



Comparison Of Male And Female Teachers' Instructional Quality In Context Of Availability Of Av Aids At Middle School Level

Asif Ali Khan, Ph.D. Scholar, (IER), University of Science and Technology, Bannu, KP, Pakistan; E-mail: asifalikhan124@gmail.com

Dr. Irfan Ullah Khan, Asstt. Prof., Department of Education & Research, University of Lakki Marwat, KP, Pakistan; E-Mail: irfanapulm@gmail.com

Dr. Matiullah, Lecturer, Department of Education & Research, University of Lakki Marwat, KP, Pakistan; E-Mail: educationistmrn@gmail.com

Dr. Safdar Rehman Ghazi, Director, IER, University of Science and Technology, Bannu, KP, Pakistan; E-mail: drsrghazi@yahoo.com

Dr. Kaleem Ullah, Lecturer in Islamiyat, University of Lakki Marwat, KP, Pakistan; E-mail: kaleem@ulm.edu.pk

Abstract

The study aimed to investigate teachers' instructional quality working at the middle school level in Bannu. A self-developed questionnaire was used for the collection of Data, after finding its validity and reliability. The population of the study was comprised of boys and girls public school teachers working at Middle School Level in District Bannu. The sample of the study consisted of 200 teachers (among these 100 were male and 100 were female teachers) of the selected schools. Mean standard Deviation and Independent Sample t-test were used as a statistical tool. The result of the study showed that teaching materials were inexpensive, but male respondents viewed that proper AV aids were not available in schools.

Keywords: Comparison of Male and Female Teachers; Instructional Quality; Availability of AV Aids

I. INTRODUCTION

The quality of teachers leads to the quality of schools of a country (Femin-nemser, 2001). To maintain teaching quality, the provision of quality teachers is necessary Qazi, Rawat, and Thomas (2012). They have declared that well-qualified teachers know how to bring forth problem-solving skills. Yet all the educational sectors which prepare the teachers to create a learning environment in the classroom are incapable. Qazi, Rawat and Thomas (2012). It has been viewed that the teacher's education program which is running in Pakistan have not even fulfilled the general target of education, which can enhance the transformation of effective skills, reasoning, effective instructing leadership as well as subject matter from an education perspective (Policy and Planning Wing, Ministry of Education, Government of Pakistan, 2009).

There are two kinds of approaches related to teaching which are teacher-centered and student-centered respectively. It has been defined that teachers centered belief which is the provision of authentic information, defining rote learning and delivering information, while some researchers assert that the advocators of student-centered teaching believers that for the sake of acquiring knowledge and learning, this process is proved as to guide and facilitate the students. It inspires the student to prepare themselves for the future competencies to come in the educational phase. Learning of new concept is easier than unlearn the existing beliefs

(Benson et al., 2009). Similarly, small group exercise is also encouraged by the teachers in classrooms. It is also seen that some of the instructors grouped the students into two or three sections and record what they want to learn. After that, the instructor asks a question or draws out the problem to solve. They are advised that in the writing phase the recorder is allowed and the instructor can ask a question to any group. A few minutes later the instructor randomly asks one or more than one question to express their solution.

The instructor must ask frequent questions rather than give choice to the student to speak. The student will not be astonished if they are aware of the fact that a minimum of one student will answer. By effective instruction, the students are engaged in a group activity to do a specific task to produce the ultimate result regarding that necessary ingredients, contain the following points (Johnson et al.1998). For achieving a particular objective the group members are advised to depend on one another. The whole team will be suffered if a single member proved to be weak. All the group members are considered responsible to co-operate with the other group members and comprehend each and everything in the ultimate end. It is also argued that teamwork can be performed individually by the means of interaction when the group members cooperate providing guidance, they can understand to challenge each other and perform their assigned task. Group members assign their goals and check their mutual work. They find out the modification so that these changes may be brought about in the future effectively.

II. STATEMENT OF THE PROBLEM

The problem understudy was “Comparison of male and female teachers’ instructional quality in the context of availability of AV aids.

III. SIGNIFICANCE OF THE STUDY

The study would facilitate all the instructors to improve all the methods and strategies within a classroom regarding the acquisition of knowledge and practice. It would guide the students properly to achieve their goals using the teacher’s instruction. It has been proved that AV aids are necessary for the teaching-learning process. The application of AV aids within classrooms bearing effective results in the learning process. By provision of proper AV aids to every school, the quality of learning would be developed. It would pave the way for the other researchers while developing the research.

IV. OBJECTIVES

The key objectives of the study were to (1) know the Quality of instruction of male and female teachers in the context of availability of necessary AV aids, (2) compare and contrast the Quality of instruction of male and female teachers in the context of availability of necessary AV aid, and (3) recommend to improve male and female teachers quality of instruction in the context of availability of necessary AV aids.

