Government Female School Teachers on Administrative Posts: Problems and Issues

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Abstract

The present study was aimed at finding out the problems and issues due to which the government female school teachers are reluctant to join the administrative posts in education department at district level in the province of Punjab. It also tried to dig out the problems which are being faced by the female administrators while working. By using the purposive sampling technique, three districts of Punjab province were selected, i.e. Chakwal, Pakpattan and Sialkot and a sample of 45 respondents, i.e. 15 respondents from each of the three districts was drawn. The results of the study indicate that a majority of the females are not willing to work as administrators and those who work on such positions mainly face family and other related domestic problems and they want that the problems and the barriers related to their domestic matters must be resolved at the earliest. Those who refuse the offer of some administrative post believe that they lack the proper training regarding the tasks which they are supposed to undertake on administrative positions. Despite having the problems and issues at an immense echelon, they do not underestimate their potential and consider themselves fully capable of administering the key administrative posts.

Keywords: *Administrative Posts, Female School Teachers, School Education Department, Punjab*

1. Introduction

Men and women are considered the two indispensable stakes of any developing and developed country. Their equal participation in all the spheres of human life guarantees the societies' progress, prosperity and development. Keeping this in consideration, women are no less than men in terms of capabilities and potentialities which they have been proving since ancient times. They have always contributed in the socio-economic life alongside men but their efforts have not yielded the fruits to the extent which they actually deserve. Their input has always remained out of sight as most of them have to work in the informal sector, (Maqsood, *et al*. 2005).

Behind the deterrence of free flow of females to seeking employment in a large number in labour market, there have been some certain social customs, social forces and religious taboos but now the trend is changing and these restrictions are weakening with the passage of time as the general public is becoming more receptive and supportive to the females (Gupta, 1960).

Now a days the women are working in all the fields of human life and they are proving an asset wherever they are performing their duties. A majority of employed women in Pakistan are serving in the education department especially in the Punjab province.

The staff in education department for administrative posts at district level is taken by appointing the SSTs (Secondary School Teachers) as AEOs (Assistant Education Officers) and SSs (Subject Specialists), SSSs (Senior Subject Specialists) and Headmasters/Headmistresses (BS-17 and above) as DDEOs (Deputy District Education Officers), DEOs (District Education Officers) and CEOs (Chief Executive Officers -). Women are also working on these administrative posts alongside men.

Though a large number of females are working but even then a large number of them having fulfilled all the requirements and eligibilities are reluctant to join these administrative posts. This study will not only address the problems and issues that impede the eligible women from joining the administrative posts but it will also highlight the problems which are being faced by the women while performing their duties on administrative positions.

The objectives of the study are:

1.   To find out the reservations due to which the females are not willing to accept the administrative posts in education department.
2.   To highlight the problems, that women have to face on administrative posts in education department.
3.   To give suggestions which would resolve the problems, that women have to face on administrative posts in education department.

The study will not only provide an insight towards the issues and problems faced by the women due to which they are reluctant to join the administrative posts but it will also study the problems which are being faced by the women administrators and will aim towards removing those barriers so that women may feel free to join when they are offered any administrative post.

2. Literature Review

As far as attitude is concerned, it is lasting response disposition with affective, behavioural and cognitive components. Based on this information, these are assessments of objects, issues or persons (Taylor, Peplau & Sears, 2006). Attitudes may be defined positive as well as negative valuation of an object. These objects might comprise things, events, issues and people as well. People generally unfold their attitudes, while using the words; dislike, like, hate, love, bad or good. Psychologists in general and social psychologists in particular employ specific terminology to explain several forms of attitudes, e.g. self-esteem is the general attitude towards self; prejudice is the attitude which is against some group, community, society or social class and it is negative in its nature (Franzoi, 2000).

