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RESEARCH PAPER

Female Teachers' Performance Working in Government Girls and Boys Primary and Elementary Schools: A Comparative Study

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ABSTRACT

Primary education is the foundation of learning and discovery, igniting curiosity and equipping children with the essential skills to navigate the world. In this stage, teachers unlock children's potential and transform them into effective individuals in the future. The objective of this study was to compare the effectiveness of female instructors in schools for girls with schools for boys. The study utilized a quantitative research approach and employed a closed-ended questionnaire with a five-point Likert scale to deliver the survey. The research design followed in this paper was casual comparative. A sample of 327 female elementary teachers (174 from schools for girls and 153 from schools for boys) and 400 primary/elementary grade children (200 from each group) were chosen using the stratified proportional sampling approach. The results showed a significant difference in female teachers' performance between elementary schools for boys and girls, with female instructors performing better in the latter. Based on the results, the authors suggest that only female teachers should be hired for schools catering to females.

KEYWORDS Elementary School, Female Teachers, Primary School, Teachers' Performance

Introduction

When comparing the effectiveness of female instructors in government primary and elementary schools for girls and boys, it is crucial to explore the nuances of gender-shaped educational dynamics in these two different contexts (Qureshi et al., 2023; Tabbasam et al., 2023; Tabassum et al., 2024). This research attempts to disentangle the complex factors affecting the effectiveness of teaching for female teachers by examining differences in performance measures, difficulties encountered, and possible areas of development (Amjad et al., 2024). The study intends to shed light on public education's role in promoting gender-inclusive teaching environments by concentrating on government-run institutions (Farooq, 2011; Li & Kirkup, 2007).

Social norms and expectations are frequently reflected in educational environments; this is especially true when it comes to gender roles in schools. A thorough examination of the differences in performance between female instructors in government schools for girls and boys offers a sophisticated knowledge of how these environments affect teaching methods (Amjad et al., 2020, 2021, 2022, 2022a, 2022b). The goal of the study is to pinpoint the variables that lead to performance gaps, focusing on classroom dynamics, student involvement, and general teaching efficacy (Awan & Riasat, 2015; Crenshaw, 1991).

It has been noted that there are differences between the learning environments in primary and elementary schools for boys and girls (Akram et al., 2020, 2023; Saleem et al., 2020). These differences have an impact on teachers' performance in important areas such as lesson preparation, classroom management, and teaching approaches. The objective of this research is to examine and analyze the differences in the effectiveness of female primary and elementary school teachers in both boys' and girls' schools. By identifying these differences, the study clarifies variables that may increase female instructors' effectiveness, which would eventually benefit students' educational success. Both instructors and students gain from investigating the variables affecting teachers' performance and discovering possible areas for development, which adds to the general improvement of educational practices (Crabtree et al., 2009; Kingdon, 2006).

Literature Review

Investigations focus on issues that female instructors at boys' schools must deal with, including clothing codes, relationships with male coworkers, and disciplining students (Aslam et al., 2021, 2021a). These difficulties might provide light on the larger cultural and socioeconomic factors that mold female teachers' professional experiences and affect their capacity to deliver high-quality instruction. Because of the study's comparative design, each setting's particular challenges may be thoroughly examined (Beaman et al., 2006; Friedrichsen et al., 2009;).

Against the backdrop of strong patriarchal norms in Pakistani society, including District Mandi Bahauddin, this study recognizes the historical challenges faced by female teachers in navigating gender norms within their profession (Amjad et al., 2023, 2023a, 2023b, 2023c, 2024a). The advancement of female teachers' careers and their effectiveness have frequently been hampered by cultural expectations around women's primary duties as homemakers. But recent changes in public perceptions of women's employment and education, spurred by global development discourse advocating for gender parity in education, have started to question these long-standing beliefs. In order to provide female instructors' perspectives a voice, the research also looks at their own thoughts and impressions. The study intends to capture the subjective elements of teaching in various locations and how these experiences translate into performance outcomes by looking at their experiences. The understandings gained from these viewpoints can help create more encouraging and accommodating work conditions for female educators, resolving their issues and maximizing their value to the educational system (Sathar & Kazi, 2000; Unterhalter, 2017).

