The Influence of Ability Grouping on Students' Learning Experiences and Perceptions in the Selected Public Secondary Schools in Tanzania

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Abstract
This study investigates the influence of ability grouping on students' learning experiences and perceptions in two public secondary schools in Dar es Salaam, Tanzania. Grounded in Vygotsky's sociocultural theory, which emphasises the role of social interaction and scaffolding in learning, the study explores how students' placement into higher or lower-ability groups affects their learning experiences and perceptions of learning. A non-experimental quantitative survey design was employed, targeting 248 Form Two students categorised into higher- and lower-ability groups across two schools. Data were collected using a structured Likert-scale questionnaire adapted from validated instruments. A three-way MANOVA and follow-up univariate ANOVA were used to assess the effects of school context, ability grouping, and gender on the dependent variables. Findings reveal that ability grouping has a statistically significant impact on both students' learning experiences and perceptions of learning, with higher-ability students consistently reporting more positive experiences and perceptions of learning. Gender had a small but statistically significant influence on perception, with females scoring slightly higher. At the same time, the school context and all interaction effects were not significant. These results affirm the impact of ability grouping on students' learning experiences and learning perceptions, highlighting how grouping practices may marginalise lower-ability students by limiting their exposure to beneficial peer and teacher interactions within the Zone of Proximal Development. The study recommends inclusive, differentiated instruction strategies that promote peer scaffolding and equitable engagement across students' ability levels. Additionally, policies should encourage Universal Design for Learning to minimise the stigmatising effects of rigid ability classifications. These results contribute to the literature on the implications of ability grouping in student learning, highlighting the need for interventions that strike a balance between academic efficiency and equity.

Keywords: *Ability grouping, learning experience, perception of learning, sociocultural theory, peer interaction*

INTRODUCTION

Ability grouping is an educational practice in which students are sorted and grouped based on their academic abilities or performance levels (Petty, 2025; Roka, 2022; Hove, 2022). There are several forms of ability grouping practised in different educational institutions. For example, one of these approaches is within-class ability grouping, where students in the same classroom are divided into small groups based on their ability, such as those who have advanced, average, or are struggling (Roka, 2022). The other form of ability grouping is flexible grouping, which is temporary and based on subject or specific activity, allowing movement between groups (Hove, 2022). The last one, which appears to be the focus of this study, is the one called between classes or, sometimes referred to as streaming, which involves placing students into different classes or streams based on their academic performance (Hove, 2022; Roka, 2022). The practice of streaming or between-class ability grouping is widespread in Tanzania. However, little has been reported in the literature about its implementation, as well as the lived experiences of students.

The intention of ability grouping is to improve students' learning by providing targeted instruction tailored to meet the needs of each ability group. The literature reports that ability grouping focuses on improving student learning by providing opportunities for tailoring instruction for different learning levels as well as allowing teachers to provide targeted support to struggling students (Khazaeenezhad et al., 2012; Petty, 2025; Wang et al., 2021). Not only that, but it also provides an opportunity to present more advanced challenges to higher-ability students, offering tasks that differ from those provided to slower learners (Wang et al., 2021). However, the effectiveness of this method in improving student outcomes is debatable. Several criticisms have been raised regarding the procedures used to assign students to groups, as well as the pedagogical techniques employed in different classes (Hallinan, 2003). Not only that, but there are also concerns that ability grouping reinforces inequalities among students, which affects students' self-esteem, self-efficacy, and motivation, especially for those placed in lower-ability groups (Blanco-Varela et al., 2024; Petty, 2025). To a large extent, ability grouping has been credited with improving learning outcomes for students from high-

ability groups, who tend to enjoy greater levels of teacher and peer support (Wang et al., 2021).

Theoretical Framework

This study is grounded in Vygotsky's Sociocultural Theory, which emphasises the importance of social interaction and contextual influences on learning (Nurfaidah, 2018; Wibowo et al., 2025). According to Vygotsky, cognitive development is a socially mediated process in which learners benefit significantly from collaboration, peer interaction, and scaffolding provided by more capable peers (Nurfaidah, 2018; Wibowo et al., 2025). Central to this theory is the concept of the Zone of Proximal Development (ZPD), the range of tasks a learner cannot yet perform independently but can accomplish with appropriate support (Säljö, 2010). Within this framework, learning is most effective when instruction is pitched just beyond a learner's current ability and supported by guidance from peers or teachers (McLeod, 2024).

