

DOI: 10.53555/ks.v12i5.3272

Challenges For Female Teachers At Secondary Level And Its Impact On Students

Sehr Mehmood¹, Farkhanda Tahir², Sahira Kiran³, Sajid Bashir⁴, Dr. Khalid Mahmood Arif^{5*}, Rizwana Bashir⁶

¹M. Phil Scholar, Dept. of Education, Riphah International University, Faisalabad, Pakistan.

² M. Phil Scholar, Dept. of Education, Riphah International University, Faisalabad, Pakistan.

³Lecturer, Dept. of Education, Riphah International University, Faisalabad, Pakistan.

⁴M. Phil Scholar, Dept. of Education, Riphah International University, Faisalabad, Pakistan.

⁵*Associate Professor/HOD Dept. of Islamic Studies, Riphah International University, Faisalabad, Pakistan.

⁶Lecturer, Dept. of Education, Riphah International University, Faisalabad, Pakistan.

***Corresponding Author:** Dr. Khalid Mahmood Arif

*Associate Professor/HOD, Dept. of Islamic Studies, Riphah International University, Faisalabad, Pakistan.

Abstract:

The study was designed to find out the challenges face by female teachers at secondary level and its impact on students learning in district Faisalabad. Female teachers play a vital role in the teaching and learning process, but they encounter numerous obstacles that hinder their ability to fulfill their responsibilities effectively. This research aimed to investigate the specific challenges faced by female teachers at the secondary level, with a focus on identifying the key barriers that prevent them from making a meaningful impact on the education process. This research paper used descriptive quantitative methodology. The study's findings indicate that female teachers' motivation to teach is dwindling due to the politicization of their appointments, transfers, placements, and promotions, which often prioritize political affiliations over merit. Additionally, female teachers are frequently posted in remote areas, where they face challenges such as inadequate accommodation and transportation. The study also revealed that female teachers are overworked, with excessive teaching loads due to staff shortages in schools, which has severely impacted the teaching and learning process. To address these challenges, the study recommends creating a trustworthy environment, strengthening accountability mechanisms, providing ongoing professional development opportunities and incentives for female teachers, making appointments and promotions based on merit, ensuring adequate staffing in schools, and eliminating political interference.

Keywords: Challenges, Political Affiliation, Barriers, Secondary Level

1. Introduction

Education plays a vital role in the advancement and growth of a nation. It serves as a means of acquiring knowledge and instilling values and culture among the youth in society. Schools and colleges are the primary institutions where young individuals can gain knowledge and promote the dissemination of values and culture. These educational objectives are achieved through effective teaching and learning experiences provided by these educational institutions. There is a growing need for more education and quality education at all levels of education in Pakistan, especially secondary and higher education world (American Federation of Teachers, 2000). Teachers, like other professionals, have a significant obligation and dedication to their role. As such, they must prioritize ongoing learning and development to excel in their profession (Johari et al., 2018). Teachers cannot be replaced by other forms of teaching (Deen, 2000). The truth is that teachers are the best in education as a whole. Teachers are incredibly crucial for the success of education. Today, well-rewarded teachers are popular all over the world (Lowrie and Jorgensen, 2015), because respected teachers have better educational outcomes than poor teachers.

Female teachers face a number of challenges that have a direct impact on their performance, including: pay, uncooperative behavior from teaching staff members, unpaid overtime, stress or anxiety from management's autocratic attitude, delayed or fewer opportunities for promotion, a lack of physical and instructional facilities, politics between teachers and students, discipline issues among students, and stringent institutional rules and regulations (Melaku & Hunde, 2020). Female teachers face many challenges in their careers. They mostly state that there is no support from the government. Moreover, they have to deal with excessive course load, time pressure, insufficient resources and excessive workload. For them, it's like trying to balance a million things at once (Mercer S, 2020).

By observing teachers in action, we can identify areas of strength and weakness, provide targeted support, and foster ongoing professional growth. This collaborative process promotes teacher excellence, enhancing the quality of education. Through observation and feedback, teachers can refine their skills, stay updated on best practices,

and make a greater impact on student learning. By being happy in their work, they may actively contribute to the achievement of national educational goals. However, if they are not, their performance will undoubtedly suffer, which will have a direct impact on students' learning. This is a concerning issue that needs to be addressed at the national level (Bhut, 2020).

