

Role of Female Teachers in Personality Development of Secondary School Students in Lahore: A Quantitative Exploration

Misbah Malik*

Ghulam Fatima**

Abid Hussain Chaudhry***

Abstract

The substantive purpose of the study was to identify the role of female teachers in personality development of students enrolled in public and private secondary schools in Lahore. The sample of the study comprised 300 (156 public and 144 private) students (boys=110, girls=190) who were selected through multi-stage random sampling technique. A self-developed questionnaire was used to elicit participants' responses regarding their teachers' role in the development of their personality. A pilot study was conducted to validate the questionnaire. Validity was ensured by three experts in the area whereas; the reliability index (Cronbach Alpha) was 0.79 which was statistically significant. Data were analysed through IMB Version 20, t-test was used to identify the difference in students' responses regarding role of public and private school female teachers in their personality development. Descriptive statistics were used to assess the students' responses regarding teachers' role for the development of different personality aspects. Results showed that female teachers in private schools were more focused on personality development of girl students as compared to those of working in public schools. Mean scores reflected that secondary school girl students were of the view that female teachers were playing a significant positive role in personality development of students. Conclusions were drawn and recommendations to School Education Department were made to put emphasis on the training of female teachers regarding girl students' personality development.

Keywords: Personality development, Role of female teachers, Secondary school students

Introduction

One of the prime aims of education is to create complete individuals capable of manifesting their full potential. But these day's most of the education systems are emphasizing more on the cognitive aspect of students than other personality traits which

* Assistant Professor, Township Campus, University of Education, Lahore, Email: misbahmalik@ue.edu.pk

** Assistant Professor, Department of Special Education, University of the Punjab, Lahore, Email: fatima.dse@pu.edu.pk

*** Professor of Education, Institute of Education and Research, University of the Punjab, Lahore, Email: chabidhussainier@yahoo.com

are necessary for success in practical life. Teachers effect their students' personality in many ways: students follow the method of their teachers to everyday problems; they follow teachers' point of views and the manners their teacher' adopt. So, teachers' play an important role in the personality development of their students other than the subjects they teach. This study has been conducted to identify the extent to which teachers' influence students' personality development in school.

Considering discipline in educational environments is one of the important educational goals, to which the schools' administrators give special attention and priority. As a result, the students' educational behavior and activity is determined (Houghton et al., 1990; Galloway & Rongers, 1994). Discipline in students' activity and in their daily life can be a basis for the achievement and pleasure and consequently flourish their lives (Seyf & Hossein, 1998). Students spend numerous hours in school during a school year and their high interaction with their teachers has a great influential impact on shaping their personality and behavior which is a source of their educational advancement.

Teaching, on the other hand, is the process in which the individual develops talents (obtained during the education phase) in proportion to their capacity (Karsli, 2007). The most important factor in education and teaching activities is the teacher. A teacher, in the most general terms, is a person working in educational institutes who enables students to achieve cognitive, sensory and behavioral aim and gains within the range determined by the educational system (Gundogdu & Silman, 2007).

According to Ahmad (2017) teachers' role is not only confined to the transfer of knowledge but he goes far beyond it. Intentional or unintentionally teachers relate their teachings with social values they think are important. And ultimately their own personality and believes effect their students' personality development. Research on teachers' personality is based on the assumption that the teacher as a person is a significant figure in the teaching-learning process and effects students in a strong way. Teachers' personality influences the personality of their students in diverse ways, such as in interaction with students, method selected for teaching and students' learning experiences.

To effective influence on students' personality, teachers need to focus on students' personality development while conducting instructional activities. Students' personality development gets profound effect from teacher's intent even if there is no formal communication between them (Arif, Rashid, Tahira, & Akhter, 2012). The contemporary education in these days not only places the responsibility of becoming effective in students' intellectual development but also the personal development is exclusively on the shoulder of the teachers. The accomplishment of this liability is merely feasible through the teacher's focus on the endorsement of healthy personality values not only among themselves but also by developing effectiveness in their relations with

students in order to allow them to develop their personality generously (Can, 2011; Inelmen, 2011).

