

PERCEPTION OF STUDENTS TOWARDS EDUCATION

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Abstract: Education plays an important role in achieving a good quality of life. It is because education prepares an individual to have a better place in their future life. The study was a quantitative design. This study aimed to know the perception of Senior High School students towards education. The researchers conducted the survey among the Senior High School with the total of two hundred twenty-nine respondents who are required to answer the questionnaire to complete the survey and gather the data needed. Quantitative data were processed using chi-square. The result will show the relationship between students' attitude about their education and students' attitude about their goals. The study has shown the students' attitude about their education in terms of knowledge, skills and values. In addition, the study has also shown the students' attitude about their goals in terms of self-esteem, demands for work and wealth. It shows that students have a positive perception towards education for they believe that education is the pathway upon attaining good opportunities particularly for their future lives. It can be inferred that there is a significant relationship between student's attitude about their education in terms of knowledge, skills and values and student's attitude about their goals in terms of self-esteem, demands for work and wealth.

Keywords: Demands for work, Education, Knowledge, Self-esteem, Skills, Values, Wealth.

I. INTRODUCTION

Education is said to be one of the most important systems in the society. It is vital in bridging upon attaining new sets of ideas. People shall be more likely be educated and possess values that are acceptable among others. Education is powerful; knowing that different learning skills towards the students — nurtures skills, abilities and knowledge of the learners. In addition, it is also the key to enhance the self-esteem and develop the learners holistically.

There must be collaboration between educators and learners in order to attain the objectives in a particular class. Educators shall aim about the better academic performance of students. In a way of giving assessment, the educators can evaluate whether the students are learning to the extent of what was intended (Kuhn and Rundle-Thiele, 2009,351). In this manner, educators hold a greater role for the learning progress of the students. They are about to be the distributors of the new sets of ideas which enhances the knowledge and skills of the students. At some point, teachers can test how far the learning of the students through giving assessment and performance task as an application, the activity assessment will serve as a measurement whether the students was able to absorb the lesson being provided and somehow measures the student's satisfaction with regards to the quality of teaching given. This will help the educators as they will be able to know their skills as an educators and how to approach the learners. The performance of students in class affect their education for it signifies what kind of learners they are. To become appreciated and met the desired achievements, they are intended to strive harder to become determined to perform better in class and excel in order to attain their goals.

Aside from the giving of assessments, the educators must possess a high skills in ensuring teaching and learning in order to meet the needs of the students. Not only that, Ahmad, Azizan, Rahim, Jaya, Shalpulla and Siaw (2017, 129) also said that it is necessary for the schools to evaluate their own effectiveness of delivering educational services particularly on

International Journal of Novel Research in Education and Learning

Vol. 6, Issue 1, pp: (35-45), Month: January - February 2019, Available at: www.noveltyjournals.com

teaching and learning of students. This is an indicators that educators must be an effective ones in terms of delivering and sharing new set of ideas that are required in basic education. Teachers shall uphold teaching strategies in order to provide an effective delivery of the lesson. They shall also sustain the student's interests to listen and absorb the lesson being provided. Through the consideration of teaching strategies from teachers to students, there will be a possibility of easier absorption of learning's as an additional for their knowledge. It is somehow enabled the students to discover their full potential the master their skills being the hope of the nation. The school will serve as their training ground in enhancing their capabilities as well as becoming holistically developed. It is then useless for teachers to be in front of the class exerting all efforts in disseminating information while the students are out of focus in class due to the lack of interest to learn on a particular subject. In this situation, teachers are then recommended to uphold training strategies and practice more to be an effective educator to learners.

Education somehow contributes a lot upon the attainment of great success in life. From the beginning, there are uprising factors that considered in order to further find out student perception on education. Overall, this research will assist us to understand in what manner students today perceive education.

PROBLEM STATEMENT

This study is all about the Perception of Students towards Education. Specifically, the study aims to address the following:

1. To what extent students feel about their attitudes of education in terms of:
 - 1.1 Knowledge
 - 1.2 Skills
 - 1.3 Values
2. To what extent do students feel about their goals through education in terms of:
 - 2.1 Self-esteem
 - 2.2 Demands for work
 - 2.3 Wealth
3. Is there a significant relationship between the extent of students' attitude about their education and the extent of attitude about their goals?

