

GENDER BASED COMPARATIVE STUDY ON THE PERFORMANCE OF SUBJECT SPECIALISTS REGARDING TEACHING EFFECTIVENESS

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ABSTRACT

The basic purpose of this study was to compare the gender performance of subject specialist in southern districts of Khyber Pakhtunkhwa. Twenty one higher secondary schools were randomly selected from three districts including Dera Ismail Khan, Lakki Marwat and Bannu of Khyber Pakhtunkhwa, Pakistan. Head teachers, Students and subject specialists of these schools were the respondents of this research study. Co-efficient of variation (C.V) and “t” test were applied to analyze the data at 0.05 level of significance. It was concluded that the performance of the commission selected subject specialists was better than the in-service promoted subject specialists regarding teaching effectiveness.

KEY WORDS: Gender, Performance, subject specialists, teaching effectiveness

INTRODUCTION

Teachers play a very crucial, active, vibrant and self motivated role in the educational system in each and every society. In the teaching learning process the main and the pivotal role of a teacher is teaching. Performance of students is directly related to the performance of teachers. In the reconstruction and progress of Nation teacher is the main architect so in teaching learning process the improvement of the teacher is too much essential for the enhancement of society. The education system of the country reflects the aspiration of people whom it is to serve. Every education system serves the social,

cultural, economic and international objectives of the society. Quality of education is closely related to the educational policies and programmes, the curricula, facilities, equipment and administrative structure, but it is only the teacher who puts life in this skeleton.

Nigel (2003) the performance of a teacher relates to the qualities and competencies of a teacher and his effective teaching. Researcher enlisted the qualities of a teacher in this regard and said that the performance of a teacher as well as his effective teaching refers to his ability to convey pride in achievement and excellence without discouraging students, student

learns from mistakes but don't feel neglected, students learn from examples, trial, and errors, deduction, incidental learning, and by process of investigation. Teaching refers his ability to encourage cooperation between students rather than competition thus fostering peer learning.

Williams (1999) has mentioned four stages of effective lesson planning (i.e. preparing, designing, presenting and evaluating) in a lesson cycle plan stated as:

The instructional strategy is how teachers present lesson content or how they transmit or facilitate information to students. A successful strategy follows as an organized pattern, such as the lesson cycle plan. The lesson cycle is one strategy to help teachers organize and plan their instruction, because for each step in the cycle, there are several choices of activities that need to be decided.

Every Nations develop their self-consciousness through the process of education. The term education is generally considered as the intellectual, academic, rational, logical, ethical and the moral training of

people through which their capabilities and potentials are developed. Transmission of culture, values and logical thinking to the coming generations is possible through education. Factually teacher is a key in the whole educational process. Teaching, being a very vital process and a creative activity, is an art and like all other arts, it can only be acquired with varying degrees of proficiency. If we wish to meet the growing needs of future generations, it is necessary to raise the standard, quality and performance of teachers. Teachers learn different theories, methods, skills, motivation, planning and strategies during their training, although they are taught how to teach in a classroom and how to tackle the students, how to assess the students in different situations. But in teaching learning process regular teaching enables them to apply this knowledge and to improve their teaching. That is why it is said that experience helps the teachers to perform better during their live classroom teaching. In perspective of very significant and pivotal role of the teachers, it is important that due attention is paid while recruiting and

staffing the teachers. It is highly desirable that the persons selected as teachers should possess assessment of the students' skills in teaching. It is worthy to note that the teachers' training in each and every field, their professional commitment and knowledge along with the experience are the variables which directly affect their performance.

Keeping ahead the aforementioned two methods of teachers' appointment, it was believed desirable to pursue a research study for the comparison of their student assessment, as apparently there is no evidence of the conduct of such study in the past.

STATEMENT OF THE PROBLEM

This particular problem under study was "gender based comparative study on the performance of subject specialists regarding teaching effectiveness at higher secondary schools in southern districts of Khyber Pakhtunkhwa".

OBJECTIVES OF THE STUDY

1. The objective of the study was to compare the performance of in-service promoted and

commission selected subject specialists regarding teaching effectiveness at higher secondary school level in southern districts of Khyber Pakhtunkhwa.

2. To put forward recommendations for action and future research.

HYPOTHESES OF THE STUDY

Following null hypothesis was developed and tested.

