# SOCIO-CULTURAL DETERMINANTS OF WOMEN EDUCATION: A CASE STUDY FROM DISTRICT FAISALABAD, PUNJAB, PAKISTAN

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## ABSTRACT

*Multi stage sampling technique was used to evaluate these major determinants. Five Tehsils of district Fasialabad viz. Tehsil Faisalabad, Chak Jhumra, Summandri, Jaranwala and Tandianwala were selected. At initial stage tehsil Faisalabad was stipulated purposively. At second stage Faisalabad tehsil was classified into three components low class areas, middle class areas and high class areas. Two area of each class was selected with simple random sampling technique at third stage. The total sample was comprised on 120 respondents and 40 respondents from each class were picked randomly. An inclusive questionnaire was developed keeping in view the research objectives and data was assembled with personal interview. A statistical package for social sciences (SPSS) was mainly used to analyze the data. The final results of research shows that increase in poverty, surge in family income, and removal of societal barriers eminently influenced the women education. Government should have to pay cogitation to condense the poverty and acts to initiate new industries to increase the family source of income in order to revamp the women education in Pakistan.*

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## INTRODUCTION

Different function, right and allegiance that together male and female keep alive in society are major elements of life and extent of their inequality as well as poverty level. Developing and under developing countries have the similar phenomenon of incongruity in access to wealth between men and women. Prejudice condition between men and women to distinguish their complete civil right is refers to gender disparity (Chaudhry and Rahman, 2009).

Pakistani women condition is in some way different developed countries of world. In society of Pakistan male and female are preliminary isolated into two different worlds. The men have the prolific role in community therefore most of resources, wealth and supplies are allocated in favor of male. As compared to female, men can easily avail the superior education and other required skill in a community. Female merely provided those skills that are mainly related to be a good mother and wife. In order to change the structure of their miserable lives prospects are limited for women in decision making. So, there is an authoritative gender disparity in the learning system among the provinces as well as between the rural and urban communities of Pakistan (Asian Development Bank, 2002).

Education is an indispensable indicator for the development of human resource and economic growth. In this era it has become very imperative part of future and eventually women empowerment in the country. Surge in women education can accredit them to earn higher salaries and profit. In this way, women education can play an imperative part in uplifting of current status of their families in community (Chaudhry and Rahman, 2009). The superior education of women can revamp the human being growth results as the survival of child, physical condition as well as education (Schultz 2002, World Bank 2007). Terrible effect on development of economy has seen due to lower education of women that decreases on an average income level of a family unit

(Klasen, 2002). Women education in the developing nations lessen fertility rate, mortality rates of newborns and amplification of education of offspring (Knowles *et al.*, 2002).

Empowerment of women can diminish the poverty especially in rural localities poverty may be lessening by improving and accelerating women education. Women who have proper and better education will have more health and fitness awareness and vice versa. Socio economic, political and employment prospects will be lesser if female education level is the society is less. Due to low education, participation of women in socio-economic, political activities was also very low. Women education should be specified as a key priority element to eradicate the poverty from the any country (Siddique, 1998). The primary education should be minimum prerequisite in the nation so to change the standard of living (Arif *et al*., 1999).

The impacts of schooling to reduce the poverty alleviation perform by the productiveness of employees or worker and effectiveness manipulates in the shape of wages or salaries in the labor organizations or market both public and private operating in the country. Living standard of family unit changes in many ways as knowledge and information about their better health and safety issues, appropriate guidance and information regarding food has best affect on morbidity and mortality rates. . It increases the potential of a human being to better and fine use of the health services given by the state management.

Education of women may also establish to contain the better effects on education in community as well as health of offspring. It has also considerable influence on contraceptive method as well as fertility rate (Bledsoe and Casterline, 1999; Mazumdar, 1989). Ultimately, the education is a portentous need and key element for sustainable development and economic growth of a nation by decorous the standard of living of the native. Keeping in view the background this research is planned to evaluate the impacts of

major variables affecting women education in rural areas and also examination of various obstacle faced by the women in the community with respect to achievement of their schooling.

## AN OVERVIEW OF LITERATURE

Raja (2000) analyzed that first milestone in way f development process is education. Without investing in education countries cannot be developed. Education is a multidimensional process, on one side it reduces the poverty by increasing efficiency and on the other side it accelerates the economic growth. Economic growth and poverty has strong positive linkages to each other. It plays a very important role capacity building of human capabilities and accredits economic growth through knowledge and skills. Investment of the investor are also high in those country where copious stock of human resource.

