Investigating the Factors Affecting on the Gender Discrimination of Women’s Rights to Education in Rural Sindh- Pakistan.

Dr. ABDUL JALEEL MIRJAT
Department of Sociology, University of Sindh, Jamshoro.
Email: jaleel.mirjat@scholars.usindh.edu.pk

Dr. AMEER ALI BURIRO
Assistant Professor, Institute of Gender Studies, University of Sindh, Jamshoro.
Email: ameeraliburiro@gmail.com / ameer.buriro@usindh.edu.pk

ZOHRA KHATOON
Assistant Professor Department of Science and Technical education University of Sindh, Jamshoro.
Email: zohra.khowaja@usindh.edu.pk

Abstract

Gender discrimination of women’s rights to education is stated as the core issue which has strongly affected socio-cultural, religious, psychological, political, family ignorance and education. This study aims to investigate the factors affecting on the gender discrimination of women’s rights to education in the Rural Sindh- Pakistan. This study is quantitative (deductive approach) by its nature. In this study, 574 sample sizes of the respondents have been taken from the target population of females of the IBA University Sukkur, Shaheed Benazir Bhutto University Nawab Shah, Universities of Sindh and branches of Shah Abdul Latif University Khairpur Mirs, Sindh, Pakistan. In the intervening time for analyzing the data while applying the statistical Package for Social Sciences (SPSS Software, version 26.0), and other techniques for analyzing the statistical data, (ANOVA), reliability, regression descriptive statistics have been employed in this way. Besides, study covers the affecting factors like gender discrimination towards women’s rights to education including socio-cultural; higher religiosity trend, traditional practices, male dominance and feudalist mindsets, negligence of family and tribes in Rural Sindh-Pakistan. The study concludes that factors for the instance education, male dominance, feudalist mindset, and other determinants caused to gender discrimination of women’s rights to education in rural Sindh-Pakistan.

Keywords: Gender, Factors, Discrimination, Women’s Rights; and Education.

Introduction

Gender discrimination of women’s the rights to education is a social issue at the national and international level of the social world. Thus, such the problem has highly affected socio-cultural, political, and psychological; religious, family ignorance and education. Pakistan is among the heavily populated countries of the social world as stated in Economic Survey report of Pakistan (2017-18). Women are rendered the limited opportunities and discriminated on account of dominancy of male in a society. Further, women are less paid and remained financially weak and deprived in society. However, literacy rate is lesser as compared to other countries of the social world. Nevertheless, females are numbered less in enrolment in the universities of Sindh whereas Sindh is a rich province of Pakistan, but unfortunately, women are discriminated due to male-dominancy in every field of work such as social live, education, health,
employment, labor, decision, position, and knowledge and so forth. Explicitly and implicitly “discrimination” stated as a form of inequality and social problem for women around the social world. Additionally, women are treated as the diverse figure due to disparity factor in society. Women are given less importance and underestimated in taking the decision (Quraishi and Kalim, 2008). Discriminatory barriers are the outcomes of gender inequality, inadequate knowledge; and conservative culture and internal dynamic structure of organizations (Acker, 1994; Bond, 1996a; Smulders, 1998; UNESCO, 2002). Thus, the many determinants are associated with gender discrimination to rights of education. The impact of violence directly related to women’s right towards education (Pillay, 2010). However, discrimination and violence viewed as harmful to women’s status and acquisition of education (UNICEF, 2011). Moreover, for survival strategy, education is an essential factor of the human society (Khan, 2011).

Chaudhry and Rahman (2009) illustrates in their study “The impact of gender inequality in education on rural poverty in Pakistan: an empirical analysis.” argue that in education gender inequality has very much undesirable effect on rural poverty. The observed outcomes propose that female-male enrolment percentage, female-male literacy percentage and female-male percentage of total years of schooling, female- male percentage of wage earner and household head of family education have substantial negative effect on rural poverty. Yasin and Aslam (2018) discuss in the study conducted on “School Dropout of Rural Girls in Pakistan: Exploring the Role of Gender Discrimination.” In this study results shows that gender discrimination is the one of major cause for school dropout. The results of this study indicate that most of the “grandparents were against the ‘girls’ education, but they are not against ‘boys’ education. The results also indicated that if parents support girls’ education with their sincerity they (girls) can continue their education regardless of family obstruction. however, Mothers of girls were seemingly to have been more prone and had a compassionate role in the girls’ education. Most of all, the discrimination against girls in education continues in different forms and reasons, like teachers’ punitive behaviour, lack of interest, failure and far off schools, also become hurdles in girls’ education. Pakistan was described as “among the world’s worst performing countries in education,” at Oslo Summit held in 2015 on Education and Development. The newly elected government, in July 2018, have specified in their statement that in Pakistan there are almost 22.5 million children who are out of school. Amongst them girls are particularly affected. Thirty-two percent of primary school age girls are out of school in Pakistan, compared to 21 percent of boys. By grade six, 59 percent of girls are out of school, versus 49 percent of boys. Only 13 percent of girls are still in school by ninth grade. Both boys and girls are missing out on education in unacceptable numbers, but girls are worst affected.

