

Effect of Personal and Organizational Factors on Female Teachers' Job Performance in Elementary Schools

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Abstract

The study aimed to analyze the “effect of personal factors and organizational factors on female teachers’ job performance in elementary schools.” The study was survey and descriptive. The QUAN-qual. method was used. The explanatory sequential technique was adopted. The cluster random sampling techniques were used for data collection. The questionnaire was developed for data collection from public sector head teachers and elementary school teachers. The validity of the questionnaire was ensured through expert opinion, and the reliability was calculated through SPSS-24 using Cronbach Alpha. Findings showed that 77% of female teachers perform dual responsibilities of household work that affect their job performance in the public sector. The mean score of 4.05 and SD 1.01 supported. Moreover, 70% of respondents agreed that female teachers’ families are unsatisfied with their jobs due to work pressure, affecting their job performance. The mean score of 3.82 and SD 1.105 supported. The majority of respondents agreed to increase salaries and to provide learning material. The study recommended that the problems of female teachers in the public sector be resolved on a priority basis.

Keywords: Personal Factors, Organizational Factors, Public Sector, Students’ Learning.

Introduction

According to Aristotle, the term education is “Education is a process necessary for the creation of a sound mind in a sound body”, teachers and educators are considered to be the person who instructs people on the proper guidelines in the field of education (Brophy 1988). Teachers serve as the pillars of the education system. so the role of the teachers in the education system is vital. That’s why every teacher must have an ideology of education upon which they make educational decisions for their students. An effective teacher should follow the educational philosophies that other successful educationists follow.

If we talk about the suitable person for the teaching profession, then there is no other than women because they are better aware of the psychological needs of children. Female teachers can better understand the little things that affect the students in their learning stages in Pakistan, most women chose teaching as a career profession for them because of impression. Borich (2020) defines

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teachers as artists who mix and blend different colors to create beautiful paintings and versions. A teacher is an artist who blends color and texture into a painting to produce an intelligible impression. In the case of quality education and the structure of schools, women feel safer and more satisfied in this profession than males. Unfortunately, Pakistan's schooling structure is among the lowest-ranked in the world. There are many reasons for this condition of the education system in Pakistan, i.e., the quality of learning and proficiency level of teachers and students are among the poorest in the world. It is an unfortunate reality. The most crucial factor behind this failure of the education system is the low educational qualifications required to become a school teacher in Pakistan (Parveen et al., 2021). The teacher is integral to school education and the student's learning development. However, in Pakistan, female teachers face many issues and challenges in doing their jobs, so they need help to play their role efficiently in the education process. Government inconsistency in educational policies, organizational politics, and infrastructure issues are also negatively affecting female teachers' job performance (Akhtar et al., 2022). Female teachers can provide unique and creative role models for students, especially girls, particularly in countries with traditional communities like Pakistan. Women teachers' role in educating students on ethics and socializing them to change their stereotypes and behavior is vital, which cannot be denied (González-Pérez et al., 2020). Teaching is primarily a communication profession. If a teacher wants to be effective, he must have excellent communication skills. Through their communication, teachers can very well manage their classes and clear the students' concepts. Similarly, a teacher should adopt a practical and suitable teaching methodology to make teaching-learning easy and achieve the intended output (Ullah et al., 2020; Pahal, 2023).

The good that we expect from female teachers is not possible nowadays. The fact is that female teachers face many problems during their job time, such as large class sizes, language obstacles, school-related issues, social problems, scarcity of resources, and indiscipline in class and among students. Similarly, female teachers face household stress, directly affecting their job performance (Ilyas et al., 2021).

If we look at the above factors, we can see that they are badly affecting Pakistan's school education system and teaching and learning procedures. The most significant effect of all these factors is on the teacher's job performance. The present study has not only researched the factors affecting female teachers' performance at the elementary level but has also recommended that the problems of female teachers can be resolved somehow by establishing an atmosphere of faith and strengthening the job structure.

Review of Literature

A literature review is a straightforward overview in written form selected from previous studies related to the topic of the present study. It aims to understand the current topic by gaining information from prior research (Ahmad et al., 2023; Jalbani et al., 2023; Rao et al., 2023).

