



RESEARCH PAPER

A Qualitative Study on Female Teachers' Performance Working in Government Girls and Boys Primary and Elementary Schools

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ABSTRACT

Teachers' performance directly affects how well lessons are taught and learned by students in the classroom. The aim of the study was to explore the female teachers' problems, co-education outcomes, and factors affecting teachers' performance working in girls' and boys' primary and elementary schools in the public sector. The nature of the study was qualitative, and we deployed the phenomenology research design in the present inquiry. A sample of 20 primary and elementary school managers (school heads, DEOs EE-M/F, Dy. DEOs & AEOs) was selected using the purposive sampling technique from the district Mandi Bahauddin. The data were collected using semi-structured interviews. For data analysis, we applied a thematic data analysis technique. After analysis, it was revealed that female teachers feel more comfortable teaching female students, and factors, including extra funding, incentives, training chances, senior officers' actions, and the gender of the pupils significantly affect their performance in schools. Based on the study's findings, we suggest that female teachers should be given the preference to teach in female schools.

KEYWORDS Female Teachers, Primary And Elementary Schools, Teachers' Performance

Introduction

Education plays a huge role in forming both individuals and communities (Amjad et al., 2020). Islam supports women's education because it acknowledges the vital role that it plays in advancing society and the economy. The education of females fosters the next generation of female instructors, who advance communities and schools (Zakar et al., 2020).

Female instructors at government girls' elementary schools act as role models for their female students (Qureshi et al., 2023; Tabbasam et al., 2023). They provide an inclusive atmosphere that encourages empowerment, self-esteem, and general growth since they are aware of the particular difficulties and goals females face. Beyond the classroom, female instructors influence pupils' perspectives and personal development (Habib, 2020).

Female instructors at government boys' primary and elementary schools are vital in molding the brains and personalities of young boys (Amjad et al., 2022). Introducing different viewpoints and pedagogical approaches fosters an environment where male students are more likely to develop positive social skills and emotional intelligence (Amjad et al., 2021). By encouraging respectful interactions and healthy partnerships, female instructors subvert conventional ideas of masculinity (Swilla, 2012).

Although gender has a significant role, it is essential to recognize that individual teacher variables, such as experience and pedagogical expertise, can impact their effectiveness (Amjad et al., 2023). To better meet the unique requirements of each gender, educational procedures in government primary and elementary schools for girls and boys must take into account the influence of gender on teaching performance (Carrington et al., 2008).

Literature Review

A study examined how competency, self-efficacy, and transformational leadership affected primary school teachers' performance. Two hundred ten primary school teachers in Tangerang provided data for online questionnaires, which showed a favorable and substantial simultaneous influence of competency, self-efficacy, and transformational leadership on teachers' performance (Muliati et al., 2022).

Economic progress in Pakistan has been linked to a rise in female literacy (Amjad et al., 2022b; Zahra et al., 2021). Less than 2% of Pakistan's GDP is earmarked for the education sector, which presents issues despite the projected rise in educational institutions and instructors (Government of Pakistan, 2022). Elementary schools' two biggest issues are a lack of money and a teacher shortage, especially for female instructors. Increased representation of female educators may boost local economies, particularly in certain regions. (UNESCO, 2020).

In schools with a male student body, female instructors face challenges that hinder their capacity to give their kids the best support possible (Amjad et al., 2022a). The absence of separate toilets and coordination with male staff are among the obstacles female instructors face in boys' schools. These issues could be resolved by putting in place laws designating women to lead primary schools for males (Iqbal et al., 2021).

The importance of social and cultural elements is emphasized in qualitative research on the performance of female instructors in government primary and elementary schools for both boys and girls (Amjad et al., 2023b). Compared to their counterparts at boys' schools, female teachers in government girls' schools encounter fewer obstacles and discrimination, increasing their motivation and sense of job satisfaction (Dee, 2006).

