6%) of the teachers having teaching experience are above.

4.2 STATEMENTS WISE ANALYSIS OF THE RESPONDENTS

The statement of frequency, percentage and mean score were used for item analysis. The results were revealed in below the tables.

Table: 4.2.1 Teaching profession as a career

Statement	Level	Frequency	Percentage	Mean	SD
I am interested in teaching profession as a career.	SD	23	10.4	3.5	1.3
	D	42	18.9		
	UD	15	6.8		
	A	85	38.3		
	SA	57	25.7		
	Total	222	100.0		

Table 4.2.1 shows that mainstream (64%) of the respondents are of the point of views that the interested in teaching profession as a career. While (29.3%) are disagree with the statement and (6.8%) remain undecided. Mean value 3.5 also supports the claim that interested in teaching profession as a career.

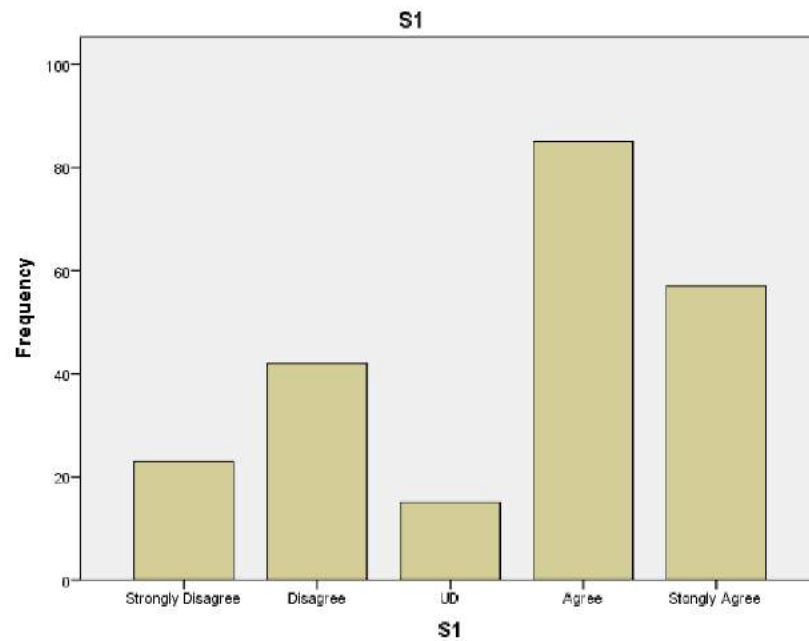


Table: 4.2.2 Teaching profession because of less other professional opportunities

Statement	Level	Frequency	Percentage	Mean	SD
I have joined the teaching profession because of less other professional opportunities.	SD	33	14.9	3.34	1.38
	D	42	18.9		
	UD	9	4.1		
	A	92	41.4		
	SA	46	20.7		
	Total	222	100.0		

Table 4.2.2 shows that a lot of (62.1%) respondents are of view that I have joined the teaching profession because of less other professional opportunities. All respondents gave their responses. While (33.8%) are disagree the views that I have joined the teaching profession because of less other professional opportunities. (4.55%) remained un-decided. Mean value 3.34 also support the claim that I have joined the teaching profession because of less other professional opportunities.

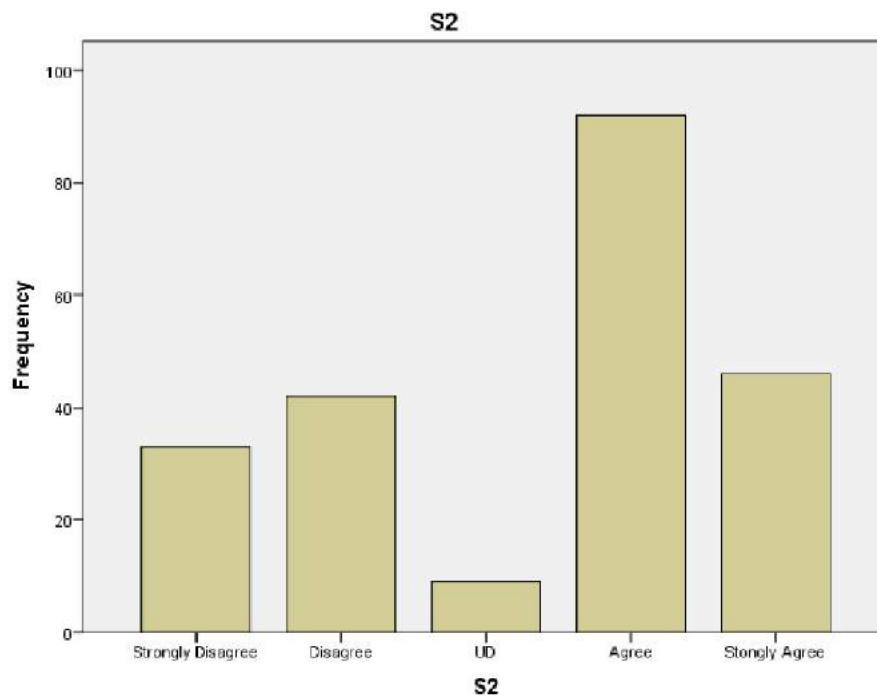
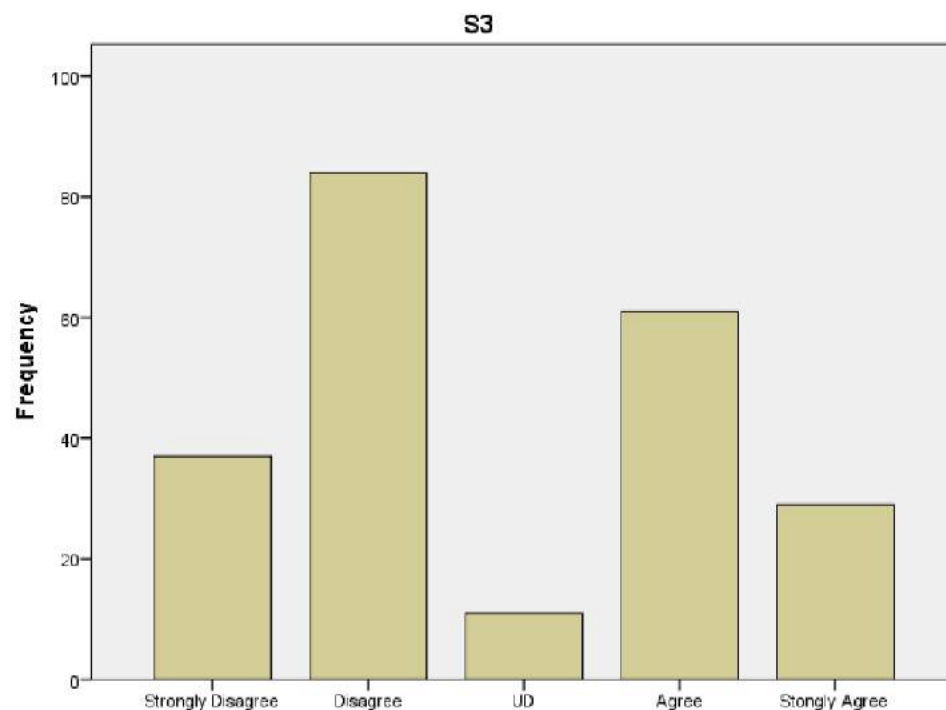


Table: 4.2.3 Teaching is kind of job

Statement	Level	Frequency	Percentage	Mean	SD
Teaching is kind of job that I got get easily.	SD	37	16.7	2.82	1.34
	D	84	37.8		
	UD	11	5.0		
	A	61	27.5		
	SA	29	13.1		
	Total		222		

Table 4.2.3 shows that minority (40.6%) respondents are of view that 'Teaching is kind of job that I got getting easily. All respondents gave their responses. While (54.5%) are disagree with the statement and (5.0%) remained un-decided. Mean value 2.82 also support the claim Teaching is kind of job that I got getting easily.



S3

Table: 4.2.4 Teaching profession

Statement	Level	Frequency	Percentage	Mean	SD
I joined teaching profession to deal my economic problems.	SD	18	8.1	3.65	1.15
	D	27	12.2		
	UD	9	4.1		
	A	127	57.2		
	SA	41	18.5		
	Total	222	100.0		

Table 4.2.4 illustrate that a lot of (75.7%) respondents are of view that 'I joined teaching profession to deal my economic problems. All respondents gave their responses. While (20.3%) are reject the statement and (4.1%) remained un- decided. Mean vale 3.65 also support the claim I joined teaching profession to deal my economic problems.

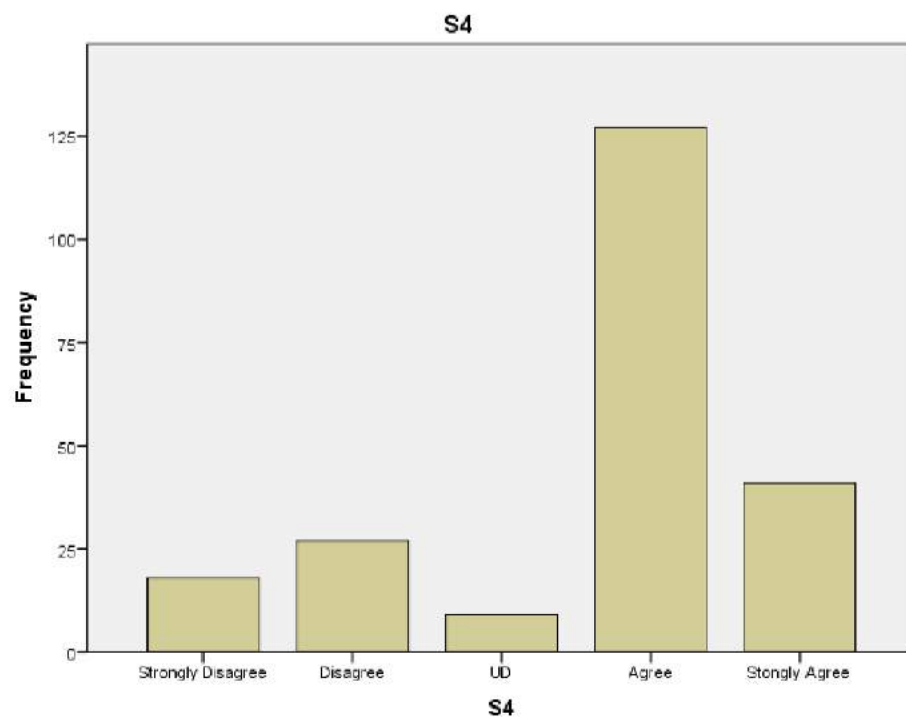


Table: 4.2.5 Teaching has been comparatively beneficial

Statement	Level	Frequency	Percentage	Mean	SD
Teaching has been comparatively beneficial than any other occupation.	SD	18	8.1	3.63	1.27
	D	35	15.8		
	UD	21	9.5		
	A	83	37.4		
	SA	65	29.3		
	Total	222	100.0		

Table 4.2.5 indicates that Most of the (66.7%) respondents are of view that 'Teaching has been comparatively beneficial than any other occupation. All respondents gave their responses. While (23.9%) are rejecting the views and (9.5%) are undecided. Mean vale 3.63 also support the claim Teaching has been comparatively beneficial than any other occupation.

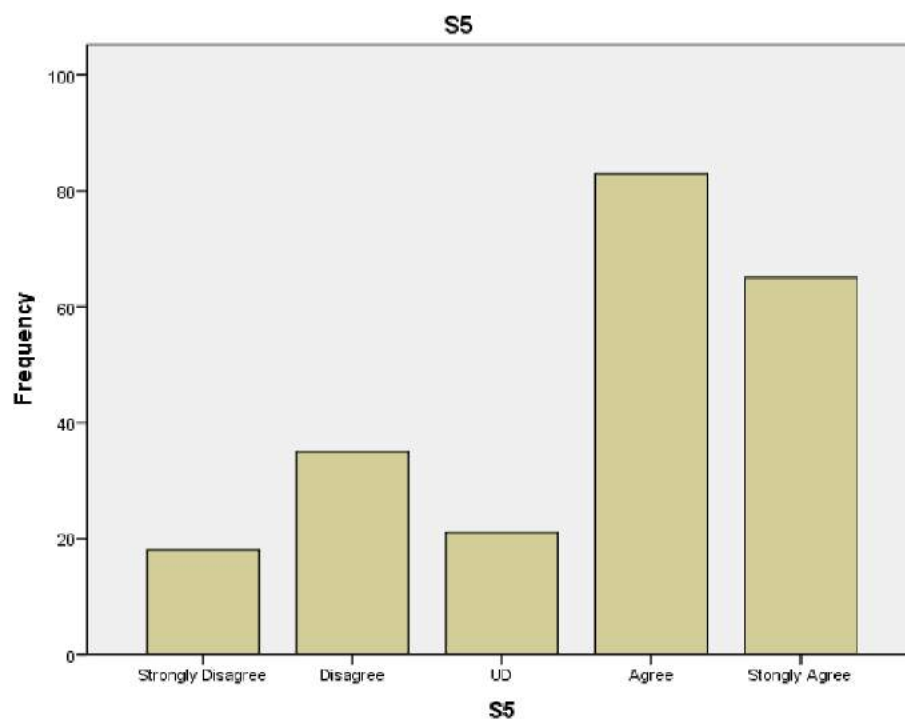


Table: 4.2.6 Teaching has more freedom

Statement	Level	Frequency	Percentage	Mean	SD
I believe that teaching has more freedom than other jobs.	SD	34	15.3	2.92	1.34
	D	74	33.3		
	UD	23	10.4		
	A	57	25.7		
	SA	34	15.3		
	Total	222	100.0		

Table 4.2.6 indicates that (41%) respondents are of view that 'I believe that teaching has more freedom than other jobs. All respondents gave their responses. While (48.6%) are reject the statement that I believe that teaching has more freedom than other jobs and (10.4%) remain undecided. Mean vale 2.92 also support the claim I believe that teaching has more freedom than other jobs.