Review of the literature summarizes and evaluates the text of writing of the definite theme and provides a framework to think about the possible consequence of innovative study. It also divulges what has previously been done by giving advanced concepts for new research. Moreover, it helps researchers replace their work in larger contexts to show better results from their research (Ahmad et al., 2023, p. 3944).

Following is the literature review for the present research study.

The origin of education is to transmit national inheritance to the next generations. The purpose and aim of human education are so much increased nowadays, just like students' freedom, making them learn the art of life and teaching them professional skills to move in time and compete in the changing world. Getting knowledge is a process that continues throughout human life, and teachers play an essential role in it. Teachers should have some basic knowledge, attitude, behavior and skills to accomplish this role. At the same time, teachers should be active enough to complete their tasks on time while being in class and handling according to situations (Bonfield et al., 2020; Zafar et al., 2021). However, it's hard luck for Pakistan that teachers' education and skills are the most neglected things in our national education system. There is a need to improve teachers' education and skills through appropriate programming (Khassawneh & Abaker, 2022).

It is unfortunate that in Pakistan, teachers' issues and problems related to their jobs have been neglected. It is an undeniable reality that all educational policies in Pakistan's history have emphasized the importance of professional development for teachers in the education system. However, no government has implemented these policies to improve the education system. That's why Pakistan's teacher sector is suffering (Khan et al., 2022; Khassawneh & Abaker, 2022).

Female educators are the persons who instruct students of all ages and all levels. An excellent teacher aims to clarify the student's concepts using different models. In the same way, good teachers are excellent learners because they learn from every student. Female teachers are essential in the education system. Girls feel comfortable in female teacher's presence. Due to female teachers' presence in schools, female students' chances to stay at school increase, and their scores increase (Morley, 2019; Mumtaz et al., 2024).

Without any debate, the existences of female teachers in schools where girls are in the minority also provide female students with a sense of protection. If we talk about the school policy process, then female teachers are the best persons to represent their standpoints and requirements and help more women welcome learning in schools. At the elementary level, there are so many challenges. Many of these problems include those that female teachers face: the mental development of rapidly growing girls, their stereotypical behaviors due to adolescence and bias among students. So, an EST teacher faces the challenges of female students' behavior.

Similarly, classroom management is the biggest challenge at the elementary level. A group of female students often refuse to stay on task and focus. Similarly, large class sizes, lack of discipline and human resources are the challenging problems at the elementary level (Qureshi et al., 2022).

The female has to fulfil household too with their job. Female school teachers have long working hours. It is leading to stress in female school teachers. Commonly quoted stressors for teachers include:

- Heavy workloads.
- Managing the behavior of students.
- Feeling pressure to be perfect.
- They always need more time for their family and kids.

Another major factor in teacher stress includes extra work due to the shortage of teaching staff, especially at the elementary level (Farmer, 2020; Shafqat et al., 2024).

The government must develop transparent recruitment policies that enhance women's participation in the education process (Mughal et al., 2023). It must also activate female teachers to break their isolation. It must provide professional training and professional support programs for EST female teachers in public sector schools. Related policy development strategies should ensure EST female teachers' full participation in educational policies (Khassawneh & Abaker, 2022; Rasheed et al., 2024).

Thousands of female EST teachers in the Province of Punjab are working in public sector male schools. But unfortunately, in so many public schools, female teachers don't feel secure. Hence, it is the responsibility of the government to introduce anti-harassment policies for female teachers and female students who are teaching and studying in male schools due to the non-availability of girls' schools near their homes. In our society females don't feel safe when talking about sexual harassment from the male side, so the Government should employ such policies in elementary schools so that girls might feel secure in joining male schools both for teaching and learning (Aow et al., 2022; Bhutto et al., 2023).

The role of principle is the backbone of the education process. A principal is the head of a school or other educational institution. They are responsible for the overall management of the institution and the welfare of the teachers and the students. The principal has an energetic role in maintaining positive interpersonal and inter-professional relations. A principal must provide teachers with emotional stability. Principals are not expected to take much responsibility when helping with state tests; the responsibility lies mainly with teachers and students. At the school level, the principal or headmistress should behave very well with all working staff and try to focus on solving the factors affecting female teacher's job performance in public sector schools (Sharma, 2018; Hina et al., 2023).

