



RESEARCH PAPER**Rationalization of Teachers' Behavioral Expectations from Secondary School Girls in Lahore: A Phenomenological Study****¹Dr. Shaista Syeda ²Mehek Saleem ³Dr. Muhammad Ashfaq**

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ABSTRACT

The focus of this article is to understand the gender-based socio-cultural attributes which influence teachers' expectations from high school female students in their classrooms and schools. For the purpose, qualitative phenomenological research was designed to understand the differences between single-sex and coeducation school teachers' behavioral expectations from secondary school girls. Two teachers of single-sex and two teachers of coeducation school system participated in detailed open-ended interviews. The findings suggested that teachers' own academic experiences as a student influenced their perceptions and expectations from secondary school girls. The gender-neutral expectations of teachers largely depended upon their critical reflection on their own experiences that they had when they were studying in schools. The in-service teacher training focused on critical reflection on teachers' social and cultural gender related experiences will help the teachers to identify gender-based expectation from students as well as to learn the strategies to maintain a more inclusive academic environment.

Keywords: Critical reflection, Cultural Conventions, gender stereotypes

Introduction

Teachers' varying expectations have a substantial role in molding their students' actions and boosting their achievements in areas such as socializing, learning, and emotional regulation (Jussim & Harber, 2005). In the secondary school, there are various factors that determine the expectations of teachers from adult girls in classrooms. School is a social institution which gives all the upright and depraved experiences to its stakeholders that are visible in society in general. Schooling is not only about academics, but its social experience that casts a deep impression on human social and intellectual life. It is an undeniable fact that school-based social experiences and expectations had deep effects on their self-esteem and confidence during their academic journey in schools and beyond. Teachers played a key role in supporting or opposing female students to actualize their academic dreams and social experiences. Cultural, religious, and societal expectations from girls also help us to understand "why" teachers had specific kinds of behavioral expectations from girls rather than boys. In countries where faith overshadows the culture, teachers and parents' perceptions gets more radical for girls (Tatar & Emmanuel, 2001). Emerson (2018) acknowledge the Pakistani school teachers gendered expectations about citizenship responsibilities from girls to reinforce their obligation as a wife or as a mother. At the level of secondary education, few studies are available about teachers' experiences and culturally framed expectations from growing girls in terms of anticipated behavior in their classrooms and schools. The study was designed to understand the perceptions and expectations of secondary school teacher's concerning female students' socially desirable behaviors.

Literature Review

Early adolescent development is greatly influenced by the school environment and experiences. Low academic grades, low self-confidence, and declined motivation are the reasons behind students' failure to perform up to their teachers' expectations (Mulford & Silins, 2003). Teachers those have high expectations from students prefer group work, fostering an atmosphere of fairness, providing students with many opportunities to explore topics at their own pace with a sense of autonomy (Rubie-Davies et al., 2007; Rubie-Davies et al., 2015; Weinstein & Worrell, 2016; Rosenthal, 2003; Weinstein, 2008). Teachers with low expectations are more likely to use direct instruction, give students fewer chances to take charge of their own learning, hold students to lower standards of performance, ask students less artistic and creative questions, and use more close-ended questions than open-ended ones (Rubie-Davies, 2007). The stresses and mental health difficulties young girls face as adults might have an impact on their future life experiences, friendships, and self-respect (Martin, 2018; Pinto, 2007).

With adulthood, physical appearance becomes an important indicator for peers and teachers. Positive approval and affinity for appropriate looks leads to appropriate behavior (Jager, 2011; Lorenzo, Biesanz, & Human, 2010). Teachers of all educational levels showed great tendency to get impressed by the physical attractiveness of growing youth which lead them to practice discriminatory assessments. Teachers judgements on students' academic competency on the basis of their physical attractiveness created a barrier in achieving social and academic goals for students (Kanazawa, 2011; Parks & Kennedy, 2007). Deryugina and Shurchkov, (2015) found that attractive students got marginally better marks with small magnitude in undergraduate colleges. French, Robins, Homer, and Tapsell (2009) study found that physical attractiveness of students had an interesting effect on secondary schools' teachers' assessments. Females who had attractive looks and consequently, it positively influenced secondary school female students' GPA. For young girls' physical attractiveness was statistically significantly related with their GPA and for adult boys grooming had larger effects on their GPAs. Hernández-Julián and Peters (2017) reached the same conclusion by comparing college students' grades in online and face-to-face courses. Face-to-face courses of mostly male teachers, physically attractive girls attained good grades than less or average attractive girls.

