

Barriers to Women's Educational Empowerment in Pakistan: A Descriptive Content Analysis using an Intensive Literature Review

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Abstract

Education tremendously impacts a woman's capacity to build relationships with others. Pakistan has one of the lowest schooling rates in South Asia, which limits its human resources and makes reforming the country more difficult. Patriarchal ideas heavily influence the societal structure in Pakistan. Education for young men is favored over education for young women. The Human Development Report lists Pakistan as having "low human advancement" The country's growth and prosperity depend on its educational system. So, this study aimed to analyze barriers to women's educational empowerment in Pakistan. Subsequently, a descriptive content analysis was conducted through an intensive research review. Research shows that mentoring young women often yields more substantial income and benefit gains. A woman's ability to find well-paying work and support a healthy family can be significantly increased through education. Education is also greatly impacted by a girl or woman's capacity to stand up for other rights and grow in society. Pakistan's recent political unrest has affected education. This has a significant impact on education, especially for women.

Keywords: Women Education, Pakistan, Socio-cultural, Descriptive Literature Review

Introduction

Throughout history, education has been one of the most significant factors contributing to human culture's growth. In addition to being an all-encompassing strategy for development and transformation, it also has the potential to serve as the jumping-off point for new knowledge, information, and awareness. Education has a strong bearing on a woman's ability to acquire the significant social benefit of high self-esteem and on her ability to build relationships with other people based on the commonalities of their interests in a mutually beneficial way to both parties. It is necessary to make sure that the ideas and concerns of women are heard and addressed in debates about society as a whole to ensure that women have the opportunity to work in various professions. Education is the method through which one can raise their knowledge and competence, both of which are necessary for expanding a country's economy. People's worth is increased, their productivity is increased, and a skilled workforce capable of guiding the economy toward continuous growth and success is created. The types of educational possibilities made accessible to a nation's education system substantially impact the economic development and prosperity the nation experiences. There is a good chance that moving forward in this manner is one of the most productive ways to go. In this essay, I will examine why girls need to have an education and the circumstances in Pakistan that either aid or come in the way of girls having an education. In addition, the study discusses the obstacles that stand in the form of women's education and concludes with some helpful advice (Bradley & Saigol, 2012).

Since the country's inception, Pakistan has been beset by political and financial problems, both of which have contributed to the country's worsening economic situation and growing social disparities. Pakistan has been a nation that political and financial issues have beset since the country's inception. In addition, the government has one of the lowest education rates in South Asia, which restricts the country's access to human resources and makes it more challenging to implement and re-implement (Khurshid, 2017).

The structure of society in Pakistan may be traced back to the values connected with the patriarchal system. It is common practice to consider a woman's spiritual and physical home. It is because it is the setting where she can best fulfill the financially lucrative responsibilities of wife and mother. Even as he is engaged in the lucrative employment that enables him to care for his family, a man governs the world outside the home. Both males and females have

