



## **Socio-Economic Barriers to Women's Higher Education: A Study of Tribal Area Barthi**

**Naveed Ahmad<sup>1</sup>, Khalid Iqbal<sup>2</sup>, Sibtain Yasir<sup>3</sup> and Muhammad Sajid Nadeem<sup>4</sup>**

### **Abstract**

*The aim of the present had to identify the various barriers females face in their higher education. The main issue women are facing in their higher education is a tradition of that culture. Education improves the socio-economic status of women and gives them awareness in life. Tehsil Taunsa Sharif was selected as the universe for research. All the female of tehsil Taunsa Sharif was the target population of this research. The sample size of this research was 100 families of Taunsa Sharif. The researcher had selected the respondents with the help of Simple Random Sampling. Pakistani society has complex dynamics due to the diversity in cultures and traditions in the whole of the country. Findings of research evidence indicate that in the effect of varieties of initiatives some positive changes and progress have been made in making education accessible to all.*

**Keyword:** Higher education, Traditions, tribal society, income

### **1 Introduction**

Females in education should have equal access in all fields of education (Khalid, 1998). Education improves the socio-economic status of women and gives them awareness in life (Azam, 1993). It is written in the constitution of Pakistan that primary education will be compulsory and free and this will be provided to all children ages between 5-16 years to enhance the literacy of adults. 18th constitution amendment education was transferred to the federal government and then move toward provincial autonomy (Hussain, 2015).

Participation of females is increasing in school which is beneficial for the society and economic development of the country. It is an issue of social justice to provide females equal opportunities for education as compared to males. Therefore, some countries do not provide these opportunities to girls and those girls remain illiterate (Bhagavatheeswaran et al., 2016).

Women have a low value in life in many countries. There is also evidence of this low value because in the global figure it was found that women died in childbirth and the mortality rate in girls is high than boys. There is a high level of malnutrition in females and poor health conditions cause infanticide. This is a cause of huge disparity in the global figure of the population (Leach, 1998).

---

<sup>1</sup> School educator at Punjab education department Email: naveedbaloch515@gmail.com

<sup>2</sup> Corresponding author and Mphil scholar at Government college university, Faisalabad.  
Email: khalidiqbal0300@gmail.com

<sup>3</sup> Visiting Lecturer at Bahauddin Zakariya University Multan. Email: sibtain.gopang@gmail.com

<sup>4</sup> Assistant Professor at Bahauddin Zakariya University Sub Campus Lodhran msajid@bzu.edu.pk

The importance of education for females not only relates directly to the universalization of primary school education but also has a significant impact on economic development and population increase. The "World Convention on Education," held in Thailand in March 1990, stipulated the development and promotion of female education as one of the three main targets to be achieved within this century. The conference declared the most important duties to be to guarantee an education to both female students and the female population in general, to improve the quality of that education, and to eliminate all factors that prevent active female participation in education. In other words, the conference declared it necessary to eliminate completely all sexual discrimination in respect of education. Statistics for 1990 show that there are approximately 948 million adult illiterates aged 15 and over worldwide, with China and India together accounting for half of this figure. Moreover, the female population accounts for 63.5 percent of this figure. Both China and India are developing countries, and are basically on a par in terms of economic and social development. As regards the universalization of primary school education, both countries share the problem of a lower standard of primary school education for female students than for their male counterparts. Indeed, this is a problem that seems to exist universally in developing countries (Hurtado, 1989).

## **2 Review of literature**

Abbasi and Saeed (2012) focused on the research to examine the troubles and barriers faced by females in educational fields. To minimize the gap in female education it is important to make more educational institutions. The researcher found that as women are half the population of the world they do not have the right to education. Poverty, family barriers, and cultural factors are considered the main hurdles in women's education. In some developing countries governments also allocate improper budgets for female education. Male dominant society is not in favor of female education they give them less importance. Quality of education is low in developing countries as compared to developed countries because these institutions have fewer resources to fulfill the basic facilities of educational disciplines.

Sandhu et al., (2005) focused on the research to study the socio-economic factors which are associated with the education of females in rural areas, and data were collected through the interview method of research. The researcher found that the education and income of families are associated to send their children to school. The majority of the female population is illiterate due to unsatisfactory conditions in educational institutions, and lack of basic facilities in these institutions. Female education is not encouraged by the parents because of old traditions, low income, and low level of parent's education. The researcher suggests motivating female higher education and changing old values.

Nuss and Majka (1985) focused on the research to describe the relationship between female education and economic development. The researcher found that female education has a positive effect on the economic development of any country. The researcher further argues that economic development offers great opportunities for female education. Economic development has a significant role to improve female education. Development of economic is very much integrated with female education because if parents have the capacity to educate their children then they first prefer male children.

Brown and Ralph (1996) focused on the research to explore the barriers of women in education particularly in developing countries and to some extent in developed countries. The researcher found that women have little performance because of low power due to culturally male dominance. Male dominant societies have negative views about women's education and

there is a concept that women do not manage as men. Gender discrimination and all other experiences that male practices are responsible for the lack of female education. In this study, it was seen that women's education is rapidly improving.

