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**CAUSES OF GENDER DISPARITY IN
EDUCATION AND ITS IMPACT
ON SOCIO-ECONOMIC DEVELOPMENT
OF PAKISTAN**



A Research Study conducted by
Academy of Educational Planning and Management (AEPAM),
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Islamabad

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Syed Muhammad Saqlain
Director (Research)

PREFACE

Education plays a vital role in the socio-economic development of the country. Since the inception of Pakistan, successive Governments have formulated and implemented various National Education Policies (NEPs) to provide educational facilities to the masses of the country. Hence, due to lack of infrastructure the education system could not provide equal opportunities to all the male and female population in urban as well as in rural areas of the country. Consequently gender disparities exist in the education system.

Pakistan is one of the signatories of various International Forums like Declaration of Human Rights, Dakar Frame-work of Action and Jomtion Conference. In this regard, efforts are being made to achieve the targets set through Millennium Development Goals (**MDG**), Education for All (**EFA**) and Mid Term Development Framework (**MTDF**) which include introduction of mixed schools, provision of basic facilities, free text books, uniforms and food, reservation of female seats etc. The recruitment age of female teachers has been relaxed to increase their availability. More emphasis has been given recruit to those female educated girls as teachers, who are residing in the vicinity where schools are situated, particularly in the rural areas.

The education system in Pakistan has many problems, both in qualitative and quantitative terms, which need to be addressed. Amongst the other issues, the existence of gender disparities is a phenomenon that

has been reported in various official documents for the last several years. There are many reasons for this, which include poverty, illiteracy of the parents, lack of knowledge about the importance of female education, non-availability of residence and transport for female teachers in rural areas, and long distance from homes to schools etc. This Study investigates various causes of gender disparity that will be useful for the policy makers in policy formulation.

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Azhar Hussain Shamim
Director General
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EXECUTIVE SUMMARY

The present education system is facing qualitative and quantitative problems. The existence of gender disparities in education has adversely affected not only the quality of life of the individual but also the society and even the country. Since long, gender disparity is one of the important issues in the national education policies. Realizing the importance of these policy issues, there was a need to investigate causes of gender disparity. The Study was designed to investigate the causes of Gender Disparity in Education and its impact on socio-economic development of Pakistan. The objectives of the Study were to:- (i) measure the Gender Disparity in Education (ii) find out the causes of low female literacy rate (iii) find out the impact of Gender Disparity in Education on socio-economic development of the country. Total 13 districts of the country were selected as sample districts of the Study. The respondents were District Education Managers, Head Teachers/ Principals of Elementary and Secondary Schools. The major findings of the Study are presented as follows:-

1. It was found that 68% respondents had knowledge about gender disparity, 26% did not have knowledge and 6% respondents have not answered the question. It is deplorable to note that experienced educationists have no knowledge about this basic concept.
2. It was further found that 64 respondents had knowledge about location disparity and 26% had no knowledge. It is strange that experienced educationists working on senior positions have no knowledge about this issue. In this sorry state of affairs how it can be expected that they would be able to remove disparity from education system. The real implementers of National Education Policy are the government functionaries at grassroots level.
3. Data shows that 44% respondents have not responded to the questions to define the gender disparity which indicates that District Education Management Officers, Heads of Educational Institutions and concerned teachers did not have clarity about gender disparity. This is a sorry state of affairs for such importantly placed persons have no knowledge how to reduce gender disparity from the education system while implementing government's policies.

4. It was found that 52% respondents have not defined location disparity, which indicates that they have no concept about location disparity in the educational facility in the country. It is a deplorable picture of the conceptual understanding of the respondents. In fact, these persons are the real policy implementer at the grassroots level, but they are not in a position even to define it, in spite of the fact that they generally have more than 20 years experience in the Education Department.

5. Data indicates that 90% respondents were of the view that transport was a problem in rural areas for teachers and this was the major factor giving rise to gender disparity. Non-availability of residential facility for the teachers and long distance from home to school for female teachers was factors of gender disparity measured to be 85% and 83% respectively. About 75% respondents had the opinion that lack of qualified teachers was also a factor of the disparity. About 64% respondents had the opinion that non-availability of female teachers was also a factor of gender disparity.

6. It was found that 93% and 92% respondents had opinions that poverty and illiteracy of the parent were the factors of gender disparity respectively. About 85% respondents were of the opinion that domestic responsibilities of female students were causes of gender disparity. About 82% respondents were of the view that lack of knowledge about the importance of female education was cause of disparity. About 80% respondents had opinion that non-availability of help in studies in homework was the cause of gender disparity. About 79%, 77% and 72% respondents were of the view that girls were treated as second preference, conservative behavior and negative attitude of the parents towards female education were respectively causes of gender disparity.

7. Data indicates that 64% respondents were of the opinion that female children have more dropout than male children. Data further shows that 52% respondents have not responded about strategy to narrow down the gender gap, which again indicates mental caliber of the Education Managers that they have no strategy to narrow down gender disparity from the education system.

8. It was found that 86% and 84% respondents had opinion that economic conditions of the parents and social constraints were the factors affecting the participation of female children at school level. About 83% of

respondents were of the view that cultural barriers were affecting female participation in school. About 78% and 74% respondents thought that non-availability of schools near to their homes and non-availability of physical facilities was hurdles in female participation in school education.

9. Data depicts that 83%, 81% and 80% respondents were of the view that transportation facilities, institutional facilities and gender budgeting respectively may be considered to assess gender imbalances in the education system.

10. It was found that almost all the respondents agreed that educated women could earn more as compared to uneducated women. Data indicates that 95% respondents were of the view that educated girls might become more responsible mothers and wives. Similarly educated women are well aware of their rights and duties. On the contrary, 94% respondents had opinion that educated women could earn more as compared to uneducated women. Furthermore, 91% respondents were of the view that increasing the level of female education could reduce the gender gap, ensure employment to women to improve the per capita income. Educated girls by and large were in favor of having smaller, healthier and better educated families. It was felt that true progress could never be achieved unless females had easy access to education. About 88% respondents thought that educated women had more voice and choice in their own lives and family matters. Furthermore, educated women participate better in nation building activities.

Conclusions

1. It was concluded that majority of the Education Managers had knowledge about gender disparity and location disparity. However, it is alarming to draw a conclusion that around fifty percent of District Education Management Officers, Head of educational institutions and concerned teachers could not comprehend gender disparity and local disparity in spite of the fact that they had more than 20 years experience in the Education Department. This is a sorry state of affairs relating to persons at the helm of district affairs from whom we expect to implement the Government policy to reduce gender disparity and location disparity from the education system. This indicates that in-service training may be provided to the Education Managers in this regard.

2. There are many factors of gender disparity concerning teachers, which includes, transportation problem in rural areas for teachers, non-availability of residential facilities for the teachers, long distance commuting from homes to schools for female teachers, lack of qualified teachers and non-availability of female teachers in rural areas. These were the factors which caused gender disparity in the education system.

3. As far as factors related with parents, it was concluded that poverty and illiteracy of the parents, lack of knowledge about the importance of female education, non-availability of assistance in studies relating to homework, treating girls as second preference in all matters; conservative behavior and negative attitude of parents towards female education were the main causes of gender disparity. These factors not only affected the girls' enrolment but also caused drop-outs in general. This research concluded that female children have more dropout than male children. This situation is worsened when education manager have no strategy to narrow down gender disparity from education system.

4. Similarly, these factors were also affecting female participation at school level. It was concluded that economic conditions of the parents, social constraints, cultural barriers, non-availability of schools near to homes, non-availability of physical facilities at school level education were major causes of low participation of female in schools. Consequently, gender disparity is created in the education system.

5. It was also concluded that transportation facilities, institutional facilities and gender-wise budgeting of educational facilities may be considered while assessing gender imbalances in the education system.

