

**SKY PROJECT**  
NAGOYA UNIVERSITY

## Summary report

# Initial findings of the Training Need Assessment:

Employable Capacity  
Development for Women  
project in Punjab

Submitted to:

Human Development Division, Japan International Cooperation Agency  
Punjab Vocational Training Council (PVTC)  
Punjab-Technical Education and Vocational Training Authority (PTEVTA)

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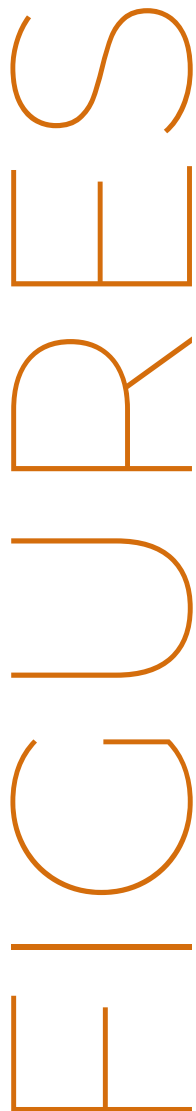


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# List of Acronyms

## ACRONYMS

<b>CAD</b>	Computer Aided Design
<b>IT</b>	Information Technology
<b>JICA</b>	Japan International Cooperation Agency
<b>N/A</b>	Not available
<b>OJT</b>	On-the-Job Training
<b>SKY</b>	Skills and Knowledge for Youths Project
<b>SME</b>	Small and Medium Enterprises
<b>TVET</b>	Technical and Vocational Education and Training

# 1 PARTICIPANTS

## 1.1 Workers



### Home-based worker:

- are five years older than factory workers on average
- earn 40% of the average monthly income of the factory workers
- work 2.5 hours less than factory workers

### Educational background of workers:

- Both home-based and factory workers have mixed educational backgrounds.
- While about 1/4 did not go to school, more than 30% have more than ten years of education.
- There is no clear difference between home-based and factory workers regarding education.

**Table 1 Background information about participants by affiliation**

Variable	Home-based worker (n=220)	Factory worker (n=205)
Gender (Female = 1)	1.000	1.000
Age	33.853	28.532
Household size	6.384	6.483
Family member in garment industry	3.170	2.710
Community type	2.752	2.639
Education attainment	3.028	2.921
Economic level of household	3.205	3.200
Age at first work	18.931	19.813
Work experience before current job	0.314	0.461
Average monthly income	8277.778	20679.350
Work hours/day	5.440	8.055
Work days/week	5.399	5.972
OJT experience (Yes =1)	.338	.371

Source: Data from Skills and Knowledge for Youth Program assessment

a. 0 = male, 1 = female.

b. Aggregate factor scores of DVD/CD player, TV, cell phone, computer, car, motor, and refrigerator/freezer.

**Table 2 Participants' percentage of attained education level by affiliation**

Education level	Home-based worker (%)	Factory worker (%)
No formal schooling	23%	28%
Primary education (Grade 1 - 5)	23%	16%
Lower secondary education (Grade 6 - 8)	16%	16%
High school/Matric (Grade 9 - 10)	20%	27%
Intermediate/ F.A./ F.Sc	10%	9%
TVET	1%	0%
Tertiary (Diploma, BA/BSC, MA/MC, Ph.D.)	4%	3%
Other	2%	0%

Source: Data from Skills and Knowledge for Youth Program assessment

## 1.2 Stakeholders and institutions



### Tips

- Most of the participating companies (88%) provide On-the-job training (OJT).
- Few companies (35%) collaborate with TVET in hiring new workers.
- The proportion of female workers in the total number of employees varies greatly from 4% to 100%.
- SKY project's detailed analysis will reveal the relationships between the various skills of workers and
  - Size of the company
  - Types of business
  - Proportion of female workers
  - Conditions for skills formation and work

**Table 3 Background information of managers and TVET instructors by affiliation**

Variable	Production managers (n=18)	TVET instructors (n=8)
Age	36.056	40.750
Gender (F=1)	0.389	0.875
Education attainment	5.111	6.250
Working experience in the current company (in years)	7.000	-
Teaching experience in the current instruction (in years)	-	10.688

Source: Data from Skills and Knowledge for Youth Program assessment



**Table 4 Characteristics of participating institutions**

Company Type of business		Total employees	Ratio of female workers (%)	OJT provision	TVET collaboration for hiring	University collaboration for hiring
A	Both export and domestic	12	67%	Yes	No	No
B	Export	200	N/A	Yes	No	No
C	N/A	70	43%	Yes	Yes	Yes
D	Both export and domestic	10	63%	Yes	No	No
E	N/A	7	100%	Yes	No	No
F	Domestic	111	N/A	N/A	N/A	N/A
G	Domestic	18	100%	Yes	No	No
H	Domestic	10	N/A	Yes	No	No
I	Domestic	6	N/A	Yes	Yes	No
J	Both export and domestic	5	N/A	Yes	No	Yes
K	Domestic	93	14%	No	No	Yes
L	Export	450	4%	Yes	No	Yes
M	Export	2200	N/A	Yes	Yes	Yes
N	Export	2650	13%	Yes	Yes	Yes
O	Domestic	120	17%	Yes	Yes	Yes
P	Domestic	300	N/A	Yes	No	No
Q	Export	28	57%	Yes	Yes	Yes

# 2 OVERALL RESULTS OF SKILLS ASSESSEMENT

## 2.1 Overall results of the written and practical tests

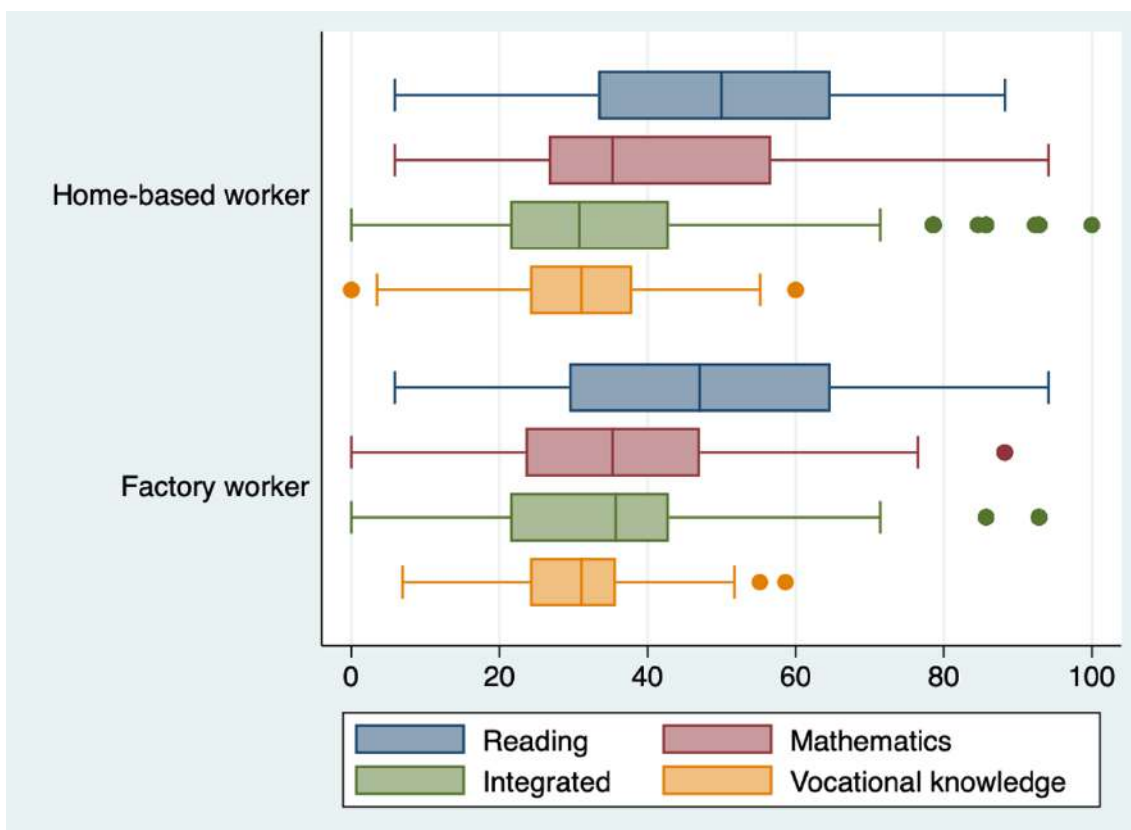


### Written test:

- There is no significant difference between the two groups.
- The variation of the home-based worker's math score is slightly larger than that of factory workers. This means some home-based workers have higher mathematics abilities (Figure 1).