Many of the aspects of teachers' role on students' cognitive development and academic achievement have been investigated by the researchers, since there is a scarcity of the research to identify role of teachers in students' personality development in our local context. This study was designed to identify teachers' role in students' personality development. More specifically it investigated the students' perception regarding focus of their teachers on their personal and social traits.

Objectives of the Study

The study was conducted to achieve the following objectives:

- To identify the role of female teachers in personality development of students enrolled in public and private secondary schools in Lahore.
- To investigate difference between perceptions of male and female students regarding the role of female teachers in their personality development.
- To know the difference between perceptions of students enrolled in secondary schools of public and private sector.

Research Hypotheses

The following research hypotheses were formulated for the study:

H₁ There is significant difference in the perceptions of male and female students about role of female teachers in their personality development.

H₂ There is significant difference in the perceptions of students about role of female teachers in their personality development in public and private sector secondary schools.

Methodology

The population of study included all male and female students enrolled in public and private sector secondary schools in Punjab. A sample of 300 students (male= 110, female=190) were selected randomly from two public and two private sector secondary schools. An indigenously developed instrument was used to get students' responses regarding role of their teachers in their personality development. Questionnaire was consisted of five-point Likert type scale. There were two components of personality development i.e. personal traits (statements 1-8) and social traits (statements 9-20) in the questionnaire. Considering the respondents' convenience, the questionnaire was developed and administered in national language Urdu. Questionnaire was validated through a pilot study. To assess the content and phenomenon validity of the instrument the questionnaire was presented to three experts in the field. Suggested amendments were incorporated before administering the instrument. To ensure the reliability of the

instrument reliability index (Cronbach Alpha = .79) was identified which was statistically significant.

Data Collection Procedure

First of all, the consent of the heads of public and private sector secondary schools was taken for collection of data from students studying in class 9th. On the scheduled days the randomly selected students were given briefing about the nature of questionnaire. They were also assured of keeping the information given by them confidential. Data were collected personally and it took approximately 15 minutes in filling up one questionnaire.

Data Analysis and Results

The data were analyzed on IBM Version 20. The tables with interpretation are being presented in this section.

Table 1

Table of descriptive statistics of the questionnaire

Serial No.		Mean	Std. Deviation
1	Our teachers advise us to be truthful by stressing importance and benefits of truth.	3.47	1.104
2	Our teachers teach to be respectful towards others.	2.69	1.088
3	Our teachers instruct us to adopt good behaviors.	3.3	1.2
4	Our teachers direct us to take up good manners i.e. manners of dressing, eating, talking and self-organization and cleanliness etc.	2.85	0.965
5	Our teachers train us to use polite language.	3.31	1.199
6	Our teachers instruct us to be tolerant and humble in different situations.	3.25	1.347
7	Our teachers teach us manners of sitting in the classroom/or in a gathering i.e. keeping quiet, be organized, keep cleanliness etc.	3.74	1.262
8	Our teachers tell us how to react to different situations i.e. abusive language, quarrelling, pushing etc.	2.03	0.731
9	Our teachers encourage us to facilitate others (peers, parents, relatives, neighbors etc).	2.95	0.841
10	Our teachers advise us to accept others' opinions.	2.58	1.062
11	Our teachers advise us not to do backbiting.	3.19	0.892
12	Our teachers highlight the importance of others' feelings and advise not to hurt others' emotions.	3.37	1.241
13	Our teachers advise us to fulfil our responsibilities.	4.00	0.936

14	Our teachers forbade us from cheating others and advise to avoid such deeds.	3.16	1.231
15	Our teachers advise us to be cooperative.	3.99	0.771
16	Our teachers educate us to be unbiased and do equality.	2.84	1.243
17	Our teachers emphasize to fulfil others' needs if we have capacity.	2.27	1.118
18	Our teachers educate us to be obedient to our teachers, parents, young ones and elders etc.	3.97	1.052
19	Our teachers teach forgiveness.	2.1	1.461
20	Our teachers ask to avoid personal grudges.	1.84	0.829

Table 1 shows the mean and standard deviation of the statements for students' responses regarding role of female teachers in personality development of students. The mean score (3.47) of statement 01 reflects that female teachers used to advise the students to be truthful by stressing the importance and benefits of truth. As mean score ranged from one to four the mean value showed teachers strong focus on truthfulness of students. The mean score (3.3) of statement 03 shows that female teachers advised the students to adopt good behaviour. High mean value depicts that female teachers wanted to endorse good behaviors among students.