As administrators around the orb, females face evident pessimistic attitudes and gender-bias. Females

are more or less half of the workforce worldwide, and this ratio of graduate females from colleges and universities is rapidly increasing with every passing day. Even then the number of female administrators is very small especially on top administrative positions. Different researches in the past have been carried out which studied the females regarding their role in administrative positions.

In 1965, an attitude survey was carried out in which 50 percent of the females and 54 percent of the males were of the view that females seldom anticipate or yearn for positions of authority. After twenty years in 1985, the same study was replicated and the survey was carried out on another sample of executives which found out that only nine percent of the males and four percent of the females surveyed were of the view that females are not interested in top positions. It also indicates, where male administrators' attitudes changed considerably in past twenty years, females still perceive opposition to their advancement (Sutton & Moore, 1985).

A study aiming at evaluating administrative attitudes towards female administrators was carried out (Dubno, Costa & Emin, 1979) and the scale was administered thrice in eight years at the students of MBA in three different graduate schools of business i.e. two in New York and one in Williamsburg, Virginia. The research of MBA students' attitudes during the span of 1975-1983 gives an idea that female students were more positive than male students towards their working as administrators and no considerable change in attitudes has occurred through the eight years period of the study (Papalexandris & Dimirits, 1991; Dubno, 1985).

Everett, Thorne and Danehower (1996) had conducted a study in which they summarized the findings of different researches. As cited by them, Ezell, *et al*. (1981) find out that there is a direct association amid the experience of being controlled by females and attitudes towards the motivation of females to manage. Consequently, they summed up that pigeonholed attitudes about females in administration can be driven out over time. They have also mentioned that in a study of middle and top level management with 1020 respondents, Izraeli and Izraeli (1985) have concluded that there is no gender-bias in terms of the stereotype of sex-role in the Israeli managers' decisions regarding performance evaluations. According to them Powell and Butterfield (1994) have found out considerable indirect and direct gender bias on the decisions related to promotion in the federal government and contrary to their prophecy; those were in favour of females (Everett, Throne & Danehower, 1996).

The study about gender differences attitude wise among the female sales managers indicates that there really a resistance exists in the Chinese sales market. A more favourable attitude was seen by saleswomen towards female supervisors in comparison to salesmen (Liu, Comer & Dubinsky, 2001).

Brenner and Beutell (2001) had carried out a study regarding the association between birth-order of American men and women administrators and their attitudes towards women administrators. The results showed that the first born male child shows the negative attitude than the first born female child.

Cordano, Scherer & Crystal (2002) studied attitudes towards female administrators/managers in Chile and USA and came up with the findings that there are no cultural disparities in the recognition of females as administrators/managers and only the sex confirms remarkable difference in recognition of female managers.

Appelbaum, Audet & Miller (2002) carried out a study regarding the relationship between the gender and the leadership styles. They came up with the findings that though leadership approaches of the

females are not whatsoever less valuable but in comparison to the males' leadership styles females are commonly considered less effective.

Sakalli & Beydogan (2002) studied that how Turkish college students' attitudes towards managers are influenced by patriarchy, sexism, and gender. The study found out that male participants revealed less positive attitudes towards female managers in comparison to female participants. Furthermore, the persons who had more favourable attitudes towards male-dominance and who attained high score on aggressive sexism also had less positive attitudes towards female administrators/managers than those who had less favourable attitudes towards male-dominance and who attained low score on aggressive sexism.

Aycan (2004) studied the key elements that impact females' career progression in Turkey and came up with the result that in order to accomplish the career objectives there are some certain key success elements and those are self-confidence and determination, support and assistance from organizations and family as well. Cultural practices towards gender role were found as the generally considerable blockade for attitudes towards female administrators.

Factors that Encourage Women in Educational Administration

The current studies conducted to find out the factors which encourage females in education leadership in USA have on the same time failed to point out the reasons that why females opt to join educational leadership. All these studies had a propensity to spotlight the blockades females have faced and the reasons due to which females lagged behind males in educational administration/management (King, 2006; Susannah, 2007). The past facts on how education institutions and businesses show discrimination against females, who aim to be educational leaders (Reinarz, 2002; Susannah, 2007).

