

AN ANALYTICAL STUDY ON GENDER INEQUALITY AND ITS IMPACTS ON FEMALE EDUCATION IN PUNJAB, PAKISTAN

Rab Nawaz¹, Dr Yasir Nawaz Manj²

Department of Sociology, University of Sargodha, PAKISTAN.

¹Bhatti.rabnawaz@gmail.com, ² Yasir.manj@gmail.com

ABSTRACT

In Pakistan gender inequality in education is at its best, Pakistani women who want to positively contribute to the boosting economy faces a lot of barriers. While the circumstances of the educational system in Pakistan is dreadful, and there is a huge gap between education providers and the aspirations of the people in this specific regions of the world, we believe that a window of opportunity is now open for initiating system and level of reforms. The society of Pakistan is too much patriarchal where males are the main authority facts and females are subordinate in all sphere of life. In this context the main objectives of this study is to identify and analyze different type of socio, cultural, economic and patriarchal influence on female's education in this area of Pakistan. Two union councils one from rural area and other from urban area selected randomly for data collection from both division of Punjab. 400 respondents selected as a sample of the research. 100 respondents selected from each district. Frequency distribution, percentage, chi square, bar graph pi chart analyses and alpha caren Bach for each questions in the analysis were used to explore the relationship between the prescribed different variables. The results regarding gender, age, locality, education level, income level, respondent's districts, occupation of the respondents, difference between males and females children and gender inequality among different variables is tested by using SPSS for findings of the study. Hypothesis 2 Quality Education totally depends upon economic sources is tested as results are Data is evaluated in (%) (n=400) Pearson Chi Square value=21.272 DF=4 Level of Sig. (2-sided) =.00 P-value =>

Based on the research findings it is suggested that Government should pay proper attention on female education because it is the need of the existing time. Policies should be implemented at the gross root level for the betterment of the overall development of the nation. Awareness should be created amongst male to give their women freedom of expression by all means.

Keywords: Gender inequality, Equity, Dropout, Female education.

INTRODUCTON

Gender is considered as the social roles and status differences between both women and men in all societies. All kinds of roles are solid spirited by the economic, cultural and social organizations of a humanity and the recognized religious, moral and legal norms in a specific society. 'Sex' basically is a biological concept while "gender" a psychological and socio-cultural term and differently assumed in different culture (Anderson, 1988).

The concept of Gender used to societal defined duties and household tasks of females and males. The major roles and responsibilities duties among men and women determined from our socio, economic and some family setup or culture background. The conception and detailed idea of sexual characteristics is our main agenda and some determined prospect about the uniqueness, individual's behaviors and normative attitudes of men and women's, and it's compulsory in cooperating for the analysis of gender inequalities. The varied

responsibilities, prescribed responsibilities, human rights and capital or available opportunity that both the genders have in society are important determinants of the nature and capacity of their inequality and poverty by all means. Inequality in access to capital between women and men is most widespread in poor and developing countries. Gender inequality refers to inequality in conditions among women and men for realizing their full human rights and human capital. Gender must be defined as a set of characteristics, roles, and behavior patterns that differentiate women from men culturally and socially and relations of power between them (Women Information Centre, 2005).

Gender Inequalities in education area remain in nearly all deprived nations of the world and among the poor surroundings and marginalized individuals situations within these countries are at its peak negatively. At the hand of a substantial augment in inequalities among the males and females in education sector of life and some countries holding low income over the last few decades (World Bank, 2001).

Girls' subordination of is responsible for the socialization process that emphasizes the pre-ordained roles that she will assume as an adult and she should be submissive in all household spheres of life. The implications of such uneven management and treatment in result is restrictive the opportunities and choices that girls may have, both in the present and in the future. These narrated stories articulated freely and critically why girls did not have an access to education and especially higher education (Kotwal & Gupta, 2006).

