

Cultural Impacts on Female Education: A Perception Study at School Level in District Ziarat

By

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Abstract:

Female education has extremely affected in rural areas of Balochistan due to several factors. For instance parents has less interest to send their daughters to far away educational institutions especially for coeducation system except a very few number of families. The prevailing culture is inflexible about purdah system (female going out freely) for girls/ women which has affected girls education. The female social life also bothered by patriarchal society. Lack of girl's schools and Gender gap is another factor in this regard. The objective of this study comprised on cultural impacts on female education in Ziarat is to find out hurdles in the way of girls education faced by strict culture and to suggest the ways for the improvement of girl's education.

Keywords: Female Education, Gender Gap, Rural Areas, Culture etc.

Introduction:

As society is made of two sexes male and female and both are having equal rights and position in social and religious set up. Both the sexes are having equal rights to education regardless of their cast, color, nationality, culture and religion. Basically there are two type of education formal and informal education. Formal education is supervised by state and government while informal education is supervised by culture. Education provides a right path to society and socializes the people. As culture has a strong hold on social set up that's why it control some ways of life or behavior of people. In conservative culture and rural population no one

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wants to violate the cultural values because the society punishes him on the violation of cultural valves. So that's why people are strongly following and connected to their culture. To live according to the culture is as necessary for a man as obeying the state law and constitution for a citizen. Like the constitution and law control the state rules and regulation same is the culture which is an important factor and having a strong hold on society discipline. Culture and education are both dependent on one another. In this regard every society gives freedom to their women according to their own culture because culture interfere the individual life of women and men. So due to inflexible culture it has strongly affected the female life. As a result women freedom of speech affected, women are prohibited from going out homes, purdah system for women remain strict, Economic, social and political life also distressed. Female going out from homes is considered an insult for their family members. That's why a huge number of girls remained limited to their homes. As a result women development in every field including education became a far cry.

The progress of whole the society depends on educated females. Without educated female no any society or nation develops. Women can develop the society socially, politically and financially. (Wolfensohn, 1995). Girls education and literacy rate is very low in our society. Obeiously there are some reasons which has caused low female literacy rate. While state has not still forbade girls from getting education nor any religion. Every state gives first priority to education equally for both girls and boys. Islam insisted on getting education for both men and women equally but unfortunately in some cases some religious scholar have misinterpreted the religious education for their own benefits. Which has not only defamed religion but also created a doubt in people mind. In a society in which we live is the core of social valves.

Women folk had remained backward and has deprived of basic rights since history. Female position remained inferior to male. In history women are used as a child bearing machine and were only limited to perform the duty of serving their male member of family. Historically women are treated as a menial animal and were deprived from basic rights like food, health and education. Female infant had buried alive because it was consider an insult for father and family later on islamic teaching forbade people for burying their female infants. In some costumes females were burnt alive religiously on the occasion of her husband death. They for centuries have been excluded from position of power both of political and economic (Kerber, 1997). With the passage of time modern invention and life style affected all the sphere of human life as well as culture and

tradition. The necessities of time changed the life style of people. By the changing culture female education is supported because it was checked in past by conservative mind set of people and rigid culture.

Contribution of UN and NGOs:

The human rights commission of Pakistan HRCP has kept a long time on the human rights violation a close eye on and on Balochistan situation particularly on the violation by both the state and non state actors it claimed the rising insurgency has threatened female education in Balochistan (Pakistan, 2013). Being the marginalized segment of society the states and world are taking measurement for the improvement of female position and education. Since several decades UN United Nation, world organizations and NGOs are claiming a lot for the improving women position especially regarding education but women position and education is not as much improved as so it is needed. Despite education being the first priority there is a huge gap between male and female education (Oladoyin and Dauda 2004). In 2000 United Nation set 8 goals MDGs including education, gender equality, women empowerment up to 2015 by global agreement. 191 countries signed the target including Pakistan. But unfortunately targets were not fully achieved and targets again set to 2030 as SDGs. Same is NGOs claiming for working women rights to education but just limited to urban population (Notezai, 2013).

Culture is the way of life of special area/group in which included values, customs, ideas, beliefs, language, dress, art, institutions and festivals. Balochistan population consisted on multicultural system. There is a tribal system in Balochistan which has an effective role and power on social affairs. People do not have a facilitative life in tribal areas. Most of the families are connected to agricultural and livestock activities. The people of Ziarat are shifted in winter season to other areas. In the Pashtoon culture of rural areas female are limited to their home and are inferior to male. The taking care of children is the responsibility of mother and sisters. The girls become merry in early age. In most of the rural areas women support their male members in agriculture.