Kanter (1993) has explored that how the minorities' hopes got lowered because of the lack of positions of minorities in administration and leadership. Some of the researchers had studied the female educators who were Muslims and they concluded the social significance factor as the major one that Muslim females wished to leadership positions (Bruner, 1962; Tyrer & Ahmad, 2006).

Personal independence, personal interest, financial stability, freedom of choices, greater respect and career aspirations are the key factors due to which Muslim females aspire to get higher education (Tyrer & Ahmad, 2006). One of the participants unveiled her motivation to be in employment stemmed from the examples of Muslim females and predominantly Khadija, the first better-half of the Holy Prophet Muhammad (PBUH). She said:

She was a businesswoman, so there is nothing wrong with me being married and working. It's just a stereotype that people have that once you are married you are automatically a housewife, that is it you are bound by that (Tyrer & Ahmad, 2006).

Additionally, Muslim women spoke of their parents and other female relatives as very often they have been sharing in their career and educational targets and particularly the fathers and husbands play the major role in this regard and they have been the key patrons towards the females' educational advancements. Muslim females aimed to have diversity in their careers and in general they are very much positive regarding their job nature. They consider themselves quite capable having certain skills and resources at hand to get and secure some job but it is the gender stereotype due to which the Muslim

females have been facing difficulties (Tyrer & Ahmad, 2006).

Factors that Discourage Women in Educational Administration

Realization of gender and racial equity in higher educational administration is seemingly valued in USA yet in comparison to the white male counterparts, the ethnic females and minorities have been still lagging behind (King, 2006; Susannah, 2007). A report disseminated in 2005 by the US Education Department found out that in the realm of education, social sciences and allied health females got 3 out of 4 degrees. In engineering and business females acquired 21 percent and 42 percent of degrees, respectively. These fields were traditionally male-dominated (National Centre for Education Statistics, 2005, table 265). Despite the fact that the females have been obtaining the undergraduate, graduate and postgraduate degrees and the programmes related to educational leadership are generally known to have more female represented in comparison to any other programme (National Centre for Education Statistics, 2005), the fact of the matter is that they are under-represented in educational administration/management (King, 2006).

In a study in 2007 by the American Council on Education (ACE), it was found out that the females hold 21 percent of the top administrative/managerial positions of colleges and universities in USA. This figure was quite discoursing before 1986 but after that the females saw increases in the number of top administrative appointments and in recent years these increases have restrained. In 1998, as an instance, only 19 percent of the administrators/managers of colleges and universities were females (Cook & Cordova, 2007). The figure was almost the same in 2007 as well.

So many researches have been carried out that have investigated and studied the difficulties and barriers which are being faced by females in the realm of educational administration and management. Miller, Washington and Fiene (2006) have focused on the female superintendents. Reinarz (2002) and Susannah (2007) have studied in general, the female administrators/managers at college and university level, whereas Spellman College Survey (2005) has focused on females of colour and Jackson & Harris (2007) have investigated the African American female college administrators. The reasons of the dearth of Muslim females in educational administration have been studies by the researchers (Knott & Khokher, 1993; McCreight, 1999; Afridi, 2001; Pickerden, 2002; Hertz-Lazarowitz & Shapira, 2005; Tyrer & Ahmad, 2006). Pickerden (2002) speculates, "Muslim women have long been underrepresented in higher education" (p. 39).

Reinarz (2002) and Susannah (2007) have found out that several businesses show prejudice against motherliness, i.e. discrimination against pregnancy and chauvinism on account of mothers having to attend school functions or care for their sick progeny. Discrimination among females has also been observed by the researchers on account of the ability or inability to spend mammoth time at work.

