

Problems Encountered by Women in Education Sector of Bahawalpur

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Abstract

As we all know that education is crucial in the development of any country. The main focus of this research is to identify the problems faced by working women in education sector. We discovered that most of the parents and certain relatives are supportive towards their daughter serving in the education sector. All our respondents strongly believed that the married women face greater challenges than unmarried women. Although their husbands are cooperative but their children are prominently neglected. Despite the supportive attitude of their parents unmarried women still face challenges like transportation and managing time between personal and social life. Most of the respondents, married or unmarried, believed that their salary and promotion system is not satisfactory for which they blame "Favouritism". In spite of all the facts, our research concludes that the education sector of Bahawalpur for female teacher is fairly good.

Keywords: Women, Education Sector, Bahawalpur.

1. Introduction

Research is one of the most important methods to find the cause or reason of the difficulty and problem that the community is facing. Moreover it also gives us the possible solution of that problem as well. We set out to conduct a research on the topic of "Problems encountered by women in education sector of Bahawalpur" because we wanted to know about the level of problems that women encounter when serving this noble profession.

A very little literature was available to us for this topic therefore we decided to conduct an exploratory empirical research to design a questionnaire and thereafter reach a conclusion.

2. Problem Statement

What are the problems, professional women face while working in educational sector (Govt. and Private)?

There are two major aspects of life of professional women. First is related with their personal life and second is related to their job.

2.1 Purpose of Research

- ❖ Explore the problems faced by professional women in education sector.
- ❖ We may be able to find their professional and personal problems because of their job.
- ❖ To come up with the best alternatives to overcome the problems identified.
- ❖ Identify the problematic sector either Government or private.

2.2 Background and scope of Research

At any time and in any context, women teachers are critical actors in education processes. In conflict and post-conflict contexts, they have the potential to make a significant contribution to the long-term processes of peace

building and reconstruction. The roles of women in schools are often defined in terms of their 'natural' affinities with young children, and their innate love of teaching and their ability to do it.

Our society lacks a broad and open minded approach towards professional women. In our society there are some limitations for women to go outside for professional purpose. Teaching in itself such a noble profession that we expect it to be an ideal profession for women. So we set out to find out the problems encountered by the women in the society and in the organization in the context of the education sector of Bahawalpur.

3. Research Design

We collected data from 200 respondents regarding the problems faced by professional women while working in education sector (Govt. and Private). There are two major aspects of life of professional women. First is related with their personal life and second is related to their job.

3.1 Exploratory Research Design (Problem Definition):

Primary data has been conducted at this stage through interviews of different female staff, to find the problems faced by women in education sector.

3.2 Causal Research Design (Confirmation Process):

This method will be used to collect data to confirm the hypothesis and problems found during the preparatory stage, in order to reach at viable recommendations.

3.3 Data Preparation and Analysis:

SPSS is used for the data preparation and analysis. All the steps are performed by the use of this software.

3.4 Hypothesis:

1. H0 = There is a problem for professional women in educational sector.
H1 = There is no problem for professional women in educational sector.
2. H0 = Problems are not created by the internal factor.
H1 = Problems are created by the internal factors.
3. H0 = problems of unmarried woman are not more complex.
H1 = problems of unmarried women are more complex.
4. H0 = Family set up does not creates problem for professional women.
H1 = Family set up creates a problem for professional women.
5. H0 = Problems are not created by external factors.
H1 = Problems are created by external factors.
6. H0 = problems are not created by male management.
H1 = problems are created by male management.
7. H0 = Not any Financial pressure for doing job.
H1 = Financial pressure for doing job.
8. H0 = Children's of professional women are not highly ignored.
H1 = Children of professional women are highly ignored.
9. H0 = Low salary is a not major problem.
H1 = Low salary is a major problem.
10. H0 = Low qualifications is a not hindrance in the way of promotion.
H1 = Low qualification is a hindrance in the way of promotion.
11. H0 = Educational sector of Bahawalpur is not bad for female teachers
H1 = Educational sector of Bahawalpur is bad for female teachers.
12. H0 = Time Management is not a major problem for professional woman.
H1 = Time Management is a major problem for professional woman.

