

Study On The Challenges Faced By Female Primary Teachers In Rural Areas Of District Shaheed Benazirabad

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Abstract:

This study aimed at exploring and analyzing problems faced by female teachers in district Shaheed banzirabad. Female teachers are performing a significant role in rural areas in female education in Sindh. The study rests on two main areas. First, the female teacher are facing the problems in their classrooms 2nd the problems facing female teacher from the administration side .The methodology adopted to conduct the study was a survey and the population was Shaheed Benazir Abad, while the random sampling was taken and sample was extracted from Taluka, Qazi Ahmad. There are 527 primary schools there and in last one decade more than 1000 female teachers were appointed. The sample consists of 200 female teachers who are working in the rural areas of Qazi Ahmed. While the data was analyzed by spss frequency and by percentage. The research instrument was five Likert scale and finding of the study was that the female teachers are very competent, they have experience of teaching in city Nawab Shah's private schools. They have command over the primary schools subjects and their teaching skill are well but due to the posting problems, they remain in stress and do not reach the school in time. They are not punctual in their duty. They have language problems in the class. They do not any kind of conveyance and security provided from the government, so on the basis of the data analyzed and discussion it is recommended that they should be appointed in the vicinities of their hometowns or if they are appointed in rural areas, they should be provided conveyance and security. Some remuneration allowance should be increased and third party should listen their problems time to time.

Keywords: Challenges; Female primary teachers; Rural area

1. INTRODUCTION:

It is said that a great teacher changes the life of a nation as well as of a student. Dana, N. F., & Yendol-Hoppey, D. (2019). So, a teacher is considered as the only responsible person for any country to build the nation by fulfilling their certain needs. Teachers create learning environment in the school through their teaching skills; teachers directly influence on the development of the country across the world. It is a teacher who brings revolution throughout the people of the world. The research reveals that due to the blessings of a teacher the world has been developed and resultantly, Robinson, D. B., & Young, D. (2019). All Nations have come closer with each other's not only this but the teachings of teachers have made the life comfortable (Gay 2018). Race, P. (2019). At present, huge investment is in the hands of a teacher; hence, he/she is not only to teach the students but also a trusted source for their learners to be helped in line with their future planning. It is a teacher who enhances the capabilities of learners to explore their career opportunities to compete the challenges of the world (Race, P. 2019). . Most teachers who remain close to their students for long, can guide them for their futures. All skilled teachers teach

their students and transmit their knowledge to develop the confidence of students; in return, students seek guidance from the lessons given by their teachers. The learners believe their teachers as true mentor to produce the road map of life to them (Wlodkowski 2017).

In Pakistan's education sector female education is denied and ratio is too low as compare to male literacy, Khanum, R., & Sajjad, S. (2019). the male ratio is greater than the girls ,while the male education ratio is 56% and female have 46% and now it is getting improved. In education sector the female teacher's employment percentage and empowerment is very poor. However, literacy rate in Pakistan is 58% as compared with Srilanka having 78% and India having 74%. Girls enrollment rate in universities in Pakistan is 3.5%. Ahmed, S. A., Cho, Y., & Fasih, T. (2019). .The government of Pakistan gives importance to technical, professional and vocational education of females (UNESCO, 2014). For strong socio-economic and intellectual growth, the higher educational institutions are observed as a key and a powerful source in the developed world. For creating modern civil society the advance higher educational institutions have become the models and sources of it (Altbach 2019).

The women presentation is far from satisfactory level in both employment and enrollment. The situation is more alarming in rural areas because the college and university ratio is very few, so the access of women to higher education is a big problem and limited in Pakistan. The women mostly adopt the teaching field in higher educational institutions. Women ratio in management and related fields is too low because of social and cultural barriers that prevent women to take part in managerial situation (Rodney 2018).

According to the Economic Survey of Pakistan (2017) Pakistan is the largest populated country in the Muslim world, the total population of the country is about 207,774,520 million, the total male population is 106,449,322 and total population of women were 101,314,780 million. Despite of limited opportunities and discrimination. In national development of Pakistan women play a major role. Unfortunately, the men's dominant society of Pakistan is not being encouraged properly (Bukhari 2019).

