

A Study on Gender Disproportionality in Teacher Education Programmes of Pakistan

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Abstract

Teacher education is the most favorite choice of Pakistani females. Gender disproportionality in teaching profession is very common issue in Pakistan and as well as in other parts of the world. The study was designed to figure out the reasons and factors affecting males and females to join the discipline of teacher education and teaching profession. The nature of the study is descriptive and quantitative. The population of the study is comprised all students of Islamabad Capital Territory, who have passed their higher secondary school certificate and completed their Bachelor degree in the year 2014 .25% of the total target population was selected as sample of the study through simple random sampling. The data were analyzed from Frequencies and percentages. The hypotheses were tested statistically by using t-test through Statistical Package for Social Sciences (SPSS) version 16. Results of the study revealed that females' students are more interested in teacher education programs and teaching profession as compare to male students.

Key words: Disproportionality, Teacher Education, Gender

Introduction

The aim of the teacher's training courses is to impart professional training to the teachers regarding skills and strategies involved in teaching and learning process. Methods of training used in teacher training institutes need a careful and continuous revision according to Singh (2007), "Whatever innovations are expected to be applied in school teaching by the student teacher, should, without, fail be put to use during their training period by the teacher educators. It is expected that student trainees could be led to mature experiences by way of reading, thinking, discussing and deliberating and ultimately presenting project work". At present, a lot of colleges and institutes offering different Teacher's Education programs in Pakistan. Basically two types of teacher's trainings are being conducted all over the world including Pakistan i.e. (a) In Service Teachers trainings. (b) Pre service teacher's trainings. Bachelor of education (B.Ed.) is a pre-

service as well as in-service teacher's training program. It is a one year program after B.A./B.Sc, with the concentration of elementary, secondary education. Another three years degree program Bachelor of Science education (B.S. Ed) is also being offered after F.Sc with the concentration of natural sciences. The Master of education (M.Ed.) program is of one year after B.Ed (Shami & Sabir, 2006, p.12). All these programs are very important for the future training of teachers in Pakistan. The importance of these programs is also emphasized upon by the advantage that these can be used to train prospective teachers, improve the in-service teachers qualitatively and produce new teachers whose teaching standards match the national needs of 21st century in global perspective. According to Singh (2007) "it becomes necessary to hold a teacher's certificate to be made permanent in the teachers' job in a school, although the teacher's certificate was not imperative for any person desirous of initial employment in a school."

Quality of education is integrally linked with teacher education, curriculum, educational outcomes and learner's performance. Role of teachers is extremely significant in the development of the whole educational system. The academic qualification, professional qualification, and teaching style of teachers have a direct impact on class room teaching and quality of teaching. No doubt the in service teachers and pre service teacher's trainings positively impact teachers knowledge towards the subject matter but also teaching method used by the teachers to share information engages young students and encourages them to keep learning. Shami (2005) has discussed the following general guidelines for the teacher training programs as given by the National Education Commission (1959): A sound grasp of the subject Knowledge of child psychology and insight into the growth and behavior of children at various stages of their lives. The methodologies of teaching and skill to use updated techniques and a high sense of professional ethics.

According to Singh (2005,P.11) "If the teaching in schools is to be raised to higher level, it is most necessary that teachers by themselves be trained in the art of teaching". Disproportionality is defined as the overrepresentation of a specific group of individuals in a particular system (Online dictionary, 2014).

According to APHSA (2010) "Disproportionality is the unequal or unbalanced treatment of one group as compared to another."In Pakistan more females can be observed in teaching profession and teacher education programs as compared to males. As the importance of a good teacher is enormous for a developing state like Pakistan. Teachers play a vital role in the overall development of the society. They are not only responsible for academic development but also for the social development and personality grooming of and their students that make the skilled human capital in the economy of the country. Therefore, it is very important to have professionally qualified teachers also to ensure the quality of education for our

youth.

Women and the 'feminization' of the teaching profession has been debated for decades, in almost everywhere on the globe as well in Subcontinent. The term 'feminization is mostly used in countries where women are a significant majority in the teaching workforce although in some parts of the world women try to explore some different opportunities also but in the countries like the UK, Australia and Canada, or, more recently, from South America are also trying to investigate the factors and trends behind this gender imbalance in the field of teacher education although it varies in management sector (UNESCO, 2011).

