

## **Role of NGOs in Educational Empowerment of Women (Case Study of Quetta District) Balochistan Province: Pakistan**

**Social Sciences**

**Mohammad Zakir <sup>1</sup>**

### **Abstract**

*Current case study was conducted in Quetta district due to the abundant educational activities particular for female education context. Sample sizes of eighty-five (85) female respondents were selected through the simple random sampling. Due to the comparatively small population size twenty-seven (27) respondents were selected from the various NGOs. Thus the total population size was 112 respondents. F-value was performed by using the Statistical Package for the Social Sciences (SPSS, 22). Study findings depicted that non-significant were detected (4) out of (6) categories about working pattern of the institutions. Further, null hypothesis was rejected in the favor of alternate hypothesis which was accepted in three out of seven categories. Based on aforesaid outcomes following recommendations were suggested. Sharing and shoulder to shoulder operational work of womenfolk in any developmental process are part and parcel ingenuities for the extended practices of empowerment and reinforce the optimistic factors, therefore it should be recommended that joint-venture programs such as holistic and participatory approaches should be promoted in UC level in order to strengthen the womenfolk at all levels. NGOs should be provided additional educational amenities for females particularly in rural areas so as to make rural women more self-sufficient. Government should provide the social, economic, workable and educational facilities for women so that it may wipe out the hindrances and boost the role of women in society.*

**Key Words:** Educational, Empowerment, NGOs, Quetta, Women.

### **Introduction**

Empowerment is not an innovative acuity. Womenfolk faced worldwide gender biases and indiscrimination since the inception of era. However, maximum global summits and international conferences based on gender

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<sup>1</sup> **Lecturer** Department of Sociology, University of Balochistan Quetta, Pakistan.  
zakir\_sociology@yahoo.com

improvement and equality held in the decades of nineteen ninety's (1990s) the main objectives of summits and conferences were empowerment and gender related issues. Empowerment is a multi-disciplinary social exercise that has a contributions for individuals to switch over and promote authority (Page & Czuba, 1999).

Women constitute almost half the human race. Education has been recognized as an essential agent of social change and development in any society of any country education is considered as a potent instrument through which process of modernization and social change come to existence. Education exposes people to new thoughts and ideas and provides necessary skills. Hence to think about harmonious development without educating women is an impossibility since education is the key factor for women empowerment, prosperity, development and welfare. Moreover it has been rightly said that to educate a woman is to educate the whole family. Therefore, the emphasis with regard to women education should be to equip her with multiple roles as citizens, housewives, mother, and contributor to the family income, builders of new society and builder of the nation. Such strength comes from the process of empowerment and empowerment will spring from education.

The idea and notion of women empowerment was familiarized at the worldwide international, women conference at Nairobi, Kenya during the years of 1985. In order to support and promote the women empowerment and women political right worldwide through the formal and informal cognitive operations, Education was regarded as the prime contributor to entire socio-economic development or set-up of the country. Education and empowerment of women in the education sector was the maximum authoritative and encouragement tools of revolution of status within male dominant society. Education not only brings about desirable changes in human behavior but also diminishes the inequalities and discrepancies (Suguna, 2011). Women contribute virtually more than half of the population in the world. Due to their hegemonic masculine characteristics and ideology which made them suffer and were lavished with equal opportunities in dissimilar fragments of the world (Suguna, 2011).

Globally, gender empowerment and equal opportunity is the essential social and human right and acute to realize advance purposes, including health and education. No doubt the women's enlarged political contribution, regulator of means including land, access to employment of job and educational direction are vital for endorsing justifiable enlargement. There are abundant conduits by which better gender fairness can lead to developments in education, health

and quality of life. Therefore combined achievement between gender and education can aid to exploit the impact of femininity policies.

