

**COMPARATIVE ANALYSIS OF MALE AND FEMALE EDUCATION
IN SINDH PROVINCE OF PAKISTAN**

*Dr Erum Khushnood Zahid Shaikh
Ghazala Umer Baghat
Fatima Gill*

ABSTRACT

Education is a basic human right. Education is a major source of creating and developing variety of productive capacities and expertise among human beings. Males' and females' equal access to education makes them efficient and effective in their personal and professional roles and enables them to contribute to economic and social development of their countries. Male-female population of Sindh province has significant contribution in the economy of Sindh province as well, in the economy of the country. Whereas, in Sindh province as compared to male population female have little access to their basic rights including education. Government of Pakistan as well as Government of Sindh is focused on providing education to all, up to higher education level for uplifting the unstable economy of the country. The Government took various initiatives such as education policies, planes and schemes to enhance accessibility of education with special focus on female. However, females' education status remains more unsatisfactory in province of Sindh. Therefore, this research paper is focused on presents the current scenario of male versus female education standing in Sindh and to examine the comparative growth in male and female education status, during past years in Pakistan. This research study also identifies the causes and socio-economic obstacles which make female more deprive to get education in this modern era.

Keywords: Female Education, Economic and Social Development, Labour Force.

INTRODUCTION

Sindh province of Pakistan has been facing many problems including poverty, unemployment, corruption and terrorism. The weak and unstable economy of Sindh province requires active participation of educated people in the development. Female makes more than half of the total population in Sindh and accessibility of education to them is necessary for economic and social of the Sindh province as well as of the country. But due to various direct and

indirect factors large proportion of female population in Sindh remains illiterate. Therefore, through data analysis this study presents the status of male and female education status in Pakistan and find out major impediments towards female education with special focus on Sindh province of Pakistan. This research study has four components. The first component gives introduction; second component provides the review of literature. Third component highlights research methodology of this study. The fourth part presents the findings, conclusions and recommendations.

CONCEPTUALIZATION

The word “Education” refers to the process to improve the knowledge, to learn various skills and get training in particular field (United Nations Educational, Scientific and Cultural Organization, 2012). Education helps to improve personal character; mental abilities and efficiency in work consequently, social and economical status of educated peoples become raise (Iqbal, *et.al.*, 2013). For both male and female education plays important role to upgrade their socio-economic status in society (Chitrakar, 2009).

Sindh is one of the four provinces of Pakistan (Zaidi, 1999). Sindh has significant contribution in economy of Pakistan (Economic Survey Pakistan 2012-13). It generates significant amount of the total national tax revenue (Iqbal, *et.al.*, 2013). Sindh is the second most populous province comprising about 23 percent of the total population (Pakistan Education Statistics 2010-11). Sindh population is divided into regional categories such as 51 percent rural and 49 percent urban (Economic Survey Pakistan 2011-12). Women constitute about near to half of the total population in Sindh, their population share in both rural and urban categories was approximately 48 percent (Economic Survey Pakistan 2012-13). Women in Sindh actively participated in economic activities, such as 2.15 million women population distributed as labor force, however rural women labor force participation is higher than urban women such as 1.70 million in rural areas and 0.45 million in urban areas (Federal Bureau of Statistics of Pakistan, 2011). In rural areas, women work long hours in a day including domestic labor and field duties, as well as fetching drinking water and fuel for cooking. Whereas, in Sindh province, compare to male, female’s socio-economic status remain lower particularly, in rural areas. “Women’s