6. As far as impact of education on socio-economic development is concerned, it was concluded that educated women could earn more as compared to uneducated women. Educated girls might become more responsible mothers and wives. Educated women are well aware of their rights and duties. Educated women could earn more as compared to uneducated women. Increasing the level of female education could reduce the gender gap and ensure employment to women to improve the per capita income. Educated girls were inclined towards having smaller, healthier and better educated families. True progress could never be achieved unless

females had easy access to education. Educated women had more voice and choice in their own lives and family matters and educated women participate in nation building activities. These positive indicators show that gender disparity is a hurdle in the socio-economic development of the country.

Recommendations

1. It is recommended that In-service Training Facility may be provided to Education Managers including District Education Management Officers and even Heads of educational institutions regarding important policy issues and the implications of these issues on the education system. In these training programs, multi-purposes strategies may be designed to cope with these issues considering the geographical situation of the country. These training programs may be good opportunities for sharing experiences between Education Managers but should be used for brainstorming by them so as to handle important issues at grassroots level.

2. The problems related with teachers may also be solved so that they would be able to play their role for reducing the gender disparity. For example, teachers are facing transportation problem in rural areas, non-availability of residential facility, long distance commuting from home to school for female teachers, lack of qualified teachers and non-availability of female teachers in rural areas. It is recommended that Provincial and District Government may look into the matter and reasonable strategies may be designed to address these issues.

3. Similarly there are many factors related with parents which need to be addressed at Federal and Provincial Governmental levels. The strategies may be designed to reduce poverty and illiteracy of the parents so that they would be able to understand the importance of the education, and particularly of female education. The teaching methods may be adopted that most of the homework of the students should be done in the schools because due to illiteracy the parents cannot contribute in helping the child in his or her homework. Once parents realize the importance of education, then conservative behavior and negative attitude towards female education will automatically be changed.

4. It is well accepted fact that education has positive impact on socio-economic development of the country. Therefore, it is, recommended that District Governments may arrange appropriate campaigns to sensitize the population regarding female education in their areas. The strategy may be adopted in a way that local community may be convinced. It is pertinent to highlight to them that educated women can earn more as compared to uneducated women and likely to much more responsible mothers and wives as the case may be. In this way prosperity can be brought in the family. These pragmatic, intensive, imperative manifold strategies may be adopted to address gender disparity issues.

Chapter **1**

INTRODUCTION

Education is a social change agent and pre-requisite for socio-economic development of the country. Education contributes in the economic development activities by harnessing human resources. The human resources are used for managing other resources for the productive sectors of the economy. In other words, education contributes to economic growth of the country and economic activities generate further resources for providing educational facilities to the masses. Considering the importance of education since the inception of Pakistan, every successive Government has taken possible steps for providing education to the citizen. According to the Constitution of Islamic Republic of Pakistan, all children of age group (5 to 16) years have a fundamental right of education. Each individual, irrespective of age, gender, ethnicity, income, religion, political belief, social status or level of ability is entitled to get education.

All national Education Policies and Development Plans emphasize on access, equity and quality of education. National Education Policies, 1998-2010 and 2009 also emphasized on reducing gender disparities at all levels. One of the Millennium Development Goals (MDA) is to eliminate Gender Disparity in primary and secondary education, preferably by 2005 and at all levels by 2015. Being a signatory state, Government of Pakistan made every possible effort to reduce Gender Disparity in education by introducing various reforms e.g. Education Sector Reforms (ESR), Education For All (EFA) Action Program etc, but these interventions could not reduce Gender Disparity in education, particularly in rural areas.

Reasons of gender disparities may be complex and vary from province to province and even district to district in Pakistan, but it is often due to a range of economic, social and cultural factors. Studies conducted

by various organizations show that in Pakistan girls' enrolment is low as compared to boys. The drop-out is also widespread with the result of creating gender gap in education. The gender disparities differ in nature in different areas. The major reasons for gender disparity are that girls have less access to education, poverty, security problem, far flung schools, early marriage, non-availability of physical facilities, particularly toilets for girls and shortage of female teachers in rural areas.

There is great difference in the girls' enrollment as compared to boys' enrolment in Pakistan. The difference is due to lack of basic facilities for girls which promote difference. However, both girls and boys in Pakistan have equal access to the same curricula, at the elementary level (I-VIII) that is to say that the same subjects are offered to both male and female students.

There was need to conduct research to find out the causes of gender disparity in education system and its impact on the socio-economic development of the country. The Management of Academy of Educational Planning and Management (AEPAM) conducted this Research in order to investigate the causes of gender disparity so that on the basis of evidences, suggestions may be given to the government for removing gender disparity.

1.1 Statement of the Problem

The education system is facing many problems and Gender Disparity is one of them. There were no empirical evidences about causes of gender disparity. Therefore, this Research was designed to investigate the causes of gender disparity in education and its impact on socio-economic development of Pakistan.

1.2 Objectives of the Study

The objectives of the study were as under:

- i) To measure the Gender Disparity in education in Pakistan.
- ii) To find out the causes of low female literacy rate.
- iii) To find out the impact of Gender Disparity in education on socio-economic development of the country.

1.3 Significance of the Study

The present Study was undertaken to investigate the causes of Gender Disparity in Education and its impact on Socio-economic Development of the country. The Study has immense importance for Education Policy-makers and Planners for planning educational facilities in the country on the consideration of providing equal opportunities to male and female. The Research is beneficial for Economists while planning for the economic development of Pakistan. The Study is equally important for the authorities of Social Work Departments while planning for the social development. Sociologists may find out new trends in the societal changes through this Study. The findings of this Report would enhance the insight of the District Education Management Officers, Heads of schools, Teachers and Parents regarding gender equity in education.

1.4 Delimitations of the Study

This Study was delimited to only 13 sample Districts in various provinces/regions which were the following:-

- i) Punjab (Lahore, Faisalabad) Sindh (Karachi, Hyderabad) Balochistan (Quetta, Sibi), KPK (Peshawar, Mansehra) Gilgit Baltistan (Gilgit, Ghizer) AJK (Muzaffarabad, Rawalakot) and Islamabad.
- ii) The respondents of the Study were District Education Managers, Heads of the Secondary/Elementary schools and Science/ English Teachers of sample Districts.

Chapter **2**

REVIEW OF LITERATURE

This chapter covers Pakistan's national and international commitments to ensure equity in access to education and removing factors affecting enrolment in Elementary Education and causes of low enrolment. Moreover, current level of Gender Disparity in Education and its impact on socio-economic development of Pakistan have also been included. Pakistan has made national commitments to provide equal access to education to all of its citizens. Pakistan has also signed international agreements and conventions relating to equality in access to education. A brief description of those commitments is given below:-

2.1 National Commitments for Education

2.1.1 The Constitution of 1973

The Constitution of Pakistan 1973 has an in-built country's commitment to provide education to all of its citizens. According to Article 37, "the State shall ... (b) remove illiteracy and provides free and compulsory secondary education within the minimum possible period; (c) make technical and professional education generally available and higher education equally accessible to all on the basis of merit". Recently, through 18th Constitutional Amendment, free and compulsory education for the children aged 5 to 16 years has been declared a fundamental right. Article 25-A of the Constitution provides that: "The State shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by the law." (Article 25-A, Constitution of Islamic Republic of Pakistan).

2.1.2 National Plan of Action (2001-2015)

To honour the international commitment made by signing the Education for All (EFA) Dakar Framework for Action (April 2000), Government of Pakistan developed the National Plan of Action (NPA) on Education for All 2001–2015. The objectives of the NPA are: (i) To ensure access to education for disadvantaged rural and urban population groups, particularly girls and women; (ii) To promote community participation and ownership of basic education programmes; and (iii) To improve the relevance and quality of basic education.

2.1.3 National Education Policy (2009)

The National Education Policy recognizes that Pakistan has persistent gender and rural-urban disparities in access to education. The policy proposes to revitalize the existing Education System to fulfill its commitments to the Education for All Goals and the Millennium Development Goals relating to education.

