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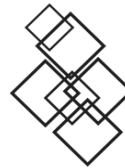
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TOPIC

A STUDY OF THE CHALLENGES ENCOUNTERED BY FEMALE TEACHERS APPOINTED IN MALE ELEMENTARY SCHOOLS

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A STUDY OF THE CHALLENGES ENCOUNTERED BY FEMALE TEACHERS APPOINTED IN MALE ELEMENTARY SCHOOLS

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Abstract

Men and women are always two sides of the same coin, each possessing unique qualities and approaching situations in their own distinct ways. Although possible, a male practitioner can think about fluttering, but still, it is disciplined in the eyes of a talented holder. We are living in a society where everyone expects female nurses and teachers to treat and educate women, but unfortunately, there is a prevalent dislike and resistance towards allowing our own females to participate in education. This research examined one aspect of this educational system which is the problem of female teachers in lower Punjab. This study explored the social problems of these teachers, the level of their job satisfaction, the level of their confidence, and their performance. The population of this study consisted of all the Elementary school of Southern, Punjab Pakistan which has female staff in male Elementary school. The sample was comprised, of 200 female teachers. In non-probability, sampling convenient sample was used. Questionnaires were developed to know their views on the current situation. The value of Cronbach's alpha was 0.750, which shows a high level of reliability of the scale (questionnaire). In our conservative society female teachers face problems appointed in male schools but this study result shows that female teachers are satisfied with their appointment. All the females/participants in this study gave free responses through a questionnaire they are happy to work with male teachers.

Keywords: Job Satisfaction Level; Social Problems; Female Teachers; Male Teachers; Elementary Schools.

Introduction

The teacher stands as the most pivotal element within the educational framework. The quality of any educational system centers entirely upon the teacher. In many nations, teachers are entrusted with full authority for making critical decisions. They are intimately connected to their subjects and the progress of their students. These decisions encompass shaping the curriculum, selecting teaching approaches, and assessing students, all of which lie at the heart of the education system. If implemented, this change would entail abolishing centralized curriculum decision-making, granting teachers greater independence in determining what should be taught. In all educational matters, spanning from recruitment and working conditions to promotions, salary increases, and school resource requisites, educators must assume the lead role. In the present context, it appears that teachers are dissatisfied with their status and their position in society (Farooq, et al., 2017).

A female who serves as a role model has the potential to provide vital support and motivation for girls in successfully completing their education, and perhaps even inspire them to pursue further studies, with the goal of becoming educators themselves. Additionally, she can offer a listening ear for any challenges they may face and offer guidance when needed. In educational settings where girls constitute a minority, the presence of one or more female teachers can play a crucial role in safeguarding them from unwelcome advances from boys or male teachers, and even protect them from the risks of sexual abuse and exploitation (Almekhafi & Almeqdadi, 2010). These aspects hold significant significance for adolescent girls experiencing menstruation. Their consistent school attendance during their monthly periods may hinge on having access to hygienic restrooms separate from those used by boys and a reliable water supply. Furthermore, when it comes to imparting knowledge about menstruation, puberty, sexuality, and reproductive health, teachers assume a crucial role in delivering accurate information to schoolgirls about their own bodies and how to maintain their health (Zimmer, 2000).

This becomes especially evident when there are only one or two women in a predominantly male workforce. The effectiveness of female teachers as role models can be compromised when girls and boys perceive them as subservient to men and when they are predominantly assigned lower-status positions within the school. Additionally, if women are primarily placed in roles associated with their nurturing and caregiving qualities, along with presumed natural affinities for young children, rather than being recognized for their intellectual and teaching abilities, this can perpetuate gender stereotypes (Williams, 1992). A clear consequence of the perceived

necessity for an increased presence of male teachers is the implicit support that men receive at every stage of entering and advancing within the teaching profession. Female teachers and aspiring educators, while they may share the desire for greater gender diversity in teaching, frequently perceive a bias in favor of their male counterparts throughout the teacher training application process, during training, when seeking employment, and even within the teachers' communal spaces (Nadeem et al., 2011).

Objective

- To find the job satisfaction level of female teachers
- To know about the social problems of female teachers
- To examine their performance

Review of Literature

Teaching is a profession that demands ongoing adaptation. In light of this, educators need to remain attuned to the evolving dynamics within society and the world. They must also consistently update themselves with the latest theories, research findings, and other contributions to the collective knowledge base. It has been noted that teachers who lack competence and sophistication may struggle to navigate the diverse changes and fluctuations that occur within society, their country, and the global community. Conversely, teachers who actively acquire contemporary knowledge and enhance their skills are better equipped to adeptly oversee the teaching and learning processes (Marin et al., 1999).