Methodology:

This section contains the research design, environment, respondent, sample techniques, size of the study, instrument, and the data gathering procedure of the research study.

Design:

The researchers used descriptive survey design to determine the Perception of students towards education. Using survey questionnaire is the appropriate instrument in gathering and collecting data for this research study.

Locale:

The researchers conducted their study in Jagobiao National High School, specifically Senior High School Department. The Jagobiao National High School has a three storey building that includes grade 11 classrooms, faculty room, and computer laboratory. In addition, the Jagobiao National High School offers three academic strands namely Humanities and Social Sciences (HUMSS), General Academic Strand (GAS), and Accountancy and Business Management (ABM).

Respondent:

The respondents of the study were the Senior High School Students with a total population of 229 students. HUMSS 11A has 26, HUMSS 11B has 27, GAS 11 has 35, ABM 11 has 41, HUMSS 12 has 31, Gas 12 has 34, and ABM 12 has 35 total number of students. The researchers will use universal sampling as a technique to gather and collect data from the respondents. All students from ABM 11, ABM 12, GAS 11, GAS 12, HUMSS 11A, HUMSS 11B, and HUMSS 12 would be the respondents in the research study.

International Journal of Novel Research in Education and Learning

Vol. 6, Issue 1, pp: (35-45), Month: January - February 2019, Available at: www.noveltyjournals.com

Instruments:

This research study used rating scale in the research instrument in gathering information. This study has 2 instruments that were being used. The first instrument has two parts. The first part includes the personal information of the respondent. On one hand, the second part has 30 questions divided into six areas: self-esteem, demands for work, wealth, knowledge, skills, and values. Each area has 5 questions and to be answered through rating of 1-5.

Data Gathering and Procedure:

The researchers will ask permission to the students to coordinate and be the respondents of this study with the help of the transmittal letter signed by the principal and teachers involved. The questionnaire will be printed in and the researchers will provide answer sheets to the respondents for answering questions.

After answering the questionnaire, the researchers will collect all the questionnaires and it will be the basis for researchers in making the analysis, interpretation, findings, conclusion, and recommendation of the study.

Statistical Treatment:

The researchers used weighted mean and chi-square in interpreting the data. The chi-square test will be used to determine if there is a significant relationship to the extent of students' attitude about their education and the extent of attitude about their goals.

II. BODY OF ARTICLE

Education is said to be one of the most important systems in the society. It is then essential in human's life for having main purpose of bringing human beings into enlightenment so that they will know what is right and what is wrong (Harlan and Johan, 2014). Today, Philippines is adapting the American educational system, the K-12, that somehow interface with global knowledge networks. As stated by Crow and Silver (2008) that it is better to understand these networks and their interrelationships and enable to develop effective education.

Before anything else, everything must be under control and start within the classroom. The educator and the learner shall have a better understanding on each other in order to create an effective teaching and learning in the classroom. It is proven from Ely's (2012) research that there is a relationship between the way an instructor behaves and the way that students learn and perceive success. Therefore, teachers need to realize that their actions can influence the behaviour of students in the classroom, hence, teachers must be aware of their actions and strategies upon managing students (Ahmad, Awang, Mamat and Wahab, 2013). In addition, the teacher-student relationships for older students have found that positive teacher student relationships are associated with positive academic and social outcomes for high school students (Mallari, Mungcal and Pelayo, 2017).

In the context of increasing demands for instructors accountability in higher education, it clarifies the valuable concept of academic freedom that allows instructors to employ a variety of meaningful and theoretically-based teaching and learning strategies (Coufal, Goldberg, Maeda, Parham, Scudder and Sechtem, 2010). In making teaching strategies more interesting, higher education faculty strives to become more effective teachers so that students can learn better and explore many methods to improve their teaching practice (Sajjad, n.d.) Further studies of Smolova, Urbancova and Vnouckova (2017) states that students assess the educational process quality according to 5 main identified factors from which it describe their behaviour in assessing each subject— personality of the teacher (quality receptionist), working experience on the branch they study (business oriented), thinking that a teacher is an expert in his/her branch (expert innovators), having enough high-quality study materials (distance learners) and using modern techniques and technologies in education (arrangement oriented). In consideration to the statement of Franzoni and Assar (2009) which recommends about the practice of teaching strategies and electronic media that match a certain learning style as an important contribution in the field of pedagogical teaching methods. On the other hand, there are many positive benefits about self-assessment and peer assessment that includes, inter alia; self-directing, learning by doing and prepare students employability skills with an involvement of collaboration and self-judgement (Mochera, 2017). Student's perception towards class interaction and satisfaction may be a first step upon exploring the role and weighting of different types of interaction with a view to student outcomes such as satisfaction and performance (Driver, 2001). In terms of dealing the modern society by the presence of educational technology, it plays an important role in children's learning and acquiring