Female school teachers should prioritize their work to be efficient in their job performance. So they can manage their time effectively. The work pressure on female school teachers is also leading to the risk of sleepwalking. Arranging your workload according to the task's importance and impact will make life much more accessible and help to know which projects can be put on hold when time gets scarce (Peteros, 2021; Zafar & Akhtar, 2023).

Female teacher job performance depends on so many factors. These factors directly or indirectly affect the job performance of the female teachers. These factors may include;

1. Personal Factors
2. Institutional Factors
3. Social Factors

Personal Factors

The personal factor includes someone's age, health, skills, intelligence level, nationality, religion, caste, education, and family.

Health issues: Every school teacher faces long working hours, which eventually has very adverse effects, primarily on females. Among female school teachers, these lead to health issues and may include mental and physical fatigue, nervous tension, torment, heart issues, blood pressure issues and nervous issues. And all these issues affect female teachers' job performance badly.

Household issues: Teachers are critical to the success of education. However, female school teachers are so burdened at home that their job performance is affected badly. All the time at home, they are busy king, w, which affects job performance at school. So, female school teachers face household pressure, too.

Transport issues: The biggest problem that the working ladies have always faced in the history of the world is the need for more suitable transport to reach their workplace. In countries like Pakistan, this issue is very severe for female teachers because they have to travel a long distance from their house.

Most of the time, convenience is not available for such areas. Similarly, transport is often only available to some female teachers in lousy weather conditions. Moreover, the travelling allowance paid by the Punjab government is significantly less. The female teachers have to pay very high rent from their salaries. So, curriculum-related problems affect female teachers' job performance badly (González-Pérez et al., 2020).

Institutional Factors

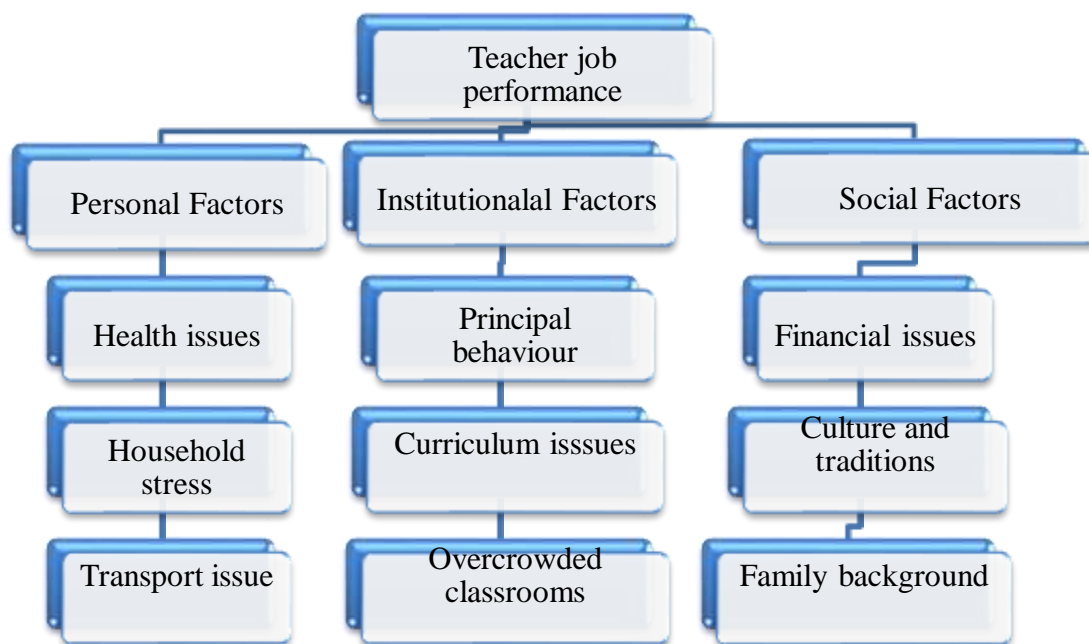
Principal behavior: A principal intends to help the institution's staff positively. The school principal or headmistress must interact with teachers and non-teaching staff as a collegial friend rather than a boss and try to make things as easy as possible for them. So, the rude or positive behaviour of the school principal affects the female school teachers' performance (Ahmad et al., 2023). Similarly, it has been found that school heads' management skills and behaviour directly affect learners' successes because they positively impact the social behaviour of the teaching staff. (Dash & Vohra 2019).

