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Female Primary School Teachers Problems in 21st Century: A Case of Southern Punjab

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Abstract: *The 21st century revolutionised primary education across the globe in terms of universal primary education (UPE) and education for all (EFL), but in 3rd world countries, primary school teachers, especially female primary school teachers, are facing a lot of problems. The current study focused on the female primary school teachers' problems in the 21st century and set an objective of the study to find out the problems of female teachers working at primary schools. The sample of the study consists of female primary school teachers (270) through a simple random sampling technique. A questionnaire was used as a data collection tool, and statistical techniques of frequency and means scores were calculated. The study concluded that the administrative behavioural issues create problems for female primary school teachers as the rigid behaviour of the headmistress and lack of discipline and management at primary schools. The study may recommend leadership and management trainings for headmistresses.*

Key Words: Female Teachers, Teachers Problems, 21st Century

Introduction

Education is essential to any community's functioning; nevertheless, Pakistan's educational sector struggles with issues related to culture and society. In particular, rural female elementary school teachers are experiencing social and administrative issues in rural areas. The issues that affect instructors in remote primary schools include a shortage of staff, distance, infrastructure problems in educational buildings, and telecommunication facilities. According to [Memon \(2007\)](#), a great deal of difficulty is caused for female educators by issues concerning the quality of staff in schools, the conduct of students, the requirements of society, the global financial crisis, the deficiencies of students, inefficient governance, and poor academic results ([Cappelli et al., 2021](#); [Odebode, 2018](#)). We do not have enough qualified

instructors to teach, one of the flaws in our educational system. In most cases, the educational system in more remote places is not very successful.

Education strengthens the general people on multiple fronts, including socially, physically, logically, and deeply. More so than scientific students, problems with the examination, insufficient administration, and educational outcome transmit not at standard to worldwide measurements challenges of female grade teachers. This exploratory article investigates Pakistan's most pressing problems and the country's long-standing challenges and emerging issues. In the broader public, administration responsibilities are assumed by educational institutions. The components of the educational organisation work together to improve the general population on various levels, including the physical, the mental, the social, and the profound.

It enhances and progresses the nation's monetary, social, political, and social existence. Recent years have seen a shift in the focus of secondary and higher secondary education in Pakistan toward preparation for tertiary education, which, in the minds of the vast majority of people, refers only to a college education. Colleges everywhere in the world are now controlling and co-working with the mechanical and horticultural development groups, and they are rapidly and decisively building up their financial elements. Education and progress are closely related concepts that are intertwined with one another. After more than half a century, the predictive indicators in Pakistan have not shown any signs of producing favourable results. Comparatively speaking to other countries, the annual percentage rate of return on investment for higher education is relatively low. There are concerns over personnel composition, students, library, and research facilities. There are three categories of challenges that provincial schools are currently facing; they include necessary, correspondence, and other challenges. A man's physical, emotional, and mental well-being can all adversely affect troubles. "Issues" is typically defined as concerning the following:

1. The Key characteristics observed externally in the environment;
2. The emotional mentality of every individual; or
3. A variable which is interacting and emphasising the relationship between human beings and their environments" ([Boyle et al., 1995](#)).

If we want to improve our awareness regarding education and the issues it raises, then we need to make sure that people of every gender in the country are involved in constructing ideas for future development. It will allow us to improve our ability to improve our awareness regarding education and the issues it raises. Schools and other organisations focusing on development have incredibly high expectations that all citizens will participate in the effort to bring about sustainable development through education. It is because education is essential to the cause. It is essential for the success of educational management that both women and men have solid managerial abilities ([Mannathoko, 1999](#)). Surprisingly, some women are perceived as more