knowledge because the new generation of students come ready to work with these new arising technologies (Stosic, 2015). It is said that education is the basis of the future society which involves knowledge and information as key variables in the development of society (Pargaru, Ghergina, and Duca, 2009). Education ought to influence younger generation's mindset in order to make them understand the importance of moral values to build good character and somehow glorify today's youth to become best citizen (Shrivastava, 2017). It is because education with values makes an individual to be a good human being, divine human being and helps to achieve the supreme goal of life (Bhardwaj, 2016). At some point, it is stated by Bruno and Njoku (2014) research that teacher has a strategic role to play in the change process and specifies the skills that should be imbibed for effective behavioural development. At some point, students also have a positive attitude towards strategies of teaching speaking because it helped them to speak, as well as concerned oral production which emphasizes their participation, that includes cooperative activities, creative task, role play and drilling (Anjaniputra, 2013). It is proven that teacher's action can be a best supporting of the development of student's self-esteem and educators required student's best effort and work, used encouragement, verbal praise, positive language, and took the time to develop a relationship (Akin and Radford, 2018). In teacher-education, there must be an emphasis of teachers' politeness from which it brings awareness about the importance and significance in making students' performance and self-esteem better in schools (Uzair-ul-Hassan, Farooq, Akhtar and Parveen, 2017). However, teachers, who lack of classroom management strategies had a negative impact on student self-esteem (Demirdag, 2014). According to the Tanzania National Web-site (n.d.), quality education contributes a lot for the development of a strong and competitive economy of the country; it is because education provides the nation with skilled manpower that will have their various sectors in the country's economy. In relation to that, students have a positive perception of higher education and have with them a clear expectation towards institutions who are then providing support, enable their learning, and enhance their career prospects (Kanaiko and Mawer, 2013).

In consideration to the deep concerns about poor and uneven student learning in schools, there shall be a building of system relating to professional training in order to prepare the youths in doing skilled work that involves helping them to learn and develop (Ball and Forzani, 2009). This is because of the fostered pessimism of schools for having ability to improve the life chances of poor children (Jacob and Ludwig, 2009).

Overall, education plays a significant role in achieving a good quality of life. It is because education is important in conducting guidance in human's life. Generally, education is always associated with the process of delivering skill, disseminating knowledge and internalizing value (Idris, Hassan, Ya'acob, Gill and Awal, 2012). At some point, students shall be given a full freedom upon the choice of subjects relating to the basis of their personal interests that will suit to them and somehow bore fruitful results on their education and to the later life (Maisnam and Mawi, 2014). On the other hand, students really understand and appreciate the importance of learning for their future and are ready to invest efforts upon succeeding studies (Barak and Portnov-Neeman, 2013). These students take their learning seriously, value those educators and setting that facilitate on their learning and with a result of taking pride into their accomplishments (Scarboro, 2012).

A. Table, Figures, Headings and Equations

TABLE: I

LEVEL OF STUDENTS ATTITUDE OF EDUCATION IN TERMS OF KNOWLEDGE

Knowledge	Weighted Mean	INTERPRETATION
1. Education improves my learning with the different subjects taught in school.	4.27	Strongly agree
2. Education enhances my academic and human knowledge.	4.31	Strongly agree
3. Education makes me civilized.	4.27	Strongly agree
4. Education enables me to understand things that happen around me.	4.31	Strongly agree
5. Education provides my ideas and concepts that may contribute a lot throughout my life.	4.22	Strongly agree
Over-all Weighted Mean	4.28	Strongly agree

International Journal of Novel Research in Education and Learning

 Vol. 6, Issue 1, pp: (35-45), Month: January - February 2019, Available at: www.noveltyjournals.com

Legend: 1.00-1.80- Strongly Disagree 1.81-2.60- Disagree 2.61-3.40- Neutral 3.41-4.20 – Agree
4.21-5.00- Strongly agree

N=229

The table shows the weighted mean to what extent students feel about their attitudes of education.