Castello and Domenech (2002) investigated the inauspicious impact on economic growth of the country due to inequality in human capital. The results of research showed that changing in indicator of human capital inequality was greater from every corner to corner the countries than within any components of the countries. The findings of the study suggested that disparity in education was due to low rate of investment and lesser amount of income by per person in the country. Rate of income and human capital of person were taken as key indicators for measuring economic development of an economy.

Meenakshi and Ray (2002) analyzed that women headed family unit have a prime uncertainty of being vulnerable to poverty in subsistence of child to adult ratio and mass of economies. Size of economies intended that economies of scale a family could acquired when size of the family was moderately bulky. They employed the data by using expenses and employment Indian surveys that showed sensitivity for the rate of poverty between women headed family units regarding to size of family that vary across different area and states of India.

They also narrated that poverty gap could be widened in absence of quality education which has become the source of child labor. The public policies are required to break the poverty gap by focusing on the quality education which, in turn, leads to economic growth. High literacy rate was not the guarantee of peace, justice and prosperity in a society.

Fabre and Augersaud-Veron (2004) estimated the impacts of educational policies and poverty alleviation on female's education, growth and school enrolment. They have estimated that tradeoff education and human capital accretion. Poor women are not able to get better education because family head are not able to send their women to private institution. Although, public education structure creates and widens poverty gap, as this system presents low of quality education which worsen the growth of economy. They also narrated that lacking of quality education could also widen the poverty gap which has become reason of child labor. Breakdown of poverty required better public policies focusing on quality of education which will accelerate the economic growth. High literacy rate was not the assurance of peace, justice and opulence in a society.

Afzal *et al*. (2005) argued that nations could not successful without investing in education and schooling. Better schooling was multidimensional progression as it reduces the poverty alleviation as well as speed up the economic growth by increasing efficiency. Education and poverty has strong positive relationship and ultimately with economic development. Time series data of education level, poverty, physical capital and economic growth for the time period of 1971-2010 were taken for this research. Johansen Error-Correction mechanism was used to evaluate the long run and short run affect of capital on economic growth that showed significant and positive relationship. Education which was significantly influenced positively on economic growth in long run whereas poverty and economic growth was also significant but negatively associated to each other. Ganger Causality Test analysis

proved that there was bi-directional causality between level of education and poverty. Policies should be directed to enhance the process better education, alleviation of poverty and economic growth in Pakistan. Chaudhry (2007) evaluated the gender inequality in education on economic growth of Pakistan. Time series secondary data was collected of different issues. Regression line estimated a set of regression that indicating a moderate explanatory power. Overall literacy rate, female to male literacy ratio and enrolment ratio all these variables have positive and significant impact on economic growth.

Chaudhry and Rahman (2009) described the impact of gender disparity in education on poverty in rural area of country by using logistic form of regression analysis. Results indicated that male to female ratio and family size was positive and significant with possibility of poverty on primary data sets. Rural poverty and gender disparity in education have the negative relationship which highly narrated that education can alleviate the poverty with more opportunities of education in developing nation of world.

Awan *et al.* (2011) described that main obstacle in achieving the high economic development and growth in country is poverty. Eradication and mitigation of poverty was considered with main weapon of education. Therefore it was crucial to elaborate the impact of different level of education upon poverty in Pakistan. Study concluded the key factor for poverty in country that was the impacts of various education level and experience. The data were taken from Economic Survey that dealt with household from the year 1998-2002. A logistic regression model was mainly used to estimate the probability of a person being poor as dependent variable and gender of person, experience and various levels of education were as independent variables. In above described years experience and attainment in education was negatively associated with frequency of poverty. Furthermore, male persons gave an advantage in maintaining a state that might be above from the line of poverty.

Khalil (2013) analyzed that in education system gender gap was increasing by leaps and bounds because data showed that that the literacy rate of females in Pakistan is 39.6 percent and that of males 67.9 percent. Rural women give maximum significance in learning skills of home management which led them to susceptible condition. In Pakistan predicament of women can be especially shocking because women have to face huge social pressure as they are just believed to be a source of continuity of human beings but we can realized with deep analysis that women who is more educated will not only educate their children towards positive thinking but also play a positive role in economy. As gender gap lessens country will be on the track of progress. We as a nation should deem in the power of equality by keep away from prejudice against women. The fight is not to conclude the 'first among equals', but to enjoy a rostrum that is encouraging to collaborative effort and a equilibrium that is willed by nature.