Anti-women practices such as honor killing, sexual abuses or violation, age-based disaggregation, social limitation and tribal hindrance activities have promoted the vulnerability and marginality. These sorts of disparities and infringements have contributed to worldwide placement of Pakistan in the Low Human Development (LHD) class. While conferring to the Human Development Report (HDR), 2011, the Human Development Index (HDI) of Pakistan position was one hundred forty five (145) out of one hundred eighty seven (187) countries, however, in this regard its Gender Inequality Index (GII) position was one hundred fifteen (115) out of one hundred forty six (146) countries (Aziz *et al.*, 2012).

The journey towards inception of emancipation of Balochistan women and route for empowerment and execution of rights has tackled voluminous ups and downs. Optimistic and tangible evidence reveals that the immense gender disparities have been completed with the term of socio-cultural, socio-economic and socio-political as provided by the national data system that the female scoring lower than that of men about the gender empowerment.

### **Rationale of the Study**

Balochistan province has faced diverse sort of issues and challenges in its social, natural, political and educational set-up such as unproductive uses of natural resources, lack of operational funds, feeble human resource indexes, fragmentation of managerial authority, dominant tribal system and so on. Regrettably, Balochistan fabric society has of disastrous educational consequences particularly for women at rural level such as lower literacy rates of female's, lowest enrollments in institutions of women, mobility restriction of womenfolk, street violence permeate and so forth generate grave problems in achieving the women's empowerment. Societal and communal divisions among rural and urban women also have a parallel influence on empowerment indicators. However, one of the prime motives for the current females low literacy rate in province was a inheritance of abandonment in the tribal set-up and weak education arrangement for women. Furthermore, social stigma and the anxiety of desertion by the conservative society of the province and family composition play a big role in women restriction in educational sphere. One significant limiting factor for the gap in application about women empowerment was inactive and passive mobility, in order to addresses the discrimination and disparities about women in educational privileges the present case study was conducted so that

evaluate the role of NGOs in educational empowerment of women in Quetta district, Balochistan province.

### **Objectives**

Following specific objectives as are under:

1. To assess the empowerment initiatives for women in the study area.
2. To determine limiting factors which are hampering the empowerment of women.
3. To suggest the ways and means and future strategies regarding women empowerment for planners and policy-makers.

### **Null Hypotheses**

Present study operationalized following null hypotheses:

*H<sub>01</sub>*. There is no momentous variance in the perception of respondents regarding empowerment initiatives for women by NGOs.

*H<sub>02</sub>*. There is no vital variance in the insight of respondents about limiting factors which hamper the empowerment of women.

### **Review of Related Literature**

The present theory of empowerment about diverse perspectives was first used in the decades of 60s (Nina, 2002). Literature interconnected regarding empowerment was set up in numerous areas and fields such as education, social work, psychology, politics and so forth in the community development organizations (Oxaal & Baden, 1997). The World Bank (2003) recognized 4 major features of empowerment reforms: insertion and contribution; culpability; native organizational measurements and entrance to evidence or information. Bennett (2002) reported empowerment as encouragement tools with the term of enhancement of competences and assets. As Kabeer (2005) described empowerment as a process whereby ability had boast-up in particular way. However, empowerment as the developmental process that increases the ability and competency of individuals as reported by Krishna (2003). Rowlands (1997) supporters of 4 four classes of power for instances “‘power over’, ‘power to’, ‘power with’ and ‘power within’” with the context of empowerment. Rowlands (1995) assess the empowerment dimension and their several diverse and unified aspects. He also mentioned the strength that influences the decision-making authority. Women empowerment is a

vigorous, creative and multidimensional practice through which women can empower themselves in order to capture their factual uniqueness in the society (NAAS, 2001). Samanta (2005) perceived and paid the considerable stress over on essential need for the involvement of women in development process in various developing countries. Hashemi *et al.* (1996) discovered the alteration about empowerment of women on the subsequent 8 proportions like financial safety, purchasing power, outsized procurements, flexibility, contribution in decision-making, freedom from authority, awareness either legal or political, participate in public complaints and political operations. Kandpal *et al.* (2012) studied the participation in community level female empowerment program in India increases participants physical motility, political participation and access to employment. Murtaza (2012) examined the current status of women in higher education in Gilgit Baltistan. He examined the challenges faced by the women such as harassment at work places and work load. Taxak (2013) studied the disparity in education across the socio economic spectrum in India.

