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EFFECTS OF OUT OF DISCIPLINE TEACHING ON STUDENTS' PERFORMANCE AT ELEMENTARY LEVEL

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Abstract

The focus of this study is to examine the effects of out of discipline teaching on the students' academic performance at school level in district Faisalabad. This study is to compare the academic performance of students at elementary level taught by relevant and out of discipline teachers. The study used the quantitative method in which descriptive analysis method was adopted, which sought to collect data from two Government and five Private schools. Random sampling is followed to select the participants and random sampling is used to select schools. The sample population of the study consisted of Grade VII 281 Students from two Government and five Private schools in district Faisalabad. A questionnaire was used to collect the data. The questionnaire was based on ten performance indicators which are further divided into 37 items. Results show that students perform comparatively better academic performance under relevant discipline teachers as compared to out of discipline teachers. Comparison of the gender based female students show comparatively better academic performance under out of discipline teachers, whereas the male students show comparatively better academic performance under relevant discipline teachers.

Key Words: Interdisciplinary teaching, out of discipline teaching.

Introduction

According to Du Plessis (2005) teachers develop the status and image of their schools as effective and successful academic institutions, with the quality of teaching. Teachers need to be very confident and believe that they have command on their subject to manage classroom and students effectively (Frenzel, Götz, Stephens, & Jacob, 2009). The teacher represents the classroom and controls the environment in the classroom with different tactics and strategies. If the teacher is not comfortable with the subject matter knowledge, then he/she will create ambiguities among the students about the topics. Through this teacher feels less command on students in classroom.

Gillies and Boyle (2006) state that classroom can be environment where behavioral and social structures are designed and formed effectively in different circumstances and situations. Gillies and Boyle (2010) shared that teachers are the key determinant to direct effective learning and knowledge construction during innovative classroom interaction. It is a general habit to appoint teachers to positions for which they do not have appropriate master degree or qualification and expertise (R. M. Ingersoll, 2001). It is a misconception that if one person learns one subject in college then he/she takes expertise on that subject to teach effectively at elementary level.

Research showed that most highly qualified teachers are a main and important component in the quality of student learning and performance. Berry, Hoke and Hirsch (2004) shared that high quality teachers play a significant role in the quality of student performance and achievement. Students perform better when teacher is highly qualified or command on the particular subject. Wayne and Youngs (2003) discussed that teacher degree or certification is directly related with the higher student learning and performance and give more attention on issue of out of discipline teaching.

Dee and Cohodes (2008) discussed that when learners assigned to relevant discipline teachers or subject certified teachers than students achieve higher test grades and teachers likely to develop the conceptual and intellectual knowledge in the students. Teaching out of discipline is commonly connected with negative effects and impact on students learning and performance as well as quality of teaching. According to Wayne and Youngs, (2003) quality of student achievement directly based on subject matter knowledge, teacher certification and pedagogical content knowledge.

It is a misconception that, if a teacher has studied a course in school or college, then they know and understand enough to teach effectively to the students. Out of discipline teaching is a commonly significant problem in schools. It is also among the least known and understood, especially regarding the source of the issue. Out of discipline teachers assigned to teach courses which they have less content matter knowledge and unqualified in the subject. According to Ingersoll and Gruber (1996), this is a crucial factor due to highly qualified teachers may become highly unqualified if they are assigned to teach courses for which they have less content matter knowledge and little background knowledge.

Leaders and head of administration long been aware of the practice of out of discipline teaching in the institution. James Conant (1963) father of the SAT gave attention to misuse of teachers through out of discipline assignments. Albert Shanker (1985) condemned that out of discipline teaching is the dirty little secret. In other studies, discussed that in-depth knowledge about the subject matter knowledge is less important than in depth skills of teaching. Additionally, the extreme point of view on that discussion is that "a good teacher can teach anything".

Ingersoll (2004) showed that importance of teacher education and teacher training is not new concept, but it takes different types depending on which kind of qualifications are required and which kind of values are not required for teacher. There are two main and important areas of concern. The relative training for teachers is subject matter knowledge and pedagogical content knowledge. Content matter knowledge helps the teacher to develop depth understanding related the subject and pedagogical content knowledge helps the teacher to design lesson plan and implement those plans without any threatened. It is argued that teacher training is not necessary and having an academic degree or qualification is enough to effectively teach that subject.

Research Objectives

The purpose of the study was to examine the effects of out-of-discipline teaching on the students' performance at school level. The detail research objectives are as under:

1. To investigate the academic performance of the students at elementary level.
2. To compare the academic performance of students at elementary level taught by relevant and out-of-discipline teachers.

3. To examine the effects of gender differences on the academic performance of students at elementary level taught by relevant and out-of-discipline teachers.

Research Questions

1. How do the students at elementary level perform in English subject?
2. How do the students of grade VII differ in their academic performance under the relevant and out-of-discipline teachers?
3. How do the gender differences of Grade VII students influence their academic performance under relevant and out-of-discipline teachers?

Significance of the Study

The main purpose of this study is to examine the performance of the students in out-of-discipline teaching and relevant field teaching. This study helps to know if out of discipline teaching affects students' performance or not. This study is significant for Principals of Government and Private schools those are using out-of-discipline teaching in their sectors. This study is important for those stakeholders who are interested in improving the current situation of education institutions. School management takes much interest in organizing the activities which are most beneficial for the development of the institutions and enhance the performance of the institution as compared to others. This study describes how much students' performance differs under relevant discipline teachers and out-of-discipline teachers.

