

FACTORS AFFECTING THE PERFORMANCE OF FEMALE TEACHERS IN HIGHER SECONDARY SCHOOLS OF SAHIWAL DIVISION-PAKISTAN

Aasma Munnawar¹, Prof. Dr. Abdul Ghafoor Awan²

ABSTRACT-The objectives of this research paper is to explore the factors affecting the performance of female teachers in higher secondary schools in Sahiwal division. For the selection of sample, 39 Government Girls High Schools and 195 teachers (SS/SSS) were selected from Sahiwal Division. Data were collected through a structured questionnaire containing 30 items. Different techniques such as 5-points Likert scale, descriptive statistics and ANNOVA were used to measure the response of respondents and analyze data. The major findings of the study show that there is significant difference among the perceptions of female teachers of all three districts i.e. Pakpattan, Sahiwal and Okara. It was concluded that shortage of subject specialists in higher secondary schools is the main cause of low quality education.

Key words: Female Teachers, Secondary Schools, Quality of Education.

Type of study: **Original Research paper**

Paper received: 10.12.2019

Paper accepted: 28.01.2020

Online published: 01.04.2020

1. M. Phil Scholar, Department of Education, Institute of Southern Punjab.
saim.chaudhary.swl@gma
2. Dean, Faculty of Management Sciences, Institute of Southern Punjab.
ghafoor70@yahoo.com.Cel ll# +923136015051.

1. INTRODUCTION

1.1 Background of Study

Education system is entirely dependent on teacher's role. This role is categorically described in national educational policies of Pakistan. Khan (2005) says that professionalism in teachers is falling day by day. The effectiveness of a teacher depends on his qualitative teaching. Education contributes to the continuity of culture as well as changes foundations of civilization peacefully and rationally (Pervaiz et.al., 1994). The intellectual development, cultural transmission and securing past and present are the traditional goals of education (Farooq, 1994). A teacher's quality and a student's achievement are co-related (abate) most students cannot get/have quality teachers (Borman & Kimball, 2005; Demirtas, 2010). As, Mohanty (2000) is of the view that most adequate effort to attain quality education depends on the performance of its key players "teachers".

The role of higher secondary education is everlasting beyond any doubt. This is a kind of terminal education stage leading to higher and specialized education and provides basis for quality education onwards. Again there are several aspects which influence/affect the performance of teachers, they are: increased duties, fulfillment of many unnatural targets and departmental negligence in solving teachers' problems. These factors determine teacher's attitude towards their job.

1.2 Statement of the problem

Researchers are required to look in to the issue as to why female teachers are continuously demotivated and their satisfaction is decreasing. Since the emergence of organizational studies, the area of female teacher's performance is becoming much more focus of research. Present study is an

attempt to investigate personal, social and organizational factors which affect teachers' performance and organizational effectiveness.

1.3 Objectives of the Study

The objectives of the present study are stated as under:

1. To investigate the personal problems of female teachers that affect their teaching performance.
2. To study the organizational factors of female teachers affecting their job performance.
3. To study social factors which influence the performance of female teachers at secondary school level.
4. To find out difference in the perception of rural and urban teachers.

1.4 Research Questions

Research questions for the present study were framed as below:

- 1 Which personal factors influence job performance of female teachers in higher secondary school?
2. Which are the organizational factors that affect job performance of female teachers?
3. Which are the social factors that influence the performance of female teachers at higher secondary school?
4. Is there any difference in the perception of rural and urban teachers?

2. LITERATURE REVIEW

Teaching is one of the great professions and teacher's role in the intellectual, moral and psychological development of students is doubtlessly outstanding. Education is actually a process of imparting knowledge to students and young ones in educational institutions (Cowie, 1989). Panda (1988) is of the view that strength of the nation lies in men and through

education destiny of nation is achieved and future of the nation is determined. The influence of teachers is everlasting and they cannot be bypassed in teaching-learning process. The whole world recognizes their importance (Panda and Mohantray, 2003).

Government of Pakistan (1979) declared its education system as three tiers: elementary (I-VIII); secondary (IX-XII) and tertiary (XIII above). So, we now have first year and second year classes in higher secondary schools with high enrolment. Currently our education system has the following tiers: Primary (I-V); Elementary (V- VIII), Secondary (IX-X); higher secondary education (XI-XII) higher education in colleges and universities (XIII and above), (Farooq, 1994). I year and II year classes are not university classes even in Pakistan. Their exams are annually managed by educational boards in Punjab, (NEP, 1998-2010).