2. Literature Review

Female teachers have facing many challenges working in and outside the home. Research has described the challenges faced by female teachers in various ways. Ahmad et al. (2013) identified several challenges in Pakistan's secondary education system, including financial struggles, political influence, and a lack of social recognition and adequate pay. Additionally, they noted issues with housing, frequent job relocations, limited opportunities for professional growth, and poor working relationships. Community pressure, teacher conflicts, and inadequate resources and infrastructure also pose significant challenges. Furthermore, teachers face heavy workloads in difficult conditions, poor supervision, and a lack of communication and coordination among staff members. Finally, issues with textbooks and curriculum also hinder teachers' effectiveness.

Studies by Nurmayanti and other experts reveal that female teachers struggle to separate their roles as wives, homemakers, and educators. They find it challenging to juggle these responsibilities, and it's not a pleasant experience (Nurmayanti et al., 2014). Female teachers with young children face added pressure to excel in two areas: teaching and parenting. Interestingly, most female teachers reported feeling more fulfilled in the classroom than at home with their kids. They find teaching more enjoyable and rewarding than childcare. This highlights the need for better support systems for working mothers. Balancing work and family life is a significant challenge for female teachers. They deserve help to manage their multiple roles effectively. Nurmayanti and others discovered that balancing family and work responsibilities can be an unattainable dream, as conflicts often arise (Nurmayanti et al., 2014).

Promotion of rural female teachers is one of the challenges they face in their livelihood. However, the government did not provide assistance to female teachers. Female teachers working in remote or isolated areas face housing and accommodation difficulties. They cannot rent a house and make a living with the salary they receive. Without housing facilities, female teachers cannot work and do their job with passion and satisfaction (Punjab Government, 2004; Hussain, 2001).

Insufficient educational infrastructure and materials in schools poses a particular challenge for female teachers. It can be even more difficult for them to navigate the teaching process without access to essential aids like blackboards, attendance records, resource centers, and current publications. Additionally, classroom overcrowding and inadequate playground facilities limit their ability to provide students with a well-rounded education (Qureshi, 2002). This can be frustrating for female teachers who strive to create a meaningful learning environment for their students. It's important for the education system to address these resource gaps and provide adequate support to ensure that all teachers, regardless of gender, have the necessary tools to educate and empower their students (Hussain, 2001).

Pakistan's education system is very important. In many cases, teachers are selected based on their political background rather than merit, and they tend to become political workers rather than fulfilling their responsibilities. Similarly, the appointment process is often violated due to political interference in education. These incompetent educators become a financial strain on the nation and lead to the education system to collapse (Shah, 2003). Furthermore, their illegal publication in schools and their politics hinder the teaching and learning process is hindered and the sense of community and collaboration is eroded when political interference dominates the education system. Moreover, teachers who resist conforming to the demands of political influencers often face severe consequences, including disciplinary actions, financial penalties, and even relocation to isolated areas. This lack of autonomy and professional freedom for female teachers has significantly impacted their work contentment and performance.

Stress is a real challenge for female school teachers. It's like dealing with a bunch of emotional roller coasters while trying to navigate the demands of the job. Teaching is already a tough gig, but when community adds in the extra pressures and expectations that come with being a female teacher, it feels like a whole new level of stress for them (Kyriacou C. 2001).

3. Statement of the Problem

This research aims to investigate the challenges encountered by female educators. It is widely acknowledged that instructors are the most influential catalyst for transformation. Teachers are the cornerstone of the educational process. If they are empowered and valued, they will be committed to their profession; however, if they are neglected by the authorities and society, the entire educational system will deteriorate. Numerous secondary-level teachers face various challenges, but the Government appears to be inactive in addressing these challenges. This investigation seeks to identify and explore the challenges experienced by female teachers in secondary education.

3.1 Objectives of the Study

The research objectives were as follows:

- i. To investigate the challenges for female teachers.
- ii. To find out the rationales behind the challenges encountered by female teachers.
- iii. To analyze the underlying reasons of such challenges on student learning at secondary level.

4. Methodology of the Research

This study employed a survey research design and descriptive approach, utilizing a questionnaire to collect data from faculty members. The questionnaire was administered through various digital platforms, including Google Forms, WhatsApp, and email. Due to an initially low response rate, the questionnaire was redistributed to additional faculty members to achieve the desired sample size. Prior to data collection, the questionnaire underwent expert validation by a panel of specialists to ensure its reliability and accuracy. The collected data was then analyzed using descriptive statistics, including arithmetic mean and standard deviation, followed by a one-sample statistics to determine the significance of the findings.