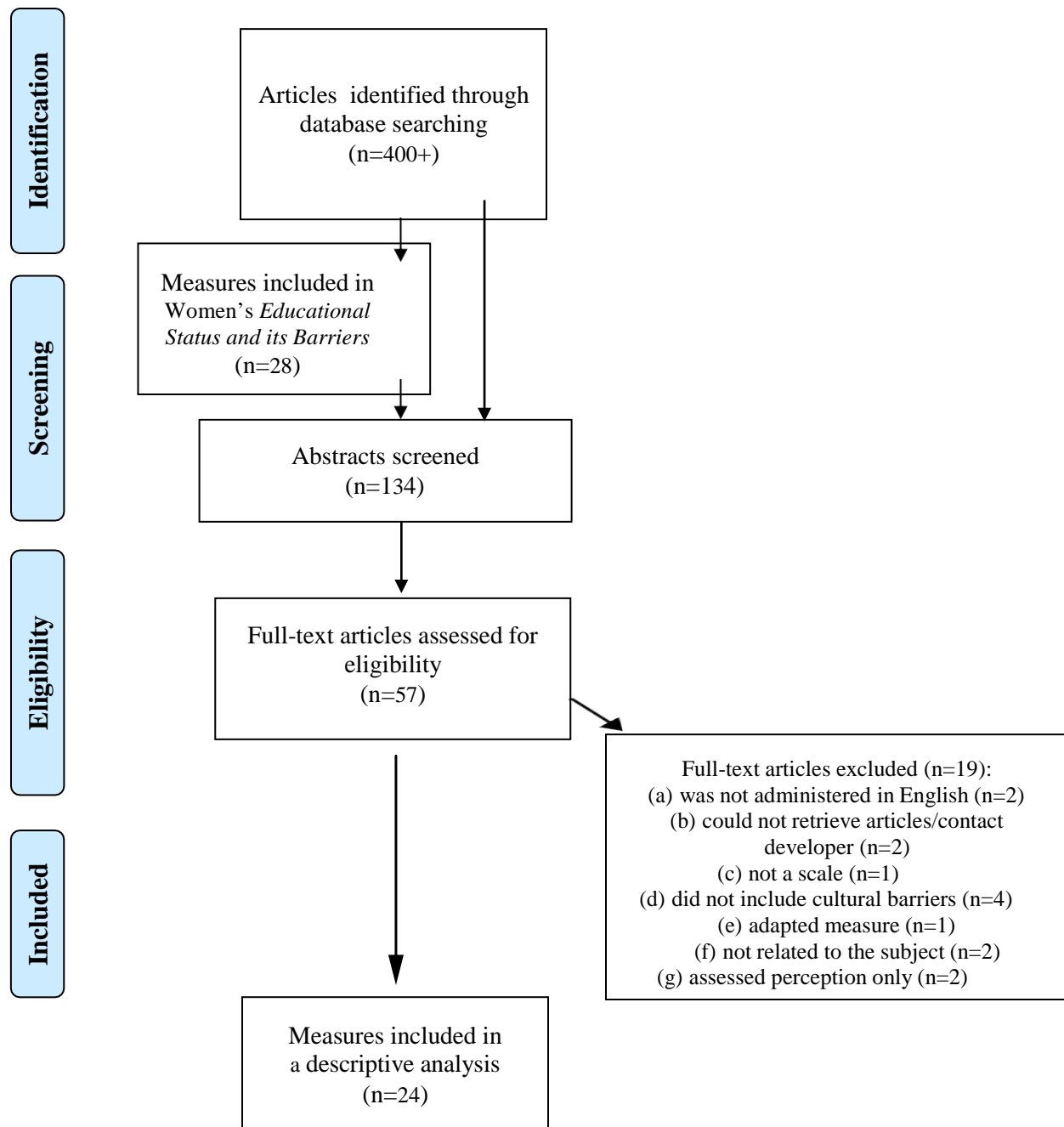
been meticulously segregated onto their respective planets since the beginning of this process. Because it is customary for sons to earn their place as family members, the family sets aside money to provide for the sons' needs. Concerning the public education system, it is commonly believed that young men need educational credentials to compete for available resources. As a direct consequence of this, more emphasis is placed on the education of young men than on that of young women (Ahmad et al., 2014).

On the other hand, for young women to have successful careers as mothers and wives, they must maintain their local knowledge and experience. Because of this, young women are given less priority regarding their education. Young girls and women have few opportunities to change the patriarchal aspects of their life since most people do not realize the different roles that men and women are supposed to play in society. Consequently, patriarchal facets of their lives remain unchanged. The culture in which we currently live makes it challenging for young girls and women to obtain an education, which, in turn, impedes their capacity to improve their skills. One of the most significant issues connected to sexual orientation correspondence in Pakistan is the persistent devaluation of the significance of women's education. It is one of the most troubling difficulties in the country. The Human Development Report describes Pakistan as having "low human advancement," which is one of the country's defining characteristics (HDR). It is estimated that less than 30 percent of Pakistani women are literate, which places the country's overall human development ranking at 145th in the world (Ali et al., 2010).

Methodology

The various issues in the education sector are sensitive social issues because women make up most of the family, and the education system is essential to the growth and prosperity of the country. Due to the nature of the investigation, the researchers decided to conduct a descriptive analysis through an intensive literature review by reviewing relevant literature, which can be used to identify and classify the components or characteristics of a subject. After scrutiny of the available literature to the researchers, 24 studies were finalized for descriptive analysis. The literature search was carried out using the PRISMA model, and a flowchart of the search procedure including and excluding criteria, is given below.

PRISMA flowchart of search through the different phases of a literature review



Results

Education for Young Girls

The great bulk of the organizations that make up society is centered on women. Whether or not they work outside the home, mothers significantly impact their offspring's lives in ways that cannot be overstated. Putting money into the education of a country's female population is the single most significant thing that can be done for the future of that country. When you educate a girl, you educate several others (Khokhar, 2018).

The value of education has been underlined in various international agreements, including the Universal Declaration of Human Rights and the Program of Action established at the International Conference on Population and Development in 1994, amongst other international papers. It was recognized at the Fourth World Conference on Women, which took place in Beijing in 1995, which women's abilities are essential to their ability to participate in public decision-making and ensure their families' financial well-being. The conference was held in recognition of the fact that women's abilities are essential to their ability to participate in public decision-making. In addition, the United Nations came up with the Millennium Development Goals (MDGs), which support better education, gender equality, and women's empowerment. These goals were written down in a document called the Millennium Declaration. These objectives can be located in this location. The Millennium Development Goals focus on education's role in developing democratic social structures and laying the groundwork for sustained economic development. These goals are designed to help eradicate extreme poverty worldwide by 2015 (Maqbool, 2021).

