

# THE STUDY OF RELIGION AND HISTORY

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## An Administrative Observation of the Pedagogical Practices of Female Primary and Elementary School Teachers in Tehsil Sahiwal

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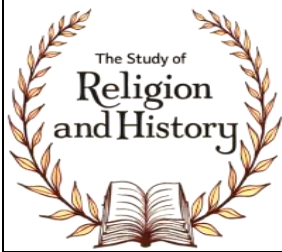
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### Abstract:

This qualitative research is a critical study of pedagogical practices among female primary and elementary school teachers in the Pakistani schools in Tehsil Sahiwal in the Punjab province. The study explores the effects of administrative surveillance web systems, paperwork demands, and test frameworks on classroom teaching, especially in the teaching of English as a second language. The data were collected using the structured classroom observations, review of the documents, informal conversations with the teachers, and semi-structured interviews with the Assistant Education Officers (AEO's) over six months. The results show that there is a significant correspondence between the instructional practices and written examination patterns, which result in teacher-centered reproduction-based pedagogy. Teachers are also resilient, creative, and emotionally committed to the students despite the systemic pressures. The researcher contends that the mechanization of pedagogy is structurally created by accountability systems as opposed to the incompetence or inaction of teachers. The paper ends with policy and pedagogical recommendations that would help to balance between accountability and mentorship with communicative learning. The results can be added to the larger discourse on teacher autonomy, school administration, and educational reform in the Pakistani system of primary education. Keywords: accountability, classroom observation, female teachers, English language teaching, educational supervision, Punjab education reform.

### Introduction:

Educational systems operate within two-way networks of policy formulation, administrative regulation, institutional culture, and classroom-level practice that are complex and interdependent in nature. Accountability-based reforms have been the leading reforms in the restructuring of the public schooling systems in modern education governance, especially in the developing world. These reforms normally attach importance to measurable learning outcomes, standard implementation of the curriculum, benchmarking the performance, and constant tracking. The educational reforms were carried out on a large scale in the province of Punjab, Pakistan, since 2009, which led to the broadening of monitoring mechanisms in schools of the public



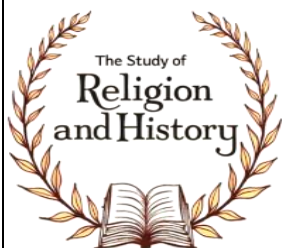
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sector (Javed et al., 2021). These programs were presented as essential measures to enhance transparency, effectiveness, and student performance. Educational authorities tried to create a culture of results in the school using digital attendance systems, monthly assessment tracking, and through visits to schools, and through performance dashboards. Although these reforms were meant to enhance institutional accountability and improve standards of education, their effects on teaching and learning activities in day-to-day pedagogical practice are not adequately analyzed. A large part of the policy debate on reform is in the number of enrolled, literacy rates, improvement of infrastructure, and performance on standardized assessments. Nevertheless, relatively less emphasis has been placed on the effect of such accountability organizational forms on instructional decision-making by teachers, patterns of classroom interactions, and instructional priorities. When performance indicators are at the heart of assessment, teaching activities can slowly be geared towards what can be quantified instead of what is significant to the pedagogical process. Consequently, there is a need to conduct a systematic study on whether governance mechanisms and classroom realities are linked. Being a semi-urban and mostly agrarian area, Tehsil Sahiwal is indicative of most socioeconomic traits that are seen in rural and pre-urban Pakistan. Schools in the region are in the public sector, and these communities are likely to depend on farming or informal work to earn a living. The seasonal requirements of the economy affect student attendance, especially among girls who are often tasked with household responsibilities in addition to attending school. In such a setting, the female teachers form the basic backbone of the workforce in primary and elementary education. The professional roles of female teachers in the public society of Tehsil Sahiwal are multi-factorial and go much further than subject teaching. They are also expected to provide curriculum content with extensive documentation that must be provided by the district authorities, such as attendance registers, lesson plans, assessment records, student progress charts, cleanliness logs, and co-curricular activity reports. They keep track of enrollment and retention, are in touch with parents about student progress, maintain classroom discipline, and offer emotional and academic support to those learners with socioeconomic issues. Moreover, they should also be ready to receive the planned and unplanned inspections by the Assistant Education Officers (AEOs) and other supervisors. Working in environments that are resource-constrained, these teachers often have to work in overcrowded classrooms, with fewer instructional materials, and inadequate technological infrastructure. Although they have these limitations, they are supposed to exhibit adherence to standard curriculum guidelines and performance targets. Such a lack of resources and growth of administrative needs presents a professional environment of strain between idealism and bureaucracy in instruction. Formal documents of the curriculum encourage communicative competence, learner-centered instruction, collaborative learning, and critical thinking. In the frameworks of English language teaching in particular, an integration of speaking, listening, reading, and writing is encouraged in a manner that promotes interactive and student-centered practices. Nevertheless, observations conducted in



