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An Empirical Study to Compare Gender Disparity in Assessment Practices at Secondary Level

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Abstract: *The primary goal of this research is to compare male and female teachers' perceptions of their assessment efficacy in public & private schools and to assess how well each gender is at fostering student participation in the examination system in public and private schools. The data used in this study was collected from male (n=226) and female (n=112) teachers working in public (n=45) and private (n=45) schools in 9 divisions of Punjab. Instrument of the study was a survey questionnaire adapted from the studies of Dr. Sue A. Rieg of the Indiana University of Pennsylvania and Mr. Richard DLC Gonzales with their permission and modified by the researcher to suit the purpose of the study. The findings show statistically significant difference in male and female teachers on school type (public vs. private) on all measures of self-assessment except for operating conditions, nature of work, and communication.*

Key Words: Gender, Public School, Private Schools, Self-Assessment, Interaction With Students

Introduction

The importance of the classroom teacher's role in fostering learning cannot be overstated. The effectiveness or failure of the assessment system greatly depends on the teacher.. Teacher performance strongly affects the assessment system. The teacher is the student's first educational interaction. Any educational programme influences students and teachers. Educator efficacy is a major goal. Each teacher affects their students. Some teachers are more inspiring than others. They seem more effective at connecting with students and helping them learn. Assessment is the belief in one's ability to master events and bring about desired changes. Psychological disorders stem from its absence, thus it makes sense (World Bank. 1996). Assessment is a creative capacity in which intellectual, social, emotional, and interpersonal sub-expertise must be combined and choreographed to meet innumerable objectives, according to many authors (Bandura, 1997. p.3).

Teacher efficacy is assessed in the classroom. This is the concept that a teacher's talents can alter how much students learn, especially difficult or unmotivated ones.

Assessment mediates between capability and deliberate conduct. Perceived appraisal influences action selected, effort expended, endurance and tenacity in the face of setbacks and failures, and level of successes. Bandura (2002) says assessment is key to individual teaching. He says teachers need forward thinking, outcome expectations, self-evaluation, motivation, and self-regulation. In industrialised countries, cognitive education and psychology have researched assessing male

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and female teachers. In Pakistan's public and private schools, male and female assessment assumptions and their engagement in teaching and learning have gotten little attention. Assessment has a huge impact on classroom management, teaching methods, and student attention.

Personal and teaching effectiveness affect teacher effectiveness. The first component focuses on a teacher's ability to motivate and inspire students to overcome outside pressures like private or public school backgrounds. Second, individual views regarding how male and female instructors' evaluation behaviours effect student learning in public and private schools are transferred (Ashton and Webb, 1986). Strong assessment makes teachers more willing to try new techniques to better serve kids. Guskey (1988) revealed that highly effective teachers were more organised and planned in student assessment. Ineffective teachers hurt students' grades.

Assessment is an important part of public and private Pakistani school systems. Various techniques to measure pupils' academic success in both sectors are ambiguous. Teachers plan, administer, and determine assessment techniques. According to studies, teacher gender also affects student performance. The paper's main contribution is gender-specific school teaching and assessment procedures. Some private schools are single-gender. Teachers are gender-segregated in public schools. Assessment is one tool modern teachers require. Teachers use evaluation tools to determine students' strengths and weaknesses, which helps them build effective lesson plans.

Traditional exams are familiar, which may help teachers stay in touch with students, families, administrators, and other educational stakeholders. Oral questioning, group discussions, peer review, extended writing, flashcards, exit tickets, and interactive quizzes are also used in modern classrooms. How to ensure an exam is accurate, trustworthy, and delivers meaningful, insightful, and actionable information is a key consideration for educators. Pakistan's government has launched several educational projects since independence. Each project aims to improve teaching and education. Disappointingly, there hasn't been much progress in these areas (Rizvi, 2000). Pakistani kids' assessments don't measure their education or competency. Pakistan's educational system promotes pupils who can apply what they've learnt in class, failing those who can't. Standardized testing seems to be the foundation of education. These evaluations and assessments are specific (Khan, 2006). The current study compared public and private elementary school male and female teachers' assessment techniques.

Objectives of the Study

The study was intended to:

- Compare male and female teachers' perceptions of their assessment in public and private schools.
- Assess teacher gender disparity in effective use of assessment strategies for students' learning outcomes in public and private schools.
- Explore how well each gender is at fostering student participation in the examination system in public and private schools.

Methodology

This was a descriptive study in which quantitative method was used to examine the male and female teacher's assessment practices in the Punjab Province.

Sample: Convenient sampling procedure was used to collect data. The sample of the study includes full-time male and female teachers (n=450) from Punjab was. The data were gathered from 90 schools of 9 districts (Bahawalpur, D.G. Khan, Faisalabad, Lahore, Multan, Rawalpindi, Sahiwal, and Sargodha), 45 of which are public (school name) and 45 of which are private (schools name). 5 teachers of class 5-8 from private schools and 5 teachers from public schools were selected in each school. A total of 226 responses were received from public schools and 224 responses were received from private schools, data is

representing an astounding 50.2 percent public schools and 49.8% private schools. Overall response rate from both schools were 100% because to ensure quality and accuracy of data the authors personally visited and collected data. Teachers were requested to fill the form individually without consultation with other teachers.