4. Data Analysis

Using the data in Table 1 and the Figures from 1 to 20 we come to know these facts. Majority of the respondents lie in the 26-40 age group having an experience of more than 10 years as can be seen in Figure 1 and 2. Figure 3 undoubtedly shows that most respondents served in the private sector. A majority of the respondents, 57% precisely, believed that they faced problems to some extent, while 21% claimed they face a lot of problems – this is illustrated in figure 4. We also discovered, from figure 5, that Parent's attitude towards their daughters working in the education sector was positive 87% of times while only 13% had a negative attitude towards their daughter working in educational sector. Figure 6 plainly rules out relatives as a source of problem for women working in the educational sector. Another positive aspect of the findings, from figure 7, was that 67% of times women opted for this profession based on their interest and only 33% respondents were in this profession for financial reasons. Figure 8 shows that 60% of the respondents were married out of which 75% claimed that unmarried women face lesser problems than married women (figure 9). Whereas figure 10 illuminates the fact that 76% of times the husbands are supportive towards their wives working in the education sector. 52% of the married respondents believed that their children are affected by the jobs of their mothers whilst 39% believed that it happens in some cases as evident from figure 11. Figure 12 ascertains that 61% of the respondent's In-laws have a supportive attitude towards their daughter in law working in education sector while only 31% have a conservative attitude. Although 41% of the respondents believed that society doesn't influence much on the female staff working in education sector but figure 13 also establishes that 38% of the respondents believe that society has somewhat influence. 74% of the respondents believe that they face transportation problems out of which 37% believe that they encounter many transport problems while the other 37% claims that they face just a few transport problems as can be inferred from figure 14. Whereas figure 14 also shows that 26% of the respondents faced no transport problems. Under figure 15 57% of the respondents consider that their salary and incentive packages are not satisfactory. Figure 16 evidently indicates that female staff encounters some problems while working with male staff and figure 17 makes it clear that 52% of the respondents preferred to work with female management. 69% of the respondents, in figure 18, claim that their promotional system is a victim of "Favouritism". A very optimistic finding of this research is that 93% of the respondents find the education sector of Bahawalpur good for them as figure 19 illustrates. Figure 20 highlights the fact that 65% of the respondents face time management problems.

6. Conclusion

Our topic is Problems faced by the women in educational sector, so we have conducted the research which includes interviews, from different female employees, who are working in both private and government sector. Our sources of collecting data were interviews, direct observation and questionnaires. Most of our respondents lie between 26-40 and having an experience of more than 10 years. From our different sources of information especially from interviews, we came to know that there are some problems faced by the women. Most of the parents and certain relatives are supportive towards their daughter encouraging them for this noble cause and some have their personal interest. During our research we observed that most of the teachers are married and had a remarkably good work experience in the education sector. All our respondents strongly believed that the married women face greater challenges than unmarried women, but their husbands have co-operative attitude towards their work life. The underlying problem of all the working married women is that their children have been highly neglected. As far as unmarried working women are concerned, they have some problems created by social setup but overall they are comfortable, as we earlier discussed that their parents are supportive. But still they have problems such as transportation and managing time between personal and social life. Most of our respondents including both married and unmarried believed that their salary and promotion system is not satisfactory for which they identified "Favouritism" as the number one cause. In spite of all the facts, our research concludes that the education sector of Bahawalpur for female teacher is fairly good and by easing up the difficulties on these women who are serving the nation and earning their bread and butter through this noble profession we can play our part in the development of our nation. We sincerely hope that our recommendations are useful in reducing the problems encountered by these nation builders.

7. Recommendations

After completing our research we can say, there are problems in educational sectors for women. There are certain desired actions which needed to be taken to eliminate these problems. The basic purpose is to make the educational sector for women more comfortable.

