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**PROBLEMS FACED BY FEMALE PRIMARY SCHOOL TEACHERS IN  
VILLAGE KOHI HUSSAN KHEL FRONTIER REGION (F.R)  
PESHAWAR.**

**COMPARATIVE STUDY OF FEDERAL COMMUNITY PRIMARY SCHOOL AND  
GOVERNMENT GIRLS PRIMARY SCHOOL**

**Minor Field Study**

**Hayat Muhammad**

## **ABSTRACT**

*The main purpose of this research is to investigate the genuine problems face by female teacher of Govt. Girls Primary schools and Federal Community Girl Primary School in F.R Peshawar. The main theme of this study is to investigate female teachers' work related issues in government primary schools and federal community schools?, also what are the available facilities to female teaching staff at government primary schools and federal community schools? and to study the nature of residential problems faced by these female teachers .The data was collected through self administered questionnaires. The sample size of my respondents was 35 which were selected from 17 schools in which 7 were from federal community girl's schools and 10 were from govt. girl's primary schools. All the respondents' were selected trough simple random sampling technique. The main findings of my research were that there were no shortage of academically sound and professionally trained teachers in these schools but teachers are not given salary according to their qualifications and some teachers do not get their pay on time. Majority of the teachers are facing the problem of conveyance allowance. Teachers also faced the problem of basic facilities in the school. The facilities which were not available in enough quantity like staffroom, Bathroom, Newsroom. Refreshment and First Aid facility. They are also facing transportation and accommodation problems.*

**Keyword:** Discriminatory Attitudes; Available Facilities Women; Problems

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## 1. Introduction

This paper will mainly deal with female teachers' problems. In this study for research I will select only female teachers in primary schools in Village Kohi Hassan Khel Frontier Region (F.R) Peshawar, who are teaching in Federal Communal Primary Schools and Government Girls Primary Schools and only specific problems will be taken into account i.e. problems like harassment, physical, economic and accommodation problems.

Frontier Region (F.R) Peshawar comes under the territory of Federally Administered Tribal Areas. FR Peshawar is separated from settled area like Peshawar city of Pakistan and it has its own system of justice and legislation through village council. In this region there is strong gender segregation and women have no access to male territory and male has no access to women territory. Frontier Region (F.R) Peshawar is one of the less developed areas in the tribal area because this region has got little attention from the government of Pakistan.

As this region is less developed and the education ratio is very low compared to other parts of Pakistan that is why the Pakistani government has launched community based schools only for girls to improve their life standard and provide them primary education. In this region particularly in Village Kohi Hassan Khel girls have access to two types of schools: one is the Government School and the other is the Federal Community Based Schools. Community based school or Federal Communal Schools are those schools which are only there for a certain period of time. The scheme was started in 1998 under ADD NO- 970119. In this scheme the school is functioning in private “*Kacha*<sup>1</sup>” building of the land owner. In F.A.T.A (F.R Peshawar) lands are usually owned by the “*Malik*<sup>2</sup>” and the people of the community. The Govt. has no land in this area, and if the Government wants to make a school in this area then it will request the Political Agent (PA) to ask the *Malik* of the area for the requisition of land. The Land is owned by the community. There are two Primary teachers and one watchman in these schools. The Federal Government pays their salaries. If funds are provided then a “*Pakka*<sup>3</sup>” building of 2-Rooms and 1- Veranda can be built for student also one two room house can be built next to this school for teacher to live. At least 60 students are required to legalize the school. The government of Pakistan is to provide teachers through a federal directorate. As I belong to this area and I have an idea how difficult for female teachers to work in such remote area, also I have observed that teachers

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<sup>1</sup> Made of mud

<sup>2</sup> Leader of the community

<sup>3</sup> Building made of bricks and mortar

who work in community bases schools have different problems than teachers who work in government primary schools.

### **1.1 Aims and Research Questions**

The main theme of this study is to investigate if there are any problems faced by female teachers in F.R Peshawar. It is a problem on which little work has been done. The study highlights the problems that female teachers in F.R Peshawar may meet and it also provides possible solutions. This study will explore the different issues related to the female teaching staff. It will further compare the female teachers of Government Girls Primary Schools and Federal Communal Primary Schools. It will try to compare the problems in these different situations. This study will also give an overview of the facilities provided in school for the primary teachers in remote and less developed area where women have already miserable condition and ways of life, and are discouraged to have a verbal communication between men and women. So for this reason an important question is that, what could be female teachers' work related issues in government primary schools and federal community schools? Also what are the available facilities to female teaching staff at government primary schools and federal community schools? Finally to study the nature of residential problems faced by these female teachers. This will pave the way for the new teachers to equip themselves with the tools they would need in combating the highlighted challenges in this report

## **2. Background**

A teacher is the most relevant factor in the educational system and “teaching, [and] nursing [have] long formed an important point of entry for educated women into the formal employment sector in societies which deem few other jobs suitable” (Sales, 1999, p. 412). In the context of girls' education, female teachers play a vital role in ensuring girls enrolment and attendance. Nowadays, the education rate of women with in Pakistan is very low compared to men. According to Haque and Batool (1999) “education of women is especially very important for the development of the country” (p. 7), but Pakistan and especially in Pashtun society female education is very low Sales (1999) claims that “all Government schools are segregated, and only 17.3%, or one in six, of Government schools are girls” (p. 409), but I would focus on problems faced by female teachers in F.R Peshawar because “the provision of education for girls both depends on women teachers and is the major provider of

formal sector employment for women” (ibid). Here I would also say that insufficient investment, along with the ideology of men’s honor concerning with the women’s *pardah*<sup>4</sup> (veil) has led to negative social prejudices, restrictions on women’s mobility and internalization of patriarchy by women themselves, and this has become the basis for gender discrimination in all spheres of life in Pakistan. Pashtuns women believe in a very strong *Purdha*<sup>5</sup> System which prevents them from employment and education. The division of labor between the sexes is highly specific, which again is consistent with the high degree of separation implied by the *Purdha* system (Papanek, 1971, p. 521). Women can not move properly and can not continue job and education if they do not have *Purdha* as Kakar (2005) illustrates that:

The negative impact of extreme *Purdah* can lead, however, to women being barred from education and health care. *Purdah* prevents women from going on journeys alone. Gender boundaries tend to be much stricter when families live mostly among strangers rather than relatives, as those who moved to the cities do (p. 5).

### 2.1.1 Pashtun Society

Pashtun society has clear gender boundary “women are in a particularly disadvantaged sphere with regard to home working, domestic working” (Anthias, Yuval-Davis, & Cain, 1993, p. 80), and men and women live in separate parts and “the condition under which women and men live and the choices available to them at different life stage” (Daly, & Rake, 2003, p. 95), Kakar (2005) claims that “Gender boundaries serve both as an ideal for the society to attain and as a real example of how the society is organized” (p. 7). For further understanding of Pashtun society, Khan (2010, February) illustrates that “There are altogether about 40 million Pashtuns spread over Afghanistan and Pakistan. There is also a considerable number of Pashtuns in the Gulf, Saudi Arabia, the UK and the US” (p. 1). Pashtun culture, civilization and history is centuries years old which is clear from the Lunn, & Smith (2010, June) study as they illustrates that:

”Pushtun have been closely identified since the earliest times with the areas that they now inhabit, and some accounts date the term ‘Pashtun’ as far back as eight thousand years ago, associating it with the Aryan invasions of the Indian subcontinent. Others have

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<sup>4</sup> Segregation or curtain

<sup>5</sup> *Purdah* and *Namus* (gender boundaries), *Namus* can be defined as that which is defended for honor to be upheld, instead of acted upon to achieve honor (such as hospitality).

placed the origins of the Pashtuns with the Hun invasions from Central Asia, in the third and fourth centuries AD” (p. 7)

Lunn & Smith (2010, June) both have pointed out that “The Pashtuns are typically characterized by their spoken Pashto language and practice of Pashtunwali, which is a traditional code of conduct and honor” (p. 132).

