

Female Higher Education In The Perspective Of Economic, Social, And Cultural Barriers In Developing Economies Reference To Pakistan

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ABSTRACT

To compete in today's knowledge-based society, both men and women must be educated. Without education, survival is difficult for both genders. In Pakistan's rural regions, women's oppression by the patriarchal eastern society is the most perilous. At their worst, they are vulnerable in areas where a mostly tribal living system is in place. Located in Punjab, the district of Dera Ghazi Khan is one of the areas where tribal culture thrives. There is a lack of educational opportunities for women in native communities. Quantitative research methods were used to gather data from 400 females from various government degree colleges in Dera Ghazi Khan, Punjab, Pakistan. A structured questionnaire was developed for the purpose of collecting the data. The purpose of the research was to investigate the problem of women being prevented from pursuing higher education. More women than men are attending college, but they encounter various obstacles, including large distances and lack of knowledge about higher education. So the government should take efforts to educate the public, maintain safety, and develop employment opportunities in the region where the people live.

Key Words: Socio-Economic, Cultural, Constraints, and Higher Education.

1. Introduction

Female higher education is a significant issue in Pakistan since most women in the nation lack access to higher education owing to various socioeconomic obstacles. Due to many socioeconomic barriers, the majority of Pakistani women do not have the opportunity to pursue higher education. In Pakistani society, where patriarchal homes are prevalent and the head of household is usually

invariably a male, men handle family matters and make choices about family members. The male and female sexes have existed since the dawn of human existence. Males have long ruled the world, but this hasn't always been the case. (Begum, 2002).

Most people agree that education is an essential tool for personal development. A common understanding of education's role in fostering social, economical, and personal growth has emerged. Education is a fundamental human right. Civilizations of this kind are now flourishing in every sphere, with women and men having equal access to advanced education. Some Pakistani families are opposed to females in general or married women in particular seeking postgraduate education because of cultural, religious, economical and educational concerns. (Forster et al., 2012).

In Pakistan, women are unable to travel freely owing to cultural restraints, hence they are denied access to education since they are not politically influential. According to Ahmad and colleagues (2014, see p. Taking care of a kid, cleaning the house, doing laundry, hosting visitors, and cooking are just some of the responsibilities that fall to women in the home. Younger girls tend to form close bonds with their moms since a woman can't fulfill all of the responsibilities at home. This has a negative influence on the girls' education. (Ghosh, 2008).

In rural areas, there is a gender disparity in schooling. Higher education is discouraged for women in traditionally male-dominated communities. As a result of the fact that males are more likely to seek higher education, this has a negative influence on women's educational attainment and literacy levels. As a result, parents spend money on their children's education and the education of their future wives and daughters. Spending money on their further education is thus a waste (Ahmad, Akhtar, Rashid, and Zia, 2013).

Every aspect of life in Pakistan is dominated by males. Because males make all the decisions, particularly after marriage, and because they don't listen to women's thoughts, women are confined and unable to live their lives as fully as they would otherwise be able. Due to the fact that they are unable to manage their family and their educational responsibilities at the same time, they are unable to continue their education (Yousaf and Schmiede, 2016). As a result of Pakistan's traditional patriarchal culture, women are not allowed to seek higher education. Because parents think that school is necessary for a boy's future and due working is a man's job, females are not compelled to attend school. This is because of the financial challenges parents face. It's harder for women to go to college because of these circumstances.

According to Parveen (2008), women in rural areas face a number of obstacles in their pursuit of higher education because of cultural norms that restrict their options. Due to equal access to education, men and boys face discrimination in traditional societies. It is hard for women in Pakistan's rural areas to go to college because of social, cultural, and economic barriers. A primary goal of this research is to uncover the socioeconomic and patriarchal system-related difficulties that females suffer while they pursue higher education.

1.2 Hypothesis:

- The lower one's income, the less likely one is to pursue further education.
- The more patriarchal the system, the lesser the feminine higher education.

2. Theoretical Background of the Study

By connecting power to knowledge, Michel Foucault gave it a new dimension. He referred to the use of information as a powerful instrument. He contends that power is rooted in speech knowledge and truth regimes (Foucault, 1991). The same study discovered that male-controlled society uses this authority to keep women oppressed and impoverished. As a result, they will be unable to raise their voices to get basic rights such as health, education, procreative health rights, inheritance civil rights, and the opportunity to live freely. Politicians frequently utilize religious information to acquire power while interpreting in their favor, stressing how men are more potent in religious conceptions than women. They gain control over women's complete range of personal, legislative, civil, profit-making, and health protection, which they would otherwise be denied.