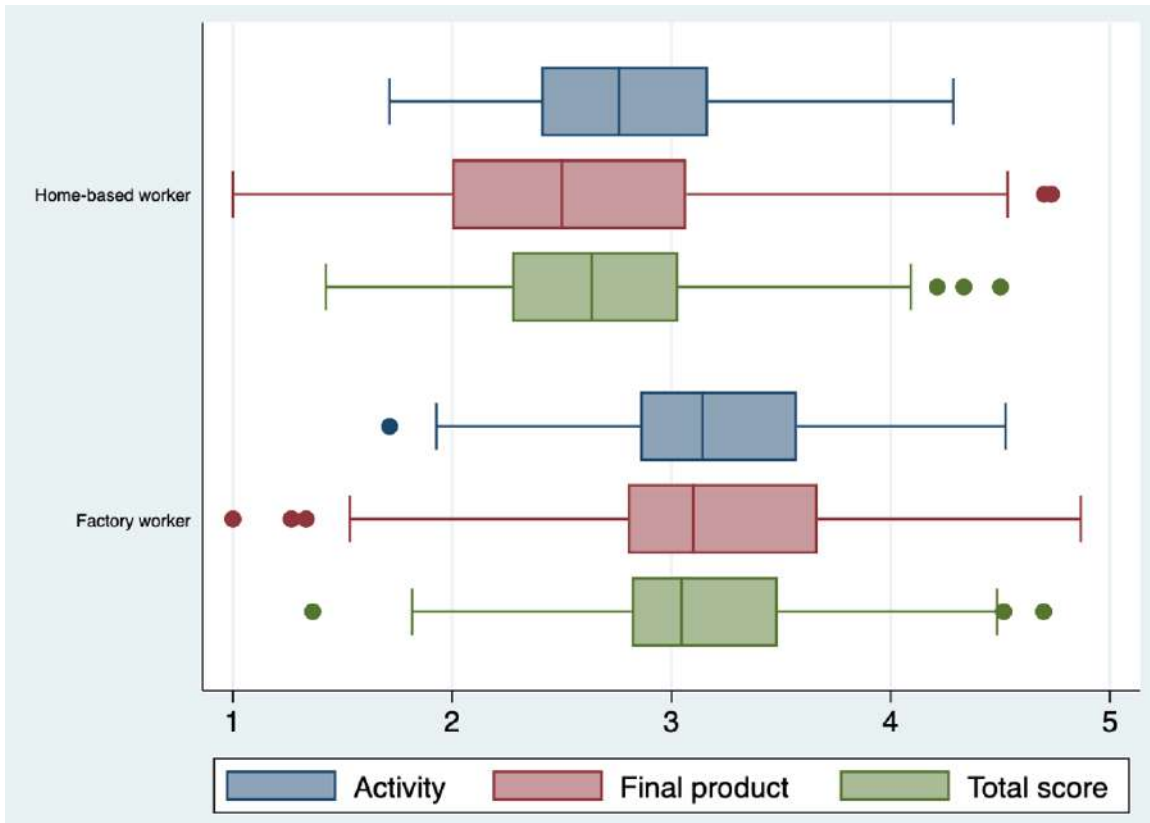
### Practical test:

- Factory workers' scores are significantly higher than home-based workers in activity and final product sections. The assessors evaluated the following things in each section (Figure 2).
  - Activity section: preparation and process of pocket making.
  - Final product section: quality of the pocket.
- However, home-based workers tend to perform better than factory workers in the “iron the margin of the cut-out pieces” part of the activity section (Figure 3).

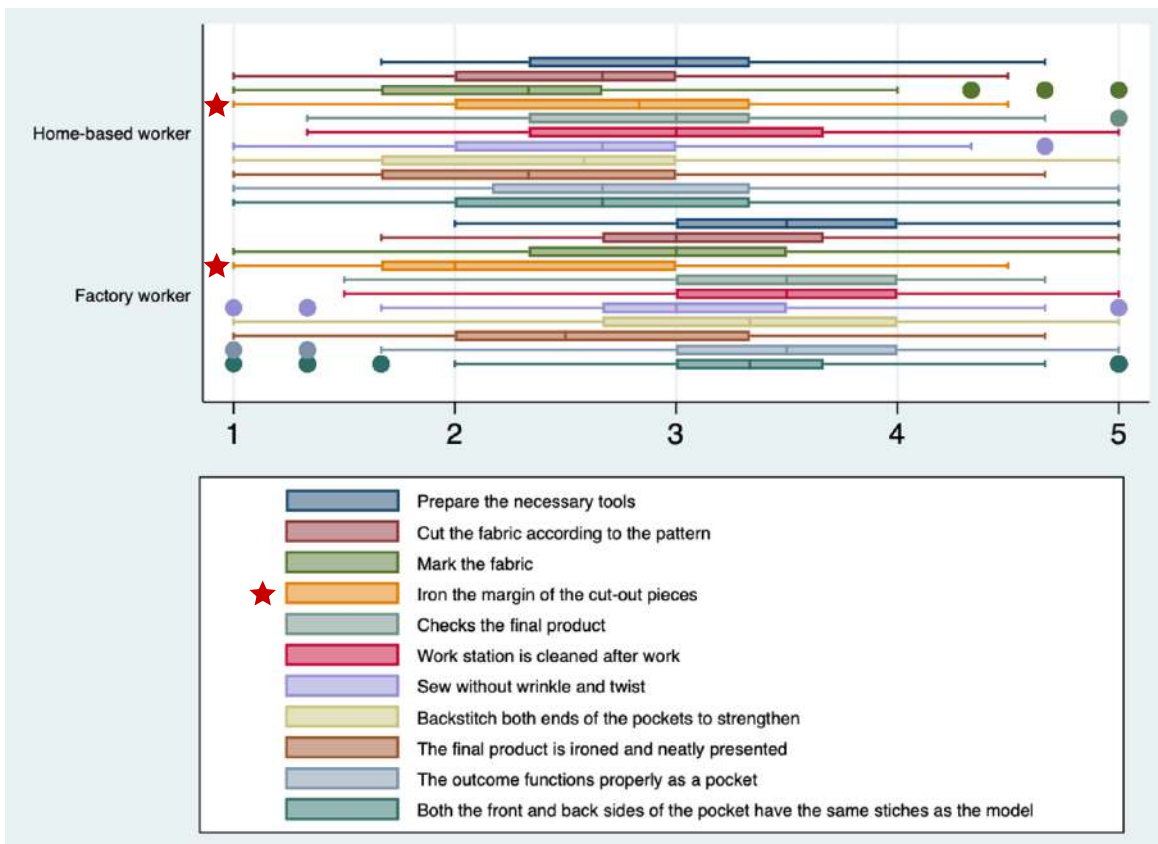


Source: Data from Skills and Knowledge for Youth Program assessment

**Figure 1 Average and variance of written test score, by affiliation**



Source: Data from Skills and Knowledge for Youth Program assessment  
**Figure 2 Average and variance of practical test score, by affiliation**



Source: Data from Skills and Knowledge for Youth Program assessment  
**Figure 3 Average and variance of practical test score, by activity and affiliation**

## 2.2 Overall results of personality traits

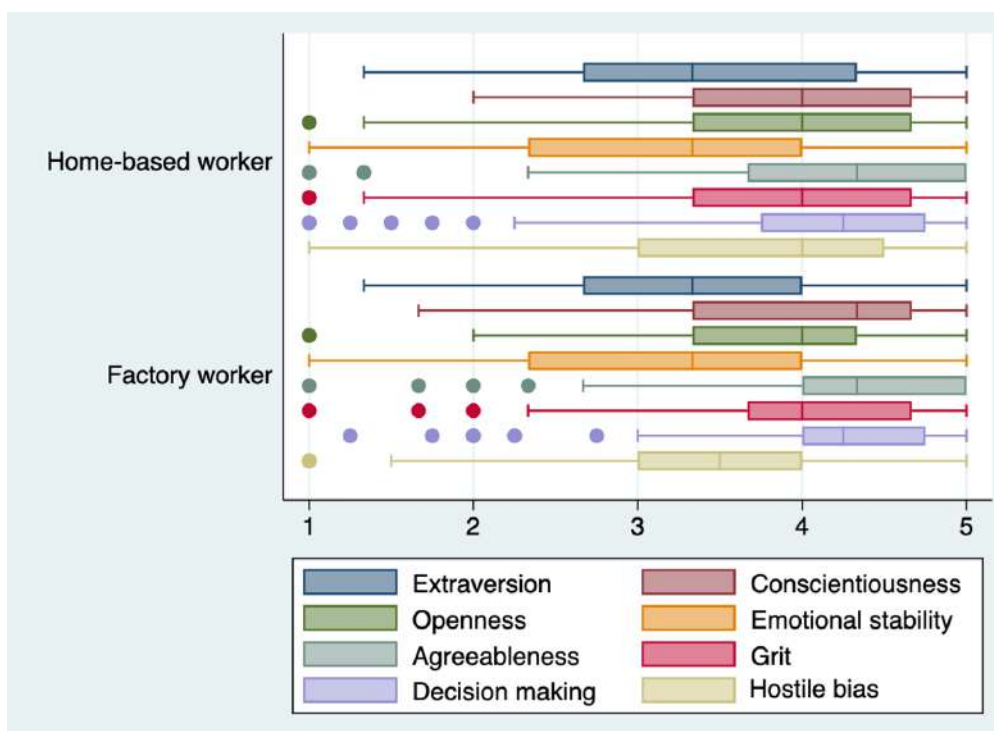


Tips

If the score is high in the personality traits, it means as follows.