Physical attractiveness in early adolescent gives a way to appearance-based bullying in the school. Excessive young girls' obsession with their physical appearance put pressures on them to look perfect. Most of the adult girls failed to maintain perfect appearance because of their social background and poverty (Frost, 2003). Borch, Hyde and Cillessen (2011) identified that physically attractive students were more aggressive in physical and relational dealing with their peers. Physically attractive students reported for practicing appearance-based bullying, were themselves bullied by others, and belonged to aggressive peer groups (Apell, Marttunen, Fröjd and Kaltiala, 2019; Cunningham et al., 2010; Savolainen, Brauer and Ellonen, 2020). McClanahan, McCoy and Jacobsen (2015) analyzed data of Global School-based Student Health Survey (GSHS) from the middle-school students of Latin America and the Caribbean countries. All of the countries had statistically significant similarity in bullying incidences by sex. For girls, appearance-based bullying was most common that included making fun of facial features, looks and body shape.

Indisputably, bullying in high school emotionally and psychologically scarred deep in developing youth. Victims of bullying identified with a wide range of negative physical, social, emotional and academic problems. The emerging youth in high schools used teasing as mechanism of enforcing power relationships (Magin, Adams, Heading, Pond & Smith, 2008). Lovegrove and Rumsey (2005) identified that 11–13 years old students mentioned that they got considerably distressed by their fellows teasing remarks about their appearance.

Does the cultural context of Pakistan make any difference for girls to experience appearance-based perceptions? There are few studies conducted to evaluate the emerging youthfulness effect on secondary and high secondary school teachers' perceptions about their students' academic and behavioral expectations in Pakistan. A culturally and religiously conservative framework makes it socially awkward for academia to openly talk about issues related to female emerging youth and measuring its effects, particularly, in high school. Shahzadi, Akram, Dawood and Bibi (2019) examined the incidence of bullying among schools in Gujrat. Mild and moderate levels of bullying was reported to be a vulnerable level as it could lead towards moderate to severe or severe level. Azhaar, Anwaar, Dawood, Ali and Shoaib (2020) found a positive relationship between depression, anxiety and body dissatisfaction, among adult population of 16-30 years old. Especially, Pakistani females had higher level of body dissatisfaction than males and consequently were more susceptible to depression. It is pertinent to generalize the effects of negative body-image, anxiety and depression on female students' academic outcomes.

The influence of teachers' gender on their student's academic and social behavior has varying research-based findings. Studies from the western part of the world found no significant difference in teacher gender on students' academic performances until the teacher had weak subject knowledge (Antecol, Eren & Ozbeklik, 2015). Likewise, Burusic, Babarovic, and Seric, 2012 also found a small effect of teachers' gender on the knowledge of their students in standardized tests. In China, the female teacher provided differential support to motivate female students more than boys. They helped girls to get better test scores, compete with the demanding cognitive outcomes, and be able to change the students' beliefs about gender stereotypes and social expectations (Gong, Lu & Song, 2018). However, teacher gender has an effective role in student outcomes who belong to conservative or developing countries, especially from South Asia.

