

## PARENTAL PERCEPTION TOWARDS FEMALE EDUCATION

(A case study of District Killa Saifullah, Balochistan)

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### **Abstract:**

*This research study aimed to explore the parental perception regarding female education in District Killa Saifullah that kept females uneducated, traditional norms and values that bounded women to be inside boundary walls through-out their life spans, and feudalist parental perception that curse on educated females and consider them as out of social norms and values women. To carry out this research, primary data collected through random sampling at household level and 160 households were interviewed, Data analysis techniques such as simple numerical analysis were applied that produced extraordinary results for interpretation. Findings of this research revealed that females are extremely marginalized compare to their male counterparts. Female face multi challenges such as, lack of feasible transportation to move to education institutes, getting early marriages that result into mal-nutrition and dropping out of the schools and many more. Recommendations were made to encourage girl's education and to disseminate information regarding significance of girl's education to remote rural areas too so that women shall have equal opportunities to get education and perform as the pivotal members of the society, specially in the progress of the country.*

**KEY WORDS** parental perception, females' education, socio-economic factors, Balochistan,

### **INTRODUCTION**

Education is utmost priority for all countries; however, gender parity exists in education particularly in primary education in Asian and in the area of south Asia. South Asia has about 23.5 million females out of school. Not surprisingly the main reason for this gender gap in education in South Asia is poverty .In Pakistani society as well the highlighted problem of all hurdles faced by girls in education is poverty .However there are some other main obstacles too, such as indigenous society, old norms, religious customs, shortage of food, water and sanitation; schools that are at so far from homes; and household labor divided by gender, all play their roll to educational inequality.

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There are apparent differences in gender literacy and in the level of literacy in different parts of the country. Some 58 % of the male population qualifies as literate while female literacy rate is estimated at only 32 %. Two-thirds of Pakistani women cannot read or write. There isn't huge difference in literacy among 4 provinces. Sindh, because of Karachi, has the highest rate at 60% while Balochistan at 53% has the lowest rate. However, it is among women living in various parts of the country that literacy rates vary a great deal in Balochistan the rate is as low as 15 % while it is 36 % for Punjab's women. The fact is crystal clear that the female of Balochistan has to be targeted in any initiative to educate the masses in Pakistan (MICS, 2010).

Like in every underdeveloped country in the world, women in Pakistan are in the list of that group of people who are deprived and disadvantaged both at educational and societal level. (Latif, 2009) Data compiling agencies urgently need to chart rural and urban female enrolment ratio independently. Because the problems facing by rural woman are crystal clearly vary from those of urban women, therefore, rural woman deserve special attention. Many girls are rarely permitted to continue their basic education and they are forcibly dropped out at primary or secondary level of education that results into deprivation of getting higher education. This phenomenon can easily be observed in females' promotion from one class to another. And, this exacerbated drop-out system results into the creation of illiterate females in the society whom would serve as illiterate mothers someday that could paralyze the whole society in sense of education. (Aslam, 2007)

In recent past, the wastage regarding female education was at its greatest possible hike that needed to be addressed at emergency basis. The females' wastage in their first few years of lives for their school would exacerbate the already alarming situation of illiterate females. In Pakistan, many cultural and financial limitations that can easily hinder females from getting higher education as for example, social security like harassment, patriarchal family system, unpaid labor at homes, poverty, insufficient fund allocation for girls' education promotion especially in rural communities and many more. Additionally, patriarchal family system, high level of poverty, low-amount allocation for females' education, gender discrimination at every level of the society add fuel to the burning stove in Pakistan. Females' education in Pakistan is at its lowest possible level due to these above-mentioned factors. (Aslam, 2007, Khalid and Mukhtar 2002).

researches have been increased manifolds that are the direct result of discrimination against women since centuries. The case is simple; women have been kept deprived of education in these centuries due to all above discussed factors. And gender disparity in the field of education; its causes and repercussions has got the attention of numerous modern researches and, with the same enthusiasm, different faculties have contributed to this phenomenon at great level in the country. In the sociological point of view, education pays for increase in women's status, efficacy at workplaces and perfect ability to deal with their respective societies. According to UN charter, education is the basic human right of every human-being irrespective of sex, race, religion or region. At the same time, complete human capital development can never be achieved without well-educated females in every respective society across the world (Heise et al. 1999).