In the context of ability grouping, separating students based on their ability levels may influence the extent to which they access opportunities within their zone of proximal development (ZPD). For instance, when lower-ability students are grouped, they may be deprived of interactions with more capable peers who could scaffold their learning, thereby limiting the social mediation essential to their development. Conversely, when classrooms are structured to allow mixed-ability peer interactions, students are more likely to operate within their zone of proximal development (ZPD), benefiting from guided participation and the co-construction of knowledge. Thus, there is a need to examine how ability grouping influences the nature and quality of students' learning experiences, particularly through the lens of Vygotsky's theory. This study aims to address this gap by examining how ability grouping influences students' learning experiences and perceptions of learning across two different secondary schools.

The following research questions guided this study:

i) To what extent does ability group influence students' learning experience in secondary schools?
ii) To what extent does ability group influence students' perception of learning?
iii) Does the perceived effect of ability grouping on experience and perception differ across different school contexts?

iv) To what extent does the effect of ability grouping on students' learning experience and perception differ by gender?

METHODOLOGY

This study employed a non-experimental descriptive survey design using a quantitative approach. The purpose of the design was to collect and analyse numerical data from participants to examine their learning experiences and perceptions of learning in an ability grouping context, without manipulating any variables. Data were collected using a structured Likert scale questionnaire, which was developed by integrating validated items and key dimensions from established instruments. The UCL Student Experience Survey (2017) guided areas such as teaching, assessment, academic support, and the learning community, while Timmo (2024), based on McKeachie (1994), has informed aspects of rapport, group interaction, and feedback. Not only that, but Herrmann et al. (2017) also contributed constructs on peer support and engagement, while Kember and Leung (2009) added insights on cooperative learning and assessment. Questions from these sources were reviewed, adopted, and adapted to ensure coherence and content validity, measuring 'students' learning experiences and learning perceptions of ability grouping in secondary school by assessing their feelings, classroom dynamics, and support systems. The questionnaire had a 14-item scale which demonstrated good internal consistency, with a Cronbach's Alpha of 0.815.

Two public secondary schools in Dar es Salaam city were involved in this study. The practice of ability grouping in these schools was the criterion for their inclusion. These schools had a total of 902 students (School A) and 704 (School B), making a combined population of approximately 1,606. Students from Form 2 were involved because, in these two schools, students were placed in streams based on their ability. This study excluded Form Three and Form Four students because the grouping at those levels is more based on subject specialisation (art subjects stream/science subjects' stream) rather than academic performance. Form one students were also excluded because they had only a few months of experience, which would not have been sufficient to provide the details needed for this study.

The sample consisted of 248 students, comprising 125 from School A and 123 from School B. Of these, 120 were categorised as highest ability groups and 128 as lowest ability groups based on their prior academic

performance. The gender distribution included 132 male and 116 female students in total from both schools.

Table 1
The distribution of participants by school, ability groups, and gender

		Value Label	N
School	1	A	125
	2	B	123
Ability groups	1	Highest Performers	120
	2	Lowest Performers	128
Gender	1	Male	132
	2	Female	116

The independent variables for this study were the schools (A and B), as well as gender and ability groups (the highest and lowest ability groups). The dependent variables were students' learning experiences and learning perceptions, measured using a structured Likert-scale questionnaire. A three-way MANOVA (multivariate analysis of variance) was used to examine the combined effect (multivariate effect) of ability grouping, gender, and school on students' learning experiences and perceptions in both lower- and higher-ability groups. Then, since the MANOVA was significant, a follow-up test of Univariate ANOVA was conducted to identify the separate effects of ability grouping, gender, and school on each of the dependent variables (learning perceptions or learning experiences).

FINDINGS

This is a quantitative study that examined the influence of ability grouping on students' learning experiences and learning perceptions across two public secondary schools in Dar es Salaam, Tanzania, using Vygotsky's Sociocultural Theory. This section presents the results of the three-way MANOVA and a follow-up univariate ANOVA analysis conducted to assess the influence of ability grouping, gender, and school context on students' learning experiences and perceptions of learning.

