# Analysis of Positive Discrimination with Female Teachers of Elementary Schools

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***Abstract***

*In the research paper positive discrimination with female elementary teachers has been idiosyncratically analyzed. To widen employment opportunity as well as to positively discriminate females in Punjab, Pakistan, female teachers have been inducted in male schools where only male teachers were teaching to male students. The process of including females in male schools definitely is an encouragement but it is more interesting to investigate to what extent male teachers and heads allow them to work more autonomously within co-staffed schools. The study intends to identify the gaps if exist and need to fill them to discriminate positively with newly inducted female teaching staff in public schools. Data were collected through questionnaires using convenient sampling technique from 118 female teachers inducted in public schools located in Punjab, Pakistan. Factors upon which the gaps were identified included time-suppleness, workload, appreciations, value opinion, favorable policy, male behavioral dominance, female confinement, affections to children, privileges prearranged. The result of the study suggests that notwithstanding inducting women in male elementary schools is encouraging movement but still gaps exists which need to be filled to discriminate female teachers positively.*

***Key words:*** *Positive discrimination, Female teachers, co-staffed public elementary schools*

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### Background of the study

The term 'positive discrimination' has been becoming popular since 1960. Positive discrimination or reverse discrimination always results after a long time of deprivation. Women were treated very badly from a very long time but now the women are given very much importance that they have conquered every field of life and got special seats in admission policies, in governing bodies and also in parliament. They are also preferred in general jobs as they are thought more responsible.

As per recruitment policy (2011) in Punjab, female candidates will be eligible to apply for the posts of Elementary School Educators (ESE) and Senior Elementary School Educators (SESE) in boys' primary and elementary schools. Also all other categories for females to apply remain open in girls schools. It shows how women are encouraged in teaching profession. There are two different scenarios of this step. First it may be done to ensure that women can treat such small children more easily as they have a flexible temperament. The other scenario is that women who are kept away from jobs are now offered a great opportunity to move a step ahead. This will not only increase job opportunities but also make women financially strong and they will feel confidence in themselves.

## History of Positive Discrimination

The idea of positive discrimination has been around for two decades (Plowden, 1967) and though it has undergone something of metamorphosis, it still seems to be set about with confusion and misunderstanding. Sometimes a distinction is drawn between it and positive action, at others; the two concepts are used synonymously. Since the last 25 years, economic, social and political situation of women in the western countries has consistently changed. However, the media in the west remains steeped in the socially built inequalities and do not adequately reflect the realities of women in the societies. Gender Equality Action Plan describes the actions UNESCO is taking between 2008 and 2013 through its program sectors in education, the sciences, culture and communication and information in order to ensure that UNESCO programs and initiatives contribute fully and actively to the pursuit of women's empowerment and gender equality efforts. A literacy project for

girls and Women in Lebanon is underway addressing gender-based violence and gender stereotypes in schools and improving literacy programs in rural areas. The UNESCO-L'Oréal partnership has helped more than 500 outstanding female scientists move forwards in their careers. Economic, social, and political developments in Asia have brought profound changes in the status of women. In general, women's conditions have improved with economic development and social and political change that favors equality and individual rights. At the same time, cultural traditions, especially those related to family life, continue to have a strong influence on the status of women in the region. Until recently in most Asian countries, few women attended secondary school or university and few worked outside the home. Over the past 50 years, larger and larger proportions of women have completed primary and secondary school. The proportion of women attending university, although much smaller, is also growing. More recently, women have started taking up paid employment in greater numbers, particularly in the manufacturing, clerical, and service sectors. Over the past 50 years, women's life expectancy has improved across the region, overtaking men's life expectancy in nearly all countries. In 1997, the report of the commission of inquiry for women observed that socio-economic indicators pointed to discriminatory laws and practices widening the gap between men and women in almost all key sectors. The report also noted that certain forms of violence against women had increased (Sharma, 2003).

The history of women activism in Pakistan can be traced during and after the independence movement, when many women related to voluntary organizations did not only actively participate in the freedom struggle but they were also on the forefront in the nation building process. In post-independence era, the nature of women participation was different from the similar organizations of today, due to requirements of that time. It is important to mention that till 1960, there was an absence of any effective organization to struggle for equal status of women in Pakistan (Awan, 2012).