Once a girl reaches adolescence they may be at risk for sexual harassment and strict purdah system, early marriage and child bearing stops female from education. On the other hand female are considered as the honor of male member of the family so male do not want to go out their female members of homes because on the violation of purdah system they are considered a dishonored family. Most families fear of sexual harassment

(Thompson, 2003). An abject condition of female education discourages the girls for further continuation of education which increases the dropout rate. The girls students fails in class several time by the poor condition of schools. The class repetition compel the girls student to quit education because she can not live any more in the same class (Nekatibeb, 2002). Balochistan faces an extreme poverty which has affected all the spheres of life includind education. Almost families are unable to provide qualiyt education to their childern in such a miserable financial condition. The overall literacy rate among the poor is 28% while for non poorer 49%. The net enrollment rate is 37% for the poor as opposed to 59% for the non poorer (Bano, 2008). including education women health also affected by early merriage which becomes unable to carry on education. Almost such kind of trends pevails culturally in urban population of balochistan. After merriage she forced to quit education. In such a condition she perform the duty of child bearing and household responsibility which also hamper her social life. A common perception is there that education leads women to autonomy as it well be a challenge for husband (Asya,mustafa, and, 18 may 2004).

Culture and Female Education:

Culturally the responsibility of male and female are quite different from one another male are the bread winner of family. Including the responsibility of bread winning man performs his out of home duty like political, financial and contract with society. Being the male member and head of family train his boys well for the competition of others than girls. It is obvious that parents also having more interest in their son strong future rather than a daughter. The status of women in Pakistan is somehow different from that of western countries. Home is the legitimate ideological physical space where she performs her proactive role as a mother and wife while a man dominates the outside home activity. A female member imparted domestic skills to be good mother and wife (Imran, Saeed, 2009)

Girl'seducation after primary level becomes depress. School distance, coeducation, gender gap and lack of female teachers are the involving factors for low female literacy rate. Most families do not want to send their girls to coeducation after primary level (Dr.faiz ,Dr najam, november 5, 2004).

Research Questions:

What is condition of female education in district Ziarat?

What is the perception of the respondents regarding female education?

What are the impacts of culture on female education?

What can be strategies for the improvement of female education in district Ziarat?

Research Methodology:

The universe of the study is union council ziarat and ziarat town. Baba kharwari, koski, malikat, sara khaizi, walair kani, murdar kach, cawatra, sakhobai and ziarat town is selected for the study. District zairat has the total population according to the 2017 census about 160422 in which male 82302 (51.30%) and female are 78017(48.69%) (Statistic, 2017)

the students girls and boys, teachers, and education related authorities were interviewed. A simple random sampling technique was used for the data collecting

The total number of respondents are 120. From each village 15, 15 respondents selected randomly.

The instrument used for data collection is survey from students, teachers and education related authorities. The study conducted on cultural impacts on female education in district ziarat. The study based on quantitative method of research.

Literature Review:

By nature individual lives according to the prevailing culture and tradition culture has effects on the individual life both negative and positive. So in rural areas strict culture has checked the girls from education where strict culture jeopardized female education. The prevailing strict culture is responsible for jeopardizing female education. Every citizen has the rights and obligations on state while state is responsible to provide them free and compulsory education. Here in rural population of Balochistan the condition of female education is very disappointing. The literacy rate as a whole is 80%. The cooking food, domestic works and child bearing are responsible for low female literacy rate in rural areas of Balochistan (Naz, 2003).

In recent past there created hesitation for girls education. And also religious education has misused by some religious scholars. While the religious education in its true sense encourage female education equally to male. There is only a single university for girls in balochistan which is far from rural areas and difficult for girls to attend because culture hesitated people (Notezai, 2013). According to a report literacy rate is estimated 50.5% in which (male is 63% and female 38%) in Pakistan. Furthermore the literacy rate of urban and rural areas is 30% and 70% respectively (Economic, 2001-02).

Due to enormous illiteracy in rural areas the number of female teachers are very few. On the other hand the female teachers are not ready to go for rural areas nor their families allow them. As a result very few number of girls student attend schools. The study shows only 15% of female aged 10 and above in balochistan have ever attend school that's why female literacy rate in rural areas is 18% while in urban balochistan female literacy rate is 49% there prevails a huge gap in rural and urban literacy rate (Jooseop kim h. a., 1998)

Due to less allocated funds girls became most victimized segment of society and unaware of life necessities especially in rural balochistan. A study conducted in FATA shows that the factor which check the girls from education is the enrollment gap in rural and urban is very huge where 64% rural population are related to agricultural activities in which the students also involve due to an abject poverty. Second factor is less numbers of schools for girls as compared to urban population . third factor is inadequate facilities for girls schools. Forth factor culturally most families consider their girls education is wastage of household resources. A study conducted in KPK shows that physical infrastructure is a consraint in the way of female education (FWU, 2013).