V. TEACHING METHODS

Instructional methods are referred to all those principles and strategies which prove beneficial to the learners. Demonstration and recalling is the next name of instruction. These methods to be used depend upon the information and dexterity, that is being taught, and they directly influenced the inborn qualities of the students. The teacher uses various kinds of instructional methods in the classroom, relying upon the student’s strength facilities and the nature of the subject. The following are the various methods.

Lecture Method

This is the oldest method of instruction, in which the teacher properly guides the learners. The instructor delivers oral information to the learners. In most cases, they are equipped with the help of A.V Aid. It is found out by our finding that students have more much inclination towards lecture method because according to their views, it develops new ideas, in large classes. It creates creativity among the peers; the instructor has a lot of experience and has command over his subject, and can answer all the questions as the students raised (McCarthy, 1992). The lecture method is highly liked by the student as compared to the textbook. It is not referred to as to stand before the students to offer his presentation. But the classroom lecture is a kind of rich information in which all the techniques that are used in the class come into force. These techniques are teaching styles, the facial expression on the eve of the lecture, and eye concentration (Benson et al., 2009). The lecture method can be fruitful and it is eye to eye contact method for the transferring of knowledge to the students, along with forecasting and highly developed techniques lecture is listening training bearing good results (Kochhar 2000).

Demonstrative Method

Examples of experiments play a pivotal role in the demonstrative method of teaching. For instance, a chemistry teacher takes an idea for an experiment. With the help of an instrument, he finds out the proper solution to the concern problem. A demonstration takes place to prove a thorough fact through a combination of various instruments of the experiment. Demonstrations are like storytelling and examples in that they allow students to personally relate to the presented information.

VI. DISCUSSION METHOD

Discussion is a frank oral (verbal) speaking exchange between the instructor and the learners, the students must have basic knowledge and information about the topic on which the instruction is going to be discussed, to have an effective discussion. McCarthy (1992) views the effectiveness of class discussion that good discussion resulted as strong are and gaining experience. It permits each one to indulge in an active process (McCarthy, 1992). Similarly, Kochhar (2000) views that whenever a problematic situation occurred the discussion method of teaching is effective. It has been shown by the study that the learners who are highly involved in classroom discussion have approved this method as the second-best one in which every learner does not confine. To the instructor's views but he has the opportunity to express his own opinion. As it gathers the students on a single platform and the learning takes place more effectively and the learner is enabling to have some sort of creativity (Kochhar, 2000). It takes place when the participants play a variety of roles during the simulation. In this process biographical details, traits of personality norms, traditions, and show the particular task or function. These strategies have already been observed by the learner as they were feasible to them. Specific to the subject and level (Singh and Sudarshan, 2005). It is a recalling an interesting method to make it advantageous the incidents should be realistic according to the situation.

VII. RESEARCH METHODOLOGY

The major purpose of this study was to highlight the teachers' instructional quality working at Middle School Level in District Bannu. The study was descriptive. The following procedure was adopted for the study. The population of the study was comprised of boys and girls public school teachers at Middle School Level in District Bannu. There were 75 boys in Public Middle Schools comprising of 549 male teachers as well as 76 girls' Public Middle Schools in which 521 female teachers working, in District Bannu. The sample of the study consisted of 200 teachers (among these 100 were male and 100 were female teachers) of the selected schools. The data

were collected from 100 schools in which 50 were boy's Public Middle schools and 50 were girl's Public Middle schools. Two respondents were taken from each school. For the collection of data, the researcher personally developed a questionnaire consisted of ten statements. The questionnaire was finalized after a process of pilot testing. Before administering the research tool the validity and reliability of the questionnaire were confirmed. The validity of the tool was confirmed in light of the guidance of the experts. For the reliability of the tool, the collected respondents were entered in the SPSS 24. The reliability co-efficient Chronbach's Alpha value was found 0.78 which was suitable to take a prudent start of the data collection on the tool.

