

# **A GENDER BASED COMPARATIVE STUDY OF ATTITUDE OF THE UNIVERSITY TEACHERS AND STUDENTS TOWARDS BS 4-YEARS PROGRAMS (A CASE STUDY OF GOMAL UNIVERSITY)**

By

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## ***Abstract***

*The present study was undertaken to know the attitude of university teachers and students towards BS 4-year programs. The main objectives of the study were to know the attitude of the university teachers and students towards BS 4-Year Program of Gomal University D. I. Khan and to compare the attitude of male and female teachers and students regarding BS 4-year program of Gomal University D. I. Khan. A convenient sample of 60 respondents including 20 teachers and 40 students was collected from four disciplines (Education, Chemistry, Communication and Information Technology-CIT, and Physics) of Gomal university. An attitude scale was developed and validated for the data collection. t-statistics was applied for data analysis using SPSS (version 16.0). Result shows that the teachers and students have positive attitude towards the BS 4-year program. The study found no significant difference in the attitude of teachers and students. Similarly, no difference was seen across the gender. The study recommends smooth continuity of BS 04-year program.*

**Key Words:** Attitude, BS 4-year programs, Gomal University, Gender, Case study

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## **Introduction**

Advancements in science and technology are continuously opening new avenues in knowledge. Many new disciplines are emerging in field of education due to this advancement. To equip the students with the weapons of modern life, colleges and universities are offering varieties of courses and programs. Out of all courses and programs BS 4-year program is one which is recently introduced in various departments of universities of Pakistan. Few departments are already offering these 4-year programs in the universities. The BS 4-year programs are offered for the students immediately after completing higher secondary schools/intermediate. This program is titled as B. Ed (Hons) Elementary in Institute of Education and Research (IER) of Gomal University. After its successful completion the students are granted the B.Ed Elementary degree.

Nowadays different researchers are focusing on teachers training, and recruitment practices of teachers, and the quality of teaching, so that the teaching skills could be improved (Watt & Richardson, 2007; Watt & Richardson, 2008; Bruinsma & Jansen, 2010; Chuan & Atputhasamy, 2001). Present research study is designed to explore the views of teachers and students regarding the effectiveness of BS 4-year program. The Findings of the study will be helpful for USAID, which is focusing a lot in order to initiate B.Ed 4-year program for the training of our perspective teachers.

One of the problems in education is the emergence of new teacher training programs. B.Ed elementary is one of the new perspective teachers program. So to clarify this problem the researcher intends to know the attitude of university teachers and students towards BS 4-year programs at Gomal University, D.I.Khan.

## **Literature Review**

In Pakistan there are different teacher education programs, including Primary Teaching Certificate (PTC), Certificate of Teaching (CT), Arabic Teacher (AT), Bachelor of Education (B.Ed), Master of Education (M.Ed), etc. The duration of these traditional teachers' preparation programs is very short as compared to the other countries of the world (Eliot & Rizvi, 2005; UNESCO, 2003; Kizilbash, 1998; Warwick & Reimers, 1995). In order to overcome this problem a USAID funded Pre-Service Teacher Education project (Pre-STEP) was started to produce better teachers at the elementary level (Ramzan, Iqbal & Khan, 2013).

Under this project two types of Teacher Education Programs started, one is called Associate Degree in Education (ADE) and the other is called the B.Ed (Hons) Elementary. The duration of ADE is two years while that of B.Ed (Hons) Elementary is four years.

At the initial stage total 15 higher education institutions and 75 government colleges of education started these two types of programs in their institutions (Ramzan, Iqbal and Khan, 2013). The IER Gomal University is one of the higher educational institutions which started B.Ed (Hons) Elementary program in 2012.

As part of nationwide reforms to improve the quality of teacher education, the Higher Education Commission (HEC) in collaboration with the USAID Teacher Education Project invited many course's experts from different universities and teacher training colleges throughout Pakistan to develop the syllabi and course guides for ADE and B.Ed Elementary programs. These syllabi and course guides were developed in lengthy discussions and collaborative meetings of subject experts in different teaching science and review workshops, and course development workshops,

each having 3-5 days duration, scheduled in years 2011 and 2012. These workshops and seminars were held in different curriculum areas such as child development, educational psychology, teaching of mathematics, teaching of English, etc. Foreign experts were also called to give suggestions and contribute course development. As a result of these courses development workshops the syllabi and course guides were developed. The syllabi and course guides comprise objective of courses, unit description, resource materials and student notes. These syllabi and course guides were then submitted to the National Curriculum Review Committee (NCRC) for final approval. After the approval now these courses are implemented in different universities, including Gomal University Dera Ismail Khan.

