

The Effect of Gender on Pedagogical Efficacy in Classroom Management of Educators in District Toba Tek Singh

*Muhammad Rafiq¹; Basharat Ali Khan²; Dr Assad Abbas Rizvi³

¹ PhD Education Scholar, Faculty of social Sciences Department of Education International Islamic University, Islamabad

² PhD Education Scholar, Faculty of social Sciences Department of Education International Islamic University (IIUI), Islamabad

³ Assistant Professor in Education, Faculty of social Sciences Department of Education International Islamic University (IIUI), Islamabad

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ABSTRACT

This study was designed to analyze and compare the Pedagogical Efficacy of male and female educators in classroom management in District Toba Tek Singh (T.T.S.). It was a quantitative descriptive study in which survey technique was applied to serve the objectives of the study. The target population included all SSE (Secondary School Educators) in District Toba Tek Singh (T.T.S.). The total number of SSE is equal to 540. The sample was 270 SSE's including 135 males and 135 females. The sample was selected by simple random sampling technique. The data collecting tool was a self-developed questionnaire framed on three-point Likert Scale. The data were displayed in the form of contingency table. Descriptive data were analyzed by computing frequency distribution and Chi-Square test of independence. Findings of the study shows that gender affect pedagogical efficacy in 4 out of 10 parameters of classroom management studied. It was also found that male educators were more efficacious in controlling problem behavior and enhancement of student's efficacy. Female educators were found better in providing alternating explanations and developing interactions between the students. This study has also found six parameter of classroom management efficacy in which gender has no influence on efficacy.

KEYWORDS: Pedagogy, efficacy, classroom management, educators, parameters of classroom management

INTRODUCTION

Education is a long-lasting process. [18]; [19] The knowledge is a fundamental and crucial variable that affect the humans. [20]; [21] Education is a long-lasting procedure claiming the learning and ability increased through training. The education is a critical component of the strategy for accomplishing and supporting national success, eminence and moral up lift. [20]; [21] Teachers are one of the major sources of moral inspiration [1] The attributes of the teachers are highly correlated with successful educational out comes of an education system. [2] Owing to the prime importance of education and teachers the government of the Punjab Province has recruited educators designated as SSE (Secondary School Educators). They all have master's degree qualification in their relevant fields. This study was designed to investigate the pedagogical efficacy in classroom management of educators with the purpose of the study to analyze and find effect of gender on classroom management efficacy.

Teachers self-efficacy is now intensively researched educational knowledge area in the field of educational research. [22] The studies which has addressed this issue include [3] where they have examined the self-efficacy beliefs of science math pre-school teachers in Turkey aimed to find efficacy of teachers with respect to working experience. This study has found experienced teachers are more efficacious. [4] and co-authors have investigated the effect of technology on Self-efficacy beliefs of teachers and concluded effectiveness of technology in enhancing the self-efficacy of teachers. He [5] and co-authors have analyzed the teaching methods of the highly efficacious teachers and concluded that highly efficacious mostly use inquiry method in their classwork. They [6] have compared the efficacy of novice and experienced female secondary school teachers. They have compared the female teachers by experience and impact of experience on the sub-factors of efficacy such as Efficacy for Instructional Strategies, Efficacy for Classroom Management and Efficacy for Student Engagement. They have concluded that novice teachers are less efficacious than experiences one's. They [7] have done a wonderful study in which they studied the self-efficacy of teachers as a dependent variable and two independent variables of gender and qualification. It has concluded that gender has no influence on efficacy, but qualification has had effect simultaneously. They [8] have generated the data which revealed that female English teachers had more sense of efficacy as compared

*Corresponding Author: Muhammad Rafiq Scholar Ph.D. Education Department of Education, Faculty of Social Sciences International Islamic University, Islamabad, Pakistan. Email: aua705@gmail.com

to male teachers on the distribution of teachers' sense of efficacy scale (TSES), Moreover female students performed better on students' academic achievement test as compared to male students.

These studies mentioned above have addressed the self-efficacy of teachers, but they are deficient and limited for instance the study addressing effect of working experience on efficacy has not equalize the qualification of the participants thus the concluded effect may be because of difference of qualification. Some of these studies has investigated the effect of training on efficacy. Training is always effective but here the nature of training is not explained fully which less than enough to replicate the studies. Some studies have compared the efficacy of male and female teachers in general that are not focused on classroom management efficacy. This study was conducted to fulfil the gap left by previous studies as it is focused on classroom management pedagogical efficacy of male and female teachers of same working experience and almost same academic and professional qualifications. The efficacy of teacher teachers is contextual because of different nature of educational systems of different counties and different provinces of same country. Thus, the researcher was convinced that the analysis of efficacy conducted in other counties are not valid for the teachers of Punjab. This study is a significant effort to describe the pedagogical efficacy of educators of District Toba Tek Singh with special focused on classroom management. This study has included research-based consensus parameters of classroom management in questionnaires.