- H₀: There is no significant difference between the performance of in-service promoted and commission selected subject specialists regarding teaching effectiveness.

LITERATURE REVIEW

Teachers play very important role in each and every part of education, so the effective teaching is really a matter of interest. The following topics have been reviewed in this regard:

Bhutta (2004) has argued in this regard as, "Making decisions and planning for instructional strategies is a critical step in teaching because planned activities improve student outcomes". Lesson planning enables the teacher to decide

that what should be taught when and by which method. So effective teaching and desirable learning depend upon the way and methodology of teaching and it is considered as an influence and an indicator of the performance of a teacher.

Taylor and Jenkins (1998) observed that; “Teacher’s educational level, their academic and pedagogical preparation and their years of teaching experience were regarded as indicators of their proficiency”. Teachers learn different theories, methods, skills and strategies during their training, although they are taught how to teach in a classroom and how to tackle the students in different situations during the training. But regular teaching enables them to apply this theoretical knowledge and to improve their teaching. That is why it is said that experience helps the teachers to perform better during their live classroom teaching.

Gupta (1994) conducted a research study on the prediction of teaching efficiency through teacher’s attitude towards professional training. One of its major findings was, “There is a negative relationship between teaching

experience and teacher’s efficiency. In other words, “the efficiency of a teacher decreases after a certain period of experience”. Teaching experience is not just a length of serving years and repetition of the traditional skills and methods of teaching in the same way, as one had applied it the very first day of joining the service. But it means day-by-day improvement and progress in the application of educational theories, teaching skills, methodologies and all other relevant aspects of the profession. The teacher has a length of service but not showing the improvement in teaching style will never be considered an expert.

Winkler (2001) after a research study about teachers having many years teaching experience as;

They are not confident professionals and not in the habit of reading and looking for academic resources to help them improve their practice. They do not take time to observe or analyze the learning needs of their classes and have limited models and methods to choose from because of their bad training. Despite their experience, I assumed they are not expert at what they do. It means that having the same

training, practical knowledge and length of teaching years, sometimes the performance of the teachers does not appear same as a result.

Rashid (1999) Education plays a significant role in National development. People need education to acquire a broad base knowledge, values, attitude and skills on which they can build a better life. Such education provides potential to learn, to adjust to social and cultural changes, to participate in the cultural, social and political activities. Keeping in view the fundamental role of teachers due attention should be paid to the recruiting and staffing process of the teachers it means that only those persons should be selected who have high commitment and positive professional attitude towards the teaching.

Teachers, Effective Teaching and Their Performance

The term “performance” closely related to the term “effective teaching”. In one sense both are same and performance of a teacher is in fact his effective teaching. But in another sense, effective teaching is an aspect of

the teacher’s performance. It may be an indicator of the performance but not a sum total of it.

Sultana (2000) has defined the term performance, tendencies, capabilities and competencies in her own way. The capabilities, competencies, results, effects and outcomes of some body work are called his performance. When it refers to a teacher, it means that how does a teacher performs his professional duties in the school.

It means the performance is a teaching effectiveness of the teacher, which sometimes appears as a result or in the form of students’ achievement. But the students’ achievement is not considered as the sum total of the performance of a teacher, it may be considered just as an aspect of teachers’ performance because there are so many other variables, which involve in the student achievement.

Teaching Methodology

Teacher’s performance in lesson planning, question-answer techniques, use of A.V. Aids, use of simple language, set induction, B.B. Writing, testing the previous knowledge, introduction of the lesson, caring the

learners' listening, reading and writing skills, use of challenging questions, recapitulation after teaching, explanation of difficult concepts, assigning the homework, keeping the student's record separately, regular evaluation of the students' work, method and strategies of teaching etc, are different angles of the teaching effectiveness of an effective teacher.

There are a number of teaching methods, teaching strategies, teaching approaches and teaching techniques which should be used by the teacher. Use of effective methods in different lessons, use of A.V aids and simplifying the contents are the indicators of the teacher's performance regarding teaching effectiveness. Before hand planning of a lesson enables the teacher to teach effectively.

Regarding the two types of SS, it was considered necessary to conduct a study to compare their performance typically in the area of effective teaching, because no such study seems to have been conducted in the past.