## **Materials and Methods**

Current research was conducted in Quetta district as a case study due to the contiguity of principal of educational activities. Sample sizes of eighty five (85) female respondents of the different schools were selected through the simple random sampling. Due to the comparative small population size twenty seven (27) respondents was selected from the various NGOs such as BRSP (autonomous non-for-profit organization working in the rural areas of province), MAHEC trust (Helping Council) for Community Development Balochistan, Society of community Action process (SCAP) and Society for Community Development (SCD). Thus the total population size was 112 respondents. The sampling frame was obtained from Directorate of Education Quetta (Director's Schools and Colleges). Structured questionnaire for the female respondents was settled. Educational empowerment of women encompassing of twenty (20) constructs on a 5-point Likert scale ranging from 1 to 5 was used in the study (Likert, 1932). Cronbach's Alpha program regarding reliability coefficient was 0.78, this predisposition specify that questionnaire was on the inside consistent and reliable (Nunnally, 1967). Sample size for the populations was guesstimating by utilizing the table of Krejcie and Morgan (1970) "selecting sample size from a presumed population" at the 0.05% error degree. Mean score, standard deviation (SD) and F-value was performed by using the Statistical Package for the Social Sciences (SPSS, 22). Discrepancies and variations between the items the One-Way ANOVA was executed at 0.05 probability level.

## Results and discussion

Empowerment has the key variables which influences and enhance the decision-making power and increase the adoptability rate a considerable extent.

Empowerment one of basic and fundamental encouragement tools which increase the ability of people with the context of their learning motives as perfect directions and trends. Moreover, in this connection, acuties of the respondents signify on five-point Likert scale.

**Table:1- Comparison between the perceptions regarding organizational domain with the term of women empowerment (N=112).**

Categories	Public staff		NGOs		F value	Sig*
	M	SD	M	SD		
Homogeneousness	2.84	1.056	3.74	.859	16.371	.000**
Community participation	3.38	.963	3.52	1.087	.418	.519 <sup>NA</sup>
Impartiality	2.79	1.070	3.48	1.014	8.812	.004*
Communication arrangements	3.38	1.012	3.93	.829	6.555	.012*
Self-motivation	2.73	1.117	3.19	1.111	3.421	.067 <sup>NA</sup>
Group consistency	2.45	.924	3.74	.859	41.077	.000**
Self-governing approach	3.07	1.173	3.59	.888	4.513	.036*
Self-containment	3.54	1.053	3.89	.641	2.626	.108 <sup>NA</sup>
Action-oriented activities	3.29	1.143	3.41	1.047	.209	.648 <sup>NA</sup>
Accomplishment of goals	3.20	1.089	3.96	.854	11.067	.001**

*Scale: 1= Poor, 2=Fair, 3= Satisfactory, 4= Good, 5= Excellent,*

**\*\*Significant at 0.05 alpha degree**

The respondents were enquired about the different features of organizational working pattern as shown in table-1. In this regard the perceptions of respondents were captured on five point Likert (1= poor, 2=fair, 3= satisfactory, 4= good, 5= excellent). Significant variation between the perceptions were recorded and observed at 0.05 alpha level by using analysis of variances. Highly statistically significant were found two items such as homogeneousness (M = 2.84, TS, M = 3.74, NGOs) and accomplishment of goals (M = 3.20, TS, M = 3.96, NGOs). However, statistically significant were found three categories such as impartiality (M = 2.79, TS, M = 3.48,

NGOs) communication arrangements (M = 3.38, TS, M = 3.93, NGOs) and self-governing approach (M = 3.07, TS, M = 3.59, NGOs). While non-significant were detected or perceived four (4) out of six (6) categories about working pattern. Therefore, the null hypothesis was rejected and alternate hypothesis was accepted in four out of six categories. Hence, it was concluded that as compared to government institutions the NGOs has more efficient working pattern regarding delivering the services for the women empowerment.