Women who have received an education tend to experience a heightened sense of agency in their lives. They often wield more influence and control over family resources compared to their uneducated counterparts. Education affords them greater social recognition, enabling them to identify and be more cognizant of undesirable and unfavorable aspects of their current circumstances. An educated woman is better equipped to envision a more favorable situation and believe in her capacity to attain it (Beer & Beer, 1992). According to the Csikszentmihalyi (1990) women in Pakistan encounter gender discrimination primarily as a result of the prevailing socio-cultural environment. The condition of women varies significantly depending on factors such as social class, geographic regions, and the distinction between rural and urban areas. This disparity arises from uneven socioeconomic development and the impact of various influences, including tribal, feudal, religious, and social structures, on the lives of women.

In Pakistan, there has been a notable trend over the past few decades where an increasing number of girls are pursuing higher education, despite facing cultural barriers. This phenomenon is primarily concentrated in urban areas and reflects significant social changes

taking place. In certain instances, girls are even surpassing boys in terms of higher education enrollment. This trend is viewed as a positive development for Pakistani society, as it means a significant portion of the population is actively engaging in academic pursuits, which can contribute to societal growth and progress (Amjad & Qasim, 2013). The study underscores the significance of women's education and highlights the need for a reevaluation of the country's socio-cultural norms to promote women's empowerment. The primary aim of this study is to identify and address the challenges encountered by both students and teachers within the realm of higher education (Jordan, 1999).

The negative repercussions of the policy in Pakistani schools have significantly eroded the spirit of collaboration within the teaching community. In certain instances, school principals offer special privileges exclusively to those teachers who unquestioningly adhere to their directives, without room for discussion or evaluation. Teachers who raise questions or seek additional support are intentionally disregarded and marginalized. Such an approach has bred suspicion and demoralization among some educators, leading to a lack of camaraderie. Typically, school principals manage schools autocratically, fostering minimal coordination among the staff and lacking a clear vision. Within schools, there is a prevalent culture of slander, name-calling, harassment, teasing, and infighting among the teaching community, often resulting in conflicts. The ultimate consequence of this decline is a detrimental impact on students and the overall quality of education. In summary, this significantly hampers the process of delivering quality education in schools (McGee et al., 1999).

According to Khan (2011), The unaffordable working conditions prevailing in Pakistani schools have exacerbated teacher burnout. In some schools, there is a lack of labor regulations, either due to administrative ignorance or teachers' unfamiliarity with the proper procedures. Many schools, particularly those situated in remote areas, face a shortage of female teaching staff, which places additional burdens on other teachers. This heightened pressure on teachers often leads to physical discomfort. Consequently, teachers tend to prioritize curriculum coverage at the expense of the quality of teaching and learning. The result is that teachers are unable to provide individual attention to many students, which is a significant psychological and social need for students.

Despite reports of elevated job stress levels, numerous teachers derive personal satisfaction from their profession. The perception of job satisfaction and the sense of fulfillment stemming from daily teaching activities are linked to enhanced job performance. Researchers have identified job satisfaction as a crucial factor influencing teachers' attitudes and performance, and they have noted that self-efficacy plays a significant role in contributing to teachers' job

satisfaction. Teachers commonly attribute their job satisfaction to the nature of their daily classroom interactions, including working with students, witnessing their progress, collaborating with supportive colleagues, and the overall positive school environment (Bock & Mislevy, 2002). According to Evans (2001) teaching can indeed be a source of personal satisfaction, but it can also come with significant stress. Teachers often contend with various demands from administrators, colleagues, students, and parents, which can be exacerbated by factors such as heavy workloads, challenging student behavior, and a lack of acknowledgment for their accomplishments.

Teachers' work beliefs are influenced by their level of teaching and gender. Elementary teachers tend to report higher levels of self-efficacy in student engagement compared to their counterparts in middle or high schools. Additionally, research suggests that women in the teaching profession experience lower job satisfaction than men, especially in terms of working conditions. Furthermore, several studies have pointed out that female teachers often report higher levels of stress than their male counterparts, which is likely attributed to their heavier overall workloads (Greller, 2006). These findings suggest that genuine job satisfaction in teaching arises from fulfilling higher-order needs, such as building social relationships, achieving esteem, and pursuing personal growth, rather than simply meeting lower-order needs. The study draws a comparison between the motivations for entering the teaching profession during the Great Depression, which were often driven by financial and job security concerns, and the more idealistic and intellectually-driven convictions that lead individuals to pursue teaching today. This shift is notable, especially when considering that other professions may offer similar or even better financial rewards (Capprarra et al., 2006).