Because it increases people's productivity levels on the job, education directly influences the rate at which national wages increase over time. A recent study that looked at 19 countries still in the process of growing revealed that the long-term economic growth of a nation rises by 3.7% for every degree of education that the adult population, on average, achieves. Egypt, Jordan, and Tunisia are some countries that fall into this category. Because of this, education is a powerful tool that may be utilized to cut down on the number of people who want assistance. Women who have completed their education have a much better chance of making a significant financial contribution to their families. In general, increased education levels

lead to increased profitability and revenue for individuals and nations. According to the findings of several studies, mentoring young women can frequently lead to far more significant improvements in income and benefits than mentoring young men. The provision of direction and assistance to younger women may affect the economic expansion that is on par with or even more substantial than other factors. It is anticipated that nations with high percentages of low education and significant gender differences in educational success will place less of a focus on participating in open global marketplaces. It is done to ensure a ready supply of low-cost labor that has received training for the benefit of international companies (Bushra &Wajiha, 2015).

As a consequence of how the world is developing, women who do not have a high level of education or many skills confront significant challenges. Women now have access to a wider variety of career prospects, thanks to the introduction of globalization and the rise of small and medium-sized businesses. However, to make opportunities, they will need to obtain the education and training necessary for the position (Ali et al., 2015).

According to a growing body of research, working in the field of education appears to be advantageous for women in terms of maintaining their strength for their families, particularly their children. This may include the children they raise and the community as a whole. It is conceivable, for instance, that this will result in management that is superior in quality and more efficient in its operation. It has been proven in research carried out in a range of nations that a child's academic performance is influenced by the mother's degree of education and that of the father. However, the findings of this study imply that children whose moms have completed their education are more likely to stay in school for longer periods and to put in more effort extended when it comes to their academic pursuits (Ihtisham Uddin, Ahmad Raza Khan, Fauzia Ghani, 2021).

In addition to agreeing with other people's points, my own life experiences and observations have led me to conclude that educating women positively impacts many aspects of society, including children's education. It is a conclusion that we came to independently of agreeing with other people's points. Women in Pakistan, especially in Gilgit-Baltistan, have gotten some formation to show a greater interest in their children's academic pursuits than women who have not acquired l education. It is especially the case in the province of Gilgit-Baltistan.

For example, they take an interest in what their children learn at home and help them with homework and other activities (Ejaz et al., 2015).

Additionally, they show concern for what their children learn outside the home. In addition to this, they encourage their children to participate in activities that are not related to the household. In addition, particularly during the colder months, they ensure that the clothes their children wear are clean and that the classrooms they teach have correctly put-together items such as cushioning for the children to use. It is essential an essential addition to this; we met many while working with educators at a school in Pakistan that received funding from the state. A child who did not want to attend school continually wept and did not participate in any of the activities that were taking place because they did not want to go to school. This pattern of action continued for some time. We were let in. We were secret that the instructor was concerned about him, and she told me about it. We had the 12th grade and agreed to meet with her and make arrangements. The following statement that she said to us in 2013 during the "discourse on a walk" was accurate: "In the morning when the educational time comes, he begins crying and declines to go to class, and we (the folks) agonize over the tyke as well." "Discourse on Walk," released in 2013, can be found here. Together with the help of the principal, the instructor and I walked up to the mother and inquired about it. We asked about her accompanying her child to school while he was undergoing the behavioral modification process. Her approval sanctioned the undertaking. She consented, and in addition to that, she frequently accompanied the child to class and occasionally offered support to the teacher in the classroom. Over throughout time, the child advances in various domains. He had become one of the top students in his class by the time the academic year ended. Everything was different directly from his mother's attention and assistance in the problem, which led to the investigation. It has been demonstrated time and again how vital educated mothers are to the overall education of their children's scholastic pursuits. Educated girls or women can advocate for other rights and advance in society is a significant issue impacting their educational opportunities. An education can make a substantial difference in a woman's capacity to find a profession that pays well, raises her children in excellent health, and halts spreading diseases like HIV and AIDS. These are all areas where an educated woman can make a difference (Mustafa et al., 2016).

Barriers to Female Students' Dedication to Education

If the government of Pakistan is serious about advancing the educational opportunities available to women, one of the most significant steps it can take is to guarantee that women will have an education in the policies that affect their lives. Nevertheless, one must inquire, "Are women qualified to work at the policy level?" Are they capable of fulfilling the responsibilities associated with high-level positions? Now is the moment for the government to start considering ways in which they can better assist women who are looking for work. If there were more women in those positions, they would be able to help other women in gaining a better education and address concerns that are special to women (Butt, Abbas, Ashiq, & Sarfaraz, 2021).

