

Education Barriers for Female in Pakistani Society

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Abstract:

Lower literacy of female in Pakistan is due to many constraints such as, Socio-economic and religious issues. Females are expected to leave the family one day by getting married; therefore educating girls are considered a financial loss by the parents. Therefore, parents are more likely to educate their sons only. But unfortunately female literacy rate is very low in Pakistan. Women comprise a bigger part of Pakistani society. Population of female is more than as compare to men. Female educational literacy rate is low. Girls have to face several barriers, Socio-economic (Parental Occupation, Sibling size, Family income) and religious factor (Extremist attitude towards female education) for their studies and future career. Government and other authorities concern and give attention on women education. This study is basically targeting the factors that are main barriers for women education. (Malik&Nawaz,2016)

KEYWORDS: Socioeconomic, Religious Issues and Female Literacy Rate, Barriers and Education

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). According to religious point of view there is no value for men over women in relation to the right of education. Both are equally encouraged to acquire education as already shown, from the “Cradle to the grave”. In the light of Quran verses which relate to education and which advocate the gaining of knowledge were directed to both men and women alike. “They are losers whose grip has slain their children by keeping them in ignorance”. Neither the Quran and nor the sayings of the Prophet Prohibit or stop women from seeking knowledge and having an education (Sharma, S. Kanta, S. 2006). Education remains one of the important elements for the maintainable socio-economic 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). Working women are facing serious problems at workplace, and on 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, nonformal or even in business sectors are less likely to be addressed properly (Malik & Nawaz, 2016).

Methodology:

This is qualitative type of research. The data has been taken from various research papers and Governments reports

Economic Status:

80% of the minority community is poor while 40% population in Pakistan is below poverty line. Female education plays a central role in the economic progress and development. Education directly impact on the labor force participation (Jalal-ud-Din & Munir, 2008). One reason of female low participation in labor market is considered to be socio-economic constraints largely rising from male-controlled constructions of society. Female education was seen as a threat to the traditional culture, norms, values and the way of life of these societies (Channar, A, Z, Abbassi, Z & Ujan, A, I, 2011). In Pakistan school admission of girls is low. Only 28% girls go to primary school and only 11% girls go to secondary school. The dropout rate is high. Most of the girls stay in homes. Because females are considered as a temporary member of the family. Girls are kept in home and to do domestic work and take care of the family members (Jalal-ud-Din & Munir, 2008).

Religious Factor:

Various studies have been conducted on various aspects of education, but aspect of gender disparity remained mostly unattended, especially in Muslim countries due to certain religious, societal and conceptual aspirations. However, the main



studies available on this issue have been reviewed here. 43% of female's faced religious discrimination at their workplaces and educational institutions (Afzal, M & Butt, R, A & Akbar, A, R & Roshi, S, 2013). In the light of Quran verses which relate to education and which advocate the acquisition of knowledge were directed to both men and women alike. They are losers who bigotedly have slain their children by keeping them in ignorance. Neither the Quran nor the sayings of the Prophet Prohibit or Prevent women from seeking knowledge (M. Jalal, Munir, 2008).

Household Factor

It is believed by many people that husbands should always be more educated as compare to their wives. This statement is usually followed in the rural areas and to great extent in the urban areas. Especially, in rural areas females did work all the day in their houses and also in the fields (Rafiq, M, H, & Fatima Sohail, M, 2013). Parents do not want educate their daughters because they think that work in houses is appropriate for females. Therefore, this was a very common perception in the eyes of people if males are more educated as compare to their wives. This view discourages parents from educating their daughters (Khan, A, 2007). Many parents bound the movement of their daughters out of the house in the name of religion. This restriction is very common in the rural areas, where parents do not permit their daughters to walk out freely from their houses after a specific age. Their perception is that female should not have any sort of encounter with males as it is strictly forbidden in the religion. That's why parents do not allow their daughters to study in co-education schools because they believe that it is prohibited in our religion Islam (Rafiq, H, Fatima & Sohail, M, 2013).

Fear of Extremist

In Pakistan, Particularly extremists group are against towards female education as well as they have given threats and threatening letters to several government and private girls schools for stopping female education. Female are not allowed to step out of their houses. If they allowed going out they have to be covered in heavy burqas and from head to Foot. Female which are 51% of country population have been forced just bear children for their husband and remain in their houses for cooking and cleaning (Khan, A, 2007). The extremists argued that education of women creates immorality through corrupting their thinking and diverting their attention away from their essential roles as well wives and mothers (Seema, S, Kanta, S, 2006).

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).

Early age Marriages

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).

Conclusion:

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. They struggle for their rights themselves and they don't get encouragement and support from their families. Sexual abuse is another big

problem for the women in Pakistan as is extreme violence. The successful Pakistan will not come true without the improvement of female's status in the society.

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