

Role of Female Teachers in Increasing Literacy Rate: A Case Study of District D.G.Khan, Pakistan.

Prof.Dr. Abdul Ghafoor Awan, Aqsa Riasat,
Institute of Southern Punjab.

Abstract

Education plays a vital role in improvement of human resources and also for the economic developing. In our study area of D.G.Khan district it is observed that role of female teachers are dominating in improving the literacy rate and the schools in which female teachers are engaged they constitute more enrolment i.e. female student teacher ratio is greater than the male student teacher ratio. Results of the study are helpful in developing the policy recommendations to employ more female teachers in the primary school level for the successful achievement of objectives of educational polices. Female teachers can easily understand and are helpful in resolving the problems of the students. Female teachers concentrate more in teaching activities.

Key words: Female Teachers, Literacy Rate, Students-teacher ratio.

I. Introduction:

Education is key to the socio-economic development of a country. It plays a vital role in building human competencies and economic growth through knowledge, skills and creative strength of a society. The government should be interested in these three objectives (a) the long-term increase in the expected income of its citizens; (b) higher growth of the economy and (c) lower poverty levels. These three objectives are non-controversial as government objectives. The productivity is increased because of better educated workforce. For a microeconomic perception, higher level of educational achievement raises the individual's wage rate in the labor market. On the importance of education, there is general consensus especially basic education, in nurturing and supporting economic growth and development. The development literature has highlighted the role of education in reducing the inequalities that prevail in many developing societies. Education is both consumption as well as a capital good. According to the recent World Development Report, the best way of reducing poverty is to make the main assets of the poor "labor" more productive. Economic literature often supports the positive impact of female teachers on increasing the literacy rate, performance, with higher returns to primary education than secondary and/or tertiary education. (Atta, 201, and Awan,2014)).

I.1 Education and Literacy Rate:

Literacy is a human right and it is important for each and every person to get education as it teaches you the way to live, how to behave and how to treat others. Being able to read and write allows you personally and it is a big necessity in today's technological world. Education sector is highly important in every country as the education is directly related to the overall good or bad performance of the country.

For economic sense most of the theoretical debate about the role of education in development and economic growth has focused upon whether education is productive and important for any country. The levels of schooling among the population are highly correlated with the levels of economic development. One of the most important statistics in the social sector is the literacy rate and also acts as the proxy of other indicators. It is also the indicator of Human Development Index. (Muzaffar, 2007).

Pakistan ranks 113th among 120 countries regarding literacy rate, which is projected to reach 60 percent till 2015 from the existing 55 percent. Pakistan was spending just 2.3 percent of its GNP and 9.9 percent of overall government budget on education, India 4.5 percent of GNP and 12.7 % of government budget, while Bangladesh was spending 2.1 percent of GNP and 14.1 percent of total government budget on education. Youth (between age 15-24) female literacy rate in Pakistan is 61% against 79% for males. However, youth female literacy rate is projected to be 72% (against 82% for males) by year 2015, whereas adult female literacy rate of older age group (15+) is projected to be 47%.

Government of Pakistan is currently spending 2.0 percent of its GDP on education sector and is fully committed to 2.0 percent of GDP to 4.0 percent of GDP by 2018. The federal government is spending huge amount of Rs. 59.28 billion during current year 2013-14, in addition to the provincial allocation of Rs. 59.440 billion to accelerate the pace of education at all levels and to achieve the MDGs targets. At national level, the total number of enrolments during 2012-13, stood at 41.1 million as compared to 40.3 million during the same period last year. This shows an increase of 2.0 percent. It is estimated to increase to 42.2 million during 2013-14. The development portfolio of HEC includes 129 on-going development projects in the Federal PSDP 2013-14 and Government of Pakistan has included 33 new development projects at an estimated cost of Rs. 26.3 billion, having an allocation of Rs. 2.6 billion for current year 2013-14.

Female teachers in Pakistan are more frequently engaged in the encouraging teaching practices than that of male

teachers. The female teachers carry out more effective teaching practices. Even when the female and male teachers receive the same amount of training, their behavior could be different, because women bring to the teaching profession a beginning of themselves and their role that differs from that of male. Female teachers are more satisfied with their careers, influenced a better attitude towards their profession, school work, students, showed better mental health and suffered less from problems related to their teaching activities; the female teachers use more "modern" teaching methods such as participation and problem solving method. Female teachers use less physical punishment. More female teachers use the blackboard for teaching process.