Before the MANOVA, assumption checks were conducted. Box's M was 71.71, with an associated F-ratio of 3.31, based on 21 and 72,456.79 degrees of freedom, and the result was statistically significant at p less than .001(Box’s M = 71.71, $F(21, 72{,}456.79) = 3.31$, $p < .001$). However, although Box's M test indicated a significant violation of the assumption of homogeneity of covariance matrices, the analysis proceeded using Wilks' Lambda, given the robustness of this test in the presence of

approximately equal group sizes. Thus, the findings from the MANOVA remain interpretable, albeit with some caution, since the groups were not of equal size. However, they were similar in size (as shown in Table No. 1).

After the assumption of homogeneity check, a three-way MANOVA was conducted to examine the effects of schools, ability groups, and gender onstudents' learning experiences and perceptions of learning. The analysis revealed a statistically significant multivariate effect of ability groups on the combined dependent variables ofstudents' learning experiences and learning perceptions.Wilks' Lambda was .519, with a corresponding F value of 110.58 (2, 239), which was statistically significant at $p < .001$, indicating a large effect size (partial eta squared = .481 (Wilks' Lambda = .519, $F(2, 239) = 110.58$, $p < .001$, partial $\eta^2 = .481$). However, no statistically significant multivariate effects were found for schools ($\Lambda = .984$, $F(2, 239) = 1.91$, $p = .151$, partial $\eta^2 = .016$), and gender ($\Lambda = .977$, $F(2, 239) = 2.78$, $p = .064$, partial $\eta^2 = .023$), or any of the interaction terms (all $p > .05$). These findings imply thatstudents' ability groups significantly influencestudents' learning experiences and perceptions of learning. In contrast, school context, gender, and their interactions do not have a statistically significant multivariate impact. Table No. 2 provides a summary of these findings.

Table 2
Summary of Multivariate Test Statistics (Wilks' Lambda)

Effect	Wilks' Lambda	F	Hypothesis df	Error df	p
School	.984	1.91	2	239	.151
Ability Groups	.519	110.58	2	239	< .001
Gender	.977	2.78	2	239	.064
School × Ability groups	.993	.88	2	239	.416
School × Gender	.991	1.03	2	239	.359
Ability groups× Gender	.998	.20	2	239	.816
School × ability groups× Gender	.996	.44	2	239	.648

Since the multivariate findings on ability grouping were statistically significant, a univariate ANOVA analysis was required to determine the effects of school, ability groups, and gender on students' experiences and perceptions. Prior to conducting the univariate analyses, Levene's Test of Equality of Error Variances was performed to assess the assumption of homogeneity of variances for students' learning experiences and their perceptions of learning. The results indicated a significant violation of

this assumption for both dependent variables: learning experiences, $F(7, 240) = 4.60$, $p < .001$, and perception of learning, $F(7, 240) = 2.61$, $p = .013$. These findings suggest that the error variances were not equal across groups. Although robust statistical procedures such as Welch's ANOVA were considered to account for this violation of homogeneity of variances, the results presented are based on standard ANOVA. Future analysis may benefit from robust methods to validate these findings.

A univariate analysis of variance (ANOVA) was conducted to assess the effects of school, ability grouping, and gender onstudents' learning experiences and learning perceptions. The model for learning experience was statistically significant, $F(7, 240) = 37.06$, $p < .001$, partial $\eta^2 = .519$, accounting for 51.9% of the variance. A significant main effect was found for ability grouping, $F(1, 240) = 220.13$, $p < .001$, partial $\eta^2 = .478$, indicating a substantial influence of students' performance levels on their learning experiences. Gender showed a marginal effect, $F(1, 240) = 3.55$, $p = .061$, suggesting a potential influence that did not reach statistical significance. No significant effects were observed for school or any interaction terms ($p > .05$). These findings highlight ability grouping as the most prominent factor influencing students' learning experiences.

For perception, the overall model was statistically significant, $F(7, 240) = 13.87$, $p < .001$, partial $\eta^2 = .288$, indicating that 28.8% of the variance in students' perceptions was explained, representing a moderate to large effect. A significant main effect was found for ability grouping, $F(1, 240) = 83.21$, $p < .001$, partial $\eta^2 = .257$, confirming a strong influence, with ability grouping accounting for 25.7% of the variance in perception. Gender also had a statistically significant, though small, effect on perception, $F(1, 240) = 4.89$, $p = .028$, partial $\eta^2 = .020$, suggesting a minor but meaningful contribution (2.0%). No significant effects were observed for school or any interaction terms ($p> .05$), indicating that neither the school context nor the combined effects of school, gender, and ability grouping significantly influenced perception. Table 3 provides a summary of the univariate ANOVA findings, showing the main and interaction effects on 'students' learning Experiences and Perceptions.