I would also like to say further more that Kakar (2005) studied “Pashtuns has its origin in the Pashto language and nation. Pashto language which is not only a language but a code of life called Pashtunwali. Both men and women follow the norms of Pashtunwali in the public space and furthermore obey the law’s authority over public space” (p. 6). It is such a code which covers all aspects of the Pashtun way of life as Norell (2010, February) illustrates that “The Pashtuns are typically characterized by their spoken Pashto language and practice of Pashtunwali, which is a traditional code of conduct and honor” (p. 132). Lunn & Smith (2010, June) under the importance of this code:

“In Pashtunwali concepts of revenge, hospitality, sanctuary and honor are crucial. Pashtunwali has gradually become, less strict over the years, but it still influences behavior of leaders in Pashtun areas. Not only is Pashtunwali more important than the nation, it may even be more important than membership of the Pashtun community” (p. 17).

Pathan /Pashtuns thus live according to the pre-historic code of honor, called Pashtunwali and Kakar further develops its importance:

“By adhering to Pashtunwali a Pashtun possesses honor (*izzat*); without honor S/he is no longer considered a Pashtun, and is not given the rights, protection, and support of the Pashtun community. Pashtunwali honor-based society is governed by the concepts of chivalry (or bravery, courage) (*ghayrat* or *nang*), hospitality (*melmastia*), gender boundaries (*pardah* or *namus*) and council (*jirga*). *jirga* is the main legislative authority in the men’s public realm” (Kakar, 2005, p. 3).

### **2.1.2 Pashtunwali: The Pashtuns code of honor**

Pashtunwali has gradually become, less strict over the years, but it still influences behavior of leaders in Pashtun areas. Not only is Pashtunwali more important than the nation, it may even be more important than membership of the Pashtun community (p. 17).

### **2.1.3 Strict Family Environment in Frontier Region**

Living according to a strict family system based on the heterosexual family Pashtun transmit their norms and values to their next generation. With this strong patriarchal system in Pashtun society and gender segregation women are reduced to “work in low-paid, segregated jobs” (Acker, 2006, p. 81), which causes women subordination in society which is clear from Silva & Smart (1999) that “male power in the family has not changed significantly and that men’s share of housework-as-care remain very small” (Silva & Smart, p. 08).

Pashtun family is based on heterosexual family system and the Pashtun society is very rigid. Daly, & Rake (2003) claims that “Men’s absence from domestic labor” (p. 137) and their honor lines beneath the foots of their women. They do not want that their women folk should go out of home for employment. According to Haque and Batool (1999) “Socially, it is still not acceptable for women to travel alone; but it is respectable and safe to travel in the company of an elder or with a male family member” (p. 9). They restrict their women to homes, and want them to serve at home, and take care of children. Kakar (2005) also illustrates that “men do not have access to most women’s space, and women do not have access to most men’s space. These boundaries are nevertheless permeable under certain circumstances such as weddings or working in the fields” (p. 6-7).

Men feel that their masculinity is challenged if their women earn and contribute financially to their husband this is also support by Helpdesk Research Report (2007, November) “Pashtun culture is widely known for its segregation of men and women and the public and private spheres. The Pashtun women often remain secluded within the home or fully veiled” (p. 1). Women therefore reproduce not only class but ethnic groups (Anthias, Yuval-Davis, & Cain, 1993, 1993, p. 114). As we know from the above discussion that Pashtuns thus live according to the pre-historic code of honor, called Pashtunwali, this also limits the access of women to labor market. Women have to obey the code and conduct of Pashtunwali. If she does not follow Pashtunwali code of honor, she is no longer considered a Pashtun and has no respect in community.

## **2.2 The Field of Research**

Apart from Purdha tradition the culture values and religious tradition are also the main causes which restrict women from employment and keep them into the domain of household activities as Sadaquat & Sheikh (2010) illustrates that:

The real causes for their low employment are to be found in the religious tradition, cultural values, the colonial ideology and the evolution of social institutions that restrain women's entry into labour market (Varghese, 1991 p. 203). Thus, social traditions, in general, have come in the way of participation of women in the away-from-home economic activities in all the countries (p. 102)

It is not a problem for man in male dominant /patriarchal<sup>6</sup> society like Pashtun society of FR Peshawar, Khyber Pashtunkhwa to walk, work and participate in out door activities but for women it is not possible because "located patriarchy in working men's interests in maintaining their advantages over women in both the labor market and home" (Acker, 2006, p. 22). In a patriarchal system women have the fear of harassment at work place, also no protection, and "women do not necessarily have the same model as men" (Grima, 1986, p. 239). This is also clear from the study of Sadaquat & Sheikh (2010) that:

There are no laws that contain explicit provisions for equal remuneration for equal work for women, protection of women from sexual harassment at workplaces, protection of labour rights for domestic workers and protection of labour rights of home-based workers. Major barriers responsible for low female participation rate include inadequate recognition of their contribution, women's immobility, ignorance about opportunities and societal perception of women as lower status dependents (p. 106).

Due to lack of government attention and poor policy regarding women education in Pakistan women education ratio is very low as discussed above on (p. 1), which prevents women from good job and income generation opportunity. This is also view is also supported by Haque and Batool (1999) that "Women's low educational status affects all aspects of their lives. It limits their access to income-generating opportunities, information and technology relevant to their lives, and health opportunities" (p. 5). Because of the Purdha tradition, religious traditions, patriarchy, lack of government attention and poor policy regarding women protection, educated women of Pashtun society are unable to work in highly paid jobs and they are limited to work in remote areas as teachers, after obtaining the permission of male members of their family.

### **2.2.1 Women in Development**

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<sup>6</sup> The term Patriarchal is a descriptive term which denotes relation between men and women that subordinate women (Anthias and Davis, 2003, p. 109)

Women suffer the most as they are least developed due to lack of resources, poverty and “inequalities and power imbalances within the private sphere” (Daly, & Rake, 2003, p. 136), “women need to spend more hours in the labor market than men if they are to enjoy the same wages as their partner” (Daly, & Rake, 2003, p. 127). The fact that employed women earned less than men and were more economically vulnerable (Acker, 2006, p. 17). Sadaquat & Ali Sheikh (2010) claims that “women literacy rate are also very lower as compare to men literacy rate in every region” (p. 99). Women suffer all over the world as displaced person, as refugees and having the worse condition in all over the world compare to men “women the figures shows much lower wages overall” (Anthias, Yuval-Davis, & Cain, 1993, 1993, p. 81). This is also claims by Mohanty as she illustrates that:

Women and girls are still 70 percent of the world’s poor and the majority of the world’s refugees. Girls and women comprise almost 80 percent of displaced persons of the Third World/South in Africa, Asia and Latin America. Women own less than one-hundredth of the world’s property, while they are the hardest hit by the effects of war, domestic violence, and religious persecution. Feminist political theorist Zillah Eisenstein says that women do two-thirds of the world’s work and earn less than one-tenth of its income (Mohanty, 2003, p. 234-35).