The relationship between women teachers and girl's enrollment is progressive. Increasing the number of women teachers has to be accompanied by other strategies to promote girls' education. In some conservative communities, parents will not permit their daughters to be taught by a male teacher. This is the case in some areas of Afghanistan, Pakistan and Bangladesh. Parents may prefer women teachers over men, even in some areas the presence of male teachers is not necessarily for girl's enrolment. Mothers feel more comfortable talking about their children with a woman teacher, and the women teachers are considered "more sincere" because they are less involved in local politics. A female role model can support and encourage girls to successfully complete their studies and maybe even continue studying to become teachers, themselves. She can provide guidance to the girls and also be there to listen to any problems. (UNESCO, 2006)

I.2 Statement of the problem:

This study has been designed to investigate the role of female teachers in increasing the literacy rate and to enhance the educational level through female teachers. For this purpose we study the D.G.Khan district and see that, how the female teachers play the vital role in increasing the literacy rate in D.G.Khan.

I.3. Objectives of the study:

- To examine the student enrollment based on the female teachers.
- Provide the policy recommendations for female teachers.

II. Literature review:

A number of studies can be observed in the literature related to the role of female teachers in increasing the literacy rate. The researcher has presented reviews related to present research in summarized form relevant reviews are given under below

Awan and Bilal (2015) conducted the role of female teachers bridging education gender gaps in developing countries. We study the gender gaps in primary schools and the effectiveness of women teachers in falling these gaps. In developing countries suggested that the female teachers were more impressive for the girl's education.

Brock and cammish (1997) analyzed in their book that overseas development administration was ask to examine the social, economic religious and other factors influencing the degree of female participation in formal and no formal education in six selected developing countries .For the purpose of improving the level of female participation in these countries where it lags behind the males .females in the developing countries having the significant impact in developing the nursery sector as women were successful and active pressure group for better health, schooling and legal support without gender bias common factors affecting the female participation in the developing countries were distant to the school funds availability resources for implementation of initiatives, political pressure, female school, state of buildings, salary issue and curriculum formation.

Awan and Zia (2015) determined the student achievements in primary school level by the effect of teacher gender differences. The gender interactions between teachers and students had significant effects on a varied set of educational consequences, the test scores, teacher acuties of student performance and student assignation with academic subjects. And the effect of these estimates was quite large.

UNESCO (2006) made a research to check the role of women teachers on girls education and concluded that women teachers have significant impact on girls education and women teachers should be empowered to play their role in teacher training and career development opportunities for women as women teachers having the sustained impact on developing gender relations in the community as well as in the society. The need is to support and to encourage the women to play an effective and inspiring role as a teacher for boys and girls. And adequate resources must be allocated to develop professional performance among all the teachers and women should be employed with in a gender equality framework.

Chaudhry and Rehman (2009) analyzed the gender inequality in education and its impact on rural poverty in Pakistan using Logit regression analysis by observing the primary data.This suggested that gender inequality in education sector have adverse effect on rural poverty.By the analysis of data it was observed that male female enrollment ratio, male female literacy ratio, male female ratio of total year of schooling ,male female ratio of earnings and education of household head have significant negative impact on rural poverty.

III. Education, Employment and economic development in Pakistan

Where the educated labor force has risen, the level of output and the rate of growth over a sustained period of time are also raised. (Awan,2015)) argues that education takes center stage in any discussion of development

strategy for two reasons. First, the quantity and quality of education influences strongly the labor force, governance and the workings of most institutions. Thus it is a key determinant of the investment climate. Firms, both domestic and foreign, are more eager to invest when they know that they will be able to draw on a skilled workforce to make that investment productive. Second, universal access to basic education is essential for ensuring that all segments of society will benefit from macroeconomic growth. Studies confirm that the productivity benefits of education are large - just one additional year of education can increase productivity in wage employment by 10 percent even after controlling for other factors. Skill development through education has been identified as a key determinant of comparative advantage and manufacturing export performance. In Pakistan, it has been shown that districts with a higher literacy level have a higher level of development (SPDC, 2003).