Some historic achievements have been made during this momentous struggle but still there is a long way to uplift the status of women in society further (Raja, 2012). There is a need to recognize the equal economic rights of Pakistani women. For this, they should be encouraged by families in their respective professions. Moreover, Pakistani society should realize the growing financial needs, which demand the equal contribution of women in the family's income. In order to achieve this, the state can effectively play its role by announcing some incentives like "part-time jobs, shorter and more flexible hours and tax benefits for families, (which) could facilitate the participation of women in the formal workplace" (Ibid). The concept of women empowerment is not limited to control over reproduction or financial independence only, rather it is a combination of literacy, employment and health. Women empowerment is an important and useful concept in the development of a community as it represents women as active agents rather than passive recipients of development policies (The Nation, 2009). Women in Pakistan constitute more than half of the total population, but they are relegated to a secondary role. Global experiences have repeatedly established that gender-based violence is persistent across in Pakistan, and has its roots in a patriarchal social structure in which women are submissive to men, and are viewed as property. Their physical hardship and their contribution to production are not acknowledged. Rather the realities of women's lives are neglected or ignored by the society's attitudes and treatment towards them. The discriminatory attitude towards women as inferior is observed even before their birth. Even a mother greets a girl child with guilt or despair. As a person, a woman is denied her own identity. A woman suffers from a neglect health, education and gender biased feeding. She is considered a commodity possessed by her father before marriage, then by her husband after marriage. She has no right to take independent decisions that influence her life tremendously. Someone else takes decisions on her behalf regarding education, marriage, or giving birth to a child. It shows the structure that is reproducing and promoting an unequal relationship between the two genders.

The gender discriminatory structure has deep roots. Women are often convinced that the work they do at home is their duty and that they do not need and should not expect any reward for it. While, the work is done by

men considered more valuable in the sense of social and economic value. Similarly, women do not participate in decision making. To break this structure there is dire need to empower the women. In Pakistan the status of women is much better in the urban areas when compared to the rural areas (Iqbal, Afzal, & Inayat, 2012).

The women empowerment includes access to available opportunities, information, basic resources of education, decision making authority and ability, and power over one's life. Regardless of improvement in different fields of life, the females, covering 52 percent of the total population of Pakistan, carry on to undergo from a comparative lack of necessary lowest requirements, expertise, options, integrity, justice and egalitarianism. Hence, it is very important to examine women empowerment in Pakistan in its financial, economic, public and political aspects (GOP, 2004). The women in Pakistan are provided the low and less opportunities of jobs and there are high and increasing levels of poverty amongst the women, and the cases of public and domestic violence against girls and women have been increased. The high levels of seclusion and segregation, the incidents of "honor" killings are frequently quoted in Pakistani society. The women have the low levels of mobility, protection, decision-making, independence, paid services and economic empowerment. They have a little access to food security, water, hygiene, energy, land ownership, economic assets and credit. The women have not proper access to justice and enduring low access to the usage of social services i.e. essential and reproductive health care, necessary useful literacy and primary education remained the major issues of Pakistani women. Gender gap can be observed through the male and female literacy data and according to Pakistan Labor Force Survey 2008-09, the male and female literacy rates are 69.3 and 44.7 percent respectively. While 44.4% males and 29.2 % females received education up-to the matriculation level and only 5.4 % boys and 3.4 % girls are succeeded to get the level of graduate and post graduate. Hence achieving the femininity uniformity indicator and gender parity index (GPI) continue the challenges in Pakistan due to great regional variations and low female enrolment in rural areas. The important measurement of women labor force can be viewed from the significant difference between females and males'

income. The average monthly incomes for males and females are 7998 and 5189 rupees respectively i.e. women's income is about 64 % of men. In urban and rural areas, the female incomes are 71.7 % and 53.5 % of male incomes respectively. This shows that there is a gap between women urban and rural income and in rural areas females are making about 52 % of the income of urban women (GoP, 2009; Yasin, Afzalm, Fani, & Waqas, 2010).

On March 09, 2010, President of Pakistan signed the "The Protection against Harassment of Women at Workplace Act Bill 2010" which was collectively passed by the National Assembly on Jan 21, 2010, and by the Senate on Feb 26, 2010. The Act means to provide the safe working environment to females in all government, public/private sector organizations & educational institutions. The objective of the bill is to create a safe working environment for women, free of harassment, violence and pressure. An historical appreciation of the current role and status of Pakistani women is possible only when their lives are analyzed in their entirety, including such aspects as their cultural values in the family, community and nation, as well as their demographic and economic role (Hakim & Aziz, 1998).