The statement “Education enhances my academic and human knowledge” has the highest weighted mean of 4.31, interpreted as strongly agree. This inferred that education enhances the academic and human knowledge of the students. Meanwhile, the statement “Education enables me to understand things that happen around me” has also the highest weighted mean of 4.31, interpreted as strongly agree. This implies that students understand the things that happened around us with regards to education. The second highest weighted mean is 4.27, interpreted as strongly agree in the statement “Education improves my learning with the different subjects taught in school”. This means that students improve their learning by the help of education. In addition, The next second highest weighted mean is the 4.27 in the statement “Education makes me civilized”. This implies that students believe that education helps them to act in a correct manner. On the other hand, the statement “Education provides my ideas and concepts that may contribute a lot throughout my life” has the third highest weighted mean of 4.22, interpreted as strongly agree. This indicates that education provides the ideas and concepts that can help the students through their education. In the overall weighted mean of 4.28 interpreted as strongly agree signifies that knowledge associates to students that education helps them in related to their learning.

TABLE: II

LEVEL OF STUDENTS ATTITUDE OF EDUCATION IN TERMS OF SKILLS

Skills	Weighted Mean	INTERPRETATION
1. Education improves my public speaking skills.	4.43	Strongly agree
2. Education improves my academic writing skills.	4.51	Strongly agree
3. Education enhances my skills as a student in preparation for the industry world.	4.30	Strongly agree
4. Education contributes a lot in developing my interaction and communication to people.	4.35	Strongly agree
5. Education trains me in the aspect of performing technical skills.	4.44	Strongly agree
Over weighted mean	4.41	Strongly agree

Legend: 1.00-1.80- Strongly Disagree 1.81-2.60- Disagree 2.61-3.40- Neutral 3.41-4.20 – Agree
4.21-5.00- Strongly agree

N=229

The table shows the weighted mean to what extent students feel about their attitudes of education. The statement “Education improves my academic writing skills” has the highest weighted mean of 4.51, interpreted as strongly agree. This implies that students improve their academic writing skills through education. Meanwhile, the statement “Education trains me in the aspect of performing technical skills” has the second highest weighted mean of 4.44, interpreted as strongly agree. This inferred that education trains the aspect of students in terms of technical skills. The statement “Education improves my public speaking skills” has the third highest weighted mean of 4.43, interpreted as strongly agree. This means that through education, students develop their speaking skills. In addition, the statement “Education contributes a lot in developing my interaction and communication to people” has the fourth highest weighted mean of 4.35, interpreted as strongly agree. This implies that education has an essential contribution to students in terms of interaction and communication. On the other hand, the statement “Education enhances my skills as a student in preparation for the industry world” has the fifth highest weighted mean of 4.30, interpreted as strongly agree. This indicates that students consider education that trains them to possess employment skills upon entering the industry world. In the overall weighted mean of 4.41 interpreted as strongly agree signifies that skills associates to students that provides a skills integrated to their studies.

TABLE: III
LEVEL OF STUDENTS ATTITUDE OF EDUCATION IN TERMS OF VALUES

Values	Weighted Mean	INTERPRETATION
1. Education trains me in acquiring good behaviour in the community.	4.50	Strongly agree
2. Education reminds me about the importance of possessing favourable values.	4.43	Strongly agree
3. Education enables me to bring out the good character as an individual.	4.33	Strongly agree
4. Education teaches me to have a good perspective towards life.	4.44	Strongly agree
5. Education helps me to become a disciplined person.	4.55	Strongly agree
Over-all Weighted Mean	4.45	Strongly agree

Legend: 1.00-1.80- Strongly Disagree 1.81-2.60- Disagree 2.61-3.40- Neutral 3.41-4.20 – Agree