Table 3
A summary of the univariate ANOVA findings

Source	**F (Experience)**	**p (Experience)**	**Partial η² (Experience)**	**F (Perception)**	**p (Perception)**	**Partial η² (Perception)**
School	0.218	0.641	0.001	3.440	0.065	0.014
Ability Grouping	220.126	0.000	0.478	83.211	0.000	0.257
Gender	3.554	0.061	0.015	4.890	0.028	0.020
School × Ability grouping	0.013	0.908	0.000	1.393	0.239	0.006
School × Gender	1.992	0.159	0.008	0.280	0.597	0.001
Ability grouping× Gender	0.240	0.625	0.001	0.371	0.543	0.002
School × Ability grouping× Gender	0.003	0.954	0.000	0.573	0.450	0.002

Then, descriptive statistics were calculated for students' learning experiences and learning perceptions across schools, ability groups, and gender. Results indicated that the higher-ability groups reported significantly higher levels of both learning experiences (M = 31.37, SD = 3.07) and learning perceptions (M = 28.58, SD = 4.01) compared to the lower ability groups (learning experiences: M = 23.02, SD = 4.93; learning perceptions: M = 23.53, SD = 4.74). The mean differences for ability groups are substantial. These findings support inferential findings from the MANOVA and ANOVA that students assigned to higher ability groups may have been benefiting more from or engaging differently in the learning environment. Conversely, low-ability students may perceive the learning environment less favourably or have less positive learning experiences.

On the other hand, school comparison reveals only a slight difference. In contrast, school B students had marginally higher learning experience scores than school A students (M = 27.98 vs. 26.15), suggesting that the school context may not strongly influence experience levels. Gender differences are minor but consistent, as female students reported slightly higher learning experience and learning perception scores compared to male students, although the margins are small. Specifically, learning experience scores were 27.69 (females) vs. 26.50 (males), and learning perception scores were 26.78 (females) vs. 25.27 (males). These patterns were consistent across schools and performance groups, suggesting stability in the trend. Since school context and gender did not show significant effects, it implies that differences in how students perceive or experience learning are not strongly influenced by the school attended or by gender. Table No. 4 gives a summary of the descriptive findings.

Table 4
Summary of descriptive statistics

School	Performance Group	Gender	Experience M (SD)	Perception M (SD)
A	Highest	Male	30.33 (3.85)	28.13 (4.64)
A	Highest	Female	32.48 (2.77)	29.66 (4.04)
A	Lowest	Male	22.41 (4.73)	23.39 (4.12)
A	Lowest	Female	23.95 (4.53)	25.08 (4.84)
B	Highest	Male	30.96 (3.20)	27.60 (4.31)
B	Highest	Female	31.46 (2.41)	29.39 (2.56)
B	Lowest	Male	22.84 (5.50)	22.36 (5.45)
B	Lowest	Female	22.86 (5.40)	22.55 (4.47)

In summary, the findings of this study revealed that ability grouping had a significant impact on both students' learning experiences and their perceptions of learning. In contrast, school context, gender, and their interactions did not show a meaningful influence. Further analysis confirmed that ability grouping was the most influential factor, with students in higher-ability groups consistently reporting more positive learning experiences and learning perceptions than their lower-ability peers. Although gender had a minor effect on perception, it did not significantly influence the learning experiences, and school-related differences were minimal. Despite some limitations in data assumptions, the results were considered reliable.

Discussion

This study, grounded in Vygotsky's Sociocultural Theory, investigated how ability grouping affects students' learning experiences and perceptions in two public secondary schools in Dar es Salaam. Students were divided into higher and lower ability groups. Findings showed that ability grouping significantly influencedstudents' experiences and perceptions, with higher ability students reporting more positive outcomes. In contrast, school context and gender had little effect, although gender showed a slight influence on perception.