Several factors that add to be short of the right of entry for women towards education segment similar to be short of positive impacts and incentives for families who teach their females kids, they consider its totally wastage of time and money as well infrastructural shortages, quality of education is not proper, schooling proper cost, private and public dividing line in this sector education, traditional mindset society, some religious barriers, lack of true sense educational awareness, male oriented policies and institutional weaknesses. In spite of these profitable limits little child literacy rate, the rate of enrolment is too much low, rate of dropout is too much high, schooling cost is also mounting, parents attitudes towards education especially for their female offspring, availability of infrastructural facilities, teachers insecurity in economic sense, teacher absenteeism, schools distance, schools availability in far-flung areas, practical application of the teachings and the standards of education is too much low and some others hurdling factors are the main barricades that have unhelpful or some negative force on literacy rate of Pakistani society and hampering the growth of overall development of the society (Aly, 2007).

RATIONALE OF STUDY

Policy Implications and end results at international level in prospect the importance and differentiation of special matter of inequality for girls and boys in education, the current research will attempt to examine an analytical study of factors deteriorating learning especially female education within rural and some urban areas of Punjab province in Pakistan. Educational inequalities for males and females have some negative impact on individual, s capabilities. Male-female ratio of enrolment, male female ratio for literacy, female male ratio of total population years of completing schooling, head of household education, male-female earners percentage differently, household head age, holding asset and land holding are the major indicators having negative and positive impact on any societal development.

OBJECTIVE OF THE RESEARCH

1. To check the impact of preference for male education in traditional society.

2. To check the level of discrimination against women with respect to education as compared to male counterpart.

HYPOTHESIS

H₁: It is more likely that quality education totally depends upon economic sources.

H₂: It is more likely that boys and girls are equally treated by parents in education.

LITERATURE REVIEW

Education can be well thought-out as an important socio economic objective of any individual in all developed and developing type of the countries. The very vital role that education plays and its possible involvement to the economic development and intellectual growth of the social order have become main points of common concern in both developed and developing countries (Harbison & Hanushek, 1992).

Daoud (2012) in his educational research argued that regularly females are reserved at house to do domestic chores and caring for younger kids of the family, or they are thrust into the labor market to contribute to household income; this will strengthen their survival rate by economic sense. Children to school, especially girls especially girls remain out of school, possibly will establish valuable in addressing the right to use issues and inequality of gender in central learning for girls and boys across rural and urban surroundings. The study concluded that poverty and some other cultural barriers remain the main rationale or hurdle that put girls away from the schools. It can be said that poverty among displaced marginalized communities is severe, where the source of income is very much low paid work is not available for girls especially, specifically more difficult for illiterate females headed households to get together the economic needs of their families and the recent time requirements demands more sources and equipment as well. However, the families are well aware of the negative belongings or effects of being illiterate on present and future life. They are also aware of the relationship between their illiteracy and gender inequality. Moreover in spite of the fact that hurdles to females' schooling are first and foremost financial and societal and intellectual deficiency are the main restriction to schooling, The main reason of poverty in our society is a shortage of educational atmosphere. Uneducated females become ignorant parents, they are totally powerless to hold up their offspring, and the vicious circle continues. As soon as poverty prevails in the families, women's are the goat of the escape, the initial task that people perform in our society to be taken out children from school and put them into hazardous and very poor conditions to work.

Singh (2007) explains in depth that Its overall main goal is to create positive circumstances to facilitate women to enhanced understanding level of their corner, to move about from a specific situation of disempowerment and hopeless towards a circumstances in which they could decide their own lives and manipulate the whole environment and simultaneously create for themselves and their family an educational prospect which will positively develop the process of development.

Qureshi (2004) demonstrate that there are many barriers and limitations comparing with females learning that mainly include various rigid societal issues such as male dominated structure of the culture, fatalistic attitude connected with women schooling, negative attitudes, least parents attitudes and fatalistic prejudices for the education of girls in all domains. Some Other issues are related with the tribal time of fighting which possibly will have been unfortunate for the century of 21st, but majority remain inappropriate to how and at what level a Sunnah should behave by following Muslim laws.