**Table-2- Comparison between the perceptions regarding obstacles to women empowerment (N=112).**

Categories	Public staff		NGOs		F value	Sig*
	M	SD	M	SD		
Nonexistence of income generating actions	3.29	1.067	4.04	.808	11.047	.001**
Fewer employment chances	3.25	1.204	2.15	1.199	17.096	.000**
Poor access to economic resources	3.74	.928	4.00	.679	1.791	.184 NA
Squat contribution in small enterprise	2.35	.948	2.44	1.086	.178	.674 NA
Fewer wages as compare to male counter partner	3.19	1.129	2.85	1.064	1.870	.174 NA
Control of males over assets	4.11	.859	3.74	1.023	3.368	.069 NA
No authority to utilize earned money	3.44	1.085	3.04	1.315	2.485	.118 NA
Lack of decision-making power	3.76	.996	2.81	1.210	16.757	.000**
No arbitrary action	3.36	1.111	3.00	1.177	2.146	.146 NA
Ignorable entity of society	3.47	.995	3.63	1.043	.511	.476 NA

Scale: 1=S. disagree 2=Disagree 3=Somewhat agree 4=Agree 5=S. agree

\*\*Significant at 0.05 alpha degree

The respondents were thus questioned to contribute their opinions and observations about the obstacles to women empowerment as shown in table-2. Respondents were of the view as compared to NGOs the government institutions have faced more difficulties about the women empowerment. Significant differences were found about the obstacles of women empowerment by using One-Way-ANOVA. Significant differences came into being at 0.05 probability level. Categories that observed as highly significant were: nonexistence of income generating actions (M = 3.29, TS, M = 4.04, NGOs) fewer employment chances (M = 3.25, TS, M = 2.15, NGOs) and lack of decision-making power (M = 3.76, TS, M = 2.81, NGOs). However, non-significant were found at the 0.05 level in the following statements: poor access to economic resources; squat contribution in small enterprise; fewer wages as compare to male counter partner; control of males over assets; no authority to utilize earned money; no arbitrary action and ignorable entity of society. Therefore, the null hypothesis was rejected in the favor of alternate hypothesis which was accepted in three out of seven categories. Hence, it was concluded that as compared to NGOs the government institutions have faced more difficulties regarding women empowerment prospects.

### **Conclusion Recommendations**

Women empowerment was the key successor required in any developmental process either qualitative mode or quantitative quantum. Women empowerment was in horizontal dimension as a facilitator and vertical angle as an enhancer of sustainable livelihood. Finding of the present study were depicted that the non-significant were detected or perceived (4) out of (6) categories about working pattern of the institutions. Therefore, null hypothesis was rejected and alternate hypothesis was accepted in four out of six categories. Hence, it was concluded that as compared to government institutions the NGOs havd more efficient working pattern regarding delivering the services for the women empowerment. Further, null hypothesis “there is no vital variance in the insight of respondents about limiting factors which hampering the empowerment of women” was rejected in the favor of alternate hypothesis which was accepted in three out of seven categories. Hence, it was concluded that as compared to NGOs the government institutions has faced more difficulties regarding women empowerment prospects. Based on aforesaid outcomes following recommendation were suggested. Sharing and shoulder to shoulder operational work of womenfolk in any developmental process are part and parcel initiatives for the



enlargement practices of empowerment and reinforce the optimistic factors, therefore it should be recommended that joint-venture programs such as holistic and participatory approaches were promoted or encouraged at UC level in order to strengthen the womenfolk empowerment at all level. Active social mobility is the rural masses as the major element that enhanced socio-economic conditions of rural communities and diminished extreme poverty. NGOs should be provided additional educational amenities for females particularly in rural areas so as to make rural women more self-sufficient. Government should be provided the social, economic, workable and educational facilities for women so that wipe out the hindrances and role of women enhanced in society.

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