Federal directorate of education Islamabad Pakistan reported in 2011 that mostly female teachers are working in boys and girls schools in both sectors i.e. public and private. Female teachers and students both are performing much prominent and better as compare to male students and teachers where as in UAE the situation is even worse only 27% male teachers are working among the total work force whereas remaining 73% are females (Zarna, 2012). Some discussions have attempted to address what the implications of a majority female teaching profession has meant for gender equality and relations more broadly, including women's overall empowerment within society and the economy (UNESCO, 2011). According to Zarina (2012) gender disproportionality should be settled with strong motivational campaigns. Parents teachers and professors should guide and motivate young generation for joining teaching profession.

Present study is to identify the reasons that why male students are not interested in teaching profession and they always prefer the field of engineering and medicine. This study recommends the ways to generate the level of interest in teaching courses among the male students. The study is significant for the teachers, educational administrators, educational policy makers, curriculum developers and for future researchers as a springboard to investigate the reasons of disproportionality and to attract the potential

individuals (Male and females both) for teachers training programs in Pakistan in 21st Century.

Statement of the Problem

The wide application of teacher education programs and impact of teachers training in different realms of life necessitates studying the disproportionality in the enrolment of these programs. This study was aimed at disproportionality in the enrolment of these programs and to inquire the reasons causes of this disproportionality.

Objectives

The major objectives of study were:

1. To inquire the reasons of disproportionality in the teacher education in Pakistan.
2. To identify the factors affecting the interest of males students in teacher education programs.
3. To compare the ratio of male and female students enrolled in teacher education programs.
4. To give recommendations and suggestions to increase the enrolment of male students.

Hypotheses of Study

Following hypotheses were tested in this study

1. There is no significant difference between males and females students' enrollment in teacher education

programs of Pakistan.

2. There is no significant difference between males and females students' interest in enrolling in teacher education programs of Pakistan

Methodology

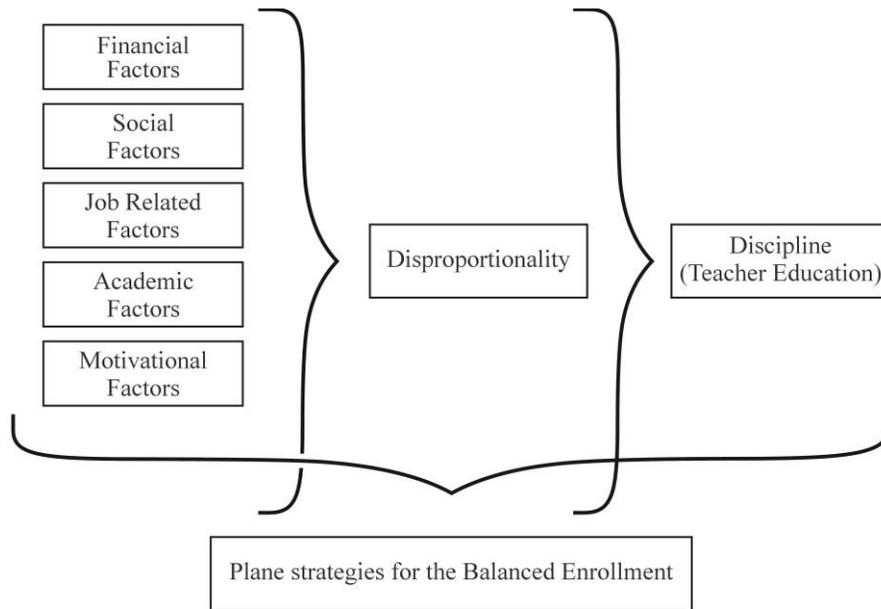
Population

All the students of ICT, (Islamabad Capital territory i.e. Federal Area), who have passed Higher Secondary School Examination and completed their bachelor degree in the year 2014 were considered as population of study.