Even with these advancements, social and cultural standards continue to provide difficulties for female teachers. For example, at schools for boys, there may be opposition from community members who prefer male instructors. This emphasizes the necessity of comparing the effectiveness of female instructors in schools for girls and boys. The Gender Reform Action Plan (2005) and the National Education Policy (2009) are two examples of policy reforms that have attempted to address gender-related issues in education and improve teacher quality. Nonetheless, a more nuanced comprehension of the experiences and effectiveness of female educators in various educational environments is still required (Bartlett & Vavrus, 2017; Moran et al., 2001).

A variety of research evaluating the effectiveness of female instructors in various educational environments are available in the literature. However, there is a paucity of data that particularly compares the academic achievement of girls in Pakistani primary and elementary schools with that of males. Although the theoretical frameworks used—such as feminist education and gender role theory—offer important insights, their application

varies throughout research. Furthermore, there is a lack of coherence among these theoretical viewpoints, and a considerable number of them have their roots in Western settings, which may mean that they ignore certain socio-cultural elements in District Mandi Bahauddin (Bano, 2012; Shaukat & Iqbal, 2012).

Understanding the intersections between gender and other variables, including socioeconomic position, ethnicity, and religion, is crucial to comprehending the experiences of female teachers. The current research, conducted throughout Pakistan, frequently falls short in this aspect. With its distinct socio-cultural dynamics, administrative setup, and educational policies, District Mandi Bahauddin deserves special attention. One significant research gap that requires immediate attention is the lack of localized comparison studies on the effectiveness of female instructors in this district's boys' and girls' schools (Noureen & Awan, 2011; Skelton, 2012).

To fully comprehend the subtleties of female teachers' performance in this unique setting, comparative studies relevant to District Mandi Bahauddin should be the focus of future research. This customized approach guarantees that policies are adapted to the particular dynamics of the district, which is crucial for evidence-based policymaking and implementation. It is imperative to fill this research void in order to guide regional efforts and add to the larger conversation on enhancing the performance of female educators in Pakistan. These comparative studies can provide insightful information and lessons that apply to other comparable situations across the nation. The government primary and elementary schools in District Mandi Bahauddin are the only subject of the research (Government of Pakistan, 2009; Sathar & Kazi, 2000).

In addition, the comparative analysis explores the larger educational framework of government-run basic and primary schools, recognizing the importance of these establishments in laying the groundwork for students' academic careers. The research acknowledges the critical role that female teachers play in creating a productive and happy learning environment by concentrating on them. Gaining insight into the subtle differences in their experiences in boys' and girls' schools enables focused interventions that can promote their professional growth and, in turn, lead to better student results (Shaukat & Iqbal, 2012; Unterhalter, 2017).

The influence of outside variables, such as cultural norms, social expectations, and the changing terrain of educational policy, on the performance of female instructors is also taken into account in this study. The efficacy of government programs aiming at improving gender equality and teacher quality within the educational environment is assessed. Policymakers may find the findings insightful, helping them to refine current approaches and put new ones into place that better meet the changing requirements of educators and students (Aslam, 2009; Stake, 2005).

Furthermore, the study explores how gender intersects with other socioeconomic characteristics, recognizing that factors like socioeconomic class, ethnicity, and religious background can have a varied impact on the experiences of female instructors. The study's conclusions gain depth from this nuanced approach, which acknowledges the variety of the cohort of female instructors and the necessity for specialized support systems (Unterhalter, 2017; Warwick & Reimers, 1995).

To sum up, the objective of this comparative study on the performance of female instructors in government primary and elementary schools for girls and boys is to decipher the intricate interactions among variables that impact the effectiveness of instruction in various learning environments. The research aims to improve the general quality of

education in government schools by providing insights into policies and practices that encourage gender-inclusive and supportive settings via a thorough investigation (Darling-Hammond & Youngs, 2002; Jabeen et al., 2022).

Hypotheses

$H_0$1: There is no significant difference between female teachers' performance working in girls' and boys' primary schools in district Mandi Bahauddin.

$H_0$2: There is no significant difference between female teachers' performance working in girls' and boys' elementary schools in district Mandi Bahauddin.

