

Perspectives of Government School Teachers towards Higher Education

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Abstract

The world today is changing and changing fast. It is the voice of 21st century that in order to achieve the fundamental needs, one must acquire the education. Thus people are now seen getting higher education for improving their future life styles. In this research study the researcher measures the perspective of government school teachers towards higher education, and the major reasons for getting higher education. A quantitative research method was used and survey study was conducted in 6 government schools of Rawalpindi city. The study is highlighting the perceptions of male teachers and female teachers that how male teachers as well as female teachers perceived higher education and their approach toward higher education. This research is significant for Teacher Education planners that how they plan education for teachers, for researchers in the field of social science they know about teacher's perception in this research so, they are able to work on different related aspects. The sample of the study was 100 male and female teachers. The questionnaire was used to collect data. To analyze the data SPSS 20 was used, descriptive statistic (frequency, percentages) were calculated, furthermore in order to compare the results of male and female t-test was used. It was found that majority of teachers are getting higher education for the purpose of gaining promotion in their current post, so that they may acquire as unique identity in the society and play their productive role. Majority of the respondents agreed that they enhance their knowledge for personal development. The results of comparison indicated that there is significance difference between perspectives of male and female teachers. Some of teachers enhance their qualification for better future, enhancing qualification, achievement in education helps to live better life. It was recommended that teachers may be given incentives for enhancing their academic qualifications as well as professional trainings may be given to enhance their professional qualification. The heads of schools must encourage the teachers to get more opportunities of academic and professional qualifications

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Introduction

Education is the major factor of human and social development. It brings desirable changes in the social and cultural lives. It also opens door for modernization, develop humans socially and morally, enhancing skills and giving awareness. Education can be described as the ‘wise, hopeful and respectful cultivation of learning undertaken in the belief that all should have the chance to share in life’ (Smith 2015). Moreover, to bring about reforms in education system, the teachers are considered as activists (Ertmer, 2005).

According to Britannica (2009), higher education provides education at tertiary level institutions and including schools, colleges, universities, professional schools teaching Law, History, Arts, Theology, Business, Music, etc. It also comprises institutions of science and technology, some junior colleges and teacher-training institutes. Furthermore, it provides students a named degree or diploma or authentication and verification of their studies at the end of their course. This particular study was conducted to measure the perspectives of government school teachers towards higher education and moreover to compare the differences of perspective of male teachers and female teachers.

Objectives of the Study

1. To measure the perspective of male teachers of government school towards higher education.
2. To measure the perspective of female teachers of government school towards enhancing their higher education.
3. To compare the perspective of male and female teachers towards higher education.

Literature Review

With the help of education, an individual knows how to be an independent man. In present world, due to modernization and transformation in technology, education has always been a great source of power for the young individuals often referred to as newcomers about the rules and regulations, principles and attitudes of how a society functions so that the individuals come off with the flying colors in society as well as political scenarios. In the contemporary world, the plans and suggestions of “change” and moving towards advancement has been of an uppermost importance as compared to the past times adding a new facet to the meaning of education improving to maintain equilibrium between continuity and development. Those people who are most conservative in their thinking also came to develop this conclusion that youth today are future bearers of alteration and modernization (Bitlieriute et al., 2011). Furthermore, the advisor, the moderator, the mentor help them through teaching and education. Teachers have to update themselves by regulating their knowledge, so that the need of 21st century may be fulfilled.

With the help of education, an individual gets to know the fundamental differentiation between right and wrong as it inculcates in them basic moral values and significance of ethical principles. Education keeps the individual behaviors in limits so that they do not prove to be damaging to themselves as well as the population. According to the research conducted by Smith and Zeichner (2005) the American Educational Research Association (AERA) Panel of Research and Teacher Education were asked to justify analysis of how teachers are educated in America, they were also asked to provide careful analytical evaluation of policies of teaching the teachers. As a result, groundwork experimentation was done to highlight the important policies and topics impacting the preparation of pre-teachers. One of the endorsements for this purpose was to prepare a research project on the teacher educators, teacher education students/graduates, and the teaching methodologies in teacher education.