Curriculum issues: Curriculum issues directly affect the job performance of female school teachers. Every year, the changing curriculum challenges school teachers. In Pakistan, there are many problems related to curriculum, like lack of funds for schools, insufficient learning material, Shortage of specialist teachers, weak examination system, and government inconsistency in educational policies. All these issues are very severe and affect female teachers' job performance in public sector schools.

Social Factors

Social issues: Financial background by paying teachers less and higher administration of school education departments are risking students' future. If highly educated teachers are not paid according to their job and work, how can we expect excellent performance from them? The reason is that the less-paid teachers cannot work wholeheartedly because of financial insecurity. Elementary school teachers are not paid according to their jobs in Pakistan. It directly affects their job performance negatively.

Culture and tradition: In our Pakistani culture, people don't like working women. Elementary female school teachers (EST) are considered inferior because of their scale and pay package. There are a lot of cultural and traditional restrictions that female teachers have to face while doing their jobs. These traditional issues include social insecurity, married life issues, maternity issues, no hostels for women, not adequate medical facilities and above all they are that there is no support from their families. And all this is very unfortunate for females in Pakistan. Background: Unfortunately, females with low family backgrounds choose to teach in a school department as a career profession in Pakistan. Background means the family to which a person belongs. It also includes your religion, race, language, and financial conditions. Female teachers with low family backgrounds are mistreated in their schools. They are burdened more with workload, and this discrimination directly affects their job performance. The school principal's behaviour toward teachers from low family backgrounds is primarily strict and biased.

Figure 1: Conceptual Framework

Research Objectives

Research objectives of the study were:

- To investigate the personal problems of female teachers that affects their teaching performance at elementary level in public sector
- To examine the organizational factors of female teachers affecting their job performance.

Research Questions

Research questions of the study were:

1. Which personal factors affect the performance of female teachers at elementary level?
2. Is there any effect of organizational factors on the performance of female teachers?

Research Methodology

“The methodical procedure used for data collection to resolve the problem is called research methodology; its function is to provide systematic structure of the research study, moreover its part of study in which the researcher gives account of the research methods used in research (Ahmad et al., 2024, p.305). Similar, statement was given by Ahmad et al. (2022) that “research methodology is the procedure which is used by the researchers to gather data for resolving problems of investigation and design of the research comprises of the whole procedure which is conducted research”(p,509). Research design encompasses of the entire process which is used in conducting research (Sadaf et al., 2024). District Rahim Yar Khan consists of four tehsils Rahim Yar Khan, Sadiq Abad, Liaqatpur, Khanpur. Population the present study was consisted of head teachers of public sector schools and elementary school teachers (EST) of tehsil and district Rahim Yar Khan.

Table 1: Population (District Rahim Yar Khan)

Cluster-1	Cluster-2	Cluster-3	Cluster-4
Rahimyar khan	Liaqat pur	Khanpur	Sadiqabad

District Rahim Yar Khan consists of four tehsils Rahim yar Khan, Sadiq Abad, Liaqatpur, Khanpur. The four tehsils was divided into four clusters. And tehsil Rahim Yar Khan was chosen as a cluster. The cluster random sampling technique was used for the proposed study. The required data was collected from Tehsil Rahim Yar Khan. The sample and sample size of the study was as follows:

- Sixteen (16) Public Sector Female Head Teachers
- Sixty-four (64) Female elementary School Teachers (EST).

Table 2: School Education Department Tehsil Rahim Yar Khan

Female Head Teachers	16
Elementary School Teachers	64
Grand total	80

Younus et al. (2023) stated that “the purpose of collecting data is to obtain quality evidence that leads to convincing and reliable answers to the questions that have arisen” (p. 3536). The questionnaire was used for this study. The questionnaire was developed by the guidance of the supervisor and by review of the literature. The questionnaire was developed for the data collection from

- Sixteen female head teachers of public sector schools tehsil Rahim Yar Khan.
 - Sixty-four female elementary school teachers of public sector school tehsil Rahim Yar Khan.
- The validity and reliability of the research tool was calculated. The validity of the questionnaire was ensured through expert opinion. The questionnaire was refined and modified through based on expert ‘opinion. The reliability of the questionnaire was calculated through SPSS-24 using Cronbach Alpha. The researcher collected the data from the sample person by personally visiting the selected schools.

