A SOCIOLOGICAL INVESTIGATION OF THE PROBLEMS FACED BY WORKING FEMALES IN EDUCATION SECTOR

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ABSTRACT

The present study was carried out in District Mandi Bahauddin Punjab, Pakistan. The focus of the study was on the problems of female teachers working in educational sector in District Mandi Bahauddin. Multi-stage sampling technique was used for data collection. At the first stage, District Mandi Bahauddin was selected from 36 districts of Punjab. At the second stage, three tehsils (Tehsil Phalia, Mandi Bahauddin and Malakwal) of District Mandi Bahauddin were selected purposively. At the third stage, educational institutions of these three tehsils were selected randomly. At the final stage, 90 respondents were selected randomly for data collection. The researcher used questionnaire method to collecting data for this study. Data were analyzed by using SPSS.

Results showed that many females were doing jobs to support their families financially. It was concluded that females were facing various problems which were affecting their family life as well as creating other serious issues for them such as workload, tensions, frustration and stress. It is need of the hour to treat female equally and should be given respect, care, protection and also the eradication of sexual harassment at work place.

KEYWORDS: Problems, Education, Multistage Sampling, Family Life

INTRODUCTION

Both male and female are vital pillars of society. They act as wheels of the van of society. Without their equal participation, the van of society can progress properly. Women have been actively participating in socio-economic life with men from the Stone Age, but the fruit of their labor has not given the same consideration as men. The status of women is reinforced by the narrow vocational opportunities available to them. The contribution of women remains invisible because most of them have to work in the unorganized and informal sector encompassing all kind of work, such as casual frame work, labor in family enterprises and private crafts, private schools or installed labor in houses.

COMMON PROBLEMS FACED BY WORKING FEMALES

Traditional Approach

In Pakistani Society, everyone likes their daughters/women to be treated and taught by female nurse and teacher but intensively hate and dislike our women/girls/female to part in education or services hence the matter seems quite ambiguous.

Economic Factors

Due to getting a smaller amount of financial support, the side of education system has remained the most under paid and poor in performance especially in female and this made education sector as most unattractive profession in the country. Majority of the teacher community often look for other resources of earning income such as going abroad for working and run their own businesses at the cost of their professional integrity (Zafar, 2003). So the teachers are less motivated and they generally take less interest in their school duties and in many cases teachers get salaries without attending the schools because of their businesses. This has retarded the process of quality teaching and learning in schools (Shahzadi & Perveen, 2002).

Household Activities

Owing to large family size, the teachers especially the female teachers become so busy and get involved that she does not pay full attention to school and teaching profession although Government has done much to uplift the miser and pity conditions of teachers but still much efforts and determination is required to overcome this problem (Riasat at, el., 2005).

Political Interference

The educational system of Pakistan is highly politicized now a day's. The teachers are recruited on the basis of their political affiliations rather than on merit. They often serve as political workers rathe performing their professional duties and obligations and if he has no political affiliation, it is very difficult for him to maintain his present place and position. Similarly, the established process of selection is despoiled owing to political ties in the education sector. These politically chosen teachers become a permanent burden on the economy and a cause of the fall down of the educational system (Shah, 2003). Further, it is important to point out that the teachers who do not comply the political actors are harshly punished in social or financial terms and sometimes transferred to far-flung areas especially hard for female teachers. So the lack of professional freedom for performing roles and duties of female teachers has exaggerated the degree of success of their duties. They work with slightest curiosity lack of zest and zeal and motivation (Saleem, 2002).

Social Identification

Teaching is the most important and critical position in the whole education system. It is considered one of the major pillars of a society (Rehman, 2002)Butin Pakistani society, teachers in theory are exalted. Teaching profession does not enjoy a great social status in the society.

Teaching is considered the most underpaid and less attractive profession. Malik (1991) explored that in Pakistan the social status of teachers is accepted only at the extent of Holy Scripture. For example, ideologically teaching is deemed as the prophetic profession and teachers as the promoters of prophetic job but in practice, this does not exist. Teachers stand at the last edge of the social ladder in society and this has decreased the self-esteem of teachers.