complete integration into the economy is a desirable goal both for equity and efficiency reasons". (Social Policy and Development Centre (SPDC) Annual Report, 2002-03). Our society is male dominated society where women's subordinate position limits their access to their basic rights including education (Asim *et.al.*, 2012). It is generally argued that the lack of education among women is the main reasons of their participation as unpaid or low paid worker all over the world similarly in Sindh province (Fateh Mohammad, 1998). In Sindh, female education has been neglected, which is most prominent in rural areas. According to Qasmi, 2009 negative attitudes of fathers, brothers, and husbands towards female education, economic problem, multifarious socio-culture, co-education system, feudalism, family faire about their girls honor, and regional disparities are the major factors of female's educational deprivation in Sindh (Qasmi, 2009). In some cases care of sibling suppose to be more important rather than girl's education. In urban areas families who belongs to highest income groups, are almost as likely as their male/female child to complete their education up to higher level. In contrast, many girls and boys who belong to the lowest income groups particularly, in rural areas of Sindh have never attended school on other side, less than a quarters have completed their primary education (Asim *et.al.*, 2012).

Government of Pakistan realizes the importance of education for both male and female and took many initiatives to upgrade education status for both male and female (Isani & Virk, 2003). Government of Pakistan have made eight five years plans (i.e. from 1955 to 1998), and formulate many education policies as for promoting male-female education and to prevent their dropout rate in all provinces (World Bank, 2013). Government of Sindh also took various initiatives to improve education scenario, such as granted Rs.100 per month of scholarships to all enrolled girls and boys in the middle schools, to ensure have safe transportation to schools. Education department at local level distributed free textbooks and removed obligation to wear uniform in primary schools. Pakistan Institute of Legislative Development and Transparency, (2011) reported that, there are loopholes in the distribution of free text books, only 28 percent of rural schools and 12 percent of urban schools reported that they received free text books for poor children. In contrast, parents are less likely aware about these available facilities

and their rights (i.e. scholarship and free textbooks). In year 2005 enrolment campaign of Sindh province was another initiative. According to Chitrakar, 2009, there were 50 percent girls and 25 percent boys of primary school age were out from schools in Sindh province, the enrolment campaign successfully managed to enroll over 300,000 children to school within just 6 weeks.

To sum up, education has huge social and economical benefits for both male and female. The government has taken various measures series of efforts for education development in Sindh however, education scenario in Sindh province is not satisfactory for both male and female in addition, female remain more deprive to get education in Sindh. This opens the area to investigate male-female education status in Sindh and to find out qualitative and quantitative impediments predominantly, in the direction of female education in Sindh province of Pakistan.

METHODOLOGY

This research study focused to examine male-female education trends in Sindh province therefore, secondary data was collected regarding male-female education status on various parameters including literacy rate, enrolment trends, numbers of education institutions etc. This research study is based on secondary data. Therefore, annual time-series data was collected from the website of State Bank of Pakistan, Federal Bureau of Statistics of Pakistan and Economic Surveys of Pakistan. In order to measure the significance progress in male-female literacy rate, Ordinary Least Squares (OLS) was applied. Statistical Package for Social Sciences (SPSS) and MS-Excel were used to analyze the data and to present the findings. The findings of this study would provide numerical facts about male-female education condition in Sindh which help to generate compatible initiatives to overcome the hurdles particularly, in the direction of female education and to improve the male-female education status in the country.

RESULTS AND FINDINGS

Access to education to all, indicates strong education system in a state. Table 1 shows the trends of Sindh population by gender and region that has ever attended school. Data highlights discrimination in provision of education in Sindh during mentioned years. However,

upward trends of Sindh population by sex and region that ever attended schools is encouraging. In urban areas majority of parents are literate therefore, ratio of school attendant in both genders is higher in urban areas. In addition, comparative analysis shows that in Sindh more than half of female population are more likely to kept out from schools and receive less education than male. According to Qasmi (2009), in Sindh province there are various real issues behind low and unequal female education status. Such as due to poor economic conditions, children in early age start working with their parents, to dedicate their share in household earning. On other side, girls frequently kept at home for domestic work. Besides that non-professional teacher's attitudes and their poor teaching skills cause dissatisfaction amongst students and these factors induce long-term absenteeism and finally dropout of male-female child from schools.