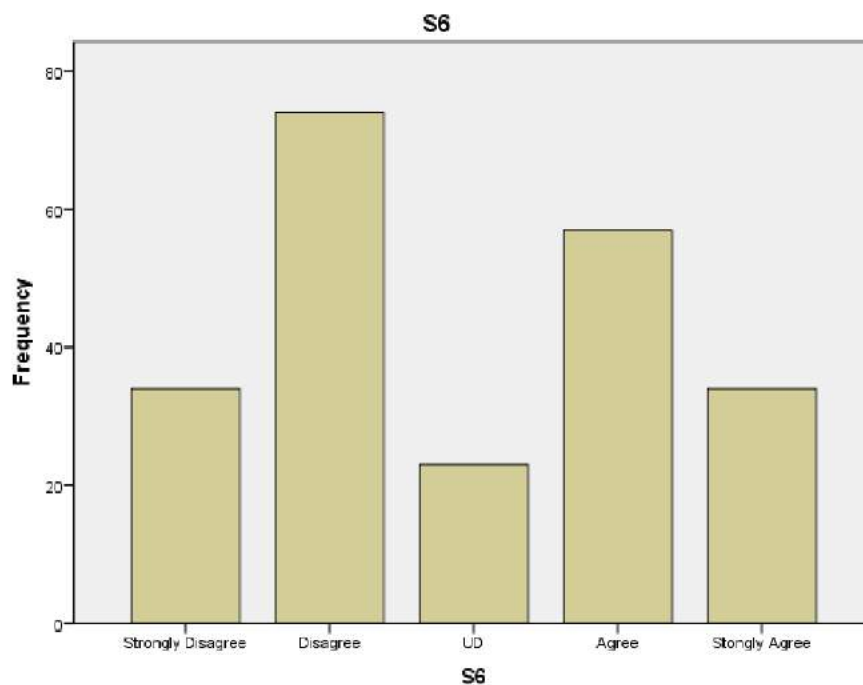


Table: 4.2.7 Present salary

Statement	Level	Frequency	Percentage	Mean	SD
I feel dissatisfied with my present salary.	SD	32	14.4	3.25	1.38
	D	52	23.4		
	UD	9	4.1		
	A	85	38.3		
	SA	44	19.8		
	Total	222	100.0		

Table 4.2.7 shows that mainstream (58.1%) respondents are of view that I feel dissatisfied with my present salary. All respondents gave their responses. While (37.8%) are not agree to the statement and (4.1%) remain undecided. Mean value 3.25 also support the claim I feel dissatisfied with my present salary.

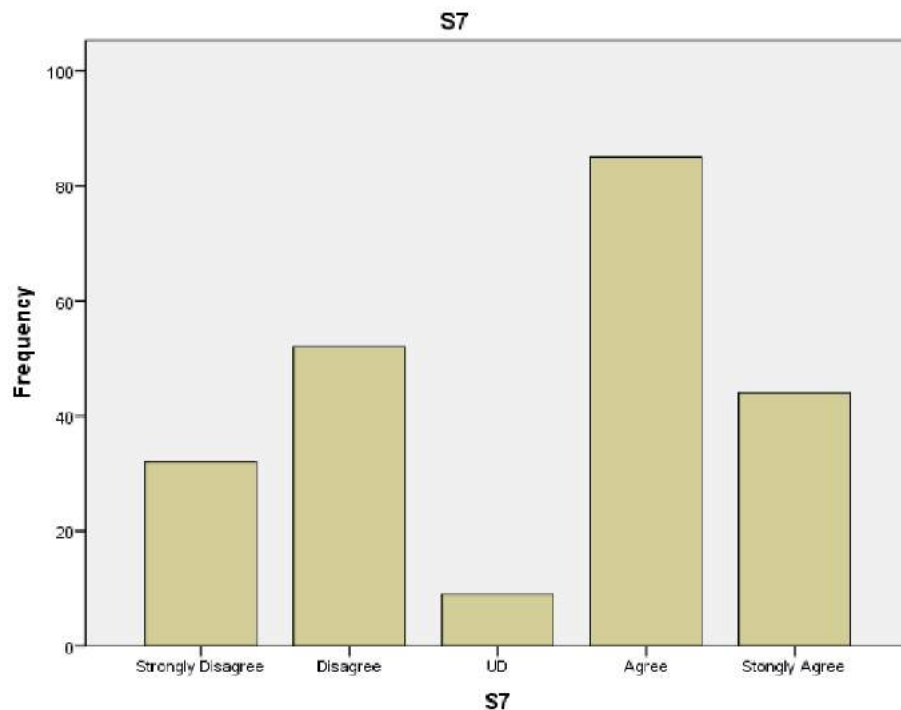


Table: 4.2.8 Income is insufficient

Statement	Level	Frequency	Percentage	Mean	SD
The income is insufficient to support myself and family.	SD	14	6.3	3.78	1.12
	D	25	11.3		
	UD	11	5.0		
	A	117	52.7		
	SA	55	24.8		
	Total	222	100.0		

Table 4.2.8 indicates that a bundle of (77.5%) respondents are of view that ‘The income is insufficient to support myself and family. All respondents gave their responses. While (17.6%) are disagree the view and (5 %) remained un- decided. Mean value 3.78 also support the claim that the income is insufficient to support myself and family.

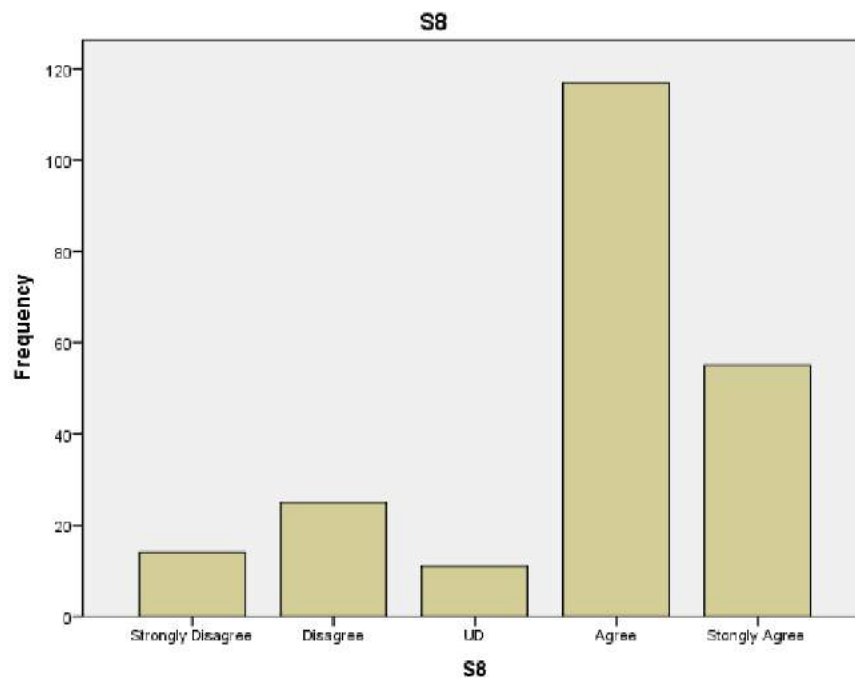


Table: 4.2.9 Non-teaching occupation

Statement	Level	Frequency	Percentage	Mean	SD
Better pay is offered to non-teaching occupation.	SD	9	4.1	3.75	1.0
	D	29	13.1		
	UD	19	8.6		
	A	115	51.8		
	SA	50	22.5		
	Total	222	100.0		

Table 4.2.9 shows that majority (74.3%) respondents are of view that 'Better pay is offered to non-teaching occupation. All respondents gave their responses. While (17.2%) are not agree to this statement and (8.6 %) Remained un- decided. Mean value 3.75also support the claim Better pay is offered to non-teaching occupation.

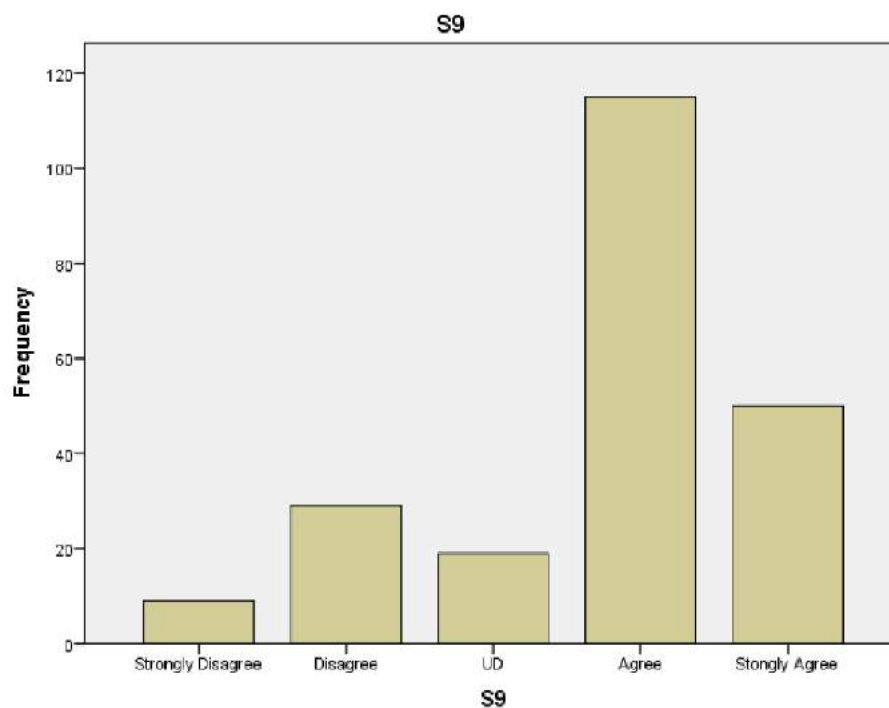


Table: 4.2.10 Unable to achieve economic goal

Statement	Level	Frequency	Percentage	Mean	SD
I feel my present job is unable to help me to achieve my economic goal.	SD	8	3.6	3.71	1.04
	D	32	14.4		
	UD	17	7.7		
	A	124	55.9		
	SA	41	18.5		
	Total	222	100.0		

Table 4.2.10 shows that Best part (74.4%) respondents are of view that 'I feel my present job is unable to help me to achieve my economic goal. All respondents gave their responses. While (18.0%) respondents are disagree with this statement. (7.7 %) Remained un- decided. Mean value 3.71 also support the claim I feel my present job is unable to help me to achieve my economic goal.

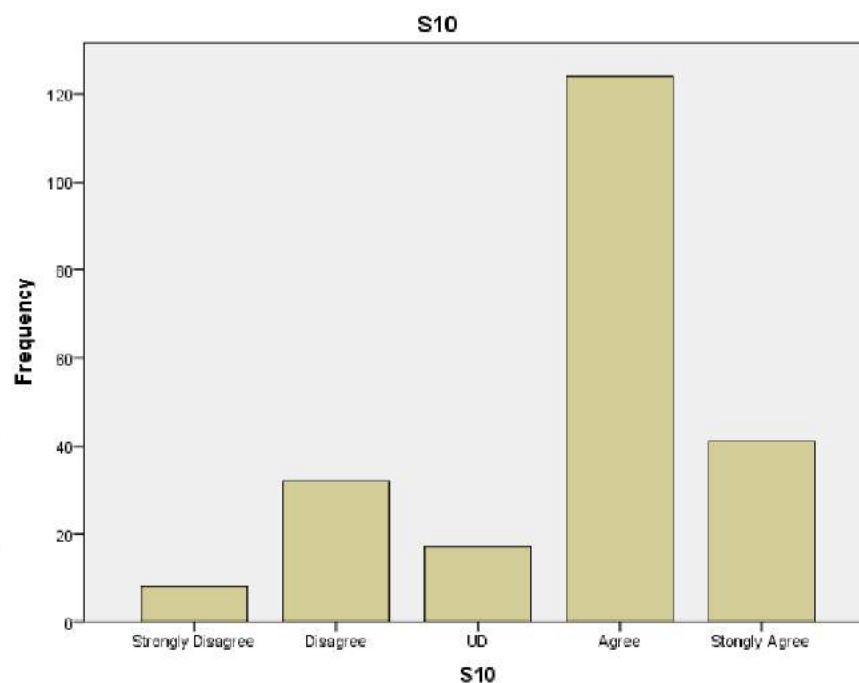


Table: 4.2.11 Lack of incentives and fringe benefits

Statement	Level	Frequency	Percentage	Mean	SD
I feel lack of incentives and fringe benefits like house allowance and health care led me towards dissatisfaction.	SD	7	3.2	3.79	1.08
	D	31	14.0		
	UD	21	9.5		
	A	104	46.8		
	SA	59	26.6		
	Total	222	100.0		

Table 4.2.11 shows that mass (73.4%) of the respondents are of view that ‘I feel lack of incentives and fringe benefits like house allowance and health care led me towards dissatisfaction. All respondents gave their responses. While (17.2%) respondents are not agree with this statement. (9.5 %) Remained un- decided. Mean value 3.79 also support the claim I feel lack of incentives and fringe benefits like house allowance and health care led me towards dissatisfaction.