Potokri (2011) investigated that the women's reasons for accessing higher learning, the experiences of girls that are in higher schooling or learning should also be considered internationally, politically and for policy making too much important. Little was made of the fundamental and essential value and the joy of knowledge, even though some participants claimed that their reason for enrolling in higher education is knowledge-oriented or motivated by knowledge acquisition, some cultural background and some parental capital is also considered important.

Wilson (2003) in his research investigates that there are two leading, most important and foremost goals those are well-known as males and females inequality goals (equal rights achieving contribution of boys and girls in every sort of learning based on their percentage in appropriate population age groups) and equality of gender aims (maintained learning equal opportunity between girls and boys). Outside of the corner these have been characterized as numerical/quantitative and goals of qualitative correspondingly in this context of the research. In order to believe and think better prosperity leads together goals, both qualitative and quantitative assessments that's have need to be completed of the strength of development towards equality of gender because its first step towards society's development. Achieving and measuring gender correspondence is just preliminary first positive strengthens steps towards equality for both males and females in learning mechanism. A well schooling instrument or mechanism should have equal figures of participating boys and girls, who may enlarge evenly from side to side the structure, may perhaps not based on equality of gender especially educational equality. An important reflection of true male and female equal opportunity in schooling as a result education should be understood as a basic rights for all humans for both sexes (participation and access of education), as well as rights for human beings within schooling (gender equality-awareness through educational environments, outputs and processes), and human rights from beginning to end teaching and learning (significant and important educational outcomes those narrate equality of education with international processes of justice for gender) equality of all type of education at all level.

