Journal of Positive School Psychology http://journalppw.com
2023, Vol. 7, No. 5, 1427-1434

Fabricated Statements Of Teachers Versus Student's Performance

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Abstract

The study sought to explore the "impact of teachers' fabricated statements on student performance." A sample of 9th-grade students was selected and divided equally into control and experimental groups. Data analysis was conducted using a t-test. The findings of the study revealed that teachers' fabricated statements do indeed influence students' educational achievements.

Introduction

In a school, students encounter various situations and often confront academic challenges. When a student expresses, "I struggle to comprehend this subject matter," the statement often reflects more about the student than the subject matter itself. This acknowledgment of difficulty can lead to less-than-optimal outcomes. “Fabricated statements of teachers” refers to the dissemination of inaccurate information by educators regarding students' academic performance or progress. This type of feedback can encompass misrepresenting grades, assessments, or subjective evaluations, which may mislead students and their parents about their actual academic achievements. While I can't provide a specific source for this definition, you may find relevant information and research on the impact of teacher feedback on student achievement in the field of education and psychology literature.

Khan (2017) "Teacher's false feedback" refers to inaccurate or misleading information provided by educators to students about their academic performance, progress, or abilities. This type of feedback can include misrepresenting grades, assessment results, or subjective evaluations, leading to a misperception of a student's strengths and weaknesses. Such misleading feedback can have a significant impact on a student's motivation, self-efficacy, and overall learning experience. While there isn't a specific source provided for this definition, you can explore research on feedback in education, and the consequences of incorrect feedback, in the field of educational psychology and pedagogy literature to further understand its implications on student learning and development.

Wisniewski, Zierer, and Hattie (2020) "Wrong feedback of teachers" refers to the provision of inaccurate or incorrect feedback by educators to students, which can misrepresent their actual performance and progress. This kind of feedback can lead to misconceptions about their strengths and weaknesses, potentially

hindering their academic development and overall performance. While there is no specific source or reference for this definition, research on the impact of inaccurate feedback on student performance and educational outcomes can be found in the field of education and psychology literature. As a suggestion, you can explore research articles and books on the topic of feedback in education, such as those by Hattie and Timperley (2007) in their work "The Power of Feedback," which discusses the significance of effective feedback on learning and achievement.

Kannan, et al (2018) the "effect of incorrect feedback by educators" refers to the consequences of teachers providing inaccurate or erroneous feedback to students, which can have a significant impact on their academic performance. Such feedback can lead to misconceptions about their strengths and weaknesses, resulting in a detrimental effect on their overall learning and achievement. Although no specific source or reference is provided for this definition, research on the consequences of incorrect or misleading feedback in education can be found in the field of educational psychology. For further insights, you can refer to relevant articles and books on the subject, such as the work by Shute and Zapata-Rivera (2017) titled "Reinventing Feedback: A Dynamic Technology for Situated Assessment" or Hattie and Timperley's (2007) "The Power of Feedback," which delves into the importance of accurate feedback in the learning process.

Slaton (2023) "Fabricated by educators" refers to the deliberate creation of false information, data, or educational materials by teachers, which can have detrimental effects on students' academic performance and overall learning outcomes. When educators provide fabricated content or assessments, it can mislead students, hinder their educational progress, and erode trust in the education system. While there isn't a specific citation or reference provided for this definition, research on academic integrity, assessment validity, and the impact of dishonest educational practices on student performance can be found in educational and pedagogical literature. You may want to explore related research articles and publications for a deeper understanding of this issue.

Morales (2014) in educational settings, a common phenomenon observed is the attribution of success and failure. When students excel academically, teachers often credit the students themselves, while students attribute their success to their efforts. Conversely, when students struggle or fail, teachers tend to place the blame on the students, while students may hold the teachers responsible. However, it's noteworthy that certain research findings have identified a contrasting pattern in which teachers tend to attribute students' failures to their teaching methods, while students credit their efforts for their success.

Tsui (2002) certain educators play a crucial role in nurturing their students' essential skills and fostering the capability to confront various challenges effectively. They establish achievable and reasonable standards for their students, promoting self-confidence and independence. On the flip side, some teachers resort to making unfounded claims, leaving students with detrimental impressions about their capabilities and self-worth. This group of educators lacks fairness when assessing and grading their students' work. The development of self-awareness is a significant factor in students' academic accomplishments. Negative emotions, if not addressed, can diminish interest and result in heightened anxiety levels, which

can have adverse effects on overall performance.