2.2 International Commitments

Pakistan has committed to various International Conventions and Agreements relating to equal access to education for boys and girls (men and women).

2.2.1 Universal Declaration of Human Rights (1948)

On 10 December 1948, the United Nations General Assembly adopted the Universal Declaration of Human Rights (UDHR). Pakistan was one of the 48 Member States which voted in favor of the Declaration. According to Article 26 of the UDHR, “Everyone has the right to education” and “Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory”.

2.2.2 Convention of the Elimination of All Forms of Discrimination against Women

The Convention of the Elimination of All Forms of Discrimination against Women (CEDAW) was adopted by the UN General Assembly in

1979. This document defines what constitutes discrimination against women and sets up an agenda for national action to end such discrimination. Pakistan ratified the Convention on 12 March 1996. By accepting the Convention, Pakistan committed to undertake a series of measures to end discrimination against women at all forums.

2.2.3 Beijing Declaration and Platform for Action (1995)

The Beijing Declaration and Platform for Action was the outcome of the Fourth World Conference on Women: Action for Equality, Development and Peace, which was convened by the United Nations in September 1995 in Beijing, China. As a signatory to the Beijing Declaration and Platform for Action, adopted by consensus on 15 September 1995, Pakistan made a commitment to the advancement of women by ensuring that gender perspective is reflected in all policies and programmes at the national, regional and international levels. In particular, the Declaration committed Pakistan and the international community to promoting “people-centered sustainable development through the provision of basic education, life-long education, literacy and training for girls and women” (Article 27), and ensuring “equal access to and equal treatment of women and men in education” (Article 30).

2.2.4 World Declaration on Education for All (2000)

The World Declaration on Education for All and the Framework for Action to meet Basic Learning Needs (also known as the “Jomtien Declaration”) was the pledge made by representatives from 155 countries at the “*World Conference on Education for All: Meeting Basic Learning Needs*” convened in Jomtien, Thailand, in March 1990. In the declaration, the signatories, including Pakistan, agreed that every person should be able to benefit from educational opportunities designed to meet their basic learning needs, and called for an “expanded vision” of education, encompassing factors such as universalizing access to education and promoting equity.

2.2.5 Dakar Framework for Action

In April 2000, representatives from 164 countries, including Pakistan, adopted the “Dakar Framework for Action, Education for All. As

a signatory of this declaration, Pakistan acknowledged education as a fundamental right of all people, regardless of gender or age. Government of Pakistan recognized the need to make comprehensive efforts to eliminate gender discrimination; and committed to implementing integrated strategies for gender equality in education. The signatories committed to ensuring that “in the learning environment, the content, processes and context of education must be free of gender bias, and encourage and support equality and respect.

2.2.6 The Millennium Declaration and Millennium Development Goals

The Millennium Declaration was adopted by 189 nations at the Millennium Summit in New York in September 2000. From the actions contained in this Declaration, eight Millennium Development Goals (MDGs) were drawn up to respond to the world’s main development challenges. All 192 United Nations Member States, including Pakistan, have agreed to work towards achieving the MDGs by 2015. MDG Goal 3, “Promote Gender Equality and empower women” is a commitment to achieve equality in education for all boys and girls by 2015.

2.3 Factors Affecting Enrolment in Elementary Schools

Pakistan Integrated House Hold Survey (PIHS)1998 highlighted the following main factors which adversely affect the primary school enrolment and cause the problem of non- attendance and low participation rate.

2.3.1 Distance and Access to Elementary School

A boys' primary school was located within 1 km of the 77 percent of the Primary Sampling Units(PSUs)/villages/settlements in the country, whereas a girls' primary school was located within 1 km in 69 percent of the PSUs. In urban areas, both Government and Non-government Schools appear to be equally accessible, and approximately four fifths of all PSUs had each of these types of school within 1 km. In rural areas, however, access to non-government primary schools was markedly poorer, and less than four out of every 5 PSUs are within 1 km of a non-government school.

Access to primary level schooling for boys was almost similar across all Provinces of the country. Access to girls' primary level schooling in rural Sindh, however, was markedly poorer than in other parts of the country. Only 31 percent of PSUs had a School within 1 km of the PSU compared to 60 percent for the country as a whole.

2.3.2 Income of household

Household income is an important factor in determining whether or not children in a particular household would attend school. The lower the income of a particular household, the less likely it is able to afford to pay tuition fees and other schooling related expenses. The likelihood that a child would attend school increases as the income of the household increases. Therefore, it appears plausible that a child's likelihood of attending school will be inversely related to the number of other children in the household as while holding household income and other relevant factors as constant. The greater the number of children in a given household, the less the amount that will be available for each child's schooling. Hence, the lower the chance that the child ever attends school.

2.3.3 Education of Parents

The most frequently cited reason why the child did not attend school was “because the parents did not allow the child to attend school”.

This Study leads to the conclusion that there are three main internal and three external factors for low enrolment in Pakistan, These factors along with their rank order, are as follows:-

2.3.4 Internal Reasons for Low Enrollment of Elementary Level

- i) Distance as well as lack of facilities in schools.
- ii) Defective textbooks and curriculum which is beyond the comprehension level of students.
- iii) Harsh attitude of teachers.

2.3.5 External Reasons for Low Enrollment of Elementary Level

- i) Poverty of parents.

- ii) Parent's lack of understanding of value of education.
- iii) Schooling Cost.

2.4 Causes of Low Enrolment of Girls

Some of the basic causes of low enrolment of girls at all levels of education and for the continuing large male-female differentials in literacy and participation rates, as identified by different Research Studies, are as follows:-

- i) **Poverty**, illiteracy and conservatism of the parents have been generating negative attitudes against the education of girls.
- ii) **Low base of female education** in there due to persistent obsession of parents, planners and community leaders that at first the available educational facility must be reserved for boys and girls be treated as a second preference as compared to boys.
- iii) **Demand for separate girls' schools** and lack of adequate financial support.
- iv) **Non-availability of qualified and experienced female school teachers** and neglect of basic physical facilities for female schools.
- v) **Lack of incentives for girls** to attend schools and for teachers to take up teaching duties with commitment and devotion.
- vi) **Irrelevant curricula and ineffective teaching** methodology for multi-grade teaching in schools where two teachers teach five classes in one or two rooms.
- vii) **Inhibiting role of uneducated mothers** and severe attitudinal barriers to girls education in the rural and tribal areas.
- viii) **Non-existence or non-availability of girls primary school** at an accessible distance.

- ix) ***Heavy population growth-rate and burden*** of house hold work in large families on the female children.
- x) ***Absence of essential facilities*** like drinking water, mats for squatting or benches for sitting, urinals and space for playing in existing girls schools.
- xi) ***Apathy of the community*** and ineffective supervisory system.
- xii) ***Poor impact of non-governmental organizations*** on the motivation of parents and girls.

2.5 Reasons for Gender Disparity in Education in Pakistan

Following are the various factors which contribute to Gender Disparity in education in Pakistan as identified by UNESCO(2010):-

2.5.1 Poverty and absence of free and compulsory education for all

Up to March 2004, primary education in Pakistan was not free. Parents had to pay school fees and bear expenditure on the purchase of textbooks etc. These expenditures or direct costs kept many girls and boys from the poor families away from the school. From April 2004, school fees were abolished and government started distributing free textbooks to all students in public sector schools. This has increased enrolment in primary schools, yet, there are about 5 million school aged children who are not enrolled in primary schools. One main reason for low enrollment is that primary education is still not completely free. Parents have to pay some amount as School Fund and bear expenditure on purchase of note books and other stationery items for their children. Secondly, government has legislated for compulsory primary education but these laws are never enforced.

If educating the women and girls entails monetary costs (fees, cost of uniforms, transport costs, etc.) and if a girl's or woman's labour is required at home then there is little incentive to educate them. Since the family loses an opportunity to utilize their face input an household inputs.

