



ORIGINAL CONTRIBUTION

Educational Disparity among Families living in Balochistan (Pakistan) on the Basis of Gender

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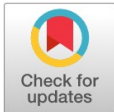
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Abstract— Education is the fundamental source that not only enhances knowledge but also builds the confidence of an individual. The development of any country utterly depends on its educational system, but unfortunately, the literacy ratio of education is low in Pakistan compared to other countries in Asia. The present study explores the educational disparity against girls based on gender in Pakistan. Geographically Balochistan is the largest province of Pakistan and is instilled with the tribal system. The people of Balochistan strongly follow their cultural values strictly, where the male members of the society are only considered the head of their families. In patriarchal societies, males are authoritative and have the power of decisions over their women. In Balochistan and Khyber Pakhtoon Khaw, females are restricted merely to staying inside the house and strictly prohibited from taking their life's decisions. Furthermore, the women are deprived of their rights. Education is the source of self-development and helps to progress in the country. The focus of this study is to highlight the educational discrimination against girls. The nature of the study is quantitative, and the respondents were selected from (Arts faculty) of all the degree colleges of Quetta city (capital of Baluchistan) through probability simple random sampling. The sample size was approximately 200 students from all degree colleges. Data were analyzed by the SPSS (Statistical package for social sciences). The p-value of .003 shows the relationship between gender discrimination and educational opportunities. Finally, the results demonstrated that families are not serious and are not paying any concentration on girls' education. Girls do not have facilities at the family level, and the access to education for girls is not easy due to males' superiority.

Index Terms— Educational disparity, Gender, Discrimination, Male dominancy.

Received: 11 February 2022; **Accepted:** 13 April 2022; **Published:** 25 May 2022



Introduction

The slogan of sustainable development goals is to eliminate poverty from the world. To achieve equality in life for every individual should eliminate all kinds of gender discrimination against women. Education is the key to success and development that enhances perspective thinking. Half of the population of Pakistan consists of women and are mostly apart from the ornament of education. The economic development of any country solely depends on its primary education to higher levels of education. Educated women can play an important role in the advancement of the nation. In 1995 the World Bank introduced the policy under the title that education for all girls should be the priority for any country (Samar & Ahmed, 2021; Balatchandirane, 2003; Lee, Johnson & Lyu, 2020).

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Females are discriminated against by the male members based on biological differences. Gender discrimination is based on the rough and unfair behavior of men against women. In a patriarchal society, man keeps women under the custody of their authority, and women are considered a useless entity in society. Gender inequality is a universal phenomenon, so unfair behavior toward women shows that women are not provided freedom and liberty as human beings in their surroundings, whereas the men have (Chung et al., 2007; Chun & Das Gupta, 2021; Mishra & Parasnis, 2022).

The socially constructed male dominancy over women is the production of patriarchal values. Women's subjugation keeps them inferior in society, and inequality against women is the most common practice in the world. But in Pakistan, it starts from the dawn of early childhood of a woman when she takes birth, the male dominancy maintains through socialization at the family levels (Das Gupta, 2003; Sattar, Usman & Saleem, 2019).

Most Asian countries are on the list of 3rd world countries. Their per capita income is low to have basic needs of life, Pakistan is one of them where most of the people live under the poverty line, and due to the patriarchal society, the males are bread earners. People of Pakistan prefer to invest in the male child compared to the girl because they think their son will be the source of earnings and their daughter will go after their marriage. Boys are more valuable than girls because males have power in economic sectors, and all the fundamental rights such as better nutrition, health facilities, and educational facilities provide to males by families rather than the females (Javed, 2019; Javed & Mughal, 2019).

Commonly the role of women in our society is to nurture their children at home and take care of the whole family. Generally, people do not want to spend money on their daughters' education because, after getting married, they will serve their in-laws. So, the patriarchal values give preference to male domination.

In Pakistan, the ratio of educated women is low due to the preference for male dominancy at the family level. The family's economic dependency upon males keeps women far away from education (Nargis, 2012; Altuzarra et al., 2021).