Statement of problem

The government of the Punjab has recruited thousands of educators in different categories in last few years. Teaching is an art and the pedagogical efficacy is one of the most effective component of the art of teaching. [3] This study was designed to address the problem that what is the actual situation of the pedagogical efficacy of educators in classroom management in district Toba Tek Singh. And what is the influence of gender of educators on their efficacy to manage their classrooms.

Objectives of the Study

Specific objectives of the study were:

1. To find pedagogical efficacy of educators to manage the classroom activities.
2. To compare the pedagogical efficacy of male and female SSE.

Hypotheses of the study

The null hypotheses of the study were:

H₀= the efficacy level of male and female educators is same in controlling the disruptive behavior in the classroom.

H₀ the efficacy level of male and female educators is same in preventing problem behavior on the school grounds.

H₀ the efficacy level of male and female educators is same in increasing collaboration between teachers and administration.

H₀ the efficacy level of male and female educators is same in using a variety of assessment strategies.

H₀ the efficacy level of male and female educators is same in providing an alternative explanation for example when students are confused.

H₀ the efficacy level of male and female educators is same in turning classroom atmosphere in which feel free to interact.

H₀ the efficacy level of male and female educators is same in doing to get students to believe they can do well in classwork.

H₀ the efficacy level of male and female educators is same in reducing school absenteeism.

H₀ the efficacy level of male and female educators is same in getting students to trust teachers.

H₀ the efficacy level of male and female educators is same in creating cultural harmony in classroom.

Significance of the Study

The teacher is a key factor in educational systems in all over the world. [23] The performance of the teachers has a direct link with the success or failure of the student. The performance of teacher is affected by his sense of efficacy. [8] There are numerous studies that aimed at the explanations of different aspect of teacher's act of teaching. It is significant to investigate the self-efficacy beliefs of educators of district Toba Tek Singh about classroom management.

Limitations of the study

The results of this study cannot be generalized to whole Pakistan or to the globe because of sample size was small and weak sampling technique, instruments used was not a standard instrument and role of researcher's biases.

Delimitations of the study

Due to lack of time and resources this study was delimited to teachers of district Toba Tek Singh, educators of secondary level in district T.T. Singh, teachers of only Government sector only and the study addresses only pedagogical efficacy the educators about classroom management.

METHODOLOGY

The research design of this study was descriptive and quantitative. The study was completed by applying survey methodology to achieve the set objectives of the study. The target population of the study was all SSE educators appointed in District Toba Tek Singh the number of SSE educators in District TTS is 540. Sample for this study was selected by simple random technique. It comprised of 270 randomly selected SSE educators from the District TTS. This sample included 135 male SSE and 135 Female SSE

Data collection tool of the study was a questionnaire. It was constructed on three point Likert Scale. It was a self-developed tool and it was developed by consulting He [9] guides for development of Self-efficacy scales. It was validated by the opinion of experts by sending them developed scale and the objectives of the study. The reliability of the scale was established by conducting pilot study and Cronbach’s alpha was computed by SPSS. For this purpose, draft questionnaire was pilot tested from 100 teachers that were not included in the sample of the study the value of alpha 0.6 was the criterion for reliability of the scale. The calculated value of alpha was 0.9. this shows that the questionnaire is highly reliable. High value of alpha is because this questionnaire was adopted from standard self-efficacy scale of Albert Bandura.

The researcher has approached CEO education TTS office for obtaining the list of SSEs appointed during 2009-2014. Then 270 SSE were selected randomly as required sample. The questionnaire was sent to the subjects by three means i.e. by post and by email and personal visit where ever possible. Filled in questionnaires were personally collected to achieve maximum response rate.

RESULTS

Data were collected by three-point attitude scale developed by consulting Bandura [9] and Government of Guyana Ministry of Education [10]. It included ten parameters of pedagogical efficacy about classroom management. The result presented in table below showed the frequency distribution of all response types of the attitude of the participants to describe the efficacy level of the educators. The values of χ^2 and p were presented to test the null hypotheses.