This study is very important because no study or research has been done on out-of-discipline teaching problem in Pakistan. This issue not only affects the performance of the students as well as effects the whole school performance compares to other schools. This study helps to understand why every school is using out-of-discipline teaching, is out-of-discipline teaching effects the performance of the students or not. This study shows the performance of Grade VII students under relevant and out-of-discipline teachers.

This study compares the performance of students in English subject at elementary level under relevant and out-of-discipline teachers. This study helps policy makers develop such criteria for new appoint teachers that they got in-field subject for teaching. Announce new job opportunities for new and specialized teachers. With the help of this study teachers

know that out of discipline teaching not helping to students for performing better and get clear concepts about the topics.

Research Methodology

The context of this research was basically district Faisalabad (Punjab). The quantitative design adopted for the study, which sought to collect data from the students of elementary level Grade VII at district Faisalabad. Random sampling is used to select students and the schools. 281 students taken from two Government and five Private schools. This study used the quantitative method to collect data from Grade VII students. A questionnaire was used to collect the data from students. Descriptive design was used to analyze data.

Findings

This section is structured in different subcategories of results analysis. It begins with distribution based on each factor and statement frequencies. Also analyzes some comparative analysis with Private and Government schools. Descriptive analysis showed how one-school students performed better in out-of-discipline and in-field discipline teaching.

Table 3: *Perceptions of the elementary school students about their performance on Learning activities*

Sr. #	Statements	SDA	DA	UD	A	SA
1	I try to learn new concepts quickly.	11.4	4.3	3.9	29.5	50.9
2	I apply my learned things in daily life.	10.7	3.9	5.7	32.0	47.7
3	I can recall the things I learned in class easily.	8.2	8.2	1.4	28.1	54.1
4	I have the least interest in knowing about new things. *	19.6	15.3	3.6	29.5	32.0
Accumulative Mean Score		3.69				

Table 03 illustrates the perceptions of students in percentage about “Learning activities”. The table shows that 11.4% of the students are strongly disagree with the statement “I try to learn new concepts quickly” and 4.3% of the students are disagree with this idea. The table illustrates that 3.9% of the students have no opinion on this statement.

Table also displays that 29.5% of the students support the statement "I try to learn new concepts quickly" and 50.9% of the students strongly support the statement. The table demonstrates that 10.7% of the students strongly disagree with the statement "I apply my learned things in daily life" and 3.9% of the students disagree with this idea. The table demonstrates that 5.7% of the students have no opinion on this statement. Table also expresses that 32.0% of the students support the statement "I apply my learned things in daily life" and 47.7% of the students strongly support the statement. The table illustrates that 8.2% of the students strongly disagree with the statement "I can recall the things I learned in class easily" and 8.2% of the students disagree with this idea. The table discloses that 1.4% of the students have no opinion on this statement. Table also demonstrates that 28.1% of the students support the statement "I can recall the things I learned in class easily" and 54.1% of the students strongly support the statement. The table demonstrates that 19.6% of the students are strongly disagree with the statement "I have least interest in knowing about new things" and 15.3% of the students are disagree with this idea. The table shows that 3.6% of the students have no opinion on this statement. Table also illustrates that 29.5% of the students support the statement "I have least interest in knowing about new things" and 32.0% of the students strongly support the statement. The Accumulative mean score shows that the perceptions of the elementary school students about their performance on learning activities is 3.69.

Table 4: *Perceptions of the elementary school students about their performance on Class Participation*

Sr. #	Statements	SDA	DA	UD	A	SA
1	I do not ask questions in the class. *	18.5	12.1	6.0	28.1	35.2
2	I am eager to share my ideas in class.	13.2	12.1	3.9	27.0	43.8
3	We discus different subject related topics in the class.	8.2	7.8	1.8	28.1	54.1
Accumulative Mean Score		3.46				

Table 04 illustrates the perceptions of students in percentage about "Class Participation". The table shows that 18.5% of the students strongly disagree with the statement "I do not ask questions in the class" and 12.1% of the students are disagree with

this idea. The table discloses that 6.0% of the students have no opinion on this statement. Table also displays that 28.1% of the students support the statement "I do not ask questions in the class" and 35.2% of the students strongly support the statement. The table expresses that 13.2% of the students are strongly disagree with the statement "I am eager to share my ideas in class" and 12.1% of the students are disagree with this idea. The table illustrates that 3.9% of the students have no opinion on this statement. Table also displays that 27.0% of the students support the statement "I am eager to share my ideas in class" and 43.8% of the students strongly support the statement. The table illustrates that 8.2% of the students are strongly disagree with the statement "We discus different subject related topics in the class" and 7.8% of the students are disagree with this idea. The table discloses that 1.8% of the students have no opinion on this statement. Table also demonstrates that 28.1% of the students support the statement "We discuss different subject related topics in the class" and 54.1% of the students strongly support the statement. The accumulative mean score show that the perceptions of the elementary school students about their performance on class participation is 3.46.