The study also emphasizes the significance of professional development and support networks for female educators in both kinds of schools. Government girls' schools might provide specialized instruction to meet female pupils' unique requirements, allowing for efficient teaching techniques (Amjad et al., 2023a). Professional development programs at government boy's schools should equip female educators with the skills to manage diverse classes and navigate gender dynamics (Atteh et al., 2020).

It is also critical to encourage female teachers of all school kinds to collaborate and share best practices. Establishing forums for discussion may promote creativity, foster professional development, and ease the implementation of effective teaching strategies. Female educators can work together to achieve greatness in their educational circumstances by creating a supportive community (Sokal & Katz, 2008).

Qualitative research on the performance of female instructors in government primary and elementary schools for both boys and girls shows nuanced dynamics. While male instructors at boys' schools question conventional gender norms and promote

positive interactions among their male pupils, female teachers in girls' schools contribute to a caring environment (Lim & Meer, 2017).

Examining earlier research places, the suggested study in the context of the conversation around Pakistani female teachers' effectiveness (Ashraf et al., 2019). The literature review establishes the foundation for comprehending the present research issue and its significance by amalgamating extant information.

In order to find solutions to enhance the performance of female instructors in government primary and elementary schools for girls and boys in the Mandi Bahauddin area, this study will examine the obstacles and contributing variables.

The effectiveness of teachers is impacted by the notable differences in the learning environments found in primary and elementary schools for boys and girls. This study aims to investigate and evaluate the differences in female teachers' performance across primary and elementary schools for boys and girls. These variations will draw attention to elements that improve female instructors' effectiveness, eventually improving student results.

In conclusion, a crucial requirement for well-informed decision-making is addressed by this qualitative study on the effectiveness of female instructors in government primary and elementary schools for boys and girls. By identifying factors that impact teachers' effectiveness, the research advances educational methods that benefit educators and learners.

It is essential to comprehend the historical development of the roles played by female instructors in primary and elementary education. South Asia was impacted by the emphasis on female education in the late 19th and early 20th centuries (Carter, 1990). Following Pakistan's 1947 independence, women's engagement in education increased (Ashraf & Kamal, 2017). After initially emphasizing growth in numbers, the focus changed to professional development and performance (Mustafa & Rizvi, 2018).

In primary and elementary schools for both boys and girls, the role of female instructors has grown. In addition to teaching, they also handle administrative, counseling, and parent involvement duties (Naseem & Arshad, 2018). The significance of teacher performance has been acknowledged in the late 20th and early 21st centuries (Rivkin et al., 2005). In government schools, female educators must exhibit subject-matter expertise, pedagogical abilities, and classroom management (Chaudhry & Rahman, 2009).

Teacher training and methods are influenced by feminist pedagogy, which also impacts the discourse surrounding gender and teaching performance. Feminist educators question gender expectations and foster inclusive learning settings (Crabtree et al., 2009). The influence of societal expectations on female teachers' performance is highlighted by gender role theory (Li & Kirkup, 2007). The study aims to close the knowledge gap about the possibilities and problems faced by female instructors in both boys' and girls' schools.

The government primary and elementary schools for boys and girls in the Mandi Bahauddin area are the subject of the research. It ensures a targeted analysis of female teachers' performance in government schools serving girls and boys separately by excluding other districts, higher education levels, and private schools.

Material and Methods

A qualitative research design was used to fulfill the research objectives. Two District Education Officers (DEOs) Elementary Education Male and Female (EE-M & F) of district Mandi Bahauddin; two Deputy DEOs (EE-M & F) three male Assistant Education Officers (AEOs) and three female AEOs; five head teachers of girls' primary and elementary public schools, and five head teachers of boys' primary and elementary public schools (conveniently drawn from only tehsil Mandi Bahauddin) were the sample of study. Hence, a total of 20 primary and elementary school managers were interviewed. The semi-structured interview protocol was used for primary and elementary school management (school heads, DEOs EE-M/F, Dy. DEOs & AEOs). The semi-structured interview protocol covered five domains: a) Teachers' behavior, b) Teachers' performance, c) Teachers' dutifulness, d) Teachers' ranking, and e) Suggestions for improvement of teachers' performance. It contained fifteen items along with demographic information of participants.