The reasons for Pakistan's low educational status are varied but one important factor is that Pakistan's educational system is highly fragmented and segmented. It has, therefore, created some intractable problems in the optimal utilization of human resources under the given labor market conditions.

Pakistan's primary and secondary enrollment ratios in 1991 were 46 and 21 percent of the relevant age groups - only one-half the average for all low-income countries. Only about half of those who enrolled in school stayed on until the fourth grade in comparison with an average of about two-thirds for all low income countries. Within the South Asia region, Pakistan lags well behind its neighbors in enrollment; net primary enrollment rates are 50 percent in Pakistan, 75 percent in Bangladesh, 77 percent in India and 100 percent in Sri Lanka. By all criteria, Pakistan's educational system was at the bottom of the international ladder.

The gender gap in education in Pakistan suggests that the country has foregone a great opportunity by not capitalizing on the large rates of return of female schooling on economic productivity. In a study of estimates of wage relations for males and females separately over several time periods using Household Income and Expenditure Surveys, it was found that females had higher rates of return than their male counterparts (Ashraf and Ashraf, 1993). Some estimates suggest that the return on getting more girls into schooling may be over 20 percent. Another study estimated that annual growth in income per capita could have been nearly a percentage point faster if Pakistan had closed the gender gap as fast as East Asia between 1960 and 1992 (Klasen, 1999). Pakistan thus missed economic opportunities that have been exploited by many developing countries by increasing educational levels for the bulk of its labor force and, thus, enhancing their household incomes and reducing poverty. What is more disturbing is that the low net enrollment ratios will make the achievement of 100 percent literacy levels even more difficult in the future.

This has serious implications for Pakistan's competitiveness and rapid poverty reduction. The enrollment rate in primary education is 40 percent among the poorest 10 percent of the population, while the children of the richest 10 percent have reached 100 percent enrollment. Moreover, nearly 40 percent of children belonging to the poorest quintile drop out of school by grade four. The comparable figure for children belonging to the richest quintile is only 12 percent. It can thus be seen that a majority of the children belonging to the poor families are not acquiring the basic skills that would equip them to participate in the country's economic development while the children of the rich families are better off. The Social Action Program, a multi-donor program of assistance to Pakistan implemented during the 1990s, has had a mixed record of success. The number of girls enrolled in primary school in Baluchistan doubled as a result of subsidized recruitment of female teachers, and the drive to increase girls' education led to higher enrollment of boys (Awan, (1987) ,Kim, Alderman and Orazem, (1999).

Despite the positive movements on the macroeconomic front, the unemployment situation in Pakistan has not yet improved. The linkage between higher employment and poverty reduction is strong both through direct and indirect channels. In the last several years Pakistan has shown high economic growth, but the improvement in the employment front is by no means satisfactory. The unemployment rate has declined from 8.3 percent to 7.7 percent in the last two years, but the trend is still not widespread either geographically or sector ally and has occurred mainly due to an increase in the jobs for the category of unpaid family workers in rural Punjab. There are at least five different factors that I would like to put forward to explain this phenomenon of higher incidence of unemployment coexisting with rapid growth rates in Pakistan. First, there is a serious mismatch between the jobs demanded by the emerging needs of the economy and the supply of skills and trained manpower in the country. While the economy is moving towards sophisticated sectors such as telecommunications, information technology, oil and gas, financial services, and engineering, the universities and colleges are

The future agenda for productive employment generation and education are closely interlinked. We will therefore have to address (a) the issue of greater focus on technical, vocational and professional education; (b) expanding enrollment in higher education to at least 10 percent of the relevant age group; (c) improving access, quality and governance in primary and secondary schooling; (d) providing incentives to encourage enrollment of girls in schools; (e) reforming madrassah education and making them relevant to the labor market requirements; and (f) restructuring labor laws and regulations that discourage employment in the formal sector.