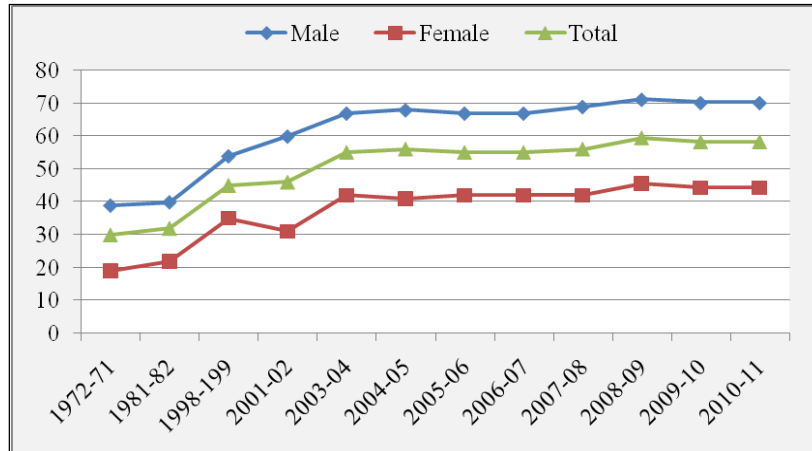
TABLE 1
SINDH POPULATION THAT HAS EVER ATTENDED SCHOOL (%)

Year	Rural population			Urban Population			Total population		
	M	F	Both	M	F	Both	M	F	Both
2008-09	55	19	38	79	64	72	68	43	56
2009-10	54	17	37	81	65	74	68	43	56
2010-11	59	22	41	82	66	74	70	44	58

Source: Economic Survey of Pakistan 2008-09 & 2012-13

Literacy is essential life skill enable every child, youth and adult to address their life challenges (United Nations Educational, Scientific and Cultural Organization, 2012). Literacy is a significant step in basic education. It is an indispensable mean for effective participation in socio-economic activities of society. Figure 1 provides the picture of literacy trends in Sindh by gender. It observed that gender discrimination in education is the major issue of this province however, improvement in male and female literacy ratio can be observed during mentioned years, that's a positive sign but because of less encouraging environment towards girl's education, keep them away from equal access to get education.

FIGURE 1
LITERACY RATE IN SINDH (%)



Source: Pakistan Economic Survey 2008-09, 2010-11, 2012-13 and Federal Bureau of Statistics of Pakistan (2011)

Table-2 presents empirical results of three simple linear regression models. Comparative analysis of positive values of B-coefficients indicative that expected improvement in female literacy rate (i.e. 2.273) by each passing year is low compare to expected improvement in male literacy rate (i.e. 2.815) however, difference is not very large. Significant values of F-statistics (i.e. 30.6 & 36.4 for model 1 and model 2 respectively) and significant values of t-statistics (i.e. 5.9 and 6.0 for male & female literacy rate respectively) indicates that the equation 1 and equation 2 both as a whole are statistically significant in explaining male and female literacy rate in Sindh, Pakistan. The values of R square (i.e. for model 1 and model 2) indicates that 75 percent and 78 percent of the variation in the male and female literacy rate (i.e. dependent variable) respectively, is explained by this model.

TABLE-2
REGRESSION RESULTS FOR LITERACY RATES IN SINDH
PROVINCE OF PAKISTAN N=12 YEARS (2000 TO 2012)