MATERIAL AND METHODS

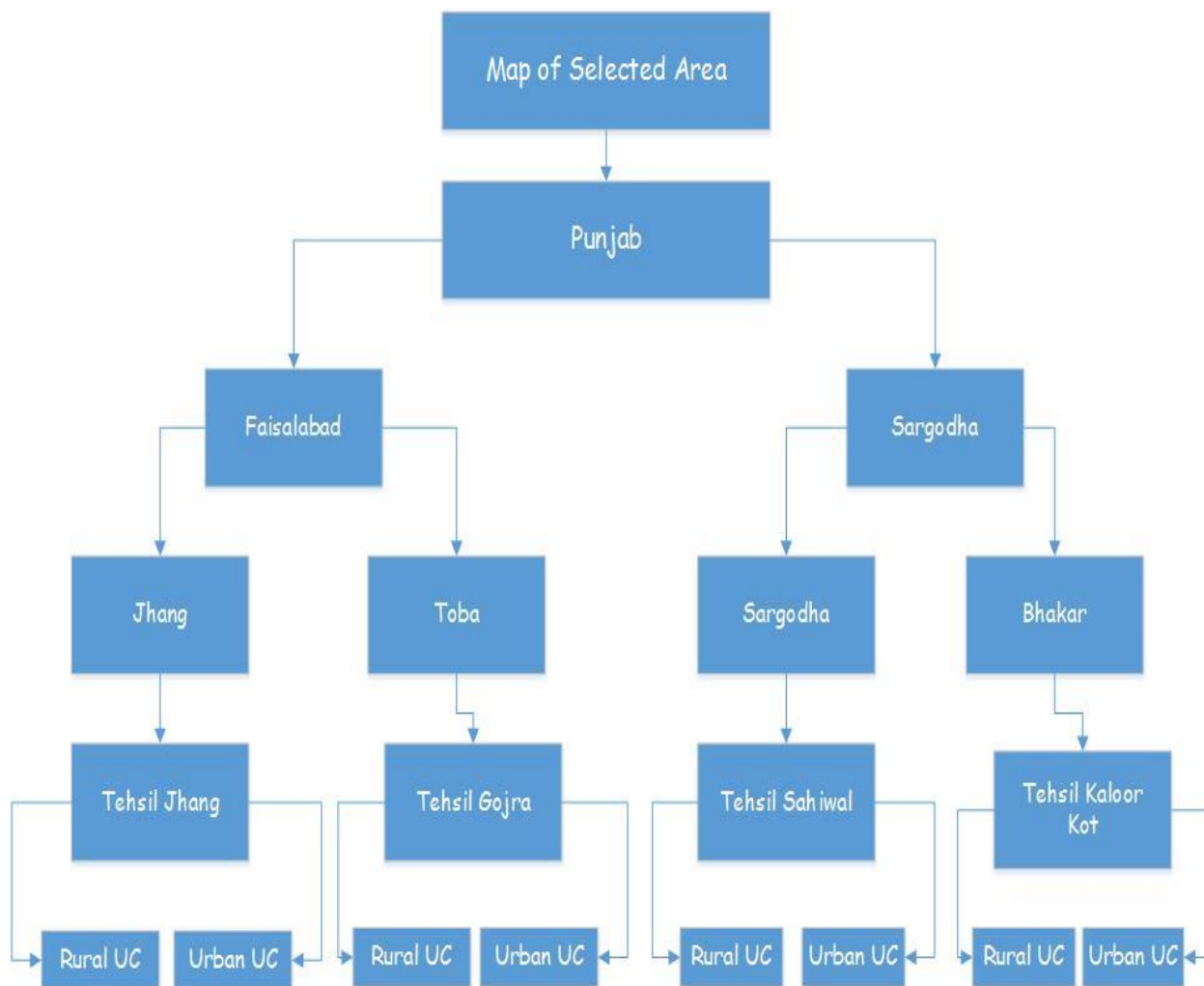
Introduction

Methodological techniques are very important for analyzing sociological and psychological researchable problems ethically and empirically. Sound methodology is too much vitally important to establish and organize chain for knowledge and empirical verification of hypothesis testing. The main rationale of the study is to give details various to be employed for conducting the study through logical sense. The empirical method is a true mechanism of some clear system, regulations and proper mechanism upon which scientific study is based on some scientific calculations and against which claims for true systematic knowledge evaluated (Nachmias, 1992).

Research Design

The descriptive method of research is going to be applied for this research. For going to elaborate the type of research Descriptive, Creswell (1994) affirmed that the descriptive process of study is to collect facts and figures about the present or accessible circumstances. The main stress is on elaborating to a certain extent than on judging or explanation of the data as a group sequence. The vital purpose of this descriptive type of research is to confirm determined or well established hypotheses that pass on to the at hand circumstances in order to make clear it. The well defined approach of descriptive research is very rapid and realistic in terms of the economic sense. Additionally, this approach allows a flexible method,

consequently, while some imperative original issues and questions take place throughout the period of the research, additional exploration may be conducted.



Sampling Design and Technique

Sampling as defined for research as measuring a little part of somewhat and making some universal declaration concerning the entire thing or phenomena. Sampling maintained the whole research of a large, varied inhabitant more in financing ways, meaning not in addition expensive, and too sensible and probable to maintain the whole mechanism. The very quite population is going to be researched upon little; consequently empirical sampling is applied to every possible respondents of the whole population since the maximum member of population is within reach for sampling. The researchers ultimately decided to utilize the unstructured random sampling method since the population is able-bodied or well in reach of evaluation through statistical tools.

Sample Size

The universe of present study consisted of Division Faisalabad and Sargodha and further two tehsils selected per each and from each tehsil two union councils elected and further from each union council two villages selected randomly for data collection. From each union council 50 respondents are selected by using proportionate way for sample selection. Total sample of this study is 400 respondents.

STATISTICAL ANALYSIS

Frequency distribution

The coded data has been arranged for usual meting out are now prepared for systematic investigation. The initial commitment is to construct percentage distributions to scrutinize the model of the responses to both of the dependent and independent variables below investigations. A percentage allocation of a particular variables, sometime referred to as a uni variate distribution, is the percentage of explanation in each group of an unpredictable. After that Alpha Cronbach used for the reliability of the data through computer assisted techniques.