Instrument: The questionnaire was adapted from the studies of Dr. Sue A. Rieg of the Indiana University of Pennsylvania and Mr. Richard DLC Gonzales with their permission and modified by the researcher to suit the purpose of the study. 6-8 fundamental assessment components and some demographic questions were included in a questionnaire designed to gauge academicians' levels of self-assessment satisfaction. The components of the assessment are:

- Assessment strategies of male and female teachers
- Students learning outcomes
- Student's interaction with male and female teachers
- Assessment strategies
- Student participation in the examination system

The school director of the relevant schools granted approval for the study's execution. The questionnaire was distributed to the various schools of 5 teachers of 5-8 grades along with a brief description of it and a copy of the campus director's letter of permission. Additionally, a signed promise of information confidentiality was given to the responders. Teachers who responded to the survey were asked to rate how satisfied or unsatisfied they were with the four different areas of their work. The scale went from 1 to 5, with 1 denoting " very ineffective," 2 denoting " ineffective," 3 denoting " somewhat effective," 4 denoting " effective," and 5 denoting " very effective." There were 56 items in the survey. The demographic trends and assessment satisfaction components of the questionnaire were separated. Age, family status, level (senior teachers and junior teachers), education, gender, and time spent working in education at the current schools were among the demographic questions in the poll. These questions' responses offer a clear picture of the respondent's background. The assessment questionnaire asks about a variety of aspects of assessment, including assessment of male and female teachers, Students learning outcomes, Student's interaction with male and female teachers, Assessment strategies, and Student participation in the examination system, Interaction with coworkers, supervision, learning opportunities, skill level, and room for advancement. With the aid of the computer algorithm statistical package for social and behavioral sciences (SPSS) version 21, the acquired data was examined.

Findings & Discussion

While the questionnaire was so long, this research paper is based on the part of questionnaire in which we asked the respondents either they think that the statement of questions is the effective how often they use in their assessment so against the same question the respondents twice one for the effectiveness statement and one for the use how often use it in their assessment practice so in all tables we will use,

E: Effectiveness
U: Use

As can be seen in Table I, the responders were split rather evenly between the ganders. Gender in public schools made up 50.2% of respondents, while private schools made up 49.8%. In this article, we'll be talking about how academics in the public and private sectors of education view their own performance differently.

Table 1. Read all tests aloud to some students for assessment.

		I am a		Total	Chi-square	p-value
		male	female			
E1	very ineffective	13	16	.29	7.176	.127

		I am a		Total	Chi-square	p-value
		male	female			
	ineffective	17	16	33		
	somewhat effective	46	40	86		
	effective	71	94	165		
	very effective	79	58	137		
U1	never	32	20	52	6.010	.198
	rarely	7	15	22		
	sometimes	39	39	78		
	often	77	83	160		
	always	71	67	138		

Table 1 showed results for assessment questions such as (read all tests aloud to some students for assessment). Two factors were discussed in it; one is effectiveness, and the other is how often male and female teachers use it in class during the test. So, the results show that most teachers respond that this method is very effective. The number of female respondents was 58 for very effective and male respondents were 79. It can be interpreted that, this method has a significant effect on students' assessment during class with p-value 0.127. Very few teachers of both genders, 16 females and 13 males, found this method very ineffective, so it is negligible as compared to very effective. The male ratio for effectiveness and ineffectiveness 71:17 and female ratio is 94:16. The ratio shows that this method very effective for male, effective for female and ineffective for both male and female because there was no big difference in this ratio. Male use this method more effective to achieve better performance in class.

According to the data, the vast majority of educators agree that this approach is used often. Overall, there were 83 females and 77 males that filled out the survey. 71 males and 67 females are always used this method. Therefore, it is safe to claim that this technique has a significant impact on how students are evaluated in class with p-value 0.198. So we conclude that male always use this method in their class as compared to females. Only 15 female and 7 male educators (a small percentage) found this strategy to be rare in the classroom.

Table 2. Give some students extra time to take tests for assessment.

		I am a		Total	Chi-square	p-value
		male	female			
E2	very ineffective	6	4	10	40.18	.404
	ineffective	12	21	33		
	somewhat effective	109	106	215		
	effective	56	59	115		
	very effective	43	34	77		
U2	never	10	12	22	13.91	.008
	rarely	14	13	27		
	sometimes	78	99	177		
	often	33	39	112		
	always	51	61	112		

Almost equal numbers of male and female teachers 226:224 responded the question. When the respondents were asked if they think that the idea to “give some students extra time to take tests for assessment” is effective the male and female teachers responded differently. If we club the responses against Very Ineffective and Ineffective the male to

female ratio in this area is 18:26. This shows that more female teachers think that this method is ineffective. 109:106 teachers were undecisive about this method while 99M:9 F ratio is found when we club the responses against effective and very effective. This shows that more male teachers find this method effective. X2 value is 4.018a while P-value is 0.4 which shows a significant relationship between the question being asked and responses recorded. When the same teachers were asked how often they use this method in their assessment practice, the responses depict a male to female ratio of 24:25 while clubbing never and rarely. 78M:99F are the responses against sometimes while 124M:100F is the ratio against often and always. This shows that more male teachers use this method in their assessment practice. This is in line with the responses against the earlier benchmark of effectiveness where more male teachers found this method effective as well. X2 value is 13.916a while P-value is 0.008 which shows a significant relationship between the question being asked and responses recorded.

