

## **Teacher's Competencies and Factors Affecting the Performance of Female Teachers in Bahawalpur (Southern Punjab) Pakistan.**

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### **Abstract**

*This paper is based on a study that was conducted to identify and analyse the factors affecting the performance of female teachers in urban and rural areas of Bahawalpur (Southern Punjab). Being descriptive study, survey method was adopted for data collection to find out the factors. A group of 1020 students and 204 teachers of high schools/higher secondary schools were recognized as sample to accomplish the study. Two questionnaires, one each for the teachers and students were developed on Likert type scale and data was collected. Data was analysed by using t-test and ANOVA in SPSS software. The in depth investigation of the findings open a number of options for teachers and planners to manipulate the relationship for promoting the performance of female teachers. Poor socio-economic status of teachers affects the teacher's performance. Poor socio-economic condition of the area where school is situated decreases the teacher's motivation but society gives more respect to female teachers as compare to male teachers. Undue political interference also affects the teacher's performance. A positive relationship was found between most of the factors and the performance of female teachers.*

**Key Words:** Female teachers' performance, secondary/higher secondary schools, Punjab (Pakistan)

### **Introduction**

No dynamic of teaching is possible without a dynamic teacher. So an effective teacher is known through his/her effected and qualitative teaching.

In all education system, the performance of teachers is one of the handfuls of factors determining school effectiveness and learning outcomes. Naik (1998) explains that teaching is noble, but demanding occupation. In order for teachers to maintain a high level of professional performance under these conditions, they must assume personal responsibility for their own performance, growth and development. Mohanty (2000) explains that teacher performance as the most crucial input in the field of education. Teachers are perhaps the most critical component of any system of education. How well they teach depends on motivation, qualification, experience, training, aptitude and a mass of other factors, not the least of these being the environment and management structures with in which they perform their role. Teachers must be seen as part of the solution, not part of the problem. Poor pay, low status and morale are key causes of poor performance and corrupt behavior in the public sector. Across the world, millions of teachers, most of them women, are working tirelessly for poverty wages educating the next generation.

Smith and Glenn, (1994) explains that internal factors have an impact on teachers feeling of success and a number of external forces can either aid or hinder a teachers success. There are number of factors that influence teacher performance. Increased duties and demands on time, low pay, and disruptive students have a significant impact on teachers' attitudes toward their jobs. In addition, lack of support from staff at all levels has an effect on teacher performance. Teachers are no exception. Low pay and student conduct problems in the classroom are just a couple of issues that teachers face. Low morale among teachers is another very important problem that must be addressed if the problem of teacher shortages is going to change and ultimately improve. In order to work toward a solution, the first step is to identify those factors that have the greatest impact on morale levels, both negative and positive.

Pakistan is a developing country of South Asia like other developing countries on the main reasons for its underdevelopment is the low quality education which has in turn great impact on the country's social, economical and political system." Teaching is a great profession and teachers have a great role in their students' intellectual, personal and social development, there by influencing the whole nation's development. Teaching is the supreme art of the teacher to awaken joy in creative expression and knowledge. Teachers can have influence more profound than others. Infact it is an ideal teacher at the climax of his performance that brings about a positive change in the overall behavior of his students by leading them to a lofty character and to exemplary morals.

In Pakistan, a female teacher has the lowest representation in schools and hence the absence of female role models in educational institutions is included be one of the contributing factor to lowest participation of girls and gendered-based discrimination in education. It is considered that the shortage of the female teachers, the wider the enrolment, retention and promoting gaps are between female and male students.

In this situation the female teachers are only support to which saves the girls from deep neglected imparting the light of knowledge in schools. It's a great obstacle of educational progress in developing countries like Pakistan that the female teachers are facing the lot of hurdles. There are many an internal and external factors, which affect the performance of female teachers. Reasonable salary is one incentive to encourage teachers in any profession to work harder and in a more dedicated enthusiastic manner. Good pay helps them to concentrate on their jobs without worrying about how to make ends meet every month. But at the present scenario, pay does not favour the teacher. Teachers' salary packages are not adequate to minimum basic need for food, housing, clothing, education and transport. Mostly teachers are therefore worried and disinterested due to low salary and large numbers of teachers have to go from part-time jobs to meet their basic needs.