Students often make choices regarding their courses and majors based on their initial experiences with a subject. The instructors they encounter early in a particular discipline can significantly impact these decisions. However, conducting a comprehensive analysis in this regard is challenging due to the limited availability of data sets that enable researchers to connect student outcomes with teacher characteristics (Poulou & Norwich, 2000). The biological perspective on gender differences in cognitive performance places more emphasis on biological factors, particularly brain structure, than on social factors. It posits that men, on average, have larger brain sizes than women, which could lead to higher average levels of intelligence in men. While overt discrimination against girls in the classroom has reduced over the past three decades, recent studies indicate that boys still tend to dominate classroom discussions verbally (Abel and Sewell, 1999).

A professional community in the context of a school refers to an organizational structure that fosters an intellectually oriented culture. This community is characterized by five key elements of practice that reflect shared values, including a focus on student learning, collaboration among educators, a shift away from isolated teaching practices (reprivatized practice), and engaging in reflective dialogue (Supovitz, 2002). The central core of a school's professional community lies in its collective commitment to student learning. This dedication drives its members to shape their efforts with the aim of enhancing students' learning opportunities and facilitating intellectual growth and development. Within such a professional community, teachers often take on various roles, including that of a mentor, advisor, or specialist. Practices like peer coaching, team teaching, and structured classroom observations serve to shift teaching from being solely a private endeavor (reprivatized practice) to a more collaborative approach, which, in turn, enhances pedagogy and fosters collegial relationships among educators (Vescio *et al.*, 2008).

Methodology

Methodology deal with the method of study. The study that was presented had a descriptive nature. This approach allowed for a comprehensive understanding of the topic at hand. The primary components involve the identification of the target group (population), the selection of a representative subset (sampling), the creation of research tools, their validation, the collection of data, and the subsequent statistical analysis of the gathered information. This study was conducted exclusively in the public primary schools of Southern Punjab, Pakistan. The population of this study consisted of all the primary schools in Southern Punjab, Pakistan that have female staff members in male primary schools. The researcher took all the elementary schools that had female staff appointed in male elementary schools as the population. The sample consisted of 200 female teachers from the entire population. The sample size was determined using convenient sampling from the Four Divisions of southern Punjab. In each Division, a total of 50 female teachers were selected using non-probability convenient sampling. Therein convenient sampling used for data collection because in said population have not all primary school female staff in male primary school. Convenient and snowball sampling was used to data collection. Data was collected from different public.

Part I of the study included demographic information about the respondents, who were female primary teachers. Part II consisted of a series of closed-ended questions related to the study's objectives. These questions used a five-point Likert scale, ranging from "strongly disagree" to "strongly agree." The questionnaire underwent refinement based on expert input and pilot

testing. The questionnaire demonstrated a high level of reliability, with a Cronbach's alpha value of 0.750. The purpose of the questionnaire was to gather the teachers' perspectives on the current situation. Data was collected through the questionnaire and subsequently analyzed using the Statistical Package for Social Sciences (SPSS) to draw conclusions and formulate recommendations.

Results and Discussions

Weighted Score, Mean Score, Standard Deviation and Rank Order of Job Satisfaction level of Female Teachers (N=200).

Statement	Weighted Score		Mean Score	Std. Dev.	Rank Order
	<i>f</i>	%			
Comfortableness of School's Class Room to Teacher	175	88%	4.05	0.80	1
Importance of Class Atmosphere to Female teacher for teaching	169	84.5%	3.91	0.93	2
Role of School Staff with Teacher Belongings	163	81.5%	3.81	1.11	3
Encouragement of Male teacher to Female Teacher	144	72%	3.74	0.99	4
Importance of Salary Satisfaction to Female Teacher	150	75%	3.85	1.01	5
Impact of the School Environment on Female Teacher Teaching	152	78%	3.73	1.02	6
Impact of Feedback from their Male Colleagues	128	64%	3.63	1.09	7
Impact of School Security on Female Teaching	129	64.5%	3.58	1.01	8
Focus on Teaching Toward Female Teacher in Male school	135	67.5%	3.53	1.03	9
Coordination between Male and Female Teacher	125	62.5%	3.52	1.14	10
Impact of Female Teacher in Male School in Teaching	114	57%	3.36	1.14	11
Role of female Teacher in Our Society	120	60%	3.34	1.08	12
Accumulative Mean	3.83				