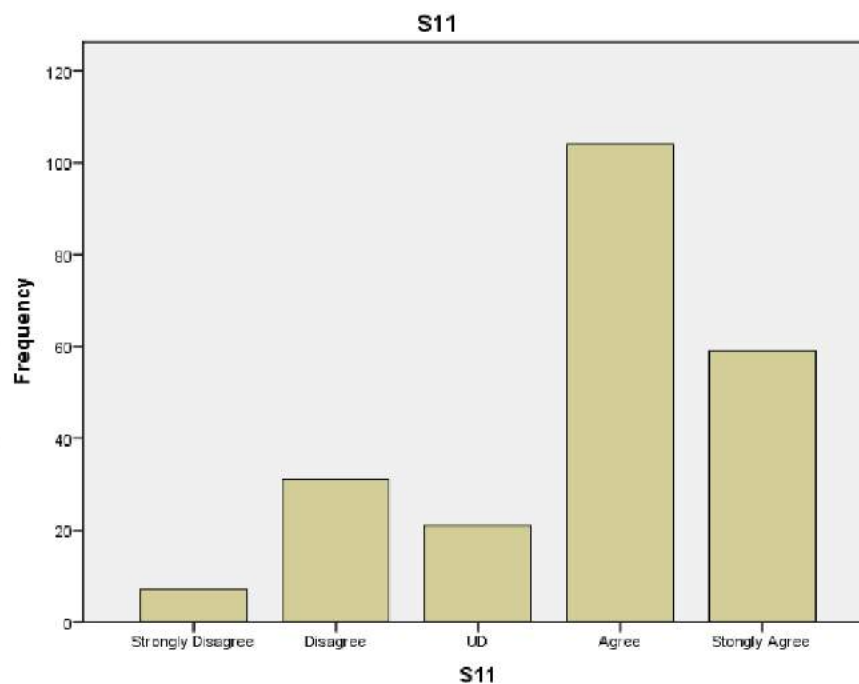


Table: 4.2.12 Lack of rewards

Statement	Level	Frequency	Percentage	Mean	SD
I think lack of rewards for outstanding performance may cause teaching staff weak performance.	SD	9	4.1	3.77	1.14
	D	28	12.6		
	UD	19	8.6		
	A	115	51.8		
	SA	51	23.0		
	Total	222	100.0		

Table 4.2.12 shows that major part 74.8% of the respondents are of view that 'I think lack of rewards for outstanding performance may cause teaching staff weak performance. All respondents gave their responses. While 16.7% respondents have rejected this statement. 8.6 % Remained un- decided. Mean score of the statement is 3.77

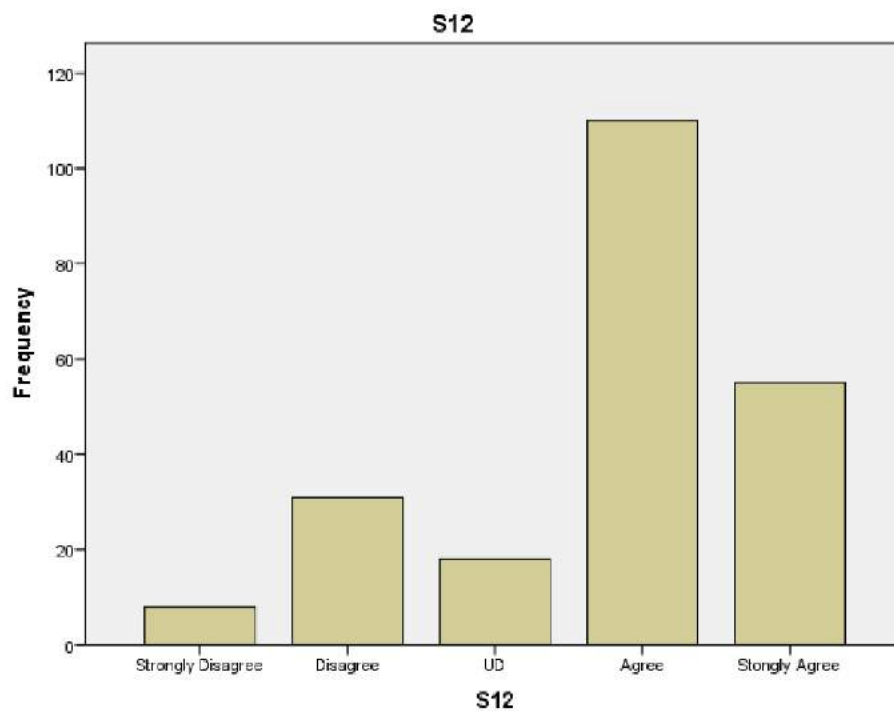


Table: 4.2.13 Insufficient Salary

Statement	Level	Frequency	Percentage	Mean	SD
I feel salary is paid to me is insufficient as compare the work I do.	SD	11	5.0	3.80	1.14
	D	33	14.9		
	UD	6	2.7		
	A	110	49.5		
	SA	62	27.9		
	Total	222	100.0		

Table 4.2.13 shows that greater part (77.4%) of the respondents are of view that 'I feel salary is paid to me is insufficient as compare the work I do. All respondents gave their responses. While (19.9%) respondents are reject this statement and (2.7 %) Remained un- decided. Mean value 3.80 also support the claim I feel salary is paid to me is insufficient as compare the work I do.

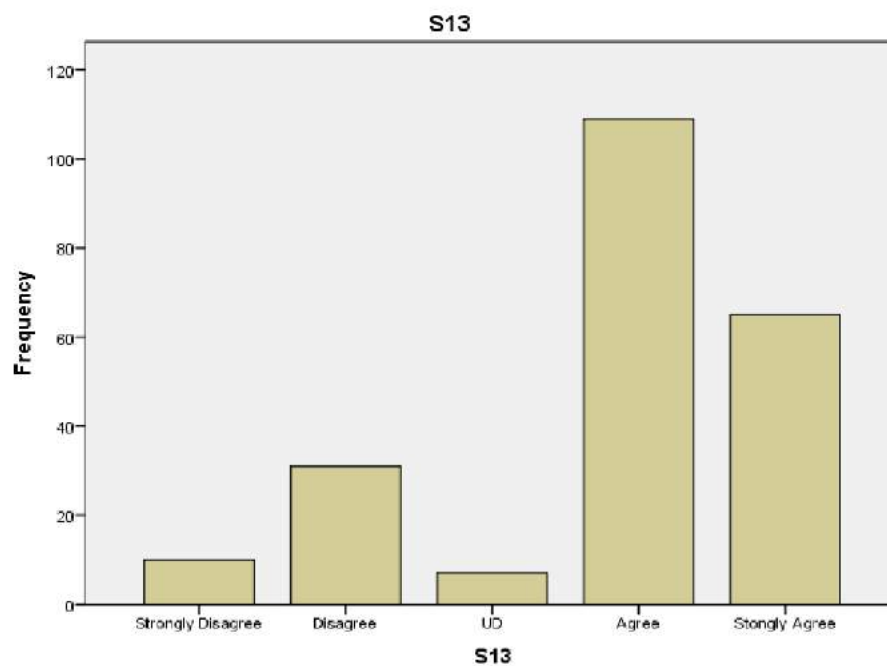


Table: 4.2.14 Less respect

Statement	Level	Frequency	Percentage	Mean	SD
I think less respect from students affect the teaching performance.	SD	6	2.7	3.68	1.05
	D	41	18.5		
	UD	9	4.1		
	A	126	56.8		
	SA	40	18.0		
	Total	222	100.0		

Table 4.2.14 shows that larger parts (74.8%) of the respondents are of view that ‘I think less respect from students affect the teaching performance. All respondents gave their responses. While (21.2%) respondents are disagree with this statement and (4.1 %) Remained un- decided. Mean value 3.68 also support the claim that I think less respect from students affect the teaching performance.

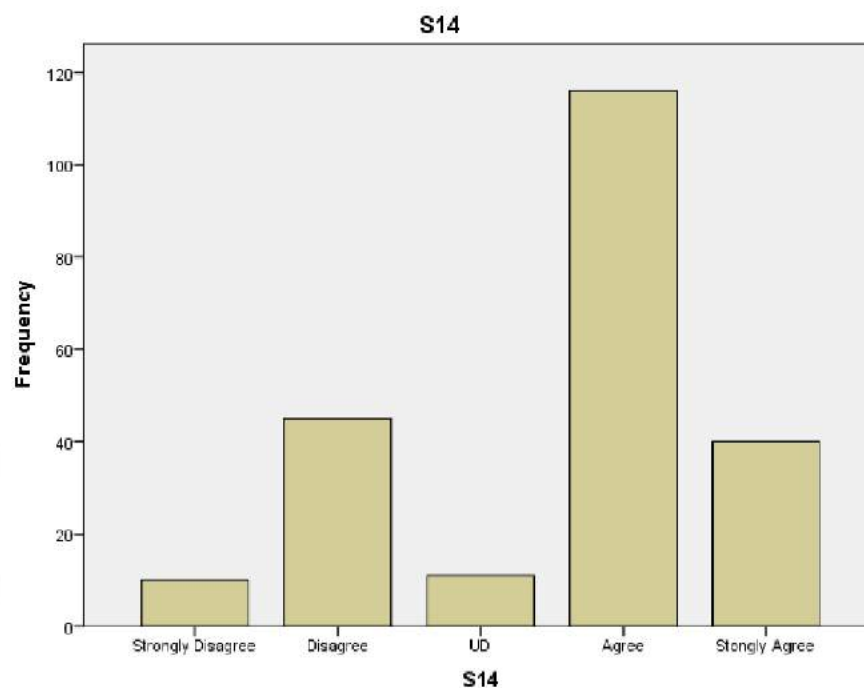


Table: 4.2.15 Lack of recognition

Statement	Level	Frequency	Percentage	Mean	SD
I think lack of recognition from concerned bodies affect my performance.	SD	9	4.1	3.83	1.03
	D	22	9.9		
	UD	19	8.6		
	A	119	53.6		
	SA	53	23.9		
	Total	222	100.0		

Table 4.2.15 shows that Mainstream (77.5%) of the respondents are of view that 'I think lack of recognition from concerned bodies affect my performance. All respondents gave their responses. While (14.0%) respondents are disagree with this statement and (8.6 %) Remained un- decided. Mean value 3.83 also support the claim I think lack of recognition from concerned bodies affect my performance.

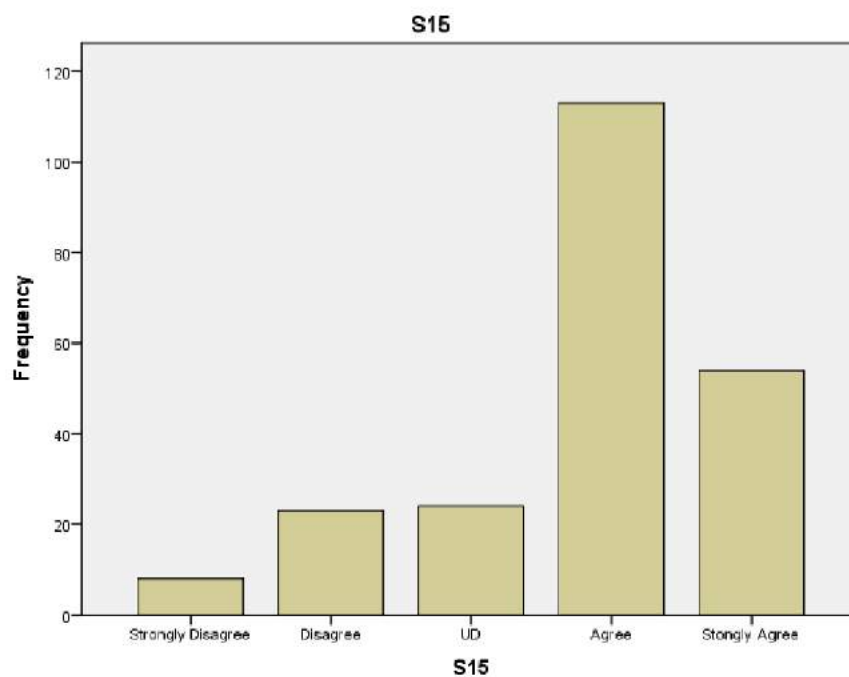


Table: 4.2.16 Low social status

Statement	Level	Frequency	Percentage	Mean	SD
I think low social status of teaching profession in secondary school affect my work motivation.	SD	7	3.2	3.64	1.11
	D	44	19.8		
	UD	18	8.1		
	A	105	47.3		
	SA	48	21.6		
	Total	222	100.0		

Table 4.2.16 shows that Masses (68.9%) of the respondents are of view that ‘I think low social status of teaching profession in secondary school affect my work motivation. All respondents gave their responses. While (23.0%) respondents are reject this statement and (8.1 %) Remained un- decided. Mean value 3.64 also support the I think low social status of teaching profession in secondary school affect my work motivation.

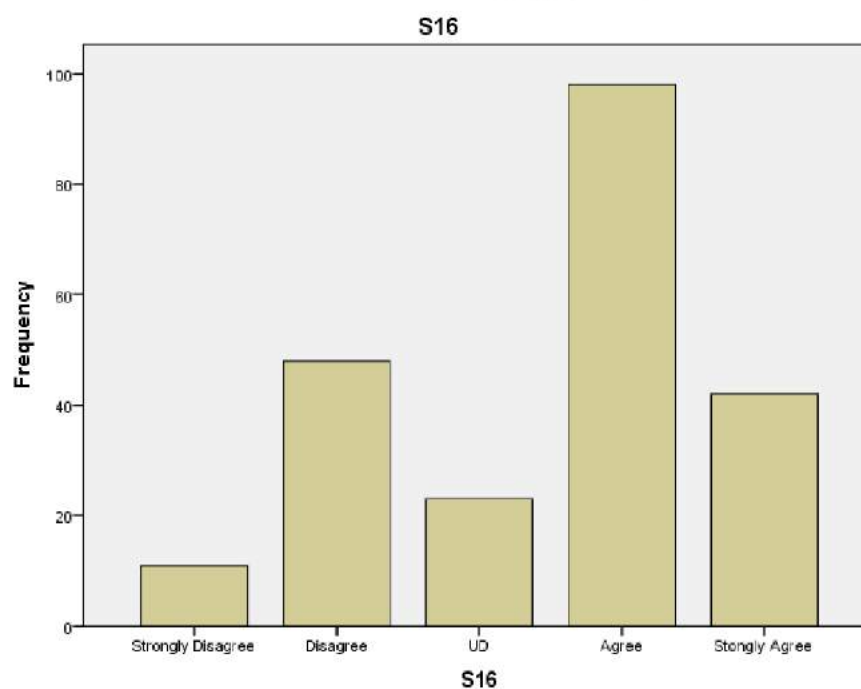


Table: 4.2.17 Lack of work autonomy

Statement	Level	Frequency	Percentage	Mean	SD
I think lack of work autonomy at secondary schools affect my performance.	SD	13	5.9	3.81	1.22
	D	36	16.2		
	UD	3	1.4		
	A	97	43.7		
	SA	73	32.9		
	Total	222	100.0		

Table 4.2.17 shows that predominance (76.6%) of the respondents are of view that ‘I think lack of work autonomy at secondary schools affect my performance. All respondents gave their responses. While (22.1%) respondents are not agree with this statement and (1.4 %) Remained un- decided. Mean value 3.81 also support the claim that I think lack of work autonomy at secondary schools affect my performance.