Three barriers, which a number of females have been facing, are also discovered by Reinarz (2002), Jackson & Harris (2007), i.e. gender tagging, not having a counsellor and taking the work too seriously. Reinarz (2002) has given some examples of gender labelling, "a man might be seen as goal directed, a woman as pushy; a man is described as passionate, a woman as over-emotional; a man is seen as a shrewd negotiator, a woman as conniving", (p.1).

The other challenges that the female administrators may come across have also been identified by Reinarz (2002), i.e. under-developed communication skills, not understanding the unwritten and verbal

rules of the campus or academic culture, being incapable of grasping the financial consequences of the decisions made and budgetary information and the inability to be an advocate for resources and use supremacy.

The dwindling of females in administrative positions has been attributed to the professional and cultural barriers by McCreight, (1999). The caretakers and the nurturers of the families are the females' traditional roles culturally as well as historically. Social barriers were also due to careers and work as less important to family and marriage. It is the society that stereotypes females' role in society. The females are serving in education sector rather dominating this field but at the same time they constitute a very small proportion as administrators. Focusing on the barriers of females in educational administration a lot of literature is available which identifies that regarding the Muslim females' routes in top educational administration in the USA a loophole is present (McCreight, 1999).

Coronel, Moreno and Carrasco (2010) found out that in the way of becoming a head of any educational institution, role conflict is one of the biggest barriers; however, they have also mentioned that after joining as heads, it becomes a secondary issue. The role conflict was because of the fact that they have to create a balance and take care of their families and at the same time their professional responsibilities as administrators. They have further said that if the children are grown up and less dependent, the females consider this a more favourable stage for professional promotions and becoming educational administrators.

Hertz-Lazarowitz & Shapira (2005) had found out some researches studying the Muslim females' routes into educational administration and ultimately they were driven towards conducting a research on Israeli-Arab females. They came up with the findings that despite the fact that there is a 90 percent increase among Arab females in terms of graduation, these females have nominal opportunities of employment.

Afridi (2001) has found out that the Muslim females have a fear of victimization if they speak up. As reported by the females, the study also reveals that the employers very often hold stereotypical and orthodox attitudes towards Muslim females that rather than being career-oriented they prefer to be housewives. The participants state that in the place of Marxism they remark themselves as a novel menace to the society (Afridi, 2001).

Muslims remained, for many, "the other, the outsider, the enemy, or the threat" (Afridi, 2001, p.4). Such were the feelings, sentiments and emotions due to which the researchers who were Muslims and at the same time staunch supporters of the feminism made the "Gender jihad" necessary. It is the "Gender jihad" that looks for uniformity and abolishes the gender disparities (Abugideiri, 2001). Hertz-Lazarowitz & Shapira, (2005) have mentioned that the scarcity of females in educational administration positions unveils their status and worth in the social order.

Susannah (2007) has noted that the imbalanced representation of females in administration itself creates the barriers and difficulties and these difficulties and barriers reconcile with the very fundamental and basic principles of social justice, equality, equity and opportunity for all (Reinarz, 2002; Susannah 2007).

Regarding the impediment of Muslim females in their education and career endeavours, the researchers have also recognized the personal and domestic factors as the barriers. Knott & Khokher (1993) have

mentioned that the Muslim females having been trying to create equilibrium between dual and twofold cultures; peers/parents, western/traditional and secular/religious – which in one sense are being dichotomized. Tyrer & Ahmad (2006) have mentioned that the role and status of caretaker of parents and progeny is quite often blockade; while the parents were elderly and the progeny were young and the role and status of a spouse or managing a life which is dual in nature. The researchers have also mentioned that though it is a barrier but these individuals and relations are at the same time supporters and sponsors for many of the females as well.

Tyrer & Ahmad (2006) also found out that the preparation is also a factor which is lacking among Muslim students and the discouragement is one of the reasons behind this non-preparation due to which they were not even aware of the opportunities available to them in the realm of education. Tyrer & Ahmad (2006) have been contradicted by Ahmad (2006) and she has stated, "the presence of Muslim women in higher education and the diverse routes they follow in order to enter the university, contradicts problematic discourses that suggest that Muslim woman's educational choices are limited due to cultural or religious reasons", (Ahmad, 2006; p. 12).