Data Analysis

The researcher feed the data into data sheet. The collected data was analyzed through SPSS 24 using frequency, percentage, standard deviation and mean score.

Quantitative Data Analysis

The object of this section of the study is to explain the characteristics of the respondents. For data the 80 respondents were taken from targeted population from sixteen (16) public sector schools. The frequencies and percentages of these variables are displayed in tables.

Table 3: Factor.1: Personal Factors and Family Issues

Items	Stat.	Responses						SD	Mean
		SDA	DA	UD	A	SA	Total		
Dual responsibility	F	2	5	5	36	32	80	1.01	4.05
	%	5	9	9	39	38	100%		
Busy schedule	F	5	7	11	21	36	80	1.03	3.80
	%	4	11	8	21	56	100%		
Work pressure	F	5	7	11	21	36	80	1.11	3.82
	%	4	12	14	39	31	100%		
Household stress	F	5	7	11	21	36	80	1.99	4.01
	%	1	11	8	47	33	100%		
Working hours	F	0	11	8	33	28	80	0.93	3.94
	%	0	11	13	47	29	100%		
Disrespect from family	F	5	4	11	37	23	80	1.09	3.92
	%	6	5	9	51	29	100%		
Marital status	F	6	5	5	32	32	80	1.25	3.8
	%	9	11	4	42	34	100%		
Total	F	28	46	62	201	223	560	1.20	3.90
	%	4	7	11	42	36	100%		

Table 3 presents the responses regarding factor of family issues. The data showed that 78% (42%+36%) of respondents agreed with factor of family issues. Additionally, 11% (7%+4%) of respondents disagreed with factor of family issues. Similarly, 11% of the respondents' undecided with factor of family issues. The SD 1.20 and mean score of 3.90 further supported.

Table 4: Factor 2: Organizational Factors Higher Authorities and Administration Behavior

Items	Stat.	Responses						SD	M
		SDA	DA	UD	A	SA	Total		
Lack of funds	F	2	3	7	33	35	80	0.99	4.01
	%	4	8	8	46	34	100%		
Shortage of working staff	F	0	4	9	34	33	80	0.82	4.24
	%	0	6	7	45	42	100%		
Departmental restrictions	F	0	2	10	38	30	80	0.80	4.03
	%	0	6	15	48	31	100%		

Shortage of facilities	F	0	4	4	44	28	80	0.76	4.19
	%	0	6	3	58	33	100%		
Tough school time table	F	1	5	4	33	37	80	0.91	4.30
	%	1	6	6	37	50	100%		
Inferiority complex	F	1	6	3	36	34	80	0.96	4.13
	%	1	9	7	43	40	100%		
Total	F	4	24	37	218	197	480	0.87	4.15
	%	1	7	8	46	38	100%		

Table 4 presents the responses regarding factor 2 higher authorities and administration behavior the data showed that 84% (46%+38%) of the respondents agreed with higher authorities and administration behavior. Additionally, 8% (7%+1%) of the respondents disagreed with transfer incentive and promotion issues. Similarly, 8% of the respondents' undecided with factor of higher authorities and administration behavior. The SD 0.87 and the mean score of 4.15 further supported.