- Extraversion: they have sociability and dominance in social situations.
- Conscientiousness: they follow socially prescribed norms and rules.
- Openness: they enjoy learning and new ideas.
- Emotional stability: they are good at coping with negative emotions.
- Agreeableness: they have a cooperative orientation to others.
- Grit: they have perseverance and passion for a long-term goal.
- Decision making: they make decisions from a broad perspective.
- Hostile bias: they tend to interpret the behavior of others as threatening.

- There is no huge difference between the personalities of home-based workers and factory workers.
- However, home-based workers' internal variation of grit, decision-making, and openness scores are slightly wider than those of factory workers. It means home-based workers are more diverse in personality.
- The hostile bias score of factory workers is significantly lower than that of home-based workers. This suggests that factory workers tend to work easily with others.



Source: Data from Skills and Knowledge for Youth Program assessment

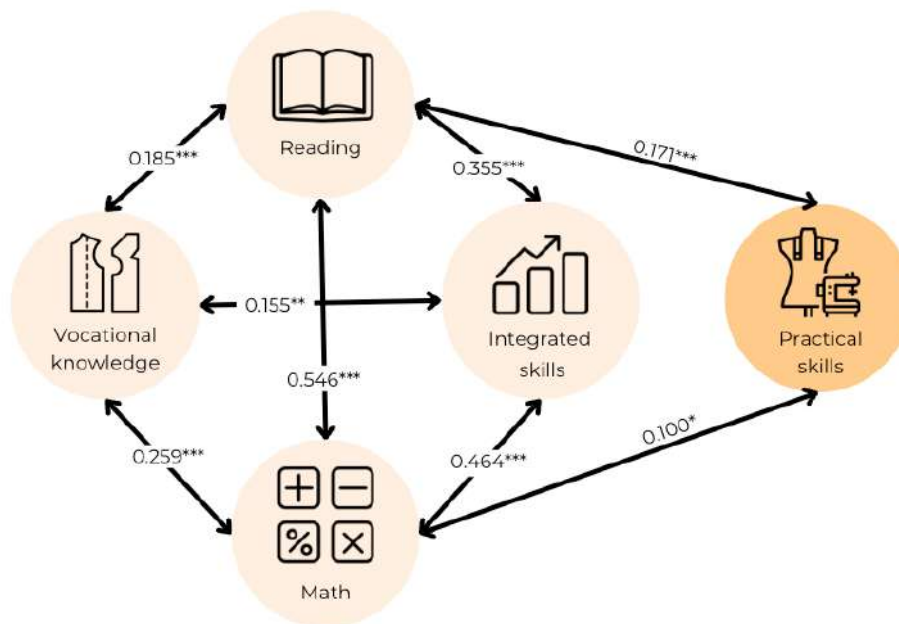
**Figure 4 Average and variance of personality traits, by affiliation**

## 2.3 Relationship between different types of skills



### Tips

- The four written test subjects significantly correlate with each other. This means, for instance, that somebody with good reading skills is also good at calculations and reading tables/figures and has more vocational knowledge.
- Reading literacy and mathematical skills strongly correlate with the practical test score. This means somebody who has more cognitive skills (literacy and numeracy) performed better in the practical test.



Source: Data from Skills and Knowledge for Youth Program assessment

Note: The stars (\*, \*\*, and \*\*\*) indicate the p-value significance threshold of pairwise correlations by \* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$ .

**Figure 5 Relationship between practical skills and cognitive skills, by subject**

# 3 GAPS IN THE PERCEIVED IMPORTANCE OF SKILLS

## 3.1 Gaps between production managers and TVET instructors

### 3.1.1 Stakeholders' perceived importance of general skills



#### Production managers and TVET instructors:

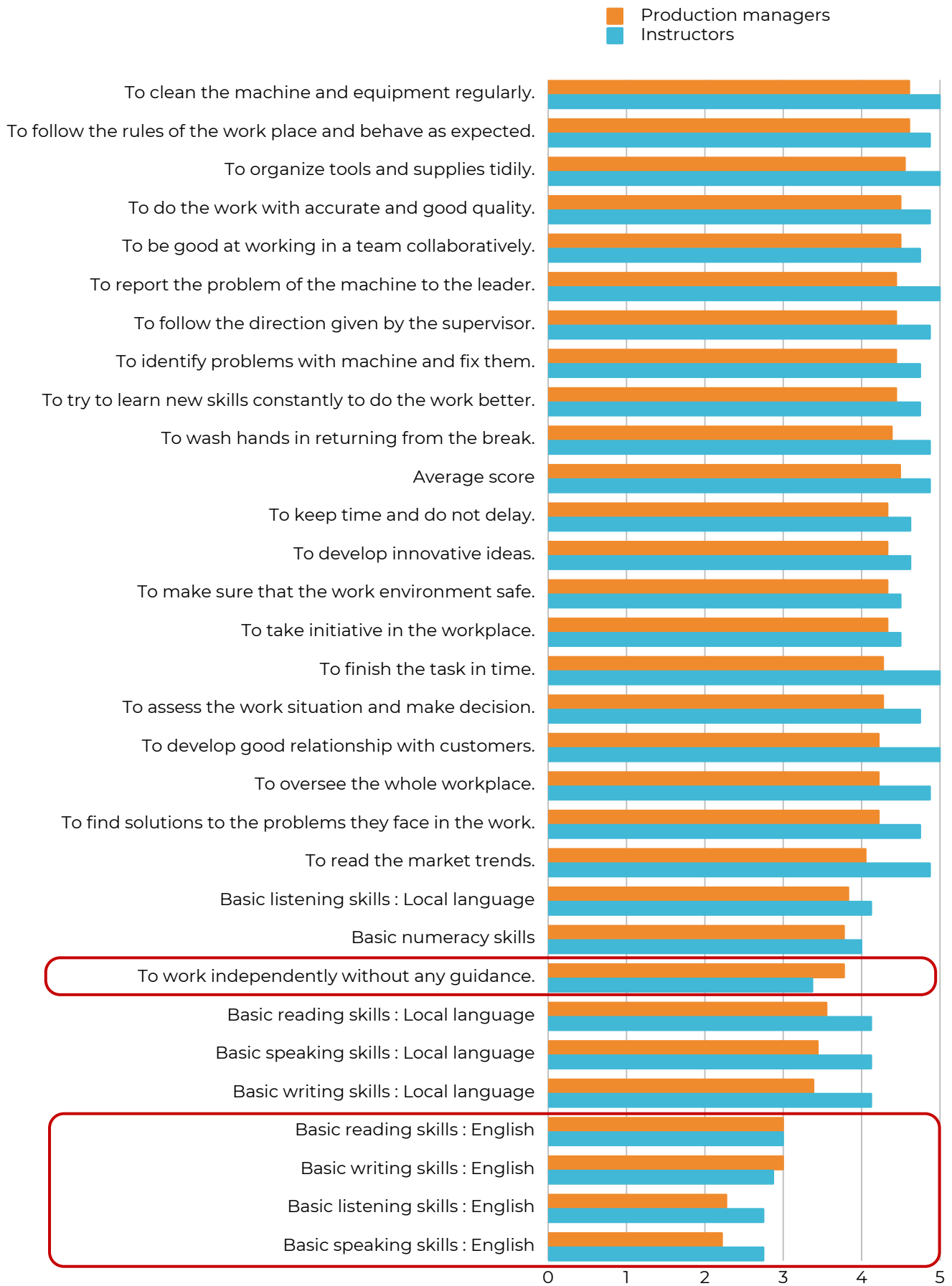
- perceived literacy skills as visibly less critical than general skills.
- perceived local language proficiency as more important for factory workers than English proficiency.
- The following themes were grouped based on the top ten skills the managers assessed as most important:
  1. Communication and collaboration with supervisors and teams
  2. Compliance with workplace rules and directions
  3. Cleanliness and tidiness of the workplaces, tools, and machines
  4. Work accuracy
  5. Openness to self-improvement
- The perceptions of necessary general skills for factory workers between the managers and the instructors are generally aligned with each other.
- Also, the instructors rate most of the general skills' importance higher than the managers. However, the managers expect workers to work independently without guidance more than the instructors.
- On the other hand, the instructors significantly consider machine maintenance-related skills more important than the managers.

**Table 5 Top 10 general skills that production managers regard as important**

General skills	(1) Score by instructors	(2) Score by managers	Gap between (1) and (2)
To clean the machine and equipment regularly.	5.00	4.61	0.39*
To follow the rules of the work place and behave as expected.	4.88	4.61	0.26
To organize tools and supplies tidily.	5.00	4.56	0.44
To do the work with accurate and good quality.	4.88	4.50	0.38
To be good at working in a team collaboratively.	4.75	4.50	0.25
To report the problem of the machine to the leader.	5.00	4.44	0.56*
To follow the direction given by the supervisor.	4.88	4.44	0.43
To identify problems with machine and fix them.	4.75	4.44	0.31
To try to learn new skills constantly to do the work better.	4.75	4.44	0.31
To wash hands in returning from the break.	4.88	4.39	0.49

Source: Data from Skills and Knowledge for Youth Program assessment

Note: Unit is the mean by respondents' group. A star (\*) indicates that the mean difference is significant.



Source: Data from Skills and Knowledge for Youth Program assessment

Note: Unit is the mean by respondents' group.