Table 3. Allow students to choose from different test formats (multiple choice, essay, true or false, short answer) for assessment

		I am a		Total	Chi-square	p-value
		male	female			
E3	very ineffective	61	82	143	28.65	.070
	ineffective	25	30	55		
	somewhat effective	41	32	73		
	effective	60	40	100		
	very effective	39	40	79		
U3	never	91	96	187	24.05	.662
	rarely	26	30	56		
	sometimes	38	42	80		
	often	39	30	69		
	always	32	26	58		

The ratio of 226:224 teachers, about equal numbers of men and women, answered the question. When asked whether they thought it was a good idea to " Allow students to choose from different test formats (multiple choice, essay, true or false, short answer) for assessment," male and female teachers had different answers. The male to female ratio in this field is 86:112 if we combine the results against Very Ineffective and Ineffective. This demonstrates that this approach is perceived as ineffectual by more female teachers. Teachers were undecided about this strategy, but when we combine the results for effective and extremely effective, we find a ratio of 99M: 80F. This indicates that this approach is successful with more male teachers. There is a substantial correlation between the question posed and the recorded responses, as indicated by the X2 value of 28.65a and a P-value of 0.070. The same instructors' replies to the question of how frequently they utilize this strategy in their evaluation practices show a male to female ratio of 39:30 while clubbing never and occasionally. Replies to sometimes are38:42, whereas responses to rarely and always are 58:56. This indicates that more male teachers than female teachers employ this strategy for assessment. More male teachers also found this strategy to be effective, according to replies compared to the old standard of effectiveness. There is a substantial correlation between the question posed and the recorded responses, as indicated by the X2 value of 24.05a and a P-value of 0.662.

Table 4. Allow students to take an oral test in place of a written test.

		I am a		Total	Chi-square	p-value
		male	female			
E4	very ineffective	60	66	126	18.18	.769
	ineffective	33	33	66		
	somewhat effective	65	65	130		
	effective	37	38	75		
	very effective	31	22	53		
U4	never	90	80	170	19.52	.745
	rarely	32	32	64		
	sometimes	45	50	95		
	often	34	30	64		
	always	25	32	57		

Almost equal numbers of male and female teachers 226:224 responded the question. Male and female teachers gave different answers when asked whether they thought it was a good idea to "allow students to take an oral test in place of a written test." When very ineffective and ineffective responses are combined, the male to female ratio in this field is 60:66. This indicates that more female teachers believe this approach to be unproductive. When we group the replies under effective and highly effective, we get a 68M: 60F ratio, whereas 65:65 teachers were undecided about this strategy. This demonstrates that this approach is more popular among male teachers. The association between the question posed and the recorded responses is significant, as indicated by the X2 value of 18.18a and a P-value of 0.769. When the same teachers were asked how frequently they use this strategy in their evaluation practice, the responses show a male to female ratio of 34:30 while clubbing never and rarely. The responses against sometimes are 45M: 50F, whereas the responses against rarely and always are 57M: 64F. This demonstrates that male teachers are more likely to adopt this strategy for assessment. This is consistent with responses to the earlier effectiveness benchmark, when more male teachers also found this approach to be effective. The association between the question posed and the recorded responses is substantial, as indicated by the X2 value of 19.52a and a P-value of 0.745.

Table 5. Allow students to make up tests that they have missed.

		I am a		Total	Chi-square	p-value
		male	female			
E5	very ineffective	8	11	19	12.558	0.634
	ineffective	4	2	6		
	somewhat effective	63	59	122		
	effective	98	89	187		
	very effective	53	63	116		
U5	never	0	0	0	12.269	0.518
	rarely	28	29	57		
	sometimes	67	53	120		
	often	79	82	161		
	always	52	60	112		

Male and female teachers responded at a rate of 226:224, or roughly evenly. If the suggestion to "Allow students to make up tests that they have missed" was successful, the responses from male and female teachers differed. If the replies to "extremely ineffective" and

"ineffective" are added together, the male to female ratio in this place is 12:13. This proves that the majority of female teachers do not believe this strategy to be beneficial. When we combine the responses for effective and very effective, we discover a ratio of 151M: 152F, while 63:59 teachers were unsure of this technique. This proves that this strategy works better at grabbing the attention of male teachers. When the X2 value, which is 12.558a, is compared to the P-value, which is 0.634, it can be observed that there is a strong correlation between the question asked and the recorded responses.

The same instructors' responses when asked how often they go out to party revealed a male to female ratio of 79:82, with clubbing often. In contrast to the answers to sometimes and always, which are 119M: 113F, the answers to rarely are 28M: 29F. This illustrates how male teachers employ this tactic during assessments more frequently than female ones. This is in line with responses compared to the previous benchmark for effectiveness, which revealed that more male teachers also believed this strategy was successful. When the X2 value, which is 12.269a, is compared to the P-value, which is 0.518, it can be observed that there is a strong correlation between the question asked and the recorded responses. n between the question asked and the recorded responses.

Table 6. Explain in detail what will be on a test before a test is given.