The study is an attempt to appraise the changing behavior of society towards women especially in the field of education, which is the backbone of each society. It is a gateway towards women empowerment. The study has been conducted in different boys' schools to analyze the status of female teachers. A number of studies have been conducted to explore women's deprivation and their state of being underprivileged from males. Based on the researches on women status a need was felt to investigate the present status of women. The governments and society itself are now striving to empower women. By viewing all, researchers developed a rationale of the present study in which they examined the elementary schools where females work as teachers, either they are positively discriminated or the picture is still dark.

## Statement of the Problem

Females are always encouraged of being teachers in society because they have the traits required to teach young children with affection. At present, females are being encouraged and discriminated positively. Particularly

the females are being inducted in boys public elementary schools where as per previous policy and practice only male teachers were inducted. Teaching in co-staffed environment particularly in boys public schools is new experience for many female teachers. The process of including females in male schools definitely is an encouragement but it is more interesting to investigate to what extent male teachers and heads allow them to work more autonomously within co-staffed schools. The study intends to identify the gaps if exist and need to fill them to discriminate positively with newly inducted female teaching staff in public schools. The study was also aimed to investigate whether female teachers of elementary schools are being discriminated and treated positively within these schools or not.

## Objectives of the Study

The study has following objectives:

1. To investigate the tribulations and barriers that females have been facing in co-staffed public schools
2. To find out the extent of job confinement on the part of female teachers
3. To investigate the influence of female teachers on students
4. To analyze privileges that females get in co-staffed schools
5. To critically evaluate behavior and opinion of male teachers and students with females teachers in co-staffed schools
6. To compare workload between male and female teachers
7. To trace favorableness of school policy for female teachers

## Research Questions

1. Are female teachers more encouraged in co-staffed public schools?

2. Are Female teachers more encouraged by head rather policy?

3. Is workload of females less than male teachers in co-staffed public elementary schools?

4. Does school policy has special relaxation in favour of female teachers?

5. Do female teachers face additional tribulations and barriers in teaching in co-staffed schools?

6. Are female teachers satisfied with their job in schools and duty of household work at home?

7. Do children and their parents feel more comfortable with female teachers as compared to male teachers in co-staffed schools?

8. What kind of privileges are female teachers getting in public elementary schools?

9. How does other school staff behave with female teachers?

## Methodology

A questionnaire was constructed within the framework of following factors: Time-suppleness, workload, appreciations, value opinion, favorable policy, tribulations, job confinement, affection, and privileges provided. The questionnaire was validated by experienced professors. The instrument was made reliable through pilot testing and the Cronbach Alpha reliability coefficient was 0.747.

The research design used was quantitative. Data were obtained using convenient sampling from female teachers of rural and urban elementary boys' schools in Sargodha district. A sample of 118 teachers of public schools was included in the study. Under the opinion poll or inclusive detailed survey method, data were taken from different elementary schools of Sargodha. Majority of the respondents were post-graduate.

## Analysis

### Complete analyses of demographics

In this study most of the respondents 95.8% belong to public schools. Only 4.2 % participants belong to private sector. Out of 118 teachers 97 (82.2%) were M.A 17 (14.4%) were B.A, 2 (1.7%) were F.A and 2 (1.7) were M.Phil, Out of 118 respondents 71 (60.2%) were M.Ed, 29 (24.6%) were B.Ed, 2 (1.7%) were CT, 7 (5.9%) have done computer course, while 9 (7.6%) have no professional qualification. Out of 118 respondents most of the respondents 109 (92.4%) belong to district