Human Rights Watch (2018) declares in the report: “Shall I Feed My Daughter, or Educate Her?” Barriers to Girls’ Education in Pakistan” that in Pakistan not only social reasons are there which accelerate the gender discrimination particularly for girls education but there are some other reasons as well, like the Political instability, inconsistent influence on governance by the security forces, suppression of civil society, media, violent insurgence, intensifying the ethnic and religious strains all toxic Pakistan’s current social scene. These forces divert and hinder the government’s commitment to provide the essential services such as education and amongst them girls lose the most. There are significant gender inequalities in education, throughout the whole country, where some areas are in worst position than others. Like Baluchistan, province has lowest percentage of educated women, as of data shows in the year 2014-15, eighty one percent of females had not even completed primary school, as compared to fifty two percent of males. Nevertheless, 75% of women never attended school, as compared to forty percent of men. Khyber Pakhtunkhwa had greater rate of education, yet concurrently large number of gender disparities also found there. Punjab and Sindh had also better rates in achieving of education but slightly lower gender discrepancies, and inequalities were found which ranged from 14% to 21%.

Study Objectives

In order to understand the factors affecting the gender discrimination of women’s rights to education in rural Sindh- Pakistan. The study aimed to examine the following specific objectives:
1. To investigate the significance level of factors affecting on Gender discrimination of women rights to education in Rural Sindh Province – Pakistan.
2. To predict the contribution of each given factor that impacts on gender discrimination of women rights to education in Rural Sindh Province-Pakistan.
3. To find out interdependency or correlation of factors of gender discriminations of women rights to education in Rural Sindh Province - Pakistan.

Research Questions

1. What is the significance level of the factors which effect on gender discrimination of women’s rights to education in Rural Sindh Province – Pakistan.
2. What are the contributing factors that impacts on gender discrimination of women rights to education in Rural Sindh Province-Pakistan.
3. How do the correlation factors impacts towards gender discriminations of women rights to education in Rural Sindh Province - Pakistan.

Literature Review and Conceptualization

Sindh is the rich in resources province of Pakistan and divided into urban and rural regions. Thus, the disparity between these regions found as common in form of education, health, settlement and cultural trends, additionally, women confront with the innumerable problems including status, health, decision, employment, freedom of choices and so forth.

Besides this, education is an essential element for survival facts in human society. Education is a precious component for empowering women in Rural Sindh and assisting to eradicate poverty for the achievable path of the social life. Thus, the Human Development Report 2012 states that growth in the Human Development Index is associated with growth in public spending on education which is basically for promotion and development of the individuals for the social lives, further, it eliminates the disparity among rich and poor; women and men (Malik, 2013) Education brings out the awareness among women other members of society. Islam treats equally both male and female (Yusuf ,2009). Further, it narrates equal rights in society (Baloch, 1965).

Hence, women need social rights including social status, financial slot, freedom of opinions, educational profits (Muhammad, 1980). Women are discriminated in wages and status (Elson, 2000). Women are deprived of employment, education, nutrition, and health. Women are treated as unequal within families. Moreover, women are restricted to specific boundaries (Pokharel, 2008). Women are made limited to particular eras (Adhikari, 2007).

Women are recognized as less capable of physical tasks (Goheer, 2003).Women are numbered as house-mangers (Alireza, 1987 and Asian Development Bank, 2008).Women have fewer experiences in policy-making as compared to male- dominance (Blackmore & Sachs, 2007; Drudy, Martin, Woods, & O’Flynn, 2005). Women have less access to resources (Bond, 1996a).Thus; women have fewer opportunities despite the availability of resources (Singh, 2002).

Women are less educated as compared to men (Pokharel, 2008). Women show fewer attitudes toward education (Pandey, 2006). Women spend most of the time in household chores and are not permitted to obtain higher education (Mandal, 2007).Women possess less power to take decision for family, property, education, food, and health (Bhadra, 2002).Women are excluded in decision- making and planning. Women are not allowed to join any meeting, and extra social events (Bhattarai, 2006). Researchers proposed the following conceptual model (Figure 0I) for investigation the factors affecting the gender discrimination of women’s rights to education in Rural Sindh.
Women are educated less and having fewer attitudes towards education (Pandey, 2006). Women spend most of the time in household chores and are not permitted to obtain higher education (Mandal, 2007). Women possess less power to take decision for family, property, education, food, and health (Bhadra, 2002). Women are excluded in decision-making and planning as well as the extra social events (Bhattarai, 2006). Political strategy affects women to wage-earning labor in the society. Religious norms limited to women in a society. Women are economically made weak due to dominancy of male. Cultural trends restrict the achievement of a female in academic achievement. Cultural beliefs, practices and parents’ attitudes often in their pursuit of education (Panday et al., 2006).