democratic and participatory in the decision-making process, which assists organisations in getting closer to their goals ([Shakeshaft, 1995](#)). Women are more likely than men to employ tactics emphasising long-term planning and the belief that decisions should be made only after careful consideration. It is a trait that distinguishes women from men. This method, which ([Rhee & Sigler, 2015](#)) translates the potential gender differences, enables one to be classified as a planner of a higher rank than they would have been otherwise. The headship vision of women's laws has contributed to improving global peace while simultaneously reducing the amount of global corruption. In addition, it has increased opportunities for the people exploited in the past. Researchers from various disciplines have identified the factors contributing to the underrepresentation of women in positions of authority within educational institutions. According to [Gobena \(2014\)](#), it is stated that unfavourable social and cultural environment, lack of necessary motivation and confidence, as well as lack of women's participation in development and solidarity among women are constraints that affect their participation. These factors work together to make it more difficult for women to participate. It is an undeniable fact that men hold the reins of power when it comes to determining gender roles. The modern-day woman lives her life in an environment that is dominated and controlled by the male gender.

They play a pivotal role in the formation of the family and the household, put in more hours of labour than men in almost every nation, and are responsible for a more significant proportion of the total amount of work than men. Additionally, women make more significant contributions to the development of their societies. The United Nations World Population Prospects (2008) report states that women make up fifty per cent of the total population. Even though women made significant contributions to the development of the communities in which they lived and the nation as a whole, they could not reap the benefits of this development to the same extent their male partners did. It resulted from the numerous challenges women faced due to their sexual orientation, which prevented them from doing so and was the reason for the situation above.

On the other hand, the overwhelming majority of people employed in managerial positions are of the male gender ([Melzer, 2002](#)). Learning new things and

broadening one's knowledge is the essence of education, which can be summarised as the straightforward process of doing both. This phenomenon is not unique to educational institutions alone. It can also be found in other types of organisations. A child will get their first taste of what will eventually become their formal education while sitting on their mother's lap. It is where they will get their first taste. The teaching of proper etiquette to children by their parents and other members of their families is one of the essential factors in determining the kind of adults those children will become. Although the children do not start their formal education until they are enrolled in a school, the children's homes are frequently referred to as the "first school" for the children. It is even though the children enrol in a school. They are taught how to function in the world and make sense of the events happening all around them in this environment.

It is the most fundamental prerequisite that needs to be satisfied in terms of getting an education. It is practically impossible for students to receive adequate instruction if their classrooms and supplies are not suitable. Because of this, they are meeting this requirement is an essential prerequisite. There are a significant number of provincial schools that do not have sufficient school buildings or stationery for their students to use as a result of the fact that the state only provides a halfway appropriation to cover the costs of the building. The state only provides a partial appropriation to cover building costs. The remainder of the costs are entirely on the group, and they are responsible for paying for them in full. Because the vast majority of public schools in the province are situated in communities characterised by extreme deprivation, it is improbable that any additional funding will be allocated to the construction of new structures or other forms of infrastructure (Jenkins, 1995). As a result, female teachers at the elementary school level face a significant number of difficulties. Therefore, the research aims to investigate the problems faced by female primary school teachers working at primary schools.

Review of Related Literature

In this article, we will investigate the various factors that manifest as challenges for women seeking employment as primary school teachers in Punjab's

public and private schools. These women are looking for work in both government-run and independent institutions. Since the country of Pakistan gained its independence, our efforts to provide primary education to all of the state's regions have been met with several challenges and obstacles. At that time, there was a predetermined education system that the previous rulers had established, but it was neither suitable nor appropriate for the country. Currently, there is no predetermined education system. It is of the utmost importance that steps be taken as quickly as possible to address the pressing problem of modernising the educational system. After seventy years of independence, it has been the cause of far too many crises throughout the history of Pakistan. It has been the case throughout the country's entire existence. The current investigation makes little effort to investigate some of the problems contributing to Pakistan's primary education crisis. Additionally, an analysis is provided to assist with the reform of the educational foundation in the state.