Siddiqui (2004) found that a teacher's job performance is affected by factors like aptitude and attitude, command on subject, perfect teaching methods, personal traits, environment in the class and general cognitive capacity. On the other hand, Kumar (2005) points out that honesty is an abstract and hidden trait and professional honesty is positive attitude towards the profession of teaching which should be developed among individuals. Though quality of teachers guarantees economic prosperity of the country (Hanushek, 2009), anyhow previous customs and civilization of rewarding teachers on the success of students have brought minor changes towards success (Wyckoff, 2006, Fryer, 2013 ;)

Lefgren (2008) views that principals were unable to find the teachers with medium performers but they identified easily the low or tail performers. Painta and Hamre (2009) provide a set of emotional support and organizational

techniques which are as essential as instructional methods. They say that if teachers provide emotional support and a safe and predictable atmosphere, they can enable students to become more confident, independent and eager to learn, take risks and accept challenges. Relationships with staff members, relations with community and parents, balanced approach, interaction with learners, teaching competence of a teacher, grading fairness and overall attitude of a teacher towards students is additional requirement for the teachers (Ottosen,2017).

In the modern era teachers' effectiveness has attracted the attention of the world (Lowrie & Jorgensen, 2015), because effective teachers exert better learning influence than poor teachers (Hanushek & Wobmann, 2007). An effective teacher knows how to use voice impression, and how to attract learner's attention and response. Kurtz et.al (2017) is of the view that another trait of educator is to communicate with learners in the language they are well conversant. Language of the teacher should be simple and easy. According to Rao (2001) teachers are the nation builders and teaching is a challenging job and a very responsible one. With the increasingly intricate living pattern, teacher's job is becoming more challenging and more demanding.

There are many external factors which affect a teacher's performance in the classroom. As per the views of Anderson (1991) what the goals are and what the students are being taught will determine the effectiveness of a particular teacher. Both internal and external factors are responsible for teacher's performance (Jabeen, 2001). Torrington et al. (2003) pointed out that teaching is composed of sequential actions which aim to help the learner, so that they may acquire the desired content through different teaching strategies adopted by the teachers (Iqbal, 1996). The teachers hence should have grip on

content as well as in the teaching methodology. Thus “how” to teach and “what” to teach are both important (Parson et al., 2001).

2.1 Distinction of the study

The present study is very unique in nature and objective. Most of the previous studies cover the secondary school level, while in this study public sector higher secondary schools have been selected and the subject specialists and senior subject specialists teaching in these higher secondary schools are taken as a sample. This study has been conducted in Sahiwal Division. The researcher could not find any study which has been conducted in this area earlier. So it makes this research study distinct.

3. RESEARCH METHODOLOGY

This research was designed to find out the factors which affect the performance of female teachers in public sector girls higher secondary schools in Sahiwal division. Nasution (2009) says that every research is based on proper planning. So research methodology is the very basic requirement of every research. Whereas Gay (2000) is of the view that research design, research subjects, research instruments, research procedure and data analysis are the essential ingredients of every research. Kothari (1978) says that research methodology is actually the steps or sequence of events to be followed while conducting a research.

3.1 Research Design

As the study at hand is descriptive in nature and the researcher intended to find the perception on the factors having effect on the performance of female teachers, hence survey design was applied. Kombo (2006) says that a researcher uses a descriptive design when he / she has to describe the existing situation in detail. Nassaji (2015) states that descriptive research is basically concerned with the description of the conditions and nature of the current

scenario in detail. The descriptive method organizes data in the manner that main traits or characteristics are found with maximum effort. In the present study the researcher desires to explore the current situation in detail about the factors affecting the performance of female teachers in Sahiwal division.

3.2 Population of study

Borg and Gall (1979) say that population means total number of objects, people, structures or events from which we can draw a sample. There were 39 girls' higher secondary schools in the administrative area of Sahiwal Division. These 39 girls' higher secondary schools formed the population for the present study including all the subject specialists and senior subject specialists.

3.3 Sample of study

Sample is a very trivial set taken from the whole subjects and its characteristics are the same as those of the population. Ngoma (2006), states that a sample is a very small set of the population under investigation. Detail of the GGHSS was taken from the offices of the concerned District Education Officers (SE) (Sahiwal, Okara and Pakpattan).

According to Gay (2000) for descriptive research 10 to 20% of the population is enough for sample and for the population of 50000 individuals only 1% is sufficient as sample. So, 195 (45%) teachers (SS/SSS) from Sahiwal division were selected as sample. Further five subject specialist /senior subject specialists were taken conveniently from each school.