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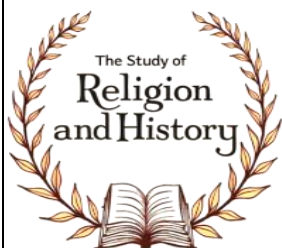
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classrooms often show that the traditional teacher-centered approach is still being used. Education is usually characterized by dictation, translating, copying on the board, memorizing model answers, and the question answer drills that are modeled to conform to the test patterns. There is a relatively poor oral communication activity, group discussion, and task-based learning. This seeming contradiction of the rhetoric of policy and the reality of the classroom poses serious theoretical and practical questions. In a wash-back sense, the examination structures are very strong influences on the teaching practices (Cortazzi and Jin, 1999). In cases where forms of assessment emphasize written reproduction and standardized reactions, educators can be excused to match lesson delivery to such quantifiable performance factors. On the same note, under the governance approach, monitoring systems act as surveillance mechanisms that influence the behavior of teachers. In addition, the experience of female teachers should also be interpreted in the context of emotional labor. Besides their formal instructional roles, teachers offer support to the low-confidence learners, facilitating peer disputes, helping economically disadvantaged students, and creating an inclusive atmosphere in the classroom. This kind of work on relationships, though finding its central place in the development of a student, tends to be overlooked when the accountability structures are approached, which place more emphasis on documentation and test scores than on societal-emotional interactions. The meeting point of accountability, pressure of examination, administrative control, and emotional work thus creates a complicated pedagogical atmosphere. Teachers are not only passive participants in receiving policy, but also in bargaining within institutional demands within structural limits.

The types of instructions used are influenced by the type of examinations, documentation requirements, inspection, community expectations, and access to resources. Following these considerations, the current research attempt aims at exploring the following research questions in detail:

1. What is the impact of administrative monitoring practice on the classroom pedagogy of elementary schools in the Tehsil Sahiwal in the public sector?
2. How do female teachers reconcile or balance documentation demands and instructional tasks?
3. What are the conceptualizations of Assistant Education Officers on the concept of supervision, accountability, and indicators of the instructional quality?
4. What effect do the structures of examinations, especially in the English language teaching, have on the instructional strategy and on classroom interaction patterns?

It attempts to explain the ways in which decisions on macro-level policies are translated into micro-level pedagogical practices and how female educators negotiate between the institutional pressures and the urge to help students learn. With this qualitative study of the Pakistani public schools of Tehsil Sahiwal, the study provides particularly the idea of the structural forces surrounding the education of the elementary level, which is rife with accountability and lacks the depth of pedagogical practice, professional trust, and communicative ability.