The patriarchal system is the reflection of traditions that affect women at every stage throughout their whole life. The women are submissive to men in a patriarchal system where they are viewed as the property of men. By the deceleration of United Nations Development (UNDP), Pakistan comes in 126th rank out of 146 countries in the gender-related development index. The ratio of education amongst women is very worst in Pakistan due to high dropout at the primary level according to the Ministry of Women Development that just 19% of girls get a degree at the metric level, 8% intermediate, 5% of girls reached level of bachelor, 1.4% girls get the degree of masters. The female illiteracy ratio in Pakistan is 60%. On the other hand, 2.503 girls are out of school among 3.3 million children in Pakistan. Especially in the areas encircled by feudalism as Balochistan, Khyber Pakhtoon Khaw, and other rural areas, the situation is worse than in urban areas (Iqbal et al, 2012; Ali et al.,2022; Rabia et al., 2019).

An educated woman can help to improve the lifestyle rapidly rather than a man because the woman can not only nurture her children but can also pave the way for them towards the light of education. Education is the source of enhancing the inner skills of an individual (Kazenin, 2021; Chowdhury, 1994; Haque et al., 2018).

Justification and Significance of the Study

In a patriarchal, societal values keep women submissive to men. The socially constructed roles empower the men of society and make them more valuable indoors and outdoors in the home. A division of labor bounds, the women are restricted to staying at home, and they do not have equal access to have the fundamental rights as men have. The female illiteracy rate is 66%, and just 19% of girls get a degree metric, 5% of girls achieve the degree of bachelor's, and 1.4% of girls have the degree of master's according to the report by UNDP. This illiteracy rate goes to the worst level in tribal areas of Pakistan. Baluchistan is considered more backward than other provinces of Pakistan. The researcher is interested to highlight the educational disparity at family levels based on gender. The conducted study will be helpful for sociologists, educationists, economists, and policymakers, which are directly or indirectly access them in women's development programs

Objective of the Study

- To know the provision of educational opportunities to girls at the family level based on gender.

Hypothesis

H1: Gender discrimination affects the educational opportunities of girls at the family level.

Literature Review

In Pakistan, families prefer to have sons than daughters. Most people live in the poverty, and they cannot fulfill the basic needs of their life. The sons are bread earners of the family to increase their income. The population of slum areas of Karachi is increasing day by day

because of the desire for the male child (Hussain et al., 2000; Hussain & Bittles, 1998; Rasool, 2021).

The lack of educational opportunities for females meant less participation in the labor force. In male-dominated societies, females have fewer changes in development in every aspect of life (Irfan et al., 2013; Nazir, 2017).

Those nations that provided equal opportunities for development to both genders achieved progress globally. The 3rd world countries have not 100% enrollment at the primary level yet. Without eliminating gender inequalities, underdeveloped countries cannot achieve sustainable development goals (Mehmood et al., 2018; Jehan et al., 2021).

The male dominance is stronger in uneducated families rather than the educated ones. On the other hand, educated parents socialize their children with better facilities of life without pondering over biological differences. In educated families, women can select any profession freely for their career development (Muchiri, 2021).

The nations can never rise if their women have no equality. Meanwhile, females are half of the total population. Women face discriminatory behavior around the world due to having a patriarchal system. The behavior of inequality is a reflection of male superiority (Sachdev, 2020; Malhotra, 2019).

Education can be the source of eliminating and wiping out the gender disparities in a patriarchal society. Having equal chances of advancement for both genders is the key to success. Gender inequalities transmit from generation to generation due to traditional values (Tomasevski, 2006; Anlimachie, 2016).

Investment in education is a central point of success. Achieving goals of attainments nation must give importance to education, especially the education of women. Unfortunately, women are neglected to have equal development opportunities even though women are half of the total population. The girls are ignored by their families to get an education. Therefore, the girls' enrollment is low in the school sector. Then how the girls can contribute to economic activities (Nasir et al., 2016).