Table 1:Detail of Teachers

Sr. No.	Districts	No. of Teachers
1	Sahiwal	(5x20) =100
2.	Okara	(5x10) =50
3	Pakpatan	(5x9) =45
	Total	195

3.4 Development of Research Tool

Lancaster (2007) observes that some printed questions are used in data collection. The researcher in this study also used questionnaire for collection of data from teachers. So, for the completion of the study at hand and to obtain true data from the respondents, researcher developed a questionnaire for the teachers named as Female Teachers Performance Questionnaire for Teachers (FTPQT). The questionnaire for teachers comprised of thirty items. Researcher recorded responses on 5-Point-Likert rating scale with the direction to tick the boxes the respondents feel/understand most appropriate. Five levels to tick the boxes are as: if strongly agree to the statement in the questionnaire then mark **SA**, if agree to the statement then tick **A**, in case of undecided mark **U**, if respondents disagree to the statement **DA** will be used to show disagreement to the statement and **SD** for the strongly disagreement towards the statement.

3.5 Pilot study of the Tool/ Reliability Test

Pilot testing of questionnaire was carried out in February/March 2019. The instrument was served to 30 Subject Specialists / Senior Subject Specialists of Government Girls Higher Secondary Schools. In the opinion of Croasmun and Ostrom (2011) Cronbach's Alpha is used to determine the reliability when you have multiple Likert questions in a questionnaire and

Subkoviak, (1988) explains that .70 value is acceptable. Cronbach’s Alpha reliability of the questionnaires is presented in the following table 2.

Table 2: Cronbach’s Alpha reliability of instrument

S.No	Name of the Instrument	Number of Statement	Cronbach’s Alpha Reliability
1	FTPQT	30	0.87

4. Data Analysis

As, it has been discussed in detail earlier, that the focus of the present study was on exploring the factors affecting the performance of female teachers working in Government higher secondary schools in Sahiwal division. Data analysis and interpretation of the results have been described here as under.

4.1 Demographic information about teachers

Demographic information about teachers selected for the research is described in the table below.

Table. 3: Demographic information about teachers

Variables	F	%
Gender		
Female	195	100
Total	195	100
Local		
Rural	155	79
Urban	40	21
Total	195	100
Districts		
Sahiwal	100	51
Okara	50	26

Pakpatan	45	23
Total	195	100
Designation		
SS	120	62
SSS	75	38
Total	195	100
Academic Qualification		
PHD	04	02
M.Phil	85	44
M.A/M.Sc	106	54
Total	195	100
Professional Qualification		
B.ed	195	100
M.ed	125	64

4.1.1 Gender

With respect to the gender variable only female teachers were selected for the study. So 100% sample comprised of female teachers.

4.1.2. Locality

As far as locality is concerned 79% teachers were from the rural area while 21% teachers belonged to urban area.

4.1.3 Districts

Three districts (Sahiwal, Okara, Pakpatan) were taken for the present study. Respondents from Sahiwal were 51%, Okara 26% and Pakpatan were 23%.

4.1.4 Designation

As regards the designation there were 62% Subject Specialist and 38% Senior Subject Specialist in the sample.

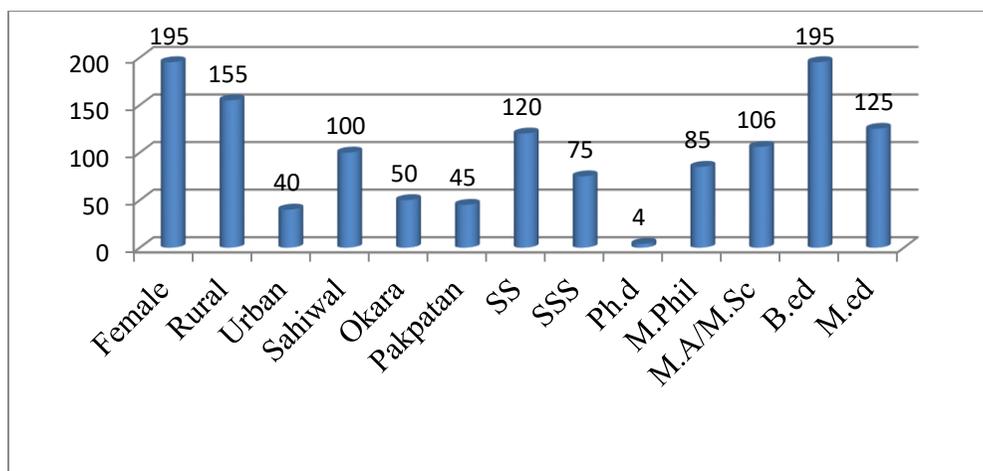
4.1.5 Academic Qualification

In connection with academic qualification only 02% were Ph.Ds, while M.Phils were 44% and 54% were M.A/M.sc.

