

EDUCATION A GENDER ACTIVITY

A. Ali, A. Saghir* and M. Z. Y. Hassan*

AJK College Rawalakot, and *University of Agriculture, Faisalabad.

ABSTRACT

Gender roles are significant in several sectors of life. Teaching is a revolutionary profession to get change of a nation. Women are especially dominant in this field. As it is considered a safe and respectable profession for women. They participate in formal, non-formal, technical, professional, scientific and religious education as well. The present study was designed to determine socioeconomic status of women teachers and their participation towards household and community development in Faisalabad Distt. In order to make the whole representation of the universe stratified sampling from madrassa, primary school, high school, and college one each from urban and rural area was selected randomly. From research-selected institutions 15 respondents were randomly selected from madras, primary school, high school and college from both rural and urban areas, however 15 respondents were selected from university, which was located only in only to urban area. Thus making a total of 135 women teacher respondents. After pre-testing of interview schedule, data were collected. Tabulated and analyzed through SPSS (Statistical Package for Social Sciences). The results showed remarkable participation of women in economic activities through educational profession but on the cost of their house and children. Govt. should design policies on sustained basis considering their need and role in country's economy.

Key Words: Gender, Education, Occupational, Social Sciences.

INTRODUCTION

Teaching is one of the most important professions in which gender activity practically operates. It plays a vital role in the society to keep it intact so that it may successfully pursue the best ends, the society exists for. Teachers are respected and considered as the spiritual parents of the taught, the world over. They are backbone of education system and are known as personality builders. A teacher is a person who perform two roles at a time on one hand to train and mould an individual in such a way that all his character and hidden potentialities are developed and on the other hand to prepare the next generation for making economic contribution towards the development of country in the long run.

Educated manpower is the best resource of the nation. Women education is more important than the men because it greatly contributes towards the proper training and brought up of coming generation. It is extremely discouraging that 90 million girls across the world had never been to school God creates men and women equal, but in many walks of life; there is gender disparity in rights. Islam accords a high status to women and stresses upon their complementary role. So women should be encouraged to gain more skills and education (Rizakhail, 2002).

A woman can play crucial role in every aspect of life. If properly trained and utilized. They could be an asset for the development and financial betterment of their families. But the status of women is considered as second-class citizen, reinforced by the narrow

occupational opportunities available to them. And women's participation is still limited in availability of suitable job opportunities (World Bank, 2002). A large proportion of women educators routinely engage in two full-time occupation. They are permanent members of labour force and they simultaneously bear the major responsibility for home and child care. To keep balance between home and job is a major problem of an educator (Berk, 1979). In the same context Hina and Hamid (n.d) stated that in Pakistan, women are usually subordinate to men and their major role is household chores and child care which is clear from gender index, Pakistan falls on 99th number out of 107, which is on the bottom of index (Ali, 2006). They rarely have access to productive resources and have very limited participation in important household decisions. Even most of the important decisions of a woman's life, such as, education, work, marriage, major purchases, number of children, and decisions regarding children education and marriage are taken by the male members. Their low relative status in the household is reflected in their high illiteracy, low educational attainment, fewer opportunities for skill development, and lower participation in economic and political activities. Therefore, the present study was planned to dig out the gender activity in education sector with the objectives to study the educational level of women teachers; to examine the women involvement in educational activities and to find out the time consumed by women teachers in household and community development.

For this purpose women engaged in teaching profession in different institutions of Faisalabad district were interviewed.

MATERIALS AND METHODS

The study was conducted in district Faisalabad. It comprises of five tehsils namely Chak Jhumra, Faisalabad, Jaranwala, Summundri, and Tandlianwala. Since the project was concerned with the women's education, therefore, women teachers were selected as the population of the study. Tehsil Faisalabad was selected as the universe. A stratified random sampling technique was used for sampling. For this purpose madrasa, primary school, high school, college, one each from urban and rural area was selected randomly. From research-selected institutions 15 respondents were randomly selected from madras, primary school, high school and college from both rural and urban areas, however 15 respondents were selected from university, which was located only in urban area. Thus making a total of 135 women teacher respondents. The data was collected through an interview schedule. After pre-testing of interview schedule data were collected. The collected data were tabulated and analyzed through SPSS (Statistical Package for Social Sciences).

RESULTS AND DISCUSSION

The main objective of the study was to determine socioeconomic status of women teachers within their family and within a society in Punjab (Faisalabad).