		I am a		Total	Chi-square	p-value
		male	female			
E6	very ineffective	5	20	25	12.777	0.012
	ineffective	16	21	37		
	somewhat effective	37	43	80		
	effective	100	86	186		
	very effective	68	54	122		
U6	never	9	20	29	10.113	0.039
	rarely	28	39	67		
	sometimes	48	49	97		
	often	95	69	164		
	always	46	47	93		

The ratio of male to female teachers who answered was 226:224, or pretty evenly split. The question of whether it was successful to “Explain in detail what will be on a test before a test is given" produced a range of responses from both male and female teachers. When the data for "very ineffective" and "ineffective" are combined, we discover that the ratio of men to women in this setting is 21:41. This demonstrates how this tactic is useless in the eyes of the vast majority of female teachers. We get a ratio of 168M: 140F when we combine the responses for effective and highly effective, whereas 37:43 teachers had somewhat effective about this approach. This implies that this tactic is more effective at grabbing the attention of male teachers. It is feasible to see that there is a strong correlation between the given question and the recorded responses by comparing the X2 value, which is 12.777a, to the P-value, which is 0.012. When asked about their partying habits, the same instructors indicated a male to female ratio of 57:69, with clubbing occurring never or only sometimes. The answer to always asked questions is 46M: 47F, whereas the answer to both often and rarely asked questions is 123M: 108F. This demonstrates how male teachers regularly use this strategy when giving tests. This is consistent with feedback from the last effectiveness test, which showed that more male teachers also thought this tactic worked. There is a significant correlation between the question posed and the recorded responses, as seen by the X_2 10,133a value and 0.039P-valu

Table 7. Allow students to retake another form of a test if they are not satisfied with their grades

		I am a		Total	Chi-square	p-value
		male	female			
E7	very ineffective	25	14	39	9.165	0.057
	ineffective	61	59	120		
	somewhat effective	79	65	144		
	effective	35	54	89		
	very effective	26	32	58		
U7	never	60	46	106	17.081	0.02
	rarely	58	37	95		
	sometimes	61	57	118		
	often	24	42	66		
	always	23	42	65		

The number of responses from male and female teachers was about equal, at a ratio of 226:224. Teachers, both male and female, had a range of responses when asked whether the idea of "allowing kids to take an oral test in place of a written test" was successful. The ratio of men to women in this location is 86:73 when the findings for "very ineffective" and "ineffective" are combined. This demonstrates how this tactic, in the opinion of the vast majority of female teachers, is counterproductive. Teachers had doubts about this method, but when we combine the responses for effective and very effective, we have a ratio of 61M: 86F. This shows that this approach has a greater ability to pique the interest of male instructors. There is a strong correlation between the provided question and the recorded responses, as can be shown by comparing the X2 value, which is 9.165a, to the P-value, which is 0.057.

When asked about their partying preferences, the same teachers revealed a 118:83 male to female split, with clubbing occurring either never or very rarely. The response to 47M: 84F is both often and always, but the response to 61M: 57F is sometimes. This demonstrates how more commonly this strategy is used while giving tests by male teachers. This is consistent with replies to the previous effectiveness benchmark, which showed that a greater proportion of male teachers also thought this tactic was effective. It can be seen that there is a significant correlation between the question posed and the recorded responses when comparing the X2 value, which is 17.081a, to the P-value, which is 0.12.

Table 8. Provide study skills lessons for some students to learn how to study for tests.

		I am a		Total	Chi-square	p-value
		male	female			
E8	very ineffective	2	2	4	15.79	0.965
	ineffective	10	8	18		
	somewhat effective	10	10	20		
	effective	86	80	166		
	very effective	118	124	242		
U8	never	0	0	0	14.48	0.930
	rarely	8	9	17		
	sometimes	19	19	38		
	often	77	70	147		
	always	122	126	248		

There were pretty similar numbers of answers from male and female teachers, 226:224. When asked if the concept of "allowing youngsters to take an oral test in place of a written test" was successful, teachers both male and female had a variety of answers. When the results for "extremely ineffective" and "ineffective" are combined, the ratio of males to women in this facility is 12:10. This indicates how this strategy is ineffective in the eyes of the vast majority of female teachers. Teachers had reservations about this approach, but the ratio is 204M: 204F when we aggregate the replies for effective and highly effective. This demonstrates that this strategy is more effective in grabbing the attention of both male and female instructors equally. Comparing the X2 value, which is 15.79a, to the P-value, which is 0.965, reveals that there is a significant association between the given question and the recorded responses. The same teachers revealed a 27:28 male to female divide when asked about their partying inclinations, with clubbing occurring either sometimes or rarely. The answer to 199M: 196F for often and always. This indicates how this technique is more frequently utilized by male teachers while administering tests. This is in line with responses to the last effectiveness benchmark, which revealed that more male teachers believed this strategy was successful. By comparing the X2 value, which is 14.48a, to the P-value, which is 0.930, it can be observed that there is a substantial correlation between the given question and the recorded responses.

Table 9. Provide time in class to study for tests and/or to work on performance assessments.

		I am a		Total	Chi-square	p-value
		male	female			
E9	very ineffective	0	0	0	19.25	0.588
	ineffective	4	4	8		
	somewhat effective	23	29	52		
	effective	61	68	129		
	very effective	138	123	261		
U9	never	0	0	0	13.52	0.318
	rarely	6	6	12		
	sometimes	35	26	61		
	often	50	65	115		
	always	135	127	262		

The ratio of 226:224 teachers, about equally split between male and female, answered the question.