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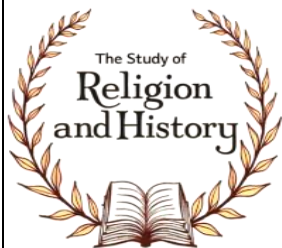
## Data Collection

The data collection process was also made to take a period of six months to enable it to be capable of capturing the realities in the classroom rather than in certain instances of instruction. This was a long duration that allowed the researcher to observe similarities in pedagogy, variation between cycles of inspection, and transformation of teacher behavior in the pre-inspection time and post-inspection time. This longitudinal participation led to the improvement of the validity and the richness of the results. The English, Urdu, Mathematics, and Science classes were observed in a total of 60 classrooms. However, special attention was paid to English language classrooms since the research touched on communicative competence and pedagogy based on exams. The observations were not intrusive. The researcher adopted an observer-as-participant role to ensure that he would not have to incur much inconvenience; he maximized the recording of the teaching methods, the pattern of classroom interaction, teacher movement, student participation, and how they match the examination forms. The observation periods lasted between 35 and 45 minutes, which can be compared to the regular class time.

Field notes recorded:

- Instructional goals and goal clarity.
- Instructional methods (e.g., lecture, dictation, translation, questioning, group work, etc.)
- Teaching aides and the use of technology.

Teaching management strategies mainly includes the patterns of interaction between the teacher and students. Indicatively, the pace of copying boards, recalling of conversations, working out paragraphs, and dictation with a model in English classes was strictly followed. It also observed that there were cases of teachers not enforcing the conventional means, e.g., short oral questioning or spontaneous discussion, to know the extent and level of flexibility of pedagogy. In addition to classroom observation, much document review was deployed. Lesson plans were examined in order to discover whether teachers directly included communicative activities in lesson planning or if lesson instruction planning consisted of written reproduction. The attendance books and evaluation records were reviewed to investigate the quantity and the type of records that teachers organized. The analysis of this document was also able to provide certain insight into the administrative burden and the extent to which paperwork was either consistent or not, according to the classroom reality. Quality of the written work was measured through conducting a systematic review on student notebooks to identify the kind of the tasks that were assigned. It was concentrated on the need to define whether writing practices were guided writing or creative writing and through memorized information. The patterns of teacher feedback were also examined and it was noted that the teachers correcting were primarily correcting based on the accuracy of the spelling and the grammar or the teacher correcting based on the content, coherence and originality. The informal conversational interviews on teachers were conducted when the teachers were not



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teaching. These interviews provided some insight on the perception of the teachers regarding monitoring systems, visits to schools, examinations pressure and challenges faced by teachers. Teachers were requested to consider the impact that administratively imposed expectation had on lesson planning and classroom decision-making. These unstructured dialogues were showing emotional responses, such as the level of stress, the anxiety and professional burnout, that were not as apparent under formal observation. Finally, there were the five semi structured interviews that were conducted with the Assistant Education officers (AEOs). The duration of the interview was 40-60 minutes each.

The aim and the purposes of inspection visits includes

- Standards of teacher performance.
- Concepts of effective teaching.
- Perceptions on documentation requirements.
- Difficulties encountered when mentoring.
- Communicative language instructional comprehension.

The researchers ensured that the research conducted was a methodological and interpretive triangulation by taking into consideration the teacher and supervisor viewpoints. Data Analysis Data analysis was conducted through thematic approach based on the qualitative interpretive approach. This was done in several steps in order to ensure that the analysis was comprehensive and conceptual.

## 1. Preliminary Coding:

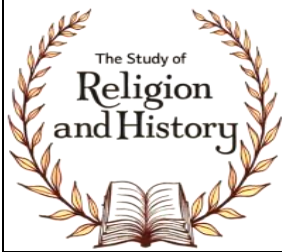
In this stage, the open coding was employed to discover the recurrent trends in data sources. The codes were inductively generated based on the behaviors and their statements made by the participants. The First codes were:

- a) Board copying dominance
- b) Model answer memorizing
- c) Inspection anxiety
- d) Documentation overload
- e) Remedial classroom discipline
- f) Oral activities
- g) Out of syllabus emotional encouragement.