METHODOLOGY OF THE STUDY

Population

Entire Students of 1st year and 2nd year, all commission selected and in-service promoted subject specialists working in the different Government sector higher secondary schools, along with all the principals of the respective schools in southern districts of Khyber Pakhtunkhwa comprised the population of the study.

Sample

Three districts (D.I.Khan, Lakki and Bannu) were selected randomly and from each district four higher secondary schools were selected randomly, so total twelve higher secondary schools were selected. From each higher secondary school two subject specialists (one promoted and one selected) as a sample teacher were selected through random sampling technique, so total twenty four subject specialists were selected as a sample teacher. From twelve higher secondary schools all twelve Principals were selected to get the data. Four colleagues' teachers working with each promoted and selected subject specialists since last two years, and ten students of each sample teacher were also selected by random sampling

technique. It included 48 colleague teachers and 120 students. Twelve Principals of the concerned schools were also included in the sample to get their opinion about the performance of promoted and selected subject

specialists. In this way sampling was done in case of selection of students, sample teachers, colleague teachers, in-service promoted and commission selected subject specialists.

The description of the sample is given below:

Districts	Principals	Sample Teacher	Colleague teachers	Pupils	Total
D.I.Khan	4	8	16	40	68
Lakki	4	8	16	40	68
Bannu	4	8	16	40	68
Total	12	24	48	120	204

Research Instrument

A five points Likert type rating scale was developed, pilot tested and validated. This instrument was used to collect the data regarding performance of subject specialists. This scale was filled with twenty students, ten subject specialists (SS) and four head teachers (Principals) of four different higher secondary schools for tryout purposes (Pilot testing). The main objective of the pilot study was pre-testing of instrument (Rating scale) on a small sample. The rating scale was improved in the light of feedback, difficulties and ambiguities pointed out by the students, subject specialists, Head teachers and in consultation with the experts of relevant fields.

Items of the rating scale were identified with the help of literature, administration personnel of the education department and experts of a different department. These indicators of the teacher's performance were given to thirty eight expert educationists for their opinion and comments to check the content validity. It was improved in the light of their comment and observations.

Collection of Data

Required data were collected using rating scale, the detail of which is given below:

- a) Students provided data through Rating Scale. Ten students of each sample teacher were asked to give their opinion regarding assessment of the

students. This rating scale was got filled from one hundred and twenty sample students taught by the sample teachers.

- b) Colleagues also gave data through rating scale. Four colleagues of each sample teacher were asked to give their opinion regarding assessment of the students. So forty eight colleagues of sample teachers provided the data.
- c) The data regarding teaching effectiveness of sample teachers as viewed by Principals of the higher secondary school were collected with the help of rating scale. This scale was filled by 12 head teachers of the sample teacher's.

Scoring Procedure

The responses of each sample were counted separately. The data were converted into quantitative form. Each response was given quantitative value accordingly i.e. '5' stands for strongly Agree, '4' for Agree, '3' for Undecided, '2' for Disagree "and '1'

for Strongly Disagree. The study was fundamentally of descriptive nature.

Data Analysis

The data collected through Rating Scale for students, colleagues and principals were organized and arranged separately. In this research work the scores of all samples were calculated, summed and mean scores were calculated, "t" test and coefficient of variation was used as statistical technique.

Chaudhary (1996) explains that "The Co-efficient of Variation is also used to compare the performance of two candidates"

Alam (2000) explains that "Consistency or stability is used as terms opposite to variation (or dispersion). A data is considered more stable if it has less variation and likewise it is less stable if variation is more".

Applied test formulae are as under:

ANALYSIS AND INTERPRETATION OF DATA

Comparison and interpretation of the data collected through rating scale for students.

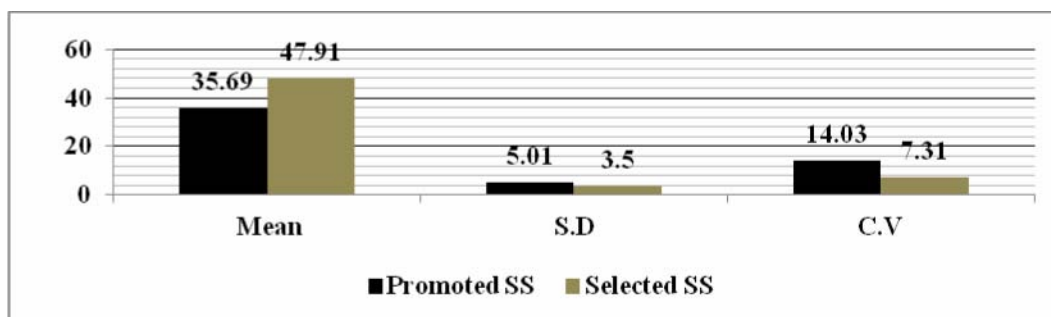
Data is presented in the following table