The findings of this study underscore the central role of ability grouping in shaping educational experiences and affirm Vygotsky's view that learning is socially mediated such that students enjoy interactions with peers as well as teachers (Nurfaidah, 2018). Peer interaction and collaboration play a significant role in learning since they offer informal and less threatening settings for sharing learning experiences (Blum-Kulka & Dvir-Gvirsman, 2010), which contribute to the development of both cognitive and affective outcomes of students' learning (Rumiantsev et al., 2023). Since ability grouping creates curriculum polarisation (Boaler et al., 2000), students' interactions, access to support, and perceived competence are not experienced uniformly across lower and higher ability groups (Anito & Gaikwad, 2025).

On the same note of differences of learning experiences, this study specifically found that ability grouping had a strong and statistically significant influence onstudents' learning experiences. This finding aligns with prior research indicating that students placed in higher ability groups often enjoy the benefit of getting more enriched learning interactions and increased peer collaboration (Boaler et al., 2000; Murphy et al., 2017;

Roka, 2022). Apart from meaningful peer interactions, literature has also reported that students in the higher ability group enjoy greater teacher attention than those in lower ability groups (Boaler et al., 2000; Wang et al., 2021). All these contribute to more positive learning experiences for higher-ability students.

From Vygotsky's perspective, students in higher ability groups have better access to social interaction and scaffolding within their Zone of Proximal Development (ZPD), allowing them to be motivated (Walker, 2010) and internalise learning more effectively (Nurfaidah, 2018). In contrast, students in lower-ability groups have been excluded from rich peer collaboration and teacher modelling, which limits their developmental opportunities (Anito & Gaikwad, 2025; Boaler et al., 2000). These disparities suggest that ability grouping may unintentionally widen the learning experience gap among upper and lower groups rather than supporting individualised growth. High-ability students may already feel supported and engaged, while low-ability students may require targeted interventions such as remedial programs, mentoring, or motivation-enhancing strategies. The situation suggests that differentiated instruction may be an effective way to provide social and cognitive support to students in a mixed-ability classroom.

Conversely, according to the literature, lower-ability students are disadvantaged by lowered expectations and limited participation (Anito & Gaikwad, 2025), which accounts for their less favourable learning experiences (Boaler et al., 2000). The minimal influence of school context suggests that the observed differences are more strongly related to internal instructional practices linked to ability groups than to institutional settings, since all schools involved are public secondary schools in Dar es Salaam city.

Similarly, this study has found that ability grouping has a significant impact on 'students' perceptions of learning, with higher-ability students reporting more positive attitudes and beliefs about learning. These findings align with existing studies, which show that students in higher-ability groups tend to develop a higher academic self-concept (Kikaho, 2020; Roka, 2022). According to Vygotsky's sociocultural lens, the perception of learning is shaped through interaction with more capable peers and teachers (Walker, 2010), a phenomenon that is more prevalent in higher-ability settings. Students in lower-ability groups, on the other

hand, develop lower expectations of success, thereby weakening their motivation and sense of belonging (Kikaho, 2020; Mansor et al., 2016).

The gap in perception between higher and lower groups emphasises the socio-emotional impact of grouping beyond just academic achievement, as it includes social interactions in real life, since these students do not consider themselves to be at the same academic level or status (Mansor et al., 2016). This highlights the broader social and psychological consequences of ability grouping, suggesting that it can reinforce educational inequality and affect students' overall well-being and long-term engagement with learning.

On the other hand, this study found no significant differences in the effects of ability grouping on 'students' learning experiences and learning perceptions across the two participating schools. This outcome may be attributed to uniform instructional practices, national curriculum standards, and similar teacher expectations across Tanzanian public secondary schools. In this context, the findings are consistent with Vygotsky's theory, which suggests that learning is shaped more by immediate social interactions (Wibowo et al., 2025) than by institutional structures. Therefore, the absence of significant school-level variation reinforces the idea that the primary social setting for learning in the classroom and peer group is where ability grouping exerts its most substantial influence, regardless of school identity or context. However, future studies may aim to determine whether the situation is the same for public versus private schools.

While gender did not significantly influencestudents' learning experiences, it had a small but statistically significant influence on perceptions of learning, with female students generally reporting slightly more positive perceptions about learning than male students. Slight differences were also reported by Wilkinson and Penney (2024), although boys reported slightly higher perceptions of learning than girls in an ability grouping context. However, these findings are contrary to what has been reported by Anito and Gaikwad (2025); male and female students had the same neutral perceptions of ability grouping practised in the school. The small effect size suggests that gender alone does not substantially alter the impact of ability grouping; therefore, interventions aimed at supporting students in lower-ability groups should remain the primary focus to create positive learning experiences and perceptions for all students.