When asked if they thought it was a beneficial idea to "allow some students more time to take tests for evaluation," male and female teachers gave different answers. When very ineffective and ineffective responses are combined, the male to female ratio in this field is 27:33. This indicates that more female teachers believe this approach to be unproductive. When we combine the replies for effective and highly effective, we find a 199M: 191F ratio, whereas 23:29 teachers were undecided about this strategy. This demonstrates that this approach is more popular among male teachers. The association between the question posed and the recorded responses is significant, as indicated by the X2 value of 19.25a and a P-value of 0.588.

Whenever asked how frequently they use this strategy in their evaluation practice, the same teachers reported a male to female ratio of 50:65 while clubbing. The responses against sometimes are 35M: 26F, while the responses against rarely and always are 141M: 192F. This demonstrates that female teachers are more likely to adopt this strategy for assessment. This is consistent with responses to the earlier effectiveness benchmark, when more male teachers also found this approach to be effective. The X2 value of 13.52a and the P-value of 0.318 shows that there is a strong link between the question asked and the answers that were written down.

Table 10. Provide study guides to help students study.

		I am a		Total	Chi-square	p-value
		male	female			
E10	very ineffective	14	22	36	7.265	0.123
	ineffective	23	32	55		
	somewhat effective	85	91	176		
	effective	49	41	90		
	very effective	55	38	93		
U10	never	38	30	68	11.755	0.019
	rarely	25	50	75		
	sometimes	91	71	162		
	often	24	25	49		
	always	48	48	96		

The ratio of 226:224 teachers, about equal distribution of male and female teachers, provided the solution. Male and female instructors' responses to the question of whether they believed it was a good idea to "Provide study guides to help students study" were different. The male to female ratio in this field is 37:57when combining extremely inefficient and ineffective responses. This shows that more female teachers perceive this perspective to be ineffective. When we combine the responses for effective and extremely effective, we discover a ratio of 104M: 79F, while 85:91 teachers were unsure of this tactic. This suggests that male teachers prefer this strategy more. The X2 value of 7.265a and a P-value of 0.123 demonstrate that there is a substantial relationship between the given question and the recorded responses. The same teachers indicated a male to female ratio of 24:25 while clubbing when asked how often they employ this technique in their evaluation practices. Responses are 63M: 80F for rarely and never, 139M: 119F for sometimes and always, and 0M:0F for never. This shows that male educators are more likely to use this kind of evaluation. This is in line with feedback from the earlier effectiveness test, when more male teachers also thought this strategy worked well. The X2 value of 11.755a and the P-value of 0.019 demonstrate that the question posed and the recorded responses have a significant relationship.

Table 11. Provide opportunities for students 1 2 3 4 5 to construct portfolios.

		I am a		Total	Chi-square	p-value
		male	female			
E11	very ineffective	10	17	27	14.787a	0.310
	ineffective	14	8	22		
	somewhat effective	28	21	49		
	effective	95	92	187		
	very effective	79	86	165		
U11	never	25	20	45	13.677	0.597
	rarely	22	22	44		
	sometimes	21	28	49		
	often	78	74	152		
	always	80	78	158		

The answer came from the teachers, who were divided 226:224, pretty much equally between men and women. Male and female teachers differed in their responses to the question of whether they thought it would be advantageous to "give some pupils additional

time to take tests for evaluation." In this field, the male to female ratio is 24:25 when very ineffective and ineffective replies are combined. This suggests that this strategy is not effective with more female teachers. There is a ratio of 174M: 178F when we combine the responses for effective and highly effective, while 28:21 teachers were unsure of this approach. This proves that teachers who are female are more likely to use this strategy. The value of X2 14.787a and a P-value of 0.310 shows that there was a meaningful correlation between the asked question and the recorded answers. The same teachers noted a male to female ratio of 78:74 while clubbing when asked how often they employ this method in their evaluation practice. Responses to rarely and never are 47:42, whereas these to frequently and always are 101:106. This shows that men are more likely than women to use this appraisal approach. This is in line with replies to the prior effectiveness test, when more male teachers also felt that this strategy was successful. There is a significant correlation between the question posed and the recorded replies, as shown by the X2 value of 13.677a and the P-value of 0.597 for the study.

Table 12. Provide the option of either taking written tests or constructing projects.

		I am a		Total	Chi-square	p-value
		male	female			
E12	very ineffective	38	29	67	9.259	0.262
	ineffective	42	52	94		
	somewhat effective	47	59	106		
	effective	63	50	113		
	very effective	31	28	59		
U12	never	70	46	116	8.305	0.081
	rarely	26	39	65		
	sometimes	74	74	148		
	often	35	39	74		
	always	21	26	47		

The ratio of 226:224 teachers, about equally split between male and female, answered the question. When asked if they thought it was a beneficial idea to "Provide the option of either taking written tests or constructing projects," male and female teachers gave different answers. When very ineffective and ineffective responses are combined, the male to female ratio in this field is 80:81. This indicates that more female teachers believe this approach to be unproductive. When we combine the replies for effective and highly effective, we find a 94M: 78F ratio, whereas 47:59 teachers were undecided about this strategy. This demonstrates that this approach is more popular among male teachers. The association between the question posed and the recorded responses is significant, as indicated by the X2 value of 9.259a and a P-value of 0.202.