Lavelly et al., (1990) focused on their research to raise female education first in the cities because they accept change more easily than rural people. The researcher found that female education increased due to the expansion of opportunities for female education. Educational quality and regional variation are difficulties of female education. In most developing countries women's education is increasing due to improvement in the status of women. Female education has an important role to change in family patterns because it is an indicator of the independent force of women's status.

Bhagavatheeswaran et al., (2016) focused on the research to find out the barriers which are the main hurdles for girls to complete their secondary education. The researcher found that female education has a lot of benefits for domestic life. The adolescent's tribal's girls face challenges for staying in the school. The researcher further argues that female education is considered an economic burden on the family and it is also considered a waste of time and money. The main reason for dropping out of school for girls is their education is not valued as compared to boys. The researcher said that if the barriers existing in female education are abolished and also importance would be highlighted then it will be considered good.

Rumberger (1983) focused on the research to examine the dropout problems of students from high school. The researcher found that the various reasons identified the cause of dropping out from high school and this reason will be economic, family background, early marriage, and geographic factors. The family background influences the tendency of dropping out of students from the school. Unemployment and drugs are also the main problems of dropping out of students from school.

Albisetti (1985) conducted this research to that feminist movements and educational modernization has helped to overcome the factor which influences female education. The researcher argues that the students which are not interesting in studying are dropped out of school. We can overcome this dropping out if the Government improved educational facilities and institutions.

Menges and Exum (1983) focused on the research to analyze the minor faculty and women who progressed more slowly than males and these also cause lower academic ranks. The researcher found that the risk of women and minorities is greater for the faculty ranks which is through joint appointments. During their Promotion, they face different problems and hurdles. There is a need to improve the minority faculty and women faculty in all the academic disciplines.

### **3 Results**

Table No: 1 show the percentage distribution of respondents regarding views of respondents about gender discrimination is more in female education.

**Table 1**  
*The percentage distribution of respondents*

Categories	Frequency	Percent
to great extent	54	54.0
to some extent	45	45.0
not at all	1	1.0
Total	100	100.0

54.0 percent of respondents said that to great extent gender discrimination is more in females, 45.0 percent of respondents said that to some extent gender discrimination is more in females, and only 1.0 percent of respondents did not agree with this. It is found that in tribal areas female enrollment in education is very low than male enrollment. This type of discrimination is found at a different level of education discrimination. The researcher suggests that Government should take initiative to increase female enrollment in education (Nargis, 2012).

**Table 2**  
*Percentage distribution of respondents regarding views about government*

Categories	Frequency	Percent
to great extent	49	49.0
to some extent	50	50.0
not at all	1	1.0
Total	100	100.0

Table 2 shows the percentage distribution of respondents regarding views of respondents about government allocate improper budget for female education. 49.0 percent of respondents to great extent said that government allocates an improper budget for female education, 50.0 percent of respondents said that to some extent government allocates an improper budget for female education, and only 1.0 respondents said not at all government allocate improper budget for female education. Pakistan is amongst those countries which are allocating a very small budget for public sector education. If the government of Pakistan will invest more budget in the public sector education of females, then this ratio can be improved (Tabassum, 2019)

**Table 3**  
*Percentage distribution of respondents regarding views about male dominant society*

Categories	Frequency	Percent
to great extent	49	49.0
to some extent	44	44.0
not at all	7	7.0
Total	100	100.0

Table 3 shows the percentage distribution of respondents regarding views of respondents about male dominant society is against of female’s higher education. 49.0 percent of respondents said that to great extent male dominant society is against female’s higher education, 44.0 percent respondents said that male dominant society is against female’s higher education and only 7.0 percent respondents not at all agree that male dominant society is against female’s higher education. In American universities many faculty members are male and research institutions are mostly dominated by men. Due to this environment in higher education institutions women, faculty members feel less successful as compared to the men faculty member (Molla and Cuthbert, 2014).

**Table 4**  
*Percentage distribution of respondents regarding views about poverty*

Categories	Frequency	Percent
to great extent	47	47.0
to some extent	45	45.0
not at all	8	8.0
Total	100	100.0

Table 4 shows the percentage distribution of respondents regarding views of respondents about poverty is main hurdle in female’s higher education especially. 47.0 percent of respondents said that to great extent poverty is the main hurdle in females’ higher education especially, 45.0 percent respondents said that to some extent poverty is the main hurdle in females’ higher education especially and only 8.0 percent respondents not at all agree with this. Gender inequality and discrimination in education is a worldwide problem, it is observed in all over the world educational institutions. Researchers suggest that this discrimination can be overcome through equal access to education, without any discrimination in public sector universities (Salik and Zhiyong, 2014).

**Alternative hypothesis**

There is an association between the caste system and cultural norms barrier towards female higher education.

**Null hypothesis**

There is no relationship between the caste and cultural norms barrier towards female higher education.