Gender discrimination is concerned with the physical and emotional mindset of the family members in society women.

The following hypotheses were generated for investigation the factors affecting on the gender discrimination of women’s rights to education in rural Sindh – Pakistan.

**H1.** Political factor and women discrimination of factor affecting women rights to education are insignificant and positively associated with each other.

**H2.** Economic factor and women discrimination of factor affecting women rights to education are insignificant and negatively associated with each other.

**H3.** Religious factor and women discrimination of factor affecting women rights to education are insignificant and negatively associated with each other.

**H4.** Psychological factor and women discrimination of factor affecting women rights to education are insignificant and negatively associated with each other.

**Research Methodology**

The present study is based on the quantitative approach and a cross-sectional study in which data was collected once from the respondents. Further, this study includes the techniques such as the descriptive analysis; reliability analysis; regression analysis and correlation and self-administrative questionnaire as well as the other digital analysis.
Respondents and Sampling Techniques

The respondents for this study selected as women from the IBA University Sukkur, Shaheed Benazir Bhutto University Nawab Shah, universities of Sindh as well as branches of Shah Abdul latif university Khairpur Mirs, Sindh- Pakistan, who have been facing the gender discrimination in perspective of educational rights in rural Sindh, Pakistan?

As sample size 574 is targeted from the entire population; they were discriminated at the various strata and factors within the human society. The data was collected through a convenience or incidental technique and employed to a research task and easily acquisition of information without any penalties and payment because such the sampling technique being the most accessible and affordable techniques for the present research. The self-administrated survey questionnaire had been applied for getting the responses from the targeted samples.

Sampling Size and Data Collection Procedure

For this study, 574 respondents were selected as the targeted sample size from the entire population. Self-administered questionnaire was developed as the basic tool for data collection. The researchers had confronted with many problems to bring out awareness among the respondents regarding the aim and objectives of the research. But slowly and gradually, the researchers inclined to gain the responses.

Ethical Concerns

Interestingly, at the initial level, some women refused to participate and respond in the study. In this regard, the researchers tried to satisfy and agree to the respondents by assuring their confidentiality and privacy. In this way, the respondents were given confirmation regarding the utilization of the data as per only raising and investigating their problems. Besides to this, a soft language was the source of getting fulfilled of the questionnaires in a proper way.

Data Analysis and Results

The data was analyzed through Statistical Package for Social Sciences (SPSS) version 26.0 for windows. The relevant tests were conducted to ensure the authentic results from the responses of participants.

Descriptive Statistics and Reliability Calculation

The descriptive statistics including the scores of means and standard deviations made confirm for detecting an average indication of the distribution.

<table>
<thead>
<tr>
<th>Question</th>
<th>Option</th>
<th>Frequency</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondents Age</td>
<td>Above18</td>
<td>536</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Above 32</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>574</strong></td>
<td></td>
</tr>
<tr>
<td>Marital Status</td>
<td>Unmarried</td>
<td>430</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Married</td>
<td>144</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>574</strong></td>
<td></td>
</tr>
<tr>
<td>Source of Income</td>
<td>Family job support</td>
<td>497</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Self-support job</td>
<td>77</td>
<td></td>
</tr>
</tbody>
</table>
As the study revealed that 536 respondents were of 18 years of the age whereas 38 respondents of 32 age; 336 found as unmarried; 114 respondents stated as married while 438 respondents had been bachelor degree holders and 136 respondents of Master degree whereas 162 respondents from Shah Abdul Latif University; 129 respondents from IBA Sukkur, 155 from Shaheed Benazir Bhutto University Nawabshah, 32 respondents from Sindh University Dadu Campus, 65 respondents were from the different campuses of Shah Abdul Latif University including Shahdadkot, Ghotki, and Shikarpur Campus and 31 respondents were from SBBU campuses including Sanghar and Nashehro Feroze of which are total respondents of 574.