Baumeiste (1990) false statements directed at students can have detrimental effects on their competence and well-being. These falsehoods exacerbate self-awareness, leading to strong negative consequences. Coping with these distressing emotions often leads students into a state of cognitive deconstruction, where they think less critically, prioritize immediate concerns over future prospects, and focus on concrete details rather than abstract concepts. They also lose interest in seeking deeper understanding. As these practices continue, it becomes increasingly difficult for students to dispel disruptive thoughts and negative emotions, ultimately resulting in academic setbacks.

Kapoor (2007) it has been observed that deceptive statements communicated to individuals have adverse effects on their personality and intelligence. Therefore, it can be concluded that self-awareness plays a pivotal role in influencing individuals' performance.

Statement of the Problem

The primary focus of this study revolved around investigating the issue of "teachers making unfounded remarks and their impact on student performance." At times, educators make casual comments about their students, and these comments have the potential to adversely affect student performance. The study aimed to shed light on the consequences of such remarks, evaluating their role in influencing students' academic achievements.

Objective of the study

The principal aim of this research was to explore the repercussions of fabricated statements on students' educational achievements.

Significance of the study

Following were the significances of the study: -

1. This research offers valuable insights for educators in guiding their approach to setting and assessing student examinations, thereby fostering a more positive learning environment.
2. By shedding light on the impact of fictitious statements on student performance, this study aids in the proactive planning of educational strategies to create a responsible and confident atmosphere for students.
3. Through a deep dive into the development of self-awareness and the factors influencing student achievement, this research equips teachers with a better understanding of how to nurture their students' potential.
4. This study has the potential to curb the detrimental practice of issuing fabricated statements, which unfairly signal failure and, in turn, hinder the academic progress of students.

Research Hypothesis

H_0: There is no significant role of teachers fabricated statement on students' performance.

H_1: There is significant role of teachers fabricated statement on students' performance.

RESEARCH METHODOLOGY

Population

The population of the study consisted of all public higher secondary school students (12^{th} class) in district Dera Ismail Khan.

Table#1: Population of the study

S#	School type	Schools	Students
1.	Male Higher Secondary Schools	29	2888
2.	Female Higher Secondary Schools	14	1340
Total		43	4228

Source: Esdss: Annual School Census (2021-22)

Seniority list of Subject specialists 2023,

Sample of the Study

Researcher selected 40 Students from male and 40 students from female higher secondary schools for the purpose of research

Table#2: Sample of the Study

S#	School type	Schools	Students
1.	Male Higher secondary schools	01	40
2.	Female Higher secondary schools	01	40
Total		02	80

Procedure

The researcher conducted field visits to the schools to collect data. The 12th-grade students, all of whom had a history of passing previous exams, were randomly partitioned into two equal groups: a control group and an experimental group. An initial test was administered to both groups, showing no noteworthy score distinctions. Following this, both groups underwent a retest. However, before the second examination, the experimental group received fictitious slips of paper falsely indicating that they had failed the previous test. The scores achieved by the control and experimental groups were subsequently compared.