IV. Data Analysis and Methodology

a. Area of study

Punjab province is the most populous province of Pakistan and has been divided into three regions like North Punjab, Central Punjab and South Punjab. South Punjab is considered as the underdeveloped area of Punjab. District D.G.Khan is an integral part of South Punjab for agricultural productivities. It is a mid-country city located at the junction of all four provinces of Pakistan. Which consists of the Dera Ghazi Khan, Rajanpur, Muzaffargarh and Layyah. The city was founded in 1476 on the western bank of the Indus River Presently there are three revenue sub-division or tehsils of Dera Ghazi Khan District i.e. Dera Ghazi Khan Tehsil Taunsa Sharif, and a tribal belt/political area spread along with western side of the district Its total population is 1643118 in 1998 with an area of 5306m². Its literacy rate is going to be improved due to the establishment of various public and private educational institutes and women empowerment opportunities in this district has positive effect on women's status in the society. Dera Ghazi Khan District of Punjab province of Pakistan has been selected as area of research. The secondary data is used for analysis of female teachers and their role on literacy, have been obtained from DEO EDUCATIO D.G.Khan district. The given time series data consist of five years observations. Our study area is the D.G.Khan district. My findings are delimited to the level of primary education, so the primary female teachers are involved or investigated through secondary data taken from the district education office.

V. Descriptive Analysis:

The descriptive analysis of the obtained data is given below:

Table 1 Variables and their Description.

Sr. No	Name of variables	Description
1	TT	Total teachers
2	FT	Female teachers
3	TE	Total Enrolment
4	FE	Female Enrolment
5	ME	Male Enrolment
6	TSTR	Total student teacher ratio
7	FSTR	Female student teacher ratio
8	MSTR	Male student teacher ratio

In the above table we have taken a list of eight variables, which we are to be used in the descriptive analysis. In which we discuss the impact of the female teachers on the primary schools enrolment. we used the variables that is the Total teachers (TT), Female teachers(FT),Total enrolment(TE), Female enrolment (FE),Male enrolment (ME),Total student teacher ratio(TSTR),Female student teacher ratio(FSTR),and Male student teacher ratio (MSTR).

Table 2: Female teachers (FT) and Total enrolment (TE)

Name of the variables	FT	TE
Mean	1312	124262.0
Median	1232.000	113511.0
Std.Dev.	199.0118	32697.86
No. of years	5	5

The above data consist on the years 2010 to 2014. Table 6.3 is showing female teachers and total enrolment. Mean of female teachers is 1312 while the mean of total enrolment is 124262. Median of Female teachers is 1232 and median of total enrolment is 113511, similarly Standard deviation of the female teachers 199 and standard deviation of total enrolment is 32697. The data is the 5 years observations.

Table 3: Female teachers (FT) and Female enrolment (FE)

Name of variables	FT	FE
Mean	1312	65530.00
Median	1232.000	59877.00
Std.Dev.	199.0118	17871.90
No. of years	5	5

Table 4 consists on the data female teachers and female enrolment. Table shows that mean, median and standard deviation of female enrolment are 65530, 59877, 17871 respectively. Table also shows that mean, median and standard deviation of female enrolment is more than the mean, median and standard deviation of male enrolment.

Table 4: Female student teacher ratio (FSTR) and Total student teacher ratio (TSTR)

Years	FSTR	TSTR
2010	42.94253	37.04775
2011	45.8107	38.45889
2012	48.60146	40.2807
2013	51.07912	42.96534
2014	57.87013	48.59851