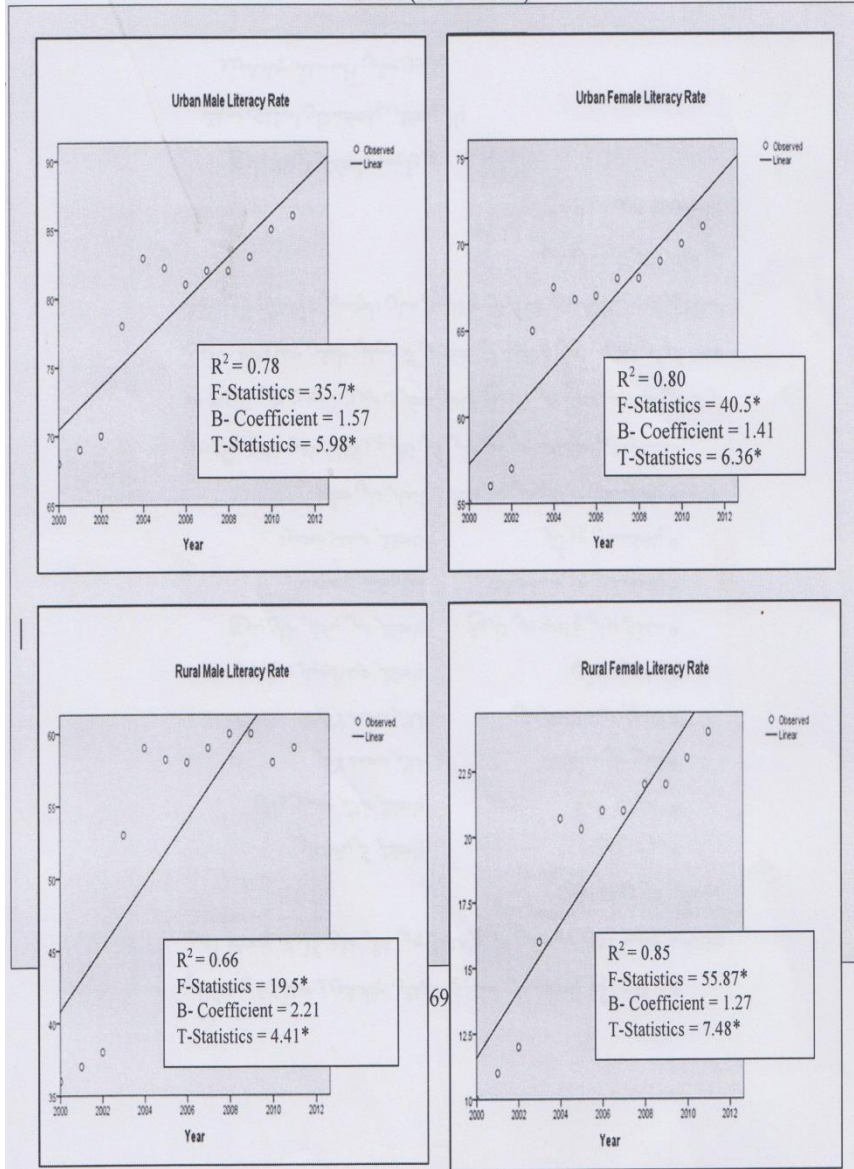
Models	Variables		Statistical Measures			
	Dependent (Y)	Independent (X)	R ²	F-Statistics	T-value	B-coefficient
Model 1	Male Literacy Rate	Years	0.75	30.6*	5.5*	2.815
Model 2	Female Literacy Rate	Years	0.78	36.4*	6.0*	2.273

Data Source: Pakistan Economic Survey 2008-09, 2010-11, 2012-13 and Federal Bureau of Statistics of Pakistan (2011)

* Sig: At 0.000 levels

Regional disparity is another important issue of Sindh province where rural child is more suffer than urban child in order to get education. In figure 2 positive values of R² (i.e. 0.78 for urban male, 0.80 for urban female, 0.66 for rural male & 0.85 rural female) confirmed that in Sindh province during mentioned years, literacy ratio in rural-urban regions has been improved among both genders. On other side, value of B-coefficient for rural female indicative that expected average improvement in rural female literacy rate is only 1.27 percent. In contrast, value of B-coefficient for rural male indicative that expected average improvement in rural male literacy rate is 2.21 percent. Comparative analysis of regression results (i.e. value of B-coefficient) confirmed that although female educational status has been improved but still remains low and need to improve among both genders. Significant values of F-Statistics highlight that all analysis is statistically significant in explaining relationship between dependent (i.e. urban male/urban female literacy rate/rural male/rural female literacy rate) with independent variables (i.e. years).