There are Socio-cultural elements that keep girls away from attending mixed school beyond the primary level, as well as single gender school at length. Deficiency of single gender schools also been reported as a main deterrent to the girls' continuation into middle and high schools concluded that gender gap in illiteracy can be reduced by 40 percent in rural Pakistan if gender gaps in primary education were eliminated. Holmes, (2003), Breen & Goldthrope (1997).

The study of Ghaus in 1996 concluded that the demand for child schooling in Pakistan and as well as focused on the two potential sources of bias in the estimation of the demand for schooling. Study shows that distance to primary school was not significant as a cause of drop out, however the distance to middle and high schools affected the schooling of both the sexes. Overall the distance to middle schools was a more important factor influencing girls schooling compared to males. Ghulam R. (2007), Chaudhry and Rehman, (2009).

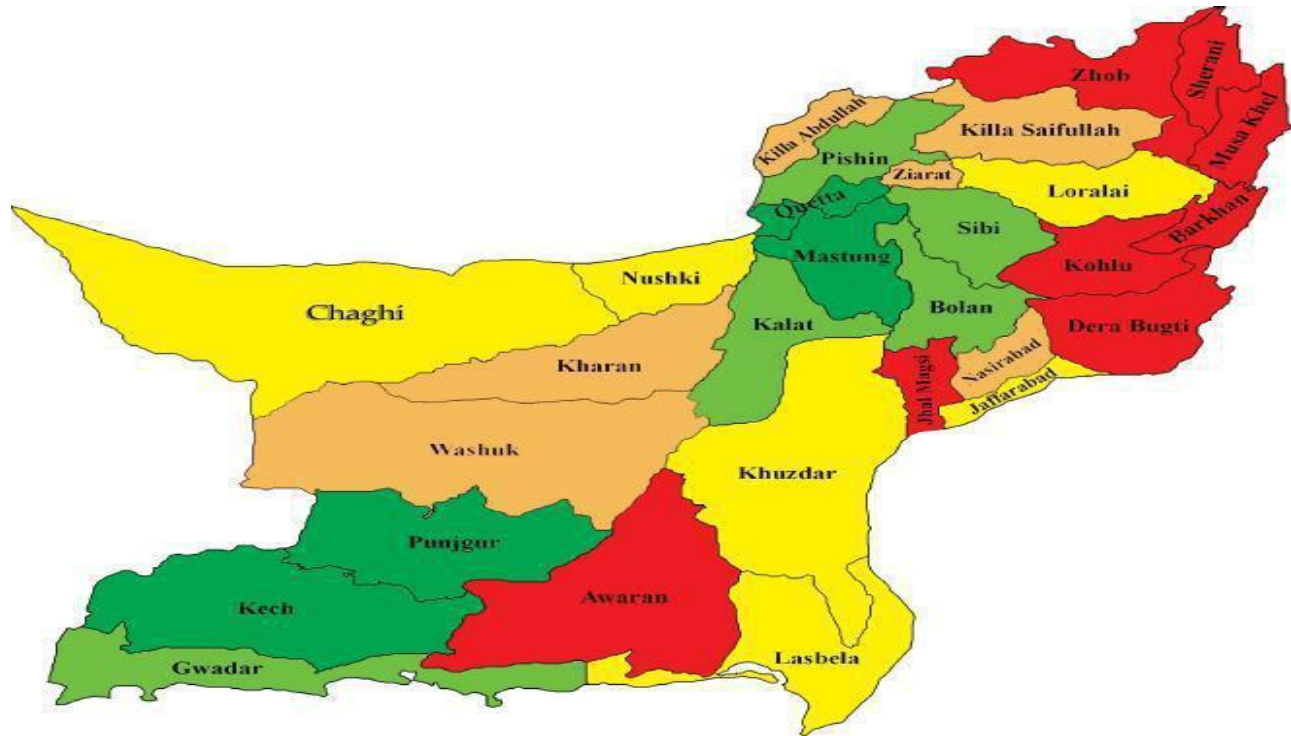
However, contrast to the findings of Ghaus, some researchers such as Burki, S. J. in 2005 had found that the closest the school is from home in distance the higher the enrollment of girls in school is. He considered having a school at 1 km had a constructive and sustantil effect on the primary school attendance; however, this is only the case which is applicable to rural girls only.

