

Identification of Problems Faced by Female Teachers in Consolidated Schools in Multan

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Abstract

There is no debate that education plays a significant part in the rise and fall of a nation. Competency level of teachers and students is not up to the mark in Pakistan. Many developments in educational sector of Pakistan are made in the last decade with the emerging number of consolidated schools but teachers and especially female teachers are not well facilitated in terms of support, trainings, security and other such issues. For a healthy and sustainable education system in Pakistan teachers' problems needs to be addressed. The study aims to identify and highlight the problems faced b females teachers in consolidated schools. For this purpose a sample of 120 respondents was selected randomly and it was identified that overburden, clerical work, lack of trainings, political influence and supervision are most common problems faced by female teachers in consolidated schools. The study recommends system of accountability, transparent system of

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recruitment, advancement opportunities, incentives and control political interference.

Keywords: Education, Development, Problems, Consolidated schools, Opportunities

INTRODUCTION

Concept of consolidated schools is increasing day by day in which female teachers are experiencing many challenges like the other patriarchal practices in the society. Males are also dominating the school setups like most of the heads are males in the consolidated schools. It is therefore necessary to cope up with these barriers so that a smooth, healthy and sustainable educational system can be formed (Shah, 2014).

Male staff considers female teachers as less competent in most of the consolidated schools and they are less aware of the techniques of controlling the class and atmosphere of the classrooms. (Parveen, 2008). It is worldwide accepted that more educated and skilled teachers are essential for a progressive education system (Arif, 2007).

Junior classes are now given to female teachers and some senior classes as well but in the case of male staff they do not take junior classes but only senior and middle classes. Due to this scenario female teachers are overburdened with additional classes. Moreover female teachers are not equipped with resources and the necessary material required for teaching (Khan, 2014).

One of the leading barrier to girls' education is lack of females teachers as in some part of Pakistan people are still not that much advanced and they do not like their girls to be taught by some male teachers. They are against the co education as well. So it is worth important to facilitate female teachers in

order to maximize and promote the girls education in Pakistan (Saleem and Akhter, 2007).

Teaching and learning are fundamental elements of human societies. The desire and necessity for education is inherent in all human beings and modern societies have established female and male consolidated schools to facilitate this process especially schools of urban society. In fact, the very survival and advancement of humanity depends on the ancient and noble profession of teaching. Pakistan is under developed country, females' teachers facing psychological issues in male consolidated schools. It is necessary to make organize structure for all male and female issues. There are many reasons for this though an important one is that the pivotal role of teachers as key players in the development of a quality education system has not been sufficiently recognized. Teachers have not been regarded as an essential factor in the quality of education and the prominent and respectable position (Sheikh and Iqbal, 2003).

Culture and traditions plays a significant role when it comes to the chose the profession especially for females in Pakistan as the value system is very strong in this continent. There is a significant impact on women's lives due to gender differentiation in Pakistan. Males are considered to be bread earners working outside the home while females are less privileged and are supposed to do the household chores. So there is always a space between public and private sphere. This is discouraging for females at one hand to work outside the home and on the other hand there are some professions which are meant to be for females like teaching and nursing (Ali, 2000).

Not only in Pakistan but all over the world teaching is considered to be the females' profession and a lot of research has been done on the feminization of teaching profession in the first world countries. But this is an emerging concept in

developing countries as well. Participation of women in labor force is relatively lower as compared to males, one of the major reason is that literacy rate of males is higher 70 percent than females 47% percent (Pakistan Economic Survey, 2012).

Teaching is the biggest source of income for females in consolidated schools of both males and females. But female teachers face a lot of challenges in these consolidated schools. Political influence is one of the major causes of problems for females at primary level which ultimately leads to uncomfortable environment, stress for females teachers and they are unable to perform their role with the energies needed for their role (Naila, 2013).

Teachers always need a support to fulfill their obligatory role, the support might be moral as well as in terms of logistics, supporting materials. Lack of enough reference material, inadequate support from the senior staff, no training opportunities are some major issues for female teachers (Khalid, 2014).

Girls' education is restricted in some rural areas of Pakistan. People do not like to send their daughters to teach study under the supervision of a male teacher so it is very important to facilitate female teachers up to higher extent. More female teachers will probably increase the ratio of female enrollment in schools. According to Ministry of education, there are 425,445 teachers in Pakistan. Of these, 53 percent are male and 47 percent are female. Male teachers have a more probability to earn a headship position because of their better academic and professional qualifications, whereas female teachers may need to struggle to get a headship position (Ashraf, 2008).