4.1.6 Professional Qualification

From the sample 100% were holding B.ed degree while 64% were having M.ed degree as professional qualification.

Figure.1 Demographic information about teachers



4.2 Comparison of the perceptions of Urban and Rural Teachers

Locality wise perceptions of Teachers / Groups

The mean scores difference of urban and rural teachers' perception about factors affecting the performance of female teachers was calculated and following null hypothesis was tested.

Ho: There is no significant difference between the perception of teachers of urban and rural locality.

The null hypothesis was tested using 't' test about difference between the performance of female teachers of urban and rural locality. The summary is presented in table 4.

Table 4 Locality wise performance of Teachers

Groups						
Teachers Performanc e	N	Mean	SD	d f	T	Sig
urban	40	3.56	1.38	193	1.397	0.02
Rural	155	3.60	1.34			

(N=195)

Table 4 indicates that there is statistically significant difference between the perception of teachers of urban and rural locality. The value of $t(193) = 1.397$, $sig = .02$ is significant at 5% level of significance because 0.02 value is less than 0.05 significance value. The null hypothesis that there is no significant difference between the perception of teachers of urban and rural locality is rejected. It means that the performance of urban and rural teachers were different. Moreover, mean score of urban teachers is 3.56 and mean score of rural teachers is 3.60. Accordingly, standard deviation for urban teachers is 1.38 and for rural teachers is 1.34. Hence, perceptions of urban and rural teachers are different about the female performance factors.

4.3 District wise perception of Teachers

District wise mean score about the perception of female teachers was calculated and following null hypothesis was tested.

Ho: There is no significant difference among district wise female teachers perception about the factors affecting the female teachers performance.

The null hypothesis was tested using ANOVA about difference among district wise female teachers' perception. The summary is presented in table 5.

Table 5 District wise comparison of female teachers

ANOVA

Teachers performance

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.338	2	.669	22.3	.004
Within Groups	7.222	193	.03		
Total	8.561	194			

Table 5 indicates that there is statistically significant difference among female teachers' perception of different districts. The value of $F(2, 193) = 22.3, p = .004$ is significant at 5% level of significance. The null hypothesis that there is no significant difference among district wise female teachers' perception, hence is rejected. It means that the perceptions of female teachers belonging to districts i.e. Sahiwal, Okara and pakpattan about factors affecting the performance of female teachers are different.

4.4 Statement wise analysis of Teachers data

Table 6: Analysis of teachers' statement

SR .#	STATEMENTS	SA	A	U	D	SD	Total	Mean	S.D
	I try to bridge the gap between society and school.	86	75	12	20	02	195	4.14	0.99
	Undue political involvement of people creates anxiety for me.	70	67	15	26	17	195	3.75	1.30
	I never get feedback from principal regarding my performance.	47	67	21	35	25	195	3.38	1.36
	My attainments in school boost up my morale.	83	63	17	22	10	195	3.95	1.19

SR .#	STATEMENTS	SA	A	U	D	SD	Total	Mean	S.D
5	Acknowledgement of my teaching work is source of pleasure.	98	56	19	17	05	195	4.15	1.08
6	I enjoy good working relations with my principal.	76	69	20	20	10	195	3.92	1.17
7	I am harassed by anybody during my working hours.	61	76	15	20	23	195	3.67	1.46
8	Teaching gives me internal satisfaction.	92	68	11	17	07	195	4.13	1.09
9	Only a particular group is given opportunities for professional development.	51	67	20	34	23	195	3.45	1.36
10	Department rewards me according to my qualification and experience.	22	28	19	73	53	195	2.41	1.26
11	Co-curricular work diverts my attention from teaching.	65	45	17	46	22	195	3.43	1.43
12	Posting in remote areas affect the performance of female teachers.	91	65	13	20	06	195	4.11	1.10
13	Parents cooperate in promoting students learning at home.	34	34	11	66	50	195	2.67	1.46
14	School administration resolves my academic issues collaboratively.	53	77	23	31	11	195	3.69	1.18
15	Teaching profession gives opportunity to utilize academic and professional skills.	74	76	16	19	10	195	3.94	1.43
16	Support of administration affects my performance.	65	76	18	19	17	195	3.78	1.25
17	Family responsibilities create stress in job for me.	68	55	18	37	17	195	3.61	1.35
18	Promotion policy provides suitable opportunities for promotion to the teachers.	29	48	22	51	45	195	2.82	1.41