**Figure 6 Gap between TVET instructors' and production managers' perceived importance of general skills**

### 3.1.2 Stakeholders' perceived importance of garments-related skills



#### Tips

- The production managers tend to focus on the knowledge and skills to perform general tasks in the production lines.
- On the other hand, advanced garment-related skills, such as using designing software and knowing fashion trends, are least attractive to managers.
- Garment-related skills under the designing category are **not** included in the top 10 skills that the managers regard as important.
- For the 10 skills the managers perceived as most important, the production managers and instructors mostly share similar perceptions of the desirable garment-related skills for workers.
- However, the managers expect factory workers to be able to create patterns by applying advanced pattern-making principles relatively more than the instructors.
- The difference tends to be more visible among the least regarded as important by the managers. For instance, the TVET instructors emphasize the ability to perform machine embroidery, while the managers do not regard it as highly critical.

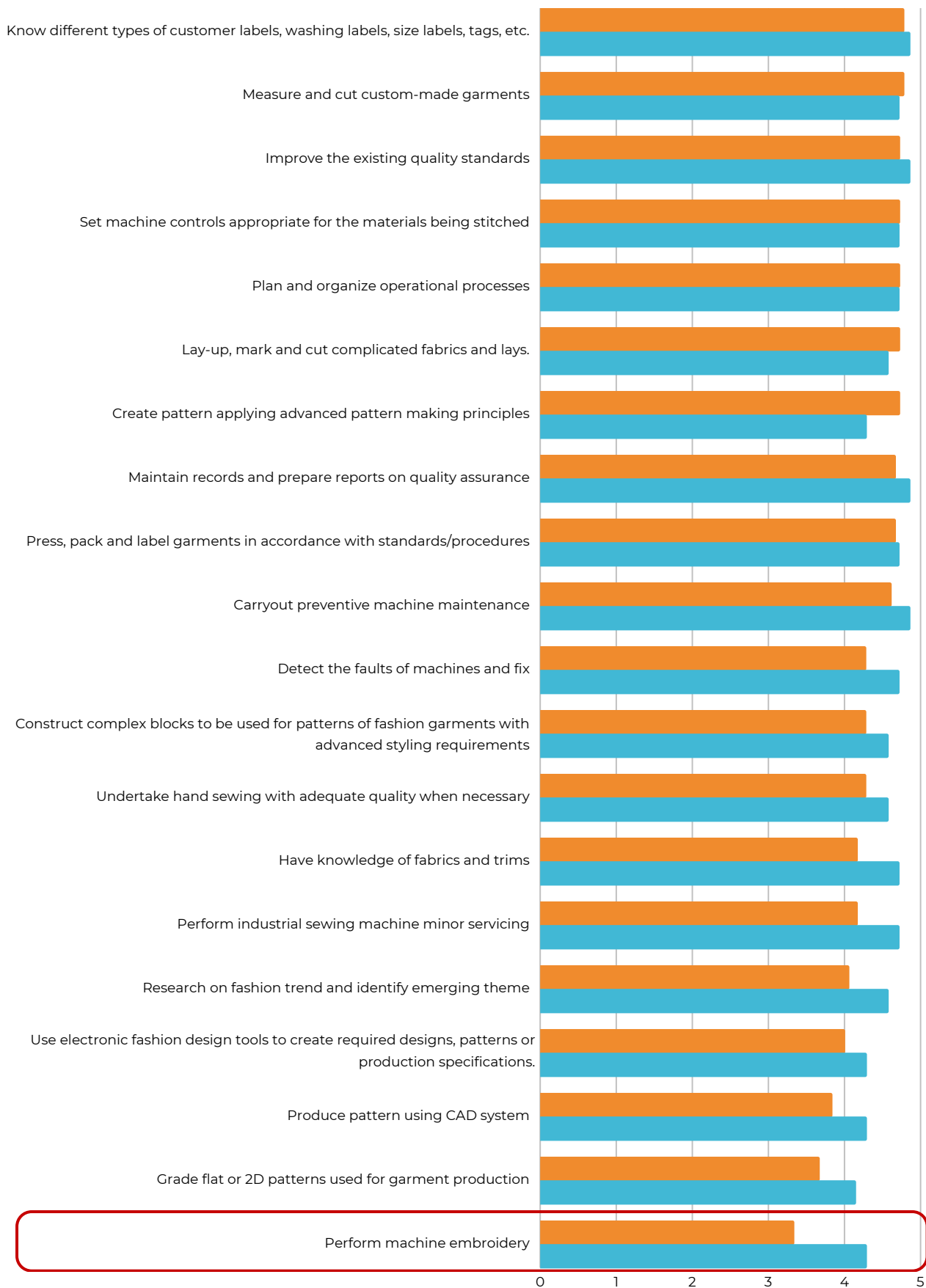
**Table 6 Top 10 garment-related skills that production managers regard as important**

Garment-related skills	(1) Score by instructors	(2) Score by managers	Gap between (1) and (2)
Know different types of customer labels, washing labels, size labels, tags, etc.	4.86	4.78	0.08
Measure and cut custom-made garments	4.71	4.78	0.06
Improve the existing quality standards	4.86	4.72	0.13
Set machine controls appropriate for the materials being stitched	4.71	4.72	0.01
Plan and organize operational processes	4.71	4.72	0.01
Lay-up, mark and cut complicated fabrics and lays	4.57	4.72	0.15
Create pattern applying advanced pattern making principles	4.29	4.72	0.44
Maintain records and prepare reports on quality assurance	4.86	4.67	0.19
Press, pack and label garments in accordance with standards/procedures	4.71	4.67	0.05
Carryout preventive machine maintenance	4.86	4.61	0.25

Source: Data from Skills and Knowledge for Youth Program assessment

Note: Unit is the mean by respondents' group. A star (\*) indicates that the mean difference is significant.





Source: Data from Skills and Knowledge for Youth Program assessment

Note: Unit is the mean by respondents' group.

**Figure 7 Gap between trainees' and production managers' perceived importance of garment-related skills (10 skills from top and 10 skills from bottom)**

### 3.1.3 Stakeholders' perceived desirable personality traits



Tips

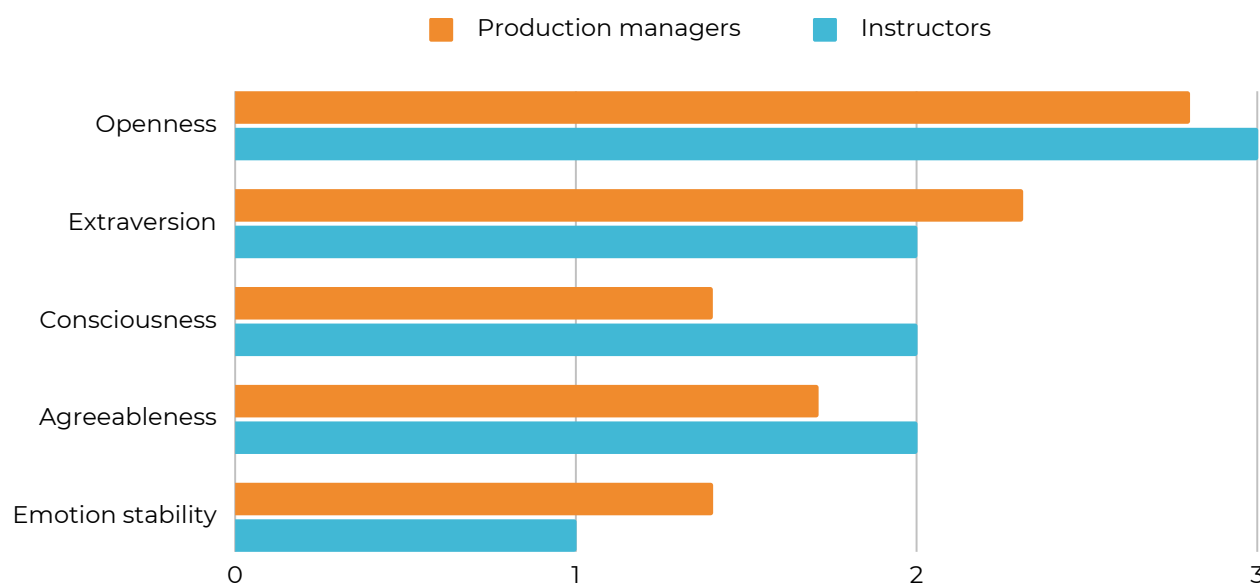
- The production managers and TVET instructors share similar perceptions of the desirable personality traits for factory workers in terms of ranking.
- Openness is rated the highest, while emotion stability is rated the least important among the big five.
- The instructors' expectation for factory workers to follow socially prescribed norms and rules is higher than that of the managers.
- On the other hand, the production managers appreciate workers who are good at coping with negative emotions more than the instructors.

**Table 7 Personality traits that production managers regard as important**

Personality traits	(1) Score by instructors	(2) Score by managers	Gap between (1) and (2)
Openness	3.00	2.80	0.20
Extraversion	2.00	2.31	0.31
Agreeableness	2.00	1.71	0.29
Consciousness	2.00	1.40	0.60
Emotion stability	1.00	1.40	0.40

Source: Data from Skills and Knowledge for Youth Program assessment

Note: Unit is the mean by respondents' group. A star (\*) indicates that the mean difference is significant.