Education is how learning—which can be defined as the acquisition of information, qualities, capabilities, religious beliefs, and behavioural tendencies—can be encouraged as an activity. Learning can be defined as the process of acquiring information, qualities, capabilities, and religious beliefs. Building relationships, having meaningful conversations, gaining knowledge, being creative, and coordinating research are all elements that go into educational strategies. There are times when a teacher will employ the tool of education as a means of illuminating a topic for their students. Nevertheless, having direct experience and learning through observation are excellent ways to broaden one's education and knowledge.

The term "problem" originated from the aggravating situations that were experienced regularly by educators, who were the first people to use the term. "Any amusing or hostile condition that raises the life's intensity and gives birth to a momentary addition in stress," is how Hans Selye (1974), an early pioneer in the study of the biological underpinnings of stress and its effects, defined stress. In addition, he stated that it is an essential component of not only everyone's life but also conversation. Later, in 1983, he disclosed that although 50 years have passed since the consideration of stress, it is still being studied, and he

further expressed expectations that it will take many years to conclude. He said that he anticipates that it will take many years to conclude. His prediction came true between 1988 and 1993, which saw a significant increase in the number of papers published on these issues. Between 1993 and 1996, an additional 10,000 papers were produced, bringing the total number of papers published on these issues to 20,000. (Cassidy, 2009). Problems invariably affect an individual in terms of their mental health, the qualities of their physical appearance, and how they express their feelings. Alternative names for the problem include the following:

1. A piece of real estate that is open to the air and the elements;
2. The condition of the individual concerning the expression of their emotions; or
3. An intertwining factor that functions as a driving force in determining how people and their surroundings are associated with one another (Boyle et al., 1995).

More specifically, the practice of openly excluding women from the labour force started in the days of the industrial revolution in the 19th century. During that period, factory employers had a propensity to label women as capable of "females work" positions, which are only present in a relatively small number of occupations, and rank them among those with the lowest status and compensations. These jobs are relatively uncommon. This practice persisted into the latter half of the 20th century (Gregory, 2001). Throughout history, most leadership positions in all kinds of organisations have been held by men. "Leadership is the domain of the male gender in society," says the transcription that was provided by Holtkamp (2002). The study of kinds of literature also provides information about men as leaders and their leadership participation actions in every arena, including military conflict, animal hunting, commercial activity, and governmental administration (Heneveld and Craig, 1996). Throughout human history, the vast majority of management and leadership positions in educational institutions have been held by men. In this regard, the findings of a recent study that was carried out by Gardiner et al. (2000) indicate that not much has changed over the past few decades.

The study's findings indicate that women continue to be under-represented at higher levels of administration, even though women make up a significant portion of the teaching workforce and the workforce that prepares school leaders (Enomoto, 2000). Her study lends credibility to the earlier findings of Kearney (2000), which indicated that men with comparable qualifications and experiences, on average, enjoy tremendous professional success and take a more active role in the management process than their female counterparts. Her study lends credibility to the findings of Kearney (2000), which indicated that men with comparable qualifications and experiences, on average, enjoy tremendous professional success and take a more active role. These conclusions are supported by her research. In a similar vein, the majority of research carried out over the previous century was carried out by men, which contributed to the perpetuation of the myth that management and leadership are predominantly male occurrences. The duties that women customarily carried out have been relegated to the domestic sphere and are now restricted to the confines of the home.

On the other hand, the male gender is predestined to hold the position of leader in all facets of life and existence (Gideon, 2008). This social behaviour encourages women and men of both sexes to pursue administrative positions in educational institutions (Holtkamp, 2002). Academics have begun researching the roles that females play in school leadership and in many nations that have developed and robust economies because the leadership roles that females play in schools have piqued the interest of academics. In any event, the roles that females play in leadership positions in schools have piqued the interest of academics. The number of women participating in the administrative structures of elementary, secondary, and higher education institutions has reached an all-time high. It is a positive trend that should be encouraged.

