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AN INVESTIGATION OF PROBLEMS FACED BY THE FEMALE TEACHERS WORKING AT BOYS PRIMARY SCHOOLS IN DISTRICT TOBA TEK SINGH

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ABSTRACT

The study was conducted in District Toba Tek Singh to find out whether female teachers have to face problems while working in boys' primary schools in the presence of male colleagues. Data were collected from 110 female teachers working in the boys' primary schools of Tehsil Toba Tek Singh using convenient sampling techniques. The female teachers' list is obtained from the education department. The interview and focus group research tools were used to find female teachers' prospects, problems, and challenges while working in boys' primary schools. Mean, percentage and standard deviation were measured. Findings indicated that 70.9% of female teachers have master degrees and 77.3% contain B.Ed. as a professional degree. Only (9.1%) have an M.Phil. degree, and 7.3% of respondents contain a professional degree with M.A Education. Female teachers were satisfied to teach boys except for the issue of male colleague's attitude towards females, cooperation, decision-making power, and administrative dealing with male teachers.

Keywords: Problems; Female teachers; Boys; Primary schools.

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INTRODUCTION

Young children need more attention, and females are the most suitable candidate to teach young children (Daoust, 2013). In the technologically advanced countries such as American, United Kingdom, Denmark, Canada, etc., females constitute up to 80 percent of the primary school teaching and much of Asia and the South Pacific. In Pakistan, the government of Punjab allowed the appointment of female teachers in both primary and middle Boys Public Schools in Teacher recruitment policy, 2013. According to this policy, much female staff has been recruited and transferred in primary and middle male schools, where most school heads, teachers, and all of the students are male. In our country, society females predominantly observe Islamic values that do not allow and appreciate free amalgamation and interaction of females and males. There are many females, particularly in rural areas as well as in urban areas which observe parda and wear veils (Ranjha et al., 2018).

After the recruitment policy, 2013, there are many female teachers working in primary and elementary public boys primary and elementary schools in Punjab, Pakistan. Therefore, a study is conducted in District Toba Tek Singh to investigate whether female teachers have to face problems while working in boys' primary schools in the presence of male colleagues.

METHODOLOGY

A study was descriptive, and a mixed methods research approach was used to collect and analyze the data after getting the list of female teachers from the education department. The 110 female teachers were chosen as a sample of study through convenient sampling techniques. The data were collected through interview and focus group discussion tools. A pilot study was tested on administering the 20 respondents. After administering, the reliability of the instrument was checked by Cronbach's Alpha, which was 0.781. After collecting the data, it was analyzed with the help of statistical software SPSS (Statistical Package of Social Sciences) and interpreted in the form of mean, percentage and standard deviation.

RESULTS AND DISCUSSION

The study was conducted in District Toba Tek Singh to find out whether female teachers have to face problems while working in boys' primary schools in the presence of male colleagues. Toba Tek Singh is one of the top 10 cities in Pakistan with a high literacy rate. The district consists of four Tehsil Toba Tek Singh, Gojra Kamalia and Pirmahal. The data were collected through mixed methods tools and analyzed with the help of statistical software SPSS (Statistical Package of Social Sciences) and interpreted below in the form of mean, percentage and standard deviation.

Table 1. Distribution of respondents regarding the general and professional qualifications.

General Qualifications	Professional Qualification	General Qualification		Professional Qualification	
		Frequency	Percentage	Frequency	Percentage
Graduation	B.Ed.	22	20.0	85	77.3
Master	M.Ed.	78	70.9	17	15.5
M.Phil.	M.A Edu	10	9.1	8	7.3
Total		110	100.0	110	100.0
Mean/SD		1.89/1.53		1.30/0.599	

Table 1 indicates the respondent's qualifications in terms of general and professional. The vast majority of respondents contain master degrees (70.9%) with B.Ed. (77.3%) as a professional degree. Only (9.1%) have an M.Phil. degree, and 7.3% of respondents contain a professional degree with M.A Education. According to Harris & Sass (2011) and Sahlberg (2015), higher education may improve teacher effectiveness and raise the status of the teaching profession; Shukla et al. (2018) stated that those teachers who have a professional degree in education showed a significant difference in professionalism, while professional training remains continue.

Table 2. Distribution of female teachers according to their location.

Location	Frequency	Percentage	Mean	SD
Urban	27	24.5	1.90	0.301
Rural	83	75.5		
Total	110	100.0		

Table 2 indicates that the vast majority (75.5%) of female teachers belong to rural schools, while 24.5% belong to urban ones.

