

EXPLORING THE OBSTACLES FACED BY RURAL FEMALES IN GETTING EDUCATION AT SKARDU DISTRICT, PAKISTAN

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ABSTRACT

The ideas, customs, norms, values, and social behavior of a particular people or society is called culture. In Pakistan there is no equal chance to get education for male and female. This condition has adverse consequences on development and rural poverty reduction. Cultural barriers in training, learning and schooling have negative effects on economic growth by sinking the brilliant girls from education which could generate excellent works than boys. Pakistani culture is associated with some conservative morals and societies. Country and tribal zones of Pakistan are extensively more interfaced with social and expected rehearses focused everywhere male dominance and female's submission. Educational barriers are major violation of the rights of girls and an important barrier to social, economic, and personal development. The present study explores "The socio-economic, cultural and governmental obstacles faced by rural females in getting education at Skardu." The methodology of the research is consisted on different steps the study was conducted at district Skardu and one Tehsil was selected randomly. Three union councils were selected from the selected Tehsil. From the selected union councils two villages selected randomly. From the selected villages thirty married females were included for the study that were selected by using systematic sampling techniques thus total sample size was 180.

INTRODUCTION

According to Horton and Hunt education is the "The sum equal of experience which molds the behavior and concludes the conduct of both adult and immature ". Education is a milestone of every field of life and also consider as a multiplier. The aim of education is to provide equipment and technique for meeting various needs of life.

Education is an important component of the permanent economic social improvement in the society. Economic prosperity and social progress always go hand in hand with its base upon education. Education is one of the major instruments of social change and it is the force which brings changes in the traditional outlook of the people and it develop insight for judging things in their read context. Because of the cultural norms existing in Pakistan, majority of people presume that woman has to confine at the

periphery of home for domestic chores. That's why; parents pay little or no care towards daughter's education deeming that it is useless for her future life. A prevalence Different stereotype in the society is the crucial obstacles in the way of female education. A highly educated female is supposed to be too clever or too superior.

Furthermore, job of female for earning purpose is still thought to be a taboo in society. Moreover, to some extent parents believe that if their daughters become highly education than it would be difficult to find appropriate grooms for them. Low income of family is also a significant barrier for female education.

There was a time when girls were not allow to speak against any order of their parents and other family members such as she has to accept the decisions made by parents regarding her

education, schooling, marriage, other life activities (job, profession) and interaction in the society. But now a days it is observed the girls speak against order of their family members which against for their study. They said that we think the girls are too allowed to get educated so that they can have the confidence to face the world. The parents should think positively about their children's education especially for their daughter's education. (Ambreen, 2014).

Education can be a make suitable and also important software for achieving the targets connected with equality, growth and also serenity. Alabi (2013) explained which growth isn't doable without having women's function. But the ethnical barriers and various difficulties quit the women's knowledge. All barriers has to be taken away make it possible for almost all young ladies to be able to grow their complete probable as a result of equal having access to knowledge. The application of advertising just like television and also airwaves may get rid of the barriers connected with women's knowledge. (Alabi, 2013).

Regrettably, another misperception of parents becomes vital constraining factor is that the investment in a girl's education will not profitable for her parents once the girl gets married (Latif, 2007). Predominantly, the cultural and social context of Pakistani society is patriarchal and men and women are conceptually categorized into two distinct worlds that are Feminine and masculine (King, 2003), and thus divides the role of both female and male into reproductive and productive realms (Nazet al., 2011).

The primary school enrolment studies elucidate that text books, schools and teachers in the education system also shape biased characters at the end (Kabeer, 2013), for boys stands at 84% as compared to 60% for girls (UNESCO, 2006).

In the history of Islam first lesson that was given to the Holy Prophet (PBUH) was "Read with name of Allah who created the man with a clot of blood and your lord is most bounteous who taught by pen, taught man when he knew nothing" (Al Quran).

These verses of the Holy Quran prove that education is a basic right of every individual and also describe the importance of education for both male and female. Education is generally considered as a better utilization of human resources. It cannot only help in building up economic condition of a country but also play an

important role in the formation of individual's personality. The presently estimated literacy rate of Pakistan is 57.7% in which 69.5% for males and 45.2% for females. Overall literacy rate 73.2% in urban areas whereas 49.2% in rural areas that is very alarming situation for the development of a country (Pakistan Labor Force Survey, 2010).