4.21-5.00- Strongly agree

N=229

The table shows the weighted mean to what extent students feel about their attitudes of education. The statement “Education helps me to become a disciplined person” has the highest weighted mean of 4.55, interpreted as strongly agree. This implies that education helps them to enhance the values of students specifically to become a disciplined person. Meanwhile, the statement “Education trains me in acquiring good behaviour in the community” has the second highest weighted mean of 4.50, interpreted as strongly agree. This means that education taught the students by developing a good behaviour in the society. The statement “Education teaches me to have a good perspective towards life” has the third highest weighted mean of 4.44, interpreted as strongly agree. This implies that education trains them to have a better view point towards themselves. On the other hand, the statement “Education reminds me about the importance of possessing favourable values” has the fourth highest weighted mean of 4.43, interpreted as strongly agree. This means that education teaches the students to have a good character. Lastly, the statement “Education enables me to bring out the good character as an individual” has the fifth highest weighted mean of 4.33, interpreted as strongly agree. This indicates that students possessed a good character by the help of education. In overall weighted mean of 4.45, interpreted as strongly agree signifies that education provides values that can help the students to their studies.

TABLE: IV
LEVEL OF STUDENTS ATTITUDE OF GOALS IN TERMS OF SELF-ESTEEM

Self-esteem	Weighted Mean	INTERPRETATION
1. Education helps me a lot in developing my whole self positively.	4.30	Strongly agree
2. Education enables me to be good at gaining self-confidence.	4.33	Strongly agree
3. Education helps me to have self-confidence in terms of communication.	4.29	Strongly agree
4. Education engages me to increase my social-interactions.	4.15	Agree
5. In my education today, I can see myself getting better than before.	4.38	Strongly agree
Over-all Weighted Mean	4.29	Strongly agree

Legend: 1.00-1.80- Strongly Disagree 1.81-2.60- Disagree 2.61-3.40- Neutral 3.41-4.20 – Agree

4.21-5.00- Strongly agree

N=229

The table shows the weighted mean to what extent students feel about their attitudes of education. The statement “In my education today, I can see myself getting better than before” has the highest weighted mean of 4.38, interpreted as strongly agree. This implies that students see their selves getting better than before by the help of education. Meanwhile, the statement “Education enables me to good at gaining self-confidence” has the second highest weighted mean of 4.33, interpreted as strongly agree. This means that education helps the students to gain self-confidence towards their selves.

International Journal of Novel Research in Education and Learning

 Vol. 6, Issue 1, pp: (35-45), Month: January - February 2019, Available at: www.noveltyjournals.com

The statement "Education helps me a lot in developing my whole self positively" has the third highest weighted mean of 4.30, interpreted as strongly agree. This implies that students developed their positivity through education. In addition, the statement "Education helps me to have self-confidence in terms of communications" has the fourth highest weighted mean of 4.29, interpreted as strongly agree. This implies that through education, it possess the self-confidence of the students in terms of communication. Lastly, the statement "Education engages me to increase my social-interactions" has the fifth highest weighted mean of 4.15, interpreted as agree. This indicates that students literally engages social-interactions by the help of education. In overall weighted mean of 4.29, interpreted as strongly agree signifies that when it comes in education it implies that it developed the self-esteem of the students.

TABLE: V
LEVEL OF STUDENTS ATTITUDE OF GOALS IN TERMS OF DEMANDS FOR WORK

Demands for work	Weighted Mean	INTERPRETATION
1. Education is useful for my ideal work.	4.50	Strongly agree
2. Education prepares me to become a good worker.	4.48	Strongly agree
3. Education matches the college course I want to pursue for work.	4.32	Strongly agree
4. Education aids easier and quicker to apply for work.	4.31	Strongly agree
5. Education opens me to a variety of opportunities of work.	4.40	Strongly agree
Over-all Weighted Mean	4.40	Strongly agree

Legend: 1.00-1.80- Strongly Disagree 1.81-2.60- Disagree 2.61-3.40- Neutral 3.41-4.20 – Agree