Table 1: Distribution of the respondents according to their qualification

Qualification	Rural		Urban		
	No.	%	No.	%	
Madarsa teacher	Dares-i-Nizami	10	7.4	09	6.6
	Hafiz-e-Quran	05	3.7	06	4.4
Primary teacher	Matric	11	8.1	03	2.2
	Intermediate	03	2.2	10	7.4
	B.A	01	0.7	02	1.4
High school teacher	B.A/B.Sc.	11	8.1	07	5.1
	M.A./M.Sc.	04	2.9	08	5.9
College teacher	B.A/B.Sc.	6	4.4	01	0.7
	M.A./M.Sc.	9	6.6	14	10.3
University teachers	B.A/B.Sc.	-	-	-	-
	M.A./M.Sc.	-	-	15	11.1
Total	60	100.0	75	100.0	

The data presented in Table 1 depicts that only 8.1% of the respondents got education up to matric and B.A./B.Sc. level among the primary and high school rural teachers respectively. Only 7.4% of the rural Madarsa teachers had their education Darse-i-Nizami type. Moreover, 6.6% of the college level teacher respondents got education up to M.A./M.Sc. level. Furthermore, in urban areas, 11.1% of the university teachers had M.A./M.Sc. level of education. While 10.3, 7.4 and 6.6% of college, school and Madarsa teacher had education up to M.A./M.Sc., intermediate and Dase-i-Nizami type of education.

Table 2: Distribution of the respondents according to their type of education

Type of education	Rural		Urban		
	No.	%	No.	%	
Madarsa teachers	General education	5	3.7	6	4.4
	Dares-i-Nizami	10	7.4	9	6.6
Primary school teacher	General education	15	11.1	15	11.1
	Technical education	-	-	-	-
High school teacher	General education	11	8.1	14	10.3
	Technical education	-	-	-	-
	i) Drawing	1	0.7	-	-
	ii) Agriculture	1	0.7	1	0.7
	iii) Home economics	2	1.4	-	-
	General education	11	8.1	10	7.4
College teacher	Technical	-	-	-	-
	i) Political science	1	0.7	-	-
	ii) Economics	1	0.7	2	1.4
	iii) Islamiat (optional)	2	1.4	1	0.7
University teacher	General education	-	-	2	1.4
	Technical education	-	-	-	-
	i) Home economics	-	-	4	2.9
	ii) Sociology	-	-	5	3.7
	iii) Agriculture	-	-	4	2.9

The data presented in Table 2 reveals that among the rural and urban, teachers had different type of

education. However, among the rural teachers, only 11.1% of the primary school teacher had general type of education. Only 8.1% of the high school and college teachers had general type of education respectively followed by 3.7% of Madarsa teachers. Moreover, data further indicate that none of the primary teachers had technical type of education. However, home economics, drawing and agriculture were the technical education primary high school teacher got as indicated by 1.4 and 0.7% (both) of the respondents. Similarly, among college teachers, 1.4, 0.7 and 0.7% of the respondents had technical education like islamiat, political science and economics respectively. Data further indicates that among the urban teachers, only 10.3% of the primary school teacher respondents had general type of education while 6.6% of madarsa teacher respondents had Darse-i-Nizami type of education. Moreover, only 7.4 and 6.6% of the college teacher and madarsa teacher respondents got general type of education. Whereas, 4.4, 3.7 and 2.9% of the madarsa and university teachers had general education, sociology and home economics types of education respectively.

Table 3: Distribution of the respondents according to their Percentage of the time devoted to household activities

Activities	Time consumed (hrs)	% of time
Time devoted to professional duties	8	33.0%
Household work	3	12.0%
Kitchen and home keeping	4	16.0%
Look after of children's education	1	4.0%
Look after of children's health	½	2.0%
Look after of children's nutrition	½	6.0%
Social and community activities	1	4.0%
Rest	5	23.0%

The respondent were asked about their time devoted to various household activities and their responses are presented in Table 3 which reveals that 33.0 and 23.0% of their time spent in professional duties and on rest which constitute 8 and 5 hours of their total time. Only 16.0 and 12.0% of their time devoted to activities like kitchen and home keeping activities and household work, respectively which constitute 4 and 3 hrs. Only a fraction of time (2-6%) devoted in other activities like children's health, education, nutrition and social and community activities which constitutes ½ to 1½ hrs.

The data displayed in Table 4 highlights that slightly above than half (52.6%) of the respondents were involved in improving the community environment through participation in sanitation activities. Above than one-fourth (31.8%) of the respondents reported that they participated in disease control activities for the improvement of community environment. However, only 15.6% of the respondents participated in pollution control activities for the improvement of community environment

Table 4: Distribution of the respondents according to the improvement of community environment.

Community work	No.	%
Sanitation	71	52.6
Pollution control	21	15.6
Disease control	43	31.8
Total	135	100.0

Conclusions: Gender really operates in educational sector and woman teachers has significant contribution in Muslim and Pakistani society. Her role is not nascent in educational field but as historic as the stone time. She also plays very crucial role in nation building. They have worthy economic participation in educational sector as compared to other fields. It is considered more respectable, secure and time bound for a women. Women teachers not only take part in country's economy but they also play their role in household and in community development activities. But they have to face a lot of problems in meeting the challenges of time regarding teaching profession. Govt. should design policies to acclimatize the atmosphere in such a fashion that should be compatible for a women teachers.

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