In culturally and religiously conservation nations, single-sex schools are more functional and socially preferable. Unquestionably, culture and faith influence parents' preferences to opt for single-sex or co-educational schooling for their children (Shah & Conchar, 2009). The stories from Pakistan were not very different from the other culturally conservative countries of South Asia. Ahmad, Said, Hussain, and Khan (2014) acknowledged different barriers to promoting coeducation schooling in Pakistani society. Patriarchic system and conservatism laid foundation for socio-cultural, religious, and political factors, and rigid male-dominant traditions that fostered stereotyped social codes for females. Culturally and religiously, *Pardah* (veil) system also created a reason for gender-segregated education. Politically, women's lack of political empowerment is another feature that weakly supports equal access to quality education for girls. Culturally framed teachers' beliefs and typical school structure progenerate gendered disciplinary policies and gendered dominant of space, bodies and behavior in teaching and learning practices (Denscombe, 2007).

In societies where gender stereotypes are common in belief system, schools become more intense in maintaining and reproducing the same social dogmas (Jule, 2016). In the conservative culture, single-sex schools are common that provided a ground to study the academic differences between single-sex and coeducation school students. Malik and Mirza (2014) documented that single-sex students had better academic achievement as compared to coeducational school students. The finding was consistent with segregated schools of girls as well as boys. Interestingly, in coeducational schools, girls' academic outcomes were negatively affected. Hussain (2020) found a consistent result from single-sex schools where boys and girls achieved better scores on English achievement tests than students of co-education schools.

All across the world school teaching profession is largely dominated by females. Single-sex schools provide different grounds for teaching considered the most appropriate profession for females. Truly, the notion of the appropriateness of the teaching profession for females is not based on equal earning and growth opportunities but assumes a safe male-

free profession in a society where gender-based violence are more common (Khan, 2017). UNESCO (2000) reports on Bangladesh, India, Nepal, and Pakistan's status of basic education for girls established that in rural areas, female teachers had a bigger positive impact on female students' classroom participation rates. Female teachers had better perspectives of community needs and management skills, and most importantly, they understood girls' needs. In these conservative countries, parents preferred schools with more female teachers to support their sense of security for their daughters. In India school leaders considered female teachers to be committed as they had little political background to exert power in school administration. Chudgar and Sankar (2008) analyzed that male and female teachers differently approached classroom disciplinary practices and had different perceptions about their students' abilities. Female teachers were more encouraging communicate to with their students and they believed in students' learning ability than male teachers.

Material and Methods

The current study took hermeneutic phenomenological stance to answer the centered research question: how did teacher perceive display appropriate and inappropriate behaviors in adult girls. Four Open-ended interviews were conducted from four different teachers of secondary schools to answer the research questions. Four secondary schools' teachers agreed to give 40-45 minutes long open-ended interviews. Two teachers from coeducation, elite, English-medium private school and two teachers from Public-sector girls' secondary high school agreed to participate in the study.

There were two major parts of open-ended questions from teachers, firstly, what teachers expected from young girls in their classroom regarding their socially desirable behavior. Secondly, teachers shared their memories of student age in regard to their teachers' expectations of desirable social behavior from them. From the coeducation, elite English medium private school, two teachers had given open-ended interviews: Teacher-1 and Teacher-2. Teacher-1, male, was teaching physics and mathematics for the past five years. Teacher-2 had been teaching English language for the more than 10 years. From the girls' secondary public-school sector, Teacher-3 was teaching Islamiyat and Pakistan Studies for more than three years and Teacher-4 was teaching Mathematics to secondary grade female students more than fifteen years. After the thematic data analysis, three themes emerged from thematic analysis of the open-ended interviews.

Results and Discussion

Appropriate Behavior: A Reflection of Past and Cultural Conventions

The findings indicated that teachers' owned adulthood school experiences and cultural conventions were influential determinants of teachers' appropriate behavioral expectations from their students. Altogether, teachers used vocabulary to describe what that female students must be -disciplined, obedient, honest, punctual and show supportive behavior towards their class fellows. Interestingly, most teachers expecting the same beliefs and values that their school-instructors expected from them. A few were able to critically reflect on their student hood experiences and socially constructed expectations and presuming flexible and age-appropriate behavioral expectations from their adult students.