The very low rate of female higher education in rural areas is associated with many factors. It may be the involvement of female domestic chores, may be higher cost of education, may be religion, may be uneducated parents and may be the old culture, traditions and values of the Pakistani Society and family size these factors involve in discouraging rural females in getting higher education. Education system of Pakistan is very poor as compared to other south Asian countries, for example Sri Lanka has 94.2 % literacy rate. India has 65 % literacy rate and Bangladesh has 55%, whereas Pakistan has only 58 % literacy rate and that is less than from other South Asian countries. In Pakistan poverty, over population and shortage of institutions are among the main hurdles in the way of higher education. In urban areas higher education literacy is better than rural areas because cultural values are a big cause of low education in the females of rural areas. Mostly parents like the early marriages of their daughters; early marriage is a big hurdle for females to achieve higher education (King, 2003).

In South Asian countries, poverty is a most ubiquitous obstacle behind female illiteracy. Several obnoxious cultural factors such as early marriages, Traditional family System, Preference to male education and submissive behavior for female are the barriers in the way of female education.

Other cultural factors such as early marriage, concern for girls moral and physical welfare limit and in some regions the practices of the segregation and seclusion of women restrict education. Khan, (1998) observed that some families educate their daughters' to increase the chance of marrying with highly economic people in the society while the low economic families in Nepal only pay attention towards son education to increase their chances of economic resources.

The rural people pay attention towards girl's education but with little investment. There is no qualified female in rural areas and also the urban qualified females do not prefer to serve in the rural areas (UNESCO, 2010).

2. Research methodology

This research was aimed to find out those factors that are becoming constraints in the way of education for females. The universe of this study was the rural areas of district Skardu Multi stage sampling techniques were used. At first stage, one tehsil was selected through convenient sampling technique. At the second stage, two union councils (UC-Basho & UC-Kachura) were selected through simple random sampling technique. At third stage, six villages (BasingoNazim Abad , Sultan Abad , Ghazi abadsyedabad and farmashoot) were selected through simple random sampling technique and at final stage; a sample of 180 respondents were selected through snow ball sampling technique from four villages (30 from each). A comprehensive interview schedule was constructed for data collection, and then the responses were expressed and tabulated in the term of percentage/frequencies. In order to bring the data into comparable form, percentages of various categories of data were

worked out in the present study. The percentages were calculated by following formula:

$$\text{Percentage} = \frac{F}{N} \times 100$$

Where;

F = Frequency

N = Total number

3. Result and Discussion

During Survey, it was revealed there are a lot of factors are involved behind female illiteracy at Skardu District. Female education setup is facing ravaging episodes of socio-economic and cultural factors. Similarly, governmental policy constraints in Pakistan are a major obstruction in devising a defined strategy for female education. There, it was came to our knowledge that majority of people having some kind of stereotypic and religious censuses regarding female education. These factors are fabricating obstacles in the way of female education in district Skardu Pakistan.

Table 1: Socio-Economic and Cultural factors

Sr. No	Constraints	To Great Extent		To Some Extent		Not At All		Total	
		F	%	F	%	F	%	F	%
1.1	Preference to male education	152	82.8	22	10	6	7.2	180	100.0
1.2	Early marriage	106	58.9	59	31.1	8.3	2.5	180	100.0
1.3	Submissive behavior of female	115	63.9	49	27.2	16	8.95	180	100.0
1.4	Co-education	122	67.8	39	21.7	19	10.5	180	100.0
1.5	Security Issues	62	34.4	22	12.2	69	38.3	180	100.0

The findings depict that 82.3% respondents were agreed to great extent that preference to male education is the chief socio-economic and cultural obstacle for female in getting education and 10% were agreed to some extent with this opinion while 7.2% argued that this is not at all constraint in female education. 67.8% having opinion that co-education is actually detrimental constraint to great extent in the way of female education and 27.2% were agreed to some extent while 8.95% were totally disagreed with this opinion. 63.9% respondents were convinced that submissive behavior of female is main barrier to great extent

and 27.2% were convinced to some extent while 8.95% said that this is not at all barrier in the way of female education.