FIGURE-2
REGRESSION RESULTS FOR LITERACY RATES BY REGION
& BY GENDER IN SINDH PROVINCE OF PAKISTAN N=12
YEARS (2000 TO 2012)



Data Source: Pakistan Economic Survey 2008-09, 2010-11, 2012-13 and Federal Bureau of Statistics of Pakistan (2011)
Sig: At 0.00 levels

The statistical findings presented in table 3 shows narrow gender gap regarding male-female enrolment in Sindh at all education stages, even more female than male at degree level however, actual picture is not positive as observed. The particular girl's proportion drops out before completing their education at various education stages. Social Policy and Development Centre (SPDC) Annual Report (2002-03), stated that 40% girls were drop out from school in local villages in Sindh. According to this report girls education is not a priority for villagers. On average, the overall dropout rate in primary classes was 21% & this rate is 2% higher than previous year.

TABLE 3
MALE-FEMALE ENROLMENT TRENDS IN SINDH PROVINCE BY
LEVEL OF EDUCATION (%)

Level of Education	Enrolment	
	Male	Female
Pre- Primary	56	44
Primary	59	41
Middle	58	42
High	58	42
Higher Secondary	53	47
Degree Level	38	62
Total	58	42

Source: Pakistan Education Statistics 2008-09 & 2010-11
Figures in () Parentheses are percentages.

Due to tradition and religious beliefs there is very large number of population prefer to educate their daughters/sisters in female education institutions by female teachers (Begum *et.al.*, 2011). Therefore establishment of more and separate female education institutions could play positive role towards enhancing female enrolment at all education stages but presented facts and figures in table 4 shows that the provincial and federal government yet not gives appropriate importance and policy interventions for more meaningful female education turn out in Sindh province. Although rural areas occupy approximately 73 percent (i.e.7,068) of total female schools and colleges (Pakistan Education Statistical 2008-09) but insufficient

infrastructure couple with untrained and poor qualified female teachers are major factors for undermining the female education especially in rural areas in Sindh (Qasmi, 2009). According to Asim *et.al.*, (2012) particularly in rural Sindh, elders believed that there is no any utility in modern education on other side, in-availability of Quran recitation lesson in the school, large distance to schools plays negative role in male-female educational growth.

TABLE 4
MALE- FEMALE INSTITUTIONS BY LEVEL OF
EDUCATION IN SINDH (%)

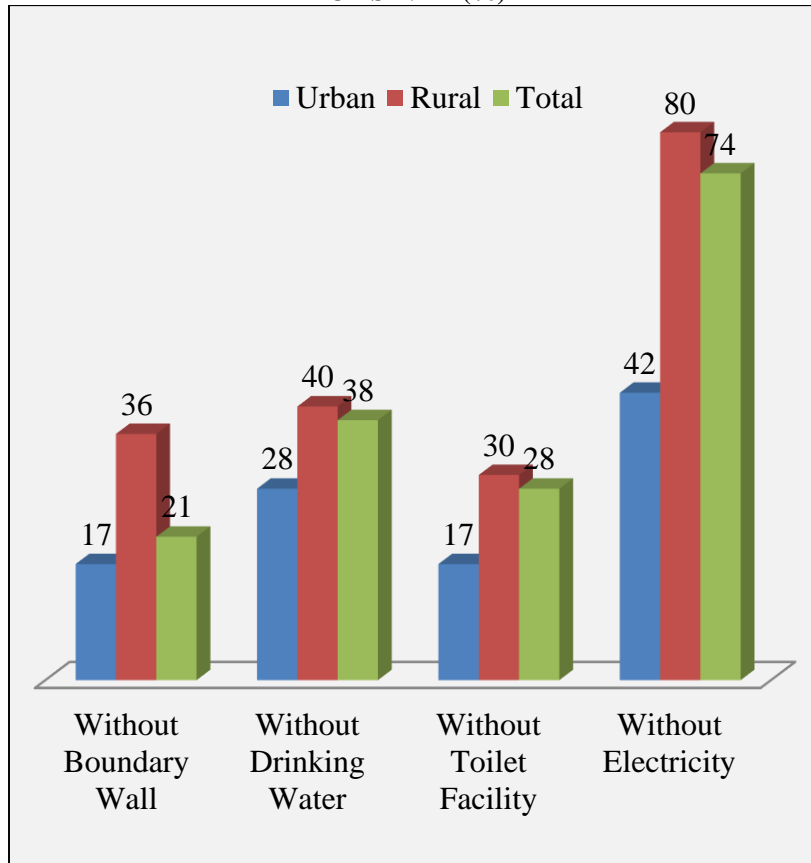
Level of Education	Educational Institutions	
	Male	Female
Pre- Primary	99.9	0.1
Mosque	98	2
Primary	84	16
Middle	71	29
High	84	16
Higher Secondary	85	15
Inter College	74	26
Degree College	61	39
Total	84	16