Sadaquat & Ali Sheikh (2010) further stated that “the female work participation rate (FWPR) in developing countries is very low” (p 102) which is also supported by Mohanty (2003) as she explains that:

“Women workers of particular caste/class, race, and economic status are necessary to the operation of the capitalist global economy. Women are not only the preferred candidates for particular jobs, but particular kinds of women—poor, Third and Two-Thirds World, working class and immigrant/migrant women are the preferred workers in these global, “flexible” temporary job markets (p. 245-46).

### **2.2.2 Women Status in Pakistan**

It is studied by different social scientist that women play an important role in family life and economic life for the progress and sustainability of society but her work is un-paid and un-recognized. According to Acker (2006) “Stratification structures based on hierarchies of income, education or occupational prestige” (p.16) which is also supported by Sadaquat & Sheikh

(2010) as they illustrates that “It is also important that women are very active in the unorganized or informal sector but they are earning very low” (p. 99).

This is also fact that an educated person can have good white job that a person having no educational background but in Pakistan women do not have proper education which is also one of the main barrier in getting proper job and “breadwinner role assigned to men” (Daly, & Rake, 2003, p. 73). According to Sadaquat & Ali Sheikh (2010) “gender gaps in the level of educational attainment are visible. The illiteracy level among the female labor force is higher, i.e. 75 percent (p. 99), regarding the status of employment, women occupy a low position. They are mostly employed in unsecured and unstable jobs with low salary” (p. 111)

Pakistani women play their part and perform their responsibility but their work is not considered as work because it is mostly inside the house and un-paid, “the sexual division of labour both inside and out side the home as well as racism will determine where women enter the labour market” (Anthias, Yuval-Davis, & Cain, 1993, 1993, p. 80), “the common feature is that women, as weaker section and on gender consideration, suffer from market discrimination” (Sadaquat & Sheikh, 2010, p. 102). This is further studied by Sadaquat & Sheikh (2010) that:

Women in Pakistan participate fully in economic activities in the productive and reproductive spheres. The economic value of women’s activities in the reproductive sphere and unpaid work as a family labourer in the productive sphere has not been recognized as productive and is not accounted for in the national statistics (p. 100), In Pakistan, 90 per cent of total employment is in the unorganized sector, but, a higher proportion of women workers are in this sector (p. 106).

### **2.2.3 Women Status in Pashtun Society/ FR Peshawar**

Women in Pashtun society live their life according to socially approved and publically and perform different social roles like “different social roles, such as mother and worker, are of particular importance to gender relations” (Daly, & Rake, 2003, p. 40). Grima (1986) described that “a women uses the narrative to promote herself by portraying herself as acting out socially approved actions” (p.237). Women condition is worse in Khyber Pashtunkhwa as compare to other part of the country (Pakistan) because masculinity is very strong and “masculinity almost always holds the most class power” (Acker, 2006, p. 126). This is also clear from the Sales (1999) study as she claims that:

Five areas of disadvantage for the women of the northern areas: the triple burden of farm work, house work and income generation and lower level of education, of mobility, of decision making power, and of control of resources (p. 411).

Sales (1999) further illustrates that the inequalities and gender gap in education is very clear, she has very clear view about this fact that:

The higher levels of disadvantages for women highlighted by the fact that only 48% of the school-age population is female, despite the natural advantage of girls (AKES, 1996a, p. 15). Government provision of education does little to address these inequalities (p. 409).

In Pashtun society there is mostly a system of arranged marriages “The women initiate the search for the sons or male relatives of their families” (Kakar, 2005, p. 9). In Pashtun society women is a symbol of honor and men honor is related to women in society.

Rahman (1987) claims that “Traditionally, a woman is regarded as the bearer of the family honor and is always expected to be decorous, modest and circumspect” (p. 248). This is described by Kakar (2005) that:

A woman’s honor is closely tied to that of a man in Pashtun society. It is often said that Pashtun men customarily see women as comprising the essence of the family. If a woman earns a bad reputation, her whole family, which includes the men, is sullied (p. 8).

From the above Kakar (2005) and Sales (1999) study it is clear that in Khyber Pashtunkhwa men and women have different role and responsibility and different sphere of life, women live inside house and perform domestic chores and “women have additional important role in the construction and reproduction” (Anthias, Yuval-Davis, & Cain, 1993, 1993, p. 28). It is concluded that, in Pashtun society, after getting higher education a woman has to follow all the norms and values and perform those rules and regulation, assigned to them by male members of the family.

### **2.3 Theoretical Frame**

It is the society that makes us masculine and feminine through the process of gender socialization. Connell (2005) illustrates that “gender is a way in which social practice is ordered, in gender processes, the everyday conduct of life is organized in relation to a reproductive arena, defined by the bodily structures and processes of human reproduction” (p.

71). The concept of gender is clear from the Gail Lewis book *Race, gender, social welfare*. According to Lewis (2000) “gender is a constitutive element of social relation based on perceived differences between sexes, and gender is a primary way of signifying relationship of power” (p.164). Connell (2005) illustrates that “masculinity and femininity are gender projects which are processes of configuring practice through time, which transform their starting-points in gender structures” (p. 72). Connell (2005) points out that “Masculinity only exists in contrast to femininity” (p. 68). Masculinity is culturally constructed like gender which is clear from the Butler book of “*Gender Trouble*”. Judith Butler (1999) sees “gender as the cultural interpretation of sex” (p. 12). Butler (1999) argues that: “Gender is culturally constructed” (p.12). Butler (1999) further illustrates in her book “gender trouble” about the views of Simone de Beauvoir. According to Butler Simone de Beauvoir suggests in her book *The Second Sex* “One is not born a woman, but, rather, becomes one.” Like Butler for Simone de Beauvoir gender is constructed, de Beauvoir is clear that one “become” a woman, but always a cultural compulsion to become one” (p. 12).

Connell (2005) also claims that “Masculinity is not a coherent object that we can generalize” (p. 67). This is developed by men and women in order to make sense of their lives. Because of strong masculinity “in professional, technical, administrative and managerial categories, the employment of women is very low in Pakistan” (Sadaquat & Ali Sheikh, 2010, p. 106), or not having standard employment “standard employment usually also includes health and retirement benefits” (Acker, 2006, p. 58). So one can easily understand what would be the position in this particular region of Pakistan which is already lacking behind from basic facility like health, education, transport. Thus “masculinity” as characteristic is socio-cultural construct stereo types associated with men. Masculinity is like gender, it is not static, and therefore it differs from community to community, and even country to country, and changes with time to time. Generally because of masculinity in many cases men receive pressure from the society to act masculine. These men feel that they have to prevail in situations that require physical strength and fitness. So it is clear that gender is a concept which socially and culturally constructed for power distribution and like gender masculinity must be seen as social construction predicated upon the recognition of difference and signifying, the simultaneous distinguishing and positioning of groups vis-a-vis one another (This idea appears in Lewis, 2000, p.164). Perrons (2004) pointed out that:

“Societies are a curious mixture of conflict, struggle, cooperation, compromise and resolution. This is no surprise as individuals are filled with anxiety and internal struggle over their own preferences except where circumstances are so dire that they preclude any choice. Thus in social groups, the uncertainty, range of possibilities and potential conflicts multiply, probably in geometric progression” (p. 282).