Sample

26787 students of Islamabad capital territory appeared in the Higher Secondary School Certificate (HSSC) examination, out of which 15470 students passed their HSSC-Level. Out of these passed students 25 % i.e. 3868 students were selected as sample and out of 11317 of bachelor level 2830 were selected as sample of the study. The sample comprise 25% those students of ICT (Islamabad Capital territory i.e. Federal Area), who has passed Higher Secondary School Examination from FBISE and completed their bachelor degree in the year 2014 from University of the Punjab because all colleges of ICT were affiliated with the University of the Punjab for their bachelor degree programs. Sample of the study was selected through simple random sampling.

Conceptual Framework



(Source: Author, 2014)

Data Collection

It was a descriptive study and the survey method was used to collect the data. Data was collected personally using a questionnaire. The respondents were asked to complete the questionnaire (five point Likert scale) regarding their interest in enrolling in teacher education programs. Demographic information regarding province, age, gender education, income, institution is also collected by the questionnaire.

Analysis and Interpretation of Data

Data was collected from 3868 secondary level students and 2830 bachelor level students of different institutes of Islamabad. The questionnaire included questions regarding the gender disproportionality among the students while selecting the teaching program. The responses to these questions have provided the required information.

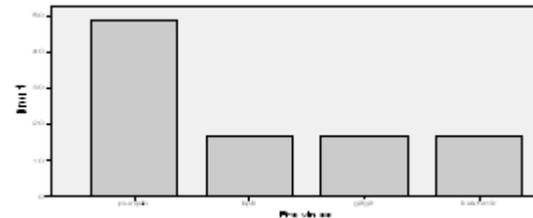


Figure 1: Province

Figure 1 shows that 49 %respondents were from the province of Punjab and 17% were from each of KPK, Gilgit and Kashmir.

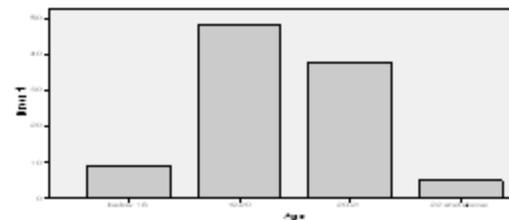


Figure 2: Age

Figure 2 indicates that out of sample, 9% students were below 18 years, 49% belongs to the age group of 20-21, 38% belongs to the age group of 21-22, and 5% were above 22 years.



Figure 3: Gender

Figure 3 shows that out of total population, 60% were boys and 40% were girls.



Figure 4: Education

Figure 4 shows that out of total students, 57.8% did FA/F.SC and 42.2% did BA/B.SC.

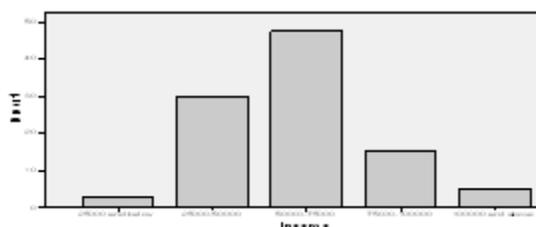


Figure 5: Income

Figure 5 indicates that 2.8 of the respondents belong to a financial back ground with monthly income of 25,000 and below, 29.8% belongs to a lower middle class family with monthly income of 25000-50000, 47.4% belongs to a upper middle class family with monthly income of 50000-75000, 15 % belongs to a financially strong family with monthly income of 75000-100000, 5% belongs to a upper class family with monthly income of 1000000 and above.

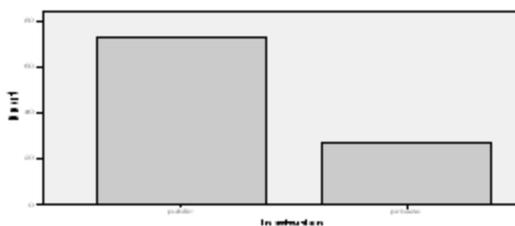


Figure 6: Institution

Figure 6 indicates that Researcher took 73% of public institutes and 27% of private institutions out of total sample.

Table 1
Field of Interest for future

	Frequency	Percent
Teaching	1138.66	17.0
Banking	1404	21.2
Business	2277.32	34.0
armed forces	1808	27.0
Total	6698	100.0

The above table 1 shows that 17% were interested in teaching, 21.2% were willing to join banking field, 34% were interested to run their own business and 27% were willing to join armed forces.