The mean score (3.31) of statement 05 exhibits that female teachers used to train the students to use polite language. Humbleness is our social value and educated persons must be polite and humble. High mean score is a notion of teachers' attention to make students polite while interacting with others. The mean score (3.25) of statement 06 shows that female teachers taught the students to be tolerant and humble in different situations. Humbleness is a good personality trait and enhances individual personality. It is a good indication that teachers want their students to be polite and humble which definitely entails in enhanced personality development. The mean score (3.74) of statement 07 reveals that female teachers used to teach the students manners of sitting in the classroom or in a gathering. High mean score value demonstrates strong focus of teach on teaching sitting manners to improve students' personality. Similarly, the mean score (3.19) of statement 10 shows that female teachers used to advise students to accept opinions of others.

The mean score (3.37) of statement 12 illustrates that female teachers used to highlight the importance of others' feelings and advise not to hurt others' emotions. The mean score (3.16) of statement 14 proves that female teachers used to forbade the students from cheating others and advise to avoid such deeds. The mean score (3.99) of statement 15 demonstrates that female teachers used to advise students to be cooperative with others. In the same manner, the mean score (3.97) of the statement 18 confirms that female teachers used to educate students to be obedient to their teachers, parents, young ones and elders. The mean scores of major statements give an idea that female teachers

as reported by the students were playing a significant role in the personality development of their students.

Table 2

Independent sample t-test to identify difference in perceptions of boys and girls about role of female teachers in personality development

Gender	N	Mean	Std. Deviation	df	t-value	sig.
Boys	110	65.2474	6.55032	298	-4.561	.000
Girls	190	62.0455	4.41305			

Table 2 shows the results of Independent sample *t-test* to identify difference in perceptions of boys and girls about role of female teachers in personality development. Values of the independent sample *t-tests* show that there was significant difference in perceptions of boys and girls about role of female teachers in personality development $t(298) = -4.561, p = .000$. Higher mean score value of the boys' responses for the role of teachers in their personality development presents that female teachers are more concerned with male students' personality. So, our research hypothesis that "there is significant difference in the perceptions of boys and girls about role of female teachers in personality development" is accepted and it is concluded that teachers were paying more attention to the personality development of male students than female students.

Table 3

Independent sample t-test to identify difference in perceptions of students in public and private sector schools about role of female teachers in personality development

Institute	N	Mean	Std. Deviation	df	t-value	sig.
Public	156	62.923	5.85140	298	3.211	.001
Private	144	65.134	6.05575			

Table 3 shows the results of independent sample *t-test* to identify difference in perceptions of students in public and private schools about role of female teachers in personality development. Values of the independent sample *t-test* show that there was significant difference in perceptions of students in public and private schools about role of female teachers in personality development $t(298) = 3.211, p = .001$. the mean score value is higher for private schools which depicts that female teachers working in private schools put more focus on the development of their students' personality than in public schools. So, our research hypothesis that "there is significant difference in the perceptions of students in public and private schools about role of female teachers in personality development" is accepted and it is concluded that in private sector schools, teachers were

paying more attention on the personality development of students than in public sector schools.