4.21-5.00- Strongly agree

N=229

The table shows the weighted mean to what extent students feel about their attitudes of education. The statement "Education is useful for my ideal work" has the highest weighted mean of 4.50, interpreted as strongly agree. This implies that education is much more significant for students ideal work. Meanwhile, the statement "Education prepares me to become a good worker" has the second highest weighted mean of 4.48, interpreted as strongly agree. This means that education prepares the students to become a professional worker. The statement "Education opens me to a variety of opportunities of work" has the third highest weighted mean of 4.40, interpreted as strongly agree. This means that education opens different kinds of opportunities that can deal with the students. In addition, the statement "Education matches the college course I want to pursue for work" has the third highest weighted mean of 4.32, interpreted as strongly agree. This implies that through education, it matches the students college course they want to pursue in college. Lastly, the statement "Education aids easier and quicker to apply for work" has the fourth highest weighted mean of 4.31, interpreted as strongly agree. This implies that students believe that education enable them to have an easier and quicker step in applying for work. The overall weighted mean is 4.40, interpreted as strongly agree that education signifies demands for work associates the students opportunities in the possible work place that they will attain.

TABLE: VI
LEVEL OF STUDENTS ATTITUDE OF GOALS IN TERMS OF WEALTH

Wealth	Weighted Mean	INTERPRETATION
1. Education helps me to have a better life.	4.60	Strongly agree
2. Education gives me the opportunity to achieve a bountiful life.	4.50	Strongly agree
3. Education helps me to have a better source of income in the future.	4.47	Strongly agree
4. Education is vital in terms of financial support.	4.31	Strongly agree
5. Education contributes a lot in attaining a comfortable life for my future.	4.57	Strongly agree
Over-all Weighted Mean	4.49	Strongly agree

Legend: 1.00-1.80- Strongly Disagree 1.81-2.60- Disagree 2.61-3.40- Neutral 3.41-4.20 – Agree

4.21-5.00- Strongly agree

N=229

The table shows the weighted mean to what extent students feel about their attitudes of education. The statement “Education helps me to have a better life” has the highest weighted mean of 4.60, interpreted as strongly agree. This implies that education gives students good opportunities in life. “Education contributes a lot in attaining a comfortable life for my future” has a weighted mean of 4.57 interpreted as strongly agree. This indicates that education plays a significant part in contributing a better life ahead. The third highest weighted mean of 4.50 interpreted as strongly agree is “Education gives me the opportunity to achieve a bountiful life. The statement “Education helps me to have a better source of income in the future has the weighted mean of 4.47 interpreted as strongly agree. This implies that education will provide the respondents a better source of income by acquiring a decent job. The statement “Education is vital in terms of financial support” has the weighted mean of 4.31 interpreted as strongly agree. This implies that education supports students financially. Overall, the weighted mean is 4.49 interpreted as strongly agree in terms of wealth. This implies that education provides students financially that will help them acquire a better life in the future.

TABLE: VII

Variables	X^2	DF	$X^2 (.05)$	Discussion	Interpretation
Knowledge and Self-esteem	16.43	6	12.59	Reject	Significant

The table shows that the computed value of knowledge and self-esteem is 16.43, this is greater than the critical value of 12.59. Thus, the null hypothesis is rejected. Hence, there is a significant relationship between knowledge and self-esteem. This inferred that the students have an enough knowledge and self-esteem regarding to their perception of education. According to Ely (2012), the educator and the learner shall have a better understanding on each other in order to create an effective teaching and learning in the classroom.

TABLE: VIII

Variables	X^2	DF	$X^2 (.05)$	Discussion	Interpretation
Knowledge and Demands for Work	28.01	4	9.49	Reject	Significant

The table shows that the computed value of knowledge and Demands for work is 28.01, this is a greater than the critical value of 9.49. Thus, the null hypothesis is rejected. Hence, there is a significant relationship between knowledge and demands for work. This inferred that the students have a knowledge and idea for the possible demands for work. According to Ball and Franzoni (2009), in consideration to the deep concerns about poor and uneven students learning in school, there shall be a building of system relating to professional training in order to prepare the youths in doing skilled work that involves helping them to learn and develop.

TABLE: IX

Variables	X^2	DF	$X^2 (.05)$	Discussion	Interpretation
Knowledge and Wealth	21.27	6	12.59	Reject	Significant

The table shows that the computed value of Knowledge and wealth is 21.27, this is greater than the critical value of 12.59. Thus, the null hypothesis is rejected. Hence, there is significant relationship between knowledge and wealth. This inferred that the students has knowledge and enough wealth towards their education. According to Mawi and Maisnam (2014), students shall be given a full freedom upon the choice of subject relating to the basis of their personal interests that will suit to them and somehow bore fruitful result on their education and the later life.