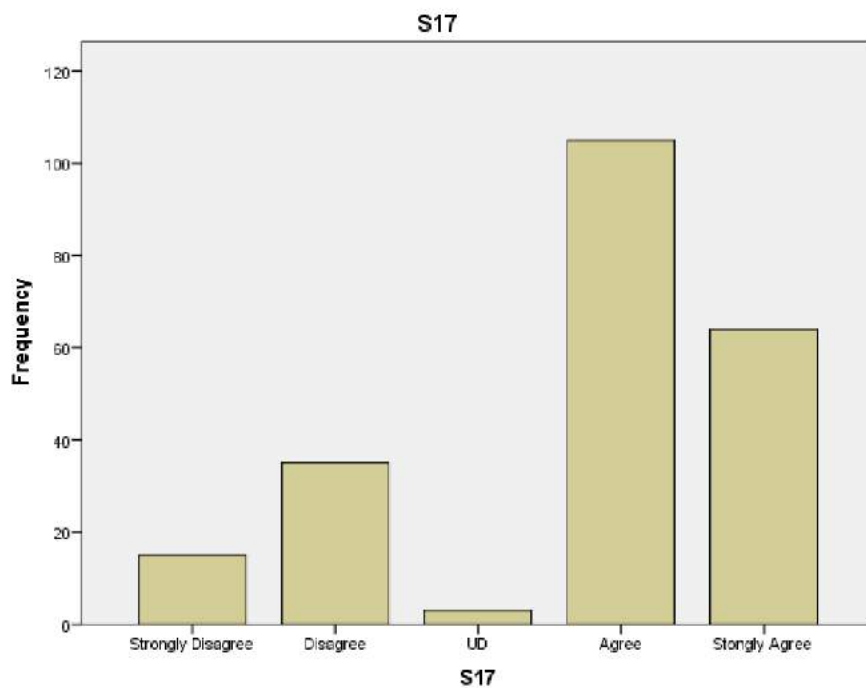


Table: 4.2.18 Teaching extra classes

Statement	Level	Frequency	Percentage	Mean	SD
Teaching extra classes over-burdens me.	SD	6	2.7	3.69	1.07
	D	42	18.9		
	UD	11	5.0		
	A	118	53.2		
	SA	45	20.3		
	Total	222	100.0		

Table 4.2.18 shows that Predominance (73.5%) of the respondents are of view that 'Teaching extra classes over-burdens me. All respondents gave their responses. While (21.6%) respondents are not agree with this statement and (5.0 %) remained undecided. Mean value 3.69 also support the claim that Teaching extra classes over-burdens me.

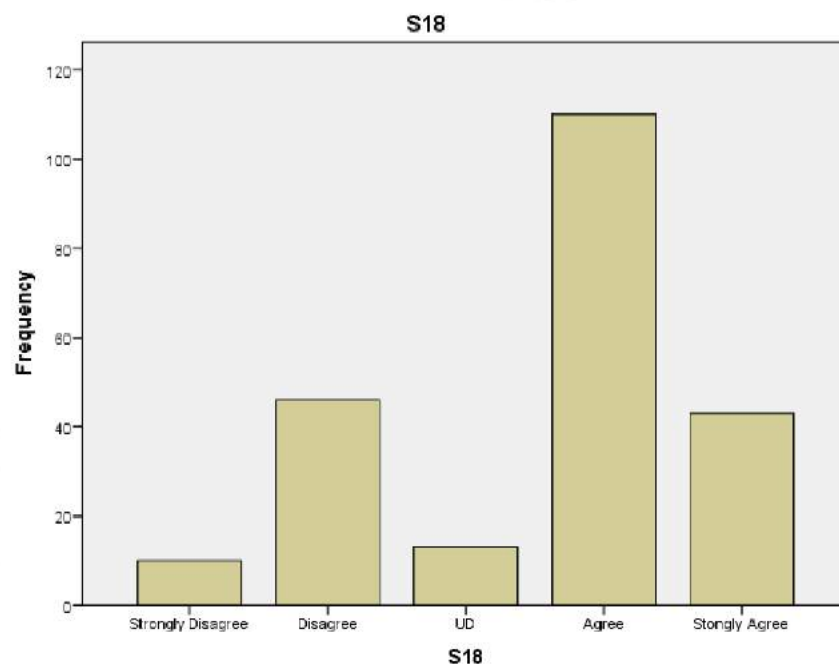


Table: 4.2.19 Performance evaluation

Statement	Level	Frequency	Percentage	Mean	SD
I think performance evaluation on the bases of favoritism affects my performance.	SD	23	10.4	3.02	1.18
	D	59	26.6		
	UD	54	24.3		
	A	61	27.5		
	SA	25	11.3		
	Total	222	100.0		

Table 4.2.19 shows that (38.8%) of the respondents are of view that 'I think performance evaluation on the bases of favoritism affects my performance. While (37.0%) respondents are disagree with this statement and (24.3 %) remained undecided. Mean value 3.02 also support the claim that I think performance evaluation on the bases of favoritism affects my performance.

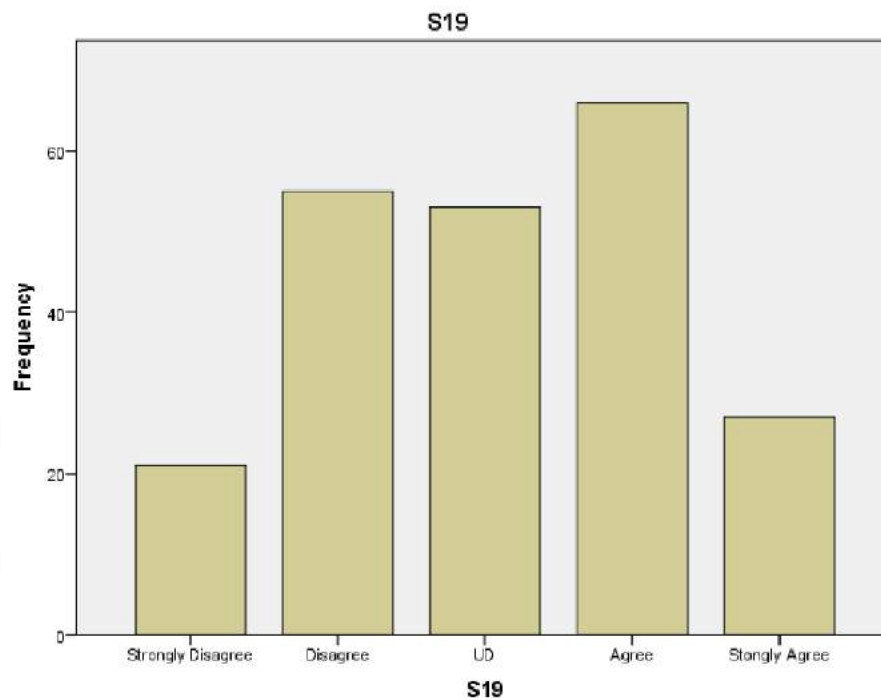


Table: 4.2.20 Clerical work

Statement	Level	Frequency	Percentage	Mean	SD
I feel school is expected me to do difficult amount of record keeping and clerical work that affects my performance.	SD	22	9.9	3.09	1.18
	D	53	23.9		
	UD	57	25.7		
	A	63	28.4		
	SA	27	12.2		
	Total	222	100.0		

Table 4.2.20 shows that (40.6%) of the respondents are of view that 'I feel school is expected me to do difficult amount of record keeping and clerical work that affects my performance. While (33.8%) respondents are disagree that they cannot maintain the student conduct record and (25.7 %) remained undecided. Mean value 3.09 also support the claim that I feel school is expected me to do difficult amount of record keeping and clerical work that affects my performance.

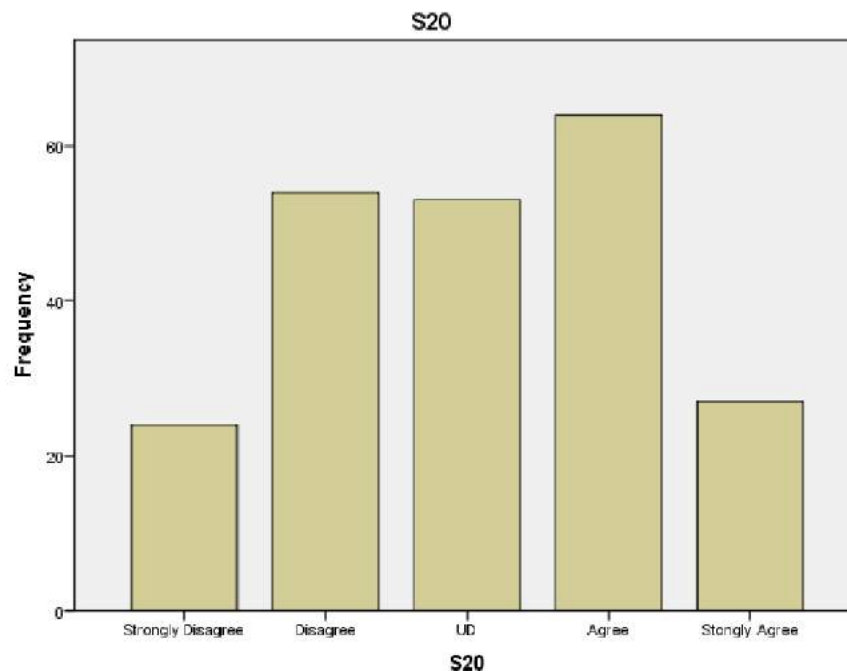


Table: 4.2.21 Crowded classes stress

Statement	Level	Frequency	Percentage	Mean	SD
I feel over crowded classes stress to me.	SD	28	12.6	3.00	1.25
	D	63	28.4		
	UD	37	16.7		
	A	67	30.2		
	SA	27	12.2		
	Total	222	100.0		

Table 4.2.21 shows that (42.4%) of the respondents are of view that 'I feel over crowded classes stress to me. While (41.0%) respondents do not know the name of whole the students and (16.7 %) remained undecided. Mean value 3.00 also support the claim that I feel over crowded classes stress to me.

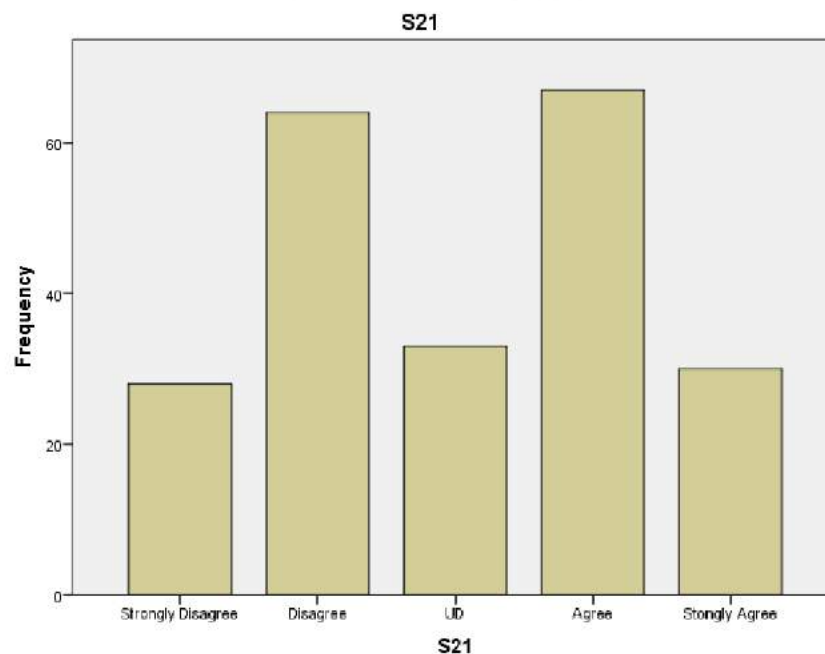


Table :4.2.22 Misbehave from students

Statement	Level	Frequency	Percentage	Mean	SD
Misbehave from students affect my performance.	SD	19	8.6	3.56	1.18
	D	32	14.4		
	UD	15	6.8		
	A	117	52.7		
	SA	39	17.6		
	Total	222	100.0		

Table 4.2.22 shows that majority (70.3%) of the respondents are of view that 'Misbehave from students affect my performance. While (23.0%) respondents are not agree that statement and (6.8 %) remained undecided. Mean value 3.56 also support the claim that Misbehave from students affect my performance.

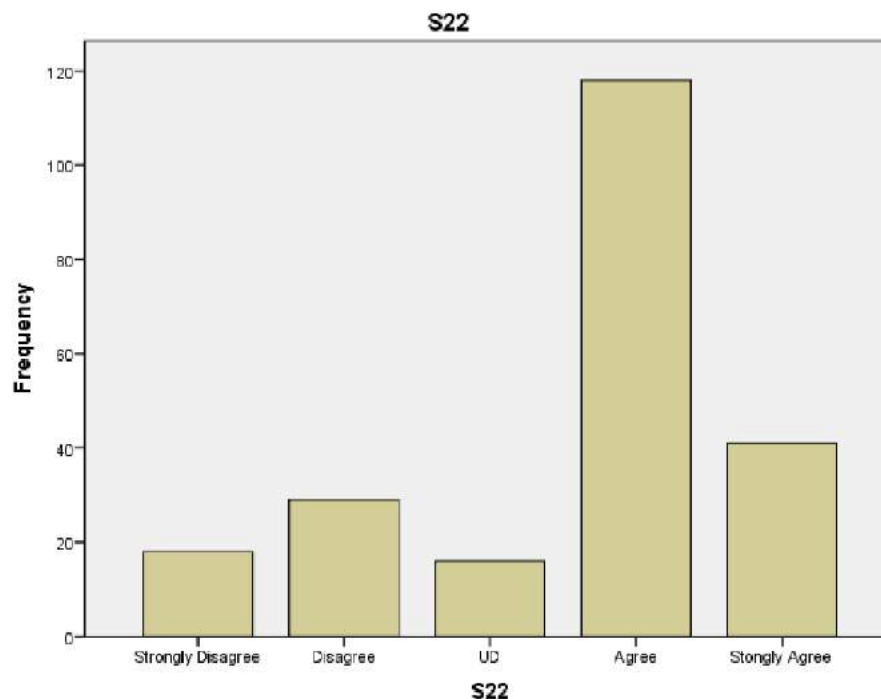


Table: 4.2.23 More freedom

Statement	Level	Frequency	Percentage	Mean	SD
I think more freedom is given to students than teachers in school.	SD	23	10.4	3.02	1.18
	D	59	26.6		
	UD	54	24.3		
	A	61	27.5		
	SA	25	11.3		
	Total	222	100.0		

Table 4.2.23 shows that (38.8%) of the respondents are of view that 'I think more freedom is given to students than teachers in school. While (37.0%) respondents are not agree this statement and (24.3 %) remained undecided. Mean value 3.02 also support the claim that I think more freedom is given to students than teachers in school.