Table 5: *Perceptions of the elementary school students about their performance on Comprehensions*

Sr. #	Statements	SDA	DA	UD	A	SA
1	I focus on memorizing everything that is covered in the text. *	51.2	21.7	5.0	10.0	12.1
2	Memorization is easier for me than understanding. *	33.8	24.6	6.4	19.6	15.7
3	I mostly focus on understanding the concepts.	8.5	13.2	5.3	24.6	48.4
Accumulative Mean Score		2.25				

Table 05 demonstrates the perceptions of students in percentage about their Comprehensions in the classrooms. The table shows that 51.2% of the students are strongly disagree with the statement "I focus on memorizing everything that is covered in the text" and 21.7% of the students are disagree with this idea. The table discloses that 5.0% of the students have no opinion on this statement. Table also illustrates that 10.0% of the students

support the statement "I focus on memorizing everything that is covered in the text" and 12.1% of the students strongly support the statement. The table demonstrates that 33.8% of the students strongly disagree with the statement "Memorization is easier for me than understanding" and 24.6% of the students are disagree with this idea. The table demonstrates that 6.4% of the students have no opinion on this statement. Table also expresses that 19.6% of the students support the statement "Memorization is easier for me than understanding" and 15.7% of the students strongly support the statement. The table shows that 8.5% of the students strongly disagree with the statement "I mostly focus on understanding the concepts" and 13.2% of the students are disagree with this idea. The table shows that 5.3% of the students have no opinion on this statement. Table also demonstrates that 24.6% of the students support the statement "I mostly focus on understanding the concepts" and 48.4% of the students strongly support the statement. The Accumulative mean score show that the perceptions of the elementary school students about their performance on comprehensions is 2.25.

Table 6: *Perceptions of the elementary school students about their performance on Learning Cooperation & Coordination*

Sr. #	Statements	SDA	DA	UD	A	SA
1	I dislike when students ask me for help.	44.1	24.6	5.3	6.4	19.6
2	Every student should do his/her work on his/her own without seeking help.	14.2	15.7	8.5	16.7	44.8
3	When I do not understand any lesson, I get help from my fellows.	17.4	17.4	6.8	21.4	37.0
Accumulative Mean Score		2.83				

Table 06 illustrates the perceptions of students in percentage about "Learning Cooperation & Coordination". The table shows that 44.1% of the students strongly disagree with the statement "I dislike when students ask me for help" and 24.6% of the students are disagree with this idea. The table illustrates that 5.3% of the students have no opinion on this statement. Table also displays that 6.4% of the students support the statement "I dislike when students ask me for help" and 19.6% of the students strongly support the statement. The table

discloses that 14.2% of the students are strongly disagree with the statement "Every student should do his/her work on his/her own without seeking help" and 15.7% of the students are disagree with this idea. The table shows that 8.5% of the students have no opinion on this statement. Table also demonstrates that 16.7% of the students support the statement "Every student should do his/her work on his/her own without seeking help" and 44.8% of the students strongly support the statement. The table demonstrates that 17.4% of the students are strongly disagree with the statement "When I do not understand any lesson, I get help from my fellows" and 17.4% of the students are disagree with this idea. The table illustrates that 6.8% of the students have no opinion on this statement. Table also displays that 21.4% of the students support the statement "When I do not understand any lesson, I get help from my fellows" and 37.0% of the students strongly support the statement. Accumulative mean score shows that the perceptions of the elementary school students about their performance on Learning Cooperation & Coordination is 2.83.

Table 7: *Perceptions of the elementary school students about their performance on Homework*

Sr. #	Statements	SDA	DA	UD	A	SA
1	Studying at home is difficult for me. *	17.4	32.7	7.1	32.7	35.2
2	I cannot complete my daily homework. *	14.2	14.9	6.4	24.9	39.5
3	I spend time on studies at home regularly.	9.3	8.5	4.6	22.1	55.5
Accumulative Mean Score		2.94				

Table 07 expresses the perceptions of students in percentage about "Homework". The table shows that 17.4% of the students are strongly disagree with the statement "Studying at home is difficult for me" and 7.5% of the students are disagree with this idea. The table illustrates that 7.1% of the students have no opinion on this statement. Table also indicates that 32.7% of the students support the statement "Studying at home is difficult for me" and

35.2% of the students strongly support the statement. The table expresses that 14.2% of the students strongly disagree with the statement "I cannot complete my daily homework" and 14.9% of the students are disagree with this idea. The table discloses that 6.4% of the students have no opinion on this statement. Table also displays that 24.9% of the students support the statement "I cannot complete my daily homework" and 39.5% of the students strongly support the statement. The table illustrates that 9.3% of the students strongly disagree with the statement "I spend time on studies at home regularly" and 8.5% of the students are disagree with this idea. The table discloses that 4.6% of the students have no opinion on this statement. Table also demonstrates that 22.1% of the students support the statement "I spend time on studies at home regularly" and 55.5% of the students strongly support the statement. Accumulative mean score shows that the perceptions of the elementary school students about their performance on homework is 2.94.

Table 8: *Perceptions of the elementary school students about their performance on Reading*

Sr. #	Statements	SDA	DA	UD	A	SA
1	I like reading in front of the class.	11.0	11.4	4.3	18.1	55.2
2	I feel difficulty in pronouncing English word. *	19.6	12.8	6.8	34.2	26.7
3	I am slow in English reading. *	16.0	14.9	5.0	33.5	30.6
Accumulative Mean Score		3.03				

Table 08 expresses the perceptions of students in percentage about "Reading". The table shows that 11.0% of the students are strongly disagree with the statement "I like reading in front of the class" and 11.4% of the students are disagree with this idea. The table demonstrates that 4.3% of the students have no opinion on this statement. Table also displays that 18.1% of the students support the statement "I like reading in front of the class" and

55.2% of the students strongly support the statement. The table illustrates that 19.6% of the students are strongly disagree with the statement "I feel difficulty in pronouncing English word" and 12.8% of the students are disagree with this idea. The table discloses that 6.8% of the students have no opinion on this statement. Table also displays that 34.2% of the students support the statement "I feel difficulty in pronouncing English word" and 26.7% of the students strongly support the statement. The table demonstrates that 16.0% of the students are strongly disagree with the statement "I am slow in English reading" and 14.9% of the students are disagree with this idea. The table illustrates that 5.0% of the students have no opinion on this statement. Table also expresses that 33.5% of the students support the statement "I am slow in English reading" and 30.6% of the students strongly support the statement. Accumulative mean score show that the perceptions of elementary school students about their performance on reading is 3.03.