To build a percentage allocation, the researcher merely lists the categories of the changeable and counts the figure of observation in each. It gives the ordinary shape of a uni-variate percentage distribution.

$$f = n / T * 100\%$$

Where:

n = Number of respondents in a single gender classification

T = Total number of respondents including all the gender classification

Percentage

In order to bring the data into comparable form, percentage of various categories of data were worked out in the present study. The percentages were calculated by following formula;

$$\text{Percentage} = \frac{F}{N} \times 100$$

N

Where

F = Frequency

N = Total number

Mean

The mean is the most familiar average. Their number defines it a value obtains by dividing the sum of all observation. The mean is given an indication of the magnitude of observed values. The mean is usually denoted by placing a bar over the symbol used to represent the observations or the variable (Chaudhary, 1984). This was calculated with the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

X BAR = the sum of mean of a sample of size

X= sum of observation

∑= the responses obtained by all the respondents in a sample

N= sample size

Chi-Square

Chi-square test was functional to scrutinize the relationship between dependent and independent variables. χ^2 were computed by following formula:

$$\chi^2 = \Sigma \left[\frac{(O - E)^2}{E} \right]$$

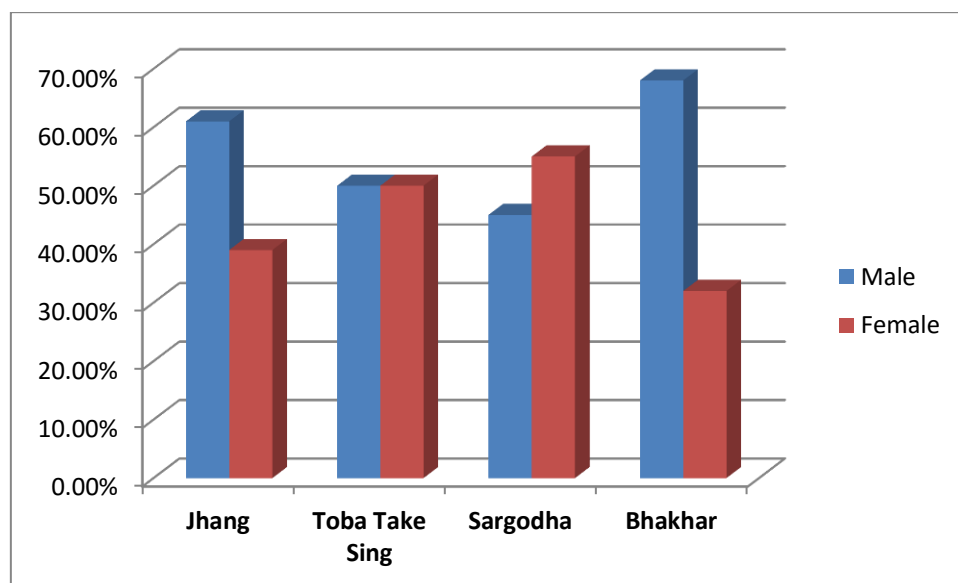
Where:

- O = Observed values
- E = Expected values
- Σ = Total sum

If the designed value of chi square was equivalent to or upper than the table value at 0.05 level of probability at the known quantity of autonomy, statistically relationship was significant at all. The table value (0.01 level of probability) if it is less than following defined degree it is termed as highly significant. Anywhere they considered worth is less than the table value at 0.05 levels is significance. It is declared as non-significant.

RESULTS & DISCUSSION

Respondents' District



Mean= 2.5000, St. Deviation= 1.11943, N=400

According to this analytical study 400 respondents randomly participate in this study through different rural and urban background. 61 male from district Jhang and 39 female from Jhang district selected this study. 50 male and 50 females selected from Toba Tek Singh district as well for this research. 45 male and 55 females selected randomly from Sargodha district and 68 male 32 females selected randomly selected from Bhakhar district. These all respondents having different socio economic, religious and political background and also have different characteristics due to cultural norms and values.

