

UNMASKING EDUCATIONAL INEQUITY: A DEEP DIVE INTO GENDER DISPARITIES IN PAKISTANI LITERACY

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Abstract: Education plays a pivotal role in the sustainable socioeconomic development of a society, serving as a fundamental tool for human resources development. It facilitates economic growth by harnessing the skills, knowledge, and creative potential of a society, contributing to the reduction of poverty and gender disparities (Sharma & Kanta, 2006). This study explores the intersectionality of education, gender discrimination, and the challenges faced by working women, shedding light on the complexities that hinder their holistic development.

Investigating the investment motivation in education, the research recognizes the potential gender-based disparities in labor market rewards for education. If men's schooling is favored or if discrimination persists between genders, parents may be inclined to invest more in the education of their sons. This gender-based disparity has far-reaching consequences for the socioeconomic development of a society.

The study delves into the challenges encountered by working women, both in the workplace and in fulfilling their family responsibilities. The dual roles they undertake, coupled with unequal work conditions, contribute to the strain on their family lives, particularly affecting their children. Furthermore, the unsatisfactory work environments, compounded by a lack of gender sensitivity in trade unions and associations, amplify the difficulties faced by working women across various sectors (Jalal & Munir, 2008; Yaqoob, 2010).

Understanding the multifaceted issues faced by working women is imperative for creating inclusive policies and interventions. The study emphasizes the need for gender-sensitive approaches in addressing the challenges encountered by working women, ensuring that formal, non-formal, and business sectors actively engage with and respond to the unique struggles faced by women in the workforce.

Keywords: Education, Gender Discrimination, Working Women, Socioeconomic Development, Gender Sensitivity.

INTRODUCTION

Education remains one of the important elements for the maintainable socioeconomic development of a society and a basic instrument for human resources development as it enables economic through the broader application of skills, Knowledge and creative power of a society, decrease of poverty or difference, and also try to overcome gender differences between male and female

(Sharma, S &Kanta, S. 2006). On the basis of investment motivation, it's content that if the labor market rewards men's schooling more than women's or if it more generally discriminates between the two genders. Parents may have a reason to invest more in boy's education. Working women are facing serious problems at work place, and on the way to or from the workplace. Their family life, especially children, suffers a lot;

besides, they have to perform dual Jobs in the form of fulfilling their family responsibilities along with the job. Moreover, the work conditions are mostly unequal, and since the trade unions and links too are generally not gender most complex, the problems of working Women in formal, non-formal or even in business sectors are less likely to be speaking properly (Jalal, M & Munir, 2008). Working women are facing serious problems at the workplace, and on the way to or from the workplace. Their family life, specifically children, suffer a lot; besides, they have to perform double jobs in form of satisfying their family responsibilities along with the job. Moreover, the work environments are mostly unsatisfactory, and since the trade unions and associations, too, are generally not gender sensitive, the problems of working women in formal, non-formal or even in business sectors are less likely to be addressed properly (Yaqoob, T, 2010). Education is a social process by which balanced development of an individual can take place. Education grooms the personality as a carpenter mould a piece of wood into beautiful shape. The process of education is not limited to man or woman but the education of both has its own significance. Many aspects about the education of women are arguable (Laurence, C, J, 2010). Education was an important problem of our national life. Islam is the only religion, which in Islamic history whose courtesy, God fearness, and sacrifice was an example for us. In the sub-continent people had awareness about female education because they know that a educated woman was a good protector of the culture of a nation ensures the security for the development of a new generation (Yaqoob, T, 2010 Female). The meaning of Education is “to know”. Human beings have been awarded knowledge to live in the world. Firstly, knowledge enables man to achieve his or her goals of life e.g. beliefs, ethics and right and duties. This is known as religious knowledge and Allah Almighty arranged it through prophets to convey this knowledge to human beings. Besides, there are some other kinds of worldly knowledge e.g. mathematics, Physics, Chemistry, Biology, Philosophy and Economic (Anderson, B, 2004).