Whenever asked how often they use this strategy in their evaluation practice, the same teachers reported a male to female ratio of 35:39 while clubbing. The responses against sometimes and always are 95M: 100F, while the responses against rarely and never are 97M: 85F. This demonstrates that female teachers are more likely to adopt this strategy for assessment. This is consistent with responses to the earlier effectiveness benchmark, when more male teachers also found this approach to be effective. The X2 value of 8.305a and the P-value of 0.081 shows that there is a strong link between the question asked and the answers that were written down.

Table 13. Provide the option of either taking written tests or giving oral reports.

		I am a		Total	Chi-square	p-value
		male	female			
E13	very ineffective	55	48	103	7.655	0.957
	ineffective	45	46	91		
	somewhat effective	52	54	106		
	effective	34	37	71		
	very effective	40	39	79		
U13	never	74	60	134	8.904	0.206
	rarely	52	51	103		
	sometimes	46	67	113		
	often	37	31	68		
	always	15	15	30		

The ratio of 226:224 teachers, about equally split between male and female, answered the question. When asked if they thought it was a beneficial idea to "Provide the option of either taking written tests or giving oral reports," male and female teachers gave different answers. When very ineffective and ineffective responses are combined, the male to female ratio in this field is 100:94. This indicates that more female teachers believe this approach to be unproductive. When we combine the replies for effective and highly effective, we find a 74M: 76F ratio, whereas 52:54 teachers were undecided about this strategy. This demonstrates that this approach is more popular among female teachers. The association between the question posed and the recorded responses is significant, as indicated by the X2 value of 7.655a and a P-value of 0.957. Whenever asked how often they use this strategy in their evaluation practice, the same teachers reported a male to female ratio of 37:31 while clubbing. This demonstrates that male teachers are more likely to adopt this strategy for assessment. The responses against sometimes and always are 61M: 82F, while the responses against rarely and never are 126M: 111F. This is consistent with responses to the earlier effectiveness benchmark, when more male teachers also found this approach to be effective. The X2 value of 8.904a and the P-value of 0.206 shows that there is a strong link between the question asked and the answers that were written down.

Table 14. Allow students to take tests in pairs or in small groups.

		I am a		Total	Chi-square	p-value
		male	female			
E14	very ineffective	78	65	143	6.091	0.192
	ineffective	30	46	76		
	somewhat effective	37	39	76		
	effective	40	43	83		
	very effective	41	31	72		
U14	never	104	92	196	8.821	0.588
	rarely	32	44	76		
	sometimes	30	31	61		
	often	34	34	68		
	always	26	23	49		

The solution was found in the ratio of 226:224 teachers, which shows that there are about the same number of male and female teachers. The opinions of male and female teachers were different in response to the question of whether it was advantageous to "allow students to take

tests in pairs or in small groups." The male to female ratio in this field is 108:111 when combining extremely inefficient and ineffective responses. This shows that more female teachers perceive this perspective to be ineffective. Combining the responses for effective and highly effective, we have a 81M: 74F ratio, while 37:39 teachers were unsure about this approach. This suggests that female teachers prefer this strategy more. The X2 value of 6.091a and a P-value of 0.192 showed that there is a meaningful correlation between the given question and the recorded responses. The same teachers reported a male to female ratio of 34:34 when clubbing when questioned about how often they utilize this method in their evaluation practice. This shows that male and female educators are equally likely to use this kind of evaluation. Reactions against rarely and never are 136M: 136F, but responses against always and sometimes are 56M: 57F. This is in line with feedback from the earlier effectiveness benchmark, when almost both male and female teachers also thought this strategy worked well. There is a significant correlation between the question posed and the recorded replies, as indicated by the X2 value of 8.821a and the P-value of 0.588.

Table 15. Give practice tests/quizzes using the same format as the actual test/quiz.

		I am a		Total	Chi-square	p-value
		male	female			
E15	very ineffective	24	18	42	8.477	0.831
	ineffective	6	4	10		
	somewhat effective	42	45	87		
	effective	65	69	134		
	very effective	89	88	177		
U15	never	16	26	42	7.111	0.276
	rarely	26	18	44		
	sometimes	40	32	72		
	often	74	71	145		
	always	70	77	147		

The answer came from the teachers, who were divided 226:224, exactly evenly between men and women. Male and female teachers provided contrasting responses to the question of whether they believed it would be advantageous to "offer the option of either preparing written reports or taking written examinations." When very inefficient and ineffective responses are combined, the ratio of men to women is 30:22. This suggests that this strategy is not effective with more male teachers. When we combine the responses for effective and highly effective, we discover a ratio of 154M: 157F, while 42:45 teachers were unsure about this tactic. It is clear from this that female instructors prefer this strategy. The X2 value of 8.477a and a P-value of 0.831 demonstrate the significance of the association between the given question and the recorded answers.

The same teachers stated that a 74:71 male to female ratio was observed while clubbing when asked how frequently they used this method in their evaluation practice. This shows that men are more likely than women to use this appraisal approach. Responses are 42M: 44F for occasionally and never, and 110M: 109F for always and sometimes. This is in line with replies to the earlier effectiveness benchmark, when more male teachers also felt that this strategy was successful. The X2 value of 7.111a and the P-value of 0.276 demonstrate that the question posed and the recorded responses have a significant relationship.

Table 16. Give frequent tests/quizzes that are not graded to check for student understanding.