## 2. Thematic Classification:

The second step was the clustering of codes around the similar theme into larger themes that fit the conceptual framework of the study. Themes that were identified overall were:

- Examination Pressure and Wash-back Effect. This theme included the impact of written assessment on teaching methods, which is very powerful. It was noted that communicative activities were hardly incorporated, and the analysis was based on written reproduction.
- Documentation Conformity and paperwork. Teachers had to spend a lot of time maintaining registers and files. It was discovered during the interviews that the preparation of documentation would increase before the inspection visits. This topic was a desire to focus on the way administration operations were consuming



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cognitive and time resources that might otherwise go to support pedagogical innovation.

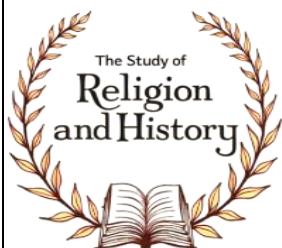
- Supervision and not Mentoring but Surveillance. The data in terms of the interviews with AEO and stories of teachers revealed the fact that the classroom observation was rather compliance-based. They were evaluated by the subjective order, i.e., lesson plans fulfilled, lessons in quiet mode, and disciplined sitting as compared to the instructional profundity.
- Work and Emotional Labor Invisible. The support of struggling students, mediation of fights between peers, and solving of attendance issues were explained by teachers.
- Adaptive Strategies. Teacher Experiences. Other ones were brief oral questions during examination-based lessons. Individual funds were used to procure more materials for other people.

### 3. Interpretive Synthesis:

The last stage involved the analysis of themes against the general theoretical framework of wash-back, governance, and accountability. The discussion focused on the way in which systemic incentives were used to organize teacher decision-making. Instead of conceiving traditional pedagogy as personal opposition to innovation, the results were interpreted as rational reactions to the institutional demands. There was a significant interaction between documentation over load and examination pressure. Instructional planning of teachers tended to reflect assessment forms since the results of examination directly influenced school rating and teacher judgments. At the same time, the inspection systems strengthened apparent compliance, developing classroom behavior in the direction of order and reproduction instead of dialogue and exploration. The influence of administrative monitoring, written assessment forms and performance dashboards all focused instructional priorities. As a result, mechanization of pedagogy became not an example of a teacher incompetence but an institutional consequence of the reforms due to accountability. Credibility and Trustworthiness The methodological triangulation of observations, the analysis of documents, and the interviews were utilized to provide trustworthiness to the study. The duration of engagement longer than six months was beneficial to contextual accuracy. Informal discussions provided by the members enabled the teachers to explain interpretations. Thick description was through detailed field notes allowing the readers to evaluate exchange-ability.

### Findings:

Examination-Oriented Instructions among the most noticeable tendencies in all the English language classrooms, there was the prevalence of examination-based instruction. The format and requirements of written assessments were well represented in teaching practices. Dictation exercises, Urdu to English translations, written paragraphs, and copying answers in the board were often the focus of the lessons. The teachers usually started a subject by writing down an answer prepared beforehand and asking the students to copy it verbatim in their notebooks. There was



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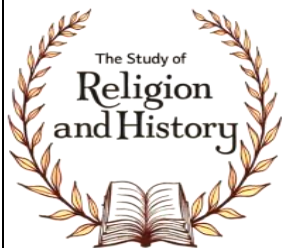
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little to be seen in oral communication exercises which might be role-plays, debates or impromptu discussions. When dialogue lessons were introduced in the textbooks, they were generally understood as memorization rules as opposed to interactive speaking lessons. Students had to repeat dialogues and study them to reproduce them in written form during tests instead of acting correctly as a communicative act. Efforts by teachers were always given on spelling accuracy, punctuation and sentence structure since these aspects were highly examined in written examination. In the case of informal conversations, the teachers actually made it clear that the performance of the schools rank among the schools that are measured by examination results that are in writing. Consequently, the course of instruction was influenced by questions to be expected in the exams. This trend resembles the wash-back impact whereby the assessment structures directly affect the teaching approaches. The educators were focused on measurable written output as a direct cause of student grades and indicators of institutional accountability. These practices did not seem to be signs of ignorance when it comes to communicative methodologies, but seemed to be strategic responses to the pressure of systemic evaluation. Teachers showed sensitivity that speaking and listening skills are valued but felt that there was not much institutional incentive to devote teaching time to non-examined skills.