Data given in table depicts that the statement teaching is considered the most underpaid and less attractive profession was ranked 1st with mean values score 4.05. The second rank order with 3.91 mean value and shows that (84.5%) respondents are agreed that the opportunity to get guidance for my learning difficulties in male elementary school. 3rd ranked with mean score value 3.81 respectively. The response on female teachers on their job satisfaction (88.0%) respondents are agreed that the school's class rooms are comfortable and (81.5%) female teacher response that the teacher belongings are safe and secure at the institution. The above mentioned result of job satisfaction to female teachers shows that (76.0%) respondent are agreed that the service at the study affairs office is friendly and fast. Overwhelming majority (67.5%) respondents are agreed that teachers have not noticed anyone being bullied during the school. Sixth ranked of above result shows that the (72.0%) respondents are agreed that teachers have received sufficient feedback on their teaching from male staff. The seventh ranked with 3.58 mean value respectively explain statement that the school's external areas are safe and sound. The outcome of this study show that female teachers are comfortable at any male school teaching. They are satisfied their job from any school of male. In this study identify female teachers job satisfaction. However, they are feel relax at male staff. In our conservative society female teacher face problems appointed in male school but in this study result shows that female teachers are satisfied from their appointed (Traynor, 2003.).

Weighted Score, Mean Score, Standard Deviation and Rank Order of Social Problems of Female teachers (N=200).

Statement	Weighted Score		Mean Score	Std. Dev.	Rank Order
	<i>F</i>	%			
Effect of Mutual Respect by the Male Teacher	190	95%	4.12	0.62	13
Role of Mutual Co-operation by the Male Teachers	184	92%	4.24	0.61	14
Impact of Relationship with Male Colleague in School	183	91.5%	4.12	0.63	15
Impact of Work Place for Female Teacher Teaching	176	88%	4.04	0.80	16
Impact of Female Teacher in Society	173	86.5%	3.94	0.93	17
Role of Friendly Environment in Students Learning	166	83%	3.89	0.87	18

Advantage of Well Organizing Work by the Female Teacher	165	82.5%	3.80	0.93	19
Role of School Characteristic on Female Teacher Teaching	162	81%	4.08	0.75	20
Comfortableness in Exchanging Idea with Colleague Toward Female Teacher	149	74.5%	3.75	1.15	21
Role of Share Ideas with Colleagues by the Female Teacher	142	71%	3.71	0.92	22
Importance of Work Partnership with Colleague Toward Female Teacher	137	68.5%	3.62	1.09	23
Regular Base Discussion Helpful for Teaching by the Female Teacher	134	67%	3.62	1.02	24
Accumulative Mean	3.90				

Data in above table depict that statement respect of mutual respect by the male teachers; was ranked 13 with mean score 4.12 by the male teacher gives me confidence and respect. 14 ranked was showed that mutual co-operation is helpful for female teacher toward male teacher (92.0%) respondent agreed that teacher have established a good rapport with my student and colleagues. (83.5%) respondent agreed that teacher work productively with support staff and teacher assistants in helping students learn was ranked 15th with 4.12 mean score respectively. The above mentioned data reflect that teacher feels like I have found a place for myself with the faculty and staff in the building was ranked 16th with 4.04 mean value respectively. Ranked 19th with (82.5%) respondent agreed that teacher well organized for carrying out my work efficiently and effectively. The female teacher confidence level in male school depend on staff relation, classroom environment and work place were ranked 21th; 22th; 23th; and 24th and with mean value score 3.35, 3.71 and 3.62 respectively. Female teachers get fewer salaries as compared to other professionals in the country. Moreover, female teachers are frequently transferred from one place to another on the basis of preferential treatment and bias, thereby making them tormented and gloomy (Steele and Boudett, 2009).

Conclusion

The aim of this study was to engage experienced primary school teachers in a comprehensive documentary analysis. The study revealed that Pakistan's general education system faces several challenges, with teachers being central to this issue. It was noted that teachers receive limited incentives to promote education due to the lack of extracurricular facilities and

relatively lower salaries compared to other professionals in the country. Additionally, teachers frequently experience transfers based on previous interactions and biases, leading to feelings of punishment and dissatisfaction.

Recommendations

Based on the findings of this study, we recommend that addressing the concerns of male school teachers in Pakistan, and in general, should be approached in the following manner within the course or educational context:

- Creating a climate of trust and collaboration is essential. Strengthening the system for providing support and resources within school systems is crucial, as is enhancing the roles and recognition of teachers.
- To maintain teachers' focus on the art of teaching, the government should enhance the incentives and resources available to teachers, which will boost their motivation and enthusiasm.
- To improve the quality of schooling and learning, it is desirable that the stability of different strengths in terms of schooling and learning be improved. Raise the level of excellence in learning and schooling.
- Schools are considered necessary to be totally free from corruption and political affairs. For this reason, it is necessary to ensure that political intervention is minimized and equitable in schools to create an environment of professionalism and trust.
- The teachers are professionals for the future. Therefore, the masters should be at the same time as the new information, the studies, and the most recent information to be able to enter and educate the children in their immediate roles. The teachers could take advantage of the opportunity to participate in continuing professional development programs to improve their educational skills.

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