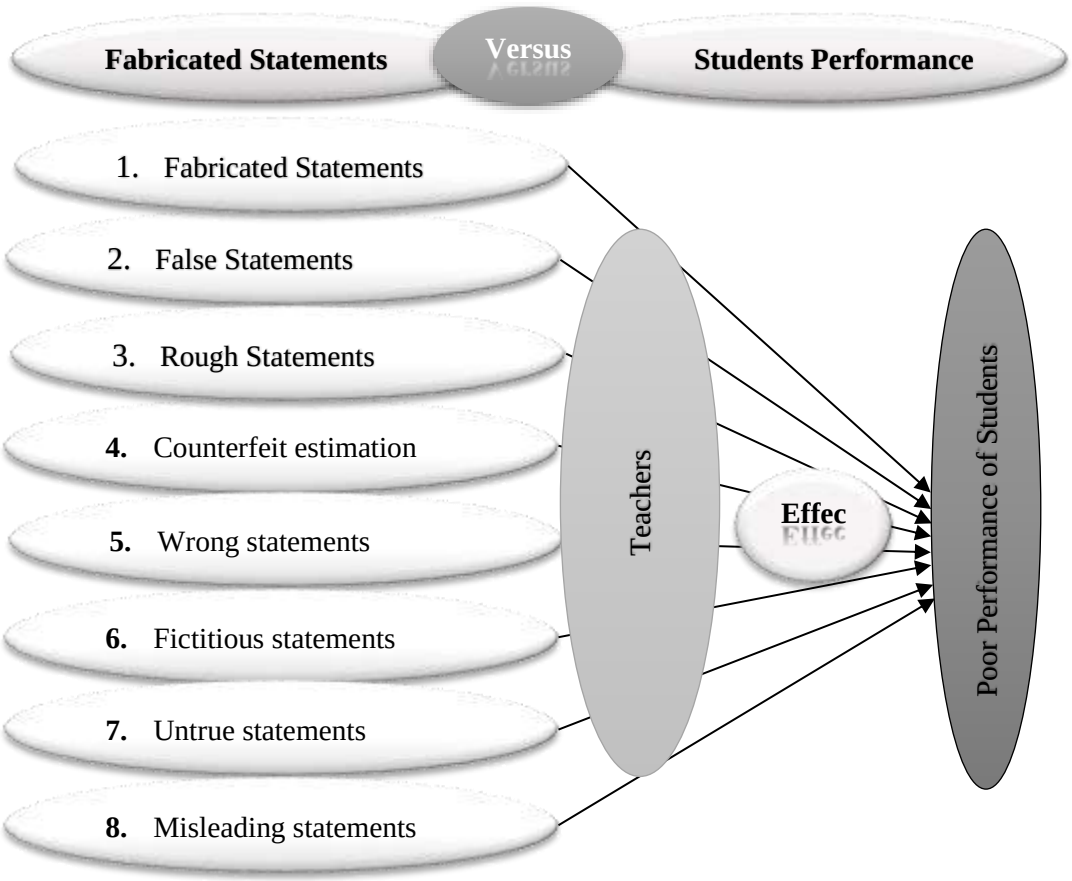
Analysis of Data

In order to measure the role of fabricated statements on students' performance, arithmetic mean, standard deviation, coefficient of variation and t- test was used. In order to check

The coefficient of variation (C.V.) is a pivotal statistical measure that evaluates relative data variability as a percentage of the mean, enabling comparisons across datasets with different measurement units, making it useful in economics, finance, and science. Calculated as the standard deviation divided by the mean, multiplied by 100, the C.V. aids researchers and analysts in assessing risk, stability, and data dispersion, offering valuable insights for decision-making. For a comprehensive understanding of statistical concepts, "Statistics" by Robert S. Witte and John S. Witte, published by Wiley in 2017, is a recommended reference.

The coefficient of variation (C.V.) is a statistical measure that expresses the relative variability of data as a percentage of the mean. It is used to compare the dispersion of data in different datasets, making it a valuable tool in various fields, including finance and economics. To calculate the C.V., divide the standard deviation by the mean and multiply by 100. For a concise understanding of the C.V., you can refer to "Statistical Methods" by George W. Snedecor and William G. Cochran, a classic text in the field, published by Iowa State University Press in 1989.

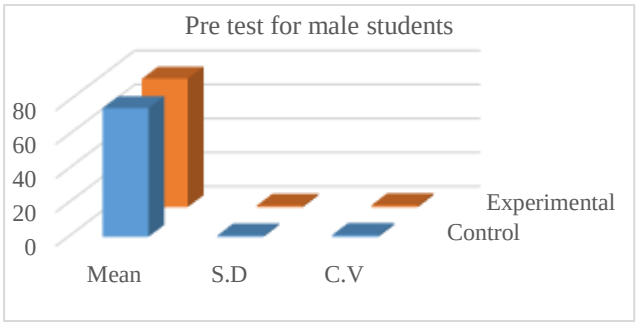
Figure#1: Fabricated Statements versus Students Performance

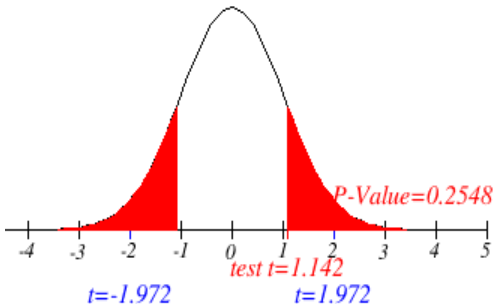


The scrutiny and explanation of data is presented in tabular form and given below.