## **METHODOLOGY**

This research is exploratory in nature which explores the parent's perceptions towards female education in district Killa Saifullah. Primary data collected to find out the cause and effect of decisions regarding female education in district and its consequences. Apart from reviewing relevant literatures household level data collected to analyze. 160 Households which were selected

through purposive sampling and random sampling methods in district Kila Saifullah was collected and analyzed to build opinion while applying Statistical Package for Social Sciences (SPSS). This software is used to find out the difference and relationships between different variables

### Study Area Map



## RESULTS AND DISCUSSION

### Respondent profile

Age based distribution	Frequency	Percentage
18 – 26	12	7.6
27-32	27	16.5
33-40	73	45.7
Above	48	30
Qualification based		
Illiterate	75	46.8
Primary	35	21.8
Secondary	15	9.3
Matriculation	16	10
Intermediate	8	5
Bachelors	11	6.8

<b>Family type wise distribution</b>		
Nuclear	19	11.8
Joint	101	63.2
Extended	40	25
<b>Occupation wise distribution</b>		
Self-employee	40	25
Government employee	17	10.4
Private employee	31	19
Agriculture	73	45.6
<b>Income based distribution(Rupees PKR )</b>		
Less than or equal to 20,000	91	58
21,000-30,000	29	18
31,000-40,000	14	8.7
More than 41,000	26	16.3
<b>Family members-based distribution</b>		
6-10	17	10.6
11-15	44	27.5
16-20	78	48.4
Above	20	12.5
<b>Parents who allow their children to get education</b>		
Yes	40	25
No	120	75
<b>Distribution based who consider early marriage impedes female education</b>		
strongly agree	65	40.6
Agree	27	16.8
strongly disagree	10	6.2
Disagree	30	18.6
do not know	28	17

This study revealed that in Killa-saifullah bazar, 46.8% of total respondents were illiterate and 21 % were primary educated. Lack of education in parents causes the lack of importance of education among population of Killa Saifullah bazar. 44% of the male children enrollment found in government institutes, while, 28% of the female children were found enrolled in government institutes. Moreover, 28% male children were admitted in traditional madrassah schools, while, 44% female children were admitted in madrassah schools by their parents. This large amount of percent difference shows gender discrimination against females shown by their parents/guardians in this traditional society. Respondents regarding about purdah, 21.3% of the respondents strongly agreed and 52% of the respondents simply agreed to it. Whereas, 11.3% strongly disagreed and 6.7% disagreed while 8.7% were of the view that they do not know. Moreover, 75% of the respondents were against the female education, while, only 25% in the favor of female education.

This discrimination shows that future of females in Killa-saifullah bazar is in dark and it needs state level work to change the fate of these women. Low income is another major cause of low enrollment in study area, however having low income still parents prefer only education of male rather than female as they cannot afford to educate their all children.

Unfortunately, in Killa-saifullah bazar people were found ignorant enough regarding the women's participation in economic uplift in family affairs. Only 14.5% respondents redounded positively that educated women would uplift their families economically. The rest of the percent was either against it or not aware to grasp the essence of this question. This is very serious issue that needs to be tackled in Killa-saifullah bazar timely.