Administrative documentation became one of the key elements of professional duties of teachers. The main roles of the inspection visits were to ensure the attendance registers, lesson plans, monthly assessment records and progress charts. The teachers indicated that they spent a lot of time out of school hours unloading and sorting files in order to be ready to be inspected. Some of the participants admitted that in the weeks of inspection, the preparation of documents sometimes eclipsed the lesson organization. Perceived significance of the records which were fully and well kept also instilled pressure to be compliant. There were worries among teachers that poor evaluation could be achieved even when the performance in the classroom is good due to incomplete documentation. The analysis of documents proved the fact that lesson plans were usually created as standardized formats in accordance with curriculum requirements. But what was happening in classrooms did not necessarily correspond with the interactive activities that were listed in paper plans. This implies that documentation can get to be something symbolic instead of being a practical instruction guide. A professional atmosphere where visible signs of order were emphasized were a result of administrative focus on record keeping. Although documentation has reasonable accountability purposes, its volume and frequency were found to affect the time and cognitive resources that teachers spend.

Silence as Discipline as the other common theme was on how classroom silence was perceived to be a sign of good management. On regular meetings as well as inspection visits, the silent classroom was viewed as an orderly and well-regulated place. The teachers often equated noise to indiscipline especially when a supervisory staff is around. Consequently, interactive group activities would be reduced to bare minimum during inspection times. Teachers were worried that active discussions or group activities could be assumed that students are out of control. As a result, the teaching



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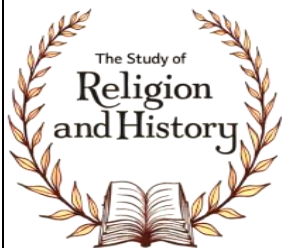
practices gave more preference to the teacher-centered teaching approach when students were sitting and listening or only copying. This inclination towards silence strengthened the teacher-centered pedagogues. Whereas, interactive approaches have the potential to improve the level of engagement and communicative competence, the institutional attitudes towards discipline affected the methodological decisions of teachers. Silence and good teaching has a connection that indicates greater governance standards that confuse order with effectiveness.

Inadequate instructional materials in the majority of the classes, textbooks and whiteboards were used as the main tools of teaching. There were very few multimedia equipment, projectors, and digital learning resources. Though some teachers had made their own charts or flashcards, this was through individual initiative and in many cases personal cost. There was limited technological infrastructure that limited the ability to integrate audio-visual materials that can be used in the teaching of communicative languages. According to teachers, untrusted internet connectivity and institutional underpinning hampered novel practices. In turn, the instruction by the textbook was still the most prevalent one. The problem of the lack of resources overlapped with the priorities of examination. As the evaluation was centered on written reproduction, educators valued textbook activities which reflected the exam patterns. In structural cases such as when teachers showed interest in interactive methodologies, practical implementation was minimized due to infrastructural reasons.

Emotional Labor as another important but hidden aspect of teaching was the aspect of emotional labor. Teachers explained that they sometimes would counsel students who were about to be absent because of farm work, poverty or family issues. Particularly female teachers highlighted that they helped girls to succeed in their education by continuing through the educational systems where gender stereotypes restrict school attendance. The teachers intervened in peer disputes, motivated learners with low confidence, and offered them one-on-one academic support outside of the regular learning time. Nevertheless, this was not included in assessment systems. The measurement of documentation completeness and assessment performance was also the main focus of the inspection frameworks, whereas the socio-emotional support remained unrecognized. This confusion of the measurable signs and relational work led to the development of the sense of professional underestimation in some of the participants.