Table#3: Pre-test for Male School Students

Group	n	Mean	S.D	C.V	d.f	α	t-tabulated	t-calculated	P-value
Control	20	75.85	0.865	1.140	198	0.05	±1.972	1.1442	0.2548
Experimental	20	75.67	0.900	1.189					

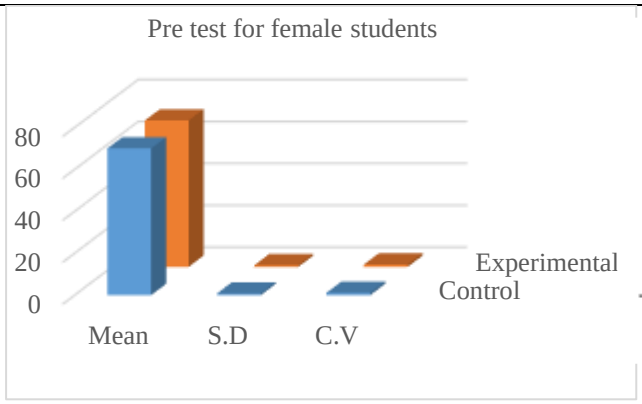


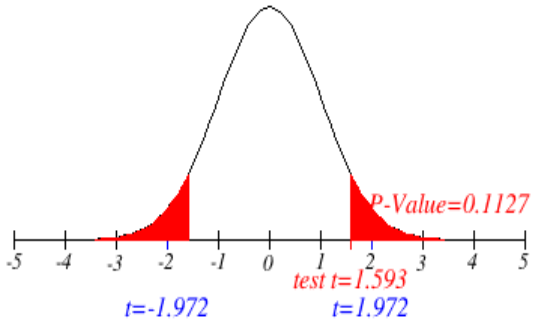


Table#4: Pre-test for Female School Students

Group	n	Mean	S.D	C.V	d.f	α	t-tabulated	t-calculated	P-value

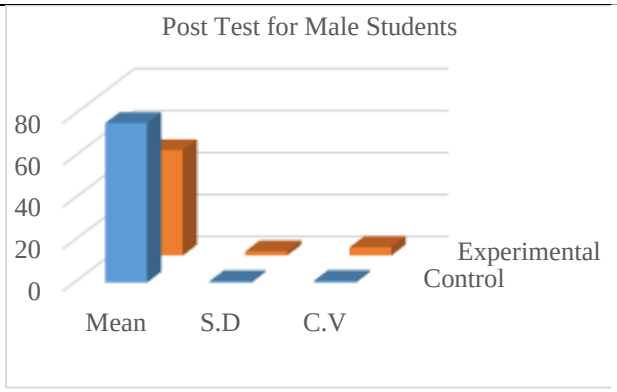
Control	20	70.09	0.797	1.137	198	0.05	±1.972	1.593	0.1127
Experimental	20	69.91	0.801	1.146					