Methodology

The study was conducted with the use of a standardized questionnaire and quantitative research methods. Data was gathered from 400 female students at four women's colleges in D. G. Khan. In addition, girls were picked using a random selection method. SPSS software was used to do statistical analyses on the data. Table 01 lists the problems that women face while trying to get an education after high school.

Table 1 Difficulties for Getting Higher Education

	f and %	f and %	f and %
Academic Spending		Transport Obstacle	Inappropriate Behavior of Parents
To Great Extent	252(63)	298(74.5)	6(1.5)
To Some Extent	93(23.2)	62(15.5)	128(32)
Not at all	55(13.7)	40(10)	266(66.5)
Total	400(100)	400(100)	400(100)

	f and %	f and %	f and %
	Mis-Behavior of In-laws	Unfavorable Attitude of Husband	Household Responsibilities
Respondents do not have In-laws	390(97.5)	(300)97.5	To Great Extent 27(6.6)

To Great Extent	7(1.8)	(3)0.8	To Some Extent	121(30)
To Some Extent	3(0.7)	(7)1.7	Not at al	252(63)
Total	400(100)	400(100)		400(100)

Note f = Frequency

In rural regions, practically all parents do not have enough money for educational spending for their offspring since irrigation was a source of income that was insufficient to meet the family's fundamental necessities, and the educational cost was also exorbitant. While 23.3 percent of respondents said they were having difficulty getting an education because of the price, the rest said they had difficulty receiving an education. Respondents' parents either had their own business or owned adequate assets that they could pay college expenses, and 13.7 percent of respondents said "not at all," indicating that educational expenses were not a concern for them.

The female movement was restricted to rural regions. They couldn't get about quickly, and ladies couldn't walk outside without a man. Most respondents (74.5 percent) said they had difficulty acquiring an education due to transportation issues. The distance between home and educational institutions, particularly for girls, is the most significant obstacle to obtaining an education. (Oxaal, 1997). Around 15.5 percent of respondents claimed that transportation was "to some extent" a barrier to receiving an education since they could hire any other mode of transportation if no one could drop them off. At the same time, 10% said that transportation was "not at all" a barrier to having an education.

Parents' attitudes were sometimes unfriendly towards their children's education, especially regarding their daughters' education (Khan, 2007.) Various factors influence parents' attitudes regarding their youngsters' education, such as spending more cash on males' education and favoring daughters in domestic chores. A tiny minority of respondents (1.5%) said their parents' attitude toward their education was unfavorable "to a large extent," 32.0 percent said "to some extent," and more than half (66.5%) said their parents' attitude toward their education was not negative "at all." Daughters are typically connected to their moms in our society, and they help their mothers with household chores. As a result, attachments, prejudice, and gender-based inequity begin at this point, destroying the girl's education and career and creating educational limits. (Juliette and Harvey, 2011).

When asked if they were having problems with their schooling because of negative attitudes from in-laws and spouses, most (97.5 percent) of the respondents were single. And about 1.8 percent of the respondents said their in-laws' behavior toward their education was "to a large extent" unfavorable because of high expectations that girls should be involved in domestic responsibilities, as a result of which the respondent could not study had difficulty getting an education. Only 0.7 percent of respondents said their in-laws' attitude was "to some extent" unfavorable, but they did favor them in schooling sometimes. Similarly, 97.5 percent of respondents said their husband's attitude toward their education was "to a large extent" negative. They despise their studies and

want their spouses to stay home and take care of the household. However, only 1.7 percent of respondents said their husband's hostile attitude prevents them from pursuing an education "to some extent." Women rather than men mainly do household labor, and these domestic obligations can cause many complications in their academics. Only 6.6 percent of respondents said "to a considerable degree," 30.3 percent said "to some extent," and more than half (63.1 percent) said "not at all," indicating that household duties were not preventing them from pursuing study.