The validity of the self-developed tool (Semi-Structured Interview) was checked by three experts with Ph.D. degrees in the relevant subject. After necessary modifications, the instrument was finalized for data collection. Qualitative data was collected by conducting 20 semi-structured interviews. The researcher took all the interviews face to face. The duration of interviews was about 30-40 minutes. Before conducting interviews, the consent of participants was taken by informing them about the nature and purpose of the interviews. The location and timing of interviews were pre-decided with the participants. Some interviews were conducted at the homes, and others at the participants' job places (schools, offices).

All interviews were conducted with a facilitator's help to ensure the interview quality. The interviews were saved in written notes and electronic recordings with the participants' permission. Dates and times of interviews were also noted along with the primary data.

Data Analysis and Interpretation

Qualitative data was analyzed using the Thematic Analysis Approach, which comprises the steps of coding, memoing, transcribing, and reporting, or developing and describing themes and sub-themes. Researchers listened to the recordings several times to get acquainted with the data. There was enough information removed to keep everything on course. Interviews were transcribed, and initial codes were determined. They found that the main objective of the questions allowed for the identification of major themes and subthemes like designs were grouped in the relevant sections. After that, a comprehensive data analysis was carried out to determine the main findings and recommendations pertinent to the study issue. After interviewing twenty participants in school management from the Mandi Bahauddin region, the qualitative data was separated into three groups for further examination.

Category1 includes interviews of six (AEOs)

Category2 includes interviews of ten (Head Teachers) and

Category 3 includes interviews of four (DEOs & Dy. DEOs). A brief Description of the Participants is given below.

A1, A2, A3= Male Assistant Education Officers A4, A5, A6= Female Assistant Education Officers H1, H2, H3, H4, H5 =Male Head Teachers

H6, H7, H8, H9, H10= Female Head Teachers

Dy1= Deputy District Education Officer (Female) Dy2= Deputy District Education Officer (Male) DO1= District Education Officer (Female)

DO2= District Education Officer (Male)

Table 1
Themes and Sub-themes Related to Semi-Structured Questions

Participants	Themes	Subthemes
A1 A2 A3 A4	Difference in performance	Performance in girls' boys' schools
A5 A6 H1, H2	Performance Evaluating Factors	Regularity & Punctuality
H3, H4 H5, H6	Influence of Gender of Headship	Lesson Planning & Delivery Teaching Methods
H7 H8 H9 H10	Influence of Students' Gender	Annual Results & Assessments Classroom Observation Tool (COT) Students' Behaviour
DO1 DO2 DY1 DY2	Impact on Male, Female Interaction. Female teachers' problems in boys' schools. Suggestions for Performance Improvement. Ratings of female teachers' Performance. Female Teachers' Behaviour Teachers Readiness for extra duties. Main teaching aids used by female teachers. Monitoring & Evaluation Way of feedback Recruitment of Female Teachers in Boys' Schools Policy	Performance Under Male vs. Female Head. Performance with girls or boys' students Positive or Negative Impact on Performance Personal, Religious and social problems Meetings, Training, Workshops Behavior with head, staff & students Recommendations for teachers' motivation. Charts, Models, Handmade objects Weekly and monthly visits Oral and Written feedback Effect on teachers' deficiency & literacy rate. Teachers' training Conducive Environment

The examination of the interviews reveals various vital themes and insights regarding the performance of female teachers in government primary and elementary schools for both girls and boys in District Mandi Bahauddin. At first, most participants agreed that there is a difference in performance between schools for boys and girls. Because they can concentrate just on teaching, work in a more comfortable setting, and have female colleagues around, female instructors are seen to perform better in girls' schools. On the other side, female instructors in schools for males

were seen to achieve academic success mainly because male teachers manage extracurricular activities, freeing female teachers to concentrate on teaching. The subject delivery, instructional tactics, student grooming, homework management, teaching quality, student engagement, and overall self-discipline and confidence in students were all elements that influenced the appraisal of the performance of female instructors.