2.5.2 Low education budget

Historically, Pakistan has been allocating insufficient financial resources for education. Although, Pakistan repeatedly committed to raise its education budget up to 4% of GDP. But on the average its spending has remained around 2% of GDP during last 20 years. Scarcity of resources hampered the efforts of Education Departments to open more schools, provide missing facilities in schools, and offer incentives to girls from poor families. Hence, low education budget is another inhibiting factor which has deprived children from marginalized groups to acquire basic education, particularly girls from rural areas. Consequently poor segments of the society have suffered most. Food incentive offered by World Food Programme in underdeveloped Districts and payment of stipend by the Government has led to substantial improvement in the enrolment and retention of girls in schools.

2.5.3 Cultural norms restricting freedom of movement of girls and women

Cultural norms in many parts of Pakistan require that girls and women should either stay within the house or ask permission to leave the house when needed. If permitted to leave, women must always be accompanied by a male household member or other women and children. Such measures are designed to save a girl, from being harmed which may cause her to lose her “honour” and that of her family. It makes difficult, if not impossible, for the family to find a suitable husband for her and would, therefore, devalue her both socially and economically. These values limit the movement of girls and women and often prevent them from attending school. Given such values, if a girl does not have a male family member who can accompany her to school, she may not be permitted to go to school, especially when there is a long distance to travel. Whereas, a boy’s access to education is not dependent on being escorted to school and is not so dependent on the length of travel required for schooling.

These cultural restrictions are now changing due to increased level of education of male members of the society, increased contact with the outside world, and impact of media. However, still there exist some pockets where girl’s education is not encouraged. Distant location of secondary

schools from home prevents many parents to allow continuation of their studies.

Girls' enrolment drops off sharply with each 500-metre increase in distance from the closest school admitting girls and this 'distance penalty' accounts for 60% of the gender gap in enrollments.

2.5.4 Gender division of labour

In Pakistan, as in many other countries in the world, there is a clear division of gender roles in terms of labour, women being responsible for housework and men responsible for supporting the family financially, through agricultural work or wage employment outside of the home. Given that women are expected to be responsible for housework, and are often not permitted to work outside of the home. There is little incentive to educate girls and women as the education they would receive is not perceived as being useful in the home.

2.5.5 Cultural preference for male children

In Pakistan, bearing sons increases the status of a family. Daughters are considered a liability because they are less economically valuable. They are generally not permitted to join the workforce and earn an income as this might put them in situations that would risk the family's honor. They are expected to one day marry and leave the family. Hence, while educating boys is seen as a good investment, educating girls is seen as a monetary loss. Parents are therefore much more likely to educate their sons than their daughters.

2.5.6 Shortage of schools

In Pakistan, parents generally prefer schools to be sex-segregated but there is a shortage of girls' schools, especially in rural areas. Often, girls do not have their own separate schools. Girls' schools should have been easily accessible, as girls are not permitted to travel long distances to school. Hence, when there are few girls' schools or schools are not easily accessible; many girls are not able to access education.

2.5.7 Shortage of female teachers

Another important factor is the shortage of female teachers, especially in rural areas. According to cultural norms, girls should be taught by female teachers. So when there are insufficient female teachers, many parents do not enroll their girls in school. Rural parents strongly prefer to have girls educated by women. But the legacy of low investment in girls' education means few local women have appropriate qualifications. It is also difficult to attract qualified female teachers to rural areas from other parts of the country.

2.5.8 Tribal Conflicts

Ongoing conflict between various groups in parts of Pakistan has compounded the issues affecting girls' access to education. When there is poor security, parents are even less willing for their girls to attend school. In addition, schools, which are already scarce, are often destroyed during the fighting in conflict zones, and in some areas girls' schools are deliberately destroyed. It further restricts girls' opportunities to access education. Although Government. of Pakistan with the support of international community is now re-constructing destroyed schools. But the process of re-building is taking time and meanwhile girls have been deprived of their fundamental right to education. Furthermore, insecure areas are less attractive to female teachers than other areas of the country. This lead to fewer girls being educated in such areas.

2.6 The Importance of Gender Equality in Basic Education

Gender equality in basic education can be achieved by: (i) When girls and boys have equal access to education; (ii) Girls and boys are treated equally and fairly at school, by teachers and by fellow students; (iii) The curriculum and materials are not biased and are relevant to the learning needs of both girls and boys.

When girls and women have access to basic education and can therefore reach their potential, there are benefits for society in five key interrelated areas:

- Increased family incomes and reduced poverty

- Greater opportunities and life choices for women
- Better nourished and healthier children and families
- Intergenerational education
- National socio-economic development

2.6.1 Increased Family Incomes and Reduced Poverty

Females represent almost half of the human population but their potential contribution to the formal economy has, so far not been tapped in most countries of the world. Many women in the world do not currently have the education required for employment in the formal economy. When girls (and women) have access to basic education, they are able to gain the knowledge and skills required to join the formal labour force and able to earn an income for their families. When family incomes are higher, families can afford more nutritious food, health care and education for their children, and improved quality of life overall. When girls (and women) cannot access education, and remain illiterate and unskilled, they can not afford nutritious food, medical care and education for their families to low quality of life.

2.6.2 Greater Opportunities and life Choices for Women

Education empowers women and gives them greater self confidence. Educated women are able to gain a level of economic and personal freedom that uneducated women can rarely achieve. For example, if women are able to read and are numerate, they can read bus numbers and are able to travel independently to markets to sell their products. They have greater opportunities to start their own businesses. They have information that enables them to make better decisions to reach their potential and improve their quality of life. Furthermore, educated women are better informed about their legal right and to exercise them. It aids in the prevention of human trafficking, female prostitution and forced labour.

2.6.3 Better Nourished and Healthier Children and Families

Because educated women have greater knowledge and are able to gain access to information (through literacy and numeracy skills). They can

therefore make more informed choices about their lives and are more likely to get married later and have fewer children.

In addition, educated women are more informed about nutrition and hygiene and are more likely to ensure that their children are immunized. As a result, the infants and children of educated women have higher survival rates. Educated women are also more likely to be aware of the risks of HIV and AIDS and other diseases, and therefore have the capacity to better protect themselves and their families from such diseases.

2.6.4 Intergenerational education

Educated women are more likely to enroll their children, including their daughters, in school and encourage them to get a higher level of education. Then they enables their children to reach their potential and improve their quality of life.

2.6.5 National Socio-economic Development

The afore-mentioned factors come about through education of girls and women. The increased family incomes, empowerment of women, healthier families, and intergenerational education combine to push forward the National Socio-economic Development. The number of employed women in country's labour force positively impacts the Gross National Product (GNP). Empowerment of women empowers the entire nation, because empowered citizens can make better-informed decisions and enable democratic institutions to function more effectively. A healthier population is more productive and the education of generations of young people perpetuates the positive cycle of socio-economic development.

Thus, gender equality in basic education acts as a catalyst for development and, therefore, a strategic investment in human resources with high social returns.

METHODOLOGY

This chapter describes methods and procedures adopted for conducting this study. The study was descriptive in nature and a survey type of research. The study was designed to investigate the causes of Gender Disparity in Education and its impact on Socio-economic development of Pakistan. The following methods and procedures were adopted to carry out this study:-

3.1 Population of the Study

Population of the study consisted on all the District Education Mangers, Head Teachers/ Principals of Elementary and Secondary Schools of four provinces (Sindh, Punjab, Khyber Pakhtunkhwa and Balochistan), Gilgit, Baltistan, ICT and AJK.

