

Factors Affecting Low Participation of Females in Higher Education: (A Case Study of Quetta Balochistan)

By

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Abstract:

Higher education is an imperative component of socialization, the lifetime procedure of taking in the conduct, qualities, and demeanors considered appropriate to the individuals' culture. Female education is a piece of national dream. No nation of the world can get accomplishment until the point when women are furnished with advanced education. This research intended to explore the variables of low investment of females in advanced education at Quetta, capital of Balochistan. Target Population was included the (300) female understudies enlisted in various universities. Out of an aggregate seven universities, three universities were chosen through sample random method. The objective populace of the investigation comprised of the female understudies enlisted in various controls. Choosing samples from BS, Masters and MS/M.Phil. classification, every university was given equivalent portrayal. The analyst gathered the information through questionnaire utilizing purposive examining methods. The destinations of the investigation were to discover familial, socio-cultural, and financial variables in charge of making obstacles in the best approach to female advanced education. Consequences of the investigation uncovered that separated from monetary limitations, familial and socio-cultural components affected a great deal to hurt the dream.

Keywords: Higher Education, Gender Inequality, Stakeholders Participation, Dependency Ratio

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Introduction:

In the last few years, the female literacy has increased in the country but instead of growing it is opposite in Balochistan. The literacy rate of female in Balochistan has decreased rapidly due to various factors. Women are not encouraged to acquire advanced education. The condition is even alarming in rural areas. It is shockingly estimated by 2 percent. Various researches were conducted in this regard did not produce fruitful results in the province. The previous researches were based on survey types. Female students were not part of the researches that is why they failed to achieve their main objectives. The main distinctiveness of this research from previous researches was to make part the enrolled students in different universities. In addition, the researcher planned to make part the female students in the research to expose the familial, socio-cultural and financial problems faced by them in getting higher education in Quetta, capital of Balochistan. The number of respondents was 300, chosen through sample random method. Out of seven universities, only three institutions were selected. Each institution was given equal representation in the research. Furthermore, the researcher classified the respondents in BS, Master and MS/ M.Phil. The researcher gathered the data using questionnaire. SPSS software (version 19) was applied to analyze the data.

Pakistan ranking is 113th among 120 nations of the world in regards to female education rate. Female proficiency was 39.6 % when contrasted with males at 67.7%. In Baluchistan, female proficiency rate remains at 15% to 25%. Without female education, the entire arrangement of nation would decline rapidly. Being a piece of a logical mechanical age, female education is the need of time. (World Development Indicators. 2007). As indicated by the most recent Pakistan Social and Living Standards Measurement (PSLM), 2014-2015), that education proportion for male was 70 percent and female was 49 percent that shows 21 percent decay of female proficiency. Education rate is discovered higher in urban regions (76) percent than in rural regions (51) percent. (PSLM) Survey 2015 Only 19% females are instructed up to Metric level, 8% to middle of the road, 5% to Bachelors, and 1.4% to Masters Level in Balochistan.

Research Questions:

The following major questions were proposed to:

- 1) To explore the nature of familial barriers female have to face in higher education.
- 2) To investigate socio-cultural barriers hinder female education.
- 3) To expose the economic barriers causes low participation of females.

Literature Review:

Maguire (1996) realized that the mixture of barriers faced by females could increase their loss of confidence, ill-mental growth, and psychological feelings. Economic backwardness is termed as the leading cause behind this social phenomenon in all underdeveloped countries. Satisfaction of economic needs is very necessary, to overcome poor status of female education.

Kenny et al (1990) stated that given the statement that sons keep loyalty to their family of origin all over their lives while daughters leave the family of origin upon marriage, daughters present a larger default risk than sons and should get less education.

Kramarae et al. (2000) declared that higher education is expected to provide women with a better status and a good environment. Higher education guards' women from the exploitation based on gender, caste, color, creed, nationality, and religion. In addition, it promotes their independent thinking, self-respect, autonomy, and self-cause in a positive way. Educated women can motivate to discover new things that bring positive contribution in any field of life.

Jehan (2000) expressed that different factors, for example, great administration, the right to speak freely, dynamic mentality, learning securing, industrialization, urbanization, innovative changes, and other financial and social condition assume a noteworthy part in the advancement of women. The circumstance shows that ladies are the major piece of financial development. Along these lines, they are entering collaborator in both urban and provincial monetary frameworks. Disadvantages in money related assets, financial independency, formal instruction, and expert open doors put ladies in a minority position.