Table 2 Restrictions in Getting Higher Education

	f & %	f & %	f & %
	Household Responsibilities	Economic Reason	No Interest of Parents
To Great Extent	92(23)	252(63)	3(0.8)
To Some Extent	138(34.5)	99(24.8)	192(48)
Not at all	170(42.5)	49(12.2)	205(51.2)
Total	400(100)	400(100)	400(100)

	f & %	f & %	f & %	f & %
	Self No Interest	Family Restrictions	No Awareness	Long Distance
To Great Extent	3(0.8)	111(27.8)	220(55)	252(63)
To Some Extent	40(10)	194(48.5)	123(30.8)	105(26.3)
Not at all	357(89.2)	95(23.8)	57(14.2)	43(10.7)
Total	400(100)	400(100)	400(100)	400(100)

Note f = Frequency

According to findings, around 23.0% of respondents said "to a large extent" that a domestic reason was a significant barrier to higher education since respondents were full busy with household work. Second, they could not leave their mother alone at home at times due to her illness, and many other factors limited their ability to finish their studies. Household factors impede access to higher education, according to 34.5 percent of respondents, since there are numerous domestic difficulties and causes in rural regions, and females are denied higher education. Approximately 42.5 percent of respondents said home problems did not prevent them from pursuing higher education. Similarly, 63.0 percent of respondents said that financial constraints were a significant impediment to their higher education since they were from impoverished households and the cost of higher studies was out of range for them.

Nevertheless, 24.8 percent of respondents said "to some extent" those financial constraints hampered their further education. The bulk of individuals who could complete their education did so after making several sacrifices. Some respondents (12.2%), who were prosperous and could pay

for higher schooling, said "not at all" when asked if financial constraints prevented them from pursuing higher studies. Table 2 also reveals that 0.8 percent of respondents said their parents were "to a large extent" uninterested in their children continuing their education; instead, they just cared that their children have a good school education. About 48.0 percent of respondents said their parents might not be interested in higher studies "to some level," which is a significant barrier to higher studies. Moreover, half of the respondents (51.2%) said their parents' lack of interest in education would prevent them from pursuing further education.

Similarly, Table 2 shows that 0.8 percent of respondents said they don't want to receive a higher education "to a large extent," and just 10 percent said they don't want to get a higher education "to some extent." Sometimes their parents wanted their daughters to continue their education, but the girls did not, and this lack of motivation presented a barrier to their higher education. While the vast majority of responders (89.2%) said "not at all,"

Family constraints also cause many challenges in female higher education. Many families are more worried about females not sending them to distant cities for further education, the tendency of early marriage in the family, and so on. Family limitations presented significant hurdles in her advanced schooling, about 27.8% of responses, females were obligated to follow family rules. Approximately (48.5%) of the respondents said "to some extent," while 23.8 percent said "not at all," indicating that there were no familial constraints that hampered their further education.

Many students in rural locations are denied access to higher education due to a lack of knowledge about which universities are open and which courses are available, among other factors. Of those polled, 55 percent indicated they couldn't find out much about higher education, 30.8% said "somewhat," and 14.2% said "not at all." However, many of those polled hailed from well-educated families and had easy access to information about higher education.

Another significant barrier to female higher education is distance. Because of the considerable distance between house and institution, many parents are hesitant to send their girls to educational institutions. The majority of respondents (63.0%) said they had difficulty pursuing higher schooling because there is no university in their neighborhood and they are they were not permitted to reside in a dormitory. As a result, the great distance between home and university may limit their ability to pursue higher education. About 26.3 percent of those polled said they could have trouble pursuing further education due to the distance. Only 10.7% of respondents said that distance is "not at all" a barrier to obtaining higher education. They might relocate to other cities with their families to pursue further education. As a result, many parents in rural regions refuse to send their girls to school because they believe that women should stay at home and handle all domestic duties, thus, they prefer to send their sons to school.

Table 3 Parental Perspective in Respective Female Higher Studies

Patriarchy	Son	Daughters	Both	Total
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To Great Extent	149	9	42	200
To Some Extent	91	6	38	135
Not at all	31	10	16	65
Total	279	25	96	400
Chi-Square = 135.26	df = 4	level of .Significance = 0.01		As prob.
	= 0.00 < 0.05	at $\alpha = 0.05$,	Where n = 400	

Table 3 shows the association between parents' preference for higher studies and their children's choice of higher schooling. Most respondents (149) said their parents favor their son pursuing further study "to a large extent." Many societies in Pakistan favor sons over females in higher education because parents prefer to invest in their sons rather than their daughters. They believe their girls will marry and go away, but their son will stay with them for the rest of his life and make money for them. As a result, they feel safe and at ease spending on their youngster's education. According to Pande and Astone (2001), for better future, parents presons' education over daughters and hope that he obtains a better degree. If he does, his parents will have a stable future with him since their son will receive a decent career and financially subsidize them.