Figure 1: Female student teacher ratio and Total student teacher ratio

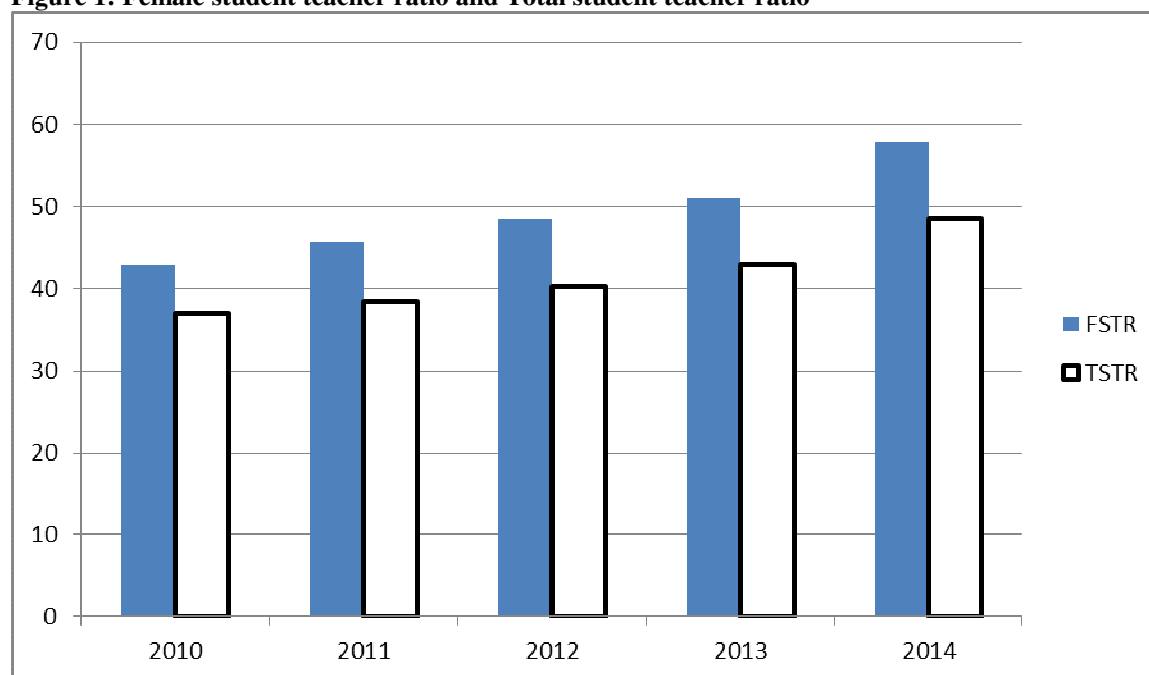


Table 5 consists on the data of female student teacher ratio and total student teacher ratio. Table shows that from 2010 to 2014 female student teacher ratio is continuously increasing. And also total student teacher ratio is increasing .while female student teacher ratio is rising more than the total student ratio, while ere shown in the Figure6.1 by the shaded and unshaded area.

Table 5: Female student teacher ratio (FSTR) and Male student teacher ratio (MSTR)

Years	FSTR	MSTR
2010	42.94253	32.29579
2011	45.8107	32.67757
2012	48.60146	33.81715
2013	51.07912	36.43054
2014	57.87013	41.10989