Coeducation Private School Teachers

Cultural Dilemma. Teacher-1 was teaching Physics and Mathematics in an elite class coeducation secondary grade. He studied from a single-sex, army-based school. Teacher-1, expected more cautious behavior from girls than the boys in adulthood, "I personally expect more discipline and obedient behavior from the girls. Girls should be more vigilant than boys." Teacher-1 openly expressed that Pakistani society expected a culturally partial gender stereotype role. He conformed to the cultural dilemma, where in this society,

emerging youth of girls are solely responsible of shielding their physical and emotional self and personal-dignity:

Specific to Pakistan, we cannot expect same kind of behavior from both genders. Girls have to be very respectful and had strict boundaries. As boys do not require such kind of behavior, girls should be more careful and protect their boundaries by themselves.

Culturally, especially, in the co-education classroom, it is common to put the whole burden to be emotionally and socially respected and safe only on the girls. In the same classroom, boys are not expected to equally display careful and responsible behavior to maintain gender harmony. Sharing his single-sex school aged recollections, teacher-1 learning as a student shadowed his expectations from his students, inquisitively, only from boys:

In my school, tone was considered very important especially when we were talking to teachers. We were not allowed to talk loudly with teachers and always expected to be respectful towards them. In after school encounters, we acted as students and they as teachers.

Confidence and Acumen. From the same school, teacher-2 was teaching English at secondary grades. She placed her behavior as a point to decide what and how girls should behave, "As a teacher if I have a strict behavior with students, then, they will not share with me their academic issues. Otherwise, my supportive behavior give confidence to girls to share their issues with me". Teacher-2 looked at the stereotype social conventions for girls from different angle. She concluded that male dominating society was the vital reason for girls lack of grooming in the domain of self- reflection, "Pakistan is a male dominating society and key reason for not letting girls to groom as expressive about their thoughts. Rather, girls encourage to enclosed themselves under a behavior known to be strict." She totally refused to accept the social convention of unquestioned obedience from adult girls. She expected to develop confidence and smart responding skills in her female students:

Some girls easily adopt behaviors and moods according to the situations they face. For example, girls behave differently in front of me and accordingly in front of other teachers demands. A girl who can act in accordance to the situation would say that's the appropriate behavior.

Her own adulthood incidents reflected the reason for her conclusions. She shared that the harsh parental expectations drained the confidence from her. Because of her shyness she never had courage to ask simple questions from her teachers. When she was recalling her school times:

If I looked back in my adulthood, my father had a very strict behavior to endorse fear in us. Under fear I developed a timid behavior; I studied hard by myself because I lost the confidence to ask any questions to my teachers in the classroom. I always asked that question though my friends.

She had not expecting the same shyness and fearfulness form her students. Also, she did not expect obedience rather confidence and independence as a desirable behavior from adult girls. She expressed, "it is important for me to listen and understand students' critical opinion on my instruction method. When students share their point of views with self-confident, it literally makes me happy."

Public-Sector Girls' High School Teachers

Civility and Cooperation. Both female teachers from Public-sector girls' high school focused on students to students' academic support and cooperation in the classroom,

expected academic honesty, and truthfulness as the desirable social behavior from secondary school girls. Teacher-3 was teaching Islamiyat and Pakistan Studies to secondary school girls. According to her, “good etiquettes, decency and social intelligence should be the part and partial of young girls”. Teacher-3 shared, “Girls must respect their teachers, maintain discipline in the classroom, avoid physical and verbal conflict with class fellows and, do their assignments honestly.”

Teacher-3 shared her school-age memories, “my school teachers liked those girls who did their classwork efficiently, neatly and precisely. They had more respect for hard-working students and high achievers in the class. And teachers motivated high achievers more than the low achievers.” She liked to practice the same values in her classroom because she thought these were the most reasonable expectations and she also had more approval for high achievers and prefer cognitive abilities and learning skills as a desirable behavior from students.