Material and Methods

Research Design

This study used a quantitative survey research design as its research methodology. This technique makes it possible to gather numerical data that can be statistically examined to find trends or patterns and make conclusions. The three tehsils of the district Mandi Bahauddin—Tehsil Phalia, Tehsil Malikwal, and Tehsil Mandi Bahauddin—were the subjects of the research. Before starting the real research in the other two tehsils, a pilot study was first carried out in Malikwal, one of the tehsils, to confirm the validity and viability of the research concept.

Participants

The research's target demographic included all of the female head teachers, grade V and VIII pupils, and teachers at public primary and elementary schools for boys and girls in the Mandi Bahauddin area. The research population also included the district's management officers, such as Assistant Education Officers (AEOs), Deputy DEOs, and District Education Officers (DEOs). This complete and representative examination of the district's educational environment is made possible by the engagement of all relevant stakeholders in the education system, which offers a holistic perspective of the topics being looked into.

Measure

The research chooses a Quantitative Survey Research design and includes a wide variety of participants in order to produce numerical data that can be thoroughly examined. This method contributes to a thorough understanding of the educational dynamics in district Mandi Bahauddin by enabling researchers to gain insightful knowledge about the experiences and viewpoints of educators, head teachers, and students, as well as the viewpoints of educational management officers.

Table 1
Participants of the Study

Sr N	Number of female teachers and students	M.B.Din	Phalia	Malikwal	Total
1	Teachers in girls' primary schools	337	416	338	1509
2	Teachers in girls' elementary schools	155	244	68	816
3	Teachers in boys' primary schools	94	132	43	269
4	Teachers in boys' elementary schools	39	40	25	104
5	Students in girls' primary schools	3233	15471	15290	36525
6	Students in girls' elementary schools	3364	8120	6810	18917

7	Students in boys' primary schools	6939	11478	3081	21498
8	Students in boys' elementary schools	3331	4961	2441	10733

Table 1 provides a detailed breakdown of the study population, presenting the number of female teachers and students across various categories in District Mandi Bahauddin, with a further breakdown for each tehsil (Phalia, Malikwal). The data is segmented based on the type of school (girls' primary, girls' elementary, boys' primary, boys' elementary), offering a comprehensive overview of the educational landscape in the district. The statistics reveal the distribution of female teachers and students in both primary and elementary schools, highlighting the significant numbers in each tehsil. For instance, in girls' primary schools, there are 337 teachers in Mandi Bahauddin, 416 in Phalia, and 338 in Malikwal, totaling 1509. Similarly, the student population is delineated, providing insights into the enrollment figures across different school categories. This comprehensive tabulation serves as a foundational reference for understanding the scale and distribution of teachers and students in girls' and boys' primary and elementary schools within District Mandi Bahauddin.

Table 2
Sample of the Study

Sr N	Number of female teachers and students	M.B.Din	Phalia
1	Teachers in girls' primary schools	51	63
2	Teachers in girls' elementary school	23	37
3	Teachers in boys' primary schools	47	66
4	Teachers in boys' elementary schools	20	20
5	Students in girls' primary schools	50	50
6	Students in girls' elementary schools	50	50
7	Students in boys' primary schools	50	50
8	Students in boys' elementary schools	50	50

Table 2 outlines the sample distribution for the study, offering a detailed representation of the number of female teachers and students in each tehsil (Mandi Bahauddin and Phalia) within District Mandi Bahauddin. The data is categorized based on the type of school (girls' primary, girls' elementary, boys' primary, boys' elementary) and includes the total number for each tehsil. For instance, in Tehsil Mandi Bahauddin, there are 51 female teachers in girls' primary schools, 23 in girls' elementary schools, 47 in boys' primary schools, and 20 in boys' elementary schools, summing up to 114, 60, and 113, and 40, respectively. The student sample size is consistently set at 50 for each category and tehsil, ensuring a balanced representation across different school types. This strategic sampling approach allows for a focused and comparative analysis of female teachers' and students' experiences and performance in both primary and elementary schools in the specified tehsils of District Mandi Bahauddin.

Results and Discussion

The Statistical Package for the Social Sciences (SPSS), a popular statistical analysis software program, was used by the researchers throughout the data analysis stage of the study. The methodical analysis of the quantitative data collected for the study was made easier by this program. Survey respondents' average replies were evaluated using descriptive statistics, namely the Mean. The Mean functions as a focal point that offers a general grasp of the experiences or perspectives of the participants. The standard deviation was also computed to assess the response dispersion from the Mean. This metric offers insights into the variability within the dataset by illustrating how much individual answers vary from the average.