Open-Ended Questions

Figure 1: Suggestions from Teachers for Improving ESTs Job Performance

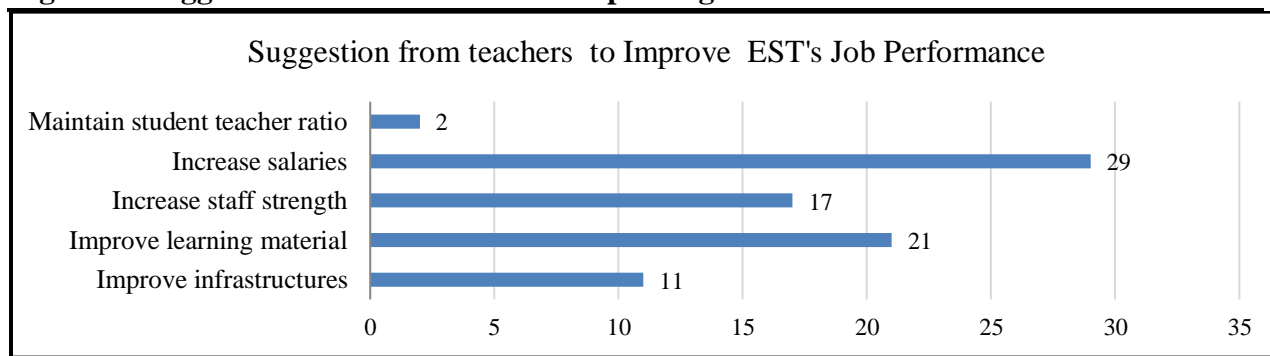


Figure 1 showed themes about suggestions to improve EST job performance. It was showed that majority of the respondents were agreed to increase salaries, most of them said to improve learning material, some of them suggest to increase staff strength similarly few said to improve infrastructure while very few respondents agreed to maintain student teacher ratio to improve the EST teacher job performance in public sector.

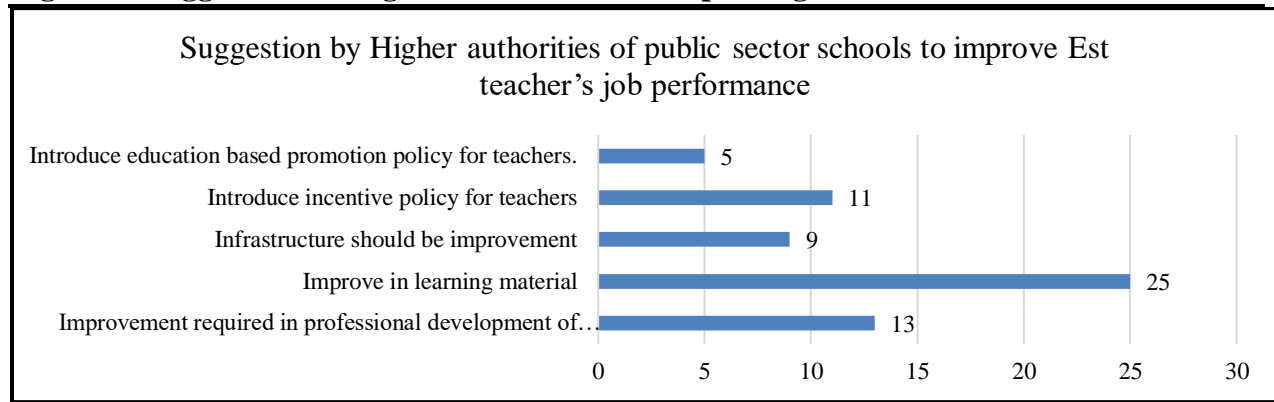
Figure 2: Suggestions of Higher Authorities for Improving ESTs Job Performance

Figure 2 showed themes about suggestions by higher authorities of public sector schools to improve EST job performance. It was showed that majority of the respondents were agreed to increase salaries, most of them said to improve learning material, some of them suggest to increase staff strength similarly few said to improve infrastructure while very few respondents agreed to maintain student teacher ratio to improve the EST teacher job performance in public sector.

Findings

Factor 1: Family Issues

- 77% (39%+38%) of respondents agreed that the female teachers face dual responsibilities of house hold work and job so it affects their job performance in public sector. Mean score 4.05 and SD 1.01 supported.
- 77% (56%+21%) of the respondents agreed that the female teachers face poor family functioning due to busy schedule of school job. Mean score 3.8 and SD 1.03 supported.
- 70% (39%+31%) of respondents agreed that female teachers' families are not satisfied with their job due to work pressure this thing affects their job performance. Mean score 3.82 and SD 1.105 supported.
- 80% (47%+33%) of the respondents agreed that the female teachers feel guilty for not giving proper time to their children in home so this leads to stress that affects their job. Mean score 4.01 and SD 1.99 supported.
- 76% (47%+29%) of the respondents agreed that due to long working hours of school teachers are not able to attend social and family events. Mean score 3.94 and SD 0.93 supported
- 80 % (51%+29%) of the respondents agreed that the household work done by female teachers is taken inferior in comparison to the housewives of that family it affects their job performance. Mean score 3.915 and SD 1.095 supported
- 76% (42%+34%) of the respondents agreed that marital status is a problem for female teachers due to busy schedule of their job additionally. Mean score 3.8 and SD 1.25 supported.