The other external factors are lack of gender justice, gender disparities/threat, posting at distant from their own houses, transport problem, political instability and undue political interference. Jabeen, (2001) explain that the "External factors as well as internal factors, which affect the performance of female teachers. This profession does not garner the status. Teacher's social status is low and held in low esteem. Teachers' status is lower than that of doctors, engineers, advocates, civil servants, even lower than that of a semiliterate and illiterate. A female teacher could exist of the issue of harassment is addressed. Senior teachers, principals, district level monitoring staff and educational supervisors in Pakistan harass mostly female teachers both in rural and urban areas. Internal factors including the attitude of male or female officers. The other factor is workload, which affect teacher's performance. Teachers do work in horrible working conditions and they work long hours. Teachers may start teaching at 8 a.m but when the school day is over at around 3 p.m then they must still grade, homework, plan lessons, staff meeting and meet with parents. Many correct paper and plan lessons every evening, meaning they work 15 to 16 hours day.

A teacher worried about heavy teaching load and combined with frequent involvement in non-teaching tasks does not allow sufficient time for preparation for teaching. Lack of motivation convert into (a) absenteeism (b) little opportunities for career advancement in the teaching profession (c) low morale (d) job dissatisfaction (e) poor incentives (f) lack of teacher motivation (g) ineffective management information system (h) over crowded classes (i) inadequate teaching and learning material are also affecting their performance of female teachers. These few above mentioned and many other factors which are affecting the performance of female teachers. Keeping in view such situation, it is needed to do a study about the factors affecting on the performance of female teachers. To investigate the positive measures to minimize the factors that affects the performance of teachers. So that the female teacher's performance could be improved and it can only be possible when a calm and cool working environment will be provided to them.

In all education system, the performance of teachers is one of the handfuls of factors determining school effectiveness and learning outcomes. Sarital and Tomer (2004) view teaching is one of the most influential profession in society. Teachers are the lifeblood of any education system. School place, books, and classrooms are useless without teachers. In Pakistan, a female teacher has the lowest representation in schools and hence the absence of female role models in educational institutions is included be one of the contributing factor to lowest participation of girls and gendered-based discrimination in education. These few above mentioned and many other factors which are affecting the performance of female teachers. Keeping in view such situation, this study was design to find out possible solutions and give possible suggestions to eliminate the hindrances, which are coming in a way of teacher's performance and make them able to impart valuable knowledge to their students.

### ***Objectives of the study***

The objectives of the study were:

- To find out the factors affecting female teachers' performance in Bahawalpur (Southern Punjab).
- To analyze the teachers' need base view about factors affecting their performance.
- To find out the views of students about the performance of female teachers.
- To suggest the measures and viable recommendations for improving the performance of female teachers towards their profession.

### ***Methodology***

The study was descriptive in nature so the survey technique was used.

### ***Population***

311 female teachers of 46 secondary/ higher secondary schools of district Bahawalpur and all female students of secondary /higher secondary school of Bahawalpur and all schools of secondary /higher level were the population of this study.

### ***Sample***

The sample of the study comprised of thirty secondary/ higher secondary schools for girls in Bahawalpur, 203 teachers teaching at secondary and higher secondary level in the schools for girls in Bahawalpur, 1020 students studying at secondary and higher secondary level in the schools for girls in Bahawalpur.

### ***Research Tool***

Keeping in view the different factors and after studying literature Questionnaires both for students and teachers were designed for getting the views of female teachers and students of secondary/higher secondary schools at district Bahawalpur and were administered on the sample.

### ***Validation of Tool***

A research tool pilot study was done to check the validity of research tool prior to actual data collection. For this purpose 20 female teachers and 100 female students of the district Bahawalpur were selected for pilot study. After getting responses from respondents, two questions were deleted because of non-response and three items of tool were modified.

### ***Data Analysis***

The Statistical Package for the Social Sciences (SPSS) was employed, using the frequencies, percentage, t-test, correlation and significant difference.