In the present time the women have been proving themselves as an asset in the organizations wherever they work as administrators. Kaifi & Mujtaba (2011) have conducted a quantitative inquiry on the leadership proficiencies and propensities of Indian and Afghan women who are in administration/ management. Their study was focusing the management skills, i.e. technical skills, human skills and conceptual skills. The results of the study reveal that Indian and Afghan women who are in management have the ability to work effectively in diverse cultures.

Research Methodology

The present study is a descriptive study and aims not only at highlighting the problems and issues that impede the government female school teachers of the Punjab province from joining the administrative posts but also the problems which are being faced by the women while performing their duties on administrative positions.

All those experienced females like principals, headmistresses, deputy headmistresses, subject specialists, senior subject specialists and secondary school teachers/secondary school educators who have either refused any administrative post in education department or have been working at any stage of their job on some administrative post in education department as Assistant Education Officers (AEOs), Deputy District Education Officers (DDEOs), District Education Officers (DEOs), Chief Executive Officers (CEOs) or Assistant Directors in all the districts of the Punjab province were considered as the population of this study.

From the different sampling techniques available and keeping in view the scope and nature of the study, the researchers decided to select the sample of 45 respondents using purposive sampling technique and three districts of the Punjab province were selected in this connection. These districts included Chakwal, Pakpattan and Sialkot. Fifteen respondents, having the characteristics of the population, were selected from each of the three districts.

In order to collect the data, a questionnaire comprising of closed-ended responses, was prepared. The data collected through the questionnaire was analyzed using the SPSS. The data was coded in this regard.

The likert scale questions were coded as follows:

Strongly Agree	1
Agree	2
Undecided	3
Disagree	4
Strongly Disagree	5

Analysis and Interpretation of the Data

Response of the Female Teachers When Some Administrative/Managerial Post Offered (N=45)

	Frequency	Percent
Accepted by Force	16	35.6
Refused the Offer	29	64.4
Total	**45**	**100.0**

The above table shows that among the 45 female teachers a high percentage (64%) has refused the administrative posts that were offered to them at different stages of their jobs, whereas, almost 36% females have accepted the offer by force.

Problems for the Females who Accepted the Administrative/Managerial Post (N=16)

	Frequency	Percent
Lack of Proper Managerial Training	4	25.0
Political Interference	5	31.2
Men's Chauvinism	1	6.2
Domestic Problems	6	37.5
Total	**16**	**100.0**

As far as the problems of the females who are working on different administrative positions at district level in education department are concerned, 37.5 percent are facing domestic problems, 31.2 percent having political interference in their daily official matters, 25 percent are of the view that proper managerial training is not being provided to the females and 6.2 percent are facing men's chauvinism.

Measures that can Remove the Problems which were Faced (N=16)

	Frequency	Percent
Proper Training must be Provided Prior to Joining the Administrative/Managerial Post	5	31.2
Government should Establish Complaint Cell in Parliament so that the Political Interference in Offices maybe Avoided	5	31.2
Display of Ethical Slogans and Quotations in Offices and Establishment of Information Desks	1	6.2
Families and General Public may be Sensitized by Providing the Literature to Enlighten their Opinion	5	31.2
Total	**16**	**100.0**

Regarding the measures that may remove the problems which are being faced by the females at administrative posts, three responses hold equal position which is at 31.2 percent i.e. proper training must be provided prior to joining some certain administrative position, the government should establish a complaint cell in parliament so that the political interference in offices may be avoided and females and general public may be sensitized by providing the literature to enlighten their opinion. 6.2 percent females are of the view that ethical slogans and quotations in offices should be displayed and information desks should also be established.