3.2 Sample of the Study

The major task of this study was to select such a sample which may be true representative at National level. Availability of human and financial resources was kept in view while making sample-selection. In order to get true representative sample two Districts (including Provisional headquarter) from each Province and Region were selected. The following 13 Districts from all over the country were included in the sample for data collection:-

Table 3.1
Province/ Region/District- wise Sample Selection

S#	Province/Region	Districts	Sample Districts
1	Punjab	Lahore, Faisalabad	2
2	Sindh	Karachi, Hyderabad`	2
3	Balochistan	Quetta, Sibi	2
4	KPK	Peshawar, Mansehra	2
5	FANA	Gilgit, Ghizer	2
6	AJK	Muzaffarabad, Rawlakot	2
7	ICT	Islamabad	1
Total			13

3.3 Research Instrument

The main research instrument for the study was ‘questionnaire’. It consisted of 19 items. The items of the questionnaire covered the following important aspects regarding the causes of Gender Disparity in Education and its impact on Socio–economic Development of Pakistan:-

- i) Definition of Gender and Location Disparity in Education.
- ii) Teacher related factors of Gender Disparity in Education.
- iii) Parents related factors of Gender Disparity.
- iv) Causes of low enrolment of female children.
- v) Aspects related to Gender imbalance in education.
- vi) Impact of Gender Disparity on Socio-economic Development.
- vii) Suggestions to reduce gender disparities in Education.
- viii) Assessment of Gender Disparity in respect of Enrolment, Institutions and Teachers.

3.4 Pilot Testing of Research Instruments

In the first instance a pilot testing was carried out to judge the usefulness of the questionnaire. It was finalized in the light of the feedback received from the pilot testing. Pilot testing was conducted in Rawalpindi, Murree and Taxila. Necessary changes had to be incorporated in the research instrument. However, the instrument was found valid for

conducting the study. Each and every question included in the research instrument was discussed in the AEPAM's Faculty meeting under the guidance of Director General. Final questionnaire is Annex-I.

3.5 Procedure for Data Collection

Members of Research Team of AEPAM personally visited each sample District to collect data from Education Managers, Teachers and Head of Secondary/Elementary Schools. After selection of schools and localities, the research team visited each sample school and administered questionnaire to Head Teachers and Teachers. Every effort was made by the research team to collect valid and reliable data.

3.6 Procedure of Data Analysis

Data collected from the respondents through questionnaire was coded and entered into computer to make a computerized database. Key for data coding and data entry was designed and tabulation plan was prepared. Frequencies, percentages and other indicators were calculated considering the objectives of the study for report writing.

3.7 Findings, Conclusions and Recommendations

On the basis of data analysis, findings of the study were drawn. Conclusions were drawn from the findings of the study. Recommendations were made on the basis of conclusions.

DATA ANALYSIS AND ITS INTERPRETATION

This section presents data analysis and interpretation of data. This study was conducted at National level, by selecting 13 districts as sample districts of the study. The respondents of the study were District Education Management i.e. Executive District Officers Education (EDOs), District Education Officers (DEOs), Deputy District Education Officers (DDEOs), Assistant Education Officers (AEOs) and Agency Education Officers of FATA. The heads of schools and teachers were also respondents of this study. The detail of these respondents is given in the following table.

4.1 Respondents of the study

S. No.	Designation	Frequency	Percentage
1.	EDO	7	1
2.	DEO	22	2
3.	DDEO	52	5
4.	AEO	56	6
5.	Principal/Head Teachers	356	37
6.	Vice Principal	66	7
7.	Science Teachers	177	19
8.	Computer Teachers	219	23
Total:		955	100

Table 4.1 indicates that total 955 respondents were selected as sample of the study from 13 sample districts. This include 137 District Education Management Officers i.e. EDO (Education), DEO, DDEO and

AEO. Heads of educational institutions (356), Vice Principals (66) Science teachers (177) and Computer teachers (219) respectively were also included in the sample of the study.

4.2 District and Gender wise distribution of the respondents

The study was conducted at National level and total 13 Districts were selected as sample of the study. District and gender wise distribution of the sample is given below:-

S. No.	Districts	Male	Percentage (%)	Female	Percentage (%)	Total	Percentage (%)
1.	Mansehra	25	3	19	2	44	5
2.	Faisalabad	21	2	28	3	49	5
3.	Islamabad	37	4	53	6	90	9
4.	Muzzaffarabad	39	4	29	3	68	7
5.	Gilgit	42	4	27	3	69	7
6.	Ghizer	43	5	16	2	59	6
7.	Peshawar	44	5	31	3	75	8
8.	Lahore	43	5	33	3	76	8
9.	Quetta	41	4	41	4	82	9
10.	Rawalakot	32	3	34	4	66	7
11.	Pishin	21	2	24	3	45	5
12.	Karachi	72	8	63	7	135	14
13.	Hyderabad	42	4	55	6	97	10
Total		502	53	453	47	955	100

Table 4.2 indicates that total 955 respondents were selected as sample of the study which includes 53% male respondents and 47% female respondents. Data shows that reasonable respondents of various categories were included in the study as sample of the study.

4.3 Academic Qualification

The respondents were requested to provide information about their academic qualification. They provided information which is presented in the following table:-

S. No.	Academic Qualification	Frequency	Percentage
1.	F.A/FSC	18	2
2.	B.A/BSC	227	24
3.	M.A/MSc	670	70
4.	M.Phil	15	1
5.	Ph.D	7	1
6.	Others	10	1
7.	No Response	8	1
Total		955	100

Table 4.3 illustrates that 70% respondents had master degree whereas 24% had graduate level qualification in their credit.

4.4 Professional Qualification

The respondents also provided information about their professional qualification which is presented in the following table:-

S. No.	Professional Qualification	Frequency	Percentage
1.	C.T	40	4
2.	B.Ed	388	41
3.	M.Ed	445	47
4.	M.Phil/Ph.D	38	4
5.	No Response	44	4
Total		955	100

Table 4.4 shows that 47% respondents had M.Ed degree and 41% had B.Ed degree as professional qualification. Only 4% respondents had either M.Phil or Ph.D degree in their credit.

4.5 Experience

The experience has great importance in the professional life of the individual. The respondents provided information in this regard, which is presented in the following table:-

S. No.	Experience	Frequency	Percentage
1.	Less than 5 Years	73	8
2.	6-10 Years	98	10
3.	11-15 Years	70	7
4.	16-20 Years	136	14
5.	21 and above	540	57
7.	No Response	38	4
Total		955	100

Table 4.5 depicts that 57% respondents of this study had more than 21 years experience in their credit and 14% had experience 16 to 20 years. This shows that respondent were well experienced and their opinion would definitely be considered as important factor in decision making.

4.6 Gender Disparity

The respondent were requested whether they have knowledge about gender disparity. The collected information is presented in the following table.

S. No.	Gender Disparity	Frequency	Percentage
1.	Yes	656	68
2.	No	246	26
3.	No Response	53	6
Total		955	100

Table 4.6 indicates that 68% respondents were of the view that they had knowledge about gender disparity. Hence, 26% respondents did not have knowledge and 6% respondents have not answered the question. It is deplorable to note that experienced educationist have no knowledge about this basic concept.

4.7 Location Disparity

The respondents were also requested that whether they had knowledge about Location disparity. The collected information is given below;-

S. No.	Location Disparity	Frequency	Percentage
1.	Yes	619	64
2.	No	244	26
3.	No Response	92	10
Total		955	100

Table 4.7 shows that 64 respondents had knowledge about location disparity and 26% respondents had no knowledge whereas 10% respondents had not responded about this question. It is strange that experienced educationist working of senior position have no knowledge about this issue. In this sorry state of affairs how it can be expected that they would be able to remove disparity from education system. The real implementers of National Education Policy are these government functionaries at grassroots level.

4.8 Conceptual Understanding of Gender Disparity

There was an open-ended question in the questionnaire and respondents were requested to define gender disparity in their own words. The responded formed the statements about gender disparity. Their stated statements are presented in the following table.