In Table 3 the 70% of female teachers stated that they faced administrative challenges with male officers and 21.82% of the female teachers reported that they have no issue with male staff officers. At the same time, 8.18% of the female teachers were unable to decide. Mwanzia (2017) identified the personal and external issues faced by female head teachers and found that the gender irresponsible, limited resources, negative attitudes, reluctance in applying for the posts, disrespect and stereotyping by male counterparts, lack of role models, dealing with difficult teachers and as well as home-work conflicts of the major challenges faced by female teachers in the community.

Table 3. Response of female teachers on the administrative problems of the school.

Response	Frequency	Percentage	Mean	SD
Strongly Agree	5	4.55	3.44	1.07
Agree	72	65.45		
Undecided	9	8.18		
Disagree	14	12.73		
Strongly Disagree	10	9.09		
Total	110	100.0		

Table 4 indicated that 58.18% of female teachers stated that they face negative attitudes of male staff, and 30.91% of the respondents said that males have positive attitudes towards females. In comparison, 10.91% of the respondents didn't decide about the male attitude towards females. Ali et al. (2013) found the attitudes of different families system towards females and revealed that the males residing in joint families have significantly negative sex-role have more stereotypes towards women as managers. In contrast, males residing in nuclear families possess a neutral attitude towards women as managers. They further explained that males with working mothers have a positive attitude towards women managers than males who have housewives.

Table 4. Agreement level of the respondents about negative attitudes of male staff.

Response	Frequency	Percentage	Mean	SD	Mode
Strongly Agree	7	6.36	3.22	1.18	4
Agree	57	51.82			
Undecided	12	10.91			
Disagree	21	19.09			
Strongly Disagree	13	11.82			
Total	110	100.0			

Table 5. Agreement level of the respondents about lack of cooperation among male and female staff.

Response	Frequency	Percentage	Mean	SD	Mode
Strongly Agree	13	11.82	3.25	1.24	4
Agree	49	44.55			
Undecided	14	12.73			
Disagree	21	19.09			
Strongly Disagree	13	11.82			
Total	110	100.0			

Table 5 researcher found that the cooperation of male and female staff with each other. He found that 56.37% of respondents agreed that they have no cooperation with male and female staff, and 30.91% of the respondents did not agree. In comparison, 12.73% of the respondents became neutral to give feedback.

Table 6. Agreement level of the respondents about less decision-making power as compared to male teachers.

Response	Frequency	Percentage	Mean	SD	Mode
Strongly Agree	6	5.45	3.50	1.07	4
Agree	75	68.18			
Undecided	8	7.27			
Disagree	10	9.09			
Strongly Disagree	11	10.00			
Total	110	100.0			

The managers have the same rulers and treat the teachers as salvages and lower classes. This case has made the soul of enthusiasm of educationists, and teachers and relationships, on the one hand, unstable. The leaders offer educators requests instead of providing helpful information, and so no change occurs. Educators are not as charming in all districts as, for example, in carrying out information tasks or any other strategy for planning. Teachers only participate in the use of the part of the change. This ends in the course of an intermittent meaningless culture. Coordination between educators and directors is not even attended to; this failure to coordinate was the subject of various examinations in schools and, more so, teachers. In order to address major issues at the school level, no inducing measures can therefore be taken (Zafar, 2003).

In Table 6 compare the power of decision in the combined staff of a boy's primary school. He found that 73.63% of respondents said they have less decision-making power (compared to male teachers), and 19.09% of the respondents stated that they have more decision-making power than male staff. In comparison, 7.27% of the respondents are unwilling to respond to it. Jacques and Gulseven (2019) stated that female teachers are more likely to make emotional decisions than males. Rasheed (2004) argued that the supervisory system had been much more described in the education system than practiced in the field. The supervision process at the primary level is crowded with issues. The professionally untrained persons are recruited as supervisors. In Pakistani schools, there is poor thinking about supervision. The supervisory strategy is based on bureaucratic principles.

CONCLUSIONS

Recruiting female teachers in boy's primary schools is a positive step of the Punjab Govt. to minimize the communication gap between both genders at an early level of education. The vast majority of the female teachers contain master degrees with professional qualifications. Female teachers feel a positive attitude and cooperation from male colleagues, but they have administrative and decision-making power distribution issues with male colleagues. The study recommended that there should be a separate staff room and recruited more than one female teacher in each school

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