Source: Pakistan Education Statistics 2008-09 & 2010-11
Figures in () Parentheses are percentages

It is generally accepted that good quality of infrastructure led to the improvement in education. World Bank (2013) reported that females are sensitive by nature therefore, highly affected by poor learning environment. Sindh province occupy 26.4 percent (i.e. 59950) out of total educational institutions in Pakistan from pre-primary to degree collages while the majority of schools and colleges belongs to rural areas as 72.8 percent (i.e. 43,644) institutions (Pakistan Education Statistical 2008-09). However, at present time, school infrastructure not fulfill the needs of required physical facilities (i.e. lack of separate toilets, girls hostel facilities etc). According to Economic Survey of Pakistan (2009-10), in Sindh province there were 11669 public schools without building, 24470 without boundary wall, 26240 without drinking water, 22588 without

toilette facilities and 39616 without electricity whereas, large proportion of these schools with missing facilities, belongs to rural areas in Sindh (Economic Survey of Pakistan 2010-11). Missing physical facilities in public schools is an important factor that negatively contributes for education disparity in Pakistan among regions, gender and provinces (Begum *et.al.*, 2011). Figure 3 highlights differences in availability of physical facilities in schools in Sindh province and rural-urban region.

FIGURE-3
MISSING BASIC INFRASTRUCTURE FACILITIES IN PUBLIC
PRIMARY TO HIGHER SECONDARY EDUCATION INSTITUTIONS
OF SINDH (%)



Source: Pakistan Education Statistics (2011).

Country's rural population highly depends on public education sector but regional and provincial analysis shows that poor infrastructures of public schools are most prominent in rural area in Sindh. In term of existing poor learning environment, Sindh province stands at second among all provinces in Pakistan. Beside Government ignorance, in some pockets of rural Sindh, landlords and tribal leaders of conservative communities strictly prohibit education and discourage the development of education in their areas. This in turn result of lower enrolment and poor physical maintenance of public education schools in Sindh (Khan, 2010).

CONCLUSIONS AND RECOMMENDATIONS

Education has gigantic benefits in economic and non-economic fields of life and well educated human resource can play efficient role in economic and non-economic development of the nations. In Sindh male and female population share is equal and they can play productive role in socio-economic development of the province over and above in the country. Government of Pakistan and Government of Sindh took many initiatives to ensure accessibility of education to everyone. Consequently, empirical results show that male-female literacy rate was significantly increased in Sindh. However, due to socio-cultural barriers and poverty overall education scenario in Sindh province is not satisfactory particularly, in rural areas and under develops parts of province. Moreover, female is more deprive to get education compare to male again, this trend is more prominent in rural areas, poor families & less developed regions. To remove the regional and gender disparities, it is suggested that Government of Pakistan and Government of Sindh should have to uplift their education policies, plans and schemes. On other side, special initiatives should be taken by both public and private sectors to upgrade the status of education with special focus on rural females. To improve the quality of education and to motivate male-females towards education there is need to improve physical learning environment in all education institution.

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