TABLE: X

Variables	X^2	DF	$X^2 (.05)$	Discussion	Interpretation
Skills and self-esteem	33.23	3	7.82	Reject	Significant

The table shows that the computed value of Skills and self-esteem is 33.23, this is greater than the critical value of 7.82. Thus, the null hypothesis is rejected. Hence, there is a significant relationship between skills and self-esteem. This can also inferred that students consists that education provides skills and self-esteem. According to Akin and Radford (2018), that teacher's action can be a best supporting of the development of student's self-esteem and educators required student's best effort and work , used encouragement, verbal praise, positive language, and took the time to develop a relationship.

TABLE: XI

Variables	X ²	DF	X ² (.05)	Discussion	Interpretation
Skills and Demands for work	23.86	4	9.49	Reject	Significant

The table shows that the computed value of skills and demands for work is 23.86, this is greater than the critical value of 9.49. Thus, the null hypothesis is rejected. Hence, there is a significant relationship between skills and demands for work. This can also inferred that students has a skills and though for demands for work. According to Barak and Portnov-Neeman (2013), students really understand and appreciate the importance of learning for their future and are ready to invest efforts upon succeeding studies.

TABLE: XII

Variables	X ²	DF	X ² (.05)	Discussion	Interpretation
Skills and Wealth	18.72	2	5.99	Reject	Significant

The table shows that the computed value of skills and wealth is 18.72, this is greater than the critical value of 5.99. Thus, the null hypothesis is rejected. Hence, there is a significant relationship between Skills and Wealth. This inferred that a skill is important to student life and also their wealth to provide their basic needs in education.

TABLE: XIII

Variables	X ²	DF	X ² (.05)	Discussion	Interpretation
Values and self-esteem	23.28	4	9.49	Reject	Significant

This table shows that the computed value of values and self-esteem is 23.28, this is greater than the critical value of 9.49. Thus, the null hypothesis is rejected. Hence, there is a significant relationship between values and self-esteem. This can also inferred that the values and self-esteem has an important role in student's perception of education. Furthermore, values and self-esteem has a great contribution to students that can lead them to success in education. According to Uzair-ul-Hassan, Farooq, Akhtar and Parveen (2017), in teacher-education, there must be an emphasis of teacher's politeness from which it brings awareness about the importance and significance in making student's performance and self-esteem better in school.

TABLE: XIV

Variables	X ²	DF	X ² (.05)	Discussion	Interpretation
Values and Wealth	26.85	4	9.49	Reject	Significance

This table shows that the computed value of values and wealth is 26.85, this is greater than the critical value of 9.49. Thus, the null hypothesis is rejected. Hence, there is a significant relationship between values and wealth. This can also inferred that the values and wealth are very significant in relation to their studies towards education. According to Shrivastava (2017), education ought to influence younger generation's mindset in order to make them understands the importance of moral values to build good character and somehow glorify today's youth to become best citizen.

III. CONCLUSION

This study has examined the perception of students towards education. The extent of students' attitude about their education in terms of knowledge, skills, and values. On the other hand, the students have revealed a positive outcome regarding to their attitude of education that can help them to have a sense of learning's with regards to their education. It

also attain that students have a strong insights by the different perception of education in terms of their attitudes. The extent of students' attitude about their goals through education in terms of self-esteem, demands for work and wealth. It involves that students have a certain abilities and personalities about their goals in education. They will acquire many positive benefits by doing and prepare their employ ability skills as they will be involve in the future work place. Students will get several of ideas that are very effective to their selves by engaging different works with regards to their goals in education. They may be attaining a variety of ways and opportunities that may b particularly to their perception of education specifically their goals. In some case, students' have a positive views towards education that it will be the one that matter to their pathways upon attaining their opportunities in their lives. Though knowledge, skills and values relating to self-esteem, demands for work and wealth found to be associated. At some point, education gives a vital role among the students. It inferred that whatever the perception towards education, it can really affect the knowledge, skills and values towards learners.

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