As expressed by Participant A5: "The academic achievement of pupils and the general grooming of instructors are the two criteria we may use to evaluate their success. Different practices, such as the caliber of instruction, homework assignment, and student participation in activities, influence academic success. However, when it comes to general grooming, observation shows pupils are driven, self-assured, and well-groomed."

Regarding headship's impact, it was generally agreed upon that female heads lead their female instructors more effectively. This is explained by the fact that female leaders offer mental clarity and professional satisfaction, which makes it easier for female

educators to deal with their unique problems and worries. Participants concurred that female professors do not show a preference for educating students of any gender when it comes to comfort in the classroom. They instruct boys and girls equally, with little discernible difference in ease or comfort. It was believed that interactions between male and female educators affected instructors' performance positively and negatively. In circumstances where males predominate, female instructors may face challenges or a decline in confidence, but they also gain from the respect, assistance, and leadership that male staff members provide. Female instructors at boys' schools mostly had to control boys' conduct and adjust to their unique social activities. Female educators needed to devise tactics to manage these obstacles proficiently.

Participants recommended concentrating on two key areas in order to improve the effectiveness of female instructors. First, it was decided that it was essential to identify areas for growth and acquire skills. To improve their material delivery, assessment, and feedback abilities, teachers should pinpoint their areas of weakness and collaborate with AEOs. Second, educators were urged to prioritize pupils' total growth and grooming. Participants gave their professors an average rating between average and above average. Based on their favorable attributes, this implies that teachers' performance is often seen favorably. Teachers' behavior with students, staff, and heads was usually considered positive. Nonetheless, a few elderly or older instructors showed a lack of tolerance and opposition to change. It was advised to use counseling and focused treatments to address particular behavior-related problems. In general, female educators were eager to take on additional responsibilities in the classroom, including management, testing, punishment, and morning assembly.

According to Dy1: "Yes, female instructors are willing to take on more responsibilities. God has given women flexibility and capacity, enabling them to fulfill numerous tasks simultaneously as excellent moms, spouses, and sisters."

It was advised that the advantages and reasoning behind these responsibilities be communicated clearly to inspire instructors. Traditional teaching aids like writing boards, markers, sticky notes, charts, and student-made models were utilized by female educators. These tools' utilization was hampered by a lack of funding and accessibility to contemporary teaching tools. The participants emphasized the significance of observing instructors' lessons and offering feedback to promote further development. Participants' suggestions on the number of visits varied; some suggested once a month, while others suggested at least twice a month. Divergent views existed about the hiring of female teachers in male-only institutions.

Dy2 voiced apprehension based on religious precepts, proposing a division between relationships of men and women. While some participants thought it had addressed teacher shortage and improved the literacy rate, others voiced concerns about the difficulties experienced by female instructors in these environments. In conclusion, examining the interview data provided insight into the effectiveness of female educators working with both boys and girls in District Mandi Bahauddin's government primary and elementary schools. The results show how boys' and girls' schools perform differently, what influences teacher assessment, the importance of headship, the difficulties experienced by female instructors, and recommendations for development. In order to improve the standard of instruction in these institutions, the study emphasizes how critical it is to empower and encourage female instructors. When they are working in schools, head teachers have closer relationships with female teachers. Because they interact with female instructors regularly, they are more equipped to evaluate their performance. Overall, this investigation concluded that female primary

school instructors can perform better than their male counterparts in both kinds of schools – boys' and girls'. Nonetheless, in boys' schools, their performance is somewhat impacted at the basic level.

Consequently, it is recommended that the government hire only female instructors for the primary division of boys' schools or assign female teachers to teach in the primary division of boys' schools as a whole.