Source: Data from Skills and Knowledge for Youth Program assessment

Note: Unit is the mean by respondents' group.

**Figure 8 Gap between TVET instructors and production managers perceived desirable workers' personality traits**

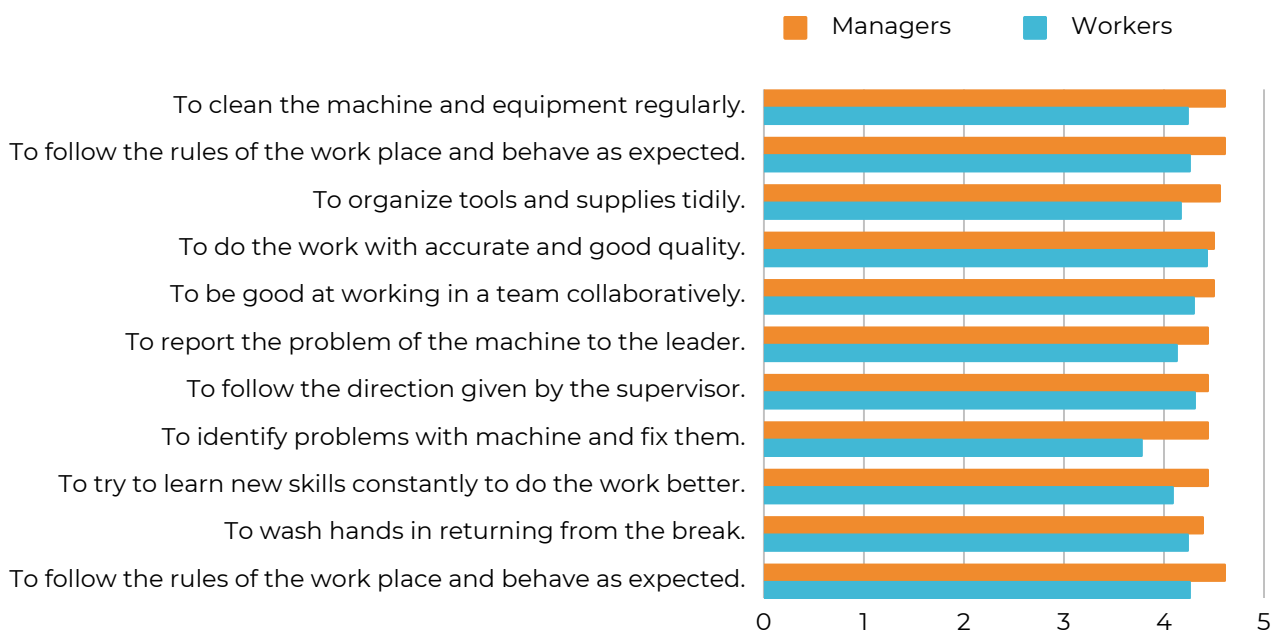
## 3.2 Gaps between workers and managers

### 3.2.1 Confidence of factory workers in essential general skills



#### Tips

- Workers' confidence in the top 10 essential general skills is lower than the level the managers expected.
- The mismatches between the managers' expectations and workers' self-evaluation are likely to be significant in skills related to machine maintenance and workplace rules.
  - The widest gap is the ability to identify problems with machines and fix them.
  - The factory workers need to improve their ability to maintain cleanliness and tidiness of tools, supplies, equipment, and machines to match the managers' expectations.
  - The ability to behave according to the workplace's rules is perceived as extremely important by the managers, while the confidence level is rated at a moderate level by the workers.
- On the other hand, the managers and workers hold the same level of perception regarding the work's accuracy and quality.
- The result indicates the need for noncognitive skills training among workers, particularly in the areas related to machine maintenance, behaviours in the workplace, tidiness and cleanliness.



Source: Data from Skills and Knowledge for Youth Program assessment  
 Note: Unit is the mean by respondents' group.

**Figure 9 Confidence of factory workers in essential general skills**

**Table 8 Confidence of factory workers in essential general skills**

General skills	(1) Score by production managers	(2) Score by factory workers	Gap between (1) and (2)
To clean the machine and equipment regularly.	4.61	4.24	0.37*
To follow the rules of the work place and behave as expected.	4.61	4.26	0.35*
To organize tools and supplies tidily.	4.56	4.17	0.39*
To do the work with accurate and good quality.	4.50	4.43	0.07
To be good at working in a team collaboratively.	4.50	4.30	0.20
To report the problem of the machine to the leader.	4.44	4.13	0.32
To follow the direction given by the supervisor.	4.44	4.31	0.13
To identify problems with machine and fix them.	4.44	3.78	0.66*
To try to learn new skills constantly to do the work better.	4.44	4.09	0.35
To wash hands in returning from the break.	4.39	4.24	0.14

Source: Data from Skills and Knowledge for Youth Program assessment

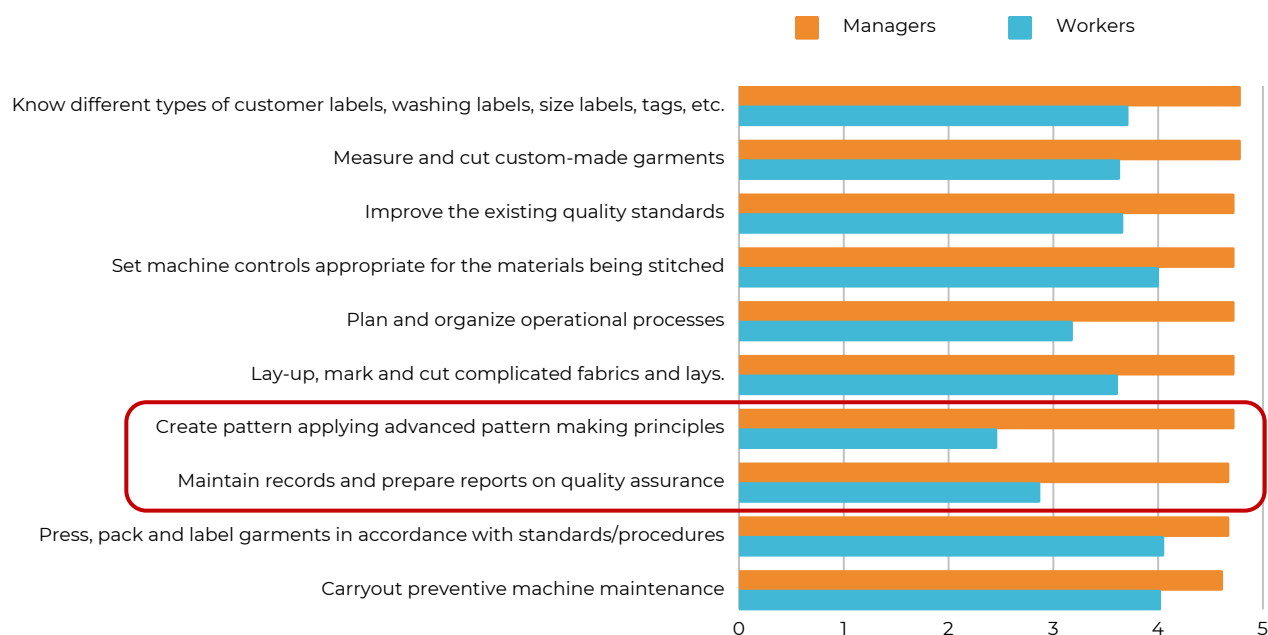
Note: Unit is the mean by respondents' group. A star (\*) indicates that the mean difference is significant.

### 3.2.2 Confidence of workers in essential garment-related skills



#### Tips

- Factory workers' confidence in essential garment-related skills is significantly lower than their managers' expectations, especially the skills considered a little bit advanced.
- Managers highly expect factory workers to be able to create advanced patterns while the workers' confidence is relatively low.
- The gaps between workers' confidence and managers' perception of quality assurance records and production operational process planning are also outstanding.
- The findings indicate a need to improve factory workers' garment-related skills to match the expectations of managers.
- SKY project's detailed analysis of the mismatch of garment-related skills between production managers and factory workers will discuss the following:
  - The potential of garment-related skills training needs.
  - The implication of differing skills expectations on workplace and OJT policies of garment companies in Pakistan.



Source: Data from Skills and Knowledge for Youth Program assessment

Note: Unit is the mean by respondents' group.

**Figure 10 Confidence of factory workers in essential garment-related skills**

**Table 9 Confidence of factory workers in essential garment-related skills**

General skills	(1) Score by production managers	(2) Score by factory workers	Gap between (1) and (2)
Know different types of customer labels, washing labels, size labels, tags, etc.	4.78	3.71	1.07*
Measure and cut custom-made garments	4.78	3.63	1.15*
Improve the existing quality standards	4.72	3.66	1.06*
Set machine controls appropriate for the materials being stitched	4.72	4.00	0.73*
Plan and organize operational processes	4.72	3.18	1.55*
Lay-up, mark and cut complicated fabrics and lays.	4.72	3.61	1.11*
Create pattern applying advanced pattern making principles	4.72	2.46	2.27*
Maintain records and prepare reports on quality assurance	4.67	2.87	1.80*
Press, pack and label garments in accordance with standards/procedures	4.67	4.05	0.62*
Carryout preventive machine maintenance	4.61	4.02	0.59*

Source: Data from Skills and Knowledge for Youth Program assessment

Note: Unit is the mean by respondents' group. A star (\*) indicates that the mean difference is significant.