At Gomal University, B.Ed Elementary program was launched in 2012 and ADE was launched in its Regional Institute of Teacher education (RITE) Dera Ismail Khan. This B.Ed is a 4-year program of elementary education which is divided into 8 semesters. The duration of each semester is 16-18 weeks. The course load per semester is 15-18 credit hours. The 5-6 courses are offered per semester. The weightage of courses in credit hours is as under:

<b>Courses</b>	<b>Credit Hours</b>
Compulsory Courses	19
Professional Courses	51
Foundation Courses	24
Content Courses	26
Teaching Practice	15
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Total Credit Hours	= 135

Source: Retrieved from <http://www.uom.edu.pk/programs/education/Education-2012.pdf>

### **The concept of Attitude**

Attitude is the predisposition or tendency to act specifically towards any object, value, and situation and is accompanied by feelings and emotions. The Attitude cannot be directly observed by looking at the person, but can be inferred from their overt behavior (Good, 1959). Attitudes may also include the views of a person about some entity, his feelings, beliefs, whether positive or negative. Estimation of attitude has been extremely confounded yet there is an extraordinary investment around a few teachers here. According to Lavrakas (2008), researchers in different fields use survey for the measurement of attitude. According to McLeod (2009), there are two best methods to find the attitude, one is a direct method (Summated Rating Techniques-Likert) and the other is an indirect method (projective techniques).

### **Objectives**

The objectives of the study were as follows:

1. To know the attitude of the university teacher and students towards BS 4-Year program of Gomal University, Dera Ismail Khan.
2. To compare the attitude of male and female teachers and students regarding BS 4-year program of Gomal University D. I. Khan.

## **Hypotheses**

This research intended to test the following hypotheses:

- H<sub>1</sub>: The attitude of teachers is positive towards the BS 4-year program
- H<sub>2</sub>: The attitude of students is positive towards the BS 4-year program
- H<sub>3</sub>: There is no significant difference between the attitudes of male and female Teachers towards the BS 4-year program.
- H<sub>4</sub>: There is no significant difference between the attitude of male and female students towards the BS 4-year program.

## **Limitations**

Due to non-availability of standardized questionnaire, a validated questionnaire was used which was developed by researcher himself as an instrument for collection of data. The present study was conducted in the Gomal University; therefore, the results cannot be generalized for other universities of Pakistan.

## **Method and Procedure**

The study was quantitative in nature in which data was collected through personal visit of the researcher to four selected departments of Gomal University, D.I.Khan. Respondents were contacted at their respective departments. Data was collected with the help of an attitude scale developed for the study.

All the teachers and students of Gomal University comprised of the population of the study. A convenient sample of 60 respondents comprising 20 teachers and 40 students, was collected from the four departments of Gomal University (Education, Chemistry, Communication and Information Technology-CIT, and Physics).

An attitude scale with 5 response categories was developed to measure the university teachers and students' attitude towards BS 4-year program. This scale comprised of 20 items and yielded a reliability index of 0.89.

Data was collected with the help of (research instrument) attitude scale that was specifically designed for the purpose of research. The descriptive (Mean, Standard Deviation) as well as the inferential statistic (t-test) were used to analyze the data.

## **Results**

Data collected through the attitude skills (20 items) was analyzed and descriptive and inferential statistics were carried out to measure the objectives of the study.

**Table 1**  
**Attitude of Male Teachers towards B.Ed 4-year program**

<b>Option</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>t</b>
Agree	16	24.25	0.181	
Disagree	16	5.56	3.502	10.523

Table 1 describes the differences in the score of male teachers with reference to the likeness and dislikeness towards BS 4-year program. The results reveal that overall male university teachers have a positive attitude about said program.

**Table 2**  
**Attitude of Female Teachers towards BS 4 year program**

<b>Option</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>t</b>
Agree	4	22.50	6.55	4.942
Disagree	4	5.50	2.082	

Table 2 describes the differences in the score of female teachers with reference to the likeness and dislikeness towards BS 4-year program. The results reveal that overall female university teachers have a positive attitude about said program.