According to participant H10: "Compared to male teachers, female teachers provide elementary school pupils greater attention. Therefore, in my opinion, the government should establish a policy requiring all primary schools, both boys and girls, to hire only female teachers. This is because male teachers are less tolerant and unable to teach younger students with attention, but female teachers can more successfully provide a stronger foundation for younger students."

While working at boys' schools, female teachers deal with various social and personal issues. Fortunately, the head teachers' leadership style may favorably influence the conduct of female teachers. Training, rewards, and a supportive atmosphere are crucial for raising teacher effectiveness. The lack of primary and elementary school teachers in District Mandi Bahauddin and the literacy rate may be addressed by hiring more female teachers and giving the school system more funding. Based on the comprehensive study, it was clear that most participants believed that the surroundings in boys' and girls' schools varied, which accounts for the performance gap. In schools for females, female instructors also do better. They recommended hiring female educators for all elementary schools, whether in boys' or girls' schools. However, they discouraged recruiting female teachers in boys' schools due to multiple problems.

More budget and funds can be allocated to the School Education Department to uplift the quality of education.

Discussion

The research findings indicate that female instructors in boys' and girls' schools have comparable performance levels. Nonetheless, the finding that students can feel more comfortable in schools for females highlights how gender dynamics affect learning settings. This observation starts a conversation on how gender composition affects classroom dynamics, teacher morale, and teacher-student interactions. Beaman, Wheldall, and Kemp (2006) state that feminism impacts female teachers' classroom environments regarding relationships between instructors and their pupils, particularly guys.

The study found that, as Nadeem, Rana, Lone, and Maqbool (2011) note, female instructors face various difficulties in elementary schools, especially in rural regions. Teachers from rural regions received higher mean test scores than their metropolitan counterparts. In addition to making it difficult for pupils to concentrate on their studies, crowded classrooms always shorten the time given for each lesson. Instructors' performance is affected by the congestion in these classrooms, especially in the district of Bahawalpur's metropolitan areas. The problems that may hinder female teachers are caused by various external causes, including a lack of libraries, poor quality teaching materials, understaffed classrooms, instructors working various shifts, and inadequate facilities. Lack of gender justice, gender inequities, threats, and postings far from one's home are additional external issues.

The study noted diverse perspectives among educators regarding their subject matter expertise, lesson design, classroom administration, assessment, and peer relationships. This begs the issue of what variables may be causing these variations and how they may affect student results and the caliber of instruction. Examining the causes of these disparities may highlight possible fields for focused professional growth. Teachers' experiences and lesson plans did not significantly differ in groups or individually, according to Friedrichsen, Abell, Pareja, Brown, Lankford, and Volkmann (2009).

The research draws attention to the difficulties experienced by female educators in male-only institutions about attire, relationships with male coworkers, and student conduct. This highlights how crucial it is to examine how cultural expectations and gender norms impact female educators' experiences working in mixed-gender classrooms. These difficulties add to the conversation about fostering a supportive work environment and removing any obstacles that can hinder female instructors' career advancement. The results highlight how important it is for educators to have continuous training and development to stay current with changing curricula, pedagogical approaches, and technological integration. Teachers constantly need to improve in various areas, including instructional tactics, assessments, AV aids, and pedagogical material understanding, according to Zhang, Parker, Koehler, and Eberhardt (2015).

According to the research, some participants think that female instructors should not be hired for positions at schools catering to males because of possible difficulties and concerns with assessments. This point of view raises questions about how hiring policies and procedures could be affected by such beliefs and whether or not they are consistent with the values of inclusion and equality in education. According to Moran, Kilpatrick, Abbott, Dallat, and McClune (2001), hiring more women as teachers affects meeting all kids' academic and socioemotional requirements.

According to Amin and Lodhi (2013), improved training techniques and ongoing professional development can improve the effectiveness of female instructors in early-level schools. The issue of optimizing the benefits of training was also covered, with particular emphasis on needs assessment, training design and delivery, training evaluation, and training transfer.