**Findings**

Following findings of the study were made:

Items	X1	X2	F	Sig	T	Df	Sig (2-Tailed)	N
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**Table: 2** Teachers view’s about salary related factors

Items	Agree %		Total %	Uncertain	Disagree %		Total %
	SA	A			SDA	DA	
Salaries and benefits are performing a main role in teacher’s satisfaction.	52	35	87	4	8	1	9
Low salary of teachers is creating hurdle for their intent to stay in teaching profession.	0	59	59	34	6	1	7
Poor pay becomes the cause of mental dissatisfaction for teachers.	0	57	57	29	2	12	14
Teaching job enables to provide a satisfactory standard of living.	7	37	44	13	36	7	43
Total			61.75	20			73

The above table indicates the teacher’s views about salary related factors, which affects their performance. Majority of teachers (87%) views that salary and benefits are performing a main role in teacher’s satisfaction. Some (59%) teachers’ viewed that low salary creates hurdles for their intent to stay in teaching profession. 57% teachers says that poor pay is becoming the cause of mental dissatisfaction. Whereas some (44%) opines that teaching job enables to provide a satisfactory standard of living.

**Table No: 3** Teacher’s views about workload related factors

Statement	Agree %		Total %	Uncertain	Disagree %		Total %
	SA	A			SD	DA	
Teachers in schools are expected to do difficult amount of record keeping and clerical work.	29	48	77	10	10	3	13
The extra co-curricular work load decreases the morale of female teachers.	31	47	78	12	7	3	10
Over crowded classes increase stress for female teaches.	43	49	92	5	2	1	3
Total			247	27			26

This table presents the views of teachers about workload related factors which affect their performance. 77% teacher’s view that teachers in schools are expected to do difficult amount of record keeping and clerical work. Some of them (79%) teachers says that extra co-curricular workload decreases their morale. Majority of (92%) teachers view that over crowded classes increase stress.

**Table No: 4** Teacher’s views about facilities related factors

Statement	Agree		Total %	Undecided	Disagree		Total %
	SA	A			DA	SDA	
Lack of facilities affects the performance of teachers.	32	42	74	6	17	3	20
School building is affecting the learning speed of teachers.	20	43	63	7	28	2	30
Library facilities are adequate in schools.	28	43	71	8	18	3	21
Adequate teaching and learning material are available in schools for female teachers.	13	35	48	10	37	5	42
Total			256	21			113

This table indicates the teacher’s view about facilities related factors, which affect the teacher’s performance. Majority of (74%) teachers viewed that lack of facilities affects the teacher’s performance. Most of (63%) teachers’ view that school building was affecting the learning speed of teachers. 71% teachers viewed that library facility are adequate in schools. In view of (48%) teachers, adequate teaching and learning material were available in schools.

**Table: 5** Teacher's views about status related factors

Statement	Agree %		Total %	Uncertain	Disagree %		Total %
	SA	A			SDA	DA	
Teaching profession has same status like engineering and medical profession in our society.	3	23	26	20	40	14	54
Poor socio-economic status of female teachers is the cause of dissatisfaction in job.	25	59	84	9	6	1	7
Poor socio-economic condition of the area where school is situated decreased motivation.	31	52	83	8	8	1	9
Society gives more respect to female teachers as compared to male teachers.	26	54	80	9	8	3	11
Total			68.25	11.5			20.25

This table shows the teachers view about status related factors, which affect the teachers' performance. Twenty six percent teachers viewed that teaching profession has same status like engineering and medical profession. 84% teacher's said that poor socio-economic status of teachers is becoming the cause of dissatisfaction. In eighty three percent teachers' view poor socio-economic condition of the area where school is situated decreased teacher's motivation. Some (83%) teachers opined that society gives more respect to female teachers as compare to male teachers.

**Table: 6** Teacher's views about personal factors

Statement	Agree %		Total %	Uncerta in	Disagree %		Total %
	SA	A			SDA	DA	
Professional attitude of teachers affect their performance.	17	48	65	9	23	3	26
Mental health of teachers affects their performance.	0	43	43	53	2	2	4
Teacher's morale affects the teacher's performance	25	47	72	12	13	3	16
Responsibilities of the whole family is become the cause of dissatisfaction in job.	42	46	88	5	6	1	7
Residential problems of female teachers affect their performance.	55	39	94	4	1	1	2
The stress resulting from teaching makes teaching undesirable.	0	43	43	39	11	7	18
Teaching gives you a great deal of satisfaction.	0	51	51	10	35	4	39
Total			65.14	18.85			16

The above table shows the teachers view about personal factors, which affect their performance. Sixty five percent teachers viewed that professional attitude of teachers affect their performance. Mental health of teachers affects their performance in view of (43%) teachers. Some (72%) teachers viewed that teacher's morale affects the teacher's performance. More of them (88%) teachers took responsibilities of the whole family affect the teacher's performance. Majority of them (94%) teachers' residential problems affect their performance. 43% teachers viewed that stress resulting from teaching makes teaching undesirable and other group (51%) teachers examine that teaching gives a great deal of satisfaction.