## METHODOLODY AND DATA

The current research was conducted in tehsil Faisalabad because it is populated tehsil and 3rd largest city of Pakistan. This is significant research which needs attention of organizational researchers (NGOs). For this, multistage sampling method was mainly used. There are total five tehsils of Faisalabad district i.e. Faisalabad tehsil, Jaranwala, Tandlianwala, Summandri, Chak Jhumra. At initial stage tehsil Faisalabad was stipulated purposively. At second stage Faisalabad tehsil was classified into three components low class areas, middle class areas and high class areas. Two area of each class was selected with simple random sampling technique at third stage. The total sample was comprised on 120 respondents and 40 respondents from each class were picked randomly. An inclusive questionnaire was developed keeping in view the research objectives and data was assembled with personal interview. A statistical package for social sciences (SPSS) was mainly used to analyze the data.

**Regression Analysis (Effect of major variables influencing women education)**

The relationship between dependent and independent variable is given as;

$$WE = f(Z_i,) \quad (1)$$

Where; WE= Effect on education of women

$Z_i$ = Vector of qualitative variables i = 5

In more specific form, eq. can be written as;

$$WE_i = \lambda o\, Z_i^{\lambda i}\, e^{\mu} \quad (2)$$

The eq. can be further explained as;

$$WE = \lambda o\, Z_1^{\lambda 1}\, Z_2^{\lambda 2}\, Z_3^{\lambda 3}\, Z_4^{\lambda 4}\, Z_5^{\lambda 5}\, e^{\mu} \quad (3)$$

By taking natural log on both sides, eq. can be written as;

$$\ln WE = \lambda o + \lambda_1 \ln Z_1 + \lambda_2 \ln Z_2 + \lambda_3 \ln Z_3 + \lambda_4 \ln Z_4 + \lambda_5 \ln Z_5 + \mu \quad (4)$$

Where;

WE is the dependent variable used to check the effect of various factors viz. increase in poverty, decrease in gender inequality, rise in family income, removal of societal barriers and improvement in education of father on women education. Categorical data of given independent variables were collected by using 5 point likert scale (Very high=5, high=4, medium=3, low=2, and very low=1)

Zs are the independent variables in which,
$Z_1$ = Increase in poverty
$Z_2$ = Decrease in gender inequality
$Z_3$ = Rise in family income
$Z_4$ = Removal of societal barriers
$Z_5$ = Improvement in education of father
$\lambda o$ is the intercept, $\lambda$s are the elasticities, $\mu$ is the random error
ln = Natural log

## EMPERICAL FINDINGS

The relationship between dependent variable (women education) and independent variables (increase in poverty, decrease in gender inequality, rise in family income, removal of societal barriers, improvement in education of father) was calculated by using the double log form of regression model, because scattered plot between dependent and independent variables suggested a relationship.

Collinearity (or multicollinearity) is the undesirable condition where the correlations between the independent variables are strong. Tolerance is a statistic used to conclude how much the independent variables are linearly related to one another (multicollinear).

**Table 1: Collinearity Statistics of Variables**

| Collinearity Statistics | | |
|---|---|---|
| **Variables** | **Tolerance** | **Variance Inflation factor (VIF)** |
| Increase in poverty | .939 | 1.065 |
| Decrease in gender inequality | .958 | 1.044 |
| Rise in family income | .886 | 1.128 |
| Removal of societal barriers | .895 | 1.117 |
| Improvement in education of father | .959 | 1.043 |

Source: Author's own estimations

VIF or the Variance Inflation Factor is the reciprocal of the tolerance. As the VIF increases, so does the variance of the regression coefficient, making it an unstable estimate. Large VIF values are indicator of multicollinearity. If the value of VIF is greater than 10 then there exists problem of multicollinearity. In the analysis, all values of VIF are less than 10 which showed no multicollinearity existed in the data set.