The Comprehensions/Reservations due to which the Female Teachers Refused the Offer (N=29)

	Frequency	Percent
Lack of Proper Managerial Training	11	37.9
Political Interference	6	20.7
Men's Chauvinism	8	27.6
Domestic Problems	4	13.8
Total	**29**	**100.0**

Among the females who have refused the offer of working on some administrative position, 37.9 percent are of the view that it is the lack of proper administrative training due to which they did not join the administrative position, 27.6 percent have refused because of some reservations regarding men's chauvinism, 20.7 percent think that it's the political interference that has impeded them from accepting the offer, while almost 14 percent have some domestic problems due to which they could not join the post which was offered to them.

Female Teachers' General Opinion towards the Administrative Posts in Education Department (N=45)

Statement(s)	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

Officers Taken from Teaching Staff are Suitable for Administrative Posts	19	8	0	2	16
	42.2%	17.8%	0%	4.4	35.6
Fresh Candidates Through DSC may be Appointed on Administrative Posts after Proper Training	24	11	0	2	8
	53.3%	24.4%	0%	4.4%	17.8%
Matrimonial/Parental Status of Women Officers is an Obstacle in the way of Performing the Duties Properly on Administrative Posts	11	2	6	2	24
	24.4%	4.4%	13.3%	4.4%	53.3%
Female Teaching Staff Despite Having Long Teaching Experiences Cannot Administer the Administrative Posts Properly	11	6	0	1	27
	24.4%	13.3%	0%	2.2%	60%
Female Officers Selected Through PCS/PMS/CSS with Extensive Teaching Experience can Prove Themselves Excellent Administrators in Education Department	19	21	1	0	4
	42.2%	46.7%	2.2%	0%	8.9%
Feminine Tenderness in an Impediment in Performing the Administrative Duties Properly	3	13	1	0	28
	6.7%	28.9%	2.2%	0%	62.2%
Due to the Patriarchal Structure in the Education Department at Higher Level Posts Women are Reluctant to Join the Administrative Posts	5	11	5	3	21
	11.1%	24.4%	11.1%	6.7%	46.7%

The above table shows that 60 percent females are of the view that the officers taken from teaching staff are suitable for performing the administrative duties whereas only 40 percent disagree with this statement.

Almost 78 percent females are in favour of appointing the officers on administrative posts through Departmental Selection Committee (DSC) after provision of the proper training, whereas 22 percent are not in favour of this.

Most of the female respondents have disagreed with the statement that matrimonial/parental status of women officers is an obstacle in the way of performing the duties properly on administrative posts and the percentage of those is almost 58, those who agree with this are 29 percent and almost 13 percent are not clear about this.

Majority of the females also disagree with the statement that the female teaching staff despite having long teaching experiences cannot administer the administrative posts properly and such females are almost 62 percent whereas 38 percent agree with this.

Female officers selected through PCS/PMS/CSS with extensive teaching experience can prove themselves excellent administrators in education department as 89 percent of the females are in favour of this. Almost 9 percent have disagreed with this statement whereas 2 percent are undecided.

Feminine tenderness is not an impediment in performing the administrative duties properly as 62

percent of the females have agreed with this. Those who have disagreed are 36 percent while 2 percent could not decide anything.

53 percent females negate that due to the patriarchal structure in the education department at higher level posts, women are reluctant to join the administrative posts. Those who agree with this are 36 percent, whereas 11 percent are undecided.

Conclusion and Discussion

After the detailed analysis and interpretation of the data which was collected from the sample, the researchers have come to the conclusion that a large number of females, who receive offer of appointment for any administrative post in education department at district level in Punjab province, refuse to accept it and even those who accept, they are made bound to accept.