Having positive learning experiences and learning perceptions plays a critical role in enhancing student learning outcomes. When students encounter engaging, supportive, and meaningful learning environments, they are more likely to feel motivated, confident, and emotionally connected to their education (Dulosa et al., 2009). These experiences foster a sense of belonging, encourage active participation, and promote a more profound understanding. At the same time, students who hold positive perceptions about learning tend to believe that learning is valuable, achievable, and relevant to their lives. So, they tend to approach learning tasks with greater enthusiasm, persistence, and self-efficacy (Temel & Tekin, 2023). Together, these elements not only boost academic performance but also shape students' long-term attitudes toward learning, resilience in facing challenges, and readiness for lifelong learning (Temel & Tekin, 2023; Verma, 2019). Therefore, cultivating both positive learning experiences and perceptions of learning is essential for nurturing well-motivated and successful learners.

Overall Implications

Collectively, these findings underscore the significant impact that ability grouping has on shaping not only students' learning experiences but also their emotional and cognitive engagement with the learning process. The consistent disparity between higher-and lower-ability students in both learning experiences and learning perceptions suggests that ability grouping may unintentionally reinforce inequality within classrooms. Although intended to tailor instruction to learners' needs, such grouping practices tend to marginalise lower-ability students and limit their exposure to enriching interactions, thus reducing their opportunities to thrive. These insights challenge educators and policymakers to reconsider the balance between efficiency and equity in classroom organisation and instructional delivery. Lower-ability students may feel disconnected, frustrated, or unsupported, possibly due to unmet learning needs or misalignment with instructional approaches. Interventions should prioritise the perceptions of low-ability students, enhancing their sense of belonging, engagement, and perceived value of learning without making them feel that they are different from their counterparts.

CONCLUSION

In conclusion, this study highlights the centrality of ability grouping in shaping students' learning experiences and perceptions of learning in public secondary schools in Tanzania. While school context and gender showed minimal influence, the stark contrast between high- and low-

ability students underscores the need for pedagogical reforms that prioritise equity and inclusion. Since low-ability students report less favourable experiences and learning perceptions, this suggests a lack of effective scaffolding. Grounded in Vygotsky's sociocultural theory, the findings affirm that meaningful learning occurs through social interaction and support elements that teachers must make accessible to all learners, regardless of their ability level. Teachers must intentionally design learning activities that provide graduated support, such as modelling, questioning, or peer-assisted learning. More tailored scaffolding and differentiated instruction should go hand in hand with personalised feedback and additional learning resources tailored to the learner's developmental stage. High-ability students may possess or have access to more advanced tools or scaffolding, allowing them to construct more positive perceptions of learning. In contrast, low-ability students may lack such scaffolding, resulting in less favourable perceptions. As Vygotsky emphasised, social context mediates perception and engagement, which teachers need to reinforce to improve learning for students of all abilities.

RECOMMENDATIONS

Based on these findings, schools should adopt more inclusive and differentiated teaching strategies that respond to the diverse needs of learners within the same classroom (mixed-ability class) rather than segregating them by ability. Teachers, curriculum developers, and educational sector officials should design learning environments that are more inclusive, supportive, and responsive to diverse ability levels. Teachers' training institutions should prepare teachers on how to scaffold learning, promote peer collaboration, and support students with varying ability levels equitably. Furthermore, teachers should strengthen continuous assessment and feedback mechanisms to help all learners grow without the stigmatising effects of rigid ability group classifications.

While the study offers valuable insights, it is not without limitations. The sample was limited to two secondary schools, and the collection of data relied on convenience sampling by including students who were present; this may constrain the generalisation of the findings. Additionally, the study has encountered statistical violations related to homogeneity of variance, which, although managed with caution, warrant further validation using robust statistical techniques. Future research should include a larger and more diverse sample across multiple regions and types of schools, employing mixed-methods approaches to enrich understanding by capturing students lived experiences and the contextual

factors that influence their perceptions. Furthermore, further studies might consider validating the instruments used for data collection to ensure validity and reliability. Finally, this study warrants further exploration, possibly to understand what drives this perceptual gap (e.g., teacher interactions, subject preference, self-efficacy).

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