Sargodha, while only 9 (7.6%) belong to a district outside Sargodha. Out of total 118 respondent 6(5.1%) earn less than 10,0000PKR, 61 (51.7%) earn between 11,000 to 20, 0000, 34 (28.8%) earn between 21,000 30,000, 7 (5.9%) earn between 31,000 to 40,000 and 7 (8.5%) earn between 40,000 to 50,000 PKR. Out of 118 respondents 32 (27.1%) have 1 year teaching experience, 17 (14.4%) have 2 year teaching experience, 6 (5.1%) have 3year teaching experience, 39 (33.1%) have 4 year teaching experience, 6 (5.1%) have 5 year teaching experience, 2 (1.7%) have 7 year teaching experience, 10 (8.5%) have 8 year teaching experience, 3 (2.5%) 12 year teaching experience, 1 (.8%) has 18 years of teaching experience, 1 (.8%) has 25 year teaching experience, and 1 (.8%)has 30 year teaching experience. 89 out of 118 (75.4%) were married, 23 (19.5%) were unmarried and 6 (5.1%) were widow. Out of 118 respondents 86(72.9%) females have their domestic responsibilities, while 32 (27.1%). 95 respondents were married. Out of which 21 (22.1%) have no child. 43 (45.26%) have single child, 19 (20%) have 2 children, 11 (11.57%) have 3 children while 1 (1.05%) has more than 3 children. 24 respondents were between 21- 30 years, 61 (51.7%) were between 31- 40 years. 29(24.6%) were between 41-50 years, 4 (3.4%) were between 51-60 years. Out of 75 respondents 34 (45.33%) responds that father has financial responsibility of children, 11 (14.66%) said mothers have financial responsibility of children while 30 (40%) said that father and mother both share financial responsibility of children. Only 14 (11.8%) respondents use public mean of transport while 104 (88.2%) use their private vehicles. Out of 118 respondents 20 (16.9%) reside between 1-5 km distance from school, 22 (18.6%) reside between a distance of 6-10 km, 34 (28.8%) reside between a distance of 11-15 km, 18(15.3%) reside at a distance between 16-20 km, 2(1.7%) reside at a distance between 21-25km, 5(4.2) reside at a distance between 26-30 km, 14(11.9%) reside at a distance between 31-40 km, while 3 (2.5%) did not respond well.

**Analysis based on constructed framework**

1. **Time suppleness**

Out of 118 respondents, 30 (25.4%) strongly disagree and 50 (42.4%) disagree with the statement that head master relaxes the female teachers in

case of late arrival while 31(26.3%) agree 7 (5.9%) strongly agree with the statement. It means most of the heads do not positively discriminate female teachers. Further 27 respondents strongly disagree, 47 disagree with the statement that head master relaxes the teachers in punctuality but 33 agree and 11 strongly agree with the statement. This data shows that most of the head masters don't positively discriminate female teachers in punctuality. Moreover 40 (33.9%) respondents strongly disagree 42(35.6%) disagree with the statement that monitoring teams are in the opinion to give more relaxation in time to females as compared to male teachers while 30 (25.4%) agree and 6 (5.1%) strongly agree with the statement. This data shows that most of the monitoring teams and officers don't positively discriminate female teachers.

**2. Workload**

Out of 118 respondents 18 (15.3%) respondents strongly disagree 46 (39%) with the statement that the head teacher gives females, a work load equal to male teachers while 47(39.8%) agree and 7 (5.9%) strongly agree with the statement. This data shows that most of the head masters don't positively discriminate female teachers in work load. Further, 15 (12.7%) respondents strongly disagree 51(43.2%) with the statement that the head teacher is *satisfied with the work of fe*male teachers while 43(36.4%) agree and 9 (7.6%) strongly agree with the statement. This data shows that almost half of the head masters are satisfied with the work of female teachers. Moreover, 27(22.9%) respondents strongly disagree 31(26.3%) disagree with the statement that the head teacher *satisfied with the work of fe*male teachers while 43(36.4%) agree and 9 (7.6%) strongly agree with the statement. This data shows that almost half of the head masters are satisfied with the performance of female teachers. Furthermore, 29 (24.6%) respondents strongly disagree 40(33.9%) disagree with the statement that the monitoring teams or other officers assign any other assignment to female teachers than teaching, while 43(36.4%) agree and 6(5.1%) strongly agree with the statement. This data shows that most of the officers don't assign any non teaching task to female teachers.