Women have been subjected to workplace discrimination because the kinds of work that men and women do are fundamentally distinct from one another. According to studies conducted in East African countries, the vast majority of working women in those countries are employed in administrative roles such as secretaries, office attendants, and data entry clerks. These roles

account for most women's wages in those countries ([Nishimura et al., 2005](#)). In addition, until not too long ago, most people working as secretaries, stenographers, and typists were women. It was true even up until a relatively recent period. Many factors that contribute to gender inequality are still present, and the percentage of women working in management roles is still appallingly low, coming in at less than 10 per cent. In addition, there are still many factors that contribute to gender inequality. For instance, people of both sexes continue to work in various occupations that are appropriate for either gender. Although women make up half of the working population, they are frequently hired for jobs requiring relatively few skills and receive pay that is not commensurate with the value of their contributions. It is even though women make up half of the population.

On the other hand, men are hired at higher values and are paid significantly more than women for doing the same work. It is although women do the same amount of work. Although men and women perform the same tasks, this continues to be the case. In light of this, it is customary for us to investigate the proportion of women employed in an organisation as secretaries, typists, and janitors.

The educator's mental well-being is a factor that, in an analytical sense, can be relied upon to influence the classroom performance and affiliation of students and others, as well as whether or not the educator continues in the profession of teaching. Other factors that the psychological health of a teacher can influence include: Some factors that may contribute to teacher burnout and issues include a loss of control, a disconnect from students, dissatisfaction with pay rate, part overburden, part vagueness, and a lack of support from management. Other contributing factors include dissatisfaction with the pay rate ([Fimian, 1986](#)). [Friedman \(1995\)](#) refers to burnout by referring to "unmediated issues," and he states that problems in education are "the beginning of the burnout procedure." After our country's legislative body approved the eighteenth Constitutional Amendment in April 2010, the respective provincial governments are now in charge of our nation's educational system. This change came about as a result of the adoption of the amendment. Not only in the field of education but also in a few aspects of social and economic life, provincial

governments have begun to recognise more elemental forms of self-administration. On the administrative side, the Ministry of Education and Educations and Standards in Higher Education relates to overall change accessories. It gives a phase to the workplaces of education within the revenue limits of the province to exchange information and make a coordinated effort, synchronisation, and congruence. It is done by the Ministry of Education and Educations and Standards in Higher Education. It is taken care of on the administrative end of things. In Pakistan, students must complete twelve years of schooling to graduate from the country's open division formal educational system, which is the largest precise department. It starts with the Primary level of education and continues through the Intermediate level or the Higher Secondary School Certificate (HSSC) level. The Primary level of education is where it all begins.

In most educational institutions, the first level of primary education, referred to as Katchi Class, is not considered in the evaluation process or the distribution of financial resources. A range between 30 and 35 per cent of the children who have been chosen have their educational needs met by the private area. These children have participated in a wide range of educational programs, with some opting to follow the open division national educational module while others have chosen to participate in the educational program provided by Cambridge International Examinations (CIE). People who belong to upper white collar classes and live in urban areas typically send their children to private schools that require a significant financial investment. Typically, these schools offer an alternative educational curriculum and international testing frameworks (O and A levels). In addition, these schools have qualified teachers who have received adequate training, classrooms that have been meticulously prepared, virtual offices that are of a higher quality overall, and educational learning materials that have been newly implemented. There has been a recent increase in the number of religious schools offering free religious education and free boarding and cabin for their students. It is in addition to the already existing trend of more people in general and students attending private schools. Local community organisations typically take care of the administration of these madrassas, and most of their

funding comes from charitable contributions and other forms of philanthropic endeavours. These parallel frameworks of Education in Pakistan have contributed to the perpetuation of imbalances and economic stratifications, and they are the underlying driver for behavioural divisions and social conflict among the general population.

Most children, mostly from low-income families and reside primarily in rural and semi-urban areas, attend schools funded by the state. These schools offer free education; however, they are characterised by a low quality of education due to the lack of physical offices, the absence or nonappearance of teachers, and the inaccessibility of appropriate learning materials. Although these schools provide free education, they are characterised by a low quality of education. Even though these schools do provide free education, the education that they provide is considered to be of poor quality.

