

Comparison of Male and Female Teachers' Performance Working at Elementary Level in Punjab

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Abstract

Education is a process of transferring knowledge, culture and tradition of one generation to the next generation. The teacher is the main agent who performs his part in the process of education. The purpose of this study was to draw a comparison between male and female teachers working at elementary level in government boys schools in the province of Punjab. In this study, pre-test post-test were used. Sixty-eight (68) students of grade IV and 8 teachers from two (2) schools were the sample of study. From each school thirty four (34) students and 4 teachers were selected as sample of study. Each group comprised of seventeen (17) students. The data collected through pre-test and post-test were analyzed by applying t-test. Performance of male teachers were found better than female teacher in the subject of Maths while female teachers performed better than male teachers in the subject of Science at elementary level in the urban areas as well as rural areas. It was recommended to appoint male teachers for teaching Maths and female teachers for science.

Keywords: Teachers' performance, gender, Punjab, maths, science

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Introduction

Elementary education is basic formal education which starts from kindergarten and ends at grade VIII. At this stage, students have to attain a specified level of reading, writing and mathematical applications. According to Ruben (2009), elementary education is the first section of compulsory education that children undergo. Rashid (2004) stated that it is a stage where students are provided with the training of the basic knowledge, attitudes and skills. For this purpose, needs, problems, facilities, and psychological principals are kept in view.

Mangal, (2002) Stated that the process of acquiring basic knowledge started with elementary education. According to Suter (2002) elementary school level is an important level of formal education in which common basic knowledge and skills are taught, which are required for all citizens, in a society. The elementary education process brings individuals to the level of fundamental competence for solving problems, adapting to social values, and applying established rules

According to Shakoor, Azeem, and Dogar (2011) No doubt that secondary and higher education provide skills which are important for the functioning of economy but to gain the benefits from secondary and higher education, we shall have to provide quality elementary education to our young ones.

Importance of Elementary Education

This is the period of technological development. No nation can survive without the efficient education system. As the elementary education provides a base for all the next stages, therefore, good elementary education can act as backbone, for the development of the country. It is well known that at the elementary school age students have more potential to learn as compared to next stages of education.

Government of Pakistan (1998) regarded elementary education, as bedrock and foundation of the complete educational pyramid. In terms of rate of return, it was ranked as highest in comparison with other levels of education. According to Ruben (2009), elementary education is precondition for getting admission in high school. Secondly, it is the stage, in which basic things are taught to the students.

According to Shakoor et al. (2011) elementary education is regarded as first step for secondary and higher education. Literacy rate is very low in Pakistan and it cannot be increased without elementary education. Elementary education, on one hand provides middle level works force for the economy, and on the other hand, it acts as a feeder for the secondary level of education. It provides a way, to reach higher and professional education.

Elementary Education in Pakistan

Elementary education, like all other sub-sectors of education, does not present a very pleasing picture in Pakistan. There are many impediments and problems in this regard. For example, high growth rate in population, low enrollment, poverty, poor physical facilities, lack of educational infrastructure, corruption, teachers absenteeism and low budgetary allocation etc.

According to Saeed (2007) presently there is three-tier system of education in Pakistan: elementary from grade one to eight, secondary from grade nine to twelve and higher education after 12 years of education. Elementary education is further sub divided into two levels i.e. primary from grade one to five and middle from six to eight. Education is not satisfactory, even at primary level in Pakistan, consequently, there is low literacy rate, and participation rate at all levels. This can be seen from that over 5.5 million children (age group 5-9) are out of school. According to Government of Pakistan despite some progress in recent years, education in general and elementary education in special, does not present a very encouraging figure (1998).

Importance of Teachers

According to Howie and Plomp (2005) the teacher is the key player on the educational stage and he or she has to make up the deficiencies in the curriculum and educational resources. The success of educational enterprise is, therefore, believed to hinge the quality of teaching that goes on in the classrooms. Teachers can be regarded as prime source for the progress and prosperity of the society. They are the builders of the nation and a source of knowledge and values for children. According to Radhakrishnan, (2012) the teacher's place in a society is of vital importance. He acts as the pivot for the diffusion of intellectual traditions, technical traditions and technical skills from generation to generation and helps to keep lamp of civilization burning.