Figure 2 Female student teacher ratio and Male student teacher

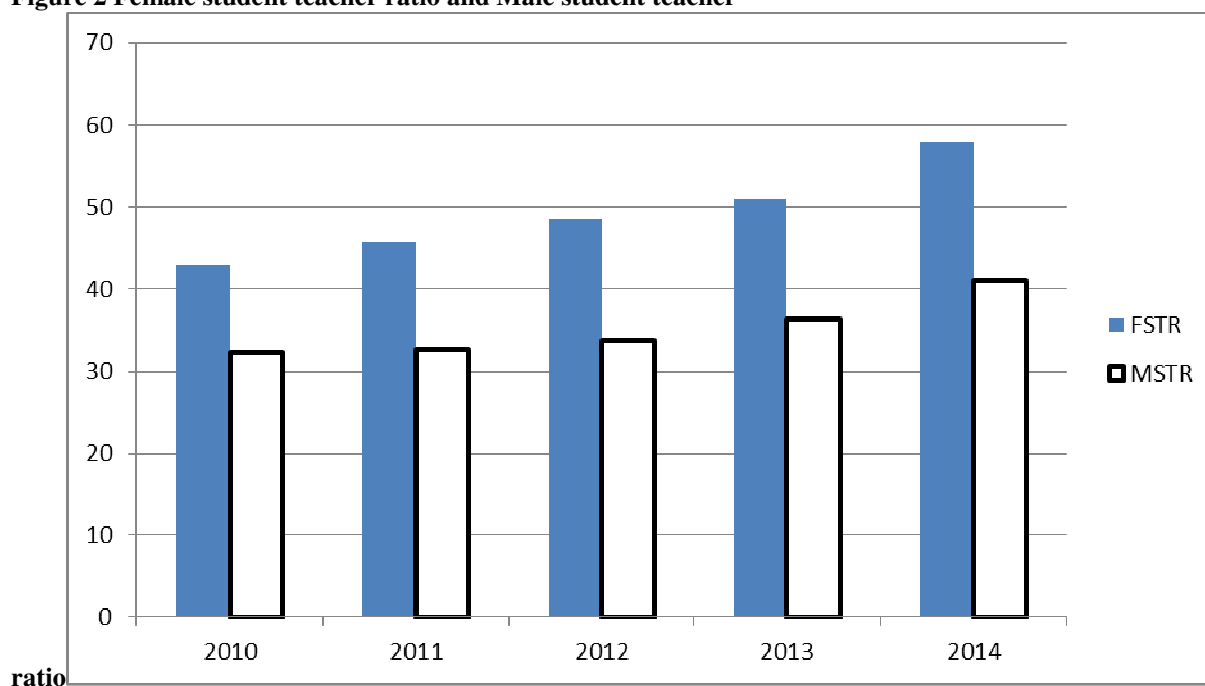


Figure 2 consists on the female student teacher ratio and male student teacher ratio. The data shows that from 2010 onward 2014.female student teacher ratio is continuous increasing from 42% to 57% and also male student teacher ratio rising from 32% to 41%. It is clear that female student teacher ratio is rising more than the rising of male student teacher ratio. It can also be observed in the Figure 6.2 in the shaded and unshaded areas.

VI. Findings and Results

As per objectives of the study findings of the analyzed data are consistent that female teachers of the study area are very helpful in increasing the literacy rate.From 2010 to 2014 ratio of female teachers in the primary schools is more than the male teachers. Which is the significant element in contributing the literacy rate for female teacher's .And also more female teachers at primary level is also one cause of more female enrolment. As female teachers are quite polite and can mold skills and abilities of the students positively to the creative activities, and also in enhancing the skills and capabilities. Female Student Teacher Ratios more than the Male Student Teacher Ratio and this ratio is continuously increasing Male Student Teacher Ratio is less because of lack of male teachers and lack of interest of male in adopting the teaching as a profession. While females teachers are interested more in adopting the teaching practices. Rising Female Student Teacher Ratio is more than the rising

Male Student Teacher Ratio.

VII. Conclusion and policy recommendations:

Conclusion:

Education is the backbone for the economy of the Pakistan. In education sector female teachers play a vital role for increasing the literacy rate. The study is investigated to support encouraging women those are playing their role to improve women literacy rate and participate progressively in the economy of the country.

- Our results show that female student teacher ratio is continuously going to increase from 2010 to 2014 as compared to the male student teacher ratio. This implies that female teachers are contributing more or in achieving the educational objectives at national level. Role of female teachers are dominated in study area in increasing the literacy rate. This study has been designed to examine the role of female teachers improving the literacy rate; this study may also prove beneficial to planners and policy makers in improving the literacy with the help of female teachers.
- The supply of teachers is constrained in part by the shortage of women candidates, and in part by the practice of preferring men teachers for male students and women teachers for females.
- Female teachers are more often engaged in the encouraging teaching practices than that of male teachers in primary schools. Female teachers use less physical punishment. More female teachers use the blackboard and modern teaching practices for teaching process.
- In D.G.Khan District our study investigated that Parents may prefer women teachers over men, even in some areas the presence of male teachers is not necessarily for girl's enrolment. Mothers feel more comfortable talking about their children with a woman teacher, and the female teachers are considered "more sincere" because they are less involved in local politics and they can easily understand the problems of female students also students get attach with female teachers easily.

Recommendations:

On the basis of findings of this research, the following suggestions are recommended.

- Finance is the backbone of the every project but literacy project are not in a priority of the Govt. As in the study time period in 2015 – 2016, government has allocated the budget 75580 million rupees in education sector. While 2014 - 2015, 64014 million rupees. This is very less because education is the primary element in the development of HR. So Govt. has to increase the budget of the education sector.
- Females should be motivated through laptops, health incentives, training workshops in order to develop the loyalty for the improvement in the literacy rate.
- Govt. has to select the targets to improve the literacy rate and improve the quota of female teachers.
- There should be proper coordination among local, provincial and federal level to implements literacy programs.
- Best teacher certificates should be awarded to encourage the female participants.
- Structure and environment of the schools should be improved to develop job security for female teachers.
- Awareness should be created among the people by developing the importance of education for current time period with the help of media campaigns.
- Alternative teachers should be available against long leave.
- Governmental educational organizations often hire female teachers on daily basis/contract bases; they should be hired on permanent bases.

