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## Role of women in Service Sector: A Study on Education Sector in Dhaka

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### Abstract

From this message I want to discover the role of women in service industry, particularly in education sector. The specific objectives of this study are to identify the socio-economic background of women in education sector; to recognize the contribution of women in education service for socio-economic development of the country; to identify the problems of women in this sector; and finally to offer recommendation to overcome such problems. As the education sector of Bangladesh could be classified into three categories, namely primary secondary and tertiary education, samples have collected from these three sectors. Some specific issues related to stated objectives have been analyzed. The paper reveals that women are playing a complementary role in their family income and savings, though their position in the family for making decision has not changed significantly. They prefer education service not only to earn money but also to accommodate family responsibility. The major impediments to the development of participation of women in education sector include lack of support at home and work; and suitable environment in both places. Finally, it suggests for quota for involving more women in this sector, awareness program for family support, favorable environment, training facilities, and acknowledgement of women's contribution to society. This study is limited to only one district of Bangladesh out of total 64 districts, which gives an opportunity for conducting extensive research in future.

**Key Words:** Women, education service, environment, family,& social contribution.

### 01.Introduction:

There is a growing market for services in economies worldwide and dominance of services industries is increasing gradually. Moreover service sector represents a large percentage of total employment and gross domestic product of developed countries (Zeithaml & Bitner, 2000). Service sector brings not only a development in the economy of developed countries but also a development in the economy of developing ones. In Bangladesh more than half of the GDP is through service sector (Bangladesh Bureau of statistics, 2004). Bangladesh is a land of 150 million people; about 50% of them are female. Though women in Bangladesh have been encouraged to participate in all sector of professions since liberation, their persistent social backwardness prevented them to have equal access to the top level of administration in the governmental hierarchy. Yet beginning in the early 1970s, the governments have been trying hard to involve and integrate women in the policy and decision making processes (Bangladesh, 2007). With the changes in the national policy, they participating almost in each sector from defense to driving; and hence, they are participating in labor market as a power force. However, the labor market in Bangladesh is sex segregated—men and women are not distributed evenly across all sectors and occupations in proportion to their total labor force. Of the total labor force, men women are highly concentrated in agricultural activities: 77percent of the total labor force and 53 percent of the total male labor force were absorbed in agriculture in 2000. Manufacturing absorbs less than 10 percent of total male and female labor force, services accounts for 16 percent of total female labor force and 40 percent of the total male labor force (GATE Report, 2007).

### 1.1Literature Review

As it has been found that more than half of the GDP is generated through the service sector (CIA Fact Sheet, 2007), and women play a complementary role with men in the development process of the economy of the country, the researchers became interested in findings women's role in socio-economic development through working in service sector in general, and in education service, in particular.

It appears that women have brought a social economic change; opened up a new dimension in the business area through their participation in different socio-economic activities in Bangladesh. Additionally, there have been studies to look specifically at the role of women in the development of fisheries sector (Solaiman, 1998), small business sector (Ahmed, 1997), industrial sector (Purohit, 1993); and of most significance to this paper, Hussain & Jahed (2000) discussed the role of women in banking sector, offering insights about their perception to this services sector.

However, there is a lack of adequate research in service in service sector, particularly in education service area. This paper addresses the aforementioned deficiencies in the previous literature addressing the role of women in socio-economic development by participating in education service. Therefore, the study will fill up this research gap and will help to develop conceptual knowledge that can create an avenue for further research.

Now, Bangladesh is in the midst of one of the most insightful social changes in its history due to the gender integration of men and women throughout society. Bangladesh has undertaken systematic reforms across all sectors in the last decade with an emphasis on the initiatives to increase women's participation through laws, international convocation, and affirmative actions to meet quotas to ensure women's participation (Groundwork, 2002). However, there is an imposition of an appropriate quota for recruitment of female teachers in each tier of education.

Women in Bangladesh now constitute a much larger workforce. Statistics show a steady increase in women employment in the formal sectors like garments and leather industries and self-employment in the non-formal sector (Islam, 2007). Yet, there is no in depth research on participation of women in education sector.

Women in cities relied on domestic and traditional jobs, but in the 1980s they increasingly worked in manufacturing jobs, especially in the readymade garment industry. Those with more education worked in government, health care, and teaching, but their numbers remained very small (Women's Role in Society). Research showed that teaching continues to provide the vast majority of formal sector jobs available to women (Hota et al. 1999).

Research also showed that role of women in teaching is illustrative of their positions in other professional services. Women in developing nations who hold teaching positions are more economically independent, mobile, and respected in the community. But women's contribution to education is mainly home-based and unpaid. There is a shortage of women teachers in most developing countries and men most often fill professional teaching positions for example, in Bangladesh 92 percent of primary and 93 percent of secondary school teachers are male. Women comprise a large portion of the teaching labor force, and teaching is an important source of income for many women (Committee for Economic Development, 2003). Though, enough research has not been conducted to recognize their role in education service for socio-economic development of the country and their problems in the same sector.