$R^2$ is coefficient of determination which provides the information about proportion of variation in dependent variable, explained by the independent variables collectively. $R^2$ lies between 0 and 1, vaalue of $R^2$ closer to 1, the better is model fit (Gujrati, 2003). The value of $R^2$ in

the analysis was 0.58 which stated that all independent variables jointly explained 58% change in dependent variable i.e. effect of women education. This value also explained that rest of 38 % change in dependent variable was caused by some other variables, effect of which could not be explained by given model.

Adjusted $R^2$ means adjusted for degree of freedom. It is used for cross sectional data. The value of adjusted $R^2$ in the analysis was 0.53 which is significant. The value of adjusted $R^2$ means that all independent variables explained 53 % variation in the dependent variable, keeping all other factors constant. F-ratio implies that all independent variables are significant or non-significant factors for causing variation in the dependent variable. The F-value in the analysis 12.25 ($p<0.05$) which was highly significant explained the overall appropriateness of model. Considering the results it may be concluded that women education might be 7.25 times in absence of an effect from independent variables. Poverty is considered to be an important variable as it reduces the ability of women to get more and more education.

The coefficient of poverty 28.362 ($p<0.05$) showed negative sign and was significant. The coefficient of variable explained that for every one percent decrease in poverty there might be an increase of 28.362 percent in the education of women education, keeping all other factors constant. Gender inequality is still the main issue in backward areas of all provinces of Pakistan. If it will more and more than it has adverse effects on the women education and vice versa. The coefficient of decrease in gender inequality 3.539 ($p>0.05$) showed positive sign but was insignificant. The coefficient of variable explained that for every one percent improvement in category of gender inequality (decrease in gender inequality), there might 3.539 percent improvement in women education, keeping all other factors constant.

**Table 2: Regression Results (Factors affecting Women Education)**

| Variables | Coefficient | Standard Error | T-Value | Significance (P-value) |
|---|---|---|---|---|
| (Constant) | 7.25 | 0.61 | 65.20 | .096 |
| Increase in poverty | -28.362 | 9.159 | -3.097 | .003* |
| Decrease in gender inequality | 3.539 | 3.425 | 1.033 | .306 NS |
| Rise in family income | 1.622 | .477 | 3.400 | .001* |
| Removal of societal barriers | 26.919 | 5.798 | 4.643 | .000* |
| Improvement in education of father | 23.616 | 24.953 | .946 | .348 NS |
| **$R^2$** | 0.58 | | | |
| **Adjusted $R^2$** | 0.53 | | | |
| **F- Value** | 12.25 | | | |

Source: Author's own estimations

* = Significant at 95% level of confidence
**= Significant at 90% level of confidence
NS = Non Significant

The increase in income may positively affect the education of women in the society. Higher the family income, higher will be the education of women and vice versa. The coefficient of increase in income 1.622 ($p<0.05$) showed positive sign and was significant. The coefficient of variable explained that for every one percent improvement in category of family income, there might 1.622 percent improvement in women education, keeping all other factors constant. If societal barriers will be removed then the education of women will be increased more and more in the country. Malala Yousaf Zai is good example in this context; she said that education should be for all in her recent address at United Nations Proceedings. So, various societal

barriers should be removed by revisiting government policies and laws in order to promote women education in the community. The coefficient of decrease in societal barriers in the society 26.91 ($p<0.05$) showed positive sign and was highly significant. The coefficient of variable explained that for every one percent improvement in category of societal barriers (decrease in societal barriers), there might 26.91 percent improvement in women education, keeping all other factors constant. The coefficient of improvement in father education 23.61 ($p>0.05$) showed positive sign but was insignificant. The coefficient of variable explained that for every one percent improvement in category of father education, there might 23.61 percent improvement in women education, keeping all other factors constant.

## CONCLUDING REMARKS

This study estimated impact of major attributes (increase in poverty, decrease in gender inequality, rise in family income, removal of societal barriers and improvement in education of father etc.) on the women education in Punjab, Pakistan. The findings of this study confirmed that women education was highly influenced by increase in poverty, rise in family income, and removal of societal barriers. So in order to improve women education in Pakistan Government should pay special attention for poverty reduction and acts like establishing new industries as employment rate may increase and people don't get into the negligence of their females education. In addition, all the channels printed as well as electronic media should be effective to used for creating awareness about the benefits of female education from the socio-economic, health and family building point of view. This strategy will be proved successful to change the people particularly mother's rigid and irrational attitude regarding their daughters education and employment.

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