Table 4 Possibility of Female Higher Studies Parents' affordability for Higher Education Expenditure

	Parents Affordability Towards		The opportunity for Higher	
	Higher Education		Education	
	To Great .Extent	To Some .Extent	Not at All	Total.
To Great Extent.	(52) 68.4%	(21) 27.6%	(3) 3.9%	(76) 100 %
To Some Extent.	(97) 49.7%	(83) 42.6%	(15) 7.7%	(195) 100%
Not at all.	(9) 7.0%	(89) 69.0%	(31) 24.0%	(129) 100 %
Total.	(158) 39.5%	(193) 48.2%	(49) 12.2%	(400) 100%

Chi – Square = 97.55 df = 4, Significance level = 0.00

Table 4 elucidates the association between parents' ability to finance further education expenses and their children's desire to pursue higher education. Because of their low-income situation, 69.0 percent of respondents said their parents could not afford to pay for their children's higher education.

People in rural regions are denied fundamental requirements, such as being unable to afford a healthy meal for their children and having limited access to health care. Even though parents wish to provide an excellent education for their children, many cannot pay school costs, especially for girls. Parents are unwilling to provide their daughters with higher education. In a culture where fundamental requirements are also lacking, girls remain silent and have no desire or desire to pursue higher education. Many girls in Pakistan are unable to pursue higher education due to several limitations that obstruct their progress. The fundamental reason is that parents cannot afford to spend money on study, and girls are inadequate to pursue higher schooling. (Nayak .and Nair, 2005).

In rural communities, it is usual for parents to invest money in their son because he will be responsible for all household obligations in the future and provide his parents with all necessary amenities such as food, security, clothing, and health care when they get elderly. As a result, parents do not invest in their daughters' education, thinking they will return home after marriage. (Shekh, 2003).

3. CONCLUSION

Female higher education is a significant issue in Pakistan, as most of the country's female population lacks admittance to higher studies owing to various sociocultural and economic constraints. According to the survey, the patriarchal society prevents most women from pursuing higher education. Respondents' parents favor their daughters to get Islamic education at a madrassa rather than at a formal educational institution. Although parents recognize the importance of their daughters' higher education, they cannot provide them with the resources they require due to various issues and high educational costs that they cannot afford. About 27.5 percent of respondents stated that their parents place a greater emphasis on their sons' education than on their daughters' education.

While more than half of parents preferred sons and daughters, females are denied higher education due to socioeconomic and cultural barriers. About 95.5 percent of respondents said they want their daughters to get higher studies to obtain a respectable social position. However, a lack of opportunity, patriarchy, female movement restrictions, vail (Pardah), early marriage, and the expense of public transportation are all essential barriers to higher study. According to Malik (2002), more parents prefer their daughters to pursue higher education so that they may earn decent employment and a secure future.

In the same way, they can acquire happiness and a higher level of life in society. However, according to Nguyen and Wodon (2015), when females marry young, they cannot continue their education, which can result in a drop of 4-6 percentage points in girls receiving secondary school education.

4. Suggestions

Here are some policy proposals to assist policymakers in improving female higher education in Pakistan, where alike socioeconomic and ethnic conditions exist:

- To overcome impediments like veil (Pardah), traditional criticism of co-education, and so on, discrete male and female advanced schooling organizations should be formed.
- Higher education institutions should have the ability to house all of their female students in girl hostels.
- Federal/provincial governments should provide special subsidies to higher education institutions for transportation/pick-up and drop-off of all female students within a 10-kilometer radius.
- Grants should be provided to students from low-income families with the opportunity to pursue higher education.
- Female students should have a free choice of subjects to pique their interest in pursuing higher education.
- Co-educational colleges and universities should have separate cafeterias, library seating layouts, and play grounds.
- Media awareness campaigns might be beneficial for raising parental knowledge of female higher education. Cultural specialists (sociologists/anthropologists) should finalize media messages and films to ensure that they are culturally suitable. The language should be regional to comprehend for all civil groups in the targeted locations.
- Increasing the number of jobs available to women and allowing them to choose and choose where they work are both necessary if women are to be happy in the workplace. As a result, parents would be more likely to let their daughters to pursue postsecondary education and professional goals.

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