SR . #	STATEMENTS	SA	A	U	D	SD	Total	Mean	S.D
19	Respect from society enhances my working capacity.	81	59	20	23	12	195	3.89	1.24
20	Teaching profession has same status like other professions in our society.	35	47	14	48	51	195	2.81	1.49
21	I can take steps towards the better learning of students in class rooms.	58	75	20	33	09	195	3.71	1.19
22	Overcrowded classes increase my stress.	60	68	18	39	10	195	3.66	1.25
23	School policies are teacher friendly.	35	43	28	51	38	195	2.93	1.41
24	I have enough opportunities to get promotion in my career.	18	21	21	69	66	195	2.26	1.38
25	I regularly plan my lesson to be taught in classes.	75	68	26	18	08	195	3.95	1.12
26	Reasonable salary positively affects teaching performance.	97	62	08	16	12	195	4.10	1.19
27	Deficiency of modern teaching facilities in school, affect performance.	74	67	08	37	09	195	3.83	1.25
28	I am awarded opportunities to take part in professional development training of my subject.	33	51	19	48	44	195	2.91	1.25
29	Teaching job provides me a satisfactory standard of living.	64	70	14	35	12	195	3.71	1.26
30	Teaching gives me a great deal of overall satisfaction.	69	53	25	27	17	195	3.68	1.32

5. Findings about statement wise analysis of teachers' data

Percentage, mean score and standard deviation of teachers' data was calculated statement wise, which were presented in the above table. In addition

to this, the data were showed in graphical form as well. Major findings regarding statement wise analysis of teachers' data are given below: -

1. On the whole, 82% respondents agreed that they try to bridge the gap between society and school, 6% respondents were undecided while 12% respondents disagreed to the statement. Mean score was 4.14, which concludes inclination towards agreement on the part of respondents.

2. On the whole ,70% respondents agreed that undue political involvement of people creates anxiety, while 22% respondents disagreed to the statement. Mean score was 3.75, which concludes inclination towards agreement on the part of respondents.

3. On the whole, 59% respondents agreed that they never get feedback from principal regarding performance, while 30% respondents disagreed to the statement. Mean score was 3.38, which concludes inclination towards agreement on the part of respondents.

4. Overall 75% respondents agreed that their achievements in schools give sense of pride, while 16% respondents disagreed to the statement. Mean score was 3.95, which concludes inclination towards agreement on the part of respondents.

5. Overall 79% respondents agreed that recognition of their work gives them sense of pleasure, while 11% respondents disagreed to the statement. Mean score was 4.15, which concludes inclination towards agreement on the part of respondents.

6. Overall 75% respondents agreed that they have good working relations with their principals, while 15% respondents disagreed to the statement. Mean score was 3.92, which concludes inclination towards agreement on the part of respondents.

7. Overall 70% respondents agreed that they are harassed by anybody during working hours, while 22% respondents disagreed to the statement. Mean score was 3.67, which concludes inclination towards disagreement on the part of respondents.

8. Overall 83% respondents agreed that teaching provides them inner satisfaction and sense of ownership, while 13% respondents disagreed to the statement. Mean score was 4.13, which concludes inclination towards agreement on the part of respondents.

9. On the whole 60% respondents agreed that only selected teachers get opportunities for professional development, while 30% respondents disagreed to the statement. Mean score was 3.45, which depicts inclination towards agreement on the part of respondents.

10. On the whole 25% respondents agreed that the benefits they get from department are according to their qualification and experience, while 65% respondents disagreed to the statement. Mean score was 2.41, which depicts inclination towards disagreement on the part of respondents.

11. On the whole 56% respondents agreed that the co-curricular work diverts attention from teaching, while 35% respondents disagreed to the statement. Mean score was 3.43, which depicts inclination towards agreement on the part of respondents.

12. On the whole 80% respondents agreed that posting in far flung areas affect the performance of female teachers, while 13% respondents disagreed to the statement. Mean score was 4.11, which depicts inclination towards agreement on the part of respondents.

13. On the whole 34% respondents agreed that parents cooperate in promoting students learning at home, while 60% respondents disagreed to the statement.

Mean score was 2.67, which depicts inclination towards disagreement on the part of respondents.

14. On the whole 66% respondents agreed that school administration resolves my academic issues collaboratively, while 22% respondents disagreed to the statement. Mean score was 3.69, which depicts inclination towards agreement on the part of respondents.

15. Overall 77% respondents agreed that teaching provides opportunity to use academic and professional skills effectively, while 15% respondents disagreed to the statement. Mean score was 3.94, which depicts inclination towards agreement on the part of respondents.