S. No.	Gender Disparity	Frequency	Percentage
1	Different opportunities are provided for male and female of getting education	190	20
2	Difference in the number of male and female teacher and lack of equal facilities for male and female students	106	11
3	The difference in availability of facilities in life style of male and female in the society	127	13
4	The difference of resource allocation for male and female education	41	4
5	Difference between boys and girls regarding provision of their rights	21	2
6	Socio-cultural restraints for female education by the parents and community	30	3
7	No equal opportunities for both sexes (male and female)	24	2
8	No Response	416	44
Total		955	100

Table 4.8 shows that 44% respondents have not responded this question to define the gender disparity which indicates that District Education Management Officers, Heads of Educational Institutions and concerned teachers did not have clearly about gender disparity. This is a sorry state of affairs for such important placed persons have no knowledge how to reduce gender disparity from education system while implementing government's policies.

4.9 Conceptual clarity of Location Disparity

There was also an open-ended question in the questionnaire and respondents were requested to define location disparity in their own words. The respondents stated the following statements about location disparity.

S. No.	Location Disparity	Frequency	Percentage
1	Difference in number of male and female educational institutions in rural and urban areas	75	8
2	Difference of facilities between urban and rural areas	110	12
3	Less development facilities in rural areas as compared to urban area	74	8
4	Rural and urban areas disparity as management and physical facilities	142	15
5	Not equal educational facilities in rural and urban areas	44	5
6	Rural areas are ignored by the government	16	2
7	No response	494	52
Total		955	100

Table 4.9 depicts that 52% respondents have not define location disparity, which indicate that they have no concept about location disparity in the educational facility in the country. It is a deplorable picture of the conceptual understanding of the respondents.

4.10 Factors related to teachers regarding Gender Disparity

Gender disparity exists in educational facilities in education system across the country. The respondents expressed their views about factors related with teachers, which are presented in the following table.

S. No.	Factors related to Teachers	SA*	A*	U*	D*	SD*	NR	Total
		%	%	%	%	%	%	
1	Lack of qualified teachers	33	42	4	17	2	2	100
2	Non-availability of female teachers	25	39	7	21	5	3	100
3	Long distance of school for female teachers	45	38	5	7	2	3	100
4	Transportation problems in rural areas	58	32	3	2	3	2	100
5	Security problems for female teachers	45	36	7	7	2	2	100
6	Non-availability Residential facilities in hard areas	48	37	6	5	2	2	100
7	Teachers' absenteeism	22	41	12	17	4	3	100
8	Teachers' behavior	20	35	10	14	5	16	100

*SA-Strongly Agreed; A-Agreed; U-Undecided; D-Disagreed; SD-Strongly Disagreed; NR-No Response

Table 4.10 shows that 90% respondents were agreed or strongly agreed that transport problem was a problem in rural areas for teachers and this was a major factor giving rise to gender disparity. 85% respondents agreed or strongly agreed that non-availability of residential facility for the teachers was one of the factors of rising gender disparity. 83% respondents had opinion that long distance from home to school for female teachers was also a factor of gender disparity. 75% respondents agreed or strongly

agreed with the statement that lack of qualified teachers was also a factor of gender disparity in education system. 64% respondents agreed or strongly agreed that non-availability of female teachers was also a factor of gender disparity.

4.11 Factors relating with parents

The respondents were requested to provide information regarding factors related with parents and created the gender disparity. Their responses are presented in the following table:

S. No.	Factors related to teachers	SA*	A*	U*	D*	SD*	NR	Total
		%	%	%	%	%	%	
1	Poverty	55	38	2	2	1	2	100
2	Illiteracy	51	41	3	3	1	2	100
3	Conservative behavior of the parents	30	47	9	7	2	6	100
4	Negative attitude of parent towards female education	30	42	7	15	3	4	100
5	Lack of knowledge about the importance of female education	35	47	3	10	2	4	100
6	Girls are treated as second preference	34	45	6	7	4	4	100
7	Domestic responsibilities of female students	32	53	5	5	2	3	100
8	Non-availability of help in studies in homework	32	48	7	8	2	3	100
9	Large family size	32	43	7	7	2	9	100

*SA-Strongly Agreed; A-Agreed; U-Undecided; D-Disagreed; SD-Strongly Disagreed; NR-No Response

Table 4.11 shows that 93% and 92% respondents agreed or strongly agreed that poverty and illiteracy of the parent were the factors of gender disparity respectively. 85% respondents agreed or strongly agreed that domestic responsibilities of female students were causes of gender disparity. 82% respondents were of the view that lack of knowledge about

the importance of female education was cause of disparity. 80% respondents agreed or strongly agreed that non-availability of help in studies in homework was cause of gender disparity. About 79%, 77% and 72% respondents were of the view that girls were treated as second preference; conservative behaviour of the parents and negative attitude of the parents towards female education were respectively causes of gender disparity.

4.12 Dropout for female children is higher male children

There is perceptible that female children have more dropout than male children. The information was collected from the respondents of this research, which is presented in the following table.

S. No.	Dropout	Frequency	Percentage
1.	Yes	613	64
2.	No	293	31
3.	No Response	49	5

Table 4.12 depicts that 64% respondents were of the opinion that female children have more dropout than male children. 31% respondents negatively responded and 5% did not respond the question.

4.13 Strategy to Narrow down the Gap

S. No.	Measures to narrow down the gap	Frequency	Percentage
1	Awareness campaign about female education for parents/improve socio-economic status	110	11
2	Security problems for female teachers and students may be addressed	52	5
3	Establishment of separate educational institutions for girls/ appointment of female teacher	93	10
4	Economic problems may be addressed and incentive may be given to student	72	8
5	Interesting curriculum for male and female to arrange equal facilities at Elementary level	37	4
6	Parents may treat equally for both female and male children for educating them to stop dropout	44	5
7	Social traditions taboos, early marriage and lock of facilities etc.	53	6
8	No Response	493	52
Total		955	100

Table 4.13 shows that 52% respondents have not responded, which again indicate mental caliber of the education managers that they have no strategy to narrow down gender disparity from education system.

4.14 Factors affecting participation of female children at school level

S. No.	Factors affecting female participation	SA*	A*	U*	D*	SD*	NR*	Total
		%	%	%	%	%	%	
1	Social constraints	31	53	5	5	1	5	100
2	Cultural barriers	32	51	6	7	1	3	100
3	Economic conditions of parents	42	44	5	5	2	2	100
4	Political commitment	18	34	17	20	6	6	100
5	Non involvement of stakeholders	21	39	16	13	3	8	100
6	Gender biased textbooks	15	28	13	29	9	6	100
7	Non availability of schools near to home	33	45	5	12	3	3	100
8	Non availability of physical facilities	27	47	6	8	2	10	100

*SA-Strongly Agreed; A-Agreed; U-Undecided; D-Disagreed; SD-Strongly Disagreed;

NR-No Response

Table 4.14 indicates that 86% and 84% respondents agreed or strongly agreed that economic conditions of the parents and social constraints were the factors affecting the participation of female children at school level respectively. 83% respondents were of the view that cultural barriers were affecting female participation in schools. 78%, 74% respondents agreed or strongly agreed that non-availability of school near to home and non-availability of physical facilities were hurdles in the female participation in school education respectively.

4.15 Gender Imbalances

How gender imbalances can be considered in the education system. The respondents provided information, which is presented as follows:

S. No	Statement regarding gender imbalances	SA*	A*	U*	D*	SD*	NR*	Total
		%	%	%	%	%	%	
1.	Gender budgeting	31	42	10	11	4	2	100
2.	Institutional facilities	32	49	6	7	3	2	100
3.	Transportation facilities	40	43	5	7	3	2	100
4.	Institution availability	34	46	6	9	2	3	100

*SA-Strongly Agreed; A-Agreed; U-Undecided; D-Disagreed; SD-Strongly Disagreed; NR-No Response

Table 4.15 indicates that 83%, 81% and 80% respondents were of the view that transportation facilities, institutional facilities and gender budgeting respectively may be considered to assess gender imbalances in the education system.