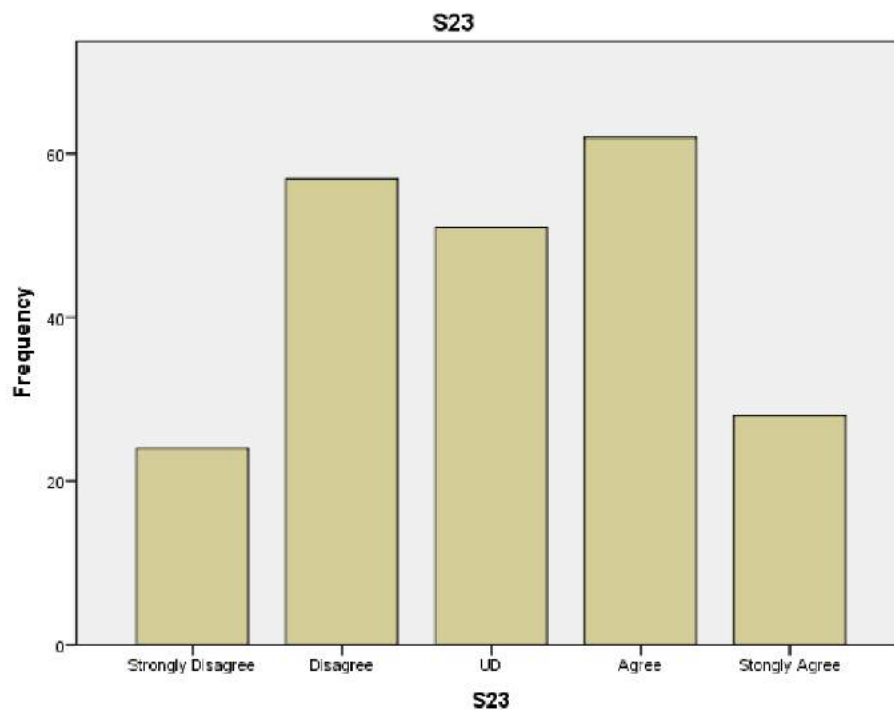


Table :4.2.24 Student's negligence

Statement	Level	Frequency	Percentage	Mean	SD
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	SD	22	9.9		
I think student's	D	53	23.9		
negligence in assigned	UD	57	25.7		
task and other activities	A	63	28.4	3.09	1.18
affect my performance.	SA	27	12.2		
	Total	222	100.0		

Table 4.2.24 shows that (40.6%) of the respondents are of view that 'I think student's negligence in assigned task and other activities affect my performance. While (33.8%) respondents are disagree with the statement and (25.7 %) remained undecided. Mean value 3.09 also support the claim that I think student's negligence in assigned task and other activities affect my performance.

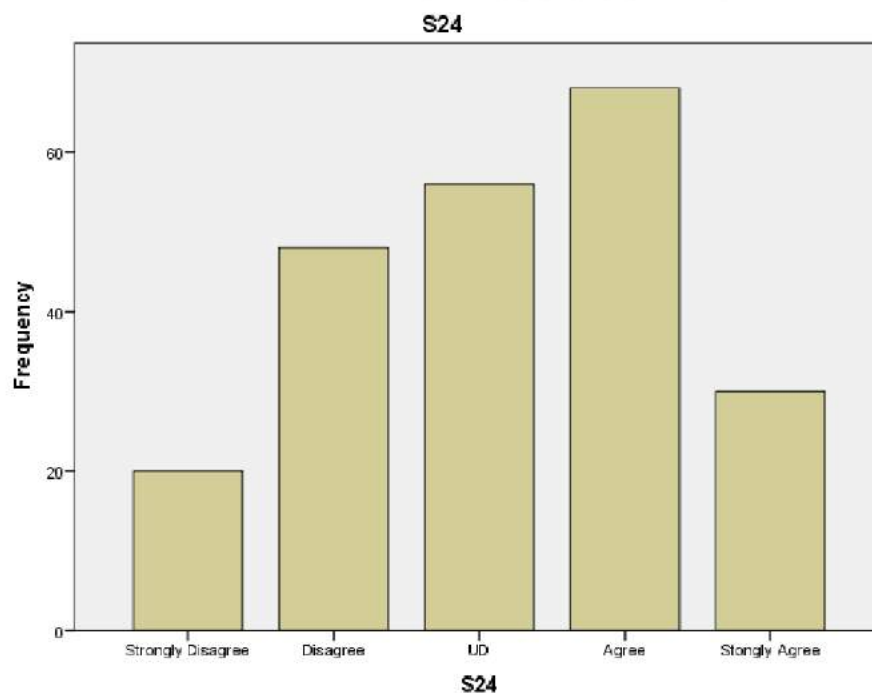


Table: 4.2.25 Seriously deficient student's academic performance

Statement	Level	Frequency	Percentage	Mean	SD
I think seriously deficient student's academic performance is source of disappointment in my job.	SD	23	10.4	3.02	1.18
	D	59	26.6		
	UD	54	24.3		
	A	61	27.5		
	SA	25	11.3		
	Total	222	100.0		

Table 4.2.25 indicates that (38.8%) of the respondents are of view that 'I think seriously deficient student's academic performance is source of disappointment in my job. While (37.0%) respondents are disagree the views and (24.3 %) remained undecided. Mean value 3.02 also support the claim that I think seriously deficient student's academic performance is source of disappointment in my job.

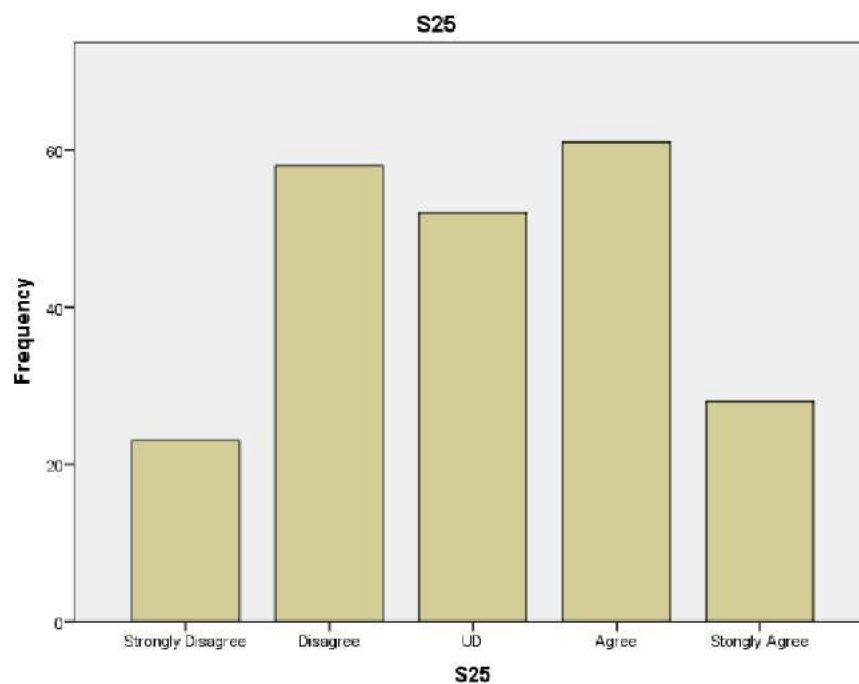


Table: 4.2.26 Less Freedom

Statement	Level	Frequency	Percentage	Mean	SD
I feel teachers have less freedom to make their own decision regarding teaching and learning process.	SD	22	9.9	3.09	1.18
	D	53	23.9		
	UD	57	25.7		
	A	63	28.4		
	SA	27	12.2		
	Total	222	100.0		

Table 4.2.26 indicates that (40.6%) of the respondents are of view that 'I feel teachers have less freedom to make their own decision regarding teaching and learning process. While (33.8%) respondents are disagree the views and (25.7 %) remained undecided. Mean value 3.09 also support the claim that I feel teachers have less freedom to make their own decision regarding teaching and learning process.

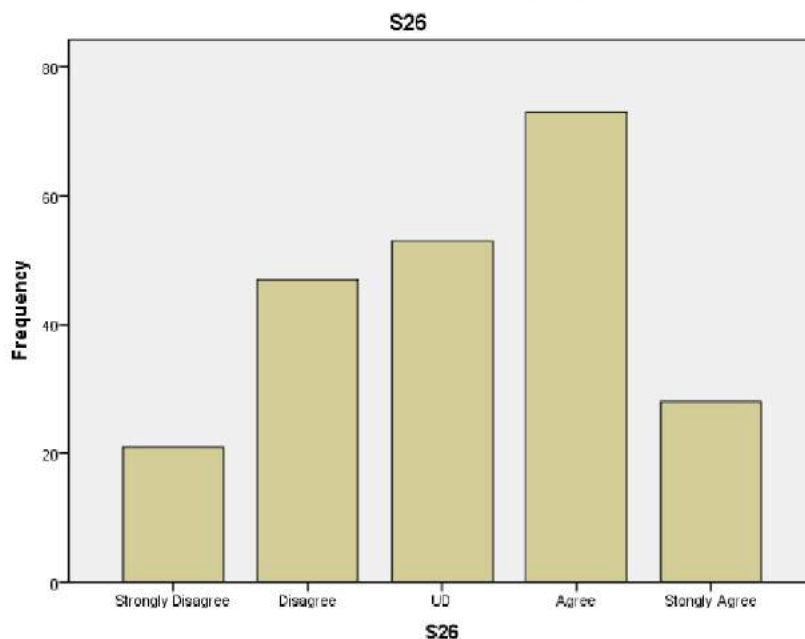


Table: 4.2.27 Principals treat unequally

Statement	Level	Frequency	Percentage	Mean	SD
School principals treat all teachers unequally as per school rules and regulations.	SD	28	12.6	3.00	1.25
	D	63	28.4		
	UD	37	16.7		
	A	67	30.2		
	SA	27	12.2		
	Total	222	100.0		

Table 4.2.27 indicates that (42.4%) of the respondents are of view that 'School principals treat all teachers unequally as per school rules and regulations. While (41.0%) respondents are disagree of the views and (16.7 %) remained undecided. Mean value 3.00 also support the claim that School principals treat all teachers unequally as per school rules and regulations.

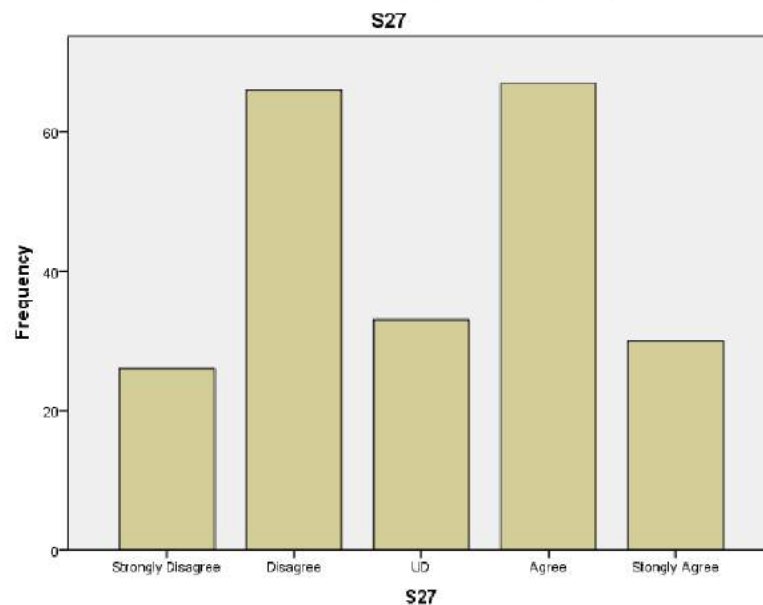


Table: 4.2.28 School management

Statement	Level	Frequency	Percentage	Mean	SD
I think school management criticizes teachers work aimlessly which affect them.	SD	29	13.1	3.02	1.18
	D	45	20.3		
	UD	48	21.6		
	A	70	31.5		
	SA	30	13.5		
	Total	222	100.0		

Table 4.2.28 indicates that (45.0%) of the respondents are of view that 'school management criticizes teachers work aimlessly which affect them. While (33.4%) respondents are disagree of the views and (21.6 %) remained undecided. Mean value 3.02 also support the claim that school management criticizes teachers work aimlessly which affect them.

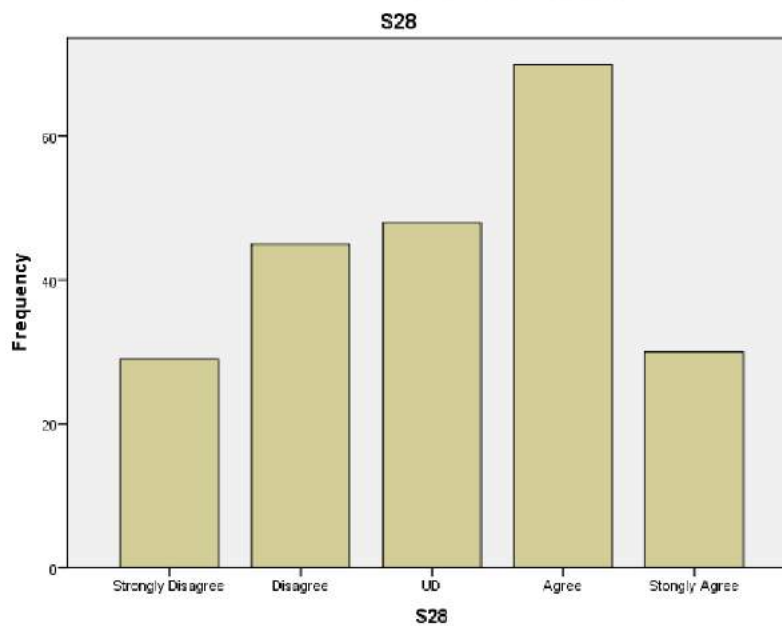


Table: 4.2.29 Work division

Statement	Level	Frequency	Percentage	Mean	SD
I feel work division on basis of favoritism from principal affect my performance.	SD	27	12.2	3.23	1.12
	D	49	22.1		
	UD	38	17.1		
	A	75	33.8		
	SA	33	14.9		
	Total	222	100.0		

Table 4.2.29 indicates that (48.7%) of the respondents are of view that 'I feel work division on basis of favoritism from principal affect my performance. While (34.3%) respondents are disagree of the views and (17.1 %) remained undecided. Mean value 3.23 also support the claim that I feel work division on basis of favoritism from principal affect my performance.