4.1 Population and Sample of the Research

The target population for this the research comprised all women educators employed in Government girls' secondary institutions including urban and rural areas of District Faisalabad. Out of total population, a sample of 102 female teachers from Government girl's secondary schools of district Faisalabad, 51 from urban area and 51 from rural area were selected to find out the challenges for female teachers and its impact on student's learning.

4.2 Research Instruments

The researcher designed a questionnaire featuring a five-point Likert scale, with options ranging from 'strongly disagree' to 'strongly agree', to assess respondents' levels of agreement for the study. Following an extensive review of existing literature, the researcher generated a list of potential indicators and statements for use with the Teachers. The survey consisted solely of closed-ended questions. Respondents expressed their level of agreement with each statement by choosing from the following options: 'Strongly Agree', (SA), 'Agree', 'Uncertain', 'Disagree', or 'Strongly Disagree' (SDA). Moreover, this questionnaire represents a systematic collection of questions designed for sampling a population to gather essential information from respondents.

4.4 Ethical Consideration

The well-being and protection of the participants were the top priority of the research investigator. Therefore, the researcher initially obtained the necessary consent from the school administrators to facilitate a smooth and secure data collection process from the students. The participants were also provided with comprehensive information about the study, including its aims, methodology, and completion procedures. The data collected by the researcher was stored in a secure and organized manner, ensuring its privacy and confidentiality.

5. Results and Discussions

A total of 102 female teachers from public sector secondary education institutions participated in this study, providing feedback on the challenges they face through a structured questionnaire. The collected data was subsequently analyzed using both descriptive and inferential statistical tests. The responses were scored on a scale where a mean value above 3 indicated a positive outcome. The detailed findings are presented in the tables below, providing a comprehensive overview of the challenges faced by female teachers in public sector secondary education institutions.

Table 5.1 One Sample Statistics

No	Statements	SA %	A %	UD %	DA %	SDA %	Mean	Std. Deviation
1.	Teaching profession has same status like other professions in our society.	18.6	24.5	7.8	23.5	25.4	2.81	1.49
2.	I never get feedback from principal regarding my performance.	24.5	34.3	10.4	18	12.7	3.38	1.36
3.	Irrational salary negatively affects my performance.	48	29.4	7.8	5.8	9	4.10	1.19
4.	I usually face problems in transportation.	24.5	46	6.8	7.8	14.7	3.56	1.346
5.	Deficiency of modern teaching facilities in school, affect my performance.	37	34.3	5	18.6	5	3.83	1.25
6.	Family responsibilities create stress in job for me.	34.3	28.3	9.8	18.6	9	3.61	1.35
7.	Female teachers live in remote areas face safety and protection issues.	45	32.3	7.8	11	3.9	4.11	1.10

8.	Due to work conflict and work-family conflict I tend to experience more stress.	24.5	47	6.8	7.8	14.7	3.58	1.346
9.	I carry an extra load of non-instructional tasks.	33.3	23.5	9	22.5	11.7	3.43	1.43
10.	Undue political involvement of people creates anxiety for me.	35.2	33.3	9.8	12.7	9	3.75	1.30

Table one shows the results of the responses of the female teachers about the challenges they face.

5.1.1 Status of Teaching Profession

Eighteen percent 18.6% teachers strongly agreed and twenty five percent 25% agreed that teaching profession has same status like other profession in our society. Twenty three percent almost a quarter (23.5%) of teachers expressed opposition, and approximately a quarter (25.4%) strongly dissented, while around eight percent (7.8%) remained ambivalent about the statement. A mean of 2.81 and a Std. of 1.49 suggest a significant diversity of opinions. Moreover, the mean score of 2.81 indicates that some of the teachers were agreed with the statement and some were disagree with the statement.

5.1.2 Teachers Never Get Feedback from Principals

Twenty four percent Almost a quarter (24.5%) of teachers expressed robust concurrence, and approximately a third (34.3%) indicated agreement that they never receive feedback from the principal regarding their teaching practices. A significant minority (18%) expressed dissent, and about thirteen percent (12.7%) strongly dissented, while around ten percent (10.4%) remained ambivalent. The mean 3.38 and standard Std. 1.36 suggest a notable consensus. Moreover, the mean score of 3.38 acknowledge that they never get feedback from principle regarding their performance.