If people are paid in a formal and informal job, they are paid a lot of wages, which results in a huge loss and they turn financially weak and deprived. Edgell, S., & Granter, E. (2019). The ratio of employment in Pakistan's education sector is comparable to other sectors is well and it is continuous, but the education sector considered women employment very poor because of their high population and male have dominancy over there , . The literacy rate of women in Pakistan is 46 percent, in Sri Lanka is 78 percent and in India is about 74 percent. Similarly, the enrollment rate of women in Pakistan is 3.5% percent. Ahmed, S. A., Cho, Y., & Fasih, T. (2019).

1.2 SCOPE OF RESEARCH:

This research will be beneficial for the stake holders of education department. The study revealed that the female teachers have many challenges to be faced in their teaching learning process. It has been observed that the head teachers or teachers neither resign from their jobs nor work regularly in their duty places. Most of the teachers' pay half of their salaries to the administrations and in result do not properly go to their schools.

All the researches that have been conducted around the world showed that the female teachers dealt with number of different types of problems, while working in the educational institutions. The main objective of current research study was to investigate the problems which female primary teachers face during duty in the primary schools in rural areas. It would also help to stop and eradicate the problems; whereas, the specific advantages of the result of this research study are to describe the existing condition of problems that female school teachers are defying, while working in the primary schools in the rural areas of sindh. It may assist the heads of the primary school teachers to take important actions in order to stop having

problems with female teachers. It would also give an idea to the higher authorities of the educational department as well as government of Sindh to constitute a new law for amending an existing law to make more effective in the light of the results of the this study.

1.3 RESEARCH QUESTIONS:

1. What are the conveyance problems faced by the female primary teachers in rural areas?
2. Which are the communicating problems of female primary teachers while discussing with the male staff members?
3. What are the dealing problems of female primary teachers with heads in meetings?
4. Which motivating problems are faced by female primary teachers in rural areas?
5. What can be the solution in order to reduce the problems of female primary teachers in rural areas?

2. LITERATURE REVIEW:

In India professional, vocational and technical education is important. For high-speed social-economic and cultural development, higher education institutions are considered as a major and powerful source in the developed world. Modern civil society has been the model and the sources of pressure for advanced and higher education institutions (West 2019). Further, we can see in this education profile of sindh where 5years recorded is given and female student in spite increasing decreasing, we can imagine primary schools ratio going to be decrease from 2009 to 2013, continually decreasing in primary as well as middle schools.

Comparative Summary: School Census 2009 to 2013 - 14								
School Level	Year	No. of Schools				Enrolment		
		Boys	Girls	Mixed	Total	Boys	Girls	Total
Primary	2009	10,416	7,283	27,345	45,044	2,016,185	1,386,206	3,402,391
	2010	11,406	7,112	26,004	44,522	1,942,476	1,349,498	3,291,974
	2011	10,331	6,471	26,287	43,089	1,748,862	1,231,584	2,980,446
	2012	9,532	6,264	27,104	42,900	1,754,030	1,209,592	2,963,622
	2013	11,055	6,066	25,221	42,342	1,680,848	1,121,976	2,802,824
Middle / Elementary	2009	679	889	1,100	2,668	117,146	111,686	228,832
	2010	649	758	1,098	2,505	119,227	117,776	237,003
	2011	659	731	1,164	2,554	141,300	138,828	280,128
	2012	577	695	1,157	2,429	129,233	134,677	263,910

Fig.1.

In Sindh province of Pakistan, there are many problems in proper education and in recruitment system as well for the people. Chandio, S., Seman, M. S. A., Koondhar, M. Y., & Shah, A. (2019). According to the Sindh Education Ministry report, the recruitment of teachers in 2012 was illegal and non-standard teachers were appointed on political basis by means of corruption. Almost, 22,000 teachers were recruited; some recruits were to teach Arabic and Sindhi subjects. Among them, most of teachers did not even know the spelling of the word and have nothing to do with these two subjects. Akbar, M. J. (2020). .These people as teachers messed up the entire education system and destroyed the whole system.