## **Teacher Resilience:**

Teachers were professional and flexible even within the constraints of the system. There were other participants who accessed additional educational videos or language pronunciation using their personal mobile data. Informally, others would have short oral practice sessions following written tasks to be accomplished to gain entry into exams. Teachers have also related cooperative interactions with other teachers in order to exchange teaching resources and techniques. These networks of peers served as informal professional learning communities, which partly offset the lack of training



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opportunities in formal training. Resilience was also manifested in how teachers accepted to maneuver the administrative pressures in the quest to facilitate student learning. Instead of opposition to change, teachers seemed to bargain institutionally on their terms. AEO Interviews Thematic Analysis include;

## 1. Evidence of Documentation:

The Assistant Education Officers always insisted on documentation as a key accountability reporting evidence at the district and provincial levels. Records give concrete evidence of institutional functionality and adherence to the directives of the policy according to the interview responses. AEOs observed that performance improvement is hard to prove to the higher authorities when the same is not recorded in writing. Thus, check-ups continue to be based on record checks during visits.

## 2. Preference of Measurability:

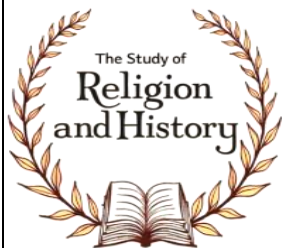
AEOs favored quantifiable measures including attendance rates, test scores, and lesson plans that are completed. Instructional creativity is a quality that, although highly rhetorically appreciated, was stated that was hard to measure objectively. Perceived as standardized and verifiable, written records were seen as a quality of classroom interaction as subjective. This quantifiability corresponds to more accountability structures in which quantifiable data is the preferred data. Meaning: This theme illustrates how various elements of the educational system and society as a whole affect the process of learning.

## 3. Theme of Hierarchical Pressure:

Interview information indicated that even the AEOs are pressured by the performance of district authorities. Goals connected to enrollment, attendance, and the results of assessment are conveyed downwards using administrative hierarchies. In turn, the practice of supervision is a manifestation of the local priorities, as well as provincial expectations. Such top-down pressure is part of the chain of responsibility where teachers have indirect performance pressures passed on them through supervisory systems.

## 4. Mentor-ship Shortcomings:

Even though the AEOs showed their wish to offer pedagogical guidance, their workloads and administrative reporting duties restricted the possibilities of long-term mentorship. At times, checklists permitted very little time to give detailed instructional feedback. In this way, other supervisors were more inclined to focus on compliance checking and less on professional development communication. Discussion The results suggest that mechanization of pedagogy is inherent in the governance systems that follow the accountability principle. Instructional priorities are influenced by washback effects caused by examination forms. Observation structures enhance documentation adherence and apparent order. Surveillance is the main role played by classroom observation as opposed to a joint mentorship. The teachers are working under the accountability chains that are hierarchical with a focus on measurable outputs. As a result, interactive learning as well as communicative competence is not as institutionally reinforced. Noteworthy, such trends are not indicators of teacher resistance to innovation. Instead they depict economic



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adjustment to systemic reward systems in a rational manner. Teachers show professional agency under structural constraints, where they strike a balance between preparing the examinations and minimum communicative interaction when allowed. Reform must therefore be meaningful and entail balancing accountability and professional trust coupled with the depth of pedagogy.

## **Policy Implications:**

### **1. Combine Structured Oral Assessment Elements:**

The inclusion of at least 30% of the oral assessment in English language testing would motivate the instructors to devote teaching time in speaking and listening skills.

### **2. Separate Compliance Inspections of Mentorship Visits:**

Drawing the line between administrative audit and pedagogical support visit would decrease anxiety and lead to a positive conversation.

### **3. Make Documentation Systems Digital:**

The digitalization of administrative functions by centralizing paperwork would save on time spent on paperwork and would release more time for instruction.

### **4. Form Professional Learning Communities:**

Teacher collaboration networks are formal networks that may be used to share communicative teaching strategies.

### **5. Identify Emotional Labor on Judging:**

Socio-emotional assistance should also be recognized as an effective element of teaching performance.