# 4 STAKEHOLDERS' PERCEPTION OF WOMEN'S EMPLOYMENT

## 4.1 Types of work perceived to be suitable for women



### Tips

#### Managers:

- perceive that housework and office clerical work are more suited for women than men.
- are least likely to perceive women to hold engineering and IT-related work.

#### Instructors:

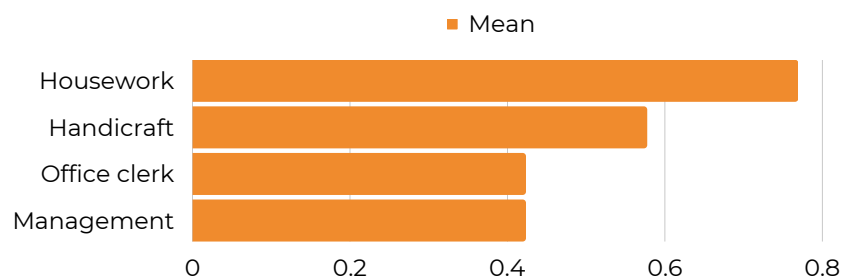
- perceive that handicrafts and housework are more suited for women.
- are least likely to perceive women to hold engineering and marketing-related jobs.

#### Consensus between managers and instructors:

- Both managers and instructors agree that housework is more suited for women than men. This reflects the traditional stereotype of women as being responsible for domestic tasks.
- Both managers and instructors also agree that women are less suited to engineering and IT-related work. A view that is consistent with the current gender gap in these fields, not just in Pakistan but in other parts of the world as well.

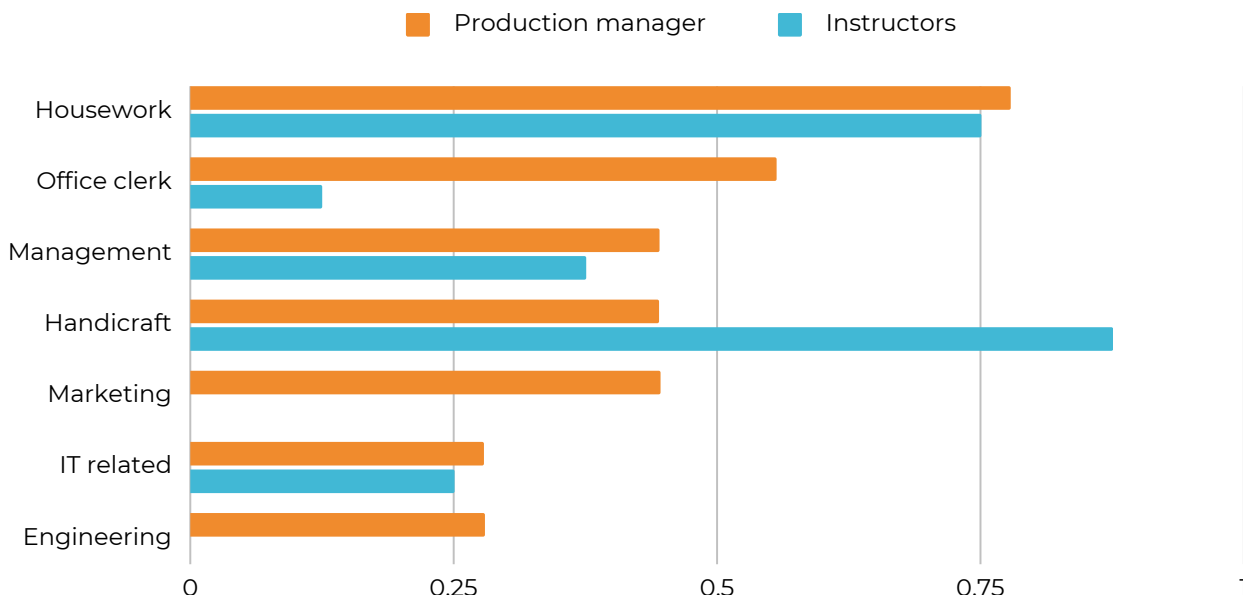
SKY project's detailed analysis of the perspectives of managers and instructors of suitable jobs for women will elaborate on the following:

- Women stereotypes and gender bias.
- Consistent views on domestic roles.
- Differing opinions on technical roles.
- Impact on education and career opportunities for women.



Source: Data from Skills and Knowledge for Youth Program assessment

**Figure 11 Top 3 types of work stakeholders perceived to be suitable for women**



Source: Data from Skills and Knowledge for Youth Program assessment

Note: Unit is the mean by respondents' group.

**Figure 12 Stakeholders' perception of suitable works for women**

**Table 10 The gap between stakeholders' perception on suitable works for women**

Types of work	(1) Score by instructors	(2) Score by managers	Gap between (1) and (2)
Housework	0.778	0.750	0.028
Handicraft	0.444	0.875	0.431*
Office clerk	0.556	0.125	0.431*
Management work	0.444	0.375	0.069
Marketing work	0.444	0.000	0.444*

Source: Data from Skills and Knowledge for Youth Program assessment

Note: Unit is the mean by respondents' group. A star (\*) indicates that the mean difference is significant.

## 4.2 Perceived characteristics of women



### Tips

#### General Perception:

- The top four positive characteristics of women perceived by the stakeholders are that women are responsible, patient, compassionate, and confident.
- The top three negative characteristics of women perceived by the stakeholders are that women are impulsive, cowardly, and arrogant.

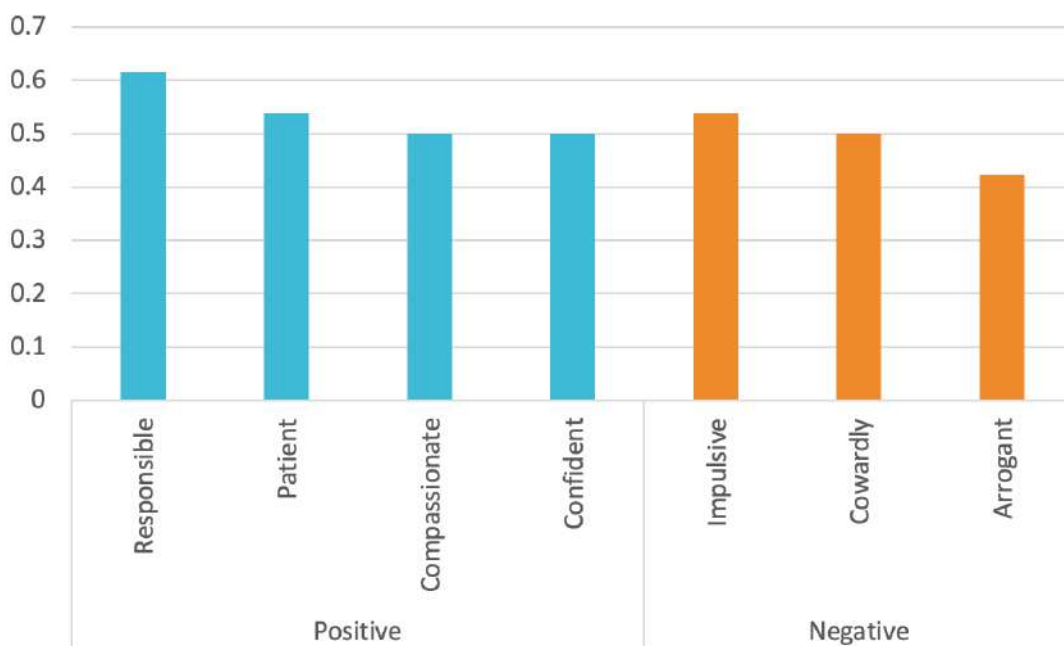
#### Managers:

- value Patience, Responsibility, Respect for authority, and Compassion among their female workers.
- do not value women who are impulsive, cowardly, and narrow-minded.

#### Instructors:

- value Honesty, Responsibility, Persistence, and Confidence the most in their female students.
- do not value women who are impulsive, impatient, cowardly, and arrogant.

- The mismatch reflects the disconnect between what is valued at the workplace and what is taught in TVET/training institutions. Managers value traits that promote workplace harmony and good interpersonal relationships among workers. Instructors value traits like honesty, persistence, and confidence, which are more related to how workers perform individually and develop their skills.