Furthermore, 58.9% respondents suggested that co-education plays vital role in great extent hurdling in the way of female education to great extent and 31.1% were agreed to some extent while 2.5% were not at all satisfied with this suggestion. Likewise 34.4% believed that security issues are major constraints to great extent and 12.2% believed to some extent while 38.3% did not believe this. (Table 1)

Table 2: Government policy factors

Sr. No	Constraints	To Great Extent		To Some Extent		Not At All		Total	
		F	%	F	%	F	%	F	%
2.1	Female schools located miles away from the home	81	45	62	34.4	37	20.5	180	100.0
2.2	Government invest insufficient amount in	88	48.9	48	26.6	44	24	180	100.0

	female								
2.3	Schools are available for boys but low standard.	68	37.8	56	31.1	56	31.1	180	100.0
2.4	Govt. is not taking adequate measures to mitigate gender disparity in education	96	53.3	62	34.4	22	12.2	180	100.0
2.5	Govt. has no plans to aware the society regarding female education.	98	54.4	62	31.1	20	11.1	180	100.0

According to respondents, 54.4% were agreed to great extent that Govt. has no plans to aware the society regarding female education is the eminent constraint and 31.1% were agreed to some extent with this opinion while 11.1% had opinion that this factor is not at all a hurdle in female education.

53.3% having opinion that Govt. is not taking adequate measures to mitigate gender disparity in education is dreadful havoc to great extent in the way of female education and 34.4% were agreed to some extent while 12.2% are disagreed with this opinion.

Moreover 48.9% respondents having opinion that Government invest insufficient amount in female

is actually prodigious constraint to great extent in the way of female education and 26.6% were agreed to some extent while 24% were totally disagreed with this opinion. 45% respondents were convinced that Female schools located miles away from the home is main barrier to great extent and 34.4% were convinced to some extent while 20.5% said that this is not at all barrier in the way of female education. Likewise 37.8% believed that schools are available for boys but low standard is major constraint to great extent and 12.2% believed to some extent while 38.3% did not believe that (Table 2).

Table 3: Stereotypic and Religious factors

Sr. No	Constraints	To Great Extent		To Some Extent		Not At All		Total	
		F	%	F	%	F	%	F	%
3.1	Educated female become disobedient	63	35	58	32.2	59	32.8	180	100.0
3.2	Education is useless for female in the future	67	37.2	50	27.8	61	33.9	180	100.0
3.3	Female should be confined at certain age	117	65	39	21.7	24	13.3	180	100.0
3.4	Female should have never any sort of encounter with male	79	43.7	54	30	47	26	180	100.0
3.5	Female should not study in co-education	93	51.7	54	30	33	18.3	180	100.0

The table : 3 shows that 65% respondents suggested that Female should be confined at certain age is most important barrier to great extent in the way of female literacy and 21.7% were agreed to some extent while 13.3% were totally disagreed. 51.7% was agreed to great extent that Female should not study in co-education is main cause in the way of female illiteracy and 30% are agreed to some extent while 18.3 having opinion that, this is not at all the reason behind female illiteracy.

Additionally, 43.7% respondents having opinion that Female should have never any sort of encounter with male is actually a significant constraint to great extent in the way of female education and 30% were agreed to some extent while 26% were totally disagreed with this opinion. 37.2% respondents were convinced that Education is useless for female in the future is

responsible for precluding female education to great extent and 27.8% were convinced to some extent while 33.9% said that this is not at all barrier in the way of female education. Meanwhile 35% consented that educated female become disobedient is major constraint to great extent and 32.2% believed to some extent while 32.8% did not believe that (Table4.3). Our results was supported by FAWA (2003) who illustrated that majority of the parents deem that the education of their daughters will only assist their husbands and his family. Similarly, our findings were correlated with the results of Bunwaree (1999), who conducted a field study in Mauritius on gender disparity. His results depicted that parents having low economic status preferred to male education over female education.

4. Conclusion and Recommendation

Gender disparity in access to female education has been seen a perilous obstacle that needs to be addressed. The study revealed that several reasons account for female illiteracy at Skardu district. The socio-economic and stereotypic constraints have strong negative influence on female education. Furthermore majority of parents prefer to invest on boys' education instead of girls because of several explanations.

On the basis of findings of the present study, some recommendations are made for the policy implication.

- There is dire need for motivational campaign for the spread of female education. For that purpose electronic media needs to be utilized for motivating the parents to send their daughters to school.
- The parents should be able to realize that educated girls can generate the income for the family.
- Majority of the female can participate in educational programs, if Government gives attention to social insecurity both in rural and urban areas.
- Politicians, Scholars, Intellectuals and religious leaders should join hands to annihilate the existing obstacles behind female illiteracy.
- Government should map out strategies and policies that will promote the female education in society.

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