VIII. ANALYSES AND INTERPRETATION OF DATA

This chapter deals with the analysis, tabulation, and interpretation of the collected data. The analyzed data were tabulated and interpreted in light of the objectives of the study. The following scale and range were used to interpret the descriptive analysis:

Weight	Range	Scale
1	SA	4.51..... 5.00
2	A	3.51-----4.50
3	SA	2.51-----3.50
4	DA	1.51-----2.50
5	SDA	50-----1.50

Table Showing Gender-Based Comparison of Instructional Quality in Context AV Aids

S.N o.	Statement	Gender	M	SD	T	P
1	Proper AV aids is available in the school for teachers to teach different subjects	Male	2.48	1.39	1.69	.09
		Female	2.16	1.29		
2	Teachers are well trained to use A.V aids effectively.	Male	3.13	1.53	.94	.34
		Female	2.93	1.44		
3	Students learning are promoted in the classrooms using AV aids...	Male	2.49	1.39	2.58	.01
		Female	3.01	1.42		
4	Teaching Kits are inexpensive and easily available in the market.	Male	3.62	.98	.05	.95
		Female	3.61	.93		
5	Models are used in the classroom by the teachers	Male	2.93	1.39	.74	.45
		Female	2.79	1.12		
6	Time management is arranged by the teachers in using AV aids.	Male	2.27	1.25	-3.77	.00
		Female	2.97	1.37		
7	Teaching materials are adequate to teach different subjects in the school.	Male	3.03	1.45	-1.66	.09
		Female	3.35	1.20		
8	Teaching kits are the latest and attractive.	Male	3.02	1.50	-2.40	.01
		Female	3.48	1.15		
9	AV aids are regularly used in the teaching-learning process.	Male	2.31	1.21	-2.24	.02
		Female	2.72	1.36		
10	Teachers rebuild the scattered ideas of students in a visualized form.	Male	2.43	1.14	-3.23	.00
		Female	3.03	1.43		
Overall score		Male	2.77	.65	-2.44	.01

The table shows the mean scores of male and female respondents about the statement “Proper AV aids are available in the school for teachers to teach different subjects” (M= 2.48, M= 2.16 and SD= 1.39, SD= 1.29) respectively. However, the p-value is .09 which is greater than .05 which means that there is no significant difference. Therefore it depicts that female teachers are in favor of the statement “Proper AV aids are available in the school for teachers to teach different subjects”. The statement “Teachers are well trained to use A.V aids effectively” bearing mean scores and standard deviation of male and female respondents (M= 3.13, M=2.93 and SD 1.53, SD= 1.44) respectively. The p-value is .34 (greater than the level of significance) which means that there is no significant difference. Therefore it revealed that male teachers are in favor of the statement. “Students learning is promoted in the classrooms using AV aids” has mean scores and standard deviation of male and female respondents (M= 2.49, M= 3.01 and SD 1.39, SD= 1.42) respectively. The greater P value (2.58) indicates that female teachers are in favor of the aforesaid statement. The table indicates the mean scores and standard deviation of male and female respondents about the statement “Teaching Kits are inexpensive and easily available in the market” (M= 3.62, M= 3.61 and SD .98, SD= .93) respectively. However, the p-value is .95 (greater than the level of significance) depicts that male teachers are in favor of the statement.

It is revealed from the mean scores and standard deviation of male and female respondents about the statement (M= 2.93, M= 2.79 and SD= 1.39, SD= 1.12) respectively. However, the p-value is .45 (greater than .05 which means that there is a significant difference) shows that male teachers are in favor of the statement “Models are used in the classroom by the teachers. Male and female respondents argue about the statement “Time management is arranged by the teachers in using AV aids, with mean score and standard deviation (M=2.27, M= 2.97 and SD =1.25, SD =1.37) respectively. However, the p-value is .00 which is less than the significant level of .05 which means that there is no significant difference. Therefore it indicates that female teachers are in favor of the statement “Time management is arranged by the teachers in using AV aids” Mean scores and standard deviation of male and female respondents about the statement “Teaching materials are adequate to teach different subjects in the school” is (M= 3.03, M= 3.35 and SD =1.45, SD =1.20) respectively However p-value is .09 which is greater than the significant level .05, which means that there is no significant difference.

Therefore it depicts that female teachers seem agreeable to the statement Mean scores and standard deviation of male and female respondents about the statement “Teaching kits are latest and attractive” (M= 3.02, M= 3.48 and SD=1.50, SD=1.15) respectively. The less significant p-value is .01 which means that there is a significant difference. Therefore it depicts that female teachers are in favor of the statement “Teaching kits are latest and attractive”

Mean scores and standard deviation of male and female respondents about the statement “AV aids are regularly used in teaching-learning process” (M= 2.31, M= 2.72 and SD=1.21, SD=1.36) respectively. The less p-value (.02) resembles that there is a significant difference. Therefore it shows that female teachers are in favor of the statement. Male and female respondents having mean scores and standard deviation (M=2.43, M=3.03, and SD=1.14, SD=1.43) respectively of “Teachers rebuild scattered ideas of students in a visualized form”. However, the p-value is .00 which is less than the significant level of .05 which means that there is no significant difference. Therefore it shows that female teachers are more agreeable to the statement.

IX. FINDINGS

The key findings of the study were:

1. Male respondents were found significantly more agreeable than the female who argued that proper AV aids are available in the school for teachers to teach different subjects with a p value .09.