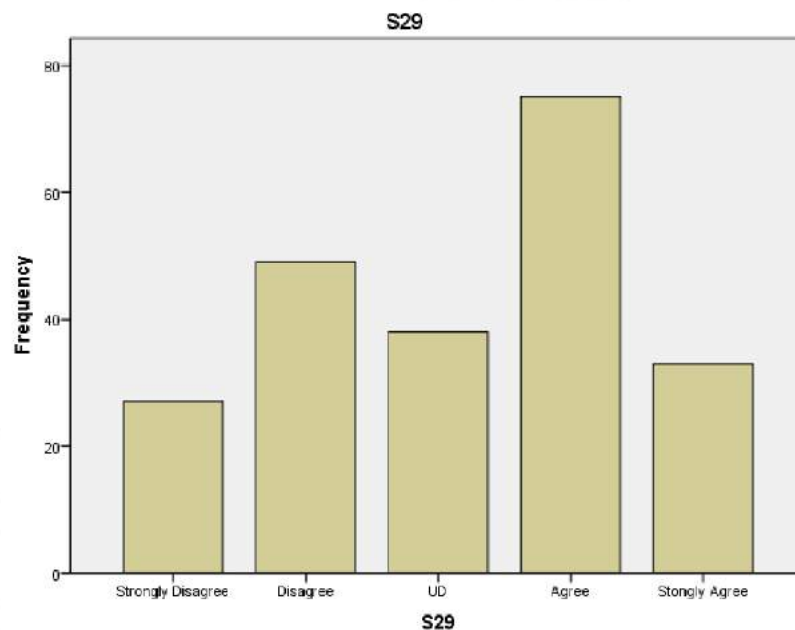


Table: 4.2.30 Decision making

Statement	Level	Frequency	Percentage	Mean	SD
I think principal is bias in decision making.	SD	50	22.5	3.06	1.10
	D	40	18.0		
	UD	21	9.5		
	A	71	32.0		
	SA	40	18.0		
	Total		222		

Table 4.2.30 indicates that (40.0%) of the respondents are of view that 'principal is bias in decision making. While (40.5%) respondents are disagree of the views and (9.5 %) remained undecided. Mean value 3.06 also support the claim that principal is bias in decision making.

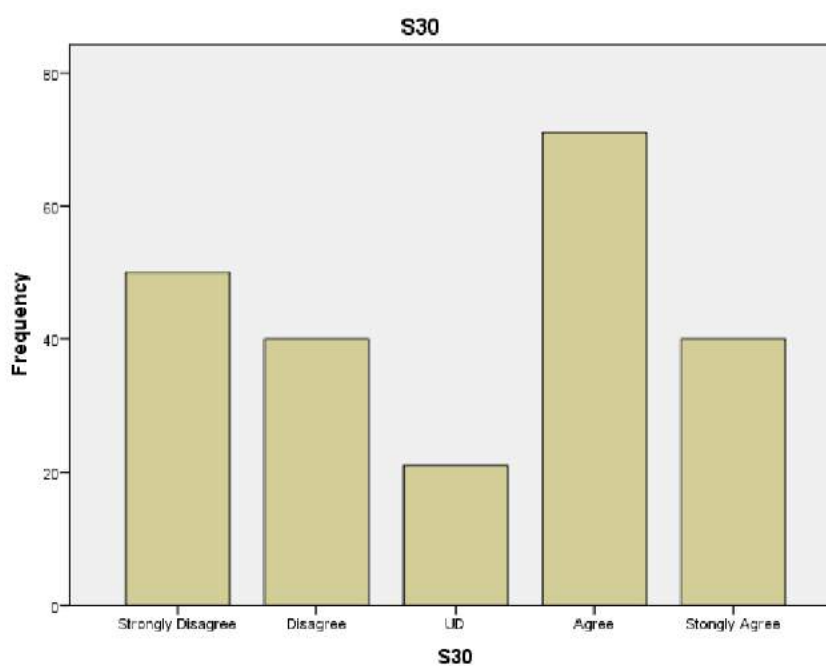


Table: 4.2.31 Library facilities

Statement	Level	Frequency	Percentage	Mean	SD
I think lack of library facilities is affecting my problems.	SD	18	8.1	3.50	1.25
	D	61	27.5		
	UD	66	29.7		
	A	49	22.1		
	SA	28	12.6		
	Total	222	100.0		

Table 4.2.31 indicates that (34.7%) of the respondents are of view that 'S lack of library facilities is affecting my problems. While (35.6%) respondents are disagree of the views and (29.7 %) remained undecided. Mean value 3.50 also support the claim that lack of library facilities is affecting my problems.

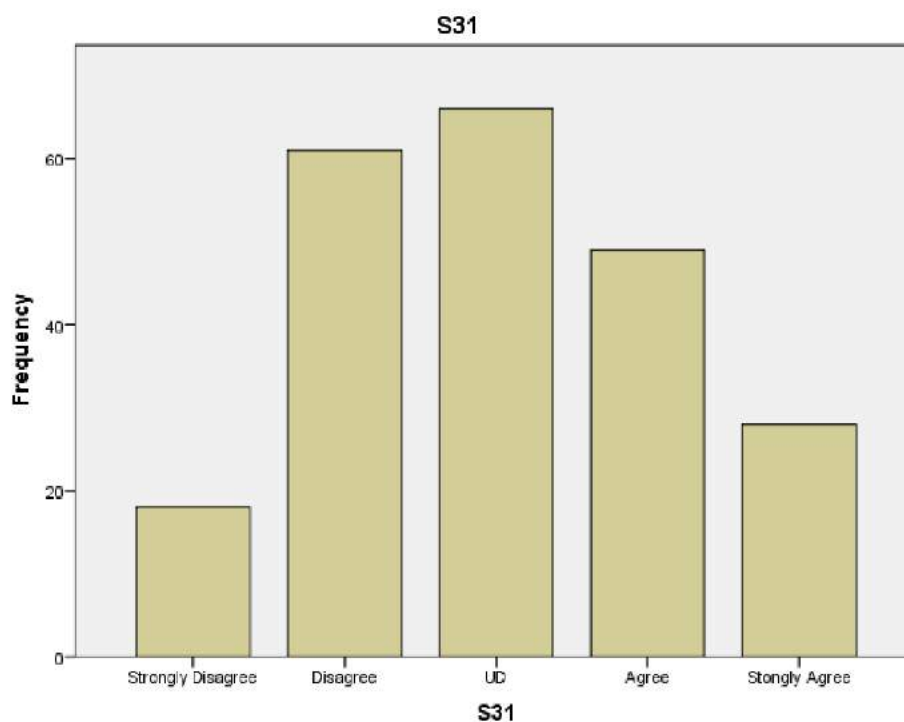


Table: 4.2.32 Learning and Teaching material

Statement	Level	Frequency	Percentage	Mean	SD
Lack of learning and teaching material to teach the students is affecting my performance.	SD	39	17.6	3.55	1.22
	D	53	23.9		
	UD	55	24.8		
	A	60	27.0		
	SA	15	6.8		
	Total	222	100.0		

Table 4.2.32 indicates that (33.8%) of the respondents are of view that 'learning and teaching material to teach the students is affecting my performance. While (41.5%) respondents are disagree of the views and (24.8 %) remained undecided. Mean value 3.55 also support the claim that learning and teaching material to teach the students is affecting my performance.

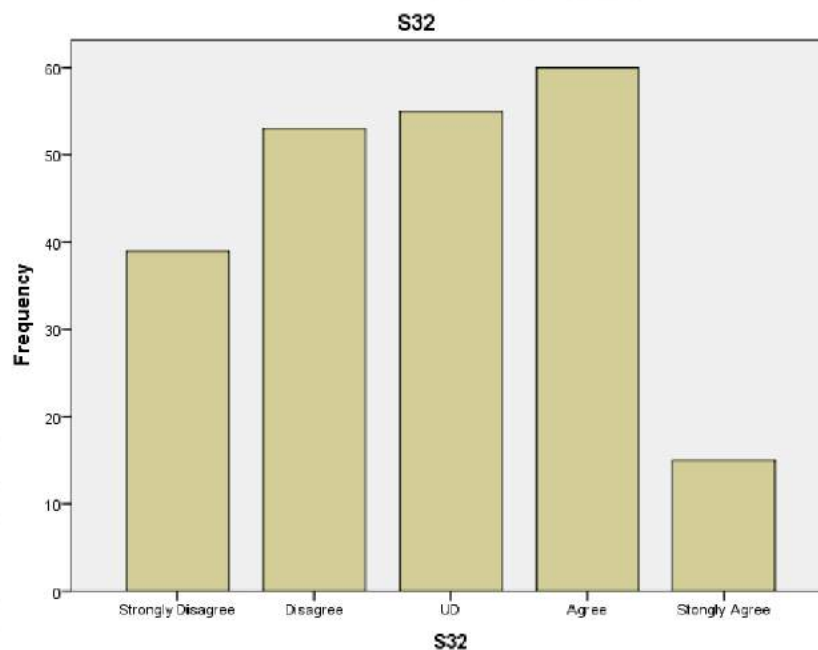


Table: 4.2.33 Poor school building

Statement	Level	Frequency	Percentage	Mean	SD
Poor school building is affecting my job performance.	SD	29	13.1	3.05	1.20
	D	46	20.7		
	UD	36	16.2		
	A	85	38.3		
	SA	26	11.7		
	Total	222	100.0		

Table 4.2.33 indicates that (50.0%) of the respondents are of view that 'Poor school building is affecting my job performance. While (33.8%) respondents are disagree of the views and (16.2 %) remained undecided. Mean value 3.05 also support the claim that Poor school building is affecting my job performance.

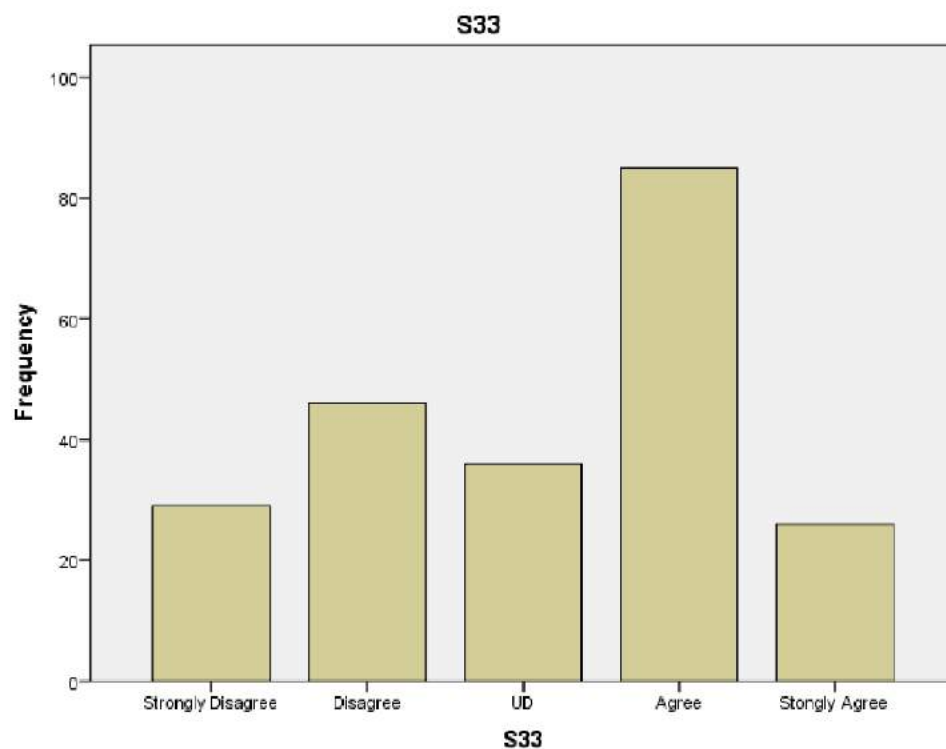


Table: 4.2.34 My appointment

Statement	Level	Frequency	Percentage	Mean	SD
My appointment at far-flung area school is affecting my performance.	SD	39	17.6	3.44	1.22
	D	58	26.1		
	UD	56	25.2		
	A	51	23.0		
	SA	18	8.1		
	Total	222	100.0		

Table 4.2.34 indicates that (41.1%) of the respondents are of view that 'My appointment at far-flung area school is affecting my performance. While (43.7%) respondents are disagree of the views and (25.2 %) remained undecided. Mean value 3.44 also support the claim that my appointment at far-flung area school is affecting my performance.