Lodging and Amenities

Government is not providing any kind of housing facilities especially to female primary school teachers. They have been posted in far-off areas where they had to face the problem of lodging and protection and female teachers cannot pay rent out houses on the money which is given to them and by a hair's breadth make their living. This thing makes extended absentees and they are not capable to carry out their duties with complete concentration and happiness (Government of Punjab, 2004; Hussain, 2001). Majority of the time of a teacher is spent in finding an accommodation and when finally a teacher finds an accommodation his next transfer is almost due and teacher is greatly disturbed. The female teachers who are posted in far-off areas are much worried in return transfer to their close stations from the time of transfer to the school. This affects the performance of the female teachers which leads to mental agonies.

Frequent Transfers

In Pakistani schools, the women teachers are constantly at the sweet will of education officers and school administration. They are transferred on the basis of favoritism and nepotism and owing to this many of them remain in high mental agony, disturbance and pressures (Khan, 1980). The transfers to remote areas are made to teach a lesson to the teachers who are either disobedient or have no affiliation with political party and the newly transferred teachers do not find enough time to get adjusted to the new environment. The practice creates not only disturbances for the female teachers itself but for their families, children but also affects the quality of schooling and learning in the girls schools (Farooq, 1993).

Professional Development

The success of an educational institution or a sytem largely depends on qualified and well-resourced teachers. They cannot be replaced with any other kind of instructional material. Teaching needs frequent updating. So the female teachers should be aware and highly alert of the new changes happening in the world and they need to be continuously abreast with latest theories, research and other addition to the pool of knowledge. It has been observed that female teachers do not update their knowledge and they are unable to cope with variety of new subjects and updates. Those who keep themselves updated, they teach and learn better (Farooq, 1990). It is experimental that students graduating from the (government) schools have deprived communication skills and find it hard to contract with problems of life and they are short of investigative, deep and decisive skills like their teachers. This circumstance has exaggerated the generally degree of quality of education in the country (British Council, 1988).

School Culture

Relationship and coordination play a vital role for the development and effectiveness of a school and these two amongst female teachers and with their executive staff is vital for creating an atmosphere of reliance and efficacy. In Pakistan school culture is adulterated with negative effects of politics and it has extremely exaggerated the cooperative guts amongst teaching community. The principals or head teachers give favors to only those female teachers who admit their

dictations without any hesitation and appraisal in some cases. Those teachers who question them are deliberately overlooked and ignored. This perform has given birth to suspect and de-motivates some of the teachers who hate smooth talk (Government of Pakistan, 2001). Apart from this, there is a culture of backbiting, slurring, tormenting, pleasing and leg pulling among the teaching community, often leads to skirmishes in schools. The impacts of this fall on the students and quality of education. Due to this the procedure of quality of education in the schools is deeply affected (Khalid, 1998).

Community Involvement

The teaching profession is constantly losing its respect and qualified people join other professions as teachers are not given due respect in their society. The teachers are important change agents, mentors and academic leaders of the society and the teachers normally face negative remarks form the parents' side as any (ill) performance of the students is related to the performance of the teachers only (Muhammad, 2002). Students who fail in the examination, the teachers are held responsible for this without realizing that the performance of the students is associated with the role of school administration, parents and teachers. There is also a lack of awareness on the part of the parents and community that parents and community is equal stakeholder in the development of the student (Illahi, 1986).

Overloaded Classes

In Pakistani Schools, the workload of classes is also a big problem and there are no measures of work in some schools either due to the ignorance of the administration or laps on the part of female teachers to find out the procedure of work. Mostly in far-off areas, there is being shortage of female teaching staff and this overburdens other teachers in the schools (Kahlid,1998). This has increased more burden on the teachers who become prone to physical discomforts and they try to cover the syllabus at the cost of the quality in teaching and learning. Teachers cannot pay individual attention to many students which is a great psychological and social need of students (Saleem, 2002).