Students are influenced by teachers even more than their parents especially the primary school students. They walk and talk like their teachers. They try to copy their teachers. They adopt many habits from their teachers consciously or unconsciously. So teachers must be very careful before, during, and after the teaching as he/she is being observed by the students. Teacher's personality has a definite effects on his students (Howie and Plomp, 2005; Radhakrishnan, 2012).

Performance of Teachers

There is no single factor or indicator of teachers' performance. Teachers' performance can be evaluated through the combination of different measures. According to Medley (1982) teacher's performance refers to the behavior of a teacher while teaching in a class (both inside and outside the classroom). It is defined in term of what a teacher does.

Sultana (1998) describes that performance of teacher comprises of different aspects. The capabilities, competencies, results, affects and outcomes of some body's work are called his performance. When it refers to a teacher, it means that how a teacher performs his professional duties in the school. Shah (2007) defined that teacher performance referred to observable behaviors, both verbal and non-verbal. It means the performance was a teaching behavior of the teacher, which sometimes appeared as result or in the form of students' achievement. But the students' achievement is not considered as sum total of the performance of a teacher, it may be considered just as an aspect of teachers' performance because there were so many other variables, which involved in the students' achievement.

It is a debatable question that whether the performance of the students is a reflection of teachers' performance? A possible answer to this question can be "yes", if students' performance is not hundred percent teachers' performance, but a major part of it is the reflection of the teachers' performance. Maresi (1999) stated that a teacher performance in educating a student could be easily demonstrated through their student's ability in finishing an assignment and doing it correctly. Many educators believe that homework is most effective for children from fourth to sixth grades.

In the province of Punjab, female teachers were also appointed at elementary level in government boys schools in 2009. Both male and female teachers are teaching to the students at this level. The researchers felt need to assess the performance of both genders teachers and to make comparison their performance so that, proper recommendation can be given to policy makers and governments.

Objective

The objective of the study was to compare the performance of male and female teachers working in boys schools, in rural and urban areas, in the subjects of Maths and Science.

Significance of the study

Elementary education is considered as first step, for secondary and higher education. It sets the direction for further education, and the quality and performance at this stage can act as gauge, for coming stage of education. Thus, it is the most important to assess the performance of teachers of elementary education. The results of this study may be significant for male and female teachers at elementary level, head teachers, teachers' trainers and policy makers, in the province of Punjab- Pakistan

Method and Procedure

Following procedure was adopted for conduct of this study;

Population

All 6466 boys Elementary and High schools having elementary classes, 131431 teachers working at elementary level and 708339 students of elementary level were the population of the study in the province of Punjab.

Sample

Two schools namely Govt. secondary school Hothla, Kahuta and Govt. Taleem-ul-Quran Secondary School Pirwadhai, Rawalpindi were taken as sample of the study. Sixty-eight (68) students of grade IV and eight (8) teachers were the sample of study. From each school thirty four (34) students and four (4) teachers were selected as sample of study. Each group comprised of seventeen (17) students. Pre-test and post-tests were used as tool of research in this study.

Delimitation

The study was delimited to as follows;

- Government Boys Schools
- Students of grade IV
- Subjects (Maths and Science).

Procedure of the Study

Four groups were formed randomly (Two equal groups in each sample school). Two groups were taught by male teachers (one in urban area and second in rural area) while other two groups were taught by female teachers (one in urban area and second in rural area). After eight weeks post tests were held and the result were found.

Data Collection

Data were collected through pre and post test personally therefore, response rate was 100 percent.

Data Analysis

Data obtained of both the groups through pre test and post test were analysed through t test by using SPSS version 21 (Statistical Package for Social Sciences) to find out the performance level of both the genders (male and female teachers) working in the schools of rural and urban areas.

Results

Table 1

Performance of male and female teachers in Maths working in rural areas on pre-test

Group	N	Mean	SD	SE	t value	P value
Pre-test (male)	17	16.00	4.76			
Pre-test (female)	17	17.35	3.90	0.95	1.41	0.177

Table 1 indicates that the calculated t-value (1.41) of pre-test of male and female teachers in rural areas in the subject of Maths was non-significant at 0.05 level. It shows that there was no significant difference between the means of pre test of male and female teachers working in rural areas in the subject of Maths.