4.16 Impact of education by reducing Gender Disparity on socio-economic development

S. No.	Statement regarding economic development	SA*	A*	U*	D*	SD*	NR*	Total
		%	%	%	%	%	%	
1	Educated women can earn more as compared to uneducated women	65	29	2	1	1	2	100
2	Educated girls may become more responsible mothers and wives	70	25	2	1	0	1	100
3	Educated women are well-aware about their rights and duties	65	30	1	1	0	2	100
4	Increasing the level of female education can reduce the gender gap, ensure employment to	49	42	3	2	1	3	100

	women to improve the per capita income							
5	Educated girls are encouraged smaller, healthier and better educated families	47	44	3	2	1	3	100
6	Educated women have more voice and choice in their own lives and family matters	45	43	5	3	1	3	100
7	Educated women suffer less domestic violence, particularly as levels of education increase	37	44	6	7	2	4	100
8	Educated women participate in nation building activities	44	44	4	2	1	3	100
9	True progress can never be achieved unless females have easy access to education	56	35	2	1	1	4	100

*SA-Strongly Agreed; A-Agreed; U-Undecided; D-Disagreed; SD-Strongly Disagreed

Table 4.16 shows that almost all the respondents agreed that educated women could earn more as compared to uneducated women. Data in the above table indicates that 95%, respondents either agreed or strongly agreed that educated girls might become more responsible mothers and wives. Similarly educated women are well aware of their rights and duties. 94% respondents agreed or strongly agreed that educated women could earn more as compared to uneducated women. Furthermore, 91% respondents agreed or strongly agreed that increasing the level of female education could reduce the gender gap, ensure employment to women to improve the per capita income. Educated girls by and large were in favour of having smaller, healthier and better educated families and true progress could never be achieved unless females had easy access to education. About 88% respondents agreed or strongly agreed that educated women had more voice and choice in their own lives and family matters. Furthermore, educated women participate in nation building activities.

4.17 Suggestions to Reduce Gender Gap in Education

The respondents were requested to provide their suggestions through open ended questions for reducing the gender gap from Education System.

S. No.	Aspects to reduce Gender Gaps	Frequency	Percentage
1	Awareness campaign to parents about female education	103	11
2	Economical problem may be reduced and incentives may be given to students	67	7
3	Provision of equal facilities of education, to both for male and female. More institutions may be opened	356	38
4	Ensuring security for female employees and students	139	14
5	No Response	290	30
Total		955	100

Table 4.18 indicates that 38% respondents suggested that equal educational facilities may be provided to both male and female students by establishing more educational institutions. It is very strange that 30% respondents did not provide any suggestion in response of this open-ended question.

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Findings

On the basis of the data analysis the following findings were drawn:

1. The sample of the study was consisted on total 955 respondents from the country. This include 137 District Education Management Officers i.e. EDO (Education), DEO, DDEO and AEO. Heads of educational institutions (356), Vice Principals (66) Science teachers (177) and Computer teachers (219) respectively were also included in the sample of the study. As far as gender wise distribution of the sample was concerned (53% male and 47% female respondents were included in the sample of the study.
2. Data indicates 70% respondents had master degree whereas 24% had graduate level qualification in their credit. As regard their professional qualification data further shows that 47% respondents had M.Ed degree and 41% had B.Ed degree as professional qualification. The experience has great importance in the professional life of the individual. Data reflects in this regard that 57% respondents of this study had more than 21 years experience in their credit and 14% had experience 16 to 20 years. This shows that respondents were well experienced persons and their opinion would definitely be considered as an important factor in decision making.
3. It was found that 68% respondents had knowledge about gender disparity, 26% did not have knowledge and 6% respondents have not

answered the question. It is deplorable to note that experienced educationists have no knowledge about this basic concept.

4. It was further found that 64 respondents had knowledge about location disparity and 26% had no knowledge. It is strange that experienced educationists working on senior positions have no knowledge about this issue. In this sorry state of affairs how it can be expected that they would be able to remove disparity from education system. The real implementers of National Education Policy are the government functionaries at grassroots level.

5. Data shows that 44% respondents have not responded to the questions to define the gender disparity which indicates that District Education Management Officers, Heads of Educational Institutions and concerned teachers did not have clarity about gender disparity. This is a sorry state of affairs for such importantly placed persons have no knowledge how to reduce gender disparity from the education system while implementing government's policies.

6. It was found that 52% respondents have not defined location disparity, which indicates that they have no concept about location disparity in the educational facility in the country. It is a deplorable picture of the conceptual understanding of the respondents. In fact, these persons are the real policy implementer at the grassroots level, but they are not in a position even to define it, in spite of the fact that they generally have more than 20 years experience in the Education Department.

7. Data indicates that 90% respondents were of the view that transport was a problem in rural areas for teachers and this was the major factor giving rise to gender disparity. Non-availability of residential facility for the teachers and long distance from home to school for female teachers was factors of gender disparity measured to be 85% and 83% respectively. About 75% respondents had the opinion that lack of qualified teachers was also a factor of the disparity. About 64% respondents had the opinion that non-availability of female teachers was also a factor of gender disparity.

8. It was found that 93% and 92% respondents had opinions that poverty and illiteracy of the parent were the factors of gender disparity respectively. About 85% respondents were of the opinion that domestic

responsibilities of female students were causes of gender disparity. About 82% respondents were of the view that lack of knowledge about the importance of female education was cause of disparity. About 80% respondents had opinion that non-availability of help in studies in homework was the cause of gender disparity. About 79%, 77% and 72% respondents were of the view that girls were treated as second preference, conservative behavior and negative attitude of the parents towards female education were respectively causes of gender disparity.

9. Data indicates that 64% respondents were of the opinion that female children have more dropout than male children. Data further shows that 52% respondents have not responded about strategy to narrow down the gender gap, which again indicates mental caliber of the Education Managers that they have no strategy to narrow down gender disparity from the education system.

10. It was found that 86% and 84% respondents had opinion that economic conditions of the parents and social constraints were the factors affecting the participation of female children at school level. About 83% of respondents were of the view that cultural barriers were affecting female participation in school. About 78% and 74% respondents thought that non-availability of schools near to their homes and non-availability of physical facilities was hurdles in female participation in school education.

11. Data depicts that 83%, 81% and 80% respondents were of the view that transportation facilities, institutional facilities and gender budgeting respectively may be considered to assess gender imbalances in the education system.

12. It was found that almost all the respondents agreed that educated women could earn more as compared to uneducated women. Data indicates that 95% respondents were of the view that educated girls might become more responsible mothers and wives. Similarly educated women are well aware of their rights and duties. On the contrary, 94% respondents had opinion that educated women could earn more as compared to uneducated women. Furthermore, 91% respondents were of the view that increasing the level of female education could reduce the gender gap, ensure employment to women to improve the per capita income. Educated girls by and large were in favor of having smaller, healthier and better educated families. It

was felt that true progress could never be achieved unless females had easy access to education. About 88% respondents thought that educated women had more voice and choice in their own lives and family matters. Furthermore, educated women participate better in nation building activities.

Conclusions

7. It was concluded that majority of the Education Managers had knowledge about gender disparity and location disparity. However, it is alarming to draw a conclusion that around fifty percent of District Education Management Officers, Head of educational institutions and concerned teachers could not comprehend gender disparity and local disparity in spite of the fact that they had more than 20 years experience in the Education Department. This is a sorry state of affairs relating to persons at the helm of district affairs from whom we expect to implement the Government policy to reduce gender disparity and location disparity from the education system. This indicates that in-service training may be provided to the Education Managers in this regard.

8. There are many factors of gender disparity concerning teachers, which includes transportation problem in rural areas for teachers, non-availability of residential facilities for the teachers, long distance commuting from homes to schools for female teachers, lack of qualified teachers and non-availability of female teachers in rural areas. These were the factors which caused gender disparity in the education system.

9. As far as factors related with parents, it was concluded that poverty and illiteracy of the parents, lack of knowledge about the importance of female education, non-availability of assistance in studies relating to homework, treating girls as second preference in all matters; conservative behavior and negative attitude of parents towards female education were the main causes of gender disparity. These factors not only affected the girls' enrolment but also caused drop-outs in general. This research concluded that female children have more dropout than male children. This situation is worsened when education manager have no strategy to narrow down gender disparity from education system.