Table 9: *Perceptions of the elementary school students about their performance on Writing*

Sr. #	Statements	SDA	DA	UD	A	SA
1	I feel difficulty in writing in English. *	15.3	8.9	5.0	38.1	32.7
2	I make grammar mistakes in writing English. *	19.6	17.4	7.8	33.1	22.1
3	I am weak in English spellings.	42.3	34.2	8.9	7.1	7.5
Accumulative Mean Score		3.60				

Table 09 demonstrates the perceptions of students in percentage about "Writing". The table shows that 15.3% of the students are strongly disagree with the statement "I feel difficulty in writing in English" and 8.9% of the students are disagree with this idea. The table demonstrates that 5.0% of the students have no opinion on this statement. Table also displays that 38.1% of the students support the statement "I feel difficulty in writing in English" and 32.7% of the students strongly support the statement. The table illustrates that 19.6% of the students are strongly disagree with the statement "I make grammar mistakes in writing English" and 17.4% of the students are disagree with this idea. The table illustrates that 7.8% of the students have no opinion on this statement. Table also displays that 33.1% of the students support the statement "I make grammar mistakes in writing English" and 22.1% of the students strongly support the statement. The table demonstrates that 42.3% of the

students are strongly disagree with the statement "I am weak in English spellings" and 34.2% of the students are disagree with this idea. The table demonstrates that 8.9% of the students have no opinion on this statement. Table also illustrates that 7.1% of the students support the statement "I am weak in English spellings" and 7.5% of the students strongly support the statement. Accumulative mean score shows that the perceptions of the elementary school students about their performance on writing is 3.60.

Table 10: *Perceptions of the elementary school students about their performance on Speaking*

Sr. #	Statements	SDA	DA	UD	A	SA
1	I feel difficulty in speaking in English. *	16.4	18.5	4.3	32.0	28.8
2	I make mistakes when try to speak in English. *	22.8	15.3	8.5	32.7	20.6
3	I speak English in English class.	9.6	16.0	8.5	28.8	37.0
Accumulative Mean Score		3.05				

Table 10 demonstrates that the perceptions of students in percentage about "Speaking". The table shows that 16.4% of the students are strongly disagree with the statement "I feel difficulty in speaking in English" and 18.5% of the students are disagree with this idea. The table discloses that 4.3% of the students have no opinion on this statement. Table also expresses that 32.0% of the students support the statement "I feel difficulty in speaking in English" and 28.8% of the students strongly support the statement. The table displays that 22.8% of the students are strongly disagree with the statement "I make mistakes when try to speak in English" and 15.3% of the students are disagree with this idea. The table illustrates that 32.7% of the students have no opinion on this statement. Table also expresses that 20.6% of the students support the statement "I make mistakes when try to speak in English" and 22.8% of the students strongly support the statement. The table demonstrates that 9.6% of the students are strongly disagree with the statement "I speak English in English class" and 16.0% of the students are disagree with this idea. The table illustrates that 8.5% of the students have no opinion on this statement. Table also illustrates that 28.8% of the students support the statement "I speak English in English class" and 37.0%

of the students strongly support the statement. Accumulative mean score shows that the perceptions of the elementary school students about their performance on speaking is 3.05.

Table 11: *Perceptions of the elementary school students about their performance on Listening*

Sr. #	Statements	SDA	DA	UD	A	SA
1	I understand when I listen to someone speaking in English.	9.6	8.9	6.4	31.7	43.4
2	I like listening lectures in English.	8.2	14.9	7.8	29.2	39.9
3	I cannot understand communication in English. *	17.4	12.8	11.0	26.7	32.0
Accumulative Mean Score		3.41				

Table 11 displays the perceptions of students in percentage about “Listening”. The table shows that 9.6% of the students are strongly disagree with the statement “I understand when I listen to someone speaking in English” and 8.9% of the students are disagree with this idea. The table presents that 6.4% of the students have no opinion on this statement. Table also demonstrates that 31.7% of the students support the statement “I understand when I listen to someone speaking in English” and 43.4% of the students strongly support the statement. The table reveals that 8.2% of the students are strongly disagree with the statement “I like listening lectures in English” and 14.9% of the students are disagree with this idea. The table presents that 7.8% of the students have no opinion on this statement. Table also illustrates that 29.2% of the students support the statement “I like listening lectures in English” and 39.9% of the students strongly support the statement. The table demonstrates that 17.4% of the students are strongly disagree with the statement “I cannot understand communication in English” and 12.8% of the students are disagree with this idea. Table also indicates that 26.7% of the students support the statement “I cannot understand communication in English” and 32.0% of the students strongly support the statement. The accumulative mean score shows that the perceptions of the elementary school students about their performance on listening is 3.41.