Physical Attraction Versus Study Skills. Teacher-4 was teaching mathematics to secondary and higher secondary school girls. As teacher-4 was teaching at higher secondary classes as well, she talked about how young girls’ dressing, grooming, fashion and personality molded teachers’ perception, “Our focus in the classroom is to develop study behaviors like, maintaining focus, develop good writing skills than focusing on their fashion skills.” She openly acknowledged that physical attraction of girls made them more likable to some teachers. In this way, teachers’ personal values determined the scope of desired or undesired behaviors from girls:

Perception of desired and undesired behaviors depends upon the personal values of the teachers. Some teachers have positive perceptions for well-dressed and physically attractive girls then the simple looking ones. Few teachers have negative perception about girls who are not physically attractive and fashion conscious. Consequently, these girls become more vulnerable for teacher’s verbal criticism.

Retrospectively, teacher-4 shared her student life memories and declared that teachers own behaviors and standards set the ground for positive or negative type of expectations from the adult students. As she shared, “Whatever I know about mathematics is because of my eight-grade math teacher. First time I solved the mathematics paper by using logic than rote learning.” She shared the responsibility of teachers in current day classroom is much challenging than the past. She acknowledged the difference between the times when she was a student and now as a teacher in these words:

In current digital era, there are challenges for teachers. They must have strong planning skills to manage student attention and interest in the classroom. It is a big task for teachers to retain students’ attention, to create interesting and informative lessons, to design a project in which students can involve.

Inappropriate Behavior: Emerging Youth and Aggression

Bulling and aggression are the most common patterns that can be traced in different stages of emerging adulthood. In the coeducation classroom bulling between girls- boys and teachers -students shaped another story. It was a difficult and a clueless task for a young male teacher to support adult girls in conflict with boys in a coeducational setup. On the other hand, female teacher was rather more encouraging and supporting girls to handle the situation accordingly.

Coeducation Private School Teachers

Bulling and Democratic Values. Right from the start, teacher-1 repeatedly shared the term bulling as the most inappropriate behavior that he might face by himself from his

students at elite private school system. He shared, "Bullying is the worst behavior that girls and boys can show, and it is equally detrimental to both" and "any kind of behavior that make teachers feel like discredited and insulted is disrespectful". Teacher-1 was not comfortable in the school democratic environment. Consequently, he was taking students comments on his behavior as a bully, "Either a physical attack on someone or criticism on teachers' behavior both are undesirable behavior from students". It was a hostile reality for teacher-1 to take students comments on his teaching style or behavior positively.

Teacher-1 idealized the authoritarian discipline of his school where as a student he was expected to demonstrate unquestioned, speechless, and fearful obedient to teachers. Some of the rules that boys of his school obeyed were: not allowed to speak during the lecture; students could not ask questions without teachers' permission; students were not allowed to complain against teacher, in case if they did, strong action was taken against such students; faced corporal punishment on simple acts like leaving classroom for drinking water or using bathroom and; students must not tell the teacher that they did not understand the lecture. For him:

In this new era, values have changed. It is a simple logic now that students do not need permission to satisfy their basic needs like drinking water. If a student is thirsty one can drink water without teachers' permission. Now, teachers cannot physically abuse students. Whoever do so get expelled from job. Students of our times were obedient but now they are not.

While precisely talking about the girls, teacher -1 revealed his beliefs attached with the gender-based social conventions. Teacher-1 further elaborated the bullying issues in his classroom when girls and boys face each other in a conflict. Interestingly, he put the burden of responsibility on girls for elevating a situation and make bullying natural on the part of the boys as, "boys think that girls from any background should act in a limit. Once they see a girl is crossing her limit boys think they should "double- cross" their limit. We are boys and we should be ahead of girls".

Refusal to Act on the Situation. Teacher-2 elaborated, "Bad behavior also depends on the situation. If a student does not act according to the situation, then it is an inappropriate behavior. For instance, when I ask the girls to do something according to the situation, they bluntly refused to do so, this is bad behavior." Teacher-2 did not left the whole situation responsibility on the students but she tried to find the reason behind that event. She believed her counselling skills and kindness were the reasons of her fame among the girls rather punishing them. As previously, she put teacher's behavior as a cause of students' inappropriate behavior:

Teachers have limited time to deal with students, they just want to complete their prescribed syllabus. Sometimes families issue also play as cause of students' bad behavior. If a student behaved inappropriately in my class, I plan a face-to-face conversation with the student to diagnose the reason behind bad behavior.