The study's emphasis on the proactive role of administration makes it imperative to investigate this further. Talking about the effects of frequent visits from AEOs, Dy. DEOs and DEOs on professional development and teacher performance can help advance the conversation on efficient leadership and support systems in educational settings. According to Rasheed Aslam and Sarwar (2010), higher pay, incentives, and recognition positively impact teachers' performance. Intangible motivators, including job design, work atmosphere, feedback, recognition, and empowerment or decision-making involvement, are all possible variables for motivation. Instructors in higher education, even if remuneration and benefits are critical considerations in a competitive market.

To put it briefly, the study's understanding of the experiences, viewpoints, and difficulties encountered by female educators in various educational environments offers a thorough framework for talking about gender dynamics, instructional strategies, professional growth, policy ramifications, and administrative assistance about the district's primary and elementary school curriculum. Building on these results, more investigation and analysis can advance a more comprehensive comprehension of the intricacies of gender and education in many educational settings.

Conclusion

The researcher carried out a comprehensive and in-depth analysis of the viewpoints held by educators and administrators about the effectiveness of female instructors in District Mandi Bahauddin's primary and elementary schools for both boys and girls. The results showed that female instructors perform at the same level regardless of the gender of the pupils they instruct. It is significant to note, too, that female instructors could feel more comfortable in primary and elementary schools catering to girls.

Teachers voiced differing views regarding their level of competence in subjects, including topic knowledge, lesson preparation, classroom management, assessment, feedback, and collaboration with peers. According to the survey, there are difficulties for female instructors in both boys' and girls' schools. However, male schools provide extra clothing-related challenges – interactions with male colleagues and managing students' behavior. The survey also showed that female teachers are eager to take on extra obligations handed to them by the heads of the schools, indicating that they are prepared to contribute in addition to their usual work. These educators are skilled at using inexpensive audio-visual tools and have the necessary topic expertise. Nonetheless, the study emphasized how crucial it is for female teachers to have ongoing professional development to stay current with changing teaching methodologies.

Several variables were found to affect instructors' effectiveness, including extra funding, incentives, training chances, senior officers' actions, and the gender of the pupils. Interestingly, most participants thought that hiring female instructors for boys' schools may provide difficulties for the administration and teachers.

The study emphasized the active role of the administration in Tehsil Mandi Bahauddin, with regular visits from Area Education Officers (AEOs), Deputy District Education Officers (Dy. DEOs), and District Education Officers (DEOs). These visits involved providing feedback to teachers and head teachers, contributing to a higher literacy rate in District Mandi Bahauddin.

In conclusion, the thorough analysis revealed that female instructors perform similarly in schools for boys and girls, considering subtle factors such as comfort level in various environments. The study emphasized female educators' difficulties, readiness to accept more responsibility, and the value of ongoing professional development. The results also demonstrated the importance of many factors affecting teachers' performance and the necessity of careful consideration when hiring female instructors for boys' schools. Finally, the improved literacy rate in District Mandi Bahauddin was partly attributed to the administration's active engagement, which included frequent school inspections.

Recommendations

The government should revise the Teacher's Employment Policy of 2022 to allow for the employment of female teachers only in elementary schools for boys. An even more extensive strategy may be assigning all of the elementary school staff – boys or girls – to be female to obliterate masculine influence.

The School Education Department should receive more funding from the government. By hiring more instructors, the additional cash should be used to fill the significant number of open posts in primary and elementary schools. Building new

structures and adding more rooms should also be a priority to handle the expanding number of students attending schools.

The government should implement ongoing professional development programs, ethical training sessions, and academic seminars for educators to bring education into line with the current technology era. Ongoing professional development must be made mandatory, especially for senior educators. These training efforts should include fair and thorough assessment and follow-up procedures. Using a more transparent attendance method, such as biometric attendance, is also advised.

The government ought to think about raising teacher pay in order to encourage and retain educators. Additionally, rewarding top performance with bonuses, allowances, promotions, and monitorial incentives would act as positive reinforcement and encourage a more committed and driven teaching staff.

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