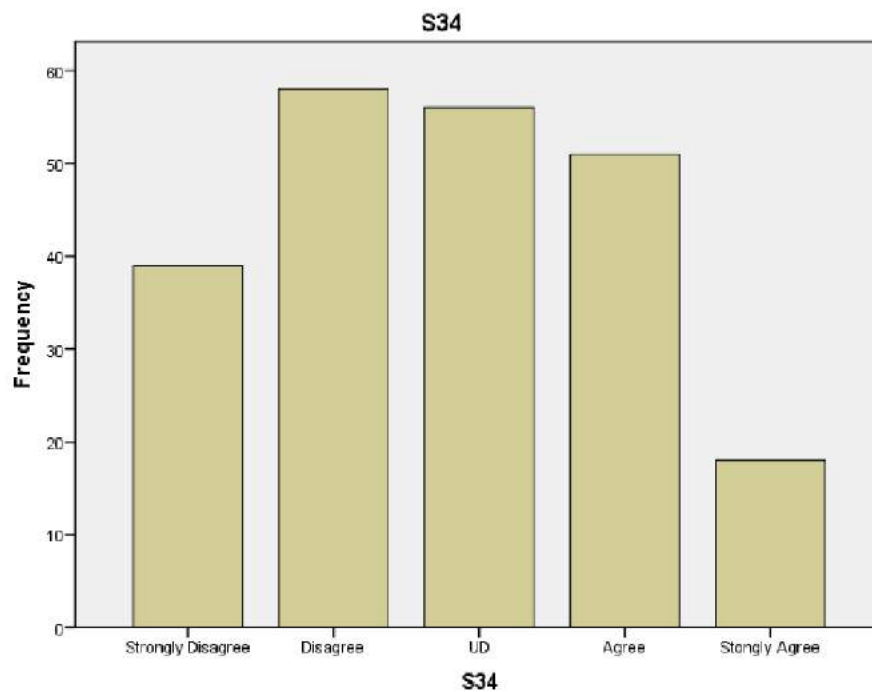
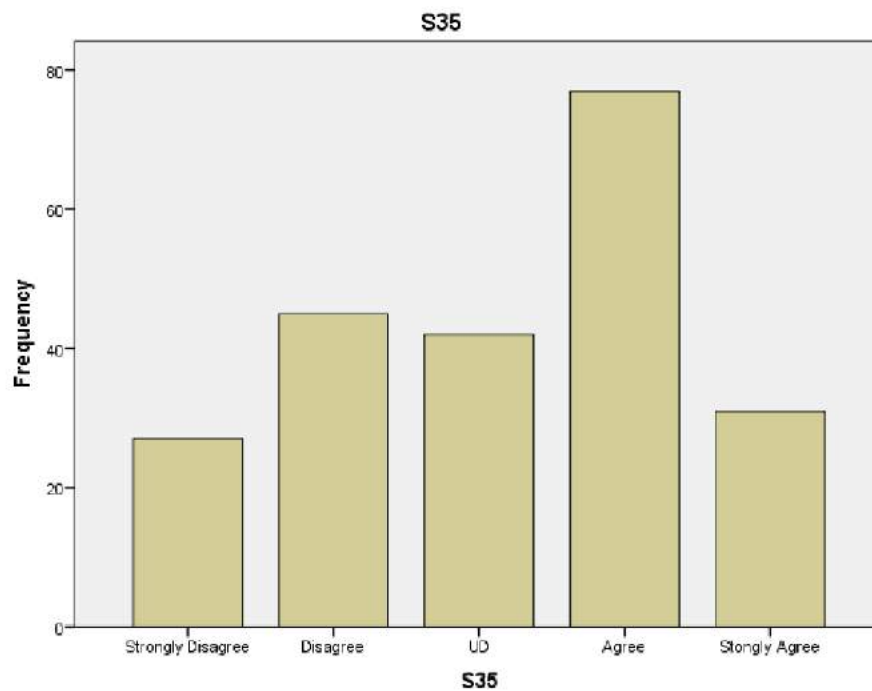


Table: 4.2.35 Poor transport facilities

Statement	Level	Frequency	Percentage	Mean	SD
I think poor transport facilities affects my performance.	SD	27	12.2	3.84	1.32
	D	45	20.3		
	UD	42	18.9		
	A	77	34.7		
	SA	31	14.0		
	Total	222	100.0		

Table 4.2.35 indicates that (48.7%) of the respondents are of view that 'poor transport facilities affects my performance. While (32.5%) respondents are disagree of the views and (18.9 %) remained undecided. Mean value 3.84 also support the claim that poor transport facilities affects my performance.



CHAPTER 5

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary:

This study was descriptive in nature. The focus of study was “A comparative study of the factors affecting the performance of male and female teachers at secondary level”. Studies have been shown that there is an open that factors affecting the teachers’ performance. Students’ performance is really affected by the physical characteristics of classroom.

Teachers around the world are disappointed with their remuneration and are not well paid relative to similarly skilled workers in other careers. The present study was designed to find out the different factors of teachers in secondary schools of district Khanewal. Objectives of the study were to analyze salary factor has a positive effect on the performance of the male and female teacher. To determine teaching profession factor has a positive and direct effect on the performance of the male and female teacher. To explore work environment factor has a positive and direct effect on the performance of the male and female teacher. To study student’s disciplinary factor has a positive and direct effect on the performance of the male and female teacher. To examine administration problems have a positive and direct effect on the performance of the male and female teacher. To investigate facilities factor has a positive and direct effect on the performance of the male and female teacher. This study was designed to find a comparative relationship between male and female teachers, urban and rural areas of teachers. Questionnaire for Secondary school teachers were established with the support supervisor and different experts in relevant field. After modification and necessary changes a 35 items questionnaire were finalized.

Population of the study was taken from SST teachers of secondary schools of district Khanewal. 222 male and female secondary school teachers were designated as sample from four tehsils (Khanewal city, Jahanian, Kabirwala, Mian Chunnu) of district

Khanewal. Questionnaire was distributed and administered personally and through friends. Mean score, percentage, Cronbach's alpha, sample t test and anova were used as statistical tool for data analysis. Data was interpreted and results were shown in tabular form. Number of the responses showed the mean value is greater than 3.00. Reliability was checked through SPSS and its value was .74 which shows that the results are reliable. Sample t test and anova were applied to compare the relationship between male and female teachers of urban and rural areas.

5.2 Findings

5.2.1 Findings Regarding Demographic Detail of Sample of Teachers

1. The majority of the respondents (59.5 %) are male and minorities of the respondents (40.5 %) are female. (Table 4.1.1)
2. Greater part of the respondent (70.6%) are from urban and slighter of respondent (29.4%) are from rural. (Table 4.1.2)
3. Greater part (40.1%) of the teachers having teaching experience are below 5 , (39.2%) of the teachers having teaching experience are 6-10 , (8.6%) of the teachers having teaching experience are 11-15,(8.6%) of the teachers having teaching experience are 16-20 and (3.6%) of the teachers having teaching experience are above.(Table 4.1.3)

5.2.2 Findings Regarding Statement wise Teachers Perception

1. Mainstream (64%) of the respondents are of the point of views that the interested in teaching profession as a career. While (29.3%) are disagree with the statement and (6.8%) remain undecided. Mean value 3.5 also supports the claim that interested in teaching profession as a career. (Table 4.2.1)
2. A lot of (62.1%) respondents are of view that I have joined the teaching profession because of less other professional opportunities. All respondents gave their responses. While (33.8%) are disagree the views that I have joined the teaching profession because of less other professional opportunities. (4.55%) remained un-decided. Mean value 3.34 also support the claim that I have joined the teaching profession because of less other professional opportunities. (Table 4.2.2)
3. Minority (40.6%) respondents are of view that 'Teaching is kind of job that I

- got getting easily. All respondents gave their responses. While (54.5%) are disagree with the statement and (5.0%) remained un-decided. Mean value 2.82 also support the claim Teaching is kind of job that I got getting easily. (Table 4.2.3)
4. A lot of (75.7%) respondents are of view that 'I joined teaching profession to deal my economic problems. All respondents gave their responses. While (20.3%) are reject the statement and (4.1%) remained un- decided. Mean vale 3.65 also support the claim I joined teaching profession to deal my economic problems. (Table 4.2.4)
 5. Most of the (66.7%) respondents are of view that 'Teaching has been comparatively beneficial than any other occupation. All respondents gave their responses. While (23.9%) are reject the views and (9.5%) are undecided. Mean vale 3.63 also support the claim Teaching has been comparatively beneficial than any other occupation. (Table 4.2.5)
 6. (41%) respondents are of view that 'I believe that teaching has more freedom than other jobs. All respondents gave their responses. While (48.6%) are reject the statement that I believe that teaching has more freedom than other jobs and (10.4%) remain undecided. Mean vale 2.92 also support the claim I believe that teaching has more freedom than other jobs. (Table 4.2.6)
 7. Mainstream (58.1%) respondents are of view that I feel dissatisfied with my present salary. All respondents gave their responses. While (37.8%) are not agree to the statement and (4.1%) remain undecided. Mean value 3.25 also support the claim I feel dissatisfied with my present salary. (Table 4.2.7)
 8. a bundle of (77.5%) respondents are of view that 'The income is insufficient to support myself and family. All respondents gave their responses. While (17.6%) are disagree the view and (5 %) remained un- decided. Mean value 3.78 also support the claim that The income is insufficient to support myself and family. (Table 4.2.8)
 9. Majority (74.3%) respondents are of view that 'Better pay is offered to non-teaching occupation. All respondents gave their responses. While (17.2%) are not agree to this statement and (8.6 %) Remained un- decided. Mean valu 3.75also support the claim Better pay is offered to non-teaching occupation.

(Table 4.2.9)

10. Best part (74.4%) respondents are of view that 'I feel my present job is unable to help me to achieve my economic goal. All respondents gave their responses. While (18.0%) respondents are disagree with this statement. (7.7 %) Remained un- decided. Mean value 3.71 also support the claim I feel my present job is unable to help me to achieve my economic goal. (Table 4.2.10)
11. mass (73.4%) of the respondents are of view that 'I feel lack of incentives and fringe benefits like house allowance and health care led me towards dissatisfaction. All respondents gave their responses. While (17.2%) respondents are not agree with this statement. (9.5 %) Remained un- decided. Mean value 3.79 also support the claim I feel lack of incentives and fringe benefits like house allowance and health care led me towards dissatisfaction. (Table 4.2.11)
12. Major parts 74.8% of the respondents are of view that 'I think lack of rewards for outstanding performance may cause teaching staff weak performance. All respondents gave their responses. While 16.7% respondents have rejected this statement. 8.6 % Remained un- decided. Mean score of the statement is 3.77 (Table 4.2.12)
13. Greater part (77.4%) of the respondents are of view that 'I feel salary is paid to me is insufficient as compare the work I do. All respondents gave their responses. While (19.9%) respondents are reject this statement and (2.7 %) Remained un- decided. Mean value 3.80 also support the claim I feel salary is paid to me is insufficient as compare the work I do. (Table 4.2.13)
14. Larger parts (74.8%) of the respondents are of view that 'I think less respect from students affect the teaching performance. All respondents gave their responses. While (21.2%) respondents are disagree with this statement and (4.1 %) Remained un- decided. Mean value 3.68 also support the claim that I think less respect from students affect the teaching performance. (Table 4.2.14)
15. Mainstream (77.5%) of the respondents are of view that 'I think lack of recognition from concerned bodies affect my performance. All respondents gave their responses. While (14.0%) respondents are disagree with this statement and (8.6 %) Remained un- decided. Mean value 3.83 also support the

- claim I think lack of recognition from concerned bodies affect my performance. (Table 4.2.15)
16. Masses (68.9%) of the respondents are of view that 'I think low social status of teaching profession in secondary school affect my work motivation. All respondents gave their responses. While (23.0%) respondents are reject this statement and (8.1 %) Remained un- decided. Mean value 3.64 also support the I think low social status of teaching profession in secondary school affect my work motivation. (Table 4.2.16)
 17. Predominance (76.6%) of the respondents are of view that 'I think lack of work autonomy at secondary schools affect my performance. All respondents gave their responses. While (22.1%) respondents are not agree with this statement and (1.4 %) Remained un- decided. Mean value 3.81 also support the claim that I think lack of work autonomy at secondary schools affect my performance. (Table 4.2.17)
 18. Predominance (73.5%) of the respondents is of view that 'Teaching extra classes over-burdens me. All respondents gave their responses. While (21.6%) respondents are not agree with this statement and (5.0 %) remained undecided. Mean value 3.69 also support the claim that Teaching extra classes over-burdens me. (Table 4.2.18)
 19. 38.8%) of the respondents are of view that 'I think performance evaluation on the bases of favoritism affects my performance. While (37.0%) respondents are disagree with this statement and (24.3 %) remained undecided. Mean value 3.02 also support the claim that I think performance evaluation on the bases of favoritism affects my performance. (Table 4.2.19)
 20. (40.6%) of the respondents are of view that 'I feel school is expected me to do difficult amount of record keeping and clerical work that affects my performance. While (33.8%) respondents are disagree that they cannot maintain the student conduct record and (25.7 %) remained undecided. Mean value 3.09 also support the claim that I feel school is expected me to do difficult amount of record keeping and clerical work that affects my performance. (Table 4.2.20)
 21. A lot of (42.4%) of the respondents are of view that 'I feel over crowded classes stress to me. While (41.0%) respondents do not know the name of whole the

- students and (16.7 %) remained undecided. Mean value 3.00 also support the claim that I feel over crowded classes stress to me. (Table 4.2.21)
22. Majority (70.3%) of the respondents are of view that ‘Misbehave from students affect my performance. While (23.0%) respondents are not agree that statement and (6.8 %) remained undecided. Mean value 3.56 also support the claim that Misbehave from students affect my performance. (Table 4.2.22)
23. A lot of (38.8%) of the respondents are of view that ‘I think more freedom is given to students than teachers in school. While (37.0%) respondents are not agree this statement and (24.3 %) remained undecided. Mean value 3.02 also support the claim that I think more freedom is given to students than teachers in school. (Table 4.2.23)
24. Predominance (40.6%) of the respondents is of view that ‘I think student’s negligence in assigned task and other activities affect my performance. While (33.8%) respondents are disagree with the statement and (25.7 %) remained undecided. Mean value 3.09 also support the claim that I think student’s negligence in assigned task and other activities affect my performance. (Table 4.2.24)
25. A lot of (38.8%) of the respondents are of view that ‘I think seriously deficient student’s academic performance is source of disappointment in my job. While (37.0%) respondents are disagree the views and (24.3 %) remained undecided. Mean value 3.02 also support the claim that I think seriously deficient student’s academic performance is source of disappointment in my job. (Table 4.2.25)
26. Major parts (40.6%) of the respondents are of view that ‘I feel teachers have less freedom to make their own decision regarding teaching and learning process. While (33.8%) respondents are disagree the views and (25.7 %) remained undecided. Mean value 3.09 also support the claim that I feel teachers have less freedom to make their own decision regarding teaching and learning process. (Table 4.2.26)
27. (42.4%) of the respondents are of view that ‘School principals treat all teachers unequally as per school rules and regulations. While (41.0%) respondents are disagree of the views and (16.7 %) remained undecided. Mean value 3.00 also support the claim that School principals treat all teachers unequally as per

school rules and regulations. (Table 4.2.27)

28. A lot of (45.0%) of the respondents are of view that 'school management criticizes teachers work aimlessly which affect them. While (33.4%) respondents are disagree of the views and (21.6 %) remained undecided. Mean value 3.02 also support the claim that school management criticizes teachers work aimlessly which affect them.
29. Major parts (48.7%) of the respondents are of view that 'I feel work division on basis of favoritism from principal affect my performance. While (34.3%) respondents are disagree of the views and (17.1 %) remained undecided. Mean value 3.23 also support the claim that I feel work division on basis of favoritism from principal affect my performance.
30. A lot of (40.0%) of the respondents are of view that 'principal is bias in decision making. While (40.5%) respondents are disagree of the views and (9.5 %) remained undecided. Mean value 3.06 also support the claim that principal is bias in decision making.
31. Predominance (34.7%) of the respondents is of view that 'S lack of library facilities is affecting my problems. While (35.6%) respondents are disagree of the views and (29.7 %) remained undecided. Mean value 3.50 also support the claim that lack of library facilities is affecting my problems.
32. Major parts (33.8%) of the respondents are of view that 'learning and teaching material to teach the students is affecting my performance. While (41.5%) respondents are disagree of the views and (24.8 %) remained undecided. Mean value 3.55 also support the claim that learning and teaching material to teach the students is affecting my performance.
33. Predominance (50.0%) of the respondents is of view that 'Poor school building is affecting my job performance. While (33.8%) respondents are disagree of the views and (16.2 %) remained undecided. Mean value 3.05 also support the claim that Poor school building is affecting my job performance.
34. A lot of (41.1%) of the respondents are of view that 'My appointment at far-flung area school is affecting my performance. While (43.7%) respondents are disagree of the views and (25.2 %) remained undecided. Mean value 3.44 also support the claim that my appointment at far-flung area school is affecting my

performance.