Table 1. Occupation of the Respondents

	<i>Agriculture</i>	<i>Job</i>	<i>Business</i>	<i>Labors</i>	<i>Other</i>
Male	30.4%	48.2%	14.3%	4.9%	2.2%
Female	6.8%	23.3%	5.1%	3.4%	61.4%

Occupation

Work or occupation is a key transition in the lives of people. In some cases it is an important signifier of responsibility of the elders. In other cases it is an economic imperative undertaken well before or in advance of elders. Work helps the people to earn livelihood along with a contribution to gain building life skill. Besides this, head of the family gets an unmatched place due to work factor. According to this study 30.4% males are engaged in agriculture and this ratio on the other side females is as 6.8%. 48.2% males are working different public and private sector jobs and 23.3% females are also engaged in jobs in this study. 14.3% males are business holders and 5.1% females are also performing their duties in business sector. 4.9% males are laborer by different means. 3.4% females are also working as a laborer in different departments. Works determined the respective educational status in the society. Different individuals are engaged in different services it's the need of time but gender inequality is still hampering the overall situation of the system.

Table 2. Mostly educational policies favor the girls than the boys

	<i>Strongly agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly disagree</i>
Male	2.8%	9.0%	10.8%	19.8%	13.8%
Female	2.2%	8.8%	9.0%	11.8%	12.2%

It's the government responsibility to tackle males and females at equal basis. When government and other policies. 13.8% males and 12.2% females strongly disagree that mostly educational policies favors the higher law making institute not play the role for equality among males and females it creates hurdles for overall nation development. According to this table data reveals that mostly educational policies favor the girls than the boys, just 2.8% males and 2.2% females strongly study agree that females are neglected in educational girls than the boys. At the fourth category of questionnaire 19.8% males and 11.8% females are disagree. Over all data shows that educational policies are not just for males but it's represented for females as well. 10.8% males and 9.0% females remain neutral in this study.

Table 3. Male education is given preference on female education due to lack of awareness

	<i>Strongly agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly disagree</i>
Male	24.0%	24.8%	3.5%	3.8%	0.0
Female	14.5%	20.0%	4.8%	2.5%	2.2%

Male is considered the head of house hold in all societies because he is considered the best decision maker at all level. Male have more logical and scientific thinking than female. This traditionIt's the government responsibility to tackle males and females at equal basis. When

government and other higher law making institute not play the role for equality among males and females it creates hurdles for overall nation development. According to this table data reveals that mostly educational policies favor the girls than the boys, just 2.8% males and 2.2% females strongly agree that females are neglected in educational policies. 13.8% males and 12.2% females strongly disagree that mostly educational policies favors the girls than the boys. At the fourth category of questionnaire 19.8% males and 11.8% females are disagree. Over all data shows that educational policies are not just for males but it's represented for females as well. 10.8% males and 9.0% females remain neutral in this study.

Table 4. Male education is given preference on female education due to lack of awareness

	<i>Strongly agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly disagree</i>
Male	24.0%	24.8%	3.5%	3.8%	0.0
Female	14.5%	20.0%	4.8%	2.5%	2.2%

Male is considered the head of house hold in all societies because he is considered the best decision maker at all level. Male have more logical and scientific thinking than female. This traditional sort of thinking is develops in third world country and it's the base for keeping down the overall development of country. According to this study Male education is given preference on female education due to lack of awareness. 24.0% male and 14.5% female are strongly agreed with this concept. At the second category of agree 24.8% male and 20.0% females are given their preference. Both first and second category like strongly agree and agree having more answer and shows the importance of female's education. On the other side strongly disagree males are 0.0% and females are 2.2%. In this question category 3.5% male and 4.8% females are remain neutral. This table shows that male education is given preference due to patriarchal structure.