Female Education in Pakistan

It believes that major cause of the lagging behind in general in economic and social progress in the most of the developing country including Pakistan is absence of a higher percentage of educated and technically qualified women”. Population of female is a huge part of the country. We cannot develop our country if we cannot educate this large part of our population. The educational backwardness of Pakistani people is most noticeable in respect of women education. In Pakistan people did not give importance about female education. In fact female consider as a burden on their father and brothers that’s why they did not educate their daughters or sisters (Chaudhry, S, I, 2007). Educated females are more aware of their rights. If a greatest participation of educated female’s in the economy and political process would lead to a better world today as well as future generations (Afzal & Roshi, S, 2013). Women education in Pakistanis status and standard particularly is at the lowest level. Females are deprived because of multifarious socio-cultural and economic reasons and gender prejudices unable to play active role in the development of society (Faridi, Z, M & Malik, S, 2009)

Parental Education

Parental education appeared a powerful analyst of their children’s education. In this way they can easily support their children. Educated parents give importance to their daughters as well as their educational sketch (Blake, J, 1989). Education of mother is more effective and essential for their children especially for their daughters. Because in early age children spend much time with their mothers at home and this is a time in which mothers can easily trained their children’s on a right path (Rao, B, D, 2006).

Age at Marriage

Many studies have showed that early marriages of female, is one of the major constraints on their schooling. In Pakistani society, parents give more importance to marriages of their daughters than their education and wish to marry them as early as possible (Faridi, Z, M & Malik, S, 2009).

INCREASE in POPULATION

Increase in population is a major cause of women illiteracy in the country. That is playing a central role in low literacy rate of female education. A family having a less income and the size of the family is more will prefer to educate the boys of the family while girls will be given stitching skills. In many families female's stay at home and they just perform domestic work and take care of all the family members (Faridi, Z, M, M & Malik, S, 2009).

Role of Cultural Norms

Socio-cultural values of the society also effects on female education from many aspects. Impact of cultural norms and values of the society interact for determining the educational levels of females in the developing countries all over the world. The way in which the family size affects the education of children depends on the dominant cultural resources of the community (Naz, R, D, & Khan, U, 2013).

Domestic Violence

There are many common factors which are responsible for domestic violence in Pakistan. Some examples are like domestic violence against women due to daily conflicts disagreements between men and women on any decision family related problems, Conflicts of the two gender, choice preferences. Furthermore, there are some distinguished factors which prone to domestic violence like female low educational levels, existing misconceptions about Islamic thoughts and traditional cultural norms, lack of awareness about female rights, falsified beliefs low socio-economic levels and poverty (Khan, A, 2007).

Decision Making

In Pakistan this was a common perception is that females cannot take decision about their life. The decisions may be about their future, career and education. Females are silent person of society. Usually parents and their brothers take decisions about female's future life (Afzal, M & Butt, R, A & Akbar, A, R. & Roshni, S, 2013).

Traditionally, Females are considered as an asset of males in the family. So these males are responsible for taking decisions of their future lives. In most cases, males do not allow their sisters or daughters to go to school or universities. Some families do not like their daughters to study in co-education schools or institutions thus depriving them of higher education. Parents do not want their daughters are educated (Keiko, A & Ypshinori, T, 2006).

Poor Security

Because of the ongoing conflicts among the various groups in parts of Pakistan, the female education is greatly affected. Parents are less willing for their daughters to attend the school because of poor security. And in some areas girl's schools are destroyed by the fighting in conflict zones which further restricted girl's opportunities to access education (Laurence, C, James, 2010).

Family Economic Conditions

Economic status of the family is also one of the major constraints on female education. When family economic conditions is not stat able people kept their daughters in home because they may not be able to meet the cost of school uniforms, Fee , Stationary and other varied expenses (M. Jalal & Munir, 2008)

CONCLUSIONS

The low financial status (income) of the family had a negative impact on female education. So it is suggested that Government may be giving scholarships and funds to the poor and deserving students. The co-education system it was not easy for females to survive easily and they faced several troubles regarding their education. So it is suggested that different stakeholders might be give awareness in the people of the country about the importance of female's education. The females faces domestic violence at their homes. So it is suggested that all family members may be give importance to females and do not violated them.

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