Role of Teacher to Overcome Academic Discrimination among Secondary School Students

Tosom Zahira[1]
Khuram Shahzad[2]
tosomzahira@gmail.com
[1]Department of Education, University of Sialkot, Sialkot-Pakistan

Abstract

The purpose of this study is to determine how teachers can combat academic inequality. The purpose of this study is to determine how teachers can combat academic inequality. Since anti-discrimination mindsets are intentionally taught in schools, teachers must constantly encourage and carry out profession efforts as educational administrators in schools. The goal of this study is to comprehend strategies teachers might use to combat academic prejudice. There are many studies on programmes designed to instill anti-discrimination attitudes in schools. The research study included a descriptive approach and a quantitative research methodology. District Gujrat and Sialkot were chosen for the study's sample, while the Gujranwala division was chosen as the population. The researcher employed a multistage sampling strategy in this investigation. Using a straightforward random sample technique, the researcher chose two districts from the Gujranwala division: Gujrat and Sialkot, for the first phase. In the second phase, schools, teachers, and students were chosen by the researcher using a simple random sampling technique. Responses from 180 pupils and 60 teachers were gathered for the current study. The research aimed to introduce the various kinds of social discrimination along with certain of its elements through the collection and dissemination of data with social aspects. As a result, each piece of data needs to be evaluated carefully. The replies present a positive picture of the situation. SPSS version 25.0 was utilised to evaluate the data obtained using a single sample T-test.

Keywords: Teacher, Academic discrimination, School, Students, Professional,

Introduction

The majority of initiatives to address discrimination in schools concentrate on instructing learners not to discriminate, developing activities to promote anti-discrimination attitudes, improving anti-discrimination attitudes through educational resources, and involving students in neighbourhood interfaith events. But schools need to work hard to reduce these biassed practices. (Sianipar et al, 2021). To prevent and oppose discriminatory actions in schools, the community and the government must collaborate to establish differentiated instruction, mainstreaming, and international education (Amin Miftakhul et al., 2020).

There are many studies on programmes designed to develop anti-discrimination attitudes in schools. Abadi and Muthohirin recommend the eradication of discriminatory attitudes by Islamic Religious Education techniques that emphasise internalisation, realisation and application of fundamental human values founded on Qur'anic principles using the Al-Qur'an

text's interpretive model. The Qur'an was composed with progressivism and tolerance in mind (Abadi & Muthohirin, 2020).

Children are instructed by their instructor to mimic the attitude. Children therefore have actual examples that teach them to recognise and respect the truth of other children's differences in their environment (Tuju et al., 2021).
Students frequently engage in discriminatory behaviour for a variety of reasons. The goal of pedagogical efforts via learning is to instil anti-discriminatory attitudes in pupils. Students are instructed to love their classmates regardless of their origins, ethnicities, cultures, or levels of physical, mental, social, economic, or intellectual ability while also acknowledging and embracing of such distinctions. (Mackelprang, Salsgiver, Parrey, & Parrey, 2021). These serve as an example of how antidiscrimination beliefs are ingrained in pupils. It proves that discussions and instruction on anti-discrimination have taken place in schools. As anti-discrimination attitudes are deliberately taught in schools, teachers must constantly assist and engage out profession efforts as educational administrators in schools.. Teachers can react to the issues of prejudice in the modern world by creating a pertinent curriculum and designing and implementing contextual and biblical learning methodologies (Sianipar et al, 2021).

It has been noted that teachers perpetuate gender norms in their courses by setting different standards for boys and girls. Teachers may also design an atmosphere for learning where guys are rewarded for success, but girls are let to fail. In severe circumstances, Furthermore, a lot of teachers might not even be aware that they treat males and girls differently. However, none of these tendencies should come as a surprise when they do. We all experience the effect of our families and cultures as we develop, and as teachers, we may perceive ourselves as having a responsibility to promote cultural values in the students in our classrooms (Lauermann & Berger, 2021).

Regarding the gender problem, teachers must take it seriously. Teachers need to have first-hand understanding of the problem in order to affect change in society. Teachers require gender equality education in addition to gender sensitive textbooks and curriculum. For the pupils, teachers might act as role models (Aragonés-González, Rosser-Limiñana, & Gil-González, 2020).