**3. Appreciation**

**Analysis of Positive Discrimination with FemaleTeaches of Elementary Schools**

Out of 118 respondents, 32 (27.1%) respondents strongly disagree 43 (36.4%) disagree with the statement that the head teacher gives importance to the opinion given by females in presence of male teachers, while 41(34.7%) agree and 2 (1.7%) strongly agree with the statement. This data shows that there are very few head teachers who even hear the opinions of female teachers. Further, 32(15.3%) respondents strongly disagree 55 (46.6%) disagree with the statement that the head teacher appreciates their work more than male teachers, while 32(27.1%) agree and 13 (11%) strongly agree with the statement. This data shows that there are very few head teachers who appreciate the opinions of female teachers. Moreover, 16 (13.6%) respondents strongly disagree 50 (42.4%) disagree with the statement that the head teacher is satisfied with assigned work to them, while 42(35.6%) agree and 10 (8.5%) strongly agree with the statement. This data shows that there are very few head teachers who are satisfied by assigned work of female teachers. Furthermore, 15 (12.7%) respondents strongly disagree 51 (43.2%) disagree with the statement that the head teacher master encourage you more than male teachers on their good work, while 43(36.4%) agree and 9 (7.6%) strongly agree with the statement. This data shows that there are very few head teachers who encourage female teachers. Furthermore, 39 (33.1%) respondents strongly disagree 33 (28%) disagree with the statement that monitoring teams and officers appreciate the work of female more than male teachers on your good work, while 29(24.6%) agree and 17 (14.4%) strongly agree with the statement. This data shows that there are very few monitoring teams and officers who appreciate female teachers. Moreover, 31(26.3%) respondents strongly disagree 21 (17.8%) disagree with the statement that the head teacher presents their work well on the table of high officers, while 52(44.1%) agree and 14 (11.9%) strongly agree with the statement. This data shows that most of the head teachers present work of females well on the table of high officers. Moreover, 23 (19.5%) respondents strongly disagree 31 (26.3%) disagree with the statement that the head master increase their dignity in front of male teachers, while 57(48.3%) agree and 7 (5.9%) strongly agree with the statement. This data shows that behavior of most of the head teachers does not increase dignity of females.

**4. Favorable policy**

Out of 118 respondents, 19 (16.1%) respondents strongly disagree 36 (30.5%) disagree with the statement that the head teacher considers appointment of female teachers in boys schools as a positive step of government, while 56(47.5%) agree and 7 (5.9%) strongly agree with the statement. This data show that almost half of the head teachers consider appointment of female teachers in boys' schools as a positive step of government. Further, 21 (17.8%) respondents strongly disagree 39 (33.1%) disagree with the statement that the women consider appointment of female teachers in boys schools as a positive step of government, while 48(40.7%) agree and 10 (8.5%) strongly agree with the statement. This data shows that almost half o f the women consider appointment of female teachers in boys' schools as a positive step of government. Moreover, 15 (12.7%) respondents strongly disagree 34 (28.8%) disagree with the statement that the male teachers think that by the appointment of female teachers they are deprived from their basic right, while 56(47.5%) agree and 13 (11%) strongly agree with the statement. This data shows that most of the male teachers think that by the appointment of female teachers they are deprived from their basic right. Furthermore, 25 (21.2%) respondents strongly disagree 31 (26.3%) disagree with the statement that the monitoring teams and high officers relax females according to Govt. policy, while 49(41.5%) agree and 13 (11%) strongly agree with the statement. This data shows that most of the monitoring teams and high officers relax females according to Govt. policy. Moreover, 36 (30.5%) respondents strongly disagree 42 (35.6%) disagree with the statement that the monitoring teams and high officers relax females by themselves and not according to Govt. policy, while 33(28%) agree and 7 (5.9%) strongly agree with the statement. This data shows that most of the monitoring teams and high officers relax females according to Govt. policy and not by self.

**5. Tribulations**

Out of 118 respondents, 37 (31.4%) respondents strongly disagree 36 (30.5%) disagree with the statement that the boys create discipline problem for female teachers, while 30(25.4%) agree and 15 (12.7%) strongly agree

with the statement. This data shows that most of the teachers think that boys don't create any discipline problem for female teachers.

**6. Job confinement**

Out of 118 respondents, 41 (34.7%) respondents strongly disagree 20 (16.9%) disagree with the statement that the female teachers keeping educational foundations of children more strong, while 33(28%) agree and 24 (20.3%) strongly agree with the statement. This data shows that most of the female teachers don't keeping educational foundations of children strong. Further, 47 (39.8%) respondents strongly disagree 23 (19.5%) disagree with the statement that the females only should do household tasks, while 32(27.1%) agree and 16 (13.6%) strongly agree with the statement. This data shows that most of the female teachers don't think that they should only do household tasks. Moreover, 31 (26.3%) respondents strongly disagree 49 (41.5%) disagree with the statement that the male family members of a female think females should only do households tasks, while 34(28.8%) agree and 4 (3.4%) strongly agree with the statement. This data shows that most of the male family members of working ladies don't agree that they should only do households tasks. Further, 29(24.6%) respondents strongly disagree 40 (33.9%) disagree with the statement that the male family members of society think females should only do households tasks, while 39(33.1%) agree and 10 (8.5%) strongly agree with the statement. This data shows that most of the male members of society don't agree that females should only do household tasks.