**Table 3**  
**Attitude of Male students towards BS 4 year program**

<b>Option</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>t</b>
Agree	20	20.65	5.163	10.015
Disagree	20	6.90	3.323	

Table 3 describes the differences in the score of male students with reference to the likeness and dislikeness towards BS 4-year program. The results reveal that overall male university students have a positive attitude about said program.

**Table 4**  
**Attitude of Female students towards BS 4 year program**

<b>Option</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>t</b>
Agree	20	21.95	4.628	9.264
Disagree	20	9.15	4.095	

Table 4 describes the differences in the score of female students with reference to the likeness and dislikeness towards BS 4-year program. The results reveal that overall female university students have a positive attitude about said program.

**Table 5**  
**Mean difference of attitude of male and female teachers**

<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>t</b>
Male Teacher	16	3.51	.764	.517
Female Teacher	4	3.72	.449	

Table 5 describes the differences in the attitude of male and female teachers with reference to the likeness and dislikeness towards BS 4-year program. The results reveal that there is no significant difference between the attitude of male and female teachers

**Table 6**  
**Mean difference of attitude of male and female students**

<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>t</b>
Male students	20	3.5958	.44740	1.244
Female students	20	3.4347	.36777	

Table 6 describes the differences in the attitude of male and female students with reference to the likeness and dislikeness towards BS 4-year program. The results reveal that there is no significant difference between the attitude of male and female students

**Table 7**  
**Mean Difference of Attitude of Male students and Male teachers**

<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>t</b>
Male teacher	16	3.5069	.76440	
Male students	20	3.5958	.44740	-.436

Table 7 describes the differences in the attitude of male students and male teachers with reference to the likeness and dislikeness towards BS 4-year program. The results reveal that there is no significant difference between the attitude of male students and male teachers

**Table 8**

**Mean Difference of Attitude of Female teachers and Female students**

<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>t</b>
Female teachers	4	3.7153	0.44869	
Female Students	20	3.4347	0.3677	-1.349

Table 8 describes the differences in the attitude of female teachers and female students with reference to the likeness and dislikeness towards BS 4-year program. The results reveal that there is no significant difference between the attitude of female teachers and female students

**Table 9**  
**Mean Difference of Attitude of Male teachers and Female students**

<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>t</b>
Male Teachers	16	3.5069	0.76440	0.373
Female Students	20	3.4347	0.36777	

Table 9 describes the differences in the attitude of male teachers and female students with reference to the likeness and dislikeness towards BS 4-year program. The results reveal that there is no significant difference between the attitude of male teachers and female students

**Table 10**  
**Mean Difference of Attitude of Female teachers and Male students**

<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>t</b>
Female Teachers	4	3.7153	0.44869	
Male Teachers	16	3.5958	0.44740	-0.487

Table 10 describes the differences in the attitude of female teachers and male students with reference to the likeness and dislikeness towards BS 4-year program. The results reveal that there is no significant difference between the attitude of female teachers and male students

## **Conclusion**

The current study was a gender based study to evaluate the attitude of university teachers and students towards BS 4-year degree programs (a case study of Gomal University, DIK). The result shows that the attitude of both teachers (male & female) and students (male & female) are positive towards the BS 4-year program and in addition to that there is no significant difference in the attitude of teachers and students regarding BS 4-year program. Moreover, no significant difference was seen between the attitude of male and female students as well as male and female teachers. Therefore, the conclusion is made that the attitude of both Gomal University teachers and students is positive towards the BS 4-year program. So both the groups of participants are in favor of BS 4-year program.

### **Recommendations**

The following recommendations are hereby made by the researcher

1. The attitude of male and female teachers is positive towards BS 4-year program. This means that they like the program. So it is recommended by the researcher that for the smooth working of the institution/department the BS 4-year program should be continued and other universities should launch the program, who don't have yet.
2. As there is no difference between the views of teacher and students regarding the BS 4-year program and they are agreeing on the fact that it is beneficial therefore newcomers are advised to get admitted in these programs and parents are advised to send their children in these programs of the university.
3. As there is no overall difference in the attitude of male and female students towards the B.S 4-year program. So it is beneficial for both categories. Therefore, it is recommended to keep harmony as it is important at this level.

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