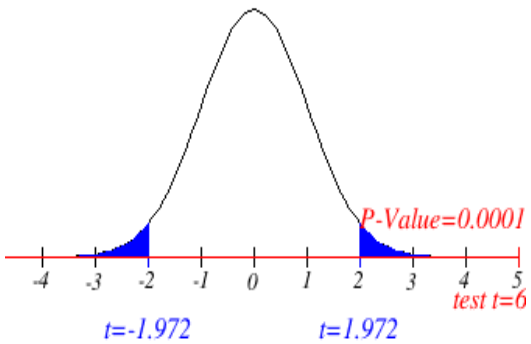




Table#5: Post-test for Male School Students

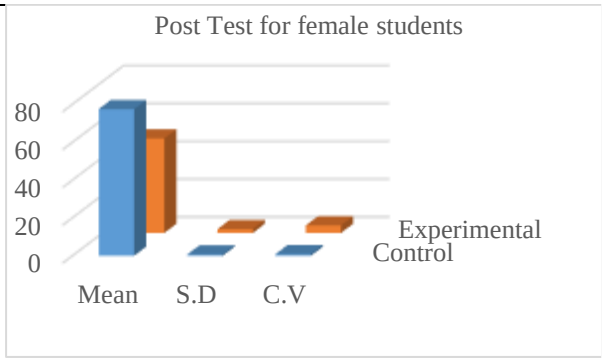
Group	n	Mean	S.D	C.V	d.f	α	t-tabulated	t-calculated	P-value
Control	20	76.02	0.638	0.839	19	0.05	±1.972	63.949	0.0001
Experimental	20	50.19	1.983	3.951	8				

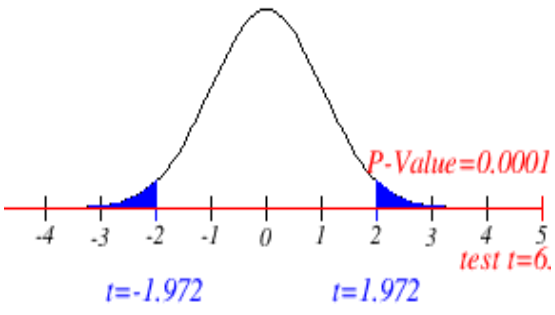




Table#6: Post-test for Female School Students

Group	n	Mean	S.D	C.V	d.f	α	t-tabulated	t-calculated	P-value
Control	20	77.55	0.709	0.914	19	0.05	±1.972	65.5384	0.0001
Experimental	20	49.97	1.989	3.980	8				





RESULTS

For Pre-test Male and Female Students:

Table 3rd and Table 4th reveal that the mean scores for both the male groups (control and experimental) were 75.85 and 75.67, with standard deviations of 0.865 and 0.900, and coefficient of variation values of 1.140 and 1.189, respectively. The calculated t-value, 1.1442, is less than the tabulated t-value, which is 1.972, resulting in a p-value of 0.2548. Similarly, the mean scores for both female groups (control and experimental) were 70.09 and 69.91, with standard deviations of 0.797 and 0.801, and coefficient of variation values of 1.137 and 1.146, respectively. The calculated t-value, 1.593, is less than the tabulated t-value, which is 1.972, yielding a p-value of 0.1127. Consequently, the null hypothesis (H0) is accepted, leading to the conclusion that there is no statistically significant difference in student performance.

For Post-test Male and Female Students:

The 5th and 6th tables reveal that the means for both the male groups (control and experimental) were 76.02 and 50.19, with standard deviations of 0.638 and 1.983, and coefficient of variation values of 0.839 and 3.951, respectively. The calculated t-value, 63.949, exceeds the tabulated t-value (1.972), resulting in a p-value of 0.0001. Similarly, for the female groups, the means were 77.55 and 49.97, with standard deviations of 0.709 and 1.989, and coefficient of variation values of 0.914 and 3.980. The calculated t-value, 65.5384, is greater than the tabulated t-value (1.972), with a p-value of 0.0001. Consequently, we accept the alternative hypothesis (H1) and conclude that there is a statistically significant difference in student performance. It's worth noting that the fabricated statements by teachers have a detrimental impact on students' academic achievements.

Conclusions

It was concluded the fabricated statements of teachers play negative role on the performance of the students.

Recommendations

i. Teacher may provide honest appraisal and perfect evaluation for student success.
ii. Promote Academic Integrity: Emphasize the importance of academic honesty and integrity among both teachers and students.
iii. Clear Assessment Criteria: Ensure that assessment criteria and grading standards are transparent and well-communicated to students.
iv. Professional Development: Provide ongoing professional development and training for educators on ethical teaching practices and assessment methods.
v. Encourage Open Communication: Foster an environment where students feel comfortable reporting instances of fabricated statements or unethical behavior.
vi. Implement Quality Assurance: Establish mechanisms for quality assurance in grading, assessment, and feedback processes.
vii. Support Student Well-Being: Offer counseling and support services to students who may be affected by fabricated statements.
viii. Promote a Growth Mindset: Encourage a growth mindset among students, helping them understand that intelligence and abilities can be developed over time.

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