Table 1: Analysis of the Attitude of the Participants towards Pedagogical Efficacy

S.N	Statements	Gender	Attitude Preferences			χ^2
			Favor	Undecided	Against	
1	I can control disruptive behavior in the classroom.	Male	124	5	6	1.896 P=.388
		Female	117	8	10	
2	I can prevent problem behavior on the school grounds.	Male	108	21	6	22.78 P=.001
		Female	90	12	33	
3	I can increase collaboration between teachers and administration	Male	100	20	15	4.88 P=.086
		Female	114	14	7	
4	I can use a variety of assessment strategies	Male	108	18	9	0.175 P=.9
		Female	109	16	10	
5	I can provide an alternative explanation for example when students are confused	Male	70	20	45	36.24 P=.00001
		Female	112	15	8	
6	I can turn classroom atmosphere in which feel free to interact.	Male	80	21	34	25.37 P=.0001
		Female	100	30	5	
7	How much can you do to get students to believe they can do well in classwork?	Male	102	10	23	22.78 P=.000011
		Female	65	30	40	
8	How much can you do to reduce school absenteeism?	Male	123	7	5	5.30 P=.070
		Female	110	15	10	
9	How much can you do to get students to trust teachers?	Male	107	12	16	57.82 P=.0001
		Female				
10	How much can you create cultural harmony in classroom?	Male	55	5	75	39.73 P=.001
		Female	100	5	25	

From table 1 row 1 showed the results of the analysis of the attitude of educators towards the pedagogical efficacy in controlling disruptive behavior in students in the classroom. Majority of male (124) and female (117) educators were found to be in favor of the statement showing that they believed that they were efficacious in this parameter. Chi-Square test of independence was applied to test the null hypothesis that male and female educators have same level of efficacy in classroom management. The result of Chi-square $X^2(2, N=270) = 1.896$, $p > 0.05$ failed to reject the null hypothesis

From table 1 row 2 showed the results of the analysis of the attitude of educators towards the pedagogical efficacy in preventing problem behavior in the school. Majority of male (108) and female (90) educators were found to be in favor of the statement showing that they believed that they were efficacious in this parameter. Chi-Square test of independence was applied to test the null hypothesis that male and female educators have same level of efficacy in classroom management. The result of Chi-square $X^2(2, N=270) = 22.78$, $p < 0.05$ supported to reject the null hypothesis. Thus, alternative hypothesis, that male and female educators different level of efficacy, was accepted.

From table 1 row 3 showed the results of the analysis of the attitude of educators towards the pedagogical efficacy in increasing collaborations. Majority of male (100) and female (114) educators were found to be in favor of the statement showing that they believed that they were efficacious in this parameter. Chi-Square test of independence was applied to test the null hypothesis that male and female educators have same level of efficacy in classroom management. The result of Chi-square $X^2(2, N=270) = 4.88$, $p > 0.05$ failed to reject the null hypothesis. Thus, alternative hypothesis, that male and female educators different level of efficacy, was accepted.

From table 1 row 4 showed the results of the analysis of the attitude of educators towards the pedagogical efficacy in applying variety of assessment techniques. Majority of male (108) and female (109) educators were found to be in favor of the statement showing that they believed that they were efficacious in this parameter. Chi-Square test of independence was applied to test the null hypothesis that male and female educators have same level of efficacy in classroom management. The result of Chi-square $X^2(2, N=270) = 0.175$, $p > 0.05$ failed to reject the null hypothesis. Thus, alternative hypothesis, that male and female educators different level of efficacy, was accepted.

From table 1 row 5 showed the results of the analysis of the attitude of educators towards the pedagogical efficacy in providing alternative explanations when students were confused. Majority of male (70) and female (112) educators were found to be in favor of the statement showing that they believed that they were efficacious in this parameter. Chi-Square test of independence was applied to test the null hypothesis that male and female educators have same level of efficacy in classroom management. The result of Chi-square $X^2(2, N=270) = 36.24$, $p < 0.05$ supported to reject the null hypothesis. Thus, alternative hypothesis, that male and female educators different level of efficacy, was accepted.

From table 1 row 6 showed the results of the analysis of the attitude of educators towards the pedagogical efficacy in turning classroom atmosphere favorable for free interactions. Majority of male (80) and female (100) educators were found to be in favor of the statement showing that they believed that they were efficacious in this parameter. Chi-Square test of independence was applied to test the null hypothesis that male and female educators have same level of efficacy in classroom management. The result of Chi-square $X^2(2, N=270) = 25.37$, $p < 0.05$ supported to reject the null hypothesis. Thus, alternative hypothesis, that male and female educators different level of efficacy, was accepted.