5.1.3 Irrational salary Effects Teachers Performance

Nearly half (48%) of teachers expressed robust endorsement, and almost thirty percent (29.4%) indicated approval of the statement. A small minority (5.8%) expressed dissent, and nine percent strongly dissented, while approximately eight percent (7.8%) remained ambivalent. The mean 4.10 and Std. 1.19 suggest a significant consensus. Moreover, the data indicates that Mean score 4.10 female teachers acknowledge that irrational salary negatively affects their performance.

5.1.4 Transportation Problem

14.7% of the respondents vehemently dissented, 7.8% expressed disagreement, and 6.8% were ambivalent about the statement, "I usually face problems in transportation." Meanwhile, 46% indicated approval, and 24.5% showed strong concurrence. The mean 3.56 and standard Std. 1.346, as presented in the table, suggest a significant consensus. Thus, it is concluded that a substantial majority ($M = 3.56$) of the respondents reported experiencing transportation challenges when attending school.

5.1.5 Deficiency of Modern Teaching Facilities in School

Thirty-seven percent (37%) of female teachers expressed strong concurrence, and thirty-four percent (34%) indicated agreement that the lack of modern educational resources in schools impacts their effectiveness. Eighteen percent (18.6%) of teachers expressed disagreement, and five percent (5%) strongly dissented, while five percent (5%) remained ambivalent about the statement. The mean 3.83 and Std. 1.25 reveal a significant consensus. Moreover, the mean score of 3.83 suggests that a substantial majority of teachers recognized that deficiency of modern teaching facilities in schools affects their performance.

5.1.6 Family Responsibilities Create Stress in Job

9% of the respondents strongly disagreed, 18.6% disagreed, 9.8% were uncertain regarding the statement, "Family responsibilities create stress in job for me" 28.3% most respondents expressed consent, with 34.3% indicating strong approval. The mean 3.61 and Std. 1.35, as shown in the table, suggest a significant consensus. Thus, it is concluded that a substantial majority ($M = 3.61$) of the respondents affirmed that family responsibilities create stress in job for them.

5.1.7 Safety and Protection Issue

Almost half (45%) of teachers expressed strong concurrence, while thirty-two percent (32%) indicated agreement that they do not feel secure while attending schools in remote areas. A small proportion, eleven percent (11%), expressed disagreement, and three percent (3.9%) strongly disagreed, while seven percent (7.8%) remained neutral about the statement. Standard deviation of 1.10 reveals a significant consensus. Moreover, the mean score of 4.11 shows that a substantial majority of teachers conclude that they face safety protection issues while attending school living in remote areas.

5.1.8 Work Conflict and Work-Family Conflict

Twenty four percent 24.5% female teachers expressed strong concurrence, and forty-seven percent (47%) indicated agreement that work-related conflicts and difficulties balancing work and family responsibilities lead to increased stress levels. A small minority, seven percent (7.8%), expressed disagreement, and fourteen percent (14.7%) strongly disagreed, while six percent (6.8%) remained ambivalent about the statement. The mean 3.58 and Std. 1.346 reveal a significant consensus. Moreover, the mean score of 3.58 suggests that a substantial majority of respondents concurred that work conflicts and work-family difficulties result in heightened stress.

5.1.9 Teachers Carry an Extra Load of Non-Instructional Tasks

33.3% of female teachers expressed strong concurrence, while almost a quarter (23.5%) indicated agreement that they carry an additional load of non-academic responsibilities. A significant proportion, twenty-two percent (22.5%), expressed disagreement, and eleven percent (11.7%) strongly disagreed, while nine percent (9%) remained neutral about the statement. The mean 3.43 and Std. 1.43 reveal a majority consensus. Moreover, the mean score of 3.43 suggests that a significant majority of respondents concurred strongly that they bear an extra burden of non-academic activities.

5.1.10 Undue Political Involvement

9% of the respondents strongly disagreed, 12.7% disagreed, 9.8% were uncertain regarding the statement, “undue political involvement of people creates anxiety for me” 33.3% most respondents expressed concurrence, with 35.2% indicating robust assent. The mean 3.75 and Std. 1.30, as shown in the table, suggest a significant consensus. Thus, it is concluded that a substantial majority ($M = 3.75$) of the respondents affirmed that undue political involvement creates anxiety for them.