Literacy rate is only 46 percent as compare to 59 percent of Punjab, 56 percent in Sindh, while 49 percent in Khyber Pakhtunkhwa. According to the Gender Parity Index (GPI) scores for Balochistan is (0.35) which is very less than Punjab (0.69), Sindh is (0.61) while Khyber Pakhtunkhwa is (0.49) (Economic, 2009 2010).

Accordin to amnesty international the girls enrollment rate is very low only 28% girls go to primary school and only 11% of older girls go to high schools. The dropout rate is very high due to early merriage the household works are the main issue for girls to busy them (Udin & Khan, 2008).

Pakistan and its Neighbouring Countries Budget on Education:

Pakistan spends a smaller amount of its budget on education as compare to its neighbouring. Despite an increase in education budget in 2015-2016 pakistan current expenditure on education is the lowest in south asia. According to a report world data sheet GDP expendituer on education in other countries are as under Bangladesh 2% Afghanistan 4.6% Bhutan 6% India 3.8% Iran 3.1% and Maldives 5.2% while Pakistan spends 2.5% which is very less for fullfilment of basic necessities of education. The literacy rate of pakistani women is among the lowest in the world because education neglected by successive governments. girls are far more deprived in rural areas than boys (Sandhu, 2012).

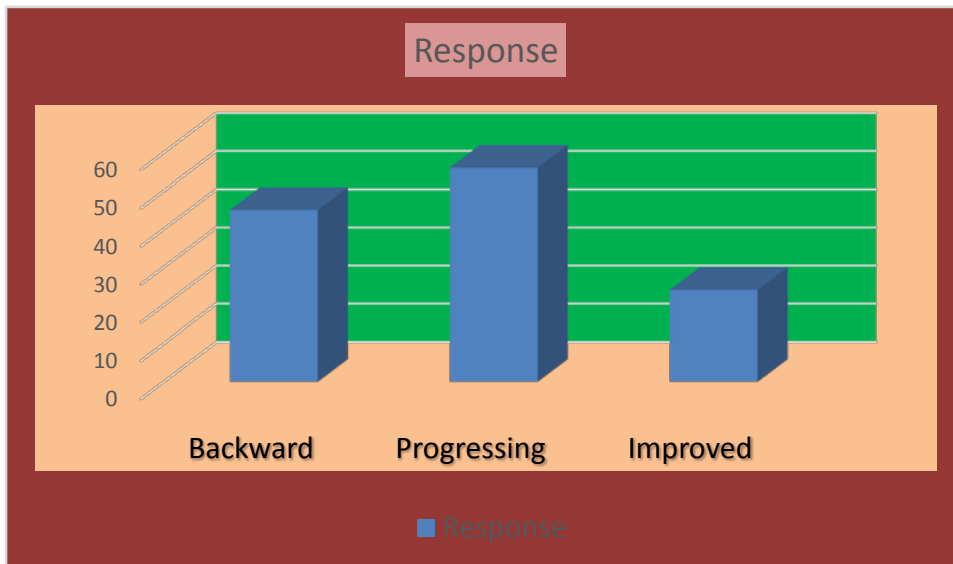
Data Analysis:

Condition of Female Education District Ziarat:

The condition of girls education is very backward than boys education in district ziarat. According to the study it is going on progressing. According to this research conducted in the ziarat more than 50% respondents replied that it is going on progressing while 40% of

respondents replied in backward girls education and up to 20% respondents replied that it is improved.

Figure.1 shows the condition of female education



The above bar shows the condition of female education in zirat which is backward but progressing. These lines shows that the female education is not improved.