However, luckily 51% of the respondent were found awaked who agreed that poverty was one of the reasons that hindered female from getting education. Response regarding poverty result tells that 6.6% of the respondents with the frequency of 10 strongly agreed while 52% of the respondents merely agreed. Out of total population, 12.7% disagreed and 28.7% were of the view that they do not know. In results, it was found that lack of government and private transportation played a very disappointing role to hinder females of Killa-saifullah bazar from education. In this regard, 68% of the respondents felt the need of easily accessible transport and they agreed that both public and private transports were very necessary for females' education.

Presently 23million children are out of schools in Pakistan, the scenario is even worst in Balochistan. As only FATA is lagging behind Balochistan in literacy rate. Overall literacy rate in Pakistan is 58% and 42% of its people are even deprived of getting basic education. This phenomenon is worst for girls as more than 50% girls are out-of-schools among these 23million children. Similarly, girls in Balochistan face the worst kind of marginalization where a well-do-family's son can be a PhD, but his sister would be illiterate due to many factors that are elaborated in detail above.

In this research, researcher pondered upon the modern-day education, and its importance and welfare for the women and their society. In a society where gender discrimination is at its highest possible level, only modern education could play a positive role to bring gender equality in it. But there are many responsible factors that keep the girls at bay from getting education in research area and other rural areas of Pakistan. In Killa-saifullah, a great many people show soft corner to their traditional norms and values. These traditional norms and values are against female education. So, these people are keeping them out of schools and getting their early marriage. In this sense, these people instruct their females to do household chores and they think that females' education is of no value as they are leaving their parental homes after getting married.

In Pakistan, rural areas are being controlled firmly by patriarchal system that hinders females from modern education. As patriarchal system considers only male dominance in every aspect of life. Similarly, caste system also restricts females from getting education as some castes are rigid

enough to let their females out of homes and do some good for their own and society by getting education.

Additionally, Veiling (Purdah) is another responsible factor in Killa-saifullah bazar that makes the females deprived of getting education. In this area, the females are confined to the boundaries of their homes 24 hours. And, they cannot roam in the bazar to get daily use things and education. Here, females are only allowed to go out of homes when they need physician that visit would also be accompanied by male member of the family.

low-income scenario also plays the role to keep females out of the schools. In Killa-saifullah bazar majority of the people are living under the poverty line that means they hardly manage three-time food daily. This means that these people are not giving attention to females' education as they are busy 24-hours round to feed their stomach. Because they are unable to afford expensive females' education. Everyone knows that education needs sound economic status for pursuance of educational courses that does not fall under the economic capacity of these majority of the people who are living under the poverty line. As mentioned earlier, these people are even managing their lively food very difficultly so complete education for their girls is even impossible for them to manage.

## **CONCLUSION**

In modern times, education is necessary for progress and success of any nation. It is the only way through which all the nations can get the art of living in a successful method. In economic perspective, economic prosperity can only be achieved through well-educated children of a society. In the same way, educated women double the economic growth of a society as it is widely observed in developed countries. As these developed countries are of the motto that "Education for all with irrespective of Gender". While, parental perception for female education in Killa-saifullah was found very strange and ignorant. Majority of the parents who responded in this research were either against female education or against it. They were found unaware regarding the importance of female education. As this region is much tribal and traditional, so the government was also reported lagging behind in Killa-saifullah to education these females. So, government needs to assist the people of Killa-saifullah on emergency basis for both genders in general and for females particular .

This research observed serious issues in Killa-saifullah bazar that have marginalized women in the fields of education. Because, Killa-saifullah bazar is not much different from other rural areas of Pakistan, it is in rural areas of Balochistan that is really among the backward areas of it. In this regard, uneducated elders never allow their children to get higher education. In this area, it seems that these people are still living in dark ages. The women are extremely ill-treated in this society where we can imagine that they are even not treated as human beings. Government needs to take some immediate serious steps to eradicate these traditional and feudalism norms and values.

**Conflict of Interests:** Authors don't have any conflict of interest

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