### **2.3.1 Gender Norms in Pashtun Society**

Connell (2005) has made the point that “an employed father claimed authority in the family, and a [women] did the child care and managed the family emotional life” (p. 166). One can say that masculinity is man made and gendered, which is different in different part of the world, societies and culture. Concept of masculinity in the Pashtun society and particularly in the Khyber Pashtunkhwa can be seen not very different from the rest of the world, but completely different from Nordic countries. Nordic countries as Vuori (2009) described in her article for her doctoral dissertation, policymakers have strongly supported shared or “equal” parenting and policies contributing to women’s employment and the dual breadwinner model (p. 48). Vuori (2009) further illustrates in this article that “the concept of a stay-at-home father has been launched and he is the one who cares for the children at home while his wife goes out to paid work” (p. 53).

Carter (2009) describes in her journal that “screaming, yelling, household tasks, such as cooking, care giving, cleaning, laundry and sewing is considering feminine activities” (p.207) and that is why according to the Helpdesk Research Report (2007, November) “Pashtun culture is widely known for its segregation of men and women and the public and private spheres. The Pashtun women often remain secluded within the home or fully veiled” (p. 1). But the evidence shows that globalization has brought some positive affects on the Pashtun society and concept of masculinity is more affected with globalised trends and now in some part of Khyber Pashtunkhwa, Pashtun are allowing their female to get higher education which is clear from the official web site of University of Peshawar Pakistan (<http://www.upesh.edu.pk>) that the student population on campus is over seventy thousand. The male-female ratio of student is 60:40. Current Ph.D enrolment is 162 and M.Phil 416; this includes 171 female students. Perrons mentioned that “the term of globalization has been used at the end of the last century” (Perrons, 2004, p. 222). According to Perrons (2004) “The globalization can be summarized as the global circulation of goods, services, and capital but also of information, ideas and people” (p. 1).

According Haring (2010) “The Pashtun tribal belt is geographically vast and a multitude of tribes span the region. The result is that regional variations result in a variety of cultural and religious practices that are not uniformly shared by all Pashtuns. Some communities have slightly different interpretations of gender separation and strict requirements for women and girls to cover and veil while other communities are less rigid and have no requirement to veil” (p. 4). Kakar (2005) illustrates that men do not have access to most women’s space, and women do not have access to most men’s space. These boundaries are nevertheless permeable under certain circumstances such as weddings or working in the fields (p. 6-7). As we know from this study that Pashtun society is male dominated society and final decision is taking by male member of the family. Male is the bread winner and earner should be male in family but when women work and earn it challenge masculinity, masculine expectation, and also their power to restrict women in household activities, that is why men mostly do not support women work and want them dependent.

### **3. Methodology**

This study is based on both qualitative and quantitative primary and secondary data accrued through multiple method of data collection. O’Reilly (2005) mentioned that “quantitative methods might provide us with the skeleton, but only qualitative methods can give us the flesh and the soul” (p. 9). Primary data acquisition was achieved through the development and implementation of a semi structured questionnaire. So for conducting researcher the researcher used semi-structured questionnaire, because on one hand open-ended questions allowing the respondent to give their own views, but on the other hand there were still be some form of structure questions in questionnaire because the researcher had certain questions that he wanted to address get its answers. Semi-structure allowed the researcher to conduct an open dialogue while maintaining some ability to steer the conversation with respondent. The primary data collection methods were enhanced through a process of a secondary data collection using history books, newspapers, websites researches, reports, thesis, journals etc.

This research is about female teacher problems in Pakistani tribal areas specifically Hussan Khel and the researcher is a student of Master in Gender Studies Lund University and there is also a shortage of time. Moreover, the rigid culture of the area does not permit researchers to go and work easily among female teachers it was not possible for researcher to

collect data personally from the respondents. Thus, the collection of data was quite difficult so for the reason being a researcher I took help from my sister to collect data from the respondent because she is master in sociology and having knowledge over gender related issues also she had 3 years experience at federal community school and more than 7 years experience at government primary schools.

Before collecting data, Research Assistant visited the Assistant Education Office (AEO) and inquired about those schools which were within the jurisdiction of Village Hussan Khel. The total number of primary schools in village Hussan Khel were 17, which included 7 federal community based school and 10 government girls primary schools. In these 17 schools 35 teachers were teaching. For data collection the whole samples were sample size. In all this data collection process I was in contact with her by phone, internet and helped her in understanding the manner of all questions and the aims of each question listed in questionnaire. After data collection she forwarded completed questionnaire to sir Taimoor and sir Suleman Khan (Lecturer University of Peshawar) to analyse it and send me its results in the form of tabulations.

### **3.1 Target Population**

Total primary schools in Village Kohi Hassan Khel were 17, which included 7 Federal Communal School and 10 Government Girls Primary School. Currently Nine (9) female teachers are teaching in these Seven (7) federal communal schools, two (2) of whom are residents and seven (7) daily travelers. Currently twenty five (25) female teachers are teaching in these ten (10) government girls primary schools, twelve (12) of whom are residents and thirteen (13) daily travelers.

### **3.2 Sampling Techniques**

The researcher took the whole sample as a sample for primary data collection, so the respondents were selected through simple random sampling technique. Random sampling adds credibility to sample when potential purposeful sample is too large (Creswell, 2007, p.127).

### **3.3 Pre-Testing**

The pre-testing provides the means of catching and solving unforeseen problems in the administration of the semi-structured questionnaire. The questionnaire was pre-tested

with eight (8) respondents to ensure reliability and validity of the instrument and to add relevant questions which the researcher left in the construction of questionnaire before data collection. After pre-testing, few modifications in the questionnaire were made to improve its workability.

#### 4. Data Analysis

Female teachers in F R. Peshawar try their level best to provide the best education to their students and perform their duties better than those teachers working in cities, but in F.R Peshawar female teachers are facing so many problems which do affect their performance. This study highlights the problems of female teachers serving in this less developed and hilly area.

##### 4.1 Quantitative Analysis

**Table – 1**

Q 1: Age of the respondent.

Respondent Age	Frequency	Percent
18-22 year	6	17.1
23-27	12	34.3
28-32	12	34.3
33-37	3	8.6
38-42	1	2.9
48-50	1	2.9
Total	35	100.0

In Pakistan government servants retire at the age of 60 that is why interviews were taken from people of different ages and it was found that majority of the respondents were in the age group of 23-27 and 28-32 and women at old age prefer to stay at home but not work in FR Peshawar. One of the reason behind is that this region is hilly and having always transport problem also far from settled area in which has all basic facility like electricity, transport, health proper education and legislation system also an old age women get high education and formal education they promote to high schools instead of working at primary level that is why the researcher found that there were no old women working at primary level schools in FR Peshawar, Peshawar.

**Table – 2**

Q 2-3: Educational Profile and Formal Education

Educational Level	Frequency	%	Formal Education					
			PTC	%	CT	%	TT	%
Primary	1	2.8	---	---	---	---	1	2.85
Middle	3	8.9	---	---	---	---	3	8.57
Metric	15	42.6	11	31.42	---	---	---	---
Intermediate	13	37.1	12	34.28	3	8.57	1	2.85
Graduation	3	8.6	3	8.57	1	2.85	---	---
Total	35	100.0	26		4		5	

To teach at primary level and become a primary school teacher for this the requirement is Primary Teaching Certificate (PTC). As this study is on female teacher working at primary level that is why this research shows us that the maximum numbers of respondents had 10 years of education and were having primary teaching certificate. Among the respondents' untrained respondents were less in number. Untrained teachers mostly work at federal communal primary schools because in federal communal primary schools they work for three years and with teaching they also continue their study, get formal education and within three years most of the teacher get job at government primary schools.