Cultural practices support gender discrimination in patriarchal societies. In the light of the division of labor, women are for domestic chores. They are not allowed to go outside to earn because only the male is considered the breadwinner in society. In Pakistan girls' enrolment is fewer than boys. The literacy rate of women is 29% and for males is 55% (Alam, 2001; Moulabuksh, et al., 2021).

Islam presents women as strong, respectable, and independent. They have equal rights in life as men have. Islam gives the right to women to have a share in inheritance and have permission to do business. The women can do business and have property. Getting an education is compulsory for everyone (men, women) in Islam (Bhattacharya, 2014; Ledesma, 2022).

The progression of society is impossible without women's participation in the economic sector. Educated independent women can improve the income and health facilities of their families, which can decline the mortality rate (Akram, 2011; Akram, 2018).

In Pakistan, educational facilities are meager for women, and on the other hand, we do not have a proper and satisfactory educational system due to a male-dominated society. Females do not have easy access to education. Because of poverty, the literacy rate remains low, especially among girls (Noureen, 2011; CA, Muneer & Khan, 2020).

Women are discriminated against in Pakistan but specifically in Khyber PakhtoonKhaw and Balochistan, women face the worst situation of gender disparity. In these provinces of Pakistan, women have no share in the property. Education enhances the capacities of the human being. After getting an education, we become aware of fundamental rights. Unfortunately, due to discrimination, they are deprived of this blessing. Gender stereotype perceptions about women, such as early marriages, staying at home, not being allowed outside the door, and the purdah (veil), stop women's participation in economic activities in Khyber PakhtoonKhaw. Males are dominant in society and authorized holders to take the decision (Alam 2011; Jan et al., 2018).

The government of Pakistan allocates a low budget for girls' education, which is not enough to attain all types of equipment for the education system. No nation can achieve progress without the contribution of women. Gender equivalence is the backbone of any state for making a stable economic system and cannot be possible without the involvement of women (Muhammad et al., 2009; Muhammad & Sharif, 2018).

Family is the basic unit of any society, and women perform a significant role in establishing a new family. As a mother, the socialization of children comes under the responsibilities of a woman. An educated mother can develop the personality of children in an accurate way. The overall literacy rate among men and women in Pakistan is low. The calculation of the female literacy rate is lower than males. Pakistan ranked 3rd in the category of highest illiteracy ratio of people. In 2011-2012, the literacy ratio was just 58%. People of Pakistan have strong cultural values, and they are rigid in concerning their traditional values female's best place to stay constant is four walls and do domestic chores. The girl's literacy ratio is low at the country level because of this factor (Mustafa et al., 2016; Ullah, 2022; Tareen & Muhammadi, 2021).

Research Methodology

The research methodology provides authentic processes for collecting reliable information, whether from the past or present. The present study is purely quantitative, an opinion survey. The opinion survey is a speedy technique of having the opinions of the target population about an issue. The present study was conducted in all Government girls' degree colleges in Quetta city (Balochistan). The data was

collected through simple random sampling, in which every unit of the universe has equant chances of selection. In order to collect the information related to the topic, two hundred (200) respondents were selected via a lottery system. The tool of data collection was a close-ended questionnaire. Data were analyzed through the SPSS program, and a coefficient test was applied to analyze the given hypothesis.

Data Analysis

Gender discrimination negatively affects educational opportunities for girls.

Table I
Model Summary

Model	Standardized Coefficients Beta	t	Sig.	R Square	Durbin Watson
Educational opportunities	-.212**	-3.045	.003	.045	1.522

Dependent Variable Educational Opportunities

Education plays a significant role in the betterment of social life. The educational facilities are away from the female, so there will be less possibility for women to have an independent life. The majority of students disagreed that their families do not think about their education. The ratio of those students is 35.0

The nation's progression depends on educated women, so, for girls, there should be equal opportunities to get an education as boys have from their families. 48.5% of respondents agreed, and 23% strongly agreed with this statement.