## **1.2 Objectives:**

In the above context, the objectives of the study are:

1. To analyze the socio-economic background of the Choice samples
2. To analyze the need for women Involvement in education service for socio-economic development of the country
3. To Identify the problems of women in education service sector
4. To offer recommendations to overcome such problems

### **1.3 Scope of the study**

The survey is conducted among the women in education service sector in Dhaka by collecting primary and secondary data for the study. Women in these sectors include

teachers from primary education service to higher education service. The main reason for limiting the scope to this sector in Dhaka is easy access to the respondents.

### **1.4 Methodology**

As the education sector of Bangladesh could be classified into three categories, namely, primary, secondary, tertiary education, researchers have taken sample from all these sectors. Both primary and secondary data are collected for the purpose of the study. Primary data have been collected on basis of structured questionnaire prepared in the light of the objectives of the study. Moreover, a pilot survey is conducted before the finalization of the questionnaire. Data are collected from 100 samples to make the study informative. For secondary data, supporting and relating research materials are collected in order to present the fact in a logical order. It covers research articles, textbooks, and online data on the subject matter. To ensure the role of women in education service in Bangladesh, in this research, the researchers used the Likert Scale that is a widely used “rating scale that requires the respondents to specify a degree of agreement or disagreement with each of a series of statements about the stimulus objects” (Malhotra, 2004). A five-point scale has been used that ranged from “strongly disagree” to “strongly agree”. To conduct the analysis, each statement is assigned a numerical score ranging from 1 to 5 and the analysis is conducted on an item-by-item basis.

### **2.0 Analysis of Findings:**

The analysis of findings are made under the following captions:

#### **2.1 Socio-economic Background of Samples**

In order to measure the socio-economic background of the sample women, the main indicators such as age, marital status, education level, number of children, occupation of parents are considered.

#### **Age of the Sample Respondents (Table-1)**

Age (Years)	Numbers of Samples	Frequency in Percentage
21-25	10	10%
26-30	14	14%
31-35	27	27%
36-40	37	37%
41-45	12	12%
Total	100	100%

**Source: Field Survey**

It is evident from the above table that, 10% of the respondents are in the age category of 21 to 25 years. It is the age level when sample respondents are mostly involved in primary education service, though other categories of age level also include women engaged in primary education service. Most of the sample teachers are in the age category of 36 to 40 years.

**Marital status (Table-2)**

Marital Status	Numbers of Samples	Frequency in Percentage
Single	29	29%
Married	71	71%
Total	100	100%

**Source: Field Survey**

Most of the sample teachers are married (71%). The high rate of married women in teaching supports the idea that women emerge as teachers to meet the economic needs of their families.

**Distribution of Sample on the Basis of Education Level (Table-3)**

Education Level	Numbers of Samples	Frequency in Percentage
H.S.C	9	9%
Graduate	31	31%
Master Degree	47	47%
PhD	13	13%
Total	100	100%

**Source: Field survey**

In any under developed economy, education level is always considered a way to improve one's socio-economic positions in the society. The education levels of sample teachers range from 47% in the Master Degree category, followed by 31% respondents having graduate level educational background. 9% and 13% of sample respondents hold the education level of H.S.C and PhD respectively.

**Reasons of coming to Education service (Table- 4)**

Reasons	Numbers of Samples	Frequency in Percentage
Social Recognition only	8	8%
Financial Need only	52	52%
Compatible with family life	28	28%
Other	12	12%
Total	100	100%

**Source: Field Survey**

In the light of the objective of the study, the sample respondents are asked to mentioned the reasons for coming to education service. Among the sample respondents, 52%

Indicates financial need as the main reason for coming to this service; only 85 indicates social recognition as the reason. However 28% of the sample respondents mention compatibility of the nature of the job with family as the reason for their coming to education service. 12% of the sample respondents indicate other reasons like job nature, flexibility of time as factors for coming to this sector.

It could be inferred from the above responses that women come to this sector mostly for economic reason which is followed by job nature

**Distribution of Sample on the Basis of Number of Children (Table-5)**

Number of Children	Numbers of Samples	Frequency in Percentage
Not more than 1	21	26%
Not more than 2	45	61%
3 to 5	08	11%
6 and above	00	00%
Total	74	100%

**Source: Field Survey**

Of 100 sample teachers, 61% have children not more than 2, followed by 28% having only one child. Only 11% of the sample respondents have children more than two. This small family size indicates that the respondents are conscious about family planning which ultimately helps the society in terms of excessive pressure of large population.

## 2.2 Role of Women in the Socio-Economic Development of the country

In the light of the objective of the study, the role of women of education service in socio-economic development, their income, savings, and perception about their role in socio-economic development have been analyzed.