2. It is found that male respondents were significantly more agreeable than females on the statement that teachers are well trained to use A.V aids effectively with a p value.34.
3. The statement that Students learning are promoted in the classrooms using AV aids was more favored by Female respondents as compared to males with a p value.01.
4. The majority of the male respondents were found significantly agree than females on the statement that Teaching Kits are inexpensive and easily available in the market with a p-value. of 95.
5. The P-value of the statement “Models are used in the classroom by the teachers” is .45 as male respondents were found significantly more agree than females.
6. Male respondents were less agree than female respondents on the statement that Time management is arranged by the teachers in using AV aids, with a p value.00.
7. The statement that Teaching materials are adequate to teach different subjects in the school, was significantly more agreed by female respondents as compared to male respondents on with a p value.09.
8. P-value of the statement that Teaching kits are latest and attractive” is .01. On this statement, Female respondents were found significantly more agree than males.
9. Majority of the female respondents were found significantly agree than male on the statement AV aids is regularly used in the teaching-learning process with a p value.02.
10. Female respondents were found significantly more agree than males on the statement that Teachers rebuild the scattered ideas of students in a visualized form with a p value.00.

X. DISCUSSION

Education is a continuous process through which the behavior of any individual is developed, but in this continuous process, a teacher plays his main role. He guides the learners on the proper and onto the right way. Teachers have done their greatest job of imparting their valuable knowledge to the learners, in this context much emphasis has been given on the students to focus in their near future which is almost proved fruitful in the teaching-learning process based on instructional decisions. Madeline Hunter (1979) found that “Teaching has been described as a constant stream of decisions.”

The present study showed that Proper AV aids were not properly available in the school for teachers to teach different subjects for male and female teachers, so the students learning are not promoted. Male teachers have not arranged a time for the usage of proper AV aids. In the same way, AV aids are not regularly used by the teachers as well, while male teachers do not rebuild the scattered ideas of the students in a visualized form.

XI. CONCLUSIONS

It is concluded that male and female respondents viewed teaching materials were inexpensive. Similarly, it was viewed by both male and female respondents that teaching kits were the latest and attractive but proper AV aids were not available in schools to teach different subjects. Male respondents viewed that the promotion of students learning by the means of A.V aids was not satisfactory. In the same way, both male and female respondents used models in the classrooms. It was expressed that time management for A.V aids and rebuilding students scattered ideas in visualized form did not bring forth respectively by male respondents, and it remained undecided by female respondents respectively.

XII. RECOMMENDATIONS

1 Finding showed that proper AV aids were not available in both boy's public middle schools and girls' public middle schools to teach different subjects; therefore it is recommended that proper AV aids should be provided to concerned schools.

2 Similarly it has been seen that teachers did not promote students learning using A.V aids so it is recommended that the authority should implement such a criterion in which teachers are confined to use all the instructional materials properly.

3 Findings showed that male teachers did not manage time for A.V aids. So it is recommended that there must be some laws by which the teachers are forced to manage time for it.

REFERENCES

1. Benson, L., Schroeder, P., Lantz, C., and Bird, M. (2009). Students Perceptions of Effective Professors.
2. Decker, L. E., & Rimm-Kaufman, S. E. (2005). Personality characteristics and teacher beliefs among pre-service teachers. **Teacher Education Quarterly**, 45-64.
3. Feiman-nemser, S. (2001). From Preparation to Practice: Designing continuum to strengthen and sustain teaching. **Teachers College Record**, 103 (6), 1013-1055.
4. Govt. of Pakistan (2009) National Professional Standards for Teachers in Pakistan Policy and Planning Wing, **Ministry of Education**.
5. Johnson, D.W., R.T. Johnson, and K.A. Smith. 1998. Active learning: Cooperation in the college classroom, 2nd ed. **Edina, MN: Interaction Press**.
6. Kochkar, S.K. (2000). *Methods and Techniques of Teaching*. New Delhi: Sterling.
7. McCarthy, P. (1992). *Commo Teaching Methods*. Retrieved July 24, 2008.
8. Hunter, M. (1979). Teaching is decision-making. **Educational Leadership**.
9. Qazi, W., Rawat, K. J., & Thomas, M. (2012). The role of practicum in enhancing student teachers' teaching skills, **American Journal of Scientific Research**. 44, 44-57
10. Rosenthal R., & Rosnow, R.L. (199). *Essentials of Behavioral Research: Method and Analysis* Second Edition **Mcgraw-Hill Publishing Company**, 46-65.
11. Singh, U.K., & Sudarshan, K.N. (2005). *Teacher Education*. **New Delhi: Discovery Publishing House**.