		I am a		Total	Chi-square	p-value
		male	female			
E16	very ineffective	14	12	26	7.186	0.269
	ineffective	2	4	6		
	somewhat effective	16	29	45		
	effective	76	69	145		
	very effective	118	110	228		
U16	never	16	14	30	9.779	0.044
	rarely	2	11	13		
	sometimes	18	14	32		
	often	65	79	144		
	always	125	106	231		

The response rate was 226:224, nearly evenly split between male and female teachers. When asked if they thought it was a good idea to " Give frequent tests/quizzes that are not graded to check for student understanding," male and female teachers gave different answers. When Very Ineffective and Ineffective responses are combined, the male to female ratio in this field is 16:16. This indicates that equally male and female teachers believe this approach to be unproductive. When we combine the replies for effective and highly effective, we find a 194M: 179F ratio, whereas 16:29 teachers were undecided about this strategy. This demonstrates that this approach is more popular among male teachers. The association between the question posed and the recorded responses is significant, as indicated by the X2 value of 7.186a and P-value of 0.269. The responses show a male to female ratio of 65:79 while clubbing never and rarely when the same teachers were questioned how often they utilize this strategy in their evaluation practice. The responses against rarely and never are 18M: 25F, while the responses against frequently and always are 143M: 185F. This demonstrates that female teachers are more likely to adopt this strategy for assessment. This is consistent with replies to the earlier effectiveness benchmark, when more male teachers also found this approach to be effective. The X2 value is 9.779a and the P-value is 0.044, indicating a substantial correlation between the question posed and the recorded responses.

Table 17. Provide opportunities for students to self-assess their work.

		I am a		Total	Chi-square	p-value
		male	female			
E17	very ineffective	30	27	57	12.202	0.669
	ineffective	19	26	45		
	somewhat effective	65	71	136		
	effective	65	59	124		
	very effective	47	41	88		
U17	never	50	56	106	13.546	0.471
	rarely	44	35	79		
	sometimes	66	58	124		
	often	32	43	75		
	always	34	32	66		

The ratio of respondents was 226:224, nearly equally balanced between male and female teachers.

Teachers who are male and female replied differently when asked whether they believed it was a good idea to "Provide opportunities for students to self-assess their work." The gender split in this field is 49:53 when we combine the replies against Very Ineffective and Ineffective. This demonstrates that this approach is not effective in the eyes of most female teachers. When we combine the replies for effective and highly effective, we find that 112: 100 teachers were undecided about this strategy, while a 65M: 71F ratio was sometimes discovered. This demonstrates that this approach is more effective in engaging male teachers. There is a substantial correlation between the question posed and the recorded responses, as indicated by the X2 value of 12.202a and a P-value of 0.669.

When the same teachers were asked how frequently they party, the answers showed a male to female ratio of 94:91 while clubbing never and rarely. Responses to often are 32M: 43F, while responses to frequently and always are 100M: 90F. This demonstrates how this strategy is more frequently used by male teachers while conducting assessments. More male teachers also found this strategy to be effective, according to replies compared to the old standard of effectiveness. A substantial association between the question posed and the recorded responses may be seen by comparing the X2 value, which is 13.546a, to the P-value, which is 0.471.

Table 18. Give students at least one week's notice before tests and performance assessments are due.

		I am a		Total	Chi-square	p-value
		male	female			
E18	very ineffective	13	14	27	7.442	0.114
	ineffective	2	0	2		
	somewhat effective	37	35	72		
	effective	69	91	160		
	very effective	105	84	189		
U18	never	17	18	35	8.471	0.689
	rarely	0	0	0		
	sometimes	38	37	75		
	often	64	74	138		
	always	107	95	202		

The answer came from the teachers, who were split 226:224, or exactly halfway between men and women. In response to the query of whether it would be advantageous to "give the option of either writing written reports or taking written examinations," male and female teachers gave divergent answers. The ratio of males to females is 15:14 when particularly inefficient and poor responses are combined. This implies that this tactic is ineffective when there are more male teachers. When we add together the responses for both effective and extremely effective, we find a ratio of 174M: 175F, whereas 37:35 teachers were unsure of this strategy. This indicates that female instructors favor this tactic. The correlation between the supplied question and the recorded answers is significant, as shown by the X2 value of 7.442a and a P-value of 0.114. When asked how frequently they employed this strategy in their evaluation practice, the same teachers responded that a 64:74 male to female ratio was seen when clubbing. This demonstrates that this appraisal style is used by females more frequently than by males. The answers are 17M: 18F for never, and 145M: 132F for consistently and sometimes. This is consistent with feedback from the earlier effectiveness benchmark, when more male teachers concurred that the tactic was effective.

The X2 value of 8.471a and the P-value of 0.689 showed that there is a strong correlation between the given question and the recorded responses.

Table 19. Provide feedback within three days after a test or performance assessment is given.