**Income Distribution of Sample Respondents (Table-6)**

Variables(Income in Taka)	Numbers of Samples	Frequency in Percentage
Below 2,000	15	15%
2,000-5,000	20	20%
5,000-10,000	25	25%
10,000 and above	40	40%
Total	100	100%

**Source: Field Survey**

In the light of the objective of the study, the sample respondents are asked to mention their monthly income. Among the respondents, 20% falls in the range of 5,000 to 10,000, and the lowest numbers fall in the range below 2,000. A Significant percentage (40%) falls in the range of 10,000 and above. It could be concluded that the sample respondents contribute to their family earning to a significant extent

**Distribution of Sample Respondents based on Savings (Table-7)**

Variables (Savings in taka)	Numbers of Samples	Frequency in Percentage
Below 1,000	50	50%
1000-2,000	35	35%
2000-3,000	10	10%
3000 and above	5	5%
Total	100	100%

**Source: Field Survey**

Again, 50% of the sample respondents mention that they can save Tk. 1,000 per month. On the other hand, only 5% respondents indicate 3,000 as their per month savings. Hence, it is inferred that the sample respondents contribution to savings is very significant.

**Perceptions of Role of Women in Socio- Economic Development (Table-8)**

Your job helps increase in family income	2.0	Significant
You are the only earning member of the family	1.3	Insignificant
It helps to increase purchasing power of the family	2.0	Significant
It helps to increase standard of living of your family	2.0	Significant
You are getting more respect or recognition after having the job	2.0	Significant
Your participation in family decision has increased	1.7	Insignificant
Total	1.8	Insignificant

**Source: Field Survey**

Socio-economic development of a country depends on several factors like income, savings, purchasing power, and standard of living of the people of the country. Hence, the light of the objective of the study, the sample respondents are asked to express their views and opinions regarding their jobs/roles. The table above portrays the opinion expressed by the sample respondents. It reveals that the aggregate overall score as per opinion of the respondents based on six sub- variables is 1.8, and the range score is 1.2-2.0,. This indicates that the role of women in socio-economic development is inadequate.

**3. Problems of Women in Education Service**

Variables	Number of Samples	Frequency in Percentage
Lack of cooperation from family members	35	35%
Lack of cooperation from colleagues	44	44%
Sexual Harassment	21	21%
Total	100	100%

**Source: Field Survey**

Based on empirical data, a number of problems have been identified. Of 100 sample teachers, 49% indicate lack of cooperation from colleagues as major problem, followed by non-cooperation of family members (33%). 18% of the sample respondents mention about sexual harassment as their problem. These problem indicate that the productivity of women is hampered by different problems faced by the women teachers in education service.

**4. Policy Implications and Recommendations:**

The findings reveal that there is a scope for contribution of the women in education service sector as their role is not significant enough. Though they are playing a complementary role in their family income and savings . Their position in the family in decision making has not changed significantly. They prefer this service not only to earn money, but also to accommodate family responsibility. The major impediments to the development of participation of women in education sector include lack of support at home and at work; and suitable environment, despite the fact that they are playing a supportive role for a better economic condition of the family. There is a lack of information on the percentage of women participants in education service; it is obvious from the perspective of Bangladesh that most of the working women are engaged with education service. The recognition of the role that women play in society is very fundamental to social and economical development in Bangladesh. More importantly, recognizing and supporting this role is crucial for the development of women and the fulfillment of their economic potentials for ultimate development of the country. Therefore, the following recommendations may be considered worthwhile.

**. Quota for Increasing Participation in Education Service:** In our country, there is a provision for reserving 60 percent posts of primary school teachers for women. In the same way, if there is provision for women in both secondary and tertiary level teachers, their participation will increase to a greater extent.



**. Awareness Program for family Support:** Women are playing a complementary role in the family. However, they are not getting adequate support from their family members. Mass awareness program should be taken by government and non- government agencies to create awareness in the society. It was noted that the sample respondents failed to get family support for their jobs.

**. Favorable Environment for Working Women:** A favorable working environment should be ensured to these women so that they do not feel insecure in their jobs.

**. Training Facilities:** Proper training facilities can help the women to contribute to the society with equal productivity beside the men- dominated working environment.

**. Acknowledgement of Women's Contribution to the society:** Women should be recognized for their contribution in different sector including education and other services in the society and they need to be awarded by acknowledging their achievements in different sectors of Bangladesh.

Apart from above, in order the problems of the women in education service, government and NGOs should promote the interest of women through activities like arrangement of hostel for them, establishment of daycare in office premises for children, introduction of separated buses for women to take them to and from work places and like. Finally, it could be said that as the economy of Bangladesh is transitioning from agriculture to manufacturing and service sectors with increasing importance in share of GDP, it is high time to ensure participation of women in service sector in general, and in education sector in particular.

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