Table 2

Performance of male and female teachers in Science working in rural areas on pre-test

Group	N	Mean	SD	SE	t value	P value
Pre-test (male)	17	14.52	2.57			
Pre-test (female)	17	15.17	3.18	0.69	0.936	0.363

Table 2 depicts that the calculated t-value (0.936) of pre-test of male and female teachers in rural areas in the subject of Science was non-significant at 0.05 level. It shows that there was no significant difference between the means of pre test of male and female teachers working in rural areas in the subject of Science.

Table 3

Performance of male and female teachers in Maths working in rural areas on post-test

Group	N	Mean	SD	SE	t value	P value
Post-test (male)	17	31.11	5.61			
Post-test(female)	17	26.17	4.24	1.36	5.06	0.000

Table 3 depicts that the calculated t-value (5.06) of post-test of male and female teachers in rural areas in the subject of Maths was significant at 0.05 level. The performance of male teachers in post test was found to be better than the female teachers in rural areas in the subject of Maths.

Table 4

Performance of male and female teachers in Science working in rural areas on post-test

Group	N	Mean	SD	SE	t value	P value
Post-test (male)	17	22.70	3.01	0.73	9.07	0.000
Post-test(female)	17	29.35	3.70			

Table 4 shows that the calculated t-value (9.07) of post-test of male and female teachers in rural areas in the subject of Science was significant at 0.05 level. The performance of female teachers in post test was found to be better than the male teachers in rural areas in the subject of Science.

Table 5

Performance of male and female teachers working in urban areas in Maths on pre test

Group	N	Mean	SD	SE	t value	P value
Pre-test (male)	17	24.23	6.34	1.39	0.126	0.901
Pre-test (female)	17	24.05	5.96			

Table 5 shows that the calculated t-value (0.126) of pre-test of male and female teachers in urban areas in the subject of Maths was non-significant at 0.05 level. It shows that there was no significant difference between the means of pre-test of male and female teachers working in rural areas in the subject of Maths.

Table 6

Performance of male and female teachers working in urban areas in Science on pre-test

Group	N	Mean	SD	SE	t value	P value
Pre-test(male)	17	21.58	5.39	1.28	1.28	0.217
Pre-test(female)	17	23.23	4.38			

Table 6 depicts that the calculated t-value (1.28) of pre-test of male and female teachers in urban areas in the subject of Science was non-significant at 0.05 level. It shows that there was no significant difference between the means of pre-test of male and female teachers working in rural areas in the subject of Science.

Table 7*Performance of male and female teachers working in urban areas in Maths on post test*

Group	N	Mean	SD	SE	t value	P value
Post -test (male)	17	42.82	5.25			
Post-test(female)	17	34.88	5.82	1.24	6.38	0.000

Table 7 reveals that the calculated t-value (6.38) of post-test of male and female teachers in urban areas in the subject of Maths was significant at 0.05 level. The performance of male teachers in post test was found to be better than the female teachers in urban areas in the subject of Maths.

Table 8*Performance of male and female teachers working in urban areas in Science on post-test*

Group	N	Mean	SD	SE	t value	P value
Post -test (male)	17	33.82	5.80			
Post-test (female)	17	42.11	5.46	1.33	6.20	0.000

Table 8 shows that the calculated t-value (6.20) of post-test of male and female teachers in urban areas in the subject of Science was significant at 0.05 level. Therefore, the null hypothesis was rejected. The performance of female teachers in post test was found to be better than the male teachers in urban areas in the subject of Science.

Conclusions

1. The male teachers performed better than female teachers, in the subject of Maths at elementary level, in rural area as well as, in urban area of Punjab.
2. The female teachers performed better than male teachers, in the subject of Science at elementary level, in rural area, as well as in urban area of Punjab.

Recommendations

- Male teachers performed better than female teachers in teaching Maths while Female teachers performed better than male teachers in the subject of Science in urban area as well as in rural area. It is therefore, suggested that male teachers be appointed for teaching Mathematics whereas, for the subject of science female teachers may be appointed at elementary level. This may be done by reframing existing appointment policy.

- There is need to train female teachers in the subject of Mathematics whereas, male teachers in the subject of Science. This may be done through training in summer vacations. This aim can be achieved if a professional development day be held, after 15 days, at cluster school where teachers exchange their expertise in Maths, and Science subjects. The District Teacher Educators also can help teachers in teaching Maths, and Science through demonstration of lesson in the class room.

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