According to (Getie, 2020), teachers may like or detest their pupils due to differences, but they must be able to develop trust and positive motivation in order to deal with these differences. First, since God strongly opposes all types of violence, students must adopt a rejection of violence as a way of life. This is just one of many initiatives being made to foster an anti-discrimination mindset in the classroom.

According to (Cervantes & Clark, 2020), every society needs qualified instructors to help prepare the next generation of people to live in today's complex world. Teachers' moral character and level of competency are crucial elements in shaping society. Thus, teacher education programs are essential to the advancement of our country. The most important factor in the realm of education is teacher performance. The ultimate goal of

teacher preparation is to produce competent instructors who can influence student behavior in desirable ways. The efficiency of the teaching-learning process affects how well a lesson is taught.

According to (Carless, 2022), again a teacher's role during the learning process is to explain and expose concepts and material. His responsibility is to identify the most "universal" as well as "unique" causes and guiding principles of human behavior. He also has to make moral judgments. He defines meaning, values, and the essence of reality while heavily relying on language and cognition. The activity of education requires a "process" to describe it, a "goal" to decide its accomplishment, and a "doer" to carry it out.

According to (Carpenter, Witherby, & Tauber, 2020), "The students are the most essential and dependable source to evaluate the teaching efficacy of the teacher. "They go on to say that evaluating students' learning outcomes is the best way to determine if a teacher is effective. Students' assessments of the "amount learned" in the course and their overall opinions of the instructors have historically exhibited strong relationships. The pupils who learned more highly rated their professors.

According to researchers, an evaluator is a qualified educator. A flawless evaluator has a thorough understanding of assessment procedures and the objectivity, reliability, validity, and usability of test items. He or she is skilled at developing test items and is educated about current techniques. In his or her field, he or she is fully aware of the tests that are offered and is conversant with the significance of each test. To improve the teaching and learning process, he or she performs formative evaluations of the students' learning. Additionally, for the purposes of placement, scholarships, and other things, he or she does a summative evaluation of the students' learning (IJgosse et al., 2020).

When working with adolescents that exhibit problematic behaviours, it can be difficult to remain professional. Although teaching academic material is teachers' and staffs' primary duty, problematic behaviours might get in the way of this objective. Managing problematic behaviours in pupils who have impairments or who are racially, ethnically, or culturally distinct from the teacher or caregiver is significantly more tough. This challenge might make it more difficult to retain professionalism, particularly when there is a lack of awareness of the variety of the student body. Sometimes, just because they are different, kids will irritate a teacher (Pizarro-Ruiz & Ordóñez-Camblor, 2021).

According to training requirements, staff members must:
i. Control their own reaction to the out-of-control individual.
ii. Refrain from overreacting to the out-of-control person; and
iii. Find constructive outlets for the negative energy they absorb during a crisis

People are able to express their feelings about a situation when these techniques are used. By discussing some of the concerns surrounding diversity before and after the crisis, this procedure can assist staff get ready for a behaviour crisis with a kid from a diverse background. Teachers and other

staff frequently have to set boundaries with pupils in a classroom environment. Staff must step in if a student persists in being uncooperative and acts belligerently (Johnson, Keating, & Molloy, 2020).

Speaking your truth is being open and truthful about your feelings, ideas, and beliefs rather than merely speaking what you think other people want to hear. Speaking Your Truth offers employees a secure, non-punitive space to express themselves. Additionally, it enables staff to express their true sentiments regarding the actions of the students they serve. It is acceptable to talk openly about problems related to a certain handicap or a lack of knowledge and exposure to a specific race or ethnicity (Schein & Schein, 2021).

The staff has a chance to obtain pertinent information thanks to this method. Better communication between people allows for the development of fruitful partnerships. Relationships can serve as the cornerstone for assisting students from all racial, ethnic, and cultural backgrounds to develop and change where it is needed. Staff need not feel under pressure when they encounter problems with student behaviour if they regularly have the chance to speak their truth. In actuality, professionalism has a higher likelihood of remaining (Li, Vinayagamoorthy, Williamson, Shamma, & Cesar, 2021).