Within our home country's confines, approximately 42 thousand schools provide education at the lower secondary level and approximately 1.4 million primary schools. The number of schools that provide education at the lower primary level is approximately 42 thousand. Approximately 29,000 people are living there at their leisure. In our home country, primary education is characterised by an inadequate institutional framework and is in the process of deterioration. It is common knowledge that Education in general, and scientific Education in particular, is at a low point right now and should be seriously improved. It is especially true for the younger generation. At the time of self-governance and the beginning of it, there was an alarming lack of educators, research foci were poor and not all around observed, and educational modules had very little relevance to the requirements of the present day ([Behrman, 1981](#)).

Training of staff members within the administration who had not received any prior training through the use of full-time immersion projects that have terms of three months each and are funded by the administration spending plan. On the other hand, the legislature is, at this very moment, making opportunities for ongoing professional development available to educators currently holding jobs. Those in the private sector are considered to be restricted activities (short and medium term). Activities that helped government educators prepare

for administrative positions and were coordinated to help them were carried out. Each of these activities was subsidised by a different benefactor. The administration's education is overseen by a Directorate of Staff Development in charge of each region's Directorate of Staff Development and the Education Extension Center. Every instructor will be expected to participate in one of the in-service education programs currently being provided at least once on a cyclical basis. According to a recent study that investigated in-administration refresher courses in Punjab, it was discovered that these INSET (In-Service Education and Training) courses are only attended by a negligible number of teachers in the region. The University of Punjab carried out the research. It is the case for a significant number of these educators. Independent or private school Teachers Because there is such a severe shortage of adequately trained and qualified teachers and any support system for these teachers, the quality of education provided by the vast majority of schools that charge students tuition is questionable.

Additionally, there is a lack of support systems for these teachers. With the notable exception of all-encompassing educational systems like Beaconhouse and City, which are covered in the following sentence, the proportion of students attending private schools among those attending schools that require payment of tuition is relatively low. The vast majority of the remaining schools have designated educators who are educated and well qualified up to the level of a transitional or BA degree. However, they are paid much lower pay rates than their colleagues in the administrative area, even though they do not have any professional stability. Although the designated educators do not have professional stability, this is the case. The most important schools and educational systems either created their teacher preparation programs from scratch or gained access to specialised private databases. When recruiting teachers, these schools have a level playing field in recruiting educators who have already received training from government foundations and hold bachelor's and master's degrees in education. They prioritise candidates who are proficient in the English language in their hiring decisions. Because of this, the percentage of teachers working in schools that require students to pay tuition to attend is shockingly low if they have any pre-benefit training at all. It

should come as no surprise that there is an urgent need to improve the professional capabilities of the people currently taking part in a wide variety of training programs. Investigating the factors that are to blame for the current state is a fundamental requirement that must be fulfilled. A flawed educational program, a double medium of guidance, low quality of educators, cheating on the examinations, and overcrowded classrooms are some of the issues resulting from this.

Despite this, efforts are being made to improve educational programs to reflect our ideological, moral, and social values and national requirements in science, innovation, drug design, agricultural design, and so on. These improvements are being made in order to reflect our values better. The Education Management Information System (EMIS) study that they direct every year needs to catch data on the challenges that rural educators face so that the education division can respond to the particular challenges that rural educators face. Principals in provincial schools are required to conduct local situational investigations on individual challenges faced by teachers at their schools, make an effort to identify problems, and work toward finding solutions to those challenges in order to improve profitability as well as the quality of teaching and learning that takes place in provincial schools. It is necessary in order to improve the quality of teaching and learning that takes place in provincial schools. They need to forward the data they have compiled to the Department of Education so that the Bureau of Education can conduct additional research into the matter. South Africa has the opportunity to gain valuable insight that it can use by learning from the experiences of other African nations and how they have responded to the challenges that the country's educators face.