### **6. Offer ELT Specialization:**

The professional development programs must aim at integration of communicative methodologies in the exam oriented cases in a practical manner.

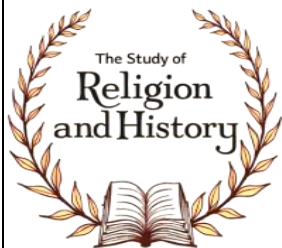
## **Limitations:**

The research paper will be restricted to the female teachers in the public sector schools, one tehsil. The results cannot be completely extrapolated to other districts or privates. Also, the study has been based more on qualitative data and lacked quantitative data of student achievement.

Future studies can take into consideration mixed-method research, comparative district studies, and longitudinal evaluation of policy interventions.

## **Conclusion:**

The aim of this research was to analyze the place of the administrative accountability structure and examination-focused governance mechanisms in determining pedagogical practices of Tehsil Sahiwal female teachers. The results are a strong indication that classroom teaching is not a vacuum existing outside of policy constructs; it is quite entrenched within the systemic incentive systems that reward measurable outcomes, documentation meeting and test taking. The practices of teaching, hence, do not arise out of the personal pedagogical ideologies alone, but are



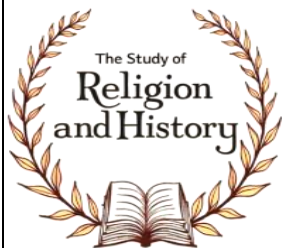
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negotiated as responses to the hierarchical accountability chains. The prevalence of examination-based education depicts the strong washback effect that works in the local educational ecosystem. In cases where written tests define the advancement of students, school ratings, and teacher reviews, educators naturally tend to organize their teaching efforts to the measured skills. As it could be seen, dictation, translation, and copying model answers often were the primary focuses of English language lessons. Communicative competence was not given much attention yet it was recognized as significant as it was not proportionately represented in formal assessment structures. This correspondence of teaching and testing proves the ways of classroom structure through the evaluation systems indirectly. Governance based on documents also enhances this alignment. The teachers in the study indicated that much time was spent on keeping of registers, lesson plans and progress records. Although documentation has its valid purposes of transparency and institutional accountability, professional priorities are transformed by the amount and the level of compliance requirements. Documentation acquires a symbolic significance as a measure of effectiveness when the inspection visits are based on file verification and completeness of records. In turn, apparent organization and arrangement of paperwork may distract more profound pedagogy. Notably, the results do not imply the incompetence of teachers or their reluctance to be innovative. Quite on the contrary, respondents proved their understanding of communicative methodologies as well as interest in more interactive teaching practices. This was rational however, the pedagogical decisions were calibrated to meet quantifiable indices that are appreciated by supervisory systems. With the situation where oral communication is not assessment tested and the presentation of silence is equated to discipline, teachers will adjust. This professional pragmatism than opposition to reform is reflected in this adaptive behavior. The silence as discipline concept is quite exposing. It was observed that silent classroom was understood as a well-managed environment especially when the classrooms were inspected. Interactive group work, although pedagogically useful, was frequently downgraded in order to prevent possible misunderstanding of it as disorder. This fact highlights the power of institutional perceptions on methodological decisions. When classroom management is gauged in terms of visual order as opposed to learning quality, teachers will focus on adhering to the expectations. There are also limited instructional resources that complicate the reform efforts. Use of textbooks and whiteboard limits the possibilities of using multimodal or technology enriched language learning. Though, there were teachers who showed initiative by making handmade stuff or using their own mobile data, infrastructural barriers that are systemic limit sustainable innovation. In this way, it is impossible to interpret pedagogical mechanization without referring to material conditions as well as governing structures. One of the contributions of this study is that it brings to light the unseen aspect of emotional work that is done by the female teachers. The participants were describing counseling students where there was absenteeism, poverty, and domestic problems. Through these relational efforts, students are retained and motivated greatly especially in the socioeconomically limited settings. Nonetheless,