Research Methodology

Research methodology is the methodical approach to solving a research problem by collecting data using a variety of approaches, offering an interpretation of the data collected, and formulating conclusions based on the research data. A research technique is essentially the study plan for a research project. (Murthy& Bhojanna,2009, p.32).

The present study conducted on the students and secondary school teachers in Gujranwala Division (Punjab-Pakistan). Researcher selected its population from Public Secondary level female students as well as teachers. The all-female students of secondary level and teachers from District Gujrat and Sialkot were the population.

Researchers employed a multistage sampling strategy in this investigation. Gujrat and Sialkot, two districts of the Gujranwala division, were chosen for the first phase using a stratified sampling technique. The researcher selected schools, teachers, and pupils at random in the second phase.

In the current study, out of the total 691 schools, 60 schools were selected for data collection. The sample schools located in both urban and rural areas. In the current study, 240 participants were selected from the population.

After literature review researcher constructed the questionnaire. The questionnaire was composed of two sections. Section I was made up of 4 demographics information's whereas Section II was composed of 20 items of the objective of the study. In order to get a detailed answer, the researcher used the teachers' and students' responses, which were recorded using a five-point scale (Likert, 1932). The questionnaire's statements were close-ended, and teachers and students were urged to respond as best they could. The responses ranged from "strongly agree," "agree," "undecided,"

"disagree," to "strongly disagree." The researcher gave each response a numerical score between 5 and 1, 5 denoting to strongly agree and 1 denoted to strongly disagree.

The researcher conducted pilot testing to find issues, such as queries that were misunderstood or directions, etc. There are 20 items in each questionnaire that was created for teachers and students. In order to fulfil the requirements, the researcher administered this questionnaire to 6 secondary female schools, 24 secondary school's students and 6 teachers selected for pilot testing. A questionnaire was distributed to students and teachers manually. The reliability of the questionnaire items used in the study was examined using SPSS software. The value of Cronbach's alpha was found .892 for the structured questionnaire.

A questionnaire created by the researcher to collect data. The researcher selected secondary-level female students and teachers from the schools in Gujranwala division. All secondary school students and teachers listed by name by the researcher. This survey distributed manually.

Data Analysis and Interpretation

The statistical methods of descriptive statistics used by the researcher. The sensitive aspect of the entire study process is the data analysis. The information gathered by way of a questionnaire. Microsoft Excel was first used to manage closed-ended data. The descriptive statistical methods of the statistical package for social sciences (SPSS, 25.0) were employed to assess the data.

The study's research issue was addressed using One Sample T.Test in statistics. The study was descriptive in nature.

Table.1 *One Sample Results*

	Mean	Std. Deviation	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Serial #	1.75	.434	62.479	239	.000	1.750	1.69	1.81
Location	1.47	.500	45.555	239	.000	1.471	1.41	1.53
Qualification	2.51	.858	45.285	239	.000	2.508	2.40	2.62
Group	1.47	.500	45.449	239	.000	1.467	1.40	1.53
Statement 1	4.30	1.059	62.847	239	.000	4.296	4.16	4.43
Statement 2	4.33	.984	68.235	239	.000	4.333	4.21	4.46
Statement 3	4.27	1.038	63.755	239	.000	4.271	4.14	4.40
Statement 4	4.27	1.050	63.025	239	.000	4.271	4.14	4.40
Statement 5	4.25	1.045	63.005	239	.000	4.250	4.12	4.38
Statement 6	4.08	1.153	54.829	239	.000	4.079	3.93	4.23
Statement 7	4.30	1.072	62.170	239	.000	4.300	4.16	4.44
Statement 8	4.04	1.232	50.777	239	.000	4.038	3.88	4.19
Statement 9	4.27	.983	67.243	239	.000	4.267	4.14	4.39
Statement 10	3.98	1.281	48.189	239	.000	3.983	3.82	4.15