**Table – 3**

Q 4: What is your Total work experience?

Employment Record	Frequency	Percent
1-4 year	11	31.4
5-8	7	20.0
9-12	11	31.4
13-16	2	5.7
17-20	4	11.4
Total	35	100.0

Most of the respondents had eleven years of working experience and also 9 to 12 years of experience. In these 9 to 12 years experience majority were those teachers who started

their career from federal community schools and were untrained. They started their work from very early age of 16 year after completing their 10 year education they started teaching at federally community schools.

**Table –4**

Q 5: Marital Profile

<b>Marital status</b>	<b>Frequency</b>	<b>Percent</b>
Married	28	80.0
Unmarried	7	20.0
Divorced	-	-
Widowed	-	-
Separate	-	-
Total	35	100.0

After collecting the data it was found that majority of the respondents were married. Although unmarried teachers were also found but the researcher found that in this region female gets marry early. The main reason behind getting married in this region is that, this society is male dominant society and female depends on men in society even if having job without male support they can not continue any job. This also shows that it is fully possible to continue married life with a professional life as girls' school teacher.

**Table –5**

Q 6: Categorization on the basis of family type

<b>Family system</b>	<b>Frequency</b>	<b>Percent</b>
Extended	-	-
Joint	31	88.6
Nuclear	4	11.4
Total	35	100.0

In this region have different types of family like nuclear family, joint or extended family. According to (A., E., & Walrath, 2007) nuclear family is “the smallest family unit is known as the nuclear family, a group consisting of one or two parents and dependent

offspring, which may include a stepparent, stepsiblings, and adopted children” (p. 219), further explained that “when two or more closely related nuclear families cluster together into a large domestic group, they form a unit, known as the extended family (p. 219). In this region having three type of family, which is extended, joint and nuclear. Extended and joint family are more less similar. According to (A., E., & Walrath, 2007) in joint family “the boy’s parents and his married brothers and their families, as well as with unmarried siblings” (p. 212). So after collecting and data analysis it was found that majority of the respondents had joint family system but nuclear family system also existed in same parts.

**Table –6**

Q 7: Do you think your family supports your employment?

Family Supports	Frequency	Percent
Full support	33	94.3
Very resistant	1	2.9
Partial support	1	2.9
Total	35	100.0

The researcher was interested to know whether these teachers had family support or not and after collecting the data it was found that majority of the respondents were fully supported by their family. It was concluded that majority of the people educate their families and give them opportunity to do teacher jobs. A small number of respondents had faced resistance in their employment. Thus it can be said that in this area teaching profession is acceptable to family members and even some land owners or *Maliks* had teachers in their own schools or schools of their own family members.

**Table –7**

Q 8: What is your present working scale?

Distribution of Service Scale	Frequency	Percent
7	25	71.4
9	10	28.6
Total	35	100.0

Many teachers did not have the working scale to which they were entitled. Some respondents had 12 years of education but they were in scale 7, which affected their contribution. The researcher found that some respondents were graduates in education and had been promoted from scale 7 to scale 9, but the assistant educational officer never allowed their dues to them even after 3-4 years. Teachers who are teaching at high schools having 15 or 17 scales depend on their education and experience but primary schools teacher having its scale 7 in beginning but with time and getting formal education their scales promotes from 7 to 9. Those who have high scale having high salary, pay.

**Table –8**

Q 9: In which type of school do you teach?

Federal community Schools	6	17.1
Government Girl Primary School	29	82.9
Total	35	100.0

Majority of the respondents who were working in federal community schools were facing residential problems. It was found that majority of the teachers had no provision of accommodation from the employer and very small number of respondents had been provided this facility. Most of the teachers who were teaching in federal community schools had no provision of accommodation they would use the classes as living rooms after closure of school. One reason behind this is that federal community based school is functioning in private “Kacha<sup>7</sup>” building of the land owner. Teachers who did not live in school had to come from far and remote areas they would be extremely tired and unable to teach properly. But the government schools provide better houses because government schools have 2-Rooms and 1- Veranda for student and two room living quarters next to this school for those teachers who want to live near to school.

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<sup>7</sup> Made of mud

**Table –9****Q 10:** Do you live in government quarter?

<b>Provision of Quarter</b>	<b>Frequency</b>	<b>Percent</b>
Yes	2	5.7
No	33	94.3
Total	35	100.0

The provision of living quarters by the government to the respondent was also one of the area on which the researcher worked. The researcher wanted to know whether these teachers had been provided accommodation by the employer or not. After collecting the data it was found that majority of the respondents had not been provided any accommodation in their schools and that is why they lived out side Frontier Region (F.R) Peshawar, and spent a lot amount of money on rent and taxi fare and at the end of the month they did not have enough money to give to their family. Although it was also found that few schools has government quarter (accommodation) facility but due to marital status and joint family system the teacher preferred not to live in government accommodation.

**Table –10****Q 11:** How much distance do you travel daily from your residence to work place?

<b>Daily Traveling</b>	<b>Frequency</b>	<b>Percent</b>
No distance	7	20.0
Short distance	6	17.1
I Km	5	14.2
1-2Km	1	2.9
2-5 Km	1	2.9
5-10 Km	4	11.5
10-15 Km	2	5.7
More than that	8	25.7
Total	35	100.0

This study also highlights that most of the female teachers are serving as teachers in their villages which is also calls local teachers or teacher from same locality and community and cover very short distance to reach the school, but majority of the respondents' come from

far off places. Teacher who come from far places are mostly married as discussed above and they prefer to live with their children and husband after closing schools, but as well as it was also found that some unmarried teachers also come from far area because of the non availability of accommodation in federal community schools. They spend a lot of money on their rent and at the end they do not have sufficient amount to survive even.

**Table –11**

**Q 12:** Does the community give you the same level of respect which they give to local teacher?

Same level	Frequency	Percent
Yes	2	5.7
No	33	94.3
Total	35	100.0

To study the level of respect which the community gives to the local and non local respondents was also one of the tasks which the researcher wanted to work on, so for this reason the researcher interviewed non local and local respondents. It was found that local teachers were treated respectfully by the community because they were from their same tribal system, relatives or because of societal pressure. These teachers had family relations and influence in the community. On the other hand, teachers coming from outside were not treated in the same manner. These teachers were often exploited by the community. Some time non-local teachers are unable to continue their job because of unequal communal behaviors.

**Table –12**

**Q 13:** Do you have any provision of transport from your employer's side?

Same level	Frequency	Percent
Yes	-	-
No	35	100.0
Total	35	100.0

This study also highlights the provision of transport from employer's side. It was found that all teachers had no facility from employer's side. All the answer was yes when the

researcher asked do you have any provision of transport from your employer's side? They gave different answers when the researcher asked in next question how do they come to reach schools, which the researcher explained below.

**Table –13**

Q 13\_1: If no, then how do you manage daily to reach at your work place?

<b>Provision of Transport</b>	<b>Frequency</b>	<b>Percent</b>
Local transport	6	17.1
Own vehicle	12	34.3
By walk	17	48.6
Any other	-	-
Total	35	100.0

This study also highlights as how teachers manage to reach their work place. The study also shows the provision of transport. Very few numbers of respondents were using local transport to reach their work place. Some of the respondents were using their own vehicles and most of them would reach on foot to their work place. During asking question and interviewed it was also found that teachers who come to school by walk usually traveled more than 2 hours in hard hilly area, which caused many health and psychological problem for her and affects her performance, but this is explained in below table.