Factor 2: Higher Authorities and Administration Behavior

- 80% (46%+34%) of the respondents agreed that the higher authorities of education department do not provide adequate material facilities and funds to public sector school due to lack of funds it directly affects teachers job performance. Mean score 4.01 and SD 0.99 supported.

- 87% (45%+42%) of the respondents agreed that the teachers have to face extra work pressure due to shortage of working staff that affects their job performance. Mean score 4.24 and SD 0.82 supported.
- 79% (48%+31%) of the respondents agreed that the female teachers have to face problems for taking leave due to departmental restrictions. Mean score 4.03 and SD of 0.8 supported.
- 91% (58%+33%) of the respondents' agreed that the school time table does not have any flexibility for teachers' relaxation due to shortage of facilities. Mean score 4.19 and SD 0.76 supported.
- 87% (50%+37%) agreed that the higher school education authorities do not give teachers a development role. Teachers are bound to follow every policy of higher administration. Mean score 4.3 and SD 0.91 supported.
- 83% (43%+40%) of the respondents agreed that the higher education authorities trust more on local community instead of teacher in case of any issue at school. Mean score 4.13 and SD 0.96 supported.

Discussion

The study illustrated that majority of the female teachers face poor family functioning due to busy schedule of school job. The study affirmed that majority of female teachers' families are not satisfied with their job due to work pressure this thing affects their job performance. According to Naseem et al. (2020) society is very cruel in dealing the household stress of female teachers. People suppose the teaching job very easy. The study illustrated that family issues and household stress affects female teacher job performance. The study affirmed that majority of the female teachers face the higher authorities of education department do not provide adequate material facilities and funds to public sector school due to lack of funds it directly affects teachers job performance. The study explored that majority of the female teachers have to face problems for taking leave due to departmental restrictions. The study affirmed that majority of the higher school education authorities do not give teachers a development role. The ever biggest problem in Pakistani education system is the Inadequate physical facilities and educational instruments and appliances in schools (Jahanzaib et al., 2019). Teachers are bound to follow every policy of higher administration. The study explored that majority of the female teachers face the small size of classes, large number of students and lack of proper facilities in classrooms affects their job performance in public sectors. The study depicted that majority of the female teachers face lack of any kind of recreational facilities (canteen, common room) due to lack of funds in public sector schools affects teachers' job performance.

Conclusion

Factor 1 was related to family issues, the study concluded that majority of female teachers face dual responsibilities of house hold work and job so it affects their job performance in public sector, face poor family functioning due to busy schedule of school job, majority of female teachers' families are not satisfied with their job due to work pressure this thing affects their job performance, majority of the female teachers feel guilty for not giving proper time to their children in home so this leads to stress that affects their job, female teachers due to long working hours of school are not able to attend social and family events, female teacher's household work done is taken inferior in comparison to the housewives of that family it affects their job performance, female teachers face the higher authorities of education department do not provide adequate

material facilities and funds to public sector school due to lack of funds it directly affects teachers job performance, teachers have to face extra work pressure due to shortage of working staff that affects their job performance, female teachers have to face problems for taking leave due to departmental restrictions, female teacher's school time table does not have any flexibility for teachers' relaxation due to shortage of facilities, higher school education authorities do not give teachers a development role. Teachers are bound to follow every policy of higher administration, higher education authorities trust more on local community instead of teacher in case of any issue at school. This creates inferiority complex in teachers that affects their job performance. Collectively, it was concluded that higher authorities should treat teachers with respect and parity. Any misbehavior from higher administration affects female teachers' job directly so such kind of misconduct should be avoided.

Recommendations

The study recommended that:

- The special incentives and professional trainings should be offered for better performance because it is most important initiatives to improve the quality of education.
- The highly qualified female teachers should be appointed by the education department for improving the quality of education.
- Government should provide maximum learning material to female teachers in schools for enhancing the quality of education.
- The mass media, seminars, awareness for female teachers' problems should be given for positive change in attitude of society and family members towards female teachers.
- The special seminars should be organized towards society to highlight the problems of female teachers before.
- The special reforms the pension system for female teachers. The salaries of the female teachers should be on the basis of equity.

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