MATERIALS AND METHODS

Simple random sampling technique was used to collect the data. A sample of 120 females teachers from consolidated schools of Multan were selected and data collected by using Simple random sampling technique. Variables of study were problems of female teacher's challenges in consolidated schools like low wages, status and basic needs. Researcher conduct face to face structure interview based on interview schedule. Researcher made technical quantitative questions in format of interview Schedule. Interview schedule and start interviews from Primary school teachers.

After the collecting data, quantitative analyzed through (Scientific package for social sciences) SPSS and statistical techniques and percentage analysis Investigator himself analyzed data and coded it.

RESULT AND DISCUSSION

Table 1: Demographic variables

Variables	Category	Percentages
Age	below-21	3.3
	22-30	50.0
	31-40	26.7
	41-above	20.0
Education	B.ed	77.5
	M.ed	22.5
Experience	0-5 years	15.0
	6-10 years	27.5
	11-15 years	25.0
	15-20 years	22.5
	20+ years	10.0

Data from Table 1 revealed that more than 50% of the respondents were below 30 years which means that majority respondents were young. A huge majority (77.5%) of the respondents were B.ed qualified at education degree is a must for teaching in government schools in Pakistan now. When it

comes to the experience it was observed that there were 42.5% respondents with less than 10 years of experience.

Table 2: Distribution with respect to supervision problem

Supervision Problem	Frequency	Percentage	Mean score
Strongly Disagree	19	15.8	2.92
Disagree	32	16.7	
Neutral	18	8.0	
Agree	39	42.5	
Strongly Agree	12	17.0	
Total	120	100	

A good supervisor can turn the school into a successful one with his dedication and support to staff. But an unfair concept of supervision was reported by the respondents. Table 2 indicated that a huge majority of 59.5 percent respondents were agreed with the supervision problems. They just like to create the fear among the staff and evaluate the things progress on their own perception which ultimately leads to the decrease the energy level and commitment of the teachers as well as it affects the progress of school and students' studies.

Table 3: Distribution with respect to female teacher got over burden

Education	Frequency	Percentage	Mean score
Strongly Disagree	18	15.0	3.21
Disagree	23	19.2	
Neutral	18	15.0	
Agree	43	35.8	
Strongly Agree	18	15.0	
Total	120	100	

Table 4.3 illustrated that 35 percent respondents were agreed that female teacher got over burden classes due to male teacher dominancy in school and 15 percent respondents were strongly agreed. While mean scores (3.21 > 3.00) indicated that that 35 percent respondents were agreed that female teacher got over burden classes due to male teacher dominancy in school.

When the respondents were asked about the problems created by the culture of school it was revealed that favor is

given to the specific teachers who obey the dictation of head and do not question anything. It was ranked 1st with mean value 3.01 while backbiting ranked 2nd with 2.90 mean value and leg pulling is ranked last with lowest mean of 2.30.

Table 4: Problems due to school culture

Problems due to school culture	Mean	SD	Rank Order
Favor to specific teachers	3.01	1.00446	1 st
Backbiting	2.90	1.03849	2 nd
Slurring	2.58	1.40345	3 rd
Leg Pulling	2.30	1.47769	4 th

It was reported by the respondents that backbiting, slurring, leg pulling and giving favor to specific teachers who admit the heads dictation without any questioning is common in consolidated schools as seen in Table 4. Among these leg pulling is ranked last with mean value 2.30 and favor to some teachers with mean 3.01 is ranked 1st.

Table 5: Administrative problems

Administrative problems	Mean	SD	Rank Order
Pupil teacher ratio	1.6250	0.49102	1 st
Inadequate support	1.5320	0.49863	2 nd
Huge syllabus	1.3795	0.47947	3 rd
Over burden	1.2241	0.40759	4 th
Clerical works	1.1675	0.39745	5 th

Table 5 illustrated that administrative problems were also observed in the schools as the most commonly identified is pupil teacher ratio with the highest mean of 1.625 and ranked 1st. then support is not given to female teachers in most of the matters which ultimately cause more problems for teachers. Over burden and clerical works are ranked 4th and 5th respectively with the lowest means and standard deviation.

CONCLUSION

Convenience for female teachers should be boosted and an atmosphere of reliance must be created. To create an

environment of trust and professionalism there is a dire need to minimize the political intervention. Training programs must be launched to enhance the teaching skills of female teachers. Allotment of classed should be simplified to reduce the overburden of teachers. A fair and transparent process of selection should be ensured without any political intervention.

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