The researchers used an independent sample *t*-test to improve the analysis's depth further. This statistical test was used to compare the means of performance of two different groups of teachers: female teachers in schools for girls made up the first group, while female teachers in schools for boys made up the second. The researchers used the independent sample *t*-test to see if there were any notable variations in these two groups' performance levels. A more detailed understanding of any differences in the experiences or viewpoints of female teachers depending on the gender of the schools where they work is made possible by this comparative investigation.

The data analysis method is rigorous and precise, as seen by the use of SPSS, descriptive statistics, and the independent sample *t*-test. These statistical techniques support the validity and reliability of the study by giving a methodical and impartial way to assess the data that was gathered, in addition to providing a mathematical foundation for interpreting the results. The performance differences between female instructors in boys' and girls' schools may be better understood by the researchers using this analytical technique, which also adds to our comprehension of the district of Mandi Bahauddin's educational environment.

Table 3
Comparison of Opinions of Female Teachers Teaching in Boys and Girls Schools

School type	N	M	SD	t	df	Sig (2-tailed)
Boys	153	88.32	9.28	-2.751	325	.006
Girls	174	91.39	10.74			

Table 3 presents a comparison of opinions among female teachers teaching in boys' and girls' schools, evaluating the mean scores, standard deviations, *t*-value, degrees of freedom (df), and significance levels (Sig. 2-tailed). The data, derived from a sample of 153 female teachers in boys' schools and 174 in girls' schools, indicates that the mean opinion score for female teachers in girls' schools is 91.39, with a standard deviation of 10.74. In contrast, female teachers in boys' schools have a mean opinion score of 88.32, accompanied by a standard deviation of 9.28. The *t*-value is calculated at -2.751, and with 325 degrees of freedom, the two-tailed significance level is determined to be .006. This statistical analysis suggests a significant difference in opinions between female teachers in boys' and girls' schools, with female teachers in girls' schools expressing higher mean scores in comparison to their counterparts in boys' schools.

Table 4
Gender-Wise Comparisons Based on Independent Sample t-Test of Grade V

Results	Gender	N	M	SD	*t*	df	Sig.
Mandi 2022	Teachers' performance working in BPS	25	283.48	57.54	5.55	198	.000
	Teachers' performance working in GPS	25	338.98	81.75			
Mandi 2023	Teachers' performance working in BPS	25	279.10	62.99	10.75	198	.000
	Teachers' performance working in GPS	25	379.38	68.70			
Phalia 2022	Teachers' performance working in GPS	25	297.52	86.90	.443	198	.658
	Teachers' performance working in GPS	25	293.14	46.91			
Phalia 2023	Teachers' performance working in BPS	25	305.94	47.08	2.06	198	.040

Teachers' performance working in GPS	25	284.04	94.99	

Note: GPS: Girls' Primary Schools, BPS: Boys' Primary Schools

Table 4 provides gender-wise comparisons based on independent sample *t*-test results for Grade V teachers' performance in the years 2022 and 2023 across different locations. The data includes the number of participants (N), mean scores, standard deviations, *t*-value, degrees of freedom (df), and significance levels (Sig.). In Mandi 2022, the performance of teachers working in Boys' Primary Schools (BPS) is reflected with a mean of 283.48, while those in Girls' Primary Schools (GPS) have a higher mean of 338.98, resulting in a significant *t*-value of 5.55 (p = .000). A similar pattern is observed in Mandi 2023, with teachers in GPS outperforming those in BPS (t = 10.75, p = .000). However, in Phalia 2022, no significant difference is found between teachers' performance in BPS and GPS (t = 0.443, p = .658). In Phalia 2023, there is a significant difference (t = 2.06, p = .040), with BPS teachers having a higher mean (305.94) compared to GPS teachers (284.04). The note clarifies that GPS stands for Girls' Primary Schools, and BPS stands for Boys' Primary Schools.