Comparison of performance of promoted and direct selected male subject specialists regarding teaching effectiveness

Group	N	Mean	S.D	C.V	d.f	α	t- tabulated	t-calculated
Promoted SS	12	35.69	5.01	14.03	22	0.05	2.074	6.933
Selected SS	12	47.91	3.5	7.31				

The above table indicates that the t-Calculated value 6.933 is greater than the t- tabulated 2.074 so we reject null hypothesis and accepts alternative hypothesis and concludes that there is significant difference between the performances of promoted and selected subject specialists regarding

teaching effectiveness. Also the above table show that Co-efficient of Variation of selected subject specialists is less than the promoted subject specialists so there is consistency in the performance of selected subject specialists regarding teaching effectiveness.



Comparison and interpretation of the data collected through rating scale of colleagues' teachers

Data is presented in the following table

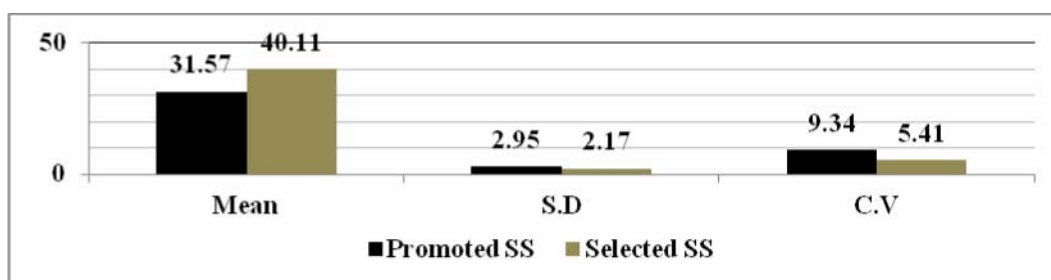
Comparison of performance of promoted and direct selected male subject specialists regarding teaching effectiveness

Group	N	Mean	S.D	C.V	d.f	α	t- tabulated	t-calculated
Promoted SS	12	31.57	2.95	9.34	22	0.05	2.074	8.08

Selected SS	12	40.11	2.17	5.41				
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The above table indicates that the t-Calculated value 8.08 is greater than the t- tabulated 2.074 so we reject null hypothesis and accepts alternative hypothesis and concludes that there is significant difference between the performances of promoted and selected subject specialists regarding

teaching effectiveness. Also the above table show that Co-efficient of Variation of selected subject specialists is less than the promoted subject specialists so there is consistency in the performance of selected subject specialists regarding teaching effectiveness.



Comparison and interpretation of the data collected through rating scale of head teachers

Data is presented in the following table

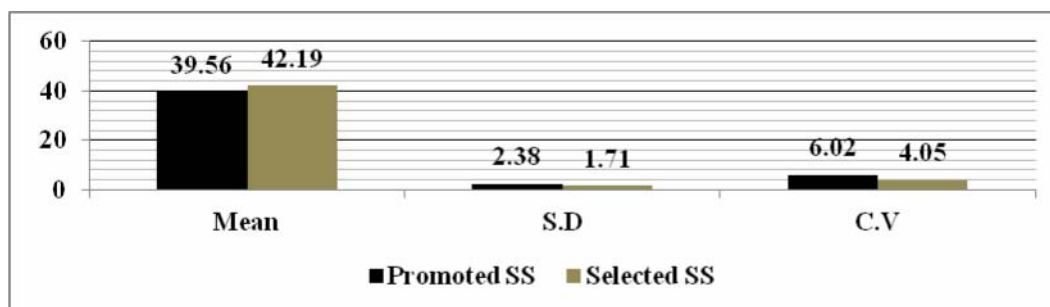
Comparison of performance of promoted and direct selected male subject specialists regarding teaching effectiveness