16. Overall 72% respondents agreed that support of administration affects my performance, while 19% respondents disagreed to the statement. Mean score was 3.78, which depicts inclination towards agreement on the part of respondents.

17. Overall 63% respondents agreed that family responsibilities become the cause of stress in job for them, while 28% respondents disagreed to the statement. Mean score was 3.61, which depicts inclination towards agreement on the part of respondents.

18. Overall 20% respondents agreed that the promotion policy provide suitable opportunities for promotion to the teachers, while 70% respondents disagreed to the statement. Mean score was 2.82, which depicts inclination towards disagreement on the part of respondents.

19. Overall 72% respondents agreed that respect from society enhances my working capacity, while 18% respondents disagreed to the statement. Mean score was 3.89, which depicts inclination towards agreement on the part of respondents.

20. On the whole 42% respondents agreed that teaching profession have same status like other professions in our society, while 51% respondents disagreed to the statement. Mean score was 2.81, which illustrate inclination towards disagreement on the part of respondents.

21. On the whole 68% respondents agreed that they are free to take steps about students' leaning at classroom level, while 22% respondents disagreed to the statement. Mean score was 3.71, which illustrate inclination towards agreement on the part of respondents.

22. On the whole 66% respondents agreed that overcrowded classes increase their stress, while 25% respondents disagreed to the statement. Mean score was 3.66, which illustrate inclination towards agreement on the part of respondents.

23. On the whole 40% respondents agreed that school policies are teacher friendly while 46% respondents disagreed to the statement. Mean score was 2.93, which illustrate inclination towards disagreement on the part of respondents.

24. On the whole 20% respondents agreed they are provided enough chances for promotion in teaching job while 69% respondents disagreed to the statement. Mean score was 2.26, which illustrate inclination towards disagreement on the part of respondents.

25. On the whole 73% respondents agreed that they regularly plan their lesson to be taught in classes, while 14% respondents disagreed to the statement. Mean score was 3.95, which illustrate inclination towards agreement on the part of respondents.

26. Overall 82% respondents agreed that reasonable salary positively affects teaching performance, while 14% respondents disagreed to the statement.

Mean score was 4.10, which concludes inclination towards agreement on the part of respondents.

27. Overall 72% respondents agreed that lack of modern teaching facilities in school, affect teaching performance, while 24% respondents disagreed to the statement. Mean score was 3.83, which concludes inclination towards agreement on the part of respondents.

28. Overall 43% respondents agreed that there are provided with the opportunities for professional development trainings in their subjects, while 43% respondents disagreed to the statement. Mean score was 2.91, which concludes disagreement on the part of respondents.

29. On the whole 69% respondents agreed teaching job provides them a satisfactory standard of living, while 24% respondents disagreed to the statement. Mean score was 3.71, which concludes inclination towards agreement on the part of respondents.

30. On the whole 64% respondents agreed that teaching provides satisfaction, while 23% respondents disagreed to the statement. Mean score was 3.68, which concludes inclination towards agreement on the part of respondents.

6. Conclusions

Analysis shows that the perceptions of female teachers belonging to districts i.e. Sahiwal, Okara and Pakpattan about factors affecting the performance of female teachers are different. And it was concluded that a significant difference existed between the rural and urban teachers' perceptions. It was found that female teachers try to bridge the gap between school and society but it was also concluded that undue political involvement of society creates anxiety among female teachers. A considerable number of the teachers' agreed that they never get feedback from principals regarding

their performance. It was found that achievement in schools give sense of pride and recognition of teaching work is source of pleasure which ultimately affects the performance in positive way.

It was concluded that teaching provides the female teachers inner satisfaction and ownership. It was found from the results of the study that only selected teachers get opportunity for professional development and that co-curricular work diverts the attention. It was evident from the findings of study that the benefits female teachers get from school-department are not according to their qualification and experience and teaching provides with opportunities to utilize academic and professional skills effectively.

It was found that support of school administration enhances performance while responsibilities of the whole family causes stress to the female teachers. It was concluded that respect from society encourages the teachers. Overcrowded classes increase stress and tension in female teachers, any way teachers are free enough to take steps towards the better learning of students' in the classrooms.

It was concluded that female teachers get reasonable pay that is why teaching job provides a satisfactory standard of living which positively affect performance. Majority of respondents agreed that they plan their lessons on daily basis, so teaching profession provides them true inner satisfaction which is necessary for better job disposition.