**Table –14**

Q 14: At what time do you leave your home to reach at your work place?

<b>Time of leaving home</b>	<b>Frequency</b>	<b>Percent</b>
Before 6 am	2	5.7
6 am	7	20
7-8 am	19	54.2
8-9 am	7	20
Later than 9 am	-	-
Total	35	100.0

Teachers who were living far from school leave their homes at 6 am to reach their work place. It was also found that less number of the respondent leave home before 6 am to

reach their school at time. Teachers who leave their home before 6 am or before 6 am mostly walk to reach school because their schools located in hilly area and unable to have transport facility and proper road for vehicle. They do not live in government provided accommodation or land owner accommodation because of physical or psychological harassment fear. It was also found that one reason of not living in provided accommodation is their marital life, due to which they can not live out side oh home. Their timing to reach schools is 9 am that is why not a single respondent answer that they leave their home later than 9 am. After collection and analysis data it was found that most of the respondents leave their home at 7 to 8 am to reach their work place. After collecting the data it was found that teachers who leave their home at 6 am were looking tired and physically weak.

**Table –15**

Q 15: How much time does it takes to reach your school?

Time to reach school	Frequency	Percent
Less than 15 minutes	5	14.2
15-30 minutes	3	8.5
30-60 minutes	6	17.1
1 to 1 ½ hour	6	17.1
1 ½ to 2 hours	15	42.9
Any other	-	-
Total	35	100.0

This table shows the timing to reach school. It was found that majoring of the respondents said it takes 1 ½ to 2 hours to reach school. One of the reason which the researcher found is that teacher who come to school by walk or non local, come from far area serve time 1 ½ to 2 hours. They get up early and manage time to reach school at time. Teachers who reach their school within one hour mostly belong to same locality and area and working in government primary schools.

**Table –16**

Q 16: As a woman what kind of physical problems do you face due to long traveling?

Physical problems of the respondent	Responses	
	N	Percent
Headache	24	27.9
Tiredness	20	23.2
Backache	20	23.2
Body stiffness	9	10.4
Edema feet	9	10.4
Any other	4	4.6
Total	86	100.0

This study also talks about the physical problems of the respondents that were being faced. After collecting data and analyzing the study it was also noticed that these teachers had physical problems like headache, tiredness, backache, stiffness, edema feet problems, but majority of the respondents were facing headache problem due to long traveling. This research also highlights that majority of the respondents answer and ticks more than one answer and said they have headache, tiredness, and backache at same time but due to non availability of transport, and lack of government attention they have no hope that in future that this problem would be solved. Here i will conclude that when a teachers have these kind of physical problem then he/she is unable to teach students properly and generate poor quality students and damage the whole system after providing low level of student. It was found that teachers who were having more physical problem were belonging to federal based communal schools because these schools were located far from roads and they were unable to use their own or private transport.

**Table –17**

Q 17: When the work environment is not supportive and you were under stress what effect does it have on your performance?

Work environment and performance	Responses	
	N	Percent
Lack of volition ( will or choice)	11	21.5
Lack of concentration	10	19.6
lesser social contacts(isolation)	9	17.6
less trust on other	5	9.8
attitudinal change	6	11.7
loss of good impression	3	5.8
Any other. please specify	7	13.7
Total	51	100.0

Whether environment is supportive for female teachers or not, this was also one of the targets which the researcher wanted to know about because if the working environment is not supportive for female teachers then it would be difficult for them to work efficiently. If the working environment is not supportive and female teachers are under stress then the performance can not be effective! So this study shows that majority of the respondents had the problem of lack of volition when the work environment is not supportive.

**Table –18**

Q 18: Do you ever feel harassed at your work place?

Harassment	Frequency	Percent
Yes	7	20.0
No	28	80.0
Total	35	100.0

Harassment is one of the main barrier in doing proper work for women in all over the world but in FR Peshawar women also says they are harassed while performing their job from land owner, community or street guys. Although majority of the respondent say no when the researcher asked them do they harassed at work place i.e. inside schools. Majority

in these female were belonging to same locality and community that is why they were secure and answered no one can harassed them at work place because from the fear of having blood relationship or close tie with community members. The researcher has given details below in qualitative analysis of those respondent who said yes when the researcher asked do they feel harassed at work place.

**Table –19**

18\_2) Are you harassed because you are a women?

<b>Women Harassment</b>	<b>Frequency</b>	<b>Percent</b>
Yes	35	100.0
No	-	-
Total	35	100.0

Harassment is the burning issue and teachers in F.R. Peshawar are facing these problems as they are faced by the rest of female in different professions. This study also proves that the rest of teachers are facing harassment problems, but how and what kind of harassment they face this is future explained in open ended question and different answers the researcher got from respondent. It was found that those teacher who said no when the researcher asked them do the feel harassed at work place, also said yes they harassed because they are female. It was investigated that not a single respondent even say that they are not harassed because they are a women. One of the reason is that this is male dominant society and here only woman can be harassed physically, socially, economically or politically but not a man. Detail of what kind of harassment they faced at work place will be given below in qualitative parts of data analysis.

**Table –20**

Q 19: Have you been provided security by the local community/Government?

<b>Provision of Security</b>	<b>Frequency</b>	<b>Percent</b>
Yes	30	85.7
No	5	14.3
Total	35	100.0

Security is also one of the major problems in the present scenario which is faced by everyone in Pakistani society. A wide body of literature has developed around the concept of security. It has commonly been defined in relative terms by reference to an object at risk, threats to that object and measures which may be taken to safeguard the object. This research also appeals for the demand of security from community/ government. The researcher found that a small number of respondents have no security arrangements within the schools while majority of the respondents had this facility from government and community side within the schools. Few respondent say no when the researcher asked about security provision which is discussed below with detail in qualitative part of data analysis.

**Table –21**

Q 20: Being a woman do you face any other problem at your work place?

<b>Facing Problems</b>	<b>Frequency</b>	<b>Percent</b>
Yes	33	94.3
No	2	5.7
Total	35	100.0

This study shows that women face other problems also like they do not face harassment, security or transport problem alone they are facing some other problem as well. They are working and performing their duty but in that same time they are facing so many problems which is damaging their performance like way of teaching and family like which is discussed in below table but here the researcher found that majority of the respondent face other problem at work place. In other problems they have given multiple answers which mean one respondent face so many problems at work place.

**Table –22**

Q 20\_1: If yes, what is the nature of the problem?

Problem at work place	Responses	
	N	Percent
Physical Problems	17	18.2
Psychological Problems	19	20.4
Economic Problems	25	26.8
Social Problems	23	24.7
Any other	9	9.6
Total	93	100.0

The researcher was interested to find out those problems which existed in work place. One of the questions in questionnaire was “do you face any other problem at your work place” to which most of the respondents answered yes. The problems faced by the respondents were of different types e.g. some respondents replied that there is always shortage of desks, chairs, books etc. The study also shows less privileged students are not given any support by the government. This research also found that most of the female teachers are facing economic problems at their work place. The female teachers also faced transportation problems. The public transport is usually over crowded and less sensitive to female needs.

The study also tells us that the respondents were also facing social exploitation. The attitude of community towards non local teachers was also not good and that is why non local teachers were performing their duty improperly and were not mentally satisfied. This research also analyzed the pay scale of the respondents that whether these teachers have those pay scales for which they are eligible or not. So the main reason behind this was to know whether these teachers are getting their rights or not.