Higher Education Commission (HEC) in Pakistan

At the time of creation of Pakistan, literacy rate and education were at very lower rate. As Pakistani government at that time did not put many efforts for education system and did not put education as foremost priority but still on a slower pace, upgraded and enhanced education system in Pakistan by creating private as well as government educational institutions in 1990s. This up gradation was not up to the mark until Higher education Commission (HEC) provided absolute and extensive changes in education system. Now in Pakistan, HEC established 128 public and private sector educational universities including 72 public and 56 private universities. Almost 276274 were admitted in HEC recognized universities in 2002 and the number of students tripled in 2009 showing that HEC of Pakistan has shown noticeable efforts. Reformation in private sector institutions are also taking place as that of public sector universities and more admissions are becoming prevalent in private institutions too for the commencement of higher education (Khattak, Khan, Khan & Tariq, 2012).

Teacher Education: Perspective of Higher Education

Perspective is point of view of the individual which explain what is important and what is not. "Perspective is the way we see things when we look at them from a certain distance, and it allows us to appreciate their true value" (Pino, 2015). According to Career Development Center (2007), private and public sector universities emerging and colleges emerging under HEC provides diplomas, certificate of excellence and known academic degrees to the enrolled students. College level and graduate level are both under higher education which is vocationally guided by the professionals. It differs with other third levels of education as it has vocational education improving quality of life of students. As stated in a research conducted by Allen (2007) this type of education helps the students to boost up their understanding and awareness of their skills. It allows individuals to show their full expressions in writing and enhances their cognitive thinking. It also accrue their know how of the world around them.

Method and Procedure

Population & Sample

All teachers of government schools of Rawalpindi city were selected as a population for the present study. From the population, the sample was drawn by convenient sampling. Six Government school of Rawalpindi were selected through convenient sampling. One hundred teachers from six selected schools were taken as sample, in which 50 were male and 50 were female. The researcher used survey for measuring the perspective of government school teachers.

Research Instrument

A questionnaire consisting of 32 items followed by 5 responses was used to collect data. The items were close ended based on Likert's 5-point scale. The questionnaire was administered to 50 male and 50 female teachers of government schools of Rawalpindi. The reliability of the instrument was 0.883.

Data Collection & Data Analysis

Researcher collected data through personally visits to schools. Data was analyzed by using descriptive and inferential statistics by using SPSS 20 (statistical package for social sciences) under six different themes.

Results

Table 1

Educational Development as a Reason for Getting Higher Education

Reasons	Strongly Disagree	Disagree	Total SD/D	Neutral	Agree	Strongly Agree	Total A/SA
Better future for students	3.0	2.0	5%	0%	22.8%	56.6%	95%
Enhancing qualification	0	2%	2%	1%	48%	49%	96%
Quality education	1%	2%	3%	4.1%	45.9%	46.9%	92.8%
Modernization in education	1%	6.1%	7.1%	4.0%	46.5%	41.5%	88.0%
Achievement in education	1%	3%	4%	7.1%	41.4%	48.5%	89.9%

Table 1 describes the theme of educational development. In this theme five reasons were considered as educational developments which are better future for students, enhancing qualification, quality education, modernization in education, achievement in education. Teacher get higher education for enhancing qualification 96% agreed and 2% disagreed with this factor. Teacher get higher education for better future of students 95% agreed and 5% disagreed with this reason. Teacher get higher

education for improving quality education 92.8% agreed and 3% disagreed with this reason. Teacher get higher education for achievement in education 89.9% agreed and 4% disagreed with this factor. Teacher get higher education for modernization in education 88% agreed and 7.1% disagreed with this reason. These results indicated that all of the respondents were agreed with all of the factors that comes under the theme of educational development. Moreover, teachers have positive perspective about getting higher education.

Table 2
Comparison of Educational Development as a Reason for Getting Higher Education

Reasons	Gender	N	Mean	Std. Deviation	Std. Error Mean
Student future	Male	49	4.4694	.89214	.12745
	Female	49	3.8571	1.20761	.17252
Enhancing qualification	Male	49	4.5306	.61583	.08798
	Female	49	4.3469	.63084	.09012
Quality education	Male	50	4.5000	.73540	.10400
	Female	48	4.2083	.74258	.10718
Modernization in Education	Male	50	4.4200	.73095	.10337
	Female	49	5.0612	7.34395	1.04914
Achievement in Education	Male	49	4.5510	.73771	.10539
	Female	50	4.1400	.78272	.11069

Table 2 describes the comparison of theme educational development. An independent test was used to find the significance perspective of male and female teachers of government schools. Results indicate that there was significance difference between perspectives of government school's teachers for better future of students, $t(96) = 1.368$, $p > 0.001$. It was also concluded that perspective of male teacher at government school ($M = 4.4694$, $SD = .89214$) have more positive perspective as female teacher teaching at government school ($M = 3.8571$, $SD = 1.20761$).