Schwartzman (2001) reasoned that advanced education needs to confront genuine difficulties because of immense social holes. Advanced education needs better money related help yet misfortunately; poor nations can't top bridge up this gap successfully. The female education in Pakistan is invites less attention as a result of low spending on education. Pakistan is one of those twelve nations on the planet that spends only 2% of GDP on higher education. Especially advanced education faces genuine money related difficulties. "Money related resources are one of methods for creation and instruction is a fundamental wellspring of capital aggregation." [Lucas (1988)] Lucas (1998)

Siddique (2001) expressed that female populace proportion outperforms male populace since the most recent fifteen years. In any case, no means have been taken to enhance the ways of life of female and

their commitment in instructive and money related areas. They confront major issues with respect to their entrance to advanced education. These discoveries demonstrate that in spite of the advancement and wellbeing parts, the state of higher education is low in creating nations of South Asia. Men can without much of a stretch access to guidance and business openings while females did not appreciate the chances of rendering legitimate administrations because of quick increase in sexual orientation gaps.

Klasen (2002) called attention to that in Middle East, Africa, East Asia, and other Asian nations there is constantly discovered contrasts in education part. Nearly, children are quite supported to secure education than little girls. Females can't settle on choice openly about their education. Female training for the most part faces social and budgetary obstructions in these nations. That is the reason; level of female education is poor in the public eye.

Coleman (2004) expressed that there may be distinctive causes that have an impact to inadmissible execution of Pakistan, for example, much security costs, poor government approaches, questionable security circumstances, partisan brutality, and other social, political, and monetary issues with respect to female education. Male prevailing society, low spending plan, and feeble approach arranging likewise assumes an inflexible part to experience the females' abilities in the general public. In spite of the fact that female education assumes a basic part in all circles of human life, yet there exist obstacles for female to get advanced education. Consequently, to change the world absolutely, females ought to be part advanced education.

Lloyd, et al. (2005) asserted that the rising pattern of standard guidance is the principle factor behind low support of females in advanced education. The disarray of enlistment of youngsters in Private and open establishment's impact sly affect guardians' choice. Absence of right and convenient basic leadership control put the guardians in undecided position. Then again, the act of mass sexual orientation imbalance has likewise endured the females to partake in advanced education transparently. For the most part, guardians concentrate on young men's education at that point young ladies' education. People/countries experiencing hesitation need to play a high cost at last. Along these lines, guardians should be enthusiastic in arranged activity in regards to their offspring education.

Chitrakar (2007) investigated the presence of sexual orientation disparity in various nations of the world including Pakistan, Afghanistan, Nepal, and India. The scientist watched that sexual orientation part

generalizations, social holes, and provincial and urban setting likewise misuse females as far as advanced education. Plus, these familial, money related, and security issues are confounding also. Preservationist state of mind and destitution is additionally malicious powers in the best approach to advanced education. Issues like family pay, issues of security, and provincial boundaries have been limited with a little would like to give a splendid future to females.

Fauzia Maqsood (2012) uncovered that females had to face parental restraint, low family support, sexual orientation segregation, social biasness, male dominancy, sex part, and weakness in education area. It additionally has demonstrated some attractive figures about the positive endeavors of females to expel social impediments for their rights. In total, credit goes to HEC to advance female advanced education by setting up different higher education institutions countrywide. Giving free grants, sensible expense, simple availability to transportation and beneficial circumstance additionally get the consideration of an expansive number of female to complete their advanced education with no unpredictability.

Research Design:

Enter territories of consideration in the present research were the recognizable proof of familial, socio-cultural, and financial obstructions in female advanced education. Quetta city was the universe for current test. Out of seven universities, the researcher chose just 03 universities (Balochistan University of Information Technology, Engineering and Management Sciences, Sardar Bahadur Khan Women University, University of Balochistan Quetta) through random sampling procedure with one hundred examining each. Test estimate included the (300) normal understudies selected in various programs. At that point the researcher through purposive testing system selected (120) understudies from BS side, 90 from Masters and 90 from MS/M.phil individually. To gather the data, the researcher adopted questionnaire. The questionnaire includes three noteworthy fragments; segment 01 is on familial boundaries, level 02 is on socio-cultural issues and area 03 is on financial blockades. Parts 01, 02, and 03 have 12, 08, 07 items correspondingly making up add up to 27 items in the questionnaire. The questionnaire is constructed on Likert-type scale reactions: Strongly Disagree (SD), Disagree (D), Neither Agree nor Disagree (N), Agree (A), Strongly Agree (SA) with an equal weight 1, 2, 3, 4, and 5 individually. The analyst also introduced the questionnaire before the experts for conceivable adjustments. SPSS program (version 19) was utilized for coding and analysis.