- ❖ The first thing that must be done is that the females who are interested in working in the education sector should communicate with their parents regarding this matter and build trust.
- ❖ Parents should support their daughters within the family because there are certain relatives who create problems.
- ❖ There should not be pressure on young girls to join this sector for financial assistance for their family.
- ❖ Our research suggests that married women face greater problems than unmarried women, therefore the husbands should be supportive towards their wives.
- ❖ Children of the women are highly neglected therefore there is a need for Children Day Care Centers in Bahawalpur.
- ❖ Society must support the working women. Social set-up should be made more convenient for working women.
- ❖ There should be proper system of transportation by the schools so that it may be comfortable for women to reach the school and home easily.
- ❖ Salaries should be increased; the female teachers should be given the incentives and bonuses so that they should work with enthusiasm.
- ❖ Promotion system should be made more purified and filtered so that each any person has equal opportunity for promotion.
- ❖ It has been observed during our research that the female management causes more problems for female staff that is why it is necessary that the females involve in the management should broaden their thinking and make the working atmosphere more suitable.
- ❖ It is the duty of The District Government and all the social members of the society that they should make educational sector of Bahawalpur excellent and take it to the standards of the big cities.

5. Limitations

- ❖ During this research we face a number of problems due to which the internal as well as external validity of our Research findings are affected. These are as follows
- ❖ Firstly it was difficult for us to cover the whole area of Bahawalpur. Then to some extent it was difficult to divide the different educational area of Bahawalpur. Our research includes both the sectors that is Private and Government; it was difficult for us to decide to which sector we should focus more.
- ❖ Some of the respondents were not serious and irresponsibility to fill our questionnaire. As far as our questioners are concerned, we were able to get our answers but during interviews and direct observation some of the teachers hesitate to give answers, but we tried our level best to get the available information.
- ❖ Many of the respondents were reluctant to mention their education, age and personal information regarding the attitude of in-laws etc.
- ❖ A few female members were not cooperative.

Table 1. Data Analysis

| Variables | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|--------------------------|-----------|---------|---------------|--------------------|
| Age | Valid 18-25 | 65 | 32.5 | 35.1 | 35.1 |
| | 26-40 | 85 | 42.5 | 45.9 | 81.1 |
| | above 40 | 35 | 17.5 | 18.9 | 100.0 |
| | Total | 185 | 92.5 | 100.0 | |
| | Missing System | 15 | 7.5 | | |
| | Total | 200 | 100.0 | | |
| Experience | Valid < 3 years | 57 | 28.5 | 31.7 | 31.7 |
| | 3-10 years | 51 | 25.5 | 28.3 | 60.0 |
| | > 10 years | 72 | 36.0 | 40.0 | 100.0 |
| | Total | 180 | 90.0 | 100.0 | |
| | Missing System | 20 | 10.0 | | |
| | Total | 200 | 100.0 | | |
| Sector | Valid Government | 87 | 43.5 | 43.5 | 43.5 |
| | Private | 113 | 56.5 | 56.5 | 100.0 |
| | Total | 200 | 100.0 | 100.0 | |
| Q.1 Problems For women in educational sector | Valid Few | 45 | 22.5 | 22.5 | 22.5 |
| | some | 113 | 56.5 | 56.5 | 79.0 |
| | a lot of problems | 42 | 21.3 | 21.0 | 100.0 |
| | Total | 200 | 100.0 | 100.0 | |
| Q.2 Parents attitude towards women working in educational sector | Valid supportive | 175 | 87.5 | 87.5 | 87.5 |
| | Non Supportive | 25 | 12.5 | 12.5 | 100.0 |
| | Total | 200 | 100.0 | 100.0 | |
| Q.3 Relatives create problems for working women | Valid Yes | 50 | 25.0 | 25.0 | 25.0 |
| | No | 88 | 44.0 | 44.0 | 69.0 |
| | Not much | 62 | 31.0 | 31.0 | 100.0 |
| | Total | 200 | 100.0 | 100.0 | |
| Q.4 Reason for doing the job | Valid Financial Pressure | 67 | 33.5 | 33.5 | 33.5 |
| | Personal Interest | 133 | 66.5 | 66.5 | 100.0 |
| | Total | 200 | 100.0 | 100.0 | |
| Q.5 Marital Status | Valid Yes | 120 | 60.0 | 60.0 | 60.0 |
| | No | 80 | 40.0 | 40.0 | 100.0 |
| | Total | 200 | 100.0 | 100.0 | |
| Q.6 Problems Ratio according to marital Status | Valid Off course | 120 | 60.0 | 75.0 | 75.0 |
| | Not much | 35 | 17.5 | 21.9 | 96.9 |
| | No | 5 | 2.5 | 3.1 | 100.0 |
| | Total | 160 | 80.0 | 100.0 | |
| | Missing System | 40 | 20.0 | | |
| | Total | 200 | 100.0 | | |
| Q.7 Husbands behaviour toward working women | Valid Supportive | 122 | 61.0 | 76.3 | 76.3 |
| | Not Supportive | 38 | 19.0 | 23.8 | 100.0 |
| | Total | 160 | 80.0 | 100.0 | |