Additionally, they would be able to fight gender inequality. Educational environments provide a high level of safety and security for their kids and maintain that level. The educational system in Pakistan, particularly its higher education institutions, has been negatively impacted as a direct result of the country's long history of political upheaval over the previous few decades. It significantly affects education, particularly for pupils who identify as female. Suppose the federal government and other international organizations are serious about increasing educational opportunities open to women. In that case, classroom learning needs to be in a safe environment. Because there is still a significant security issue in many parts of Pakistan, the vast majority of parents do not want to send their daughters to schools in areas where they believe it would put their daughters in danger. It is because many parts of Pakistan are not as safe as others. Most parents in this country operate under the presumption that their children will be safe while enrolled in school (Hina & Ajmal, 2016).

On the other hand, the particulars of the circumstance will determine whether or not it is required to further take into account the cultural expectations of personal space. These include fences that encircle schools for females, female teachers, and several other things. Most of the time, boys' and girls' schools are housed in two entirely different buildings. It is crucial to have support from one's community and parents because an individual's chances of accomplishing their goals are reduced if their parents do not support them. They do not possess the necessary amount of drive and determination. More often than not, the extent to which a girl's parents can provide her with transportation is one of the most critical factors in rural areas of Pakistan in determining whether or not she will attend school. How can anyone

expect someone's daughters to learn and progress if their parents do not provide their authorization for their daughters to attend education in the first place? The teaching profession benefits from the support of the local community, as well as that of both parents and other educators. Girls raised in societies close to the ideas and influences of other parts of the world cannot venture out on their own in search of an education. Girls' schools typically employ educated and experienced women in teaching roles. It has been widely acknowledged since the middle of the 20th century, specifically at the Education for All (EFA) Conference in Jomtien (Masemann, 2017), that continuing education for educators is an essential strategy for improving the capabilities of instructors as well as the academic accomplishments of their students. In addition, the Dakar Framework of Action, established in 2000, emphasizes how educators implement the knowledge they acquire through ongoing education. According to the Global Monitoring Report from 2005, industrialized countries and developing nations tend to lessen their criteria for preparing teachers. Even though women have the same rights as men to work in education as teachers, teacher educators, and community organizers, many men do not want their wives exposed to new information that could change their perceptions of a woman's duty. Many men believe that women should stay home and care for their children. Even though women do have those rights, this situation persists nonetheless. Quite a few studies have shown that most female respondents hold this perspective. A few significant barriers must be overcome before Pakistani girls can receive an education (Bhattacharya, 2014).

Suggestions

If implemented, the following suggestions could make it possible for females in Pakistan to receive an education of a higher standard:

It should be made simpler for young women to go to school by collaborating with the office of the Prime Minister, the Education Ministries of the Interior, and their overseas partners. It should be done to make it possible for more young women. To accomplish this goal, authority and political will are required at the highest possible levels, and responsibility at the regular and local levels.

The Ministry of Education thinks that females and female-identifying individuals should have equal access to education at the elementary level and all other groups.

It should, among other things, guarantee equal access to new schools for girls of all educational levels and at all levels of education. It is of the utmost significance in settings such as Madrasas and home-based schools on the account because dents and male students get distinct types of education from one another. In addition, the organization needs to prmust ensuring that men and women are afforded equal opportunities to obtain recognized education certifications.

Particularly in the country's more remote areas, the Ministry of Education needs to increase the number of cuts to boost the number of female teachers. For instance, it ought to consider the option of more flexible programs to accommodate female educators, even if they got their education in another nation. In addition, it should consider the prospect of attracting more female educators to the field. In addition, making it possible for women to participate in programs that would train them to become teachers by ensuring that institutions that provide teacher training also provide safe housing options for their students could make it easier for women to enroll in such programs.

The government works with local organizations musing eliminate obstacles in the community that discourage children and females from attending school. It is especially true when it comes to the attendance of female students. For instance, the service should look into whether or not schools are simple to get to, risk-free, safe, and respectful of the social norms of the neighborhood; whether or not classes are safe; whether or not there is access to transportation; and whether or not someone in the community tries to dissuade young women from attending school.

It is the duty of the government at the local level to educate the populace on the significance of a girl receiving an education and to encourage families to sign up their young daughters for classes.

Regarding the number of women employed at the federal, state, and local levels, the Ministry of Education has a significant amount of additional work that needs to be done. This work can be broken down into three categories:

Since it protects the right of girls and women to receive an education that is beneficial to them, the Convention to Eliminate All Forms of Discrimination in Education (CIDADE) should have the backing of the government Simon

We are in a position to declare that the methodology adopted in the education of Pakistani males is now superior to that taken in the education of Pakistani females. On the present presenter's hand, many international organizations are investing a significant amount of money in improving the quality of education provided to women in this nation. From my perspective, the way this system operates is comparable to how our educational system works. Even though we will need money and labor to get there, we are very optimistic about the future.

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