References

- Antecol, H., Eren, O., & Ozbebek, S. (2012). The Effect of Teacher Gender on Student Achievement in Primary School: Evidence from a Randomized Experiment. IZA discussionpaper No. 6453, 1-35.
- Atta, S. (2010). Impact of female education on household poverty in south Punjab of Pakistan. Multan BZU, Multan.
- Awan, A.G. and Asma Zia. (2015) "Comparative Analysis of Public and Private Educational Institutions: A case study of District Vehari-Pakistan" Journal of Education and Practices 6 (16), 122-130
- Awan, A.G. (2014) "Diverging Trends of Human Capital in Bric Countries" International Journal of Asian Social Science 2 (12), 2195-2219.
- Awan, A.G. & Bilal A. Sheikh. (2015) "The Enigma of Wealth and Education as Determinant of Rural Poverty: A case study of District Rahim Yar Khan-Pakistan"
- Journal of Literature, Languages and Linguistics, Vol 12: 40-47
- Awan, A.G. (1987). "Comparative study of English and Urdu Medium Educational Institutions in

Islamabad-Pakistan” National Language Authority, Islamabad Vol 1:150-55.

- Awan,A.G. (2014) “The Enigma of US Productivity Slowdown: A Theoretical Analysis” Journal of Economics and Sustainable Development, Vol 6 (13):116-126.
- Broch, C., & Cammish, N. (1993). Factors affecting female participation in education in seven developing countries. Education Research Paper, 9.
- Chaudhry, I.S. & S.U Rahman. (2009). the impact of Gender inequality in Education on Rural Poverty in Pakistan: An Empirical Analysis. European Journal of Economics, Finance and Administrative sciences. Issue 15.
- Dar, S. M. I. (2014). Budget Speech 2014-15.
- Gesinde, A. M., & Adejume, G .O. (2012). JOB SATISFACTION STATUS OF PRIMARY SCHOOL TEACHERS IN OTA, NIGERIA. European Journal of Educational studies. 4(1), 11 -18.
- Hathaway, R. M. (2008). EDUCATION REFORM IN PAKISTAN: Building for the Future. Woodrow Wilson international center for scholars Asia program Retrieved on May18, 2015 from <http://www.wilsoncenter.org>.
- Muralidharan, k., & Sheth, K. (2013). BRIDGING EDUCATION GENDER GAPS IN DEVELOPING COUNTRIES: THE ROLE OF FEMALE TEACHERS. NBER working paper. 19341, 1-28.
- Muzaffar, Q. (2007).Public expenditure, education and economic growth: A case study of Pakistan.Multan BZU, Multan.
- Kirk, J. (2006). The Impact of Women Teachers on Girls’ Education. United Nations educational, Scientific and cultural organization: Asia pacific programme of education for all.
- Pakistan, Government of (2014) Economic Survey Pakistan 2013-14.
- Pakistan, Government of (2014) Pakistan Education Statistics 2013-14.
- Pakistan, Government of (2000) Pakistan Economic survey of Pakistan 1999-00 Islamabad: Ministry of Finance.
- Pakistan, Government of (1990) Economic survey of Pakistan 1989-90 Islamabad: Ministry of Finance.
- School education department (2014). <http://schools.punjab.gov.pk/>.

The IISTE is a pioneer in the Open-Access hosting service and academic event management. The aim of the firm is Accelerating Global Knowledge Sharing.

More information about the firm can be found on the homepage:

<http://www.iiste.org>

CALL FOR JOURNAL PAPERS

There are more than 30 peer-reviewed academic journals hosted under the hosting platform.

Prospective authors of journals can find the submission instruction on the following page: <http://www.iiste.org/journals/> All the journals articles are available online to the readers all over the world without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. Paper version of the journals is also available upon request of readers and authors.

MORE RESOURCES

Book publication information: <http://www.iiste.org/book/>

Academic conference: <http://www.iiste.org/conference/upcoming-conferences-call-for-paper/>

IISTE Knowledge Sharing Partners

EBSCO, Index Copernicus, Ulrich's Periodicals Directory, JournalTOCS, PKP Open Archives Harvester, Bielefeld Academic Search Engine, Elektronische Zeitschriftenbibliothek EZB, Open J-Gate, OCLC WorldCat, Universe Digital Library, NewJour, Google Scholar