Group	N	Mean	S.D	C.V	d.f	α	t- tabulated	t-calculated
Promoted SS	12	39.56	2.38	6.02	22	0.05	2.074	3.11
Selected SS	12	42.19	1.71	4.05				

The above table indicates that the t-Calculated value 3.11 is greater than the t- tabulated 2.074 so we reject null hypothesis and accepts alternative hypothesis and concludes that there is significant difference between the performances of promoted and

selected subject specialists regarding teaching effectiveness. Also the above table show that Co-efficient of Variation of selected subject specialists is less than the promoted subject specialists so there is consistency in the performance of

selected subject specialists regarding teaching effectiveness



DISCUSSION

On the basis of the analysis, the null hypothesis “there is no significant difference between the performances of promoted and selected subject specialists regarding effective teaching” was tested. The given hypothesis was rejected because t-values of the view point of student’s, colleague teacher’s and head teachers were calculated as 6.933, 8.08 and 3.11 respectively which were more than the standard t-value i.e. 2.074 at 0.05 level of significance. It was concluded that the selected SS performed better regarding “teaching effectiveness”. The better performance of the selected SS may be due to the recent exposure to the pedagogy and better interaction during the teacher training.

In-service promoted and commission selected SS, both are appointed in the higher secondary schools of Pakistan,

both provide equal chances of serving as SS in the higher secondary schools. The prime duty of the SS is to educate the younger generation who can very rightly be termed as the learners of a very crucial stage. The teachers are not only supposed to make them good individuals but to make them good citizens of the country. In this way, higher secondary education demands of committed and dedicated teachers. Attainment of the above objectives and fulfillment of such national needs largely depends upon the capacities and capabilities of teachers. This duty is attributed upon both, the In-service promoted and commission selected subject specialists.

Shah, (2007) in his M.Phil research study entitled “A Comparison between the Performance of in-service promoted and directly selected (By the public Service Commission) Secondary School Teachers in

Rawalpindi District” concluded that the commission selected SSTs perform comparatively much better regarding teaching effectiveness.

FINDINGS

Findings from the rating scale of students

The t-calculated value of the students was calculated as 6.933 found more than that of the tabulated t-value that was observed as 2.074 at the 0.05 significance level. The mean score of promoted subject specialists group on rating scale for students was 35.69 and 47.91 selected subject specialists group, which indicates that there was a significant difference in the mean performance score of promoted and selected subject specialists, the difference being in favor of selected subject specialists. The co-efficient of variation of promoted and selected subject specialists is 14.03 and 7.31 respectively. Since C.V of selected subject specialists is less than the promoted subject specialists so there is consistency in the performance of selected subject specialists regarding assessment of the students.

Findings from the rating scale of colleagues

The t-calculated value of the students was calculated as 8.08 found more than that of the tabulated t-value that was observed as 2.074 at the 0.05 significance level. The mean score of promoted subject specialists group on rating scale for colleagues was 31.57 and 40.11 of selected subject specialists group, which indicate that there was a significant difference in the mean performance score of promoted and selected subject specialists the difference being in favor of selected subject specialists. The co-efficient of variation of promoted and selected subject specialists is 9.34 and 5.41 respectively. Since C.V of selected subject specialists is less than the promoted subject specialists so there is consistency in the performance of selected subject specialists regarding assessment of the students.

Findings from the rating scale of Head teachers

The t-calculated value of the students was calculated as 3.11 found more than that of the tabulated t-value that was observed as 2.074 at the 0.05 significance level. The mean score of promoted subject specialists group on

rating scale for head teachers was 39.56 and 42.19 of selected subject specialists group, which indicates that there was a significant difference in the mean performance score of promoted and selected subject specialists the difference being in favor of selected subject specialists. The coefficient of variation of promoted and selected subject specialists is 6.02 and 4.05 respectively. Since C.V of selected subject specialists is less than the promoted subject specialists so there is consistency in the performance of selected subject specialists regarding assessment of the students.

CONCLUSIONS

On the bases of findings it is concluded that commission selected subject specialists performed better than the in-service promoted subject specialists regarding teaching effectiveness at higher secondary schools.

RECOMMENDATIONS

On the basis of findings and conclusions following recommendations were made:

1. All the promoted and selected SS may be provided in-service professional training on pedagogy and contents on a periodical basis to enable them to perform effectively during their classroom teaching.
2. Monitoring system may be introduced in the schools for all the teachers.

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