To what extent do you think that caste system influence to female’s higher education?  
To what extent do you think that our cultural norms are barriers for female’s higher education?

**Table 5**  
**Cross tabulation Count**

		To what extent do you think that our cultural norms are barriers for female's higher education?			Total
		to great extent	to some extent	not at all	
To what extent do you think that caste system influence to female's higher education?	to great extent	25	12	2	39
	to some extent	20	26	6	52
	not at all	1	6	2	9
Total		46	44	10	100

Chi square= 11.223

Degree of freedom= 4

Level of significance= 0.024

#### 4 Discussion

In the first hypothesis, the researcher finds out the relationship between the caste system and cultural norms barrier towards female higher education. For this purpose, the researcher used the Chi-square test. According to the alternative hypothesis, there is a relationship between the caste system and cultural norms barrier towards female higher education. And null hypothesis stated that there is no relationship between the caste system and cultural norms barrier towards female higher education. The value of the significance level is 0.024. Which approves the null hypothesis statement; there is no relationship between the caste system and cultural norms barrier towards female higher education. The findings of this hypothesis find out that cultural norms and caste system have no significant effect on female higher education.

#### 5 Conclusion

Pakistani society has complex dynamics due to the diversity in cultures and traditions in the whole of the country. The society is rooted in orthodox Islamic ideology which defines the main parameters of the social, political, economic and moral standards for life patterns of the people. By studying in the same institution together, male and female acquire social maturity through interaction and sharing of personal experiences at an early age than in separate institution. Female empowerment can be strengthening through higher education. It also helps women to choose domains of expertise, whether this is as decision makers through influence on policy issues related to social, economic, and cultural development, or by their participation in family and community life.

#### References

- Menges, J. R. & W, H. Exum. (1983). Barriers to the Progress of Women and Minority Faculty. *The Journal of Higher Education*. 2: 123-144.
- Rumberger, W. R. (1983). Dropping Out of High School: The Influence of Race, Sex, and Family Background. *American Educational Research Journal*, 2:199-220.
- Nuss, S & L, Majka. (1985). Economic Development and Education of the Female Population: A Cross-National Investigation. *Sociological Perspectives*, 31985: 361-384.

- Albisetti, C. J.(1985). The Reform of Female Education in Prussia, 1899-1908: A Study in Compromise and containment. *German Studies Review*, 1:11-41.
- Hurtado, A. (1989). Relating to privilege: Seduction and rejection in the subordination of white women and women of color. *Journal of Women in Culture and Society*, 14(4): 833–855.
- Lavelly, W. X, Zhenyu. L, Bohua. & R, Freedman. (1990). The Rise in Female Education in China: National and Regional Patterns. *The China Quarterly*, 121:61-93.
- Azam, Z. (1993). Towards the 21st Century Pakistan: Women, education and Social Change. National Book Foundation, Islamabad: Pakistan.
- Brown, M. and S, Ralph. (1996). Barriers to women managers' advancement in education in Uganda. *International Journal of Educational Management*, 6:18-23.
- Khalid Tanveer. (1998). An Introduction to Educational Philosophy and History, 9th Edition, S.M. Printers, Karachi, Pakistan, p. 3.
- Leach, F. (1998). Gender, education, and training: An international perspective. *Gender & Development*, 2:9-18.
- Sandhu, T. A, A,Chaudhry., N, Akbar & I, Ahmad. (2005). Effect of Socio-Economic Factors on the Female Education in Rural Areas of Faisalabad (Pakistan). *Journal of Agriculture & Social Sciences*, 1:41-42.
- Ghazala, P. A. & D, A. Saeed. (2012). Critical Analysis of the Factors Influencing Female Education in Rural Sindh as Viewed by Primary School Teachers. *Interdisciplinary Journal of Contemporary Research In Business*, 4:1-6.
- Nargis, A. R. A. (2012). Gender discrimination in education—a barrier in development of female education at higher secondary level. *Dezbateri Social Economice nr. 2/2012*.
- Salik, M., & Zhiyong, Z. (2014). Gender discrimination and inequalities in higher education: A case study of rural areas of Pakistan. *Academic Research International*, 5(2).
- Molla, T., & Cuthbert, D. (2014). Qualitative inequality: Experiences of women in Ethiopian higher education. *Gender and Education*, 26(7), 759-775.
- Bhagavatheeswaran, L. S. Nair, H. Stone, S. T. Hiremath, R, T. K. Vadde, M. Doddamane, H.S. Srikantamurthy, L, Heise. C. Watts, M, Schweisfurth, P. Bhattacharjee & T, S. Beattie. (2016). The barriers and enablers to education among scheduled caste and scheduled tribe adolescent girls in northern Karnataka, South India: A qualitative study. *International Journal of Educational Development*, 49:262–270.
- Tabassum, Rabia, Manzoor, R., Ahmed, V., Zahid, J., Ikram, W. & Munir, S. (2019). Integrating Gender into Educational Planning and Budgeting.