Table 12: *Perceptions of the elementary school students about their teachers' contribution in class activities*

Sr. #	Statements	SDA	DA	UD	A	SA
1	My English teacher encourages me to speak English in the class.	7.5	11.7	6.0	26.0	48.8
2	My English teacher delivers his/her lecture in English.	11.0	13.9	6.0	31.3	37.7
3	My English teacher motivates me to participate in the class.	7.5	6.4	4.6	28.1	53.4
4	My English teacher assigns me group work.	16.0	9.3	5.3	27.0	42.3
5	My English teacher assigns homework daily.	7.5	11.4	3.9	28.5	48.8
6	My English teacher provides effective feedback.	5.3	8.5	5.3	18.1	62.6
7	My English teacher provides me opportunity to read aloud.	7.8	8.2	5.3	30.2	48.4
8	My English teacher listen our reading carefully.	6.8	7.8	2.5	21.7	61.2
9	My English teacher checks homework regularly.	7.1	10.3	4.6	19.9	58.0
Accumulative Mean Score		4.01				

Table 12 shows the perceptions of students in percentage about "Teachers' Contribution". The table displays that 7.5% of the students are strongly disagree with the statement "My English teacher encourages me to speak English in the class" and 11.7% of the students are disagree with this idea. Table illustrates that 6.0% of the students have no opinion on this statement. Table also illustrates that 26.0% of the students support the statement "My English teacher encourages me to speak English in the class" and 48.8% of the students strongly support the statement. The table demonstrates that 11.0% of the students are strongly disagree with the statement "My English teacher delivers his/her lecture in

English" and 13.9% of the students are disagree with this idea. The table reveals that 6.0% of the students have no opinion on this statement. Table also demonstrates that 31.3% of the students support the statement "My English teacher delivers his/her lecture in English" and 37.7% of the students strongly support the statement. The table presents that 7.5% of the students are strongly disagree with the statement "My English teacher motivates me to participate in the class" and 6.4% of the students are disagree with this idea. The table illustrates that 4.6% of the students have no opinion on this statement. Table also demonstrates that 28.1% of the students support the statement "My English teacher motivates me to participate in the class" and 53.4% of the students strongly support the statement. The table expresses that 16.0% of the students are strongly disagree with the statement "My English teacher assigns me group work" and 9.3% of the students are disagree with this idea. The table demonstrates that 5.3% of the students have no opinion on this statement. Table also displays that 27.0% of the students support the statement "My English teacher assigns me group work" and 42.3% of the students strongly support the statement. The table displays that 7.5% of the students are strongly disagree with the statement "My English teacher assigns homework daily" and 11.4% of the students are disagree with this idea. The table reveals that 3.9% of the students have no opinion on this statement. Table also demonstrates that 28.5% of the students support the statement "My English teacher assigns homework daily" and 48.8% of the students strongly support the statement. The table indicates that 5.3% of the students are strongly disagree with the statement "My English teacher provides effective feedback" and 8.5% of the students are disagree with this idea. The table discloses that 5.3% of the students have no opinion on this statement. Table also displays that 18.1% of the students agree the statement "My English teacher provides effective feedback" and 62.6% of the students strongly agree the statement. The table displays that 7.8% of the students are strongly disagree with the statement "My English teacher provides me opportunity to read aloud" and 8.2% of the students are disagree with this idea. The table shows that 5.3% of the students have no opinion on this statement. Table also demonstrates that 30.2% of the students support the statement "My English teacher provides me opportunity to read aloud" and 48.4% of the students strongly support the statement. The table shows that 6.8% of the students are strongly disagree with the statement "My English teacher listen our reading carefully" and 7.8% of the students are disagree with this idea. The table illustrates that 2.5% of the students have no opinion on this statement. Table also expresses that 21.7% of the students support the statement "My English teacher listen our reading carefully" and 61.2%

of the students strongly support the statement. The table represents that 7.1% of the students are strongly disagree with the statement "My English teacher checks homework regularly" and 10.3% of the students are disagree with this idea. The table discloses that 4.6% of the students have no opinion on this statement. Table also displays that 19.9% of the students support the statement "My English teacher checks homework regularly" and 58.0% of the students strongly support the statement. The accumulative mean score shows that the perceptions of the elementary school students about their performance on teachers' contribution in class activities is 4.01.

Table 13: *Mean scores to presents the students' perceptions about their performance on different indicators*

Sr. No.	Performance indicators	Mean	Standard deviation
1.	Learning Activities	3.69	.815
2	Class Participation	3.46	.843
3	Comprehensions	2.25	.939
4	Learning Cooperation & Coordination	2.83	.900
5	Homework	2.94	.922
6	Reading	3.03	.874
7	Writing	3.60	.979
8	Speaking	3.05	.938
9	Listening	3.41	.799
10	Teachers' Contribution	4.01	.835

Table 13 presents the mean and standard deviation to show the perceptions of their performance. The mean score to show the perceptions of their performance about learning activities is 3.69 (standard deviation = .815). The mean score to show the perceptions of their performance about class participation is 3.46 (Standard deviation = .843). The mean score of comprehension is 2.25 (standard deviation = .939). The mean score to show the perceptions of their performance about learning cooperation and coordination is 2.83 (standard deviation = .900).

The mean score to show the perceptions of their performance about homework is 2.94 (standard deviation = .922). The mean score of reading performance is 3.03 (standard deviation = .874). The mean score to show the perceptions of their performance about writing is 3.60 (standard deviation = .979). The mean score to show the perceptions of their performance about speaking is 3.05 (standard deviation = .938). The mean score of listening is 3.41 (standard deviation = .799). The mean score to show the perceptions of their performance about teachers' contribution in class activities is 4.01 (standard deviation = .835).