On the other hand, it was found that female teachers were harassed during working hours. It was the opinion of the majority that parents do not cooperate with teachers regarding studies, which have strong effect on the performance of teachers. Likewise, majority of the respondents claimed

promotion policies are not teacher friendly. It was concluded that teaching profession does not have same status like other professions in our society.

7. RECOMMENDATIONS

On the basis of conclusions, the following recommendations are proposed:

- Department should review promotion policies and promotions should be made within due time and period.
- Considering the issues of the female teachers, policies should be made to appoint them near their residences.
- Necessary arrangements may be made to recruit subject specialists in the GGHSS as per requirement.
- Necessary arrangements may be made on work places for female teachers to avoid any type of harassment and harassment act be publically published.
- Awareness must be created among the masses for the integrity of teachers. Occasions like salam teachers' day should be celebrated on vast levels.
- Government should take necessary steps to stop undue political involvement in educational institutions.
- Principals should give feed back to the teachers in time.
- Pays and salaries are needed to be revised.

REFERENCES

- Anderson, L. W. (1991). Increasing Teachers Effectiveness. *UNESCO*, Paris. p.19.
- Awan, Abdul Ghafoor (2011) Changing world Economic and Financial Scenario, *Asian Accounting and Auditing Advancement*, Vol., No.1pp148-173.
- Awan, Abdul Ghafoor; Asma Zia (2015). Comparative Analysis of Public and Private Educational Institutions: A Case study of District Vehari. *Journal of Education and Practices*. Vol.6 (16):122-130
- Awan, Abdul Ghafoor (1987) "Comparative study of English and Urdu Medium Institutions in Islamabad-Pakistan" , *National Language Authority* Vol1 (1):150.
- Awan, Abdul Ghafoor & Hafiz Muhammad Farhan (216). Talent Management practices and their impact on job satisfaction of employees: A case study of banking sector in Pakistan, *Science International*, Vol 28 (2).
- Awan, Abdul Ghafoor & Aqsa Riasat (2015). Role of female teachers in increasing literacy rate: A case study of District D.G.Khan-Pakistan, *Journal of Literature, Languages and Linguistics*, Vol 13: 100-108
- Awan, Abdul Ghafoor (2012) Human Capital: Driving Force of Economic Growth in selected Emerging Economies, *Global Disclosure of Economics and Business*, Vol.1 (1).
- Awan, Abdul Ghafoor (2012) "Diverging Trends of Human Capital in BRIC countries" *International Journal of Asian Social Science*, Vol.2 (12):2195-2219.
- Awan, Abdul Ghafoor (2012). "Emerging versus Aging Economies: A Comparative study of Advanced and Emerging Economies" *International Journal of Management Research and Emerging Sciences*, Vol 2 (1): 45-65
- Awan, Abdul Ghafoor (2015) "Comparative analysis of the Literature of Economic Growth in the perspective of Advanced and Emerging Economies", *Science*

International, Lahore, Vol.27 (3):3579-3587

Awan, Abdul Ghafoor; Waqas Ahmad (2014). "Role of Policies in Economic Growth: A case study of China's Economic Growth", *Global Journal of Arts Humanities and Social Sciences*. Vol.2 (8):45-64.

Awan, Abdul Ghafoor (2015) State Versus Free Market Capitalism: A comparative Analysis, *Journal of Economics and Sustainable Development*, Vol.6 (1):166-176.

Borg, W. R., & Gall, M. D. (1979). *Educational Research: An Introduction*. 3d ed. Longman.

Borman, G. D., & Kimball, S. M. (2005). Teacher quality and educational equality: Do teachers with higher standards-based evaluation ratings close student achievement gaps ?. *The elementary school journal*, 106 (1), 3-20.

Cowie A.P. 1989. Oxford Advanced Learner's Dictionary 4th ed. Oxford University Press. England p.385.

Croasmun, J. T., & Ostrom, L. (2011). Using Likert-Type Scales in the Social Sciences. *Journal of Adult Education*, 40(1), 19-22.

Dahmina Kauser, Prof.Dr.Abdul Ghafoor Awan (2015) Impact of educated mother on academic achievement of her children: A case study of District Lodhran, *Journal of Literature, Languages and Linguistics*, Vol 12: 57-6.

Demirtas, Z. (2010). Teachers' job satisfaction levels. *Procedia-Social and Behavioral Sciences*, 9, 1069-1073. Earnshaw, J., Marchington, L.,

Farooq, R. A. (1994). *Education system in Pakistan: Issues and problems*. Asia Society for PR.