Discussion

The results indicate that the female teachers were paying more attention on the personality development of boy students than the girls. This result finds its root in our cultural context where males are given more importance due to their role as bread winner of a family. This finding is also consistent with those of studies conducted by Hameed (2003), Saif and Bibi (2010), and Fatima (2015) who found that parents of children with disabilities were more inclined towards sending boys to schools than girls. Ismail (1999) found in her doctoral study on early childhood education that there were differences in the attitude of family members, school teaching staff, and society members towards girls and boys of preschool age. She has highlighted parental biasness towards their young boys and girls. During conducting interviews with and observations of parents, she judged that parents were more concerned about the education and personal development of their sons than daughters (Atta & Nosheen, 2013; Azhar & Arshad, 2014).

The results of the independent sample *t*-test are surprising which reflect that the female teachers of private sector schools were paying more attention on the personality development of secondary school students. It is significant on the part of private schools where personality development of children is central focus of mission statement, whereas, public sector schools are not fulfilling this requirement due to overcrowded classrooms, lack of teaching staff, insufficient resources, and lack of motivation.

Conclusions

On the basis of results, it can be concluded that the female teachers are playing a significant role in the personality development of students at secondary school level. It is important to note that female teachers are more inclined to the personality development of male students than female students. This finding is reflective of Asian culture where boys are given priority over girls at home and in society as well. Secondly, a significant difference has also been found in the perceptions of students of public and private sector secondary schools which embodies that female teachers working in the private sector secondary schools were more concerned to the personality development of students than those working in the public sector. The reason may be the disciplined environment of the private sector where personality grooming of the students is more emphasized. Teachers' behavior towards students is more friendly and cooperative.

Recommendations

- The female teachers should be persuaded to get more involved in the personality development of female students through pre-service and in-service training workshops and refresher courses.

- Public sector should come forward and make arrangements to create awareness among their female teachers about paying attention to the personality development of secondary school students.
- Personality development of students should be incorporated in the syllabus of teacher training programmes.

References

- Ahmad, A. (2017). Role of teacher in student's personality development. *Psychology and Behavioral Science International Journal*. 2(2), ISSN 2474-7688. DOI:10.19080/PBSIJ.2016.02.555581
- Arif, M. I., Rashid, A., Tahira, S. S., Akhter, M (2012). Personality and teaching: an investigation into prospective teachers' personality. *International Journal of Humanities and Social Science*, 2(17), 161-171.
- Atta, S. & Nousheen, S. (2013). *A Study of the Problems Faced by the Parents in Social Adjustment of their Children with Hearing Impairment in Inclusive Settings* (Unpublished Master Thesis). Department of Special Education, University of the Punjab, Lahore.
- Azhar, A. & Arshad, I. (2014). *Relationship of Degree of Parental Involvement and Academic Achievement of Students With Hearing Impairment* (Unpublished Master Thesis). Department of Special Education, University of the Punjab, Lahore.
- Fatima, G. (2015). *An Evaluation of Early Childhood Special Education Program of Government Deaf & Defective Hearing Schools in Punjab*. Unpublished doctoral dissertation, Institute of Education and Research, University of the Punjab, Lahore
- Galloway, David, & Rogers, Colin, (1994). Motivational style: A link in the relationship between school effectiveness and children's behavior? *Educational and Child Psychology*, 11(2), 16-25.
- Gundogdu, K., Silman, F. (2007). Teaching as a profession and effective teaching. in Z. Cafoglu (Ed.) (2007). *Introduction to Education: Handbook of Basic Concepts* (PP. 259-292). Ankara: Grafiker
- Hameed, A. (2003). Inclusive schools: An emerging trend in Pakistan. *Proceedings of the International Conference on Inclusive Education: A framework for reforms. Hong Kong*.

- Houghton, Stephen; Wheldall, Kevin; Jude, Rod; & Sharp, Anthony. (1990). The effects of limited private reprimands and increased private praise on classroom behavior in four British Secondary school classes. *British Journal of Educational Psychology*, 60 (3), 255-265.
- Ismail, S. (1999). *An evaluation study of early childhood education in Pakistan* (Unpublished Doctoral Dissertation). Hamdard Institute of Education and Social Sciences, Hamdard University, Karachi.
- Karsli, M.D. (2007). *Egitim Bilimine Giris (Introduction to Education)*. Tehran: Milad Publications.