Table 14: *Mean scores to presents the differences between out of discipline and in-field teaching on different indicators*

Sr. No.	Performance Indicators	Mean Out-of-Discipline Teaching	Mean In-Field Teaching	Mean Difference	*T*	Sig.
1	Learning Performance	3.44	4.24	-.79	-7.779	.00
2	Class Participation	3.17	4.27	-1.10	-10.914	.00
3	Comprehensions	3.09	2.68	.40	4.246	.00
4	Learning Cooperation & Coordination	3.02	3.20	-.18	-1.638	.10
5	Homework	3.34	4.07	-.73	-6.849	.00
6	Reading	3.37	3.76	-.39	-3.405	.001
7	Writing	2.79	3.08	-.29	-3.187	.002
8	Speaking	2.80	3.85	-1.05	-10.270	.00
9	Listening	3.25	4.05	-.79	-7.279	.00
10	Teachers' Contribution	3.78	4.19	-.41	-4.057	.00

The value of t (-7.779) is significant at the level of .05. It shows that the students studying from teachers with and without relevant qualifications have significant differences

in their learning performance. The mean difference -.79 shows that the learning performance of the students of in-field teachers is comparatively better (M = 4.24) than their fellows studying from out-of-discipline teachers (M = 3.44).

The value of t (-10.914) is significant at the level of .05. It shows that the students studying from teachers with and without relevant qualifications have significant differences in their class participation. The mean difference -1.10 shows that the class participation of the students of in-field teachers is comparatively better (M = 3.17) than their fellows studying from out-of-discipline teachers (M = 4.27).

The value of t (4.246) is significant at the level of .05. It shows that the students studying from teachers with and without relevant qualifications have significant differences in their comprehension. The mean difference .40 shows that the comprehension of the student of out-of-discipline teachers is comparatively better (M = 3.09) than their fellows studying from in-field teachers (M = 2.68).

The value of t (-1.638) is insignificant at the level of .05. It shows that the students studying from teachers with and without relevant qualifications have no significant differences in their learning cooperation and coordination.

The value of t (-6.849) is significant at the level of .05. It shows that the students studying from teachers with and without relevant qualifications have significant differences in their homework. The mean difference -.73 shows that the homework of the students of in-field teachers is comparatively better (M = 4.07) than their fellows studying from out-of-discipline teachers (M = 3.34).

The value of t (-3.405) is significant at the level of .05. It shows that the students studying from teachers with and without relevant qualifications have significant differences in their reading. The mean difference -.39 shows that the reading of the students of in-field teachers is comparatively better (M = 3.76) than their fellows studying from out-of-discipline teachers (M = 3.37).

The value of t (-3.187) is significant at the level of .05. It shows that the students studying from teachers with and without relevant qualifications have significant differences in their writing. The mean difference -.29 shows that the writing of the student of in-field

teachers is comparatively better (M = 3.08) than their fellows studying from out-of-discipline teachers (M = 2.79).

The value of t (-10.270) is significant at the level of .05. It shows that the students studying from teachers with and without relevant qualification have significant differences in their speaking. The mean difference -1.05 shows that the speaking of the students of in-field teachers is comparatively better (M = 3.85) than their fellows studying from out-of-discipline teachers (M = 2.80).

The value of t (-7.279) is significant at the level of .05. It shows that the students studying from teachers with and without relevant qualifications have significant differences in their listening. The mean difference -.79 shows that the listening of the students of in-field teachers is comparatively better (M = 4.05) than their fellows studying from out-of-discipline teachers (M = 3.25).

The value of t (-4.057) is significant at the level of .05. It shows that the students studying from teachers with and without relevant qualifications have significant differences in their teachers' contribution to class activities. The mean difference -.41 shows that the teachers' contribution of the students of in-field teachers is comparatively better (M = 4.19) than their fellows studying from out-of-discipline teachers (M = 3.78).

Table 15: *Results of independent sample t test to compare the effects of gender differences on the learning performance of students studying from relevant and out of field teachers*

Sr. No.	Performance Indicators	Status	Mean Female	Mean Male	Mean Difference	*T*	Sig.
1	Learning Performance	Out-of-Discipline Teaching	4.13	3.35	.781	4.64	.00
		In-Field Teaching	4.14	4.48	-.343	-3.26	.001
2	Class Participation	Out-of-Discipline Teaching	3.06	3.18	-.121	-.355	.727
		In-Field Teaching	4.21	4.42	-.207	-1.67	.097

3	Comprehensions	Out-of-Discipline Teaching	3.75	3.00	.752	5.21	.00
		In-Field Teaching	2.66	2.75	-.096	-.544	.589
4	Learning Cooperation & Coordination	Out-of-Discipline Teaching	2.95	3.03	-.075	-.404	.689
		In-Field Teaching	3.08	3.53	-.456	-3.07	.002
5	Homework	Out-of-Discipline Teaching	3.64	3.30	.338	1.48	.141
		In-Field Teaching	4.04	4.16	-.122	-.745	.458
6	Reading	Out-of-Discipline Teaching	4.20	3.25	.940	3.73	.00
		In-Field Teaching	3.71	3.89	-.177	-1.04	.296
7	Writing	Out-of-Discipline Teaching	3.00	2.76	.234	1.58	.123
		In-Field Teaching	3.15	2.90	.248	1.76	0.83
8	Speaking	Out-of-Discipline Teaching	1.88	2.93	-1.04	-9.69	.00
		In-Field Teaching	3.80	3.98	-.174	-1.28	.203
9	Listening	Out-of-Discipline	3.15	3.26	-.112	-.397	.692

		Teaching					
		In-Field	4.01	4.15	-.136	-1.05	.294
		Teaching					
10	Teachers'	Out-of-	4.45	3.68	.770	5.88	.00
	Contribution	Discipline					
		Teaching					
		In-Field	4.06	4.54	-.479	-5.28	.00
		Teaching					

The value of t (4.64) is significant at the level of .05. It shows that the male and female students studying from teachers without relevant qualification have significant differences in their learning performance. The mean difference .78 shows that the leaning performance of the female students of out-of-discipline teachers is comparatively better (M = 4.13) than their male fellows studying from out-of-discipline teachers (M = 3.35).