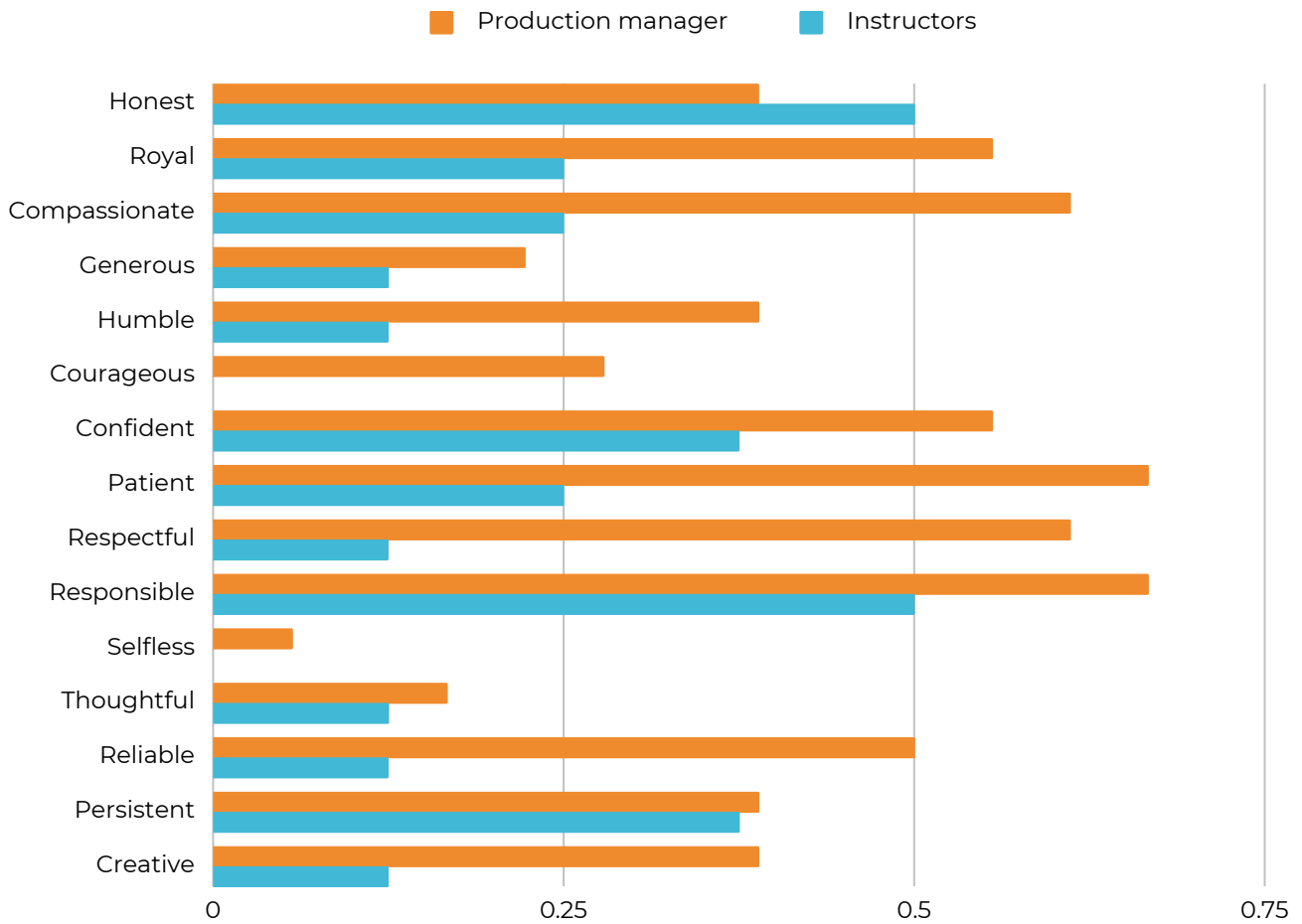


Source: Data from Skills and Knowledge for Youth Program assessment

Note: Unit is the mean by respondents' group.

**Figure 13 Stakeholders' perception of women's characteristics**

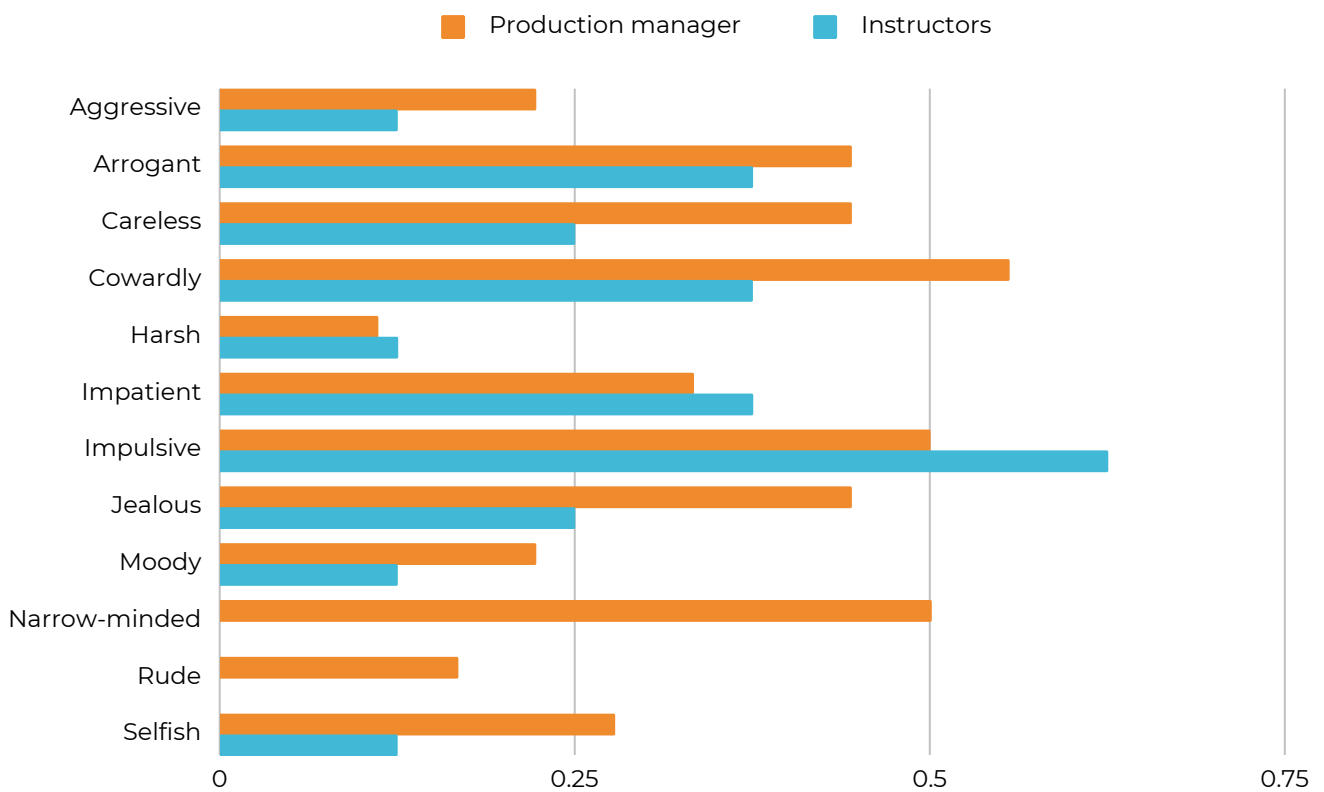




Source: Data from Skills and Knowledge for Youth Program assessment

Note: Unit is the mean by respondents' group.

**Figure 14 Stakeholders' perception of women's strengths**



Source: Data from Skills and Knowledge for Youth Program assessment

Note: Unit is the mean by respondents' group.

**Figure 15 Stakeholders' perception of women's shortcomings**

## 4.3 Perception of stakeholders regarding women and work



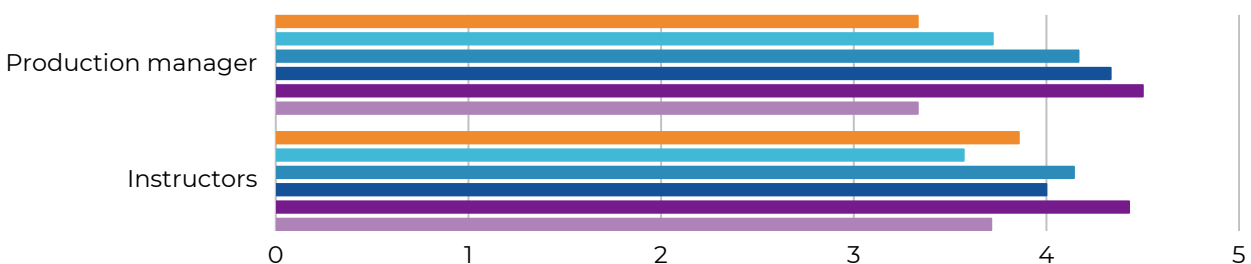
### General Consensus:

- Both managers and instructors want women to work full-time in the company.
- Instructors and managers also think that women can be entrepreneurs and self-employed.
- However, both factory managers and instructors believe women should stay home to support their husbands and families.

### Female Stakeholders:

- Female and male stakeholders show a significant difference in agreement on separating women's income from their husbands. Female stakeholders highly agree that a woman should gain income separately from her husband.
- However, female stakeholders agree with male stakeholders that women should stay home to support the family as the first priority.

- A woman gains income separately from her husband.
- A woman receives pieces of work from small business units (SMEs...
- A woman is an entrepreneur and self-employed.
- A woman stays at home to support her husband and family.
- A woman works full-time at a company.
- A woman decides how the income will be used.



Source: Data from Skills and Knowledge for Youth Program assessment

Note: Unit is the mean by respondents' group.