These are issues that urban schools regard as of the utmost importance, while the country partners view these issues as insurmountable obstacles. The educational institutions of villages are regarded as having successfully overcome these challenges, and as a result, they demand that respect be paid to them before any official communication can take place. In order to provide a good education, it is necessary to make efficient use of all of the resources at one's disposal and to do so effectively ([Msweli, 2020](#)).

The disengagement of country schools from the urban education standard is yet another challenge that needs to be conquered. Due to their location in remote parts of the province, the vast majority of schools in the province are difficult to reach by government resources and offices. In most cases, for researchers to get to their classes, they must walk a considerable distance. It is because only a limited number of transportation resources are available to these areas. The roads in these rural areas become highly hazardous to travel on whenever it rains, and because the schools in rural areas have limited resources for correspondence, the students who attend these schools are frequently forgotten about and left behind. When it rains, the roads in these rural areas become highly treacherous. It is one of the most significant challenges students attending provincial schools must overcome ([Jenkins, 1995](#)).

Research Methodology

The study mainly focused on the problems of female teachers working at primary schools, and the population of the study comprised all the primary school female teachers in district Vehari. The sample of the study was a representative technique for the selection of the sample, so the researchers selected primary school female teachers (270) as a sample of the study.

The researchers used a questionnaire having 14 items for the purpose of data collection. It was developed on a five-point Likert scale, i.e. from not at all to always. The researchers themselves visited the primary schools and filled out the questionnaires as well as requested the primary school teachers to fill the questionnaire/s from their circles. The set procedures were adopted to check the validity and reliability of the questionnaire. The overall reliability of the questionnaire in terms of Cronbach Alpha was 0.78. The data of the filled questionnaires were put into MS excel and then exported to the SPSS for further data analysis. The statistical techniques of frequency and mean score were calculated for the items.

Data Analysis and Interpretation

The following table elaborates the results of the analysed data. Here are the tables interpreted in terms of description.

Table 1. Female teachers responses

Statement	SA	A	UD	DA	SDA	Mean Score
Female teacher faces a lack of physical facilities.	200	31	11	11	17	4.28
Students' dropout is a problem for a female teacher.	115	43	46	30	36	3.60
A female teacher has an extensive workload.	101	61	45	40	23	3.59
Female teacher faces students' low enrollment at primary schools	74	76	69	31	20	3.51
Causal leave is an uphill task for a female teacher.	94	50	59	47	20	3.50
Female teachers' posting on furlong areas poses issues.	135	32	41	37	25	3.72
Public transport is a problem for female teachers.	114	39	28	30	59	3.40
Headmistress's rigid behaviour causes problems.	96	45	52	34	43	3.39
UPE campaign affects female teachers' social integrity.	93	46	46	49	36	3.37
Lack of discipline and management disrupts the mental harmony of a teacher.	69	68	51	56	26	3.33
My professional life is affected by the joint family system.	58	86	43	39	44	3.25
Members of the school council posed difficulties for female teachers	61	59	70	44	36	3.22
The communication gap created problems for female teachers.	58	52	76	65	19	3.22
Female teacher is irritated by students' bad manners.	41	69	71	62	27	3.12

In response to the item about the lack of physical facilities in primary schools causes problems for female primary teachers. The majority of teachers strongly agree ($M = 4.28$) that female teachers are facing a lack of physical facilities at primary school. In response to the item about students' dropout being a problem for a female teacher. Here, the majority of female teachers ($115 + 43 = 158$) agreed ($M = 3.60$) with the statement that students' dropouts cause a problem for female teachers. The statement about extensive workload informed that the majority of teachers ($101 + 61 = 162$) agreed ($M = 3.59$) that female teachers are facing the problem of extensive workload, which is a great hurdle in their teaching-learning process. In response to the item about low enrollment at primary schools, the majority of teachers ($74 + 76 = 150$) show agreement with behaviour ($M = 3.51$) toward the statement that female teacher/s face low student enrollment at primary school. Item related to female teachers' casual leave informed the survey results that the majority of the female teachers ($94 + 50 = 144$) show their concerns related to the problems they face for getting casual leave, and ($M = 3.50$) shows female teachers think that getting casual leave is an uphill task for them. In response to the item enquiring that posting on furlong areas is a big problem for female