The value of t (-3.26) is significant at the level of .05. It shows that the male and female students studying from teachers with relevant qualification have significant differences in their learning performance. The mean difference -.34 shows that the learning performance of the female students of in-field teachers is comparatively lower (M = 4.14) than their male fellows studying from in-field teachers (M = 4.48).

The value of t (-.35) is insignificant at the level of .05. It shows that the male and female students studying from teachers without relevant qualification have no significant differences in their class participation. The value of t (-1.67) is insignificant at the level of .05. It shows that the male and female students studying from teachers with relevant qualification have no significant differences in their class participation.

The value of t (5.21) is significant at the level of .05. It shows that the male and female students studying from teachers without relevant qualification have significant differences in their comprehension. The mean difference .75 shows that the comprehension of the female students of out-of-discipline teachers is comparatively better (M = 3.75) than their male fellows studying from out-of-discipline teachers (M = 3.00). The value of t (-.544) is insignificant at the level of .05. It shows that the male and female students studying from teachers with relevant qualification have no significant differences in their comprehension.

The value of t (-.40) is insignificant at the level of .05. It shows that the male and female students studying from teachers without relevant qualification have no significant differences in their learning cooperation and coordination. The value of t (-3.07) is significant at the level of .05. It shows that the male and female students studying from teachers with relevant qualification have significant differences in their learning cooperation and coordination. The mean difference -.45 shows that the learning cooperation and coordination of the female students of in-field teachers is comparatively lower (M = 3.08) than their male fellows studying from in-field teachers (M = 3.53).

The value of t (1.48) is insignificant at the level of .05. It shows that the male and female students studying from teachers without relevant qualification have no significant differences in their homework. The value of t (-.74) is insignificant at the level of .05. It shows that the male and female students studying from teachers with relevant qualification have no significant differences in their homework.

The value of t (3.73) is significant at the level of .05. It shows that the male and female students studying from teachers without relevant qualification have significant differences in their reading. The mean difference .94 shows that the reading of the female students of out-of-discipline teachers is comparatively better (M = 4.20) than their male fellows studying from out-of-discipline teachers (M = 3.71). The value of t (-1.04) is insignificant at the level of .05. It shows that the male and female students studying from teachers with relevant qualification have no significant differences in their reading.

The value of t (1.58) is insignificant at the level of .05. It shows that the male and female students studying from teachers without relevant qualification have no significant differences in their writing. The value of t (1.76) is insignificant at the level of .05. It shows that the male and female students studying from teachers with relevant qualification have no significant differences in their writing.

The value of t (-9.69) is significant at the level of .05. It shows that the male and female students studying from teachers without relevant qualification have significant differences in their speaking. The mean difference -1.04 shows that the speaking of the female students of out-of-discipline teachers is comparatively lower (M = 1.88) than their male fellows studying from out-of-discipline teachers (M = 2.93). The value of t (-1.28) is

insignificant at the level of .05. It shows that the male and female students studying from teachers with relevant qualification have no significant differences in their speaking.

The value of t (-.39) is insignificant at the level of .05. It shows that the male and female students studying from teachers without relevant qualification have no significant differences in their listening. The value of t (-1.05) is insignificant at the level of .05. It shows that the male and female students studying from teachers with relevant qualification have no significant differences in their listening.

The value of t (5.88) is significant at the level of .05. It shows that the male and female students studying from teachers without relevant qualification have significant differences in their teachers' contribution in class activities. The mean difference .77 shows that the teachers' contribution in class activities of the female students of out-of-discipline teachers is comparatively better (M = 4.45) than their male fellows studying from out-of-discipline teachers (M = 3.68). The value of t (-5.28) is significant at the level of .05. It shows that the male and female students studying from teachers with relevant qualification have significant differences in their teachers' contribution in class activities. The mean difference -.47 shows that the teachers' contribution in class activities of the female students of in-field teachers is comparatively lower (M = 4.06) than their male fellows studying from in-field teachers (M = 4.54).

Discussion

Over the past time, teacher's quality and student's performance has become most widely discussed issues in education. And no study or research have been done on out-of-discipline teaching problem in Pakistan. This problem needs more attention to be discussed compared to other problems. Based on research now recognizes that teachers must be highly qualified about the subjects they teach if they want to help all students achieve high academic standards. Taylor and Wasicsko (2000) defined that professional knowledge and qualities possessed any teacher, comprising beliefs, values and attitudes.

The results of the research show that students perform relatively better in relevant discipline teaching as compared to out-of-discipline teaching. When teachers are highly qualified subject then they develop conceptual knowledge among students to understand the concepts. According to (Du Plessis 2005) students got good grades in exams when teachers were highly qualified and teaching relevant subject according to qualification and students

got less grades when teachers were less qualified or teaching out-of-discipline. According to Goldhaber and Brewer (2000) observe that students performed lower in out of discipline teaching classes as compared to relevant discipline teaching classes. Out of discipline teachers do not have any certification in the content matter knowledge and relevant discipline teachers have standard and state certificate.