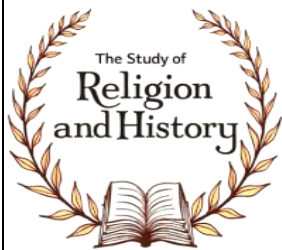
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these contributions are not captured in the official measures of evaluation. Documentation and examination results based accountability frameworks miss the socio-emotional aspects of the teaching process and consequently reduce the definitions of professional competence. The phenomenon of the systemic character of these relations is also enlightened in the interviews with the Assistant Education Officers. AEOs put documentation as critical in reporting to district and provincial authorities. They indicated that they preferred to use measurable indicators, since they are easy to measure and verify. Simultaneously, the AEOs accepted large workloads that limit the opportunities toward mentorship-focused interaction. This ambidexterity shows that even the supervisors work in hierarchical accountability channels. Surveillance oriented forms of observation practices, hence, are based on institutional requirements, as opposed to individual supervisory philosophies. Collectively, the results depict a governance ecosystem typified by vertical responsibility, quantifiable performance objectives, and incentives based on examination. In this ecosystem, educators bargain their professional positions and teaching practices. When the conditions of reproduction-based teaching and restricted interaction are seen in the form of pedagogical mechanization, it is not an incidental by-product but a predetermined condition. Nonetheless, resilience and agency are also found in the study. Adaptive strategies were used by teachers, such as unstructured oral practice, working with peers, and personal investment in additional resources. These professional acts reveal that teachers are still so much involved in learning of the students despite the systemic limitations. Reform initiatives should therefore be based on this resiliency but not on the externally formulated solutions that are out of touch with classroom realities. To be able to make the changes sustainable, the balance between accountability and professional trust should be re-established through educational reform. There should be accountability mechanisms applicable to transparency and equity, especially in state systems of education. But once accountability gets equated to documentation and test scores, the depth of the pedagogy takes a back seat. Incorporation of the structured oral assessment elements would be indicative of the institutional appreciation of communicative competence. The process of compliance inspections should be separated into compliance checks and mentorship visits to alleviate anxiety and facilitate positive professional communication. The conversion of documentation systems to digital can help reduce administrative load, which teachers can use to spend more time preparing to teach. Along the same lines, it is significant that emotional labor is officially acknowledged in the performance assessments. Teaching is more than providing contents, it involves relational interaction and support, socio-emotional support and community mediation. The inclusion of qualitative measures of classroom climate and student well-being in evaluation systems would expand the ideas of effective teaching. The research is a contribution to the general discussion of accountability in education as it illustrates the ways in which macro-level policies in education manifest in classroom practices at the micro-level. It emphasizes that the reform cannot be effective with curriculum revision only but assessment systems, leadership practices, and administrative



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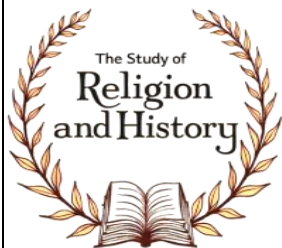
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rationales should be correlated with the goals of pedagogy. Communicative competence is a goal which, in case it is mentioned, should be institutionally rewarded and measured. Eventually, to make a tangible change, it is necessary to stop using surveillance as the foundation of supervision and switch to mentorship-based professional development. Without compromising accountability, supervisory systems that place professional development on dialogue, reflective practice, and collaborative problem-solving may develop. The models which are based on trust promote innovation and an overmonitoring of compliance can fail to do so. To sum up, the pedagogical practice among female teachers in Tehsil Sahiwal is influenced by complicated relations between the regimes of examination, documentation-based government, vertical control, and shortage of resources. However, within such limitations, educators are characterized by their resilience, flexibility and commitment. Educational reform needs to be sustainable hence the significance of recognizing teachers as not just policy implementers but as active actors operating within structural conditions. It is necessary to balance quantifiable responsibility with pedagogical richness, communicative proficiency as well as relational interaction to develop equity and educational quality.

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