Akbar, M. J. (2020). Though female are already in lowest ratio, they are facing conveyance problem, communicating problem, harassment problem, language problem, family problem dealing with parent problem and attending meeting problem while working with the male staff in rural areas. These problems may be dealt with act of harassment that has been passed by the government of Sindh in 2010. Further, a procedure of filing complaint should be protective and confidential and constituted by which any individual facing any problem may file a formal complaint, which must be entertained on prior basis or a committee should be formed. Kamal, K. T. (2019). Where these types of complains are registered. There may be a problems, which can even not be discussed or opened like the harassment problem. As per the nature and sensitivity of problem, the authority may develop a separate procedure of complain in order to deal with these kinds of complains. Stauss, B., & Seidel, W. (2019). Reform must be taken and complain must be entertained immediately and secretly to protect the victim from any further imbursement. In this regard, the most useful and effective procedure of dealing problem is to tackle and overcome the problems which the female primary teachers face while working in the rural areas.

The UK government invested almost 70 million pounds; UK pays £ 38m for improving education. In Sindh, 5,000 schools and 40,000 teachers are available only on paper. According to the British authorities, private schools do not pay minimum wages to teachers; some private schools pay teachers only Rs 3,000 a month. Millions of children are going to school through aid and their future is looking bleak. Billions of rupees are being spent by governments and private institutions on education all over the world to improve future generations, but Pakistan is that country where the corruption lays at its peak in education sector.

In Sindh, teachers are facing lot of problems in teaching and learning process. The teachers who were appointed in rural areas face many challenges during their teaching learning process. It was also said that these teachers are hard workers; among them, most of female primary teachers are facing huge problems in rural areas.

Female teachers are facing problems while teaching, attending meetings, communicating to parents or male staff members, and talking to the head of the institution. Yulianti, K., Denessen, E., Droop, M., & Veerman, G. J. (2019). As a result, many teachers resigned from their teaching jobs and many more also considered for resignation particularly all those who belong to city side but were appointed in rural places where they faced appointment place speaking, race, and many other problems. By this research study, researcher wants to investigate the problems real cause and their suggestions as well as the solutions to prevent problems in the educational institution and the problems deal with the primary female teachers who are working in suggested area (Anderson 2018).

In this respect, this topic is not addressed before today, in review of literature shows it a new topic. In which previously not considered and Syed study, the representation of gender and their identity in perspective from the primary level of schools in text book. Agha, N., Syed, G. K., & Mirani, D. A. (2018, January). Solanki and Mr Hasan 2000 3 changing the individual and world around a case study of female teacher ,they are working out and its impact on primary education are going to be fine, Ilyas, B. M., Rawat, K. J., Bhatti, M. T., & Malik, N. (2013). Study in Asian journal of 2013 the different health and hygiene conditions of primary schools off spin in which he explained that was promised lowest facilities provided by the government. Bhutto, M. S. (2011). study the effectiveness of girls straight pants schools of Sindh that is the good motivation for the girls education but the teachers creating problems do to remain absent from their school Study the effectiveness of girls education in Pakistan 2007 education in the basic education and there problem, S Hussain characteristics all teachers training institutions problems and gender students problems (Hassnain, H., Inam, A., Rei, D., & Verick, S. 2017).

In sindh , there is decreasing creased ratio of girls and their education. However, certain facilities are not reachable as compared to the neighboring countries. This study was undertaken in Shaheed Benazirabad district. This study investigated the problems faced by the female teachers during their teaching learning

process. This study also finds out the female teachers’ problem faced in their teaching learning process. This study gave the road map to be fruitful for the administration, policymakers, planners and all those who belong to the female education.

3. RESEARCH DESIGN:

Research design is the road map; in research design, collected data is interpreted systematically. This is the quantitative research survey methods was adopted in which the is population district Shaheed banzir abad and it talka’s school.