Teacher-2 believed that the secondary level was a crucial stage for determining the academic future of female students. Teacher guidance is supportive for continuation of studies at the schools, otherwise, it may be quitted by the stakeholder. According to her:

At secondary level, it is a responsibility of a teacher to provide personal level counselling to students rather than punishing them. At this important time in young girls' life teachers' constant insulting behavior can let them think on quitting their studies.

Public-Sector Girls' High School Teachers

Appearance-Targeted Abuse. Continuing on bullying on teachers, Teacher-3 believed that female students should promote a consensus to adapt the positive and supportive behavior and admitting their mistakes positively in the classroom, "To me, bad behavior is when students do not obey you and if you want to stop any kind of behavior than they repeat it again and again, disrespecting their teachers, not showing disciplinary behavior, and bully others." Teacher-4 started her interview with the discouragement of appearance-targeted abuse evident in the cases of student to student and teacher to student. She directly dissuaded students' groups who mistreat each other to dominate on the basis of socio-economic classes, physical appearance, and enunciation; Teacher-A counted these as inappropriate behaviors, "To me, inappropriate behavior is when students make groups and bullying other on the bases of their different accents, physical-self, and socio-economic background." She also stated that it was not only common factor of attraction for girls but for some teachers as well, "Few teachers have negative perception about girls who are not physically attractive and fashion conscious. Consequently, these girls become more vulnerable for teacher's verbal criticism." Moreover, Teacher- A was aware of the group dynamics and discussed that in adult girls' classroom it was common to have arguments and differences among different groups. In that situation, she suggested that girls should logically and respectfully solve their differences:

Adult girls should be polite and not quarrelsome. They should understand the situation and deal things politely. I frequently tell them that no one will win in the senseless fighting; unless you get clear situation of both parties; do not take any one side. Don not fall a prey to favoritism.

Teacher-A took the example of her when she was a student and reflected, "I never fought with any one in student age. I was a mediocre student but I always tried to complete my homework and never misbehaved with anyone else." Like teacher-2 from coeducation school-sector, teacher-4 also concluded her school days teachers' strategy as teacher must model those behaviors in front of their students before expecting them to do so:

My teachers appreciated us so much and engendered the sense that we got the perception that we cannot behave unethically. They set standards for us and put their expectations in front of us as we are actually students who were up to those standards. When I joined teaching, I understood that the best strategy is that teachers have to be a role model to students.

Perceptual Variations on The Bases of Gender

Gender of teacher was another key element of teachers' expectation from adult female students. Especially, when it coincided with teachers' single-sex or coeducation academic background. The finding revealed the teacher-1 was not comfortable in a coeducation and elite- class school values. He did not study in a coeducation school and consequently, as a young male teacher, interaction with adult girls in a coeducation setup left him in a totally vague and helpless spot. Definitely, he had left with cultural-based unspoken expectations from young females than adopting an effective communication with his students. Teacher-1 discussed that in a situation when girls had a conflict with their male class fellows, they had to stand for themselves to stop the bullying, "if a boy is verbally abusing a girl and that girl is smiling, next time, boy will use more vulgar offensive words for her. But if few girls take a stand and stop him, he will not get courage to bully again." Teacher-1 did not think about his role as a teacher to support victims in a disciplinary situation. Probably, he did not get any training to learn the role of teacher as a mentor. Consequently, he totally missed to share his role and responsibility as a teacher to maximize his control to stop inappropriate behavior of bullying around the school.