The results of the research indicate that out-of-discipline teachers are less well prepared in selecting the assignments for topic. They were less effective in selection of activities, resources and material for clear understanding about the concepts. Out-of-discipline teachers only follow the textbooks for resource of learning rather than other materials. In other research it was stated that out of discipline teachers were lack in well prepared in different teaching and instructional related material and activities than relevant discipline teachers (Boe, Shin and Cook, 2007). Out of discipline teachers are less effective in different teaching related strategies compared to relevant field teachers. Out of discipline teachers are less effective in examples, develop understanding and share daily life usage.

The results show that students performed low in when assigned to out-of-discipline teachers. Relatively students performed better when assigned in-field teachers In-field teachers share depth understanding and knowledge about the topic for effective learning and stimulate participation from students. Van der Westhuizen, Mosoge and van Vuuren (2004) shared that for effective teaching and learning, being motivated and stimulate students, teachers need to be confident in classroom planning.

This study also found that students perform relatively better in subject-certified teachers means relevant discipline teachers. And students perform comparatively lower in out-of-discipline teachers. Dee and Cohodes (2008) discussed that when learners assigned to relevant discipline teachers or subject certified teachers than students achieve higher test grades and teachers likely to develop the conceptual and intellectual knowledge in the students. Teaching out-of-field is generally associated with a negative impact on the learning of students as well as the quality of teaching. In other research Hawk, Coble and Swanson's (1985) explained that students' performance comparatively better in relevant discipline teachers in terms of academic achievement.

Results show that students share out-of-discipline teachers were less effective in selection of assignments for students about specific topic and facing difficulties in developing

other resources for clear understanding about the concept. Shulman (1988) stated that content matter knowledge and prior background knowledge affected in that teacher structure content and select approach for effective teaching. Selection of strategies, home projects for students, course book and other materials depend on the teachers' subject matter knowledge.

DEST (2003) discussed that teacher quality more focused on the highly qualified teachers like relevant discipline teachers. Other researchers consistently argued that well prepared, highly qualified teachers have a greater impact on student achievement than other variables including student background and class sizes. Students perform lower in out-of-discipline teaching as compared to in-field teaching. This study shows that out-of-discipline teachers are less effective in improving students' performance. Research supported Harris and Jensz (2006) that teachers out of discipline assigned the positions or areas without any care of effectiveness and improvement results of students learning and achievement.

Conclusion

The study on the effects of out-of-discipline teaching on the students' performance at school level. For reaching the conclusions different statistical procedures were employed, and data was analyzed carefully by the researcher. Three research questions were prepared by the researcher to find out the answers and reach conclusions. The study was based on academic performance of grade VII students at elementary level in English subject. Overall academic performance of the students in English subject was relatively better. Students of grade VII perform comparatively lower in two out of ten perceptions. Those perceptions are comprehension and writing.

This research was based on the academic performance of grade VII students differ under the relevant and out-of-discipline teachers. The findings were obvious, the performance of grade VII students comparatively better under relevant discipline teachers as compared to out-of-discipline teachers. Only in one out of ten perceptions students perform relatively high under out-of-discipline teachers as compared to relevant teachers. Data shows that there was a big difference in students' performance under relevant and out-of-discipline teachers. The mean difference of relevant and out-of-discipline clearly showed that students perform relatively better under relevant discipline teachers as compared to out-of-discipline teachers.

The research based on gender differences of Grade VII students influence their academic performance under relevant and out-of-discipline teachers. Female students

perform comparatively better under out-of-discipline teachers as compared to relevant discipline teachers. And male students of Grade VII perform better under relevant discipline teachers as compared to out-of-discipline teachers. Overall comparison of the female and male two groups shows that female students show comparatively better learning performance in out-of-discipline teaching, whereas the male students show comparatively better learning performance in relevant discipline teaching.

Research Application

The present study was conducted to examine the effects of out-of-discipline teaching on the students' performance at school level. Findings and conclusions of the study moved toward the under mentioned applications:

It is important for policy makers and at government level to pay special attention concerning excess of out-of-discipline teachers in mostly government schools. This study is applicable for policy makers to design policies regarding eradication of out-of-discipline teachers. Assign subject/course to new appointed teachers in which they have specialized or master's degree.

Announce new job opportunities for subject specialized teachers to reduce out-of-discipline teaching. Data shows that private schools students perform relatively better as compared to Government schools. In all five private schools' teachers were teaching according to the relevant discipline. But in government schools mostly teachers teach out of discipline.

This study helps school administration to arrange and conduct workshops and seminars for out-of-discipline teachers training about content matter knowledge to improve students results and performance in particular subjects. To improve the students' performance school administration should assign the course to subject specialized teachers rather than general teachers to teach at elementary level.

School management should not assign three to four courses to one teacher at a time. Because one teacher is relevant teaching in one subject and out-of-discipline in other courses. School management must check the qualification and specialized subject of a teacher before assigning the courses to teach. It helps the teacher to share clear concepts and understanding and teaching relevant discipline as well as school to improve overall students' performance.

This study helps to develop comprehension and highly competent students in society for betterment. The study shows that students of Grade VII perform comparatively better under relevant discipline teachers as compared to out-of-discipline teachers. When teachers teach relevant discipline then automatically students' performance increases. Students are performing low because of teachers teaching out-of-discipline. That's why students' knowledge and understanding are not effective in the betterment of society.

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