- Fryer, R. G. (2013). Teacher incentives and student achievement: Evidence from New York City public schools. *Journal of Labor Economics*, 31(2), 373-407.
- Gay, L. R. (2000). Educational Research. National Book Foundation, Islamabad, Pakistan.
- Government of Pakistan. (1979). Education Policy (1979). *Ministry of Education Islamabad*, Pakistan. p.23.
- Government of Punjab. (1987) Directory of Higher Secondary Schools in Punjab. *Bureau of Statistics*, Lahore. Pakistan. pp.1-4.
- Hanushek, E. A., & Woessmann, L. (2008). The role of cognitive skills in economic development. *Journal of economic literature*, 46(3), 607-68.
- Iqbal, M. (1986). Misali Ustad Sadar Mualeen Aur Mualmeen Ki Nazar Main (Unpublished) Master Thesis. Institute of Education and Research, Lahore, Pakistan. P.69.
- Jabeen, N. (2001). Levels and sources of heavy metals in house dust. *Journal of Radio analytical and Nuclear Chemistry*, 247(1), 145-149.
- Jorgensen, R., & Lowrie, T. (2015). What have we achieved in 50 years of equity in school mathematics. *International Journal for Mathematics Teaching and Learning*, 1-18.
- Kauser, Suriya & Awan, Abdul Ghafoor (2019). Impact of using social media on academic performance of students at graduate level: Evidence from Pakistan, *Global Journal of Management, Social Sciences and Humanities*, Vol 5(1): 116-142.
- Kombo, T., & Tromp, K. (2006). Techniques of social research.
- Kothari, C. R. (2004). *Research methodology: Methods and techniques*. New Age International.

- Kumar, Y. (2005). Teacher Education. A. P.H Publishing Corporation New Delhi. India .pp. 98-99, 104,230
- Kurtz, S., Draper, J., & Silverman, J. (2017). *Teaching and learning communication skills in medicine*. CRC press.
- Lancaster, G. (2007). *Research methods in management*. Routledge.
- Lefgren, T. (2014). Social science, methods and human rights. *The Sage handbook of human rights*, 181-204.
- Madiha, F. a. (2000). a comparative study of administrator, role in public and private secondary schools. lahore: *Institute of education and research university of punjab*.
- Mutekwe, E. (2014). "Students gender role attitudes and their effects on sexuality and behaviour." *Mediterranean journal of social sciences*, vol.5 (27).
- Nasution, M. F. F. (2009, January). Documentation in systems development: A significant criterion for project success. In *2009 42nd Hawaii International Conference on System Sciences* (pp. 1-9). IEEE.
- National Education Policy 1998..2010
- Ottosen, K. O. (2017). The multifaceted challenges in teacher-student relationships: A qualitative study of teachers' and principals' experiences and views regarding the dropout rate in Norwegian upper-secondary education. *Scandinavian Journal of Educational Research*, 61(3), 354-368.
- Panda, B. N., & Mohanty, R. C. (2003). How to Become a Competent Teacher. *New Delhi, India*, 1-25.
- Pervaiz, K.T. Nasira N and Yaminuddin. 1994. Education. Majeed Book Depot, Lahore, Pakistan.pp.5-6.
- Pianta, R. C., & Hamre, B. K. (2009). Conceptualization, measurement, and improvement of classroom processes: Standardized observation can

leverage capacity. *Educational researcher*, 38(2), 109-119.

Priyanka pandey, s. g. (2008). Accountability and school outcomes. india: findings from baseline surveys in three indian states., *Policy research working paper No.4777, world bank*.

Rao, V.K. (2001). Teacher Education. *A.P.H. Publishing Corporation* New Delhi. India.pp. 64-65.

Siddiqui, M. H. (2004). Technology in Teacher Education. *A.P.H Publishing Corporation* New Delhi, India. p.147.

CONTRIBUTION OF AUTHORS AND CONFLICT OF INTEREST

This research work was carried between collaboration of two authors.

Author 1: Asma Munawar is an M.Phil scholar at Department of Education, Institute of Southern Punjab. She designed the study, collected and analyzed data. She also wrote first draft of the manuscript under the supervision of author 2. She can be reached at her email ID: saim.chaudhary.swl@gma

Author 2: Prof. Dr. Abdul Ghafoor Awan is Ph.Ds in Economics from Islamia University of Bahawalpur-Pakistan and Business Administration from University of Sunderland, U.K. He contributed in this research paper by way of guiding author first about title selection, data exploitation and statistical technique. He edited and gave final shape to the manuscript. In order to know about his fields of research please look at his Web of Science ResearcherID [M-9196 2015](#) or [Profile at Google scholar](#).

Both authors read the manuscript carefully and declared no conflict of interest with any person or institution.