An independent test was used to find the significance perspective of male and female teachers of government schools. Results indicate that there was significance difference between perspectives of government school's teachers for enhancing qualification, $t(96) = 1.458$, $p > 0.001$. It was also concluded that perspective of male teacher at government school ($M = 4.5306$, $SD = .61583$) have more positive perspective than female teacher teaching at government school ($M = 4.3469$, $SD = .63084$).

Significant mean differences were used to find the significance perspective of male teachers as well as female teachers of government schools by T test. Results indicate that there was significance difference between perspectives of government

school's teachers for quality education, $t(96) = 1.953$, $p > 0.001$. It was also concluded that perspective of male teacher at government school ($M = 4.5000$, $SD = .7354$) have more positive perspective than female teacher teaching at government school ($M = 4.2083$, $SD = .74258$).

An independent T test was used to find the significance perspective of male and female teachers of government schools. There existed significant differences between perspectives of government school's teachers for achievement in education, $t(97) = 2.689$, $p > 0.001$. It was also concluded that perspective of female teacher teaching at government school ($M = 4.140$, $SD = .78272$) have more positive perspective than male teacher at government school ($M = 4.5510$, $SD = .73771$).

These results indicated that in the theme of educational development there is significance difference between perspectives of male and female teachers. Moreover, it indicates that male have more positive perspective than female teachers toward higher education.

Table 3
Learning New Techniques as a Reason for Getting Higher Education

Reasons	Strongly Disagree	Disagree	Total SD/D	Neutral	Agree	Strongly Agree	Total A/SA
New pedagogies	1%	2%	3%	3%	40.4%	52.5%	92.9%
New assessment techniques	1%	4.1%	5.1%	8.2%	50.0%	36.7%	86.7%
ICT	1%	2%	3%	3%	40.4%	52.5%	92.2%

Table 3 indicates that the theme of learning new techniques as a reason for getting higher education. In this theme three reasons were considered which are learning new pedagogies, learning new assessment techniques and learning ICT as per results respondents showed their highest percentage of agreement 92.9% towards the factor "learning new pedagogies" and showed only 3% of disagreement towards this factor instead of this any other factor was "learning ICT" towards which respondents showed their agreement 92.2% and only 3% of disagreement. Another factor was "Learning new assessment techniques" towards which respondents also showed their highest percentage 86.7% and only 5.1% disagreement. Respondents were totally agreed about all the reasons that comes under the theme of New techniques which indicates that teachers are interested in getting knowledge in order to learn ICT. Furthermore, this indicates that teachers have positive perspective about getting higher education.

Table 4
Comparison of Learning New Techniques as a Reason for Getting Higher Education

Factors	Gender	N	Mean	Std. Deviation	Std. Error Mean
New pedagogies	Male	50	4.3200	.89077	.12597
	Female	49	3.9184	1.05745	.15106
Assessment techniques	Male	50	4.4000	.69985	.09897
	Female	48	3.9375	.88501	.12774
ICT	Male	49	5.6327	7.07900	1.01129
	Female	50	4.2400	.82214	.11627

Table 4 shows the comparison of theme learning new techniques. An independent test was used to find the significance perspective of male and female teachers of government schools. Results indicate that there was significance difference between perspectives of government school's teachers for learning new pedagogies, $t(97) = 2.042$, $p > 0.001$. It was also concluded that perspective of male teacher at government school ($M = 4.3200$, $SD = .89077$) have more positive perspective as female teacher teaching at government school ($M = 3.9184$, $SD = 1.05745$)

An independent test was used to find the significance perspective of male and female teachers of government schools. Results indicate that there was significance difference between perspectives of government school's teachers for learning new assessment techniques, $t(96) = 2.862$, $p > 0.001$. It was also concluded that perspective of male teacher at government school ($M = 4.4000$, $SD = .69985$) have more positive perspective as female teacher teaching at government school ($M = 3.9375$, $SD = .88501$)

An independent test was used to find the significance perspective of male and female teachers of government schools. Results indicate that there was significance difference between perspectives of government school's teachers for learning ICT, $t(97) = 1.368$, $p > 0.001$. It was also concluded that perspective of male teacher at government school ($M = 5.6327$, $SD = 7.07900$) have similarly positive perspective as female teacher teaching at government school ($M = 4.2400$, $SD = .82214$).

These results indicated that in the theme of new techniques there is significance difference between perspectives of male and female teachers. Moreover, these result shows that male teachers have more positive perspective about getting higher education.