Results:*Description of Barriers by education level*

Barrier	Education	N	M	SD	S.E	95% CI		Min.	Max.
						Lower	Upper		
Familial Barrier	BS	120	19.40	3.203	.220	18.97	19.83	9	26
	Masters	90	19.57	2.651	.171	19.24	19.91	14	26
	MS/M.Phil.	90	20.09	2.793	.156	19.78	20.39	11	26
	Total	300	19.74	2.882	.104	19.54	19.94	9	26
Socio-Cultural Barrier	BS	120	25.17	3.835	.263	24.65	25.68	16	35
	Masters	90	25.14	3.568	.231	24.68	25.59	16	35
	MS/M.Phil.	90	25.32	3.922	.219	24.89	25.75	16	34
	Total	300	25.22	3.788	.136	24.95	25.49	16	35
Economic Barrier	BS	120	22.20	3.296	.226	21.76	22.65	14	32
	Masters	90	22.71	2.911	.188	22.34	23.08	17	30
	MS/M.Phil.	90	22.19	3.220	.179	21.84	22.54	13	30
	Total	300	22.35	3.154	.113	22.13	22.58	13	32

One-Way Analysis of Variance and post hoc Duncan on Barriers to education-by-education level:

Barriers		SS	df	MS	F	p
Familial Barrier	Between Groups	69.781	2	34.891	4.237	.015
	Within Groups	6340.954	770	8.235		
	Total	6410.735	772			
Socio-Cultural Barrier	Between Groups	5.259	2	2.629	.183	.833
	Within Groups	11071.355	770	14.378		
	Total	11076.613	772			
Economic Barrier	Between Groups	44.075	2	22.038	2.222	.109
	Within Groups	7636.802	770	9.918		
	Total	7680.877	772			

Familial Barrier	N	Set 1	Set 2
BS	120	19.40	
Masters	90	19.57	
MS/M.Phil.	90		20.09

The table showed results of one-way analysis of variance by educational level of respondents. The results showed that despite the prevalence of socio-cultural and economic barriers to higher education, a significant difference of familial barriers $F(2,770) = 4.237$, by educational groups i.e. BS ($M = 19.40$, $SD = 3.203$), Masters ($M = 19.57$, $SD = 2.651$) and MS/M.Phil. ($M = 20.09$, $SD = 2.793$) was found ($p < .05$). Furthermore, post hoc Duncan test was applied on familial barriers to explore mean difference among educational groups. The post hoc Duncan test showed that students from MS/M.Phil. Groups encounter higher familial barriers than BS and Masters educational groups in Balochistan.

Concluding Remarks:

Equality in education is the most critical request of the present globalized world. This piece of research tries to incorporate the familial, socio-cultural, and financial issues of female students, enlisted in various universities of Quetta city. Random and purposive examining methods were utilized to cover the universe. The analyst utilized the questionnaire for information accumulation. The above-expressed issues identified with female higher education have been seen through different angles. Accordingly, this study will additionally make new ways of research for the stakeholders, human right activists, and social welfare associations which are now working for the advancement of female education in the region. It will likewise be useful for the government to devise a clear policy with respect to female education. The research will also open the spaces for different analysts to work for the improvement and advancement of female education in the area.

Policy Recommendations:

1. To be free in basic leadership, female students are necessary to be part of law making process.
2. Female education ought to be mandatory above than secondary level.
3. Proper provision of grants and scholarships are mandatory to bring the women literacy level as per with other provinces.
4. The growing practice of gender inequality ought to be curbed through equal economic rewards.
5. The government should support the financial status of guardians.
6. Awareness campaign in regards to the developing significance of female education ought to be started at grass root level.
7. Provision of essential educational facilities at doorsteps can be useful to empower female proficiency rate.
8. Positive part of social, religious, and educated figures can similarly eradicate the social blockades with respect to female education.
9. Establishment of educational institutions at neighborhood level can expel the evil safety efforts with respect to female schooling.
10. Rigid religious-based mentalities of individuals towards female education should to be monitored strictly.

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