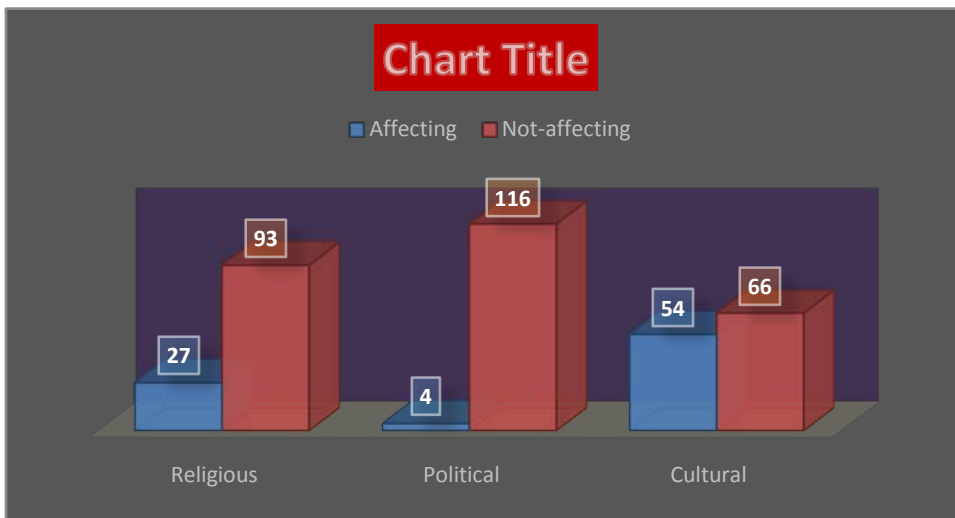
Perception of Respondents Regarding Female Education in Ziarat:

According to the research there almost the girls quit education due to lake of girls school because most of the girls do not want to attend coeducation schools. There is lack of fecilities for girls school. Most of the respondents show a positive response regarding girls education. In a question reply 75% respondents wants to educated their girls upto university level and only 3% wanted education to girls upto primary level.

Impacts of Culture on Female Education:

Culture has effect on female education when the equal enrollment of girls and boys is tested there became a gap in both in a samle size of 120 respodents 48 respondents replied that it is equal while 72 responden dnied of equal enrollment of girls and boys.

Graphical display of different factors that are disturbing the Female education in district Ziarat



In respondents reply on above three factos (religion, politcis and culture) shows that 27 respondents mentioned the religion as an affecting factor, 4

mentioned politics while 54 respondents have mentioned the culture as a main factor which has negative impacts on female education in Ziarat.

Strategies for the Improvement in Girls Education:

For the improvement of girls education most the respondents suggested that there is no girls school in rural population of Ziarat so there is the dire need of girls school. And if there are schools it is far away from population so the schools for girls are not enough according to the population.

Discussion:

The present study aims to determine the cultural impacts on female education at school level in district Ziarat. The culture and education are having effects on one another. Culture has not only effects on the education but also on every field of life. The culture and costumes are strongly followed by people. Especially in backward areas the people are connected with the conservative thoughts. The backwardness is the sign of conservative minded society. So here prevails the patriarchal society. The patriarchal society has ruled since the centuries. The prevailing patriarchal system has widened the gap between male and female literacy rate. Still women are not fully authorized in their private life. Most of the parents are having no interest in their girl's education especially after primary education. In some villages of rural population there still do not persist girls' schools. In those villages where there is no girls' school the girls are going to boys' school. This absence of schools caused very low girls literacy rate because after primary schools parents do not send their girls student to boys schools/ coeducation schools. Instead of lack of girls' school the remaining schools are not fully facilitated. Lack of laboratories, school poor condition, and lack of water and absence of female teachers are the leading issues.

Conclusion:

Overall female education in Balochistan is highly backward and affected while the condition of girls education in Ziarat is progressing. The prevailing culture is strict regarding the purdah system for girls and women going out of home freely. According to the research 27 respondents replied that religion is a factor in the way of girls' education, 4 respondents replied that politics is an affecting factor and 54 respondents mentioned the culture which has negative impacts on female education. In another question response 83% respondent replied that there is a

deficiency of girl's school and only 17% of respondents replied for girl's enough schools. Despite of promoting the educational budget girls education is still far more than the selected target. The strict culture is the main reason in this regard. The male dominated society and culture has an effective factor for deteriorating the female education. There is a less number of girls' schools where after primary education a very few numberless of parents allow girls for education. There is lack of awareness in people about girls' education. Still people feel hesitation about girls' education. The budget for education is very less by which education sector cannot progress well.

Recommendations and Suggestions:

As by the research it is cleared that the girls' schools are not enough in this regard government should build more schools for girls especially after primary education because most of the girls cannot attend the school which is far from their homes.

Facilities should be provided in girls' schools Ziarat weather which is extremely hot so schools should be facilitated according to the weather and other facilities such as laboratories and buildings. Female teacher should be provided to all the girls' schools and the teachers should be trained for teaching to remove girl's hesitation and promote girls education. The girls' teacher should be well educated and able to teach. There should be separate schools for girls because most of the parents do not send their girls students to coeducation system schools. Parents should give girls education equal preference to boys. Transport should be provided to students because the population is scattered in rural areas where there is a dire need of transport girls. Religious scholar's role is necessary for promotion of girl's education because in conservative mind set in backward areas misinterpretation of religionhesitate the people from girl's education.

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