teachers. So, the majority of teachers ($135 + 32 = 167$) show agree behaviour ($M = 3.72$) that female teachers posting on furlong areas pose difficulties for them. In response to the item enquiring that public transport problem for female teachers. So, the majority of teachers ($114 + 39 = 153$) agree ($M = 3.40$) that female teachers think public transport is a curative experience for them. In response to the item related to the rigid behaviour of the headmistress is a problematic scene at the primary school level, so the majority of teachers ($96 + 45 = 141$) show agree behaviour ($M = 3.39$) that most of the headmistresses have rigid behaviour at the primary school level due to which female teachers suffer a lot. In the statement, "UPE campaign affects female teachers' social integrity," an informed majority of teachers ($93 + 46 = 139$) agree ($M=3.37$) that female teachers' social integrity is affected due to UPE campaign in the locality. In response to the item enquiring about lack of discipline and management disrupting the mental harmony of female teachers, the majority of teachers ($69 + 68 = 137$) agree ($M = 3.33$) that lack of discipline and management at primary schools disrupt the mental harmony of female teachers. The item, "my professional life is affected by the joint family system," informed that the majority of the teachers ($58 + 86 = 144$) agree ($M = 3.25$) and think

that their professional life is affected by the joint family system. In response to the item enquiring about members of school council behaviour informed, the majority of female teachers (61 + 59 = 120) agree ($M = 3.22$) that members of school council posed difficulties for female teachers at primary schools. The statement, "communication gap created problems for female teachers," shows that the majority of teachers (58 + 52 = 110) agree ($M = 3.22$) that the communication gap creates problems for female teachers at primary schools. In response to the item enquiring that female teachers feel irritation due to students' bad manners and the majority of teachers (41 + 69 = 110) agree ($M = 3.21$) that female teachers' responses that due to students' bad manners, they feel irritated.

Conclusion and Recommendations

The conclusion of the study was drawn along the following lines with the help of data results. The study concluded that female primary teachers are facing a lot of problems in society as well as at their working stations in this 21st century when the whole globe is facilitating their teacher communities with maximum possible resources. At first, the female primary school teachers face a lack of physical facilities/resources that affect the teaching-learning process within the boundaries of primary educational institutions, and due to students' dropouts, female primary teachers face administrative issues. On the other hand, they are also facing the problem of low enrollment of students at public primary schools, and there are a number of factors involved in which, one of the factors is PEF partner schools. Teachers have

25 casual leave in a year, but in getting this leave, teachers, especially the female teachers confronted with a lot of difficulties. The study also concluded that female primary school teachers bear a lot of administrative issues due to the lack of discipline and management; and the rigid behaviour of the headmistress. The current study explores another thing the joint family system also affects female primary school teachers' professional life. The study concluded that there are some social behaviours that affect the work efficiency of female primary school teachers, i.e. UPE campaign, male members of the school council, communication gap and students' bad manner; these above-mentioned things also adversely affect the mental harmony of female primary school teachers. As a whole, our societies are prey to bad manners, so it becomes the responsibility of parents, society and teachers to amend the ways of our younger generations. The study may suggest the following recommendations on the basis of the conclusion;

- Female primary school teachers may provide the casual leave with their convenience so that they may work with full zeal and zest.
- The stakeholders may provide the physical facilities, i.e. boundary wall, drinking water, AV aids and a separate room for female teachers.
- For the rigid behaviour of headmistresses, the stakeholders may provide the head leadership and management training to the headmistress. This practice may lessen the conflict of interest among the primary school communities.

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