Discussion

The study was designed to measure the perspective of government school teachers toward higher education in order to achieve the objectives of the study; to

measure the perspective of government school teachers towards higher education; to measure the perspective of government school teachers towards enhancing their higher education; to identify needs for getting higher education; to compare the perspective of male and female teachers towards higher education, a survey questionnaire is used which comprised of 32 questions. One hundred teacher of six government school were taken as sample of the study. For data collection, questionnaire is administered personally. Quantitative method is used. Results were described in tabular form on the basis of percentage, mean, and stander deviation. Majority of teachers concluded that higher education were necessary to be part of renowned institution, for increments and for enhancing facilities furthermore mostly teachers agreed that they get higher education for developing their skills moreover teachers get higher education for enhance self-confidence, personal development, their passion, sense of competition, bring up children, inspiring others and for enhancing their post, learning new technology. It is also concluded that mostly respondents are agreed with the statements which indicates that mostly teacher have positive perceptions about higher education. There is significant difference between the perspectives of male and female teachers' moreover male teachers have more positive perspective then female teachers. On the other hand results of open ended question indicate that mostly teachers were not getting higher education only few teachers were getting higher education. It was recommended that the present study is conducted in government schools so, it may be conducted on private or F.G schools furthermore in-service teachers may be given more incentives after enhancing their qualification.

Results of the theme (personal development) indicates that mostly teachers get higher education for enhancing self-confidence, personal development, passion, sense of competition, bring up children, inspiring others and for enhancing their post. Education is a vital tool that is used in the contemporary world to succeed moreover teacher given training related to education so they learn more affectively and implement in the class room. The results indicate that mostly teacher's get higher education due to sense of competition. Tilmes, (2015) concluded that competition helps drive labor toward more productive employment. Furthermore, results shows that teachers get higher education to bring up children more effect. An existent research also indicates that it is unfortunate that less educated parents are less likely to be involved in their children's education process (Ruthanne & Schai, 2006). Moreover, results conclude that teachers get education for personal development a research also concluded that teachers' knowledge, skills, attitudes, and personalities have direct and serious implications for the success of the students they teach. From this perspective, professional learning represents an enormous investment in the development of human

capital, directed at ensuring that the teaching and learning in our schools is up to date and effective (Timperley, Wilson, Barrar & Fung, 2007, p.8). Moreover, another research indicates that changing practice and developing the skills of professional inquiry require in-depth understanding. For this reason, teachers need multiple opportunities to absorb new information and translate it into practice (Bryk & Schneider, 2002; Phillips, 2003). Results also indicates that teachers get education for inspiring others and for enhancing their post. The findings of the theme career/future development shows that teachers get higher education for enhancing their experience in the field, country development, part of policy making, international relationship, human development, career development, and changing career. Results indicates that teachers acquire education for country development and career development existent show that education is important because it is used to mitigate most of the challenges faced in life. Furthermore, knowledge that is attained through education helps open doors to a lot of opportunities for better prospects in career growth (Alexendar, 2016). However, each government interprets international guidance and ultimately national policies on internet explorer in terms of its own history, traditions, values and structures. It is ultimately the teacher in the classroom situation who has to implement a government's policy. For better implementation teacher has to be part of policy making the role of the teacher in the application of a government's policy cannot be emphasized too much (Nel, Muller, Hugo, Helldin, Backmann, Dwyer, & Skarlind, 2011).

Conclusions

The major conclusions drawn were as under:

- Most respondents had teaching experience of five to ten years.
- Moreover, results shows that perspective of teachers about getting higher education is positive but few teachers are getting higher education.
- Majority of teachers get higher education for enhancing self-confidence, personal development, passion, sense of competition, bring up children, to inspire others and for enhancing their post, and to learning new technology.
- Majority of teachers opined that they are getting higher education for learning new pedagogies, learning new assessment techniques, for updating knowledge, skill development, surviving in changing world, management skills, and individual differences
- Moreover, results explained that there exist significant differences on perspectives of male teachers and female teachers furthermore; male teachers have more positive perspective then female teachers.

Recommendations

The recommendations made on the basis of conclusions were as under:

- This study may also be conducted in private or federal government schools of Rawalpindi as well as in other cities and villages of Pakistan.
- In-service teachers may be given more incentives for enhancing their qualification.
- In-service freededucation may be available to the teachers who cannot afford it.
- Seminars and conferences may be held to promote higher education.

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