Table No. 2 Reliability Analysis

<table>
<thead>
<tr>
<th>NAME OF VARIABLE</th>
<th>ITEMS</th>
<th>RELIABILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political factor</td>
<td>.604</td>
<td>8</td>
</tr>
<tr>
<td>Economic factor</td>
<td>.908</td>
<td>10</td>
</tr>
<tr>
<td>Religious factor</td>
<td>.855</td>
<td>10</td>
</tr>
<tr>
<td>Psychological factor</td>
<td>.599</td>
<td>4</td>
</tr>
<tr>
<td>Cultural factor</td>
<td>.751</td>
<td>13</td>
</tr>
<tr>
<td>gender discrimination to women rights to education</td>
<td>.782</td>
<td>11</td>
</tr>
<tr>
<td>OVERALL</td>
<td>.890</td>
<td>79</td>
</tr>
</tbody>
</table>

Table 2. discusses the reliability of the determinants of gender discrimination.

Table No.3. Model Summary

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.851a</td>
<td>.724</td>
<td>.720</td>
<td>.52907421</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), cultural factor, Economic factor, psychological factor, religious factor, political factor.

Table No.4. ANOVA

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>DF</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regression</td>
<td>414.566</td>
<td>7</td>
<td>59.224</td>
<td>211.574</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>158.434</td>
<td>566</td>
<td>.280</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>573.000</td>
<td>573</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: Women rights to education
b. Predictors: (Constant), cultural factor, Economic factor, psychological factor, religious factor, political factor.
The above table shows the hypothesis testing of each factor.

**Discussion**

Research on investigating the factors affecting the gender discrimination of women’s rights to education in Rural Sindh—Pakistan reasoned the various factors. However, women treated into the different manners along with attitudes that hindered the development and advancement of women in each in each field of social life. The study as justified that gender discrimination resulted that women are treated differently on account of male dominancy in a social strata of human society. Further, the research study explored out the low level of socio-cultural factors are hindrance to educational acquisition strategy. Parental attitude affected women to gain education in a society. Thus, deprivation and inequality for women reasoned as the complexities and difficulties in promoting the social lives in a society. Women are limited to thoughts, feudalist mindsets, tasks, socio-traditional, cultural and religiosity norms. Apart from this, the financial problems are faced by rural families of Sindh that caused the discrimination to the rights of women for education. In addition to this, the basic facilities lack in rural Sindh and resulted in the hindrance to female education in Sindh—Pakistan. Besides this, family ignorance also causes the gender discrimination of girls’ rights to education and most of the people ignore the women education due to old tradition and customs religious perspectives. Women as deprived of education, social rights, wages, respect, status, power, politics, health, and other social profits and are neglected and restricted to a specific region with a society. Women dishonored among family members. Whereas, the research questions have also been answered in this article by the respondents that meet the requirement, where the psychological factors, cultural factors hinderance of females to access the education, religious factors like hijab and purdah keep herein social expulsion. Moreover, the economic factor like feminization of poverty and women of rural sindh are found in vulnerable economic position where she is found dependent on males for her income to live life. In such position she is economic vulnerability situation she us unable to seek education. The political factors are also more popular to address the issues of females to make their life stable through political decision which empower women politically and legally.

If we look meticulously that these all factors mentioned in this study hypothesis have been accepted and research question have been answered that significance level of factors effect on gender discrimination of women’s rights to education in Rural Sindh Province—Pakistan. Which are the most contributing factors.
that has been impacting on gender discrimination of women rights to education in Rural Sindh Province-Pakistan. Thus, women are valued less owing to physical weakness and illegal rules and cultural norms which has been imposed upon women in the rural society. Besides the unethical behavior of male dominancy rationalized the discrimination. Additionally, psychological, and socio-cultural, economic factor and political factors; ignorance of the parents and religious mindsets and norms highly affect women in human society. The practice of women discrimination embodied with customary rules, male dominance, traditional mindsets, illiteracy factors and socio-religiosity trends of a civil society. Women as dehumanized and demoralized from a male partner in society. In a sequel, gender discrimination as resulted in the hindrance and failure to gain the actual rights of women towards education in a society.

Conclusion and Recommendations

The findings of the study indicated that discrimination of women rights to education in Rural Sindh-Pakistan related with the various determinants including socio-cultural, religiosity, feudal mindsets and other more factors which deprived women of Sindh-Pakistan. Women have been given less respect and treated as the diverse figure due to disparity and patriarchal culture. Further, discrimination takes place due to male-dominancy in every field of work including social life, education, health, employment, labor, decision making position, knowledge and so forth.

In this respect, women should be provided equal opportunities in respect to all fields such as socio-economic, political, and cultural perspective point of views. Women should be given awareness for the rights in society. Changes should be brought out in the mindset of people at the gross root level. Women should have decision-making power in the family and society. Thus, for equality, women empowerment (social, cultural and economic) should be maintained. There should be a strong focus on women’s human rights, equality, choice, autonomy, and reproductive rights.

References

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