Table 2
Gender based interest

Gender	N	df	t-value	p-value
Male	16080	16079	-19.044	.000
Female	10707	10706		

Table 3
Interested in Teaching

	Frequency	Percent
Yes	1339.6	20.0
No	5358.4	80.0
Total	6698	100.0

The above table shows that 20% were interested to join teaching profession, 80% were not interested in this profession.

Table 4
Difference of opinion between male & Female

Gender	N	df	t-value	p-value
Male	16080	16079	-2.041	.04
Female	10707	10706		

Following hypotheses were tested using t-test

Ho₁: there is no significant difference

between males and females students interest in teacher education programs of Pakistan

On the basis of t value which is -19.044, hence it is concluded that the p- value is less than .05 and difference is highly significant so our null hypothesis there is no significant difference in the interest of male and female students of teacher education programs of Pakistan is rejected and it is concluded that females show more interest in the teacher education programs of Pakistan as compare to males

Ho₂: There is no significant difference between male and female students' interest in enrolling in teacher education programs of Pakistan.

On the basis of t-value which is -2.041, it is concluded that there is a significant difference in the enrollment of males and females students in teacher education programs of Pakistan .As p-value is less than .05 so our null hypothesis is rejected and it is concluded that females prefer to enroll themselves in teacher education programs more as compared to male.

Findings

The findings of the study were

1. From the data it is clear that out of the sample of 26787 respondents 49 % were
2. It is clear that out of total population, 60% were boys and 40% were girls.
3. Data shows that out of total students, 57.8% did FA/F.SC and 42.2% did BA/B.SC.
4. Out of the sample of 26787, 2.8% of the respondents belong to a financial back ground with monthly income of 25,000 and below, 29.8% belongs to a lower middle class family with monthly income of 25000-50000, 47.4% belongs to a upper middle class family with monthly income of 50000-75000, 15 % belongs to a financially strong family with monthly income of 75000-100000, 5% belongs to a upper class family with monthly income of 100000 and above.
5. Data reveals that out of total sample, 9% parents were running their own business,

48% parents were doing government and 43% were doing private jobs.

6. Researcher took 73% of public institutes and 27% of private institutions out of total sample.
7. Data shows that out of total sample of 26787, 15% were interested in teaching, 21.2% were willing to join banking field, 34% were interested to run their own business and 27% were willing to join armed forces.
8. 20% were interested to join teaching profession, 80% were not interested in this profession.
9. Out of total sample, 10% think that teaching is professionally secure, 12% think that this is noble occupation, 36% think that this is not financially secure occupation, 29% were willing to join armed forces and 13% were willing to run their own business.
10. On the basis of t-value which is -2.041, it is concluded that there is a significant difference in the enrollment of males and females students in teacher education programs of Pakistan .As p-value is less than .05 so our null hypothesis is rejected and it is concluded that females prefer to enroll themselves in teacher education programs more as compared to male.
11. On the basis of t value which is -19.044, hence it is concluded that the p- value is less than .05 and difference is highly significant so our null hypothesis that there is no significant difference between males and females students' interest of teacher education programs of Pakistan is rejected and it is concluded that females show more interest in the teacher education programs of Pakistan as compared to males.

Conclusion

The conclusions of this study are Large number of students belongs to Punjab, others are from KPK, Gilgit and Kashmir and mostly students belong to the age group of 19-22.As compared to girls, boys are in

large number. Number of FA/F.SC students is larger than BA/B.SC students. Mostly students belong to upper middle and lower middle class families and mostly parents are willing for females to opt teacher education programs doing government job. Researcher prefers public institutions instead of private and mostly students are willing to run their own business or to join armed forces. Large number of students are not willing to join teaching profession and mostly students think that teaching profession is not much financially secure.

Recommendations

On the basis of findings and conclusions of the study, following recommendations are made. Educational policy, plans and guides should keep in focus this arising problem of

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gender disproportionality in teacher education. Motivational campaigns should be introduced by government at district and tehsil levels. In schools and colleges, teacher should guide and motivate the students to join teaching profession. Parents should motivate their children to be a part of this profession in future and serve the nation and country. Market based financial and fringe benefits should be introduced. We should work on the gender disproportionality in teaching programs to explore problems and prospects. The students should be encouraged by their parents and teachers to join teaching programs. Seminars and conferences should regularly be conducted to show the importance of this profession at national and international level.

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