### **Discussion & Conclusions**

Following conclusions are extracted from the study:

Poor salary, over workload, bad conditions of school building, lack of library facility, lack of teaching and learning material, status of teacher, respect in society, professional attitude of teachers, mental health, teachers morale, responsibilities at home, distance of residing area, stress, political interference, posting in the far flung areas, discrimination, lack of co-operation, working relations with staff and head teacher, working environment, are the factors which affect the female teachers' performance negatively.

Teachers attained better mean score belonging with urban area as compared of those teachers who's belonging with rural area. Over crowded classroom conditions not only make it difficult for student to concentrate on their lessons, but unavoidably limit the amount of time. Teachers' performance is also effect due to the overcrowded classrooms in these schools especially the school situated in the urban areas of district Bahawalpur. A number of external factors can either aid or hindrance a teachers success. overwork load teachers double shifts, inadequate teaching materials, generally poorly staffed, absence of libraries, and lack of proper facilities is the factors which are affecting the performance of female teachers. The other external factors are lack of gender justice, gender disparities, and threat, posting at distant from their own house.

Transport problem, political instability and undue political interference, promotion criteria are also still based largely on qualifications and year of service. Consequently both good and bad teachers get promoted together, which teachers may find very demoralizing in these localities. Despite the fact that there are a fair number of women in the teaching profession, there is an acute shortage of female teachers especially in rural areas. The factors that contribute to this situation range from social dissatisfaction to lack of facilities for housing and transport. The logistical problems of female teachers are related to school location, family life, and childcare. Transport is a major problem for women, traveling long distances alone to school especially in rural areas of the Bahawalpur district. There are many threats and hazards towards their life as they generally travel for one to two hours to reach their destination for one time. It was also concluded that if the teachers are provided better facilities like teaching aids, equipped computer labs and transport service are performing well as compare of those teachers who had not. Low salary of teachers is creating hurdle for their intent to stay in teaching profession. Poor pay becomes the cause of mental dissatisfaction.

Teaching job is not enabling teachers to provide a satisfactory standard of living. Poor socio-economic status of teachers affects the teacher's performance. Poor socio-economic condition of the area where school is situated decreases the teacher's motivation but society gives more respect to female teachers as compare to male teachers. Undue political interference also affects the teacher's performance. Majority of students agreed that teachers take class regularly, reach school on time, teaches lesson by different methods with examples, gives new information to students and advise them to be honest in life. Teachers ask students to memorize lessons from books. They inspire students to take part in co-curricular activities, give reward or incentives to students on good work. Students also express that teacher some times abuses them and contacts with their parents. On the other hand, many students disagreed that teachers invites students for discussion, did not inspire students to read extra books, inspire students for present gift.

### **Recommendations**

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

Teachers should be provided with adequate pre-and in-service training courses characterized by effectiveness, creativity and improvement. Highest attention should be paid to the utilization of the latest, relevant techniques and technologies in the field of teacher education. Urgent steps should be needed to remove the social, cultural, political, economic and legal barriers that marginalized and discrepancies of female teachers. Female teachers must receive utmost priority in capacity building, training and leadership roles, remuneration, and job security. Teachers should be needed to be given a special consideration; particularly in matters relating to working conditions. Working conditions for teachers should be best promote effective learning and enable teachers to concentrate on their professional tasks. Teacher's colonies" should be established like other departments and profession. About the role of female teachers general awareness should be raised. There is no shortage of negative attitudes toward female teachers. Such negative attitudes held by colleagues, parents, students, community members and administrators should not affect on female teacher's performance. It is therefore crucial to raise general awareness among the public. Any system of inspection and supervision should be designed to encourage and help teachers in the performance of their professional tasks and should be such as not to reduce the freedom, initiative and responsibility of the teachers. Administrative and other staff that is responsible for aspects of the education service should seek to establish good relations with teachers and this approach and should be equally shared. Participation of teachers in extra-curricular activities should not constitute as it is an excessive burden and should not interfere with the fulfillment of the main duties of the teacher.

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