6. Conclusions

This study designed to determine the challenges for female teachers at secondary level. The Data Were Collected from 102 female teachers at secondary level public sector schools of District Faisalabad through a 5 point Likert Based questionnaire. The main objectives were to explore the challenges for female educators. The compiled information was scrutinized using SPSS, and the mean and standard deviation were calculated. As indicated by the data analysis, this study has found that the largest proportion of respondents agreed with the statements that they have to face so many challenges during their job. Teachers believe that overcrowded classes create mental pressure on them while teaching, and personal ego creates hurdles in their professional duties.

Most teachers are believed that teaching profession has not same status like other profession in our society. The households of most female educators are understanding and offer monetary assistance. A large proportion of educators agreed that they never get feedback from principal regarding their performance. In the opinion of most women educators, irrational salary negatively affects their performance. Most educators agree that they face a transportation issue, as the administration has consistently neglected this concern. Most educators declare that suitable multimedia equipment is not available in schools due to financial constraints. In the opinion 34.3% of the women educators, family responsibilities create stress in job for them. According to a large proportion of women educators, deficiency of modern teaching facilities in schools affects their performance. Women educators who live in remote areas face safety and protection issues. Most female educators believe they have a supplementary burden of non-academic responsibilities.

7. Future Recommendations

1. The government could provide commuting services to female teachers.
The administration should strive to engage parents in their children's education.
2. The government could address the teacher shortage to alleviate excessive workload.
Teachers' salaries should be adjusted according to their expenses to ensure financial stability.
3. The community and parents must show a keen interest in teachers' welfare and offer full cooperation.
Political interference in schools should be avoided to ensure a smooth teaching process.
4. Democratic delegate should only offer guidance and advice to the government regarding teachers and institutions, without intervening directly in educational matters.

References

1. American Federation of Teachers (2000). Building a profession: Strengthening teacher preparation and induction (Report of the K-12 Teacher Education Task Force). Washington, D. C.: Author.
2. Johari, J., Tan, F. Y., & Zulkarnain, Z. I. T. (2018). Autonomy, workload, work-life balance and job performance among teachers. International Journal of Educational Management.

3. Deen, M. Y. (2000). Differences in the solution-oriented conflict style of selected groups of 4- H youth development volunteers. *Journal of Extension*, 38 (1). Retrieved November 15, 2001, from <http://www.joe.org/joe/2000february/rb5.html> Edis, M. (1995). *Performance Management and Appraisal in Health Service*. Kogan Page, London. 24 pp.
4. Jorgensen, R., & Lowrie, T. (2015). What have we achieved in 50 years of equity in school mathematics. *International Journal for Mathematics Teaching and Learning*, 1-18.
5. Melaku, S.M & Hunde, T, S. (2020). Factors Affecting Teachers Job Satisfaction in Case of Wachemo University. *International Journal of Psychological Studies*; Vol. 12, No. 3
6. Mercer S, Gregersen T. *Teacher wellbeing*. Oxford University Press, 2020.
7. Bhat ,I. A. (2020). An overview of the factors affecting teachers job satisfaction. *AEGAEUM Journal*, Volume 8, Issue 3, 2020, ISSN No: 0776-3808 <http://aegaeum.com/> Page No: 912.
8. Ahmad, I., Rehman, S., Ali, S., Iqbal, S., Ali, F., and Badshah, R. (2013). Problems of Government Secondary School System in Pakistan: Critical Analysis of Literature and Finding a Way Forward. *International Journal of Academic Research in Business and Social Sciences*; 3(2): 85-96.
9. Nurmawanti, S., Thoyib, A., & Irawanto, D. (2014). Work-family conflict: A review of female teachers in Indonesia
10. Hussain, S.A. (2001). "Education in Pakistan". Allama Iqbal Open University. Islamabad, Pakistan pp.1-12
11. Government of Punjab. (2004). "Standard Manual, Elementary, Secondary and Higher Secondary Schools". Education Department, Punjab, Lahore, Pakistan, pp. 10
12. Qureshi, S. (2002). "Decentralization to District Level." Ministry of Education, Islamabad, Pakistan. pp.31-40
13. Shah, D. (2003). "Decentralization in the Education System of Pakistan: Policies and Strategies". Academy of educational Planning Management. Islamabad, Pakistan. pp.18-23
14. Kyriacou C . Teacher stress: Directions for future research. *Educational Review*. (2001), 53: (1):27–35.