**Table –23**

21) As a women what problems do you face when you travel to work ? You are permitted to answer more than one of the alternatives.

Transportation Problems	Responses	
	N	Percentage
Non availability of separate seats	33	60
Over crowded vans	17	30.9
Any other	5	9
Total	<b>55</b>	<b>100</b>

This study shows that major problem was the transportation. The road leading from Peshawar to Village Kohi Hussan Khel F.R Peshawar is in very bad condition. Besides, means of transport in the area is really bad. It was found that only two buses is available for whole community as local transport and it has specific time in which the respondent has to reach to their schools but in the same time other people of the same area, community is traveling in these buses which caused the non availability of separated seats or over crowded. After collecting and analyzing data it was found that majority of the respondents were facing non availability of separate seats to reach at their work place.

**Table –24**

**Q 21:** Are you satisfied from your present scale?

Satisfaction Regarding Pay Scale	Frequency	Percent
Yes	29	82.9
No	6	17.1
Total	35	100.0

After adding question related to these problems the researcher concluded that many teachers have the right of scale 9 but due to no approach they were working on scale 7 and some teachers who were working on scale 9 were getting the salary of scale 7 because the Assistant Education Officer (A.E.O) office did not add their increments in the pay. After analysis it was proved that at primary level most of the female teachers were satisfied regarding pay scale while small numbers of teachers were not satisfied. Teachers are getting their salary on their scale; if they have low scale then their salary is low. It was found that

those entire teachers who were highly qualified and skilled, working at federal communal schools were not satisfied from their scale.

**Table –25**

Q 22: Do you receive your pay at right time?

Receiving Pay On Right Time	Frequency	Percent
Yes	27	77.1
No	8	22.9
Total	35	100.0

The researcher also proclaims that the federal community school teachers are not getting their monthly pay on time. Some times they get their pay after 3 to 6 months and at the end the clerks deduct some of the money for their own pocket but the teacher can not resist because if the teacher say no, then they do not co- operate and even some times create problems for them. The study shows that most of the respondents were receiving their pay on due time and less number of respondents did not receive their pay on due time. Respondent who were teaching in federally communal based schools were not getting their salary on due time because these schools are not government schools, these schools are running from aid and when the donor agencies like US Aid, GTZ, UN agencies etc, allocated fund for them then the teacher get salary.

#### **4.2 Qualitative Frame**

In qualitative part there were surprising answers from respondents, they participated with full enthusiasm and answered according to expectations of researcher. As we know there are four questions in questionnaire which was purely qualitative and respondents were not bound to answer like in yes or no, they freely express their views to the researcher assistant. For getting proper data and understanding the meaning of each questions the researcher approached through his sister and got its answers but majority of the respondents were interviewed or approached through online interviewed, as Flick described that ‘Online interviewing is a way to transfer face-to-face interviewing to Internet research ’ (Frick, 2006, p.259). There is some advantages of online interviewed which the Frick (2006) described beautifully, as he stated that:

It can be very helpful is you want to integrate participants in your study, who are not easily accessible, because they live far away or because the do not want to talk to a

stranger (about a possibly sensitive topic). Online interviewing produces data, which are already available in the form of texts, so that you can skip the time-consuming step of transcribing your interviews (Frick, 2006, p.259).

The open ended questions started by asking the teachers about the level of respect which they the community gives to them. The researcher asked questions related harassment at work place, security and so on. However, the open ended questions that have been covered during filling questionnaire were directly related to the main topic as follow:

Q 12: Does the community give you the same level of respect which they give to local teacher?

Q 12\_1: If No, then please specify \_\_\_\_\_

Q 18: Do you ever feel harassed at your work place?

Q 18\_1: If yes, then please specify \_\_\_\_\_

Q 18\_2: Are you harassed because you are women?

Q 18\_3: If yes, then please specify \_\_\_\_\_

Q 19: Have you been provided security by the local community/Government?

19\_1: If no, then please specify \_\_\_\_\_

The questions in general were beneficial to understand the nature of harassments, level of respect from community side and also security provided to respondents. The researcher succeeded to find the answer of these open ended questions and got positive and actively participation from respondents. The open ended questions were asked from female teachers working at government primary schools and federal community schools who teacher in this particular region and live here, but as we know the majority comes from out side of this region, as this region had low illiteracy rate so government and policy makers employed non local educated female to increase the level of education in this region. The respondents were free to answer the above questions and 33 percent respondents said the community does not give the same level of respect as they give to their local teachers. After asking why they do not have same level of respect in community, they respond that:

“I am non local teacher and I do not have any relative in this community to ask for me”

“Why I am discriminated and treated unequally like local teachers, they do not give me same level of respects because they think I have grabbed their resources”

“I do not belong to this culture that is why this people do not accept my culture and do not treat me equally”

“I do not obey what the community demands from me to act like their local people, wear veil, and walk in veil”

The local people think if non local people does not teach here then it will not be difficult for their low education female to get teaching job and they will have there own teacher in their area also they will be fully veil according to their own culture and norms. They will use their own resources and the non local teachers will not be able to break their culture norms.

These were the answers which majority gave after asking the question specify if they do not get the same level of respect. Another open ended question which the researcher added in questionnaire was what kind of harassment do they feel at work place or being women. This was purely gender related questions and female took interest to express their views freely. Their answers were:

“I hate myself when someone staring me when I am walking”

“I feel inferior and frustrate when someone verbally say something about me and I am helpless to slap them”

“When I work and my land lord, having one wife with 5 kids says I want to marry you and teased me by different means it psychologically affect my personality”

“I can not focus on study when I imagine that today again I will walk through that street where there is always a group of young guys who whistle when I pass them”

The respondents were very emotional and had loud voices when they were answering these questions. The majority of the respondent who faced harassment problem at work place were teaching at community based schools but being women all teachers said yes they feel harassed in many cases out side of their home.

The researcher was also interested to know why these teachers feel harassed or do not have same level of respect. That is why he included an open ended question in questionnaire whether they have security from community/Government side or not? The researcher got the answer that the majority of respondents were having no security provision from community/Government out side school, only those were having security provision who

teacher their own schools or married in the region otherwise the rest of teachers were having no security provision from community/Government side. They answer that:

“It is lack in government policy that we teacher have no security provision”

“Its is the responsibility of community to provide us security because we teach their children but the community do not take this responsibility”

‘I focus on time, so I come and go on time in my private vehicle I even I do not have sufficient amount at the end of month after paying to private vehicle but I want to secure myself’

From all these open ended questions it was concluded that the women were teaching in a very stressful environment and felt inferior, frustrated and very weak in the gender hierarchy. They were having no security provision out side school, felt harassed, they did not have the same level of respect.

## **5. Concluding Discussion**

As I belong to this particular area so being a student of Gender Studies, I have observed these problems and have decided to expose them to the world. One can not solve a problem unless one gets to the root cause of the problem. In Pakistan the condition of women is bad, but worse in the neglected conservative tribal areas like Frontier Region (F.R) Peshawar, where females of various professions, especially teachers, have to face innumerable problems, which are ruining their latent potential. Thus, instead of educating people they get involved in solving day to day problems. Apart from this, it will help in promoting the rights and duties of teachers and their place in society. To streamline the system, I will give my personal opinion in the form of suggestions and recommendations, which might contribute towards better policy making decisions. This study is also to identify various social, economic, domestic, and transportation problems being faced by female teachers belonging to settled areas who have to work in the remote areas. Moreover, the members of the community will know the problems of female teachers.