Random Sampling was adopted and sample was extracted from talka, Qazi Ahmed’s all the schools The total population of this study was 527 head teachers and senior teachers of public schools, The total sampling of this research was 200 who willingly participated in data collection.

3.1 RESEARCH INSTRUMENT:

The data was collected by the close ended questionnaire, that questionnaire was consisted on 24 items. The researcher developed a questionnaire based on five points Likert scale ranging from strongly agree, agree, strongly disagree, disagree, and neutral to collect data from the target population.

3.2 DATA ANALYSIS:

The collected data was analyzed by using different statistical tools including percentage, the research questions were given answers about the problems for the interpretation of the findings.

Table.1

Population	Sampling /sample	Respondents	Instrument	Items	Data analysis
Shaheed Benazir abad	Random Talka Kazi Ahmed	200 female teacher	questionnaire	30	Frequency &%

Table.2

Statements	Likert scale	Res	%	Result
Study the class room problem facing girls teachers in rural areas of Sindh				
1. Female teachers are very working hard.	S,d,agre D,agre Nutral S,agre Agre	47 29 11 72 41	23.5 14.5 5.50 36.0 25.5	Table shows that, respondents were agreed that, Female teachers are very working hard.
2. These teachers have command over the teaching skills.	S,d,agre D,agre Nutral S,agre Agree	34 41 11 74 36	17.0 20.5 5.50 37.0 18.0	Table shows that, respondents were agreed that, These teachers have command over the teaching skills.
3. Female teachers have created learning environment in their school.	S,d,agre D,agre Nutral S,agre Agre	89 40 11 24 36	45.5 20.0 5.05 12.0 18.0	Table shows that, respondents were disagreed Female teachers have created learning environment in their school.

4. They are regular/Punctual in the schools time	S,d,agre D,agre Nutral S,agre Agre	72 42 09 35 41	36.0 26.0 4.50 17.5 20.5	Table shows that, respondents were disagreed that they are regular in the schools time
5. They are very familiar with students;	S,d,agre D,agre Nutral S,agre Agre	71 34 10 40 43	35.5 17.0 5.50 20.0 26.5	Table shows that, respondents were disagreed They are very familiar with students;
6. They feel communication problem	S,d,agre D,agre Nutral S,agre Agre	20 33 07 110 30	10 16.5 3.50 55.0 15.0	Table shows that, respondents were agreed that, They feel communication problem
7. Villagers are very familiar with girls female teachers	S,d,agre D,agre Nutral S,agre Agre	54 34 10 38 64	27.0 17.0 5.00 19.0 37	Table shows that, respondents were agreed Villagers are very familiar with girls female teachers
8. Female teachers are facing challenges in speaking with male staff.	S,d,agre D,agre Nutral S,agre Agre	42 31 12 71 44	21 15.5 6.0 35.5 22.0	Table shows that, respondents were agreed that, Female teachers are facing challenges in speaking with male staff.
9. They are making their teaching/planning regularly	S,d,agre D,agre Nutral S,agre Agre	41 34 12 72 41	20.5 17.0 06.0 36.0 20.5	Table shows that, respondents were agreed that, they are making their teaching planning\regularly
10. Students wait for these teacher.	S,d,agre D,agre Nutral S,agre Agre	45 34 10 71 40	27.5 17.0 05.0 35.5 20.5	Table shows that, respondents were agreed Students wait for these teacher.
11. other Teachers and students are impressed from these teachers	S,d,agre D,agre Nutral S,agre Agre	54 34 10 72 31	27.0 17.0 05.5 36.0 15.5	Table shows that, mostly respondents were agreed that other Teachers and students are impressed from these teachers
12. these teachers have providing training before joining	S,d,agre D,agre Nutral S,agre Agre	61 32 78 72 28	30.5 16.0 39.0 36.0 14.0	Table shows that, these teachers were provided training before joining
13. They completely control the classes	S,d,agre D,agre Nutral S,agre Agre	61 32 78 72 28	30.5 16.0 39.0 36.0 14.0	Table shows that, respondents were the completely control the classes