Education is the source that builds self-confidence, 53.0% of respondents strongly agreed with this statement, and 35.5% agreed that education builds self-confidence. Furthermore, it provides awareness about fundamental rights 63% of respondents strongly agreed, whereas 25% agreed. The son preference is an obstacle for girls to get an education 32.5% of respondents strongly agreed, and 36.7% agreed. 48.2% of respondents strongly agreed, while 34.7% agreed that, due to the male dominance in society, they have specific fields to select the profession for their career development.

52.5% of the respondents agreed that families should permit them to select their professions as their careers, whereas 28% strongly agreed. The coefficient test shows there is a strong association between gender discrimination and the educational opportunities of girls. The coefficient test shows that there is a strong association between gender discrimination and the educational opportunities of girls.

Education enhances the ability to make decisions. 48% of the respondents strongly agreed, while 34% agreed with this statement. The educated women can raise their voices against gender discrimination too 53% of respondents agreed, and 35.0% strongly agreed.

At the family level, there should be opportunities for girls to do jobs outside the house 48.0% strongly disagreed, while 12.0% disagreed. In a patriarchal society, a common concept about women is that they are not capable as men 38.5% of respondents strongly agreed, and 32.2% agreed.

Discussion

Social norms of the society describe the status and role of women, a woman is doing her domestic work, then she is more respectable than the woman who works outside the four walls of the home. Males are considered to earn for their families.

In Pakistan, the girls' enrolment ratio is low than boys. The literacy rate of women is 29% and males 55%. Thus, the results show that families invest in sons' education rather than their daughters' education 35% of respondents disagreed, while 30% strongly disagreed.

Men are all in all in a male-dominated society. Females are in submissive of men. At the family level, the women not allowed to select the profession for earning. The results show the same condition females have fewer facilities than males.

The daughters would have equal chances to become educated as boys have opportunities of getting an education, 48.5% of students agreed, and 23% strongly agreed. Traditional values define the position and role of women, the women staying at home to accomplish their domestic chores, they are good enough rather than who is working outdoor the family. In Pakistan, girls' enrolment is low than boys. The women's literacy ratio is 29%, while the males' ratio stands at 55%. The present research also shows that 32.5% of students strongly disagree that they don't have easy admission to higher education 10% disagreed.

There selected professions for girls 48.2% of students strongly agreed, 37.7% agreed. The result shows that due to male dominance, girls do not have access to get an education 32.5% of students strongly agreed, and 22.5% of students agreed.

The educated girls can raise their voices against discrimination 53% of respondents strongly agreed, while 35% strongly agreed. So, most students agreed that due to the power of education educated girls can fight against discrimination. In developing countries, women work in the agricultural sector and provide 70% labor force, but unfortunately, 60% world's hunger is faced by women. Women do not have an equal chance of earning due to the unequal behavior of society, although they work in every field of life.

Recommendations/Suggestions

- Society should provide opportunities to women according to their abilities and skills to have a bright future.
- Families should provide educational opportunities without discrimination.
- Government should introduce new educational policies with the assurance of implementation.
- Government should allocate a heavy budget for education and build girls' schools, and schools should be near to their homes, especially in rural areas.
- Nongovernmental organizations should provide awareness via different projects about the importance of girls' education.
- There should be free education for girls till a secondary level of education.

Conclusion

The study aimed to know whether girls in their families face discrimination in their homes regarding educational opportunities. The area of the study was all Government girls' degree colleges. The progressive equipment has changed the lifestyle of people, the male domination is deep-rooted, and families show inequality towards the females. They are deprived of educational opportunities. Getting an education is obligatory for everyone (it may be men and women), but in the present era of globalization females still don't have easy access to education. Women of Pakistan are facing discriminatory behavior from the man at all stages of life. Male dominance affects the confidence of females, and lack of awareness keeps them far from enjoying fundamental rights.

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