HYPOTHESIS TESTING

H₁: It is more likely that quality education totally depends upon economic sources.

H₀: It is more likely that quality education doesn't totally depend upon economic sources.

Table 5. Quality Education totally depends upon economic sources

	<i>Strongly agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly disagree</i>
Male	25.5	18.0	3.5	7.8	1.2
Female	23.5	17.8	0.5	1.5	0.8

Data is evaluated in (%) (n=400)

Pearson Chi Square value=21.272, DF=4, Level of Sig. (2-sided) =.00, P-value =>.05

Association between Quality education and economic resources verified as 25.5% males and 23.5% females are strongly agree upon this statement. 1.2% males and 0.8% females are strongly disagree that quality education needs economic resources. Chi square value is 21.272 and the level of significance is .00, P value is .05. It is proved that there is a too much correlation that quality education depends upon economic resources. This hypothesis is accepted that correlation exists between both variables. As per in all developed and

developing countries quality education needs economic sources. In third world countries like Pakistan sources are not as expenditures increased. Sources are very few or very limited in our society.

H₂: It is more likely that boys and girls are equally treated by parents in education.

H₀: It is more likely that boys and girls are not equally treated by parents in education.

Table 6. Boys and girls are equally treated by parents in education

	<i>Strongly agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly disagree</i>
Male	11.0%	7.2%	11.5%	13.8%	12.5%
Female	6.5%	3.8%	7.0%	13.2%	13.5%

Data is evaluated in (%) (n=400)

Pearson Chi Square value= 8.008, DF= 4, Level of Sig. (2-sided) = .091, P-value =>.05

Association between boys and girls are equally treated by parents in education, this hypothesis is alternate or null hypothesis. There is no correlation between these two variables as per level of significance is .091 and P value is .05. Pearson chi square value is 8.008 as per this hypothesis testing it's a null hypothesis. Chi square value of this hypothesis depicts that there is no correlation and not a significant relationship between two variables. It's a traditional society and male is preferred in all sphere of life in this society, female is the marginalized sect of our society.

MAJOR FINDINGS OF THE STUDY

In this study 400 married males and females participate randomly from two divisions' Faisalabad and Sargodha.

Urban and rural living areas have different opportunities and activities for residing individuals. 42.9% males are living in urban areas according to this study and for female this ratio is 39.8%. For rural surroundings 57.1 % males are living in rural areas according to this study and for female this percentage is again different its 60.2%. This data is clearly showing the gender inequality in this context.

As per this findings 52.8% females are still out of school or never enter to school and for males this percentage is 27.5%. This study clearly depicts the gender inequality in education sector. It's a question mark for higher authorities and policy makers as well.

This study reveals that 31.5% males and 14.5% females are strongly agree that male's students have better capabilities to handle the pressure situations. On the other side 1.5% males and 1.8% females are strongly disagree with this question.

29.5% males and 28.5% females are strongly agreed that poverty is the main hurdle for female education in our society according to this study. On the other side 2.2% males and 2.5% females are strongly disagree with this concept.

28.0% males and 22.0% females are claim and strongly agree that males are preferred in education sector for good schools than females. 1.8% females and just .8 % males are strongly disagreed with this statement.

RECOMMENDATIONS

Following recommendations were made on the basis of present findings:

1. Men shall be educating to give women all due rights especially their educational rights and involve them in learning process for making society more prosperous and livable. Awareness should be created amongst male to give their women freedom of expression and let them education, join paid jobs, thereby making the family economically prosperous.
2. Girls should be given equal status to men for avoiding uncontrolled family size.
3. Joint family system needed proper redressed with respect to raising the girls, societal acceptance of basic education, women higher education, holding women responsible for bareness and consultation about selecting their educational institute.
4. Efforts shall be made convince head of household letting their female's children get basic and higher education from any available sources culturally and religiously allowable. The better option would be involve their men to guide them in learning process.

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