14. head teacher cooperated with female teachers	S,d,agre D,agre Nutral S,agre Agre	44 32 14 70 40	22.0 16.0 07.0 35.0 20.0	Table shows that, respondents were agreed that , head teacher cooperated with female teachers
15. female teachers provided facilities from head mistress	S,d,agre D,agre Nutral S,agre Agre	33 42 10 75 35	16.5 21.0 5.00 37.5 15.5	Table shows that, respondents were agreed that female teachers provided facilities from head mistress
Analyze the administration problems facing girls teachers in district Shaheed banezir abad				
16. They have no posting problem	S,d,agre D,agre Nutral S,agre Agre	54 34 10 36 66	27.0 17.0 05.5 18.0 33.0	Table shows that, respondents were disagreed that ,They have posting problem
17. Female Teachers have full security from the government	S,d,agre D,agre Nutral S,agre Agre	61 32 08 71 28	30.5 16.5 04.0 35.5 14.0	Table shows that, respondents were disagreed that ,Female Teachers have full security from the government
18. Female teachers are facing challenges in speaking with male staff.	S,d,agre D,agre Nutral S,agre Agre	42 31 12 71 74	21.0 15.5 06.0 35.5 37	Table shows that, respondents were disagreed that, Female teachers are facing challenges in speaking with male staff.

4. RESULTS OF THE STUDY:

Study the class room problem facing female teachers in rural areas of Sindh:

- Female teachers are very working hard.
- These teachers have command over the teaching skills.
- Female teachers have created learning environment in their school.
- They are regular in the schools time
- They are very familiar with students;
- They feel communication problem
- Villagers are very familiar with female teachers
- Female teachers are facing challenges in speaking with male staff.
- They are making their teaching planning\regularly
- Students are waiting for these teacher.
- Other teachers and students are impressed from these teachers
- These teachers are provided training before joining
- They completely control the classes
- The head teacher cooperated with female teachers
- Female teachers provided facilities from head mistress
- The Problems faced by Female Teachers in Administration in district Shaheed Benazir Abad
- They have posting problem

- Female Teachers have full security from the government
- Female teachers are facing challenges in speaking with male staff.

5. DISCUSSION OF THE STUDY:

The 1st objective of this study was the classroom problem facing female teachers in rural areas in this objective almost respondents were agreed that female teachers are very hardworking. They have command over their teaching skills as well as they are creating learning environment in their schools but they are not regular on their times.

These teachers have communication problems, in the village, people are very familiar with these teachers and they are respecting these teachers. They have problem in speaking with male staff.

These are not regular due to that they are not controlling the class. Otherwise student are attached with them, other teachers and students get impressed from their teaching skills. They have not been provided training but they have commanded and grip on the teaching. They also cooperate with head teachers. Female teacher are facing admin problem in district Shaheed Banezier Abad they have posting issues as well as female teachers have not provided security, there is also communication problem as higher authority created problem for them same from community .The students are not satisfied from them irregularity.

Female teachers' pay attention to the local language making close contact with supervisor and higher authority also blackmailing them .they are taking bribes. These teachers have conveyance problem and do not have any kind of security thus these teachers have opened many schools in the rural areas of Sindh.

6. CONCLUSION:

In this study, it is found that female teachers who were appointed in the rural area of district Shaheed Benzie Abad are very active in teaching learning process. They have experience of teaching learning from the private school of city Nawab Shah but they have problem of posting, conveyance, security, medium of instruction, misbehaving of teaching staff, blackmailing of higher authority. They have medium of instructions problem, headmistress are creating problems for these teachers.

7. RECOMMENDATION OF THE STUDY :

It is recommended that female teachers should be appointed on nearby their home areas close to their hometowns and if they are appointed far or in rural vicinities these teachers should be provided conveyance for out back from the schools to home and back. These teachers should be provided security from home to school by the government and they should be appointed in girls' schools separately. These teachers should be provided extra remuneration for opening closes schools. Third party must be there to listen their problems time to time.

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