Table 5
Gender-Wise Comparisons Based on Independent Sample t-Test of Grade VIII

Results	Gender	N	M	SD	*t*	df	Sig (2-tailed)
Mandi 2022	Teachers' performance working in BES	25	373.20	73.42	1.91	198	.057
	Teachers' performance working in GES	25	349.32	101.01			
Mandi 2023	Teachers' performance working in BES	25	403.44	70.36	4.337	198	.000
	Teachers' performance working in GES	25	354.84	87.21			
Phalia 2022	Teachers' performance working in BES	25	401.52	85.86	.437	198	.662
	Teachers' performance working in GES	25	407.32	101.01			
Phalia 2023	Teachers' performance working in BES	25	371.68	87.91	3.739	198	.000
	Teachers' performance working in GES	25	419.26	92.01			

GES: Girls' Elementary Schools. BES: Boys' Elementary Schools

Table 5 presents gender-wise comparisons based on independent sample *t*-test results for Grade VIII teachers' performance in the years 2022 and 2023 across different locations. The table includes key metrics such as the number of participants (N), mean scores, standard deviations, *t*-value, degrees of freedom (df), and significance levels (Sig.). In Mandi 2022, the performance of teachers working in Boys' Elementary Schools (BES) is reflected with a mean of 373.20, while those in Girls' Elementary Schools (GES) have a slightly lower mean of 349.32, resulting in a non-significant *t*-value of 1.91 (p = .057). However, in Mandi 2023, a significant difference is observed, with BES teachers outperforming GES teachers (t = 4.337, p = .000). In Phalia 2022, no significant difference is found between teachers' performance in BES and GES (t = 0.437, p = .662). In Phalia 2023, a significant difference is observed, with BES teachers having a lower mean (371.68)

compared to GES teachers (419.26) (t = 3.739, p = .000). The note clarifies that GES stands for Girls' Elementary Schools, and BES stands for Boys' Elementary Schools.

Discussion

The range of viewpoints prompts a contemplation of whether these convictions are consistent with the values of inclusion and equality in education, which highlights significant implications for recruiting policies and procedures. This observation starts a conversation on how gender composition affects classroom dynamics, teacher morale, and teacher-student interactions. Beaman et al. (2006) assert that feminism has a noticeable effect on classroom dynamics, particularly when it comes to how male students interact with female professors. Examining the fundamental causes of these differences may point to possible directions for focused professional growth. According to Friedrichsen et al. (2009), there is not much of a difference between teachers' lesson plans and group and individual teaching experiences. Instructors' performance is greatly influenced by the school environment, with female instructors performing better at schools for females.

According to Jabeen et al. (2020), female instructors perform better than male teachers in secondary schools in District Lahore because of the more comfortable surroundings. Given that moms are more at ease speaking with female instructors, this study lends credence to the notion of hiring more female teachers for female-only schools. Furthermore, Awan and Riasat (2015) found that female instructors in the Dera Ghazi Khan District demonstrate increased concentration and commitment to their work. To obtain a full grasp of the complex interactions between gender and teaching in a variety of school situations, future study can further explore these findings. Furthermore, studies show that female instructors are more effective in managing the classroom, using instructional tactics, and fostering student involvement than their male counterparts (Ahmad et al., 2015). Female teachers' work happiness stands out as a crucial factor that influences positive behavior and adds to the complex interaction between personal job satisfaction and contentment in other spheres of life (Akhtar et al., 2010).

Conclusion

In order to evaluate the effectiveness of female instructors in the primary and elementary schools for both boys and girls in District Mandi Bahauddin, the researcher finished this study by doing a thorough and in-depth analysis of teachers and administrators. The study's conclusions show that instructors' perspectives on material understanding, lesson design, classroom management, assessment, and collaboration with peers differ significantly. These discrepancies raise important concerns regarding the variables behind these disparities and their possible effects on student outcomes and the caliber of instruction. Examining the causes of these differences may yield insightful information for focused professional development, improving the effectiveness of instructors.

Recommendations

Given that female instructors perform worse in uncomfortable environments, it is advised that the hiring of female teachers in primary schools for boys be reevaluated in light of the study's findings. Nonetheless, both boys' and girls' schools are encouraged to recruit them at the basic level. Furthermore, increasing funding for primary and elementary schools is essential to meeting their diverse requirements and raising the standard of instruction as a whole. For female educators to perform better and make a good impact on the classroom, they must be empowered and supported.

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