Supervision

There is a poor concept of supervision in Pakistani schools. The process of supervision is filled with bureaucratic underpinnings (Rasheed, 2004). In essence the purpose of supervision is to develop and improve the performance of teachers and students. In Pakistan the process of supervision is characterized with the notion of inspection. Supervisors create an environment of fear during the process of supervision (Mohanty, 1990). The behavior of supervisor is just like kings and they treat the teachers like salves and inferiors. This trend has created mistrust as well as affected the spirit of cooperation among the teachers on one hand and teachers and administration on the other. The supervisors instead of providing constructive feedback give orders to the teachers and hence no improvement takes place (Khan, 1998).

Coordination and Cooperation

Pakistani educational system lacks a mechanism of coordination and this problem has taken rots due to weak communication between the policy makers, staff, parents and the community and the state of poor coordination in the system has promoted misunderstandings between the stakeholders (Farooq, 1993). Teachers are at the receiving end in all areas, e.g., in making of curriculum or any other education policy. Teachers participate only in the implementation not in the development part. This ends up in the creation of a culture of blame-game and there is lack of coordination between teachers and principals (Zafar, 2003).

This lack of coordination has stopped discussion on different problems in schools as well as that of teachers. In this regard no effective measures can be taken to resolve vital issues at the school level (Ashraf, 1983).

Delivery/Pregnancy

This is also a big problem especially for married females as All married females havethe common problems of pregnancy/delivery which female teachers face repeatedly during the entire service i.e. on one side she has to perform his official duty and on the other side she faces a lot of complication and hurdles during this period, which is quite alarming.

OBJECTIVES

- To know the reasons of doing job.

- To investigate the effects of job on the family life of respondents.

- To explore various problems faced by respondents while performing duties.

- Give some suggestions to solve the problems of female workers.

MATERIALS AND METHODS

The focus of the study was on the problems of female teachers working in educational sector in District Mandi Bahauddin. Multi-stage sampling technique was used for data collection. At the first stage, District Mandi Bahauddin was selected from 36 districts of Punjab. At the second stage, three tehsils (Tehsil Phalia, Mandi Bahauddin and Malakwal) of District Mandi Bahauddin were selected purposively. At the third stage, educational institutions of these three tehsils were selected randomly. At the final stage, 90 respondents were selected randomly for data collection. The interviewing schedule was used as appropriate tool to get the required information. Tool was developed in the light of the objectives of the study; using English Language, the second language. The data was analyzed by using Statistical Package for Social Sciences (SPSS). Simple Percentage was applied.

$$X^2 = \sum \frac{(O - E)^2}{E}$$

O = Observed value/frequency

E = Expected Value/frequency

$\sum$ = Total sum

DATA PRESENTATION AND ANALYSIS

Table 1: According to the Opinion of the Respondents, the Main Causes of Doing Job

Reason	Frequency	Percent
To support your family financially	38	42.2
To earn money for your own self	10	11.1
To keep yourself busy	34	37.8
Any other reason	8	8.9
Total	**90**	**100.0**

The table showed the reason of working of respondents. According to this table 42.2% of the respondents were doing jobs in order to support their families financially where as 11.1% respondents were doing jobs to earn money for their own self. While 37.8 % respondents were doing job to keep themselves busy and8.9 % respondents were doing job for other reasons.

Table 2: According to the Opinion of the Respondents, the Biggest Challenge/Problem of their Job

Challenge	Frequency	Percent
To lose the job	2	2.2
To give best performance	79	87.8
Any other challenge	9	10.0
Total	**90**	**100.0**

This table shows the challenges and problems faced by respondents regarding their jobs. About 87.8 % respondents said that to give their best performance was their biggest challenge and problem.

Table 3: According to the Opinion (yes/No) of the Respondents, Family Support Regarding Job

Support	Frequency	Percent
Yes	13	14.4
No	77	85.6
Total	**90**	**100.0**

14.4% percent respondents answered as yes that their family support them whereas 85.6 % percent respondents answered as No meant their families did not support them.

RESULTS & DISCUSSIONS

Analysis and interpretation of data are the most important steps for conducting scientific social research. Without these steps, generalization and prediction cannot be achieved which is the basic need in social research. Majority of the were doing job due to financial problems. They were doing job in order to support their family. Because of doing job, it was difficult for them to adjust and maintain family life. The results showed that their main problems were overload working, less pay, pregnancy, less time for family and behavior of the boss.

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