**Figure 16 Perception of stakeholders regarding women and work**

**Table 11 Comparison between perceptions of female and male stakeholders regarding women and work**

	(1) Male (n=12)	(2) Female (n=13)	Gap between (1) and (2)
A woman gains income separately from her husband.	2.67	4.23	1.56*
A woman receives pieces of work from small business units (SMEs) and makes income per piece.	3.58	3.77	0.19
A woman is an entrepreneur and self-employed.	3.92	4.38	0.47
A woman stays at home to support her husband and family.	4.08	4.38	0.30
A woman works full-time at a company.	4.17	4.77	0.60
A woman decides how the income will be used.	3.08	3.77	0.69

Source: Data from Skills and Knowledge for Youth Program assessment

Note: Unit is the mean by respondents' group. A star (\*) indicates that the mean difference is significant.

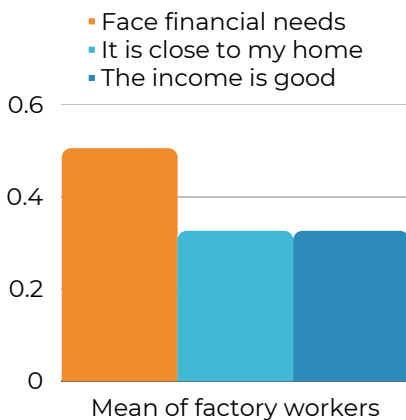
## 4.4 What causes women not to work?



### Female workers:

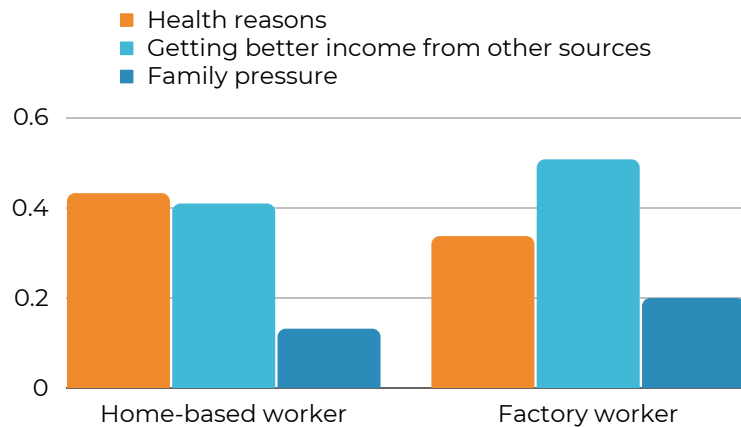
- are most likely to leave work due to health reasons, to get better income from other sources, and family pressure.
- Factory workers are more likely to leave the company due to poor working relationships with their superiors and to get better income than home-based workers.
- Home-based workers are more likely to leave work due to health reasons than factory workers.

- **Managers and Instructors** agree that the primary reason women leave their work is the lack of family support.
- Instructors also believe that women leave work because they have difficulty travelling to work and a lack of companions to work with.
- Managers believe women leave work due to difficulty coming to the workplace, lack of childcare support, and lack of access to job information.
- Both of them do not believe that women leave work to find better income.



Source: Data from Skills and Knowledge for Youth Program assessment

**Figure 17 Top 3 reasons why female factory workers chose to work in the current factory**



Source: Data from Skills and Knowledge for Youth Program assessment

Note: Unit is the mean by respondents' group.

**Figure 18 Top 3 reasons women would leave their current job**

**Table 12 Comparison of reasons to leave the job between home-based and factory workers**

	(1) Score by instructors	(2) Score by managers	Gap between (1) and (2)
Relationship with Supervisor ex. harassment	0.005	0.049	0.044*
Getting better income from other sources	0.409	0.507	0.098*
Health reasons	0.432	0.337	0.095*

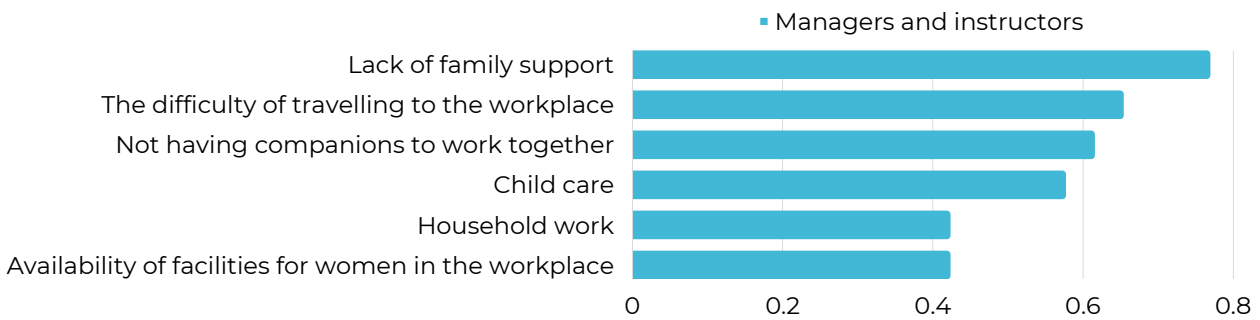
Source: Data from Skills and Knowledge for Youth Program assessment

Note: Unit is the mean by respondents' group. A star (\*) indicates that the mean difference is significant.



- The findings highlight the multifaceted nature of why women leave the workplace in Pakistan. It is thus essential to analyse these factors to develop strategies to help retain and support women in the workforce.
- SKY project's detailed analysis of the multifaceted views of why women leave the workplace will discuss the following:

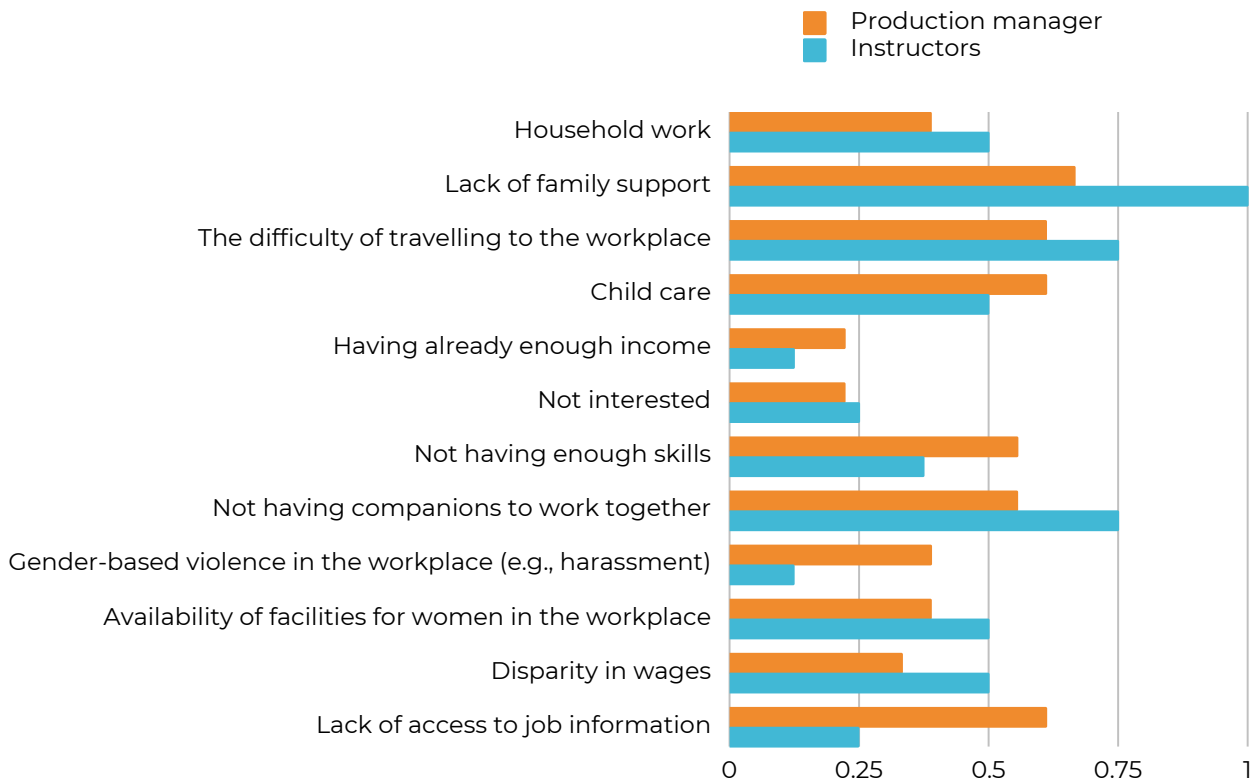
- Differing views between workers and stakeholders on why women leave.
- Consensus of female workers and stakeholders on the role of family support in keeping women at work.
- Possible reasons for managers' and instructors' perceptions.
- The implication of the differing views and findings on workplace policies.



Source: Data from Skills and Knowledge for Youth Program assessment

Note: Unit is the mean by respondents' group.

**Figure 19 Stakeholders' perception of factors causing women not to work**



Source: Data from Skills and Knowledge for Youth Program assessment

Note: Unit is the mean by respondents' group.

**Figure 20 Differences between stakeholders' perception of factors preventing women from working**