Statement 11	4.42	.883	77.531	239	.000	4.421	4.31	4.53
Statement 12	4.22	1.054	62.064	239	.000	4.221	4.09	4.35
Statement 13	4.25	1.049	62.765	239	.000	4.250	4.12	4.38
Statement 14	4.19	.984	66.026	239	.000	4.192	4.07	4.32
Statement 15	4.23	1.004	65.319	239	.000	4.233	4.11	4.36
Statement 16	4.29	1.050	63.310	239	.000	4.292	4.16	4.43
Statement 17	4.31	.975	68.458	239	.000	4.308	4.18	4.43
Statement 18	4.09	1.175	53.946	239	.000	4.092	3.94	4.24
Statement 19	4.28	.990	66.955	239	.000	4.279	4.15	4.41
Statement 20	4.34	1.050	63.976	239	.000	4.338	4.20	4.47

Note: Test value is 0

Data Analysis Table indicates the mean lies between (1.47 to 4.34), Std. Deviation lies between 0.434 to 1.281, in one sample T-test our test variable is statistically significant as p- value is (0.000) is less than the significant 0.05, Mean differences from (1.467 to 4.338), We are 95% confident that our mean population will lie between 1.40 to 4.47.

Findings

According to the objective the study found that the 90.3% respondents agreed, 5.4% respondent's undecided and 4.3% respondents showed disagreement behaviour.

The study revealed that the 92.5% respondents agreed to Teacher's constructive feedback overcome academic discrimination, 84% respondents agreed towards the Teachers play a positive role to reduce the academic discrimination, The study exposed that the 90.8% students and teachers gave positive feedback from the Teachers provide appropriate guidance to the students related to religion to overcome academic discrimination, 88% respondents show agreement attitude towards the Teacher encourages the students for expression of their feelings, 88% agreed to Teacher encourages the students for expression of their emotions, 81% agreed about the Equal treatment towards students in classroom overcome the academic discrimination, 87% students and teachers responded agreed towards the Teacher's motivation is key factor to overcome academic discrimination in classroom, 80% respondents the positively towards the student's self-awareness is key factor to overcome academic discrimination in schools, 93% respondents responded positively about Student's self-recognition is key factor to overcome academic discrimination in schools, 78% students and teachers agreed towards the Promotion of motivation overcomes academic discrimination in schools, 94.6% students and teachers responded positively toward the Teacher's cooperation is a factor to overcome the students' academic discrimination, 89% respondents agreed toward the Teachers promote equality to minimize academic discrimination in schools, 90% respondents Positively responded towards the Teacher's positive behaviour overcome the student's classroom stereotyping, 83% students and teachers responded agreed about Student's awareness with other culture is a factor to overcome academic discrimination in schools, 87% respondents agreed toward the Across the gender students grouping, overcomes the academic discrimination in schools, 89% students and teachers' respondents positively about the Common language is a key factor to overcome academic

discrimination in classroom, 89% respondents give positive feedback related to the Application of Single National curriculum at school level overcome the academic discrimination, The Study findings related to Student's academic achievement create equality in classroom 84% respondents agreed, about 91% shows agreed towards the Teacher decreases the academic discrimination by their teaching techniques, The study conclusion related to the Teacher overcomes academic discrimination by treating all students equally 92% respondents showed agreement.

Conclusion

The abovementioned literature discusses the role of the teacher in education as an instructional specialist, a manager, and a counsellor. To combat academic inequality, teachers play a vital and dynamic role. By treating all students in the classroom equally in all facts of life, teachers eliminate academic inequality. Teachers can combat academic prejudice by inspiring students, providing them with constructive criticism, offering one-on-one and group counselling, encouraging them, and helping them develop strong character traits. To complete the process, the instructor must establish a safe space where each student can openly express their thoughts, ask questions, conduct research, collaborate with peers, and generate and organise their knowledge under the proper guidance. The teacher must also expertly guide them in this area and take the initiative to identify "key facts" as needed.

Our research indicates that the school setting is particularly significant in understanding and impacting the connection between students and instructors for ethnic minority students. Researchers should concentrate more on antecedents at the individual level to have a thorough grasp of the experience of prejudice by peers.

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