| | | | | | |
|---|-------------------------|-----|-------|-------|-------|
| | Missing System | 40 | 20.0 | | |
| | Total | 200 | 100.0 | | |
| Q.8 Influence on Children due to job | Valid yes | 83 | 41.5 | 51.9 | 51.6 |
| | No | 15 | 7.5 | 9.4 | 61.3 |
| | In some cases | 62 | 31.0 | 38.8 | 100.0 |
| | Total | 160 | 80.0 | 100.0 | |
| | Missing System | 40 | 20.0 | | |
| | Total | 200 | 100.0 | | |
| Q.9 In-laws attitude towards working women | Valid positive | 85 | 42.5 | 60.7 | 60.7 |
| | negative | 12 | 6.0 | 8.6 | 69.3 |
| | conservative | 43 | 21.5 | 30.7 | 100.0 |
| | Total | 140 | 70.0 | 100.0 | |
| | Missing System | 60 | 30.0 | | |
| | Total | 200 | 100.0 | | |
| Q.10 Effect of society on the working | Valid yes | 40 | 20.0 | 20.0 | 20.0 |
| | no | 85 | 42.5 | 42.5 | 62.5 |
| | to some extent | 75 | 37.5 | 37.5 | 100.0 |
| | Total | 200 | 100.0 | 100.0 | |
| Q.11 Transportation Problems For women in educational sector | Valid no problem | 52 | 26.0 | 26.0 | 26.0 |
| | few problems | 75 | 37.5 | 37.5 | 63.5 |
| | many problems | 73 | 36.5 | 36.5 | 100.0 |
| | Total | 200 | 100.0 | 100.0 | |
| Q.12 Salary Problems For women in educational sector | Valid Satisfied | 87 | 43.5 | 43.5 | 43.5 |
| | dissatisfied | 113 | 56.5 | 56.5 | 100.0 |
| | Total | 200 | 100.0 | 100.0 | |
| Q.13 Management Problems because of Gender | Valid true | 83 | 41.5 | 41.5 | 41.5 |
| | false | 42 | 21.0 | 21.0 | 62.5 |
| | to some extent | 75 | 37.5 | 37.5 | 100.0 |
| | Total | 200 | 100.0 | 100.0 | |
| Q.14 Better Management for female staff | Valid male management | 35 | 17.5 | 17.5 | 17.5 |
| | female mgt. | 103 | 51.5 | 51.5 | 69.0 |
| | combined mgt. | 62 | 31.0 | 31.0 | 100.0 |
| | Total | 80 | 100.0 | 100.0 | |
| Q.15 Promotion and Scaling System | Valid low qualification | 62 | 31.0 | 31.0 | 31.0 |
| | Favoritism | 138 | 69.0 | 69.0 | 100.0 |
| | Total | 200 | 100.0 | 100.0 | |
| Q.16 Education sector of Bahawalpur for female Staff | Valid excellent | 11 | 5.5 | 5.5 | 5.5 |
| | good | 185 | 92.5 | 92.5 | 98.0 |
| | bad | 2 | 1.0 | 1.0 | 99.0 |
| | worst | 2 | 1.0 | 1.0 | 100.0 |
| | Total | 200 | 100.0 | 100.0 | |
| Q.17 Time Management Problems | Valid yes | 130 | 65.0 | 65.0 | 65.0 |
| | No | 70 | 35.0 | 35.0 | 100.0 |
| | Total | 200 | 100.0 | 100.0 | |

Table 1. Data Analysis (Based on Empirical Data Collected Through Research.)