Through applying qualitative and quantitative method of data collection and analysis, it has concluded that female teacher in F.R Peshawar faces many problems. It has been found that teachers of young age work in the remote areas, because an old age they can not walk in hilly areas and unable to manage time. They were having good experience, educational

background but they were not satisfied from their pay scale. Majority lived in joint family system and supported teaching profession. Teachers in federal community schools had no provision of accommodation and were having no living quarter. It was also found that majority of the respondents were non local. Majority of female teachers come from far places and were having no same level of respect. Some time non-local teachers are unable to continue their job because of unequal communal behaviors. Female teachers usually travel more than 2 hours in hard hilly area. After analysis it was found that due to non availability of transport, they suffer from physical problems like headache, tiredness, backache, stiffness, edema and feet problems. In male dominant/patriarchal society mostly female faces harassment problems that is why the researcher wanted to know harassment problem in this particular region and came to know that majority of the respondent said that they don't face harassment problem inside school but outside of school. Being a female every teacher face harassment problem. This study also shows that majority of the respondent were having security within school but were having no security out of school domain and they felt insecure and unsafe in this region. These female teachers were facing transportation problems like over crowded van and non availability of seats and economic problems. Teachers of federal community schools were not getting their salary on time, and they were not having their pay scale according to their educational level.

## **6. Suggestions**

The following suggestions and recommendations are forwarded for consideration to solve the problems of female primary school teachers.

- 1) Those girls school teachers who are well qualified but are still working on Primary Teaching Certificate (PTC) posts (scale 7) should be provided with salary according to their qualification. The salary of the primary school teachers is less than in other government jobs. They cannot meet the expenses of their daily needs. The payment of high utility bills and the expenses of education of their children are out of their reach. Therefore, their pay scale should be increased, so that they can live comfortably.
- 2) Many female teachers are facing conveyances problem. There is no direct transport to their duty place. Staff buses should be provided to women teachers to reach their duty

place. Thus, they will face no transport problem and will reach to their duty place in time.

- 3) Female teachers should be provided accommodation by government because the same ranking employees of some other departments like the WAPDA, Railway etc provide accommodation facilities to their employees. Moreover, girls school teachers pay is very meager. They cannot afford a decent house. The rents of the houses are more than their pay. The house rent allowance is only symbolic and does not coincide with the real needs and requirements of the teachers. This would ultimately cause frustration and disappointment among teachers. Therefore, for girls' school teachers house rent allowance should be made proportional to the real needs and requirements.
- 4) The unhygienic environment might be provided with facilities such as staffroom, bathroom, newspaper, refreshment and first aid facility, in order to perform their duties with free and peaceful mind.
- 5) Due to over crowded class rooms both the female students and their teachers face unhygienic and psychological problems. Less number of students in each class would help the teachers to give individual attention to each student. Attempts should be made to open new sections where the number of students in each classroom should not exceed 30.
- 6) The girls' school teachers should be given at least two periods in her daily time-table for checking the students' work.
- 7) The economic status of female teachers must be raised. Better packages should be offered to them in order to raise their social status which would attract talented and qualified women towards teaching profession.
- 8) Higher authorities should be more responsive to the problems faced by female teachers. Also, their behavior towards female teachers should be more sympathetic, positive, and encouraging. This would give confidence to the teachers and they will work with more devotion and concentration.

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## 8. APPENDIX

### 8.1 Questionnaire

**Problems faced by female primary school teacher in Village Kohi Hassan Khel, F.R Peshawar,  
(Comparative study of F.C.P.S and G.G.P.S)**

Personal Profile:

Respondent # \_\_\_\_\_

1) Age) \_\_\_\_\_

Education Profile

2) What is your Academic Qualification? \_\_\_\_\_

3) Do you have any additional qualification which helps you in teaching, if yes then select one of the following?

a) P.T.C  b) C.T  c) B.D.M

d) B.Ed  e) M.Ed

4) What is your Total work experience?

a) As a Teacher (In Years) \_\_\_\_\_

b) As a Head Teacher (In Years) \_\_\_\_\_

5) Marital Status

a) Married  b) Unmarried  c) Divorced  e) Widowed  f) Separate

6) Family System:

a) Joint  b) Nuclear  c) Extended

7) Do you think your family support your employment?

a) Full support  b) Very resistant  c) Partial adjustments

- 8) What is your present working scale?  
a) 7  b) 9
- 9) In which type of school do you teach? F.C. P.S / G.G.P.S
- 10) Do you live in Govt. quarter?  
a) Yes  b) No
- 11) How much distance do you travel daily from your residence to work place?  
a) No distance  b) Short distance  c) 1 km  d) 1-2km   
e) 2-5km  f) 5-10km  g) 10-15km  h) More than that
- 12) Does the community give you the same level of respect to both local and non-local teacher?  
a) Yes  b) No
- 12\_1) If No, then please specify \_\_\_\_\_
- 13) Do you have any provision of transport from yours employer's side?  
a) Yes  b) No
- 3\_1) If no, then how do you manage daily to reach at your work place?  
a) Local transport  b) Own Vehicle   
c) By walk   
d) Any other \_\_\_\_\_
- 14) At what time do you leave home to reach at your work place/school?  
a) Before 6 am  b) 6 am  c) 7-8 am  d) 8-9 am   
e) Later than 9 am
- 15) How much time does it take to reach your school?  
a. Less than 15 minutes   
b. 15 to 30 minutes   
c. 30 to 60 minutes   
d. 1 to 1 ½ hour   
e. 1 ½ to 2 hours   
f. Any other \_\_\_\_\_

16) As a women what kind of physical problems do you face due to long traveling? You are permitted to answer more than one of the alternatives.

- a. Headache
- b. Tiredness
- c. Backache
- d. Body stiffness
- e. Edema feet
- f. Any other. Please specify \_\_\_\_\_

17) Being a women when the work environment is not supportive and you were under stress what effect does it have on your performance? You are permitted to answer more than one of the alternatives.

- a. Lack of volition ( will or choice)
- b. Lack of concentration
- c. Lesser social contacts(isolation)
- d. Less trust on other
- e. Attitudinal change
- f. Loss of good impression
- g. Any other. please specify \_\_\_\_\_

18) Do you ever feel harassed at your work place?

- a) Yes
- b) No

18\_1) If yes, then please specify \_\_\_\_\_

18\_2) Are you harassed because you are a women?

- a) Yes
- b) No

18\_3) If yes, then please specify \_\_\_\_\_

19) Have you been provided security by the local community/Government?

- a) Yes
- b) No

19\_1) If no, then please specify \_\_\_\_\_

20) Being a woman do you face any other problem at your work place?

- a) Yes
- b) No

20\_1) If yes, what is the nature of the problem? You are permitted to answer more than one of the alternatives.

- a) Physical Problems                       b) Psychological Problems   
c) Economic Problem                       d) Social Problem   
e) Any other, please specify \_\_\_\_\_

21) As a women what problems do you face when you travel to work ? You are permitted to answer more than one of the alternatives.

- a) Non availability of separate seats     b) Over crowded vans   
c) Any other. please specify \_\_\_\_\_

22) Do you satisfied from your present scale?

- a) Yes     b) No

23) Do you receive your pay at right time?

- a) Yes     b) No