35. Major parts (48.7%) of the respondents are of view that 'poor transport facilities affect my performance. While (32.5%) respondents are disagree of the views and (18.9 %) remained undecided. Mean value 3.84 also support the claim that poor transport facilities affects my performance.

5.3 Conclusions

1. The factor of Teaching profession was at the highest level or at the first position among the six factors as teaching profession, inadequate salary, work environment, student's disciplinary problems, administration problems, facilities related factors of teachers' job performance as perceived by the supervisor, teachers themselves and students.
2. The factor of inadequate salary was at the second position among the six factors as teaching profession, inadequate salary, work environment, student's disciplinary problems, administration problems, facilities related factors of teachers' job performance as perceived by the supervisor, teachers themselves and students.
3. The factor of work environment was at the third position among the six factors as teaching profession, inadequate salary, work environment, student's disciplinary problems, administration problems, facilities related factors of teachers' job performance as perceived by the supervisor, teachers themselves and students.
4. The factor of student's disciplinary problems was at fourth position among the six factors teaching profession, inadequate salary, work environment, student's disciplinary problems, administration problems, and facilities related factors of teachers' job performance as supposed by the supervisor, teachers themselves and students.
5. The factor of administration problems was at fifth position among the six factors teaching profession, inadequate salary, work environment, student's disciplinary problems, administration problems, and facilities related factors of

teachers' job performance as supposed by the supervisor, teachers themselves and students.

6. The factor of and facilities related was at sixth position among the six factors teaching profession, inadequate salary, work environment, student's disciplinary problems, administration problems, and facilities related factors of teachers' job performance as supposed by the supervisor, teachers themselves and students.
7. The average rating of teacher's performance was the highest on six factors namely teaching profession, inadequate salary, work environment, student's disciplinary problems, administration problems, and facilities related factors of teachers' job performance as perceived by the supervisor, teachers themselves and students.

5.4 Recommendations

On the basis of analysis of the study, following recommendations were made:

1. Although the teacher's work performance factor was found to be at the highest level in the present study, teachers can continue to strengthen their control over their content through self-study and through taking courses to refresh their services.
2. The work environment the factor of teachers' job performance as examined in the study, the lowest add was considered. Then, to improve its efficiency, teachers need to improve their attention to the students.
3. The current research also recommends teachers to develop them by internet media interaction, new informative literature, to enhance their method of teaching.
4. The factor of personal features of teachers' job performance was the factors, thus teachers should be paying special attention to this aspect by enhancing their personality characteristics, such as the use of ordinary language, the removal of

communication potential barriers, the use of main vocabulary and the use of various channels to improve students' communication.

5. In the light of above conclusions, it can be suggested that if teachers improve their performance on these factors as attitude toward students, teaching profession, teaching method, inadequate salary, work environment, student's disciplinary problems, administration problems, facilities related factors and personal characteristics, a significant improvement can be made in teachers' job performance.
6. Due to few research studies conducted in Pakistan, there is a need to conduct more studies in this area in the future. The present study was conducted in the district Khanewal of province of Punjab; the future researchers may expand it to other provinces of the country in order to measure the factors affecting the teachers' job performance at national level.
7. The present study was delimited to many factors such as teaching profession, teaching method, inadequate salary, work environment, student's disciplinary problems, administration problems and facilities related factors only. While the literature has shown other variables, such as aptitudes, psychology, the general mental ability, temperament, student relations, preparation and preparing, presentation, subjects, connections with other staff, self-improvement, relationships with parents and the community, equity, intelligence, teaching techniques, contact with students. Television communications.

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Upwork Writer

Appendix

Serial No	School name	U/R	Male	Female
1	Govt High School (GHS) Jahanian, Jahanian, Khanewal	Urban	13	0
2	Govt Girls High School (GGHS) Jahanian, Jahanian, Khanewal	Urban	0	3
3	Govt Girls High School (GGHS) 130/10-r, Jahanian, Khanewal	Rural	0	1
4	Govt Girls High School (GGHS) 102/10-r, Jahanian, Khanewal	Rural	0	1
5	Govt Girls High School (GGHS) 105/10-r, Jahanian, Khanewal	Rural	0	2
6	Govt High School (GHS) 137/10-r, Jahanian, Khanewal	Rural	3	0
7	Govt High School (GHS) 14/8-r Gul Abad, Kacha Khuh, Khanewal	Rural	7	0
8	Govt High School (GHS) 140/10-r, Jahanian, Khanewal	Rural	4	0
9	Govt High School (GHS) Jahanian, Jahanian, Khanewal	Urban	4	0
10	Govt High School (GHS) 130/10-i, Jahanian, Khanewal	Urban	4	0
11	Govt High School (GHS) 102/10-i, Jahanian, Khanewal	Urban	5	0
12	Govt High School (GHS) 105/10-i, Jahanian, Khanewal	Urban	5	0
13	Govt high School (GHS) 137/10-i, Jahanian, Khanewal	Urban	3	0
14	Govt High School (GHS) 14/8-r Gul Abad, Kacha Khuh, Khanewal	Rural	7	0
15	Govt High School (GHS) 140/10-r, Jahanian, Khanewal	Rural	4	0
16	Govt High School (GHS) Islamia Jahanian, Jahanian, Khanewal	Urban	6	0
17	Govt Girls High School (GGHS) Islamia Jahanian, Jahanian, Khanewal	Urban	0	5
18	Govt High School (GHS) Islamia Khanewal, Khanewal	Urban	15	0
19	Govt High School (GHS) Jahanian, Jahanian, Khanewal	Rural	8	0
20	Govt Girls High School (GGHS) Jahanian, Jahanian, Khanewal	Urban	0	15
21	Govt Girls High School (GGHS) Jahanian, Jahanian, Khanewal	Rural	5	0
22	173/10-r, Jahanian, Khanewal	Rural	11	0
23	173/10-i, Jahanian, Khanewal	Rural	0	8
24	Govt Girls High School (GGHS) Jahanian, Jahanian, Khanewal	Urban	4	10
25	Govt Girls High School (GGHS) 130/10-i, Jahanian, Khanewal	Urban	0	8
26	Govt High School (GHS) 55/15-l, Mian Channu, Khanewal	Urban	4	0

27	Govt Girls High School (GGHS) 132/16-l, Mian Channu, Khanewal	Urban	0	3
28	Govt Girls High School (GGHS) 129/15-l, Mian Channu, Khanewal	urban	0	2
29	Govt Girls High School (GGHS) 102/15-l, Mian Channu, Khanewal	urban	0	2
30	Govt Girls High School (GGHS) 108/15-l, Mian Channu, Khanewal	urban	0	2
31	Govt High School (GHS) 119/15-l, Mian Channu, Khanewal	urban	0	3
32	Govt High School (GHS) 125/15-l, Mian Channu, Khanewal	Urban	0	5
33	Govt High School (GHS) 127/10-r, Jahanian, Khanewal	Rural	3	0
34	Govt High School (GHS) 128/15-l, Mian Channu, Khanewal	Urban	3	0
35	Govt High School (GHS) 136/10-r, Jahanian, Khanewal	Rural	2	0
36	Govt High School (GHS) Ali Sher Wahin, Jahanian, Khanewal	Urban	5	0
37	Govt High School (GHS) 110/15-l, Mian Channu, Khanewal	Urban	5	0
38	Govt Girls High School (GGHS) 118/10-r, Jahanian, Khanewal	Rural	0	1
39	Govt Girls High School (GGHS) 124/7-er Tulamba, Khanewal	Rural	0	1
40	Govt Girls High School GGHS 105/15-l Vanjari, Mian Channu	Urban	0	12
41	Govt High School GHSS 105/15-l Vanjari, Mian Channu	Urban	14	0
42	Govt High School GGHS 98/15-l, Mian Channu Teaching	Urban	0	7
43	Govt High School GHS 97/15-l, Mian Channu Teaching	Urban	8	0
44	Govt High School GGHS 98/15-l, Mian Channu Teaching	Urban	0	6
45	Govt High School (GHS) 17/8-r, Tulamba, Khanewal	Rural	4	0
46	Govt High School (GHS) 2/8-r Mirza Pur, Khanewal	Rural	5	0
47	Govt Girls High School (GGHS) Hassan Model, Colony No.3 Khanewal, Khanewal	Urban	0	4
48	Govt Girls High School (GGHS) 12/ah, Khanewal, Khanewal	Urban	0	5
49	Govt Girls High School (GGHS) 17/ah, Khanewal, Khanewal	Urban	0	1
50	Govt Girls High School (GGHS) 5 Kassi, Kabirwala, Khanewal	Rural	0	3
51	Govt Girls High School (GGHS) James Abad, Kabirwala, Khanewal	Urban	0	3
52	Govt High School (GHS) 58/10-r, Khanewal, Khanewal	Rural	3	0
53	Govt High School (GHS) 164/10-r, Khanewal, Khanewal	Rural	4	0

54	Govt High School (GHS) 19/8-br, Tulamba, Khanewal	Urban	3	0
55	Govt High School (GHS) 2/ah, 5/ah, Khanewal, Khanewal	Urban	4	0
56	Govt High School (GHS) 27/10-r, Kacha Khuh, Khanewal	Rural	5	0
57	Govt High School (GHS) 3/ah, Khanewal, Khanewal	Urban	7	0
58	Govt High School (GHS) 33/10-r, Kacha Khuh, Khanewal	Rural	3	0
59	Govt High School (GHS) 45/10-r, Khanewal, Khanewal	Rural	2	0
60	Govt High School (GHS) 58/10-r, Khanewal, Khanewal	Rural	4	0
61	Govt High School (GHS) 7/9-r, Kacha Khuh, Khanewal	Rural	5	0
62	Govt High School (GHS) 70/10-r, Khanewal, Khanewal	Rural	5	0
63	Govt High School (GHS) 72/10-r, Shanti Nagar, Khanewal, Khanewal	Rural	4	0
64	Govt High School (GHS) 33/10-r, Kacha Khuh, Khanewal	Rural	7	0
65	Govt High School (GHS) 45/10-r, Khanewal, Khanewal	Rural	6	0
66	Govt High School (GHS) 58/10-r, Khanewal, Khanewal	Rural	5	0
67	Govt High School (GHS) 7/9-r, Kacha Khuh, Khanewal	Rural	7	0
68	Govt High School (GHS) 70/10-r, Khanewal, Khanewal	Rural	5	0
69	Govt High School (GHS) 72/10-r, Shanti Nagar, Khanewal, Khanewal	Rural	4	0
70	Govt Girls High School (GHS) 33/10-, Kacha Khuh, Khanewal	Urban	0	7
71	Govt Girls High School (GHS) 45/10-i, Khanewal, Khanewal	Urban	0	5
72	Govt Girls High School (GHS) 58/10-i, Khanewal, Khanewal	Urban	0	5
73	Govt Girls High School (GHS) 7/9-i, Kacha Khuh, Khanewal	Urban	0	4
74	Govt Girls High School (GHS) 70/10-i, Khanewal, Khanewal	Urban	0	6
75	Govt Girls High School (GHS) 72/10-u, Shanti Nagar, Khanewal, Khanewal	Urban	0	3
76	Govt High School (GHS) Chak Haider Abad, Nawan Shehr, Khanewal	Urban	4	0
77	Govt High School (GHS) Dar-ul-aloom Kabirwala, Khanewal	Urban	5	0
78	Govt High School (GHS) Haji Pur, Kabirwala, Khanewal	Urban	5	0
79	Govt High School (GHS) Kabirwala, Khanewa	Urban	15	0
80	Govt High School (GHS) Kohi Wala, Kabirwala, Khanewal	Urban	5	0
81	Govt High School (GHS) Jarala P/o Darkhana, Khanewal	Urban	4	0

82	Govt High School (GHS) 11-a/8-r, Kacha Khuh, Khanewal	Rural	2	0
83	Govt Girls High School (GGHS) Model Mian Channu, Khanewal	Urban	10	0
84	Govt High School (GGHS) Model Mian Channu, Khanewal	Urban	0	8
85	Govt High School (GGHS) Kohi Wala, Kabirwala, Khanewal	Urban	0	7
86	Govt High School (GHS) Jamis Abad Kabirwala, Khanewal	Urban	5	0
87	Govt Girls High School (GGHS) Jamis Abad Kabirwala, Khanewal	Urban	0	6
88	Govt High School (GHS) Mahni Sial, Kabirwala, Khanewal	Urban	12	0
89	Govt Girls High School (GGHS) Mahni Sial, Kabirwala, Khanewal	Urban	0	8
90	Govt High School (GHS) Maan Wala, Kabirwala, Khanewal	Urban	10	0
91	Govt Girls High School (GGHS) Maan Wala, Kabirwala, Khanewal	Urban	0	7
92	Govt High School (GHS) Mubarak Pur, Kabirwala, Khanewal	Urban	5	0
93	Govt Girls High School (GGHS) Mubarak Pur, Kabirwala, Khanewal	Urban	0	5
94	Govt High School (GHS) No.1 P/o Makhdoom Pur Road, Kabirwala, Khanewal	Urban	6	0
95	Govt Girls High School (GGHS) No.1 P/o Makhdoom Pur Road, Kabirwala, Khanewal	Urban	0	5
96	Govt High School (GHS) Piple Mirali, Sarai Sidhu, Khanewal	Urban	7	0
97	Govt Girls High School (GGHS) Piple Mirali, Sarai Sidhu, Khanewal	Urban	0	5
98	GhS Jodh Pur, Kabirwala , Khanewal	Rural	7	0
99	GGHS Jodh Pur, Kabirwala , Khanewal	Rural	0	6
100	Govt High School (GHS) Moula Pur Kabirwala, Khanewal	Urban	10	0
			351	209