**7. Influential role**

Out of 118 respondents 17 (14.4%) respondents strongly disagree 18 (15.3%) disagree with the statement that the children get attached with female teachers more quickly as compare to male teachers, while 44(37.3%) agree and 39 (33.1%) strongly agree with the statement. This data shows that most of the male children get attached with female teachers more quickly as compared to male teachers. Moreover, 33 (28%) respondents strongly disagree 29 (24.6%) disagree with the statement that the children feel fear more from male teachers as compared to female teachers, while 39(33.1%) agree and 17 (14.4%) strongly agree with the statement. This data shows that most of the children don't feel fear more from male

teachers. Further, 34 (28%) respondents strongly disagree 32 (27.1%) disagree with the statement that the behavior of children s parents with male teachers is better than that with female teachers, while 40(33.9%) agree and 12 (10.2%) strongly agree with the statement. This data shows that behavior of children's parents with male teachers is not better than that with female teachers.

**8. Privileges pre-arranged**

Out of 118 respondents, 13 (11%) respondents strongly disagree 40 (33.9%) disagree with the statement that the head teacher arranges for female teachers a separate room in recess and in free period, while 56(47.5%) agree and 9 (7.6%) strongly agree with the statement. This data shows that most of the head teachers arrange for female teachers a separate room in recess. Moreover, 18 (15.3%) respondents strongly disagree 52 (44.1%) disagree with the statement that the head teacher assigns you any extra tasks (admission withdrawal register etc.) to you more than male teachers, while 37(31.4%) agree and 11 (9.3%) strongly agree with the statement. This data shows that most of the head teachers don't assigns females any extra tasks (admission withdrawal register etc.) more than male teachers. Furthermore, 20 (16.9%) respondents strongly disagree 31 (26.3%) disagree with the statement that the head teachers arrange separate teaching rooms for female teachers, while 51(43.2%) agree and 16 (13.6%) strongly agree with the statement. This data shows that most of the head teacher arranges separate teaching rooms for female teachers. Moreover, 35 (29.7%) respondents strongly disagree 47 (39.8%) disagree with the statement that they *take their children along them on work place* head teacher arranges separate teaching rooms for female teachers, while 27(22.9%) agree and 9 (7.6%) strongly agree with the statement. This data shows that they don't take their children along with them on work place. Moreover, 36 (30.5%) respondents strongly disagree 46 (39%) disagree with the statement that there is any day care centre at your work place, while 27(22.9%) agree and 9 (7.6%) strongly agree with the statement. This data shows that most of them don't have any day care centre at their work place.

**9. Value opinions**

Out of 118 respondents, 17 (14.4%) respondents strongly disagree 42 (35.6%) disagree with the statement that the head teacher considers male

and female staff equal, while 45(38.1%) agree and 14 (1.9%) strongly agree with the statement. This data shows half of the respondents agree that the head teacher considers male and female staff equal. Further, 25 (21.2%) respondents strongly disagree 55 (46.6%) disagree with the statement that the behavior of head teacher towards females is more autocratic way than male teachers, while 31(26.3%) agree and 7 (5.9%) strongly agree with the statement. This data shows that the behavior of most of the head teachers towards females is not autocratic. Further, 13 (11%) respondents strongly disagree 59 (50%) disagree with the statement that the head teachers give more importance to female's opinion as compared to male teachers, while 36(30.5%) agree and 10 (8.2%) strongly agree with the statement. This data shows that the head teacher don't give more importance to female's opinion as compared to male teachers. Moreover, 17 (14.4%) respondents strongly disagree 53 (44.9%) disagree with the statement that the head teacher asks for suggestions more frequently from female as compared to males, while 39(33.1%) agree and (7.5%) strongly agree with the statement. This data shows that most of the head teachers don't ask for suggestions more frequently from female as compared to male. Further, 12 (10.2%) respondents strongly disagree 32 (27.1%) disagree with the statement that they are agree to give elementary department to females, while 32(27.1%) agree and 55(46.6%) strongly agree with the statement. This data shows that most of the teachers are agree to give elementary department to females. Furthermore, 35 (29.7%) respondents strongly disagree 44 (37.3%) disagree with the statement that head teacher are in opinion to give elementary department to female teachers, while 31(26.3%) agree and 8(6.8%) strongly agree with the statement. This data shows that most of the head teachers are not in opinion to give elementary department to female teachers. Moreover, 17 (14.4%) respondents strongly disagree 19 (16.1%) disagree with the statement that females should be appointed as head teacher, while 49(41.5%) agree and 33(28%) strongly agree with the statement. This data shows that most of the teachers are of opinion that females should be appointed as head teachers. Moreover, 22 (18.6%) respondents strongly disagree 37 (31.4%) disagree with the statement that monitoring teams and officers consider female teachers as inferior to male teachers, while