		I am a		Total	Chi-square	p-value
		male	female			
E19	very ineffective	5	8	13	12.115	0.715
	ineffective	6	7	13		
	somewhat effective	26	20	46		
	effective	69	62	131		
	very effective	120	127	247		
U19	never	9	15	24	8.477	0.076
	rarely	10	6	16		
	sometimes	49	29	78		
	often	44	51	95		
	always	114	123	237		

The answer to the question was 226:224, or roughly equal numbers of male and female teachers. When asked if they thought it would be good to let students "Provide feedback within three days after a test or performance assessment is given", male and female teachers gave different answers. The male to female ratio in this field is 32:27 when highly inefficient and ineffective replies are combined. This suggests that more male educators think this strategy is ineffective. In contrast to the 26:20 teachers who were unsure about this approach, we obtain a ratio of 189M: 189F when we combine the responses for effective and extremely effective. This suggests that both male and female academics are likely to use this strategy. The X2 value of 12.115a and a P-value of 0.715 showed that there is a substantial correlation between the given question and the recorded responses. The same teachers stated a 44:51 male to female ratio when asked how often they employ this method in their evaluation practice. This shows that male teachers are more likely to use this assessment approach. In contrast to the responses for rarely and never, which are 19M: 21F, the responses for sometimes and always are 163M: 152F. This is in line with feedback from the earlier effectiveness benchmark, when a greater proportion of male teachers also found this strategy to be successful. The X2 value of 8.477a and the P-value of 0.076 demonstrate that there is a significant correlation between the question posed and the recorded responses.

Table 20. Make sure students understand why their answers on tests or products for performance assessments are incorrect.

		I am a		Total	Chi-square	p-value
		male	female			
E20	very ineffective	7	2	9	9.212	0.056
	ineffective	0	4	4		
	somewhat effective	10	17	27		
	effective	43	47	90		
	very effective	166	154	320		
U20	never	7	2	9	6.606	0.158
	rarely	2	6	8		
	sometimes	18	11	29		
	often	58	62	120		
	always	141	143	284		

The teachers, who were approximately divided 226:224 between males and females, provided the solution. When asked whether it would be useful to " Make sure students understand why their answers on tests or products for performance assessments are incorrect," male and female teachers responded in different ways. There are 7:6 more men than women when exceedingly ineffective and ineffective reactions are combined. This shows that this tactic does not work well when there are more male teachers. Combining the replies for effective and very effective, we find a ratio of 209M: 201F, while 10:17 teachers were unsure of this strategy. The conclusion drawn from this is that female teachers like this tactic. The significance of the association between the provided question and the recorded answers is shown by the X2 value of 9.212a and a P-value of 0.056. When asked how often they used this strategy in their evaluation practice, the same teachers reported that a 58:62 male to female ratio was seen when clubbing. This demonstrates that this appraisal style is more frequently used by females than by males. For rarely and never, the responses are 9M: 8F, while for always and sometimes, they are 159M: 154F. This is consistent with responses to the earlier effectiveness benchmark, where a greater number of male teachers also thought that this tactic was effective. The association between the given question and the recorded responses is shown to be significant by the X2 value of 6.606a and the P-value of 0.158.

Table 21. Give students the opportunity to correct mistakes on tests or improve performance assessments.

		I am a		Total	Chi-square	p-value
		male	female			
E21	very ineffective	43	33	76	9.087	0.394
	ineffective	4	8	12		
	somewhat effective	38	41	79		
	effective	57	48	105		
	very effective	84	94	178		
U21	never	39	28	67	12.553	0.635
	rarely	21	20	41		
	sometimes	51	49	100		
	often	53	56	109		
	always	62	71	133		

The teachers, evenly divided 226:224 between men and women, provided the solution. Whether it would be advantageous to "give students the opportunity to correct mistakes on tests or improve performance assessments" was a question that received different answers from male and female teachers. The male to female ratio is 47:41 when extremely ineffective and ineffective are combined. This indicates that using this tactic with more male teachers would not be successful. When we combine the replies for effective and extremely effective, we find a ratio of 141M: 127F, whereas 38:41 teachers were unsure about this strategy. Clearly, female instructors favor this tactic based on this. The correlation between the provided question and the recorded answers is significant, as shown by the X2 value of 9.087a and a P-value of 0.394. When asked how frequently they employed this technique in their evaluation practice, the same teachers responded that a 53:56 male to female ratio was seen when clubbing. As a result, it can be seen that female are more prone than male to employ this appraisal style. For rarely and never, the responses are 60M: 48F, while for constantly and occasionally, 113M: 127F. This agrees with responses to the earlier effectiveness benchmark, when more female teachers also thought that this tactic worked. There is a substantial correlation between the given

question and the recorded responses, as shown by the X2 value of 12.553a and the P-value of 0.635.

Conclusions

The following are conclusions based on the findings of the study.

Assessment in education is crucial because it serves as the foundation for academic progress. Inadequate assessment practices in education may be one of the primary causes of stagnation in monitoring students' performance and decision making for their actual level of performance. First, the number of people who wanted to become teachers and went to public schools was higher than the number of people who wanted to become teachers and went to private schools. Secondly, Prospective teachers attending both public and private schools exhibited an equally high level of professionalism. Third, aspiring female teachers enrolling in public vs. private institutions differ significantly in their level of assessment. Women and men enrolling in public and private schools to become teachers have vastly different levels of professional approach. Male teachers have significant experience in the classroom regarding this assessment for the success of students. Female teachers found this assessment strategies' ineffective during their classes for the success of students so they must be need to improved their performance for assessment.

Policy Recommendations

Based on this analysis, we propose the following policy changes:

- To improve the results of female teacher's assessment strategies of private and public schools, the government must first conduct adequate mechanisms of training for female teachers.
- The government is also in charge of keeping an eye on how female teachers work and setting clear rules for how they should be run.
- Guidelines to ensure cohesion amongst the school's instructional materials, faculty, and necessary physical facilities
- Educators from all walks of life, both public and private, should band together to form surprise inspection teams.

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