10. Similarly, these factors were also affecting female participation at school level. It was concluded that economic conditions of the parents, social constraints, cultural barriers, non-availability of schools near to homes, non-availability of physical facilities at school level education were major causes of low participation of female in schools. Consequently, gender disparity is created in the education system.

11. It was also concluded that transportation facilities, institutional facilities and gender-wise budgeting of educational facilities may be considered while assessing gender imbalances in the education system.

12. As far as impact of education on socio-economic development is concerned, it was concluded that educated women could earn more as compared to uneducated women. Educated girls might become more responsible mothers and wives. Educated women are well aware of their rights and duties. Educated women could earn more as compared to uneducated women. Increasing the level of female education could reduce the gender gap and ensure employment to women to improve the per capita income. Educated girls were inclined towards having smaller, healthier and better educated families. True progress could never be achieved unless females had easy access to education. Educated women had more voice and choice in their own lives and family matters and educated women participate in nation building activities. These positive indicators show that gender disparity is a hurdle in the socio-economic development of the country.

Recommendations

13. It is recommended that In-service Training Facility may be provided to Education Managers including District Education Management Officers and even Heads of educational institutions regarding important policy issues and the implications of these issues on the education system. In these training programs, multi-purposes strategies may be designed to cope with these issues considering the geographical situation of the country. These training programs may be good opportunities for sharing experiences between Education Managers but should be used for brainstorming by them so as to handle important issues at grassroots level.

14. The problems related with teachers may also be solved so that they would be able to play their role for reducing the gender disparity. For example, teachers are facing transportation problem in rural areas, non-availability of residential facility, long distance commuting from home to school for female teachers, lack of qualified teachers and non-availability of female teachers in rural areas. It is recommended that Provincial and District Government may look into the matter and reasonable strategies may be designed to address these issues.

15. Similarly there are many factors related with parents which need to be addressed at Federal and Provincial Governmental levels. The strategies may be designed to reduce poverty and illiteracy of the parents so that they would be able to understand the importance of the education, and particularly of female education. The teaching methods may be adopted that most of the homework of the students should be done in the schools because due to illiteracy the parents cannot contribute in helping the child in his or her homework. Once parents realize the importance of education, then conservative behavior and negative attitude towards female education will automatically be changed.

16. It is well accepted fact that education has positive impact on socio-economic development of the country. Therefore, it is, recommended that District Governments may arrange appropriate campaigns to sensitize the population regarding female education in their areas. The strategy may be adopted in a way that local community may be convinced. It is pertinent to highlight to them that educated women can earn more as compared to uneducated women and likely to much more responsible mothers and wives as the case may be. In this way prosperity can be brought in the family. These pragmatic, intensive, imperative manifold strategies may be adopted to address gender disparity issues.

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**CAUSES OF GENDER DISPARITY IN EDUCATION
AND ITS IMPACT ON SOCIO-ECONOMIC
DEVELOPMENT OF PAKISTAN**

**Questionnaire for Head Teachers
and Educational Managers**

**ACADEMY OF EDUCATIONAL PLANNING AND MANAGEMENT
MINISTRY OF EDUCATION AND TRAININGS
TALEEMI CHOWK, G-8/1, ISLAMABAD**

2012

Code #

For official use only

**CAUSES OF GENDER DISPARITY IN EDUCATION
AND ITS IMPACT ON SOCIO-ECONOMIC
DEVELOPMENT OF PAKISTAN**

Date:

1. Name of Respondent:
2. Designation:
3. Official Address:
4. Gender (Please Tick) : Male Female
5. Phone No. Fax No.
Cell No. Email:
6. Highest Educational Qualification:
7. Highest Professional Qualification:
8. Experience (In years):
9. Do you have any knowledge about the following terms? Please tick (✓) in the relevant box.

i)	Gender Disparity	1. Yes <input type="checkbox"/>	2. No <input type="checkbox"/>
ii)	Location Disparity	1. Yes <input type="checkbox"/>	2. No <input type="checkbox"/>

10. If Yes, please define Gender Disparity and Location Disparity in your own words:

- i) Gender Disparity:
- ii) Location Disparity:

11. Following are the factors related to teachers regarding Gender Disparity in education. Please tick (✓) in the relevant box.

S #	Factors related to Teachers	SA*	A*	U*	D*	SD*
1	Lack of qualified teachers					
2.	Non-availability of female teachers					
3.	Long distance of school for female teachers					
4.	Transportation problems in rural areas					
5.	Security problems for female teachers					
6.	Residential facilities in hard areas					
7.	Teachers' absenteeism					
8.	Teachers' behavior					
9.	Any other (Please specify)					

12. Following are some of the factors relating to parents. To what extent these factors are important. Please tick (✓) in the relevant box.

S#	Factors related to Parents	SA*	A*	U*	D*	SD*
1.	Poverty					
2.	Illiteracy					
3.	Conservative behavior					
4.	Negative attitude towards female education					
5.	Lack of knowledge about the importance of female education					
6.	Girls are treated as second preference					
7.	Domestic responsibilities of female students					
8.	No help in studies in homework					
9.	Large family size					

* SA-Strongly Agreed; A-Agreed; U-Undecided; D-Disagreed; SD-Strongly Disagreed

13. In your opinion, do you think the dropouts for female children are higher than male children? Please tick (√) in the relevant box.

1. Yes 2. No

14. If Yes, please indicate measures to narrow down the gap between them:

i) -----
 ii) -----
 iii) -----

15. In your opinion, are the following factors affecting participation of female children at school level. Please tick (√) in the relevant box.

S #	Factors Affecting Female Participation	SA*	A*	U*	D*	SD*
1.	Social constraints					
2.	Cultural barriers					
3.	Economic conditions of parents					
4.	Political commitment					
5	Non involvement of stake holders					
6.	Gender biased textbooks					
7.	Non-availability of schools near to home					
8.	Non-availability of physical facilities					
9.	Any other (please specify)					

16. In the existing situation, please indicate whether the following aspects can be considered to assess gender imbalances. Please tick (√) in the relevant box.

S #	Statements regarding gender imbalances	SA*	A*	U*	D*	SD*
1.	Gender budgeting					
2.	Institutional facilities					
3.	Transportation facilities					
4.	Institution availability					

* SA-Strongly Agreed; A-Agreed; U-Undecided; D-Disagreed; SD-Strongly Disagreed

17. Following are the statements regarding the impact of Gender Disparity on socio-economic development. To what extent do you agree with the statements, please tick (√) in the relevant box.

S #	Statements Regarding Economic Development	SA*	A*	U*	D*	SD*
1.	Educated women can earn more as compared to uneducated women					
2.	Educated girls may become more responsible mothers and wives					
3.	Educated women are well-aware of their rights and duties					
4.	Increasing the level of female education can reduce the gender gap, ensure employment to women to improve the per capita income					
5.	Educated girls are encouraged smaller, healthier and better educated families					
6.	Educated women have more voice and choice in their own lives and family matters					
7.	Educated women suffer less domestic violence, particularly as levels of education increase					
8.	Educated women participate in peace building activities					
9	True progress can never be achieved unless females have easy access to education					
10	Any other (Please specify)					

*SA-Strongly Agreed; A-Agreed; U-Undecided; D-Disagreed; SD-Strongly Disagreed

18. Is there any provision in your institution for the following?

i) Assessment of Gender Disparity in respect of:

- a. Enrolment Yes No
- b. Institutions Yes No
- c. Teachers Yes No

ii) Gender based School Financing Yes No

iii) Gender based Infrastructure Yes No

19. Please propose/suggest at least five major aspects to reduce gender gaps in Education in Pakistan:

i) -----

ii) -----

iii) -----

iv) -----

v) -----

THANK YOU FOR YOUR COOPERATION!