Lack of proper administrative training is one of the major comprehensions/reservations due to which majority of the females refuse the offer of appointment of some administrative post. Those who are working on the administrative posts also consider this an issue but not a major one. In this way the present study strengthens the findings of the study conducted by Reinarz (2002) who said that there might be some challenges that the female administrators may come across. These may be under-developed communication skills, not understanding the unwritten and verbal rules of the campus or academic culture, being incapable of grasping the financial consequences of the decisions made and budgetary information and the inability to be an advocate for resources and use supremacy. All the above factors which are found out by Reinarz appear because of improper prior to and in-service administrative training.

Though men's chauvinism is another factor due to which females are reluctant to join any administrative position when it is offered to them but the ground reality is somewhat different and a very small number of females face this problem while actually working on any administrative post in education department. This concocted belief of females who refuse creates imbalances in terms of representation of females on administrative positions which according to Reinarz (2002) and Susannah (2007), itself, creates barriers and difficulties for females. This imbalance ultimately leads to male-dominance on top administrative positions due to which females; who are in minority; get exploited.

Since the political institution, unfortunately, could not get matured ever since Pakistan's creation, which is why it influences directly and indirectly, almost all the social institutions of Pakistan so some of the females who refuse the offer of appointment of any administrative position hold the political institution responsible for that, whereas the females who actually work on any administrative post also face undue interference in official matters at a mass level from the political representatives, i.e. MNAs and MPAs.

Pakistani women are closely knitted with the family institution and they are responsible for child bearing and rearing alongwith thoroughly looking after the matters pertaining to their husbands, in-laws and other close relatives so the females who refuse the offer of appointment of any administrative/managerial post in education department, think that they might have to face domestic and household problem; whereas, the females working on administrative positions in education department at district level in Punjab province, have revealed that they have been facing such problems. Reinarz (2002) and Susannah (2007) have also found out in their studies that some of the businesses

show prejudice against women on account of their becoming mothers and having to care for their progeny. They have also observed that because of domestic and family matters, spending mammoth time at work for females is also a problem. McCreight (1999) has also attributed the dwindling of females in administration/management with the cultural barriers; whereas, Tyrer and Ahmad (2006) have mentioned that the role and status of caretaker of parents and progeny is quite often a blockade; while the parents were elderly and the progeny were young and the role and status of a spouse or managing a life which is dual in nature. They have also mentioned that though it is a barrier but these individuals and relations are at the same time supporters and sponsors for many of the females as well.

Since the caretakers and the nurturers of the families are the females' traditional and cultural roles so Knott & Khokher (1993) have also mentioned that the Muslim females have been trying their utmost to create a balance between dual and twofold cultures; peers/parents, western/traditional and secular/religious due to which they are facing problems at work as well as at home/

Suggestions and Recommendations

In the conclusion and discussion section we have seen that a large number of government female school teachers in education department at district level in Punjab province refuse the offer of appointment of any administrative post when the same is offered to them and those who accept, face some certain problems and barriers i.e. improper administrative training, undue political interference, men's chauvinism and domestic issues. Having a close look at the related literature, it was also observed that the females have been facing more or less such problems in the past as well. Since the females constitute almost half of the Pakistan's total population so if we have to see our motherland emerging as a prosperous and progressive country on the world's map, we will have to take some immediate measures to accommodate females and give them a proper and conducive environment at their workplace in order to take their most and valuable output. Following are some of the steps that may be taken as a preferred action.

1. Families and the common people should be sensitized by providing some literature to broaden their minds, build their opinion and change their pigeonholed attitudes towards working women. Electronic and print media can play an active role in this connection.

2. Government should establish complaint cell in parliament so that the political representatives' meddling in the official matters of the public offices may be overcome.

3. Government should also arrange extensive trainings prior to joining the administrative positions and in-service training session should also take place from time to time in order to make the female administrators familiar with the new and most moderns issues, trends, styles and approaches of administration and management and their implications in real life situations.

4. In order to mould the men's chauvinism and typical male psyche, display of ethical slogans and quotations in offices and establishment of information desks can be very handy.

5. Instead of promotions, fresh appointments through DSC/PCS/PMS/CSS may be made on administrative posts after provision of the proper training.

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