31(26.3%) agree and 28(23.7%) strongly agree with the statement. This data show that half of the monitoring teams and officers consider female teachers as inferior to male teachers. Furthermore, 19 (16.1%) respondents strongly disagree 52 (44.1%) disagree with the statement that servants of school obey female teachers more than male teachers. Monitoring teams and officers consider female teachers as inferior to male teachers, while 31(26.3%m) agree and 16(13.6%) strongly agree with the statement. This data show that most of the school servants don't abide female teachers more than male ones. Moreover, 28 (23.7%) respondents strongly disagree 23 (19.5%) disagree with the statement that the head teachers assign females co-curricular activities according to their choice, while 53(44.9%) agree and 14(11.9%) strongly agree with the statement. This data show that most of the head teachers assign females co curricular activities according to their choice. Moreover, 22 (18.6%) respondents strongly disagree 40 (33.9%) disagree with the statement that the head teachers snub females on their mistake in front of male colleagues, while 46(39%) agree and 10(8.5%) strongly agree with the statement. This data show that most of the head teachers don't snub females on their mistake in front of male colleagues.

## Findings

1. Some of the head teachers, monitoring teams and officers positively discriminate female teachers in time-suppleness in schools and task timing but majority of them don't discriminate them positively.

2. Some of the head masters positively discriminate female teachers in workload, almost half of the head masters are satisfied with the work of female teachers and most of the officers don't assign any non-teaching task to females.

3. Almost half of the head teacher and female teachers consider appointment of female teachers in boys' schools as a positive step of government.

4. Most of the male teachers think that by the appointment of female teachers they are deprived of their basic rights and most of the monitoring teams and high officers give time relaxation to females as per policy and not

by them self. Moreover, boys don't create any discipline problem for female teachers.
5. Most of male family members of these female teachers don't think that females should only do households tasks.
6. Most of the male children get attached with female teachers more quickly as compared to male teachers. But they don't feel any fear from male teachers. Moreover, behavior of children and parents with male teachers is not better than female teachers.
7. Most of the head teachers arrange for female teachers a separate room in recess and free period and also spare room for teaching. They don't assign females any extra tasks (admission withdrawal register etc.) more than male teachers. Most of the females don't have any day-care centre at their work place and they don't take their children along with them on work place.

8. Half of the respondents agree that the head teachers consider male and female staff equal and behavior of most of the head teachers towards females is not autocratic. Most of the teachers are agreed to give elementary department to females, but most of the head teachers are not in opinion to give elementary department to female teachers. Most of the teachers are of opinion that females should be appointed as head teachers. Most of the head teachers don't scold females on their mistake in front of male colleagues.

## Conclusion

Positive discrimination with female teachers is although not cheering enough but traces of few encouraging initiatives have been found within schools. The appointment of female teachers is welcomed by all the head teachers even in boys schools, although females teachers face quandary but they are very passionate to cope with. It has been investigated that head teachers realize the tribulations and relax time for them due to which female teachers perform well in teaching-learning process. The study concludes that females have a lot of household responsibilities along with professional duties and sometime they face family barriers particularly married women. So, in supported and cooperative school culture particularly appreciations from head teachers/bosses, newly inducted female teachers are comfortable

in boys elementary schools. Paradoxically, female teachers are not contented with non-cooperative behaviors of head-teachers. In a nutshell, persistence of autocratic condition in boys schools miserably disturb female teachers resultantly multiply their stress and smudge their abilities. Notwithstanding inducting women in male elementary schools is encouraging movement but still gaps exists which need to be filled to discriminate female teachers positively.

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