Female teachers, either in coeducation or single-sex schools, supported girls with confidence, pleasure and by considering their age requirements. Teacher-2 from coeducation school felt more comfortable in having conversations with girls as compared to boys, "Being a female teacher, I also feel comfortable with girls as compared to boys because we must take care a lot of things while teaching boys." Teacher-2 reinforced that effective teacher must support the students by understanding the cause behind the problematic behavior through effective communication with their students. She said:

If a student misbehaves then the teacher should try to find out the causes behind it. The best way to handle any misconduct by the students is just communication and guidance that we can provide to them. The teacher must adopt the effective teaching style that motivates students' interest towards studies and adapt good learning behaviors.

Teacher 3- and teacher-4 from the single-sex girls' secondary school believed that girls should be cooperative with each other and much adopt a supportive behavior to their groups. Teacher -A said, "Girls must promote positivity, politeness, avoid problem creation through mishandling, caring, supportive and help each other." Both teachers were not opposed to or afraid of emerging youth but they wanted to support them. The most undesired behavior they identified was appearance- targeted bullying among girls. Teacher-4 was directing that teacher's values can manage the group dynamics in the class. Teachers who display ideal behavior in front of their students can motivate their students to believe in themselves and chose the right behavior.

Discussion

The findings of the current study direct attention to how our social and cultural experiences in schools give us a means to critically decode those practices. Some teachers took it as a point of departure by understanding the issues laying deep into the socially framed experiences and their socially constructed meanings. Other teachers accept social dichotomies as logical and non-problematic. This analytical interpretation was the main ground for developing a gendered or more balance probabilities from the both members of society. In the study, the female teacher participant from the coeducation school critically reflected on her school experiences and took a departure from socially constructed expectations to empowering girls to handle challenging situations.

The education about the rights and movements related to gender inequality, stereotypes, and equity initiated from the western and democratic countries. Developing nation like Pakistan has borrowed the same slogans in response to this global movement of gender education and social justice as a treaty and member of United Nations. Regardless of the global pressure on Pakistan, for the last five years, we can clearly observe threats by different groups of society on the gender related slogans in *Aurat March* in Pakistan and other legal provisions for women and child safety (Ahmed, 2021; Asher 2020; Klasra, 2022). The more voices against gender stereotypes and expectations are getting momentum in media and society the more gendered specific rules and moral policing is getting common in educational institutions (Dawn, 2019; Khoja-Moolji, 2017). Accordingly a University announced to replace Valentine's Day with 'Sisters' Day' to promote eastern and Islamic traditions (Malik, 2019). The Dawn newspaper Images team (2019) identified various dress related codes and rules of universities for female students. Most of the rules were mandatory for female students to wear full length dresses with scarfs/duppata. Interestingly, one university mentioned a dress code for male students that boys could wear shalwar Kamiz (Pakistan National dress) only on Fridays as the national dress was not professional dress in the business field. Pakistan's Federal Directorate of Education (FDE) restricted female school teachers from wearing jeans and tights in workplace (Arab News, 2021). Female education minister of Punjab suspended the bill before applied on female school teachers.

The development of unpredictable rules and regulations for universities or schools' female teachers and students, firstly, has given no space and training to think teachers beyond socially and culturally framed expectations from girls. Secondly, if not all, most of the gendered approaches rules in were for high-middle-class to middle-class educational institutions. Lastly, the element of socio-economic class defines culture radically different in diverse classes. Not a single elite grammar schools administration applied the conservative rules analogously in their institutions. Rather Elite Grammar schools celebrate non-traditional events and mostly preserve more liberal and democratic culture and values. Study findings supported the presence of cultural conflict in educational institutions is more evident in the spectrum of socio-economic division.

Conclusion

According to the findings of this study, teacher's gender and previous social and cultural experiences influenced the formation of their' perceptions. The only male participant teacher in the study had schooling from single-sex boys army-based school. He was not comfortable with more democratic environment of schools. He was rather thought to be bullied by students' questioning, opinions and conflicts between girls and boys. Other female teachers from the single-sex schools felt no issues in dealing with girls as they studied from the same kind of schools having selfsame values. It is suggested that teachers should be given professional training that will help them to reflect on their experiences to understand the new norms of schools, understand gender stereotype, and to get awareness of strategies regarding breakage of gender discrimination.

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