From table 1 row 7 showed the results of the analysis of the attitude of educators towards the pedagogical efficacy in getting students to believe in themselves that they can do. Majority of male (102) and minority of female (65) educators were found to be in favor of the statement showing that they believed that they were efficacious in this parameter. The female educators were not efficacious Chi-Square test of independence was applied to test the null hypothesis that male and female educators have same level of efficacy in classroom management. The result of Chi-square $X^2(2, N=270) = 22.78$, $p < 0.05$ supported to reject the null hypothesis. Thus, alternative hypothesis, that male and female educators different level of efficacy, was accepted.

From table 1 row 8 showed the results of the analysis of the attitude of educators towards the pedagogical efficacy in reducing absenteeism. Majority of male (123) and female (110) educators were found to be in favor of the statement showing that they believed that they were efficacious in this parameter. Chi-Square test of independence was applied to test the null hypothesis that male and female educators have same level of efficacy in classroom management. The result of Chi-square $X^2(2, N=270) = 5.30$, $p > 0.05$ failed to reject the null hypothesis.

From table 1 row 9 showed the results of the analysis of the attitude of educators towards the pedagogical efficacy in developing trust in teachers. Majority of males (107) and minority of females (55) educators were found to be in favor of the statement showing that they believed that they were efficacious in this parameter. Female educators were not efficacious in this parameter. Chi-Square test of independence was applied to test the null hypothesis that male and female educators have same level of efficacy in classroom

management. The result of Chi-square $\chi^2(2, N=270) = 57.82$, $p < 0.05$ supported to reject the null hypothesis. Thus, alternative hypothesis, that male and female educators different level of efficacy, was accepted.

From table 1 row 10 showed the results of the analysis of the attitude of educators towards the pedagogical efficacy in creating cultural harmony. Minority of male (55) and majority of female (100) educators were found to be in favor of the statement showing that they believed that they were efficacious in this parameter. Majority of males were less efficacious in this parameter. Chi-Square test of independence was applied to test the null hypothesis that male and female educators have same level of efficacy in classroom management. The result of Chi-square $\chi^2(2, N=270) = 39.73$, $p < 0.05$ supported to reject the null hypothesis. Thus, alternative hypothesis, that male and female educators different level of efficacy, was accepted.

DISCUSSION

This study was designed to research out the self-efficacy beliefs of male and female educators appointed in government schools in district Toba Tek Singh of Province of Punjab. The objectives of this research paper were to find the efficacy level of male female educators and to compare their beliefs of self-Efficacy. These teachers have almost same qualification because basic required academic qualification was sixteen-years schooling in relevant areas of specification and bachelor's degree in professional qualification. [11] The objectives of the study also included to analyze and compare the pedagogical efficacy in classroom management of educators. Analysis of the data has led the researcher to compile two major findings. First, male and female teachers were found similar in level of pedagogical efficacy in four out of ten parameters of classroom efficacy. These parameters are control of disruptive behavior, collaboration, application of various assessment strategies in the classroom. These findings are in line with the studies of [12], [6] Second major finding showed that male and female educators have different level of self-efficacy in managing the classroom activities. The difference in efficacy exist in six out ten parameters of pedagogical efficacy about classroom management. These parameters are prevention of problem behavior in students, exercise of alternative explanation to remove student's confusion in the comprehension of some concepts, make classroom environment suitable for student interactions, instill student motivations to do well in classwork, develop trust in teachers and create cultural harmony. This finding is in line with the studies of [13], [14], [15] It was found that male teachers were more efficacious than female teachers in prevention of problem behavior, student motivations and development of trust in teachers but female teachers were more efficacious than male teachers in application of alternative strategies to solve student confusions, making classroom atmosphere friendly for interaction and generating cultural harmony in the class. This finding is in line with studies of [16], [17]

CONCLUSION

In the light of results, findings and discussion it is concluded that male and female teachers based on difference in teaching styles and difference in personality traits show different level of self-efficacy. Depending on nature of the components of classroom management efficacy male and female teachers have same level of self-efficacy in certain components like control of disruptive behavior, collaboration, assessment strategies and reduction of absenteeism. In case of general analysis of pedagogical efficacy in classroom management the educators are efficacious in performance of classroom activities except two parameters of classroom management i.e. female educators believed that they are not efficacious to motivate students in developing self-confidence to do well in classwork, male educators believed that they are not efficacious in developing cultural harmony in the classroom.

RECOMMENDATIONS

This study is based on data collected in the self-reported attitude of teachers about their own beliefs of efficacy. So, there may be exaggeration in the narration of plus points of their personality and concealment of facts in narration of negative points of their personality. It is therefore, recommended that this study should be replicated by using other techniques of data collection such as participant observations or non-participant observations.

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