
Socio-Cultural and Economic Impediments of Inequality in Provision of Educational Right to Female: A Case of Southern Punjab (Pakistan)

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Accepted: December 17, 2011 Published: February 03, 2012

Doi: [10.5296/ijhrs.v2i1.1210](https://doi.org/10.5296/ijhrs.v2i1.1210)

URL: <http://dx.doi.org/10.5296/ijhrs.v2i1.1210>

Abstract

Inequality in provision of educational right to girls is the leading rationale of their exclusion from the mainstream. If the marginalized sections of the society such as minorities, disabled and girls are given education as their indispensable human right then this will escorts towards their social inclusion in education sector. Enrollment ratios of girls lag far behind than boys at all levels of education in Pakistan. Worldwide literacy rates for adult men far exceed from women. Education enhances labor market productivity and income growth, yet educated women have beneficial effects on social well-being of the family. The social benefits from women's education ranges from fostering economic growth to extending the average life expectancy among female population. Despite these facts the issue of educational

right for girls has been denied in the educational policies of Pakistan since 1947. In Pakistan women have to face biasness in acquiring quality education. Gender discrimination is explicit from Economic Survey of Pakistan (2010) where the men are 65% literate and the women are 45% literate. In Southern Punjab (Pakistan) rigid cultural patterns, poverty, prejudice, stereotypic expectations from girl's education, restricted movement of girls, precarious traveling and lack of female teachers confines the girls from acquiring quality education. The respondents (N=600) were interviewed from affiliated schools (n=100 out of N=520) from BISE through multistage sampling technique from Multan and Khanewal districts. The results of the research illustrated that parental preference to boys education, rigid cultural patterns, cost of schooling (direct and indirect) and low socio-economic status of the parents were the foremost determinants of social exclusion of girls from education sector of Southern Punjab (Pakistan). Despite these determinants family size, prejudice, patriarchal structure of society, limited involvement of girls in decision making process and rigid values allied with girls education are the major constraints that restricted the access of girls from education sector of Southern Punjab (Pakistan).

Keywords: Educational rights, Inequality, Gender discrimination, Cultural patterns, Poverty, Pakistan.

Introduction

In accordance with Universal Declaration of Human rights Article 26 (1948) "Everyone has the right of education. Education shall be free at least in the elementary and fundamental stages. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit." But regrettably girls have always been unrepresented in education sector of Pakistan as compared to boys. This gender disparity is evident from the fact that in 2006 only 14 million girls have been studying at primary level as compared to 18.3 million boys (Lyned, 2007). Educational status of women in Pakistan is alarmingly low. Only 19% females are literate up to Metric level, 8% to intermediate, 5% to Bachelors and 1.4% to Masters stage. Therefore 60% adult female population is illiterate. Consequently out of 3.3 million (out of school) population, 2.503 million encompass of females (Aly, 2007) (p.28). Overall the literacy rate of Pakistan is 57% (69% for males and 45% for females). Literacy remains higher in urban areas (74%) than in rural areas (48%). Literacy rate for men is (69%) and for women is (45%) (Pakistan Social and Living Standards Measurement Survey (PSLM), 2008-2009). Girls are also deprived from their basic educational right. Approximately 76% female adult population is illiterate. On the other hand 75% female students drop out at the primary level. The gender disparity is flagrant from the fact that 57% primary school age girls attend school as compared to 89% boys (Mehbob-ul-Haq, 2000). Gender Parity Indices for adult literacy rate rose from 0.51 in 2001-02 to 0.58 in 2005-06 and 0.64 in 2007-08. GPI for youth literacy rate remained at the same level of 0.72 in both periods of 2001-02 and 2005-06, which perk up to 0.78 in 2007-08. Females are underrepresented in rural areas (36% for rural areas versus 43% for urban areas), a feature that holds for secondary education (35% for rural and 48% for urban areas). Female teachers are 47% of primary school teachers in 2005-06 (National Education Census, 2006).

Although Southern Punjab (Pakistan) inspires the world in terms of innovation, experimentation and dynamic approaches to development and change but yet various barricades to girls education limited its effectiveness (Mishra, 2005). At Millennium Summit, the world community declared to endorse gender equality and choose an explicit target about achievement of gender equity in primary and secondary education by the year 2005 in every country of the world by crack down on various challenges faced by South Asian countries (Abu-Ghaida and Klasen, 2004). Therefore South Asians educational challenge of low quality girls education consists of six major tasks: 1) Enrolling all children in primary schools 2) Improving the quality and relevance of education 3) Provision of well qualified teachers 4) Removing gender disparities 5) Building relevant technical skills and 6) Mobilizing the adequate financial resources. The major rationale of education is to endow with equity in the distribution of educational services (Jam, 2005) (chapter, 6).

Year wise comparison of literacy rate between males and females from 1999-2009		
Year	Male	Female
1999	59.2%	32.2%
2000-01	62.8%	34.5%
2004-05	65%	40%
2005-06	65%	42%
2006-07	67%	42%
2007-08	69%	44%
2008-09	69%	45%
Pakistan Social and Living Standard Surveys (PSLM) 2006-07, 2007-08		

Education augments the socio-political and economic adjustment of every individual in the society (Shami, et al. 2005). History has witness that no nation has been able to accelerate in terms of development without taking into consideration education as prerequisite for sustainable development (Jam, 2005). But there are many constraints that detached the girls from acquiring quality education. These obstructions can only be detached through long term policies to bring about cultural and attitudinal change to augment the enrollment rate and diminish the dropout rates for girls (Heise, et al. 1999). Female education has positive impact on development of the country. Higher ratio of educated women amplifies per capita income of the country (Stephen, 2002). The importance of girls education can be augmented through MDG's that embattled to eliminate the gender disparity by 2005 and accomplish gender equality by 2015 so that women have full access to education (Khalid and Mukhtar, 2002).

Region/Province	2005-2006			2006-2007			2007-2008		
	Male	Female	Both	Male	Female	Both	Male	Female	Both
Urban areas (overall)	79	64	71	79	65	72	80	63	71
Punjab	80	67	73	79	68	73	78	66	72
Sind	80	65	72	80	65	73	81	64	73
KP	73	45	59	75	46	61	79	51	64
Baluchistan	77	40	59	76	42	61	84	41	64
Rural areas (overall)	57	31	44	60	30	45	64	34	49
Punjab	58	37	47	61	38	50	66	40	53
Sind	54	17	37	52	16	36	57	20	40
KP	62	27	44	65	24	44	65	29	46
Baluchistan	46	13	31	52	15	35	58	16	39

Pakistan Social and Living Standard Surveys (PSLM) 2006-07, 2007-08

Dependently one of the major concentrations of illiterates in Pakistan is women (Chaudhry, 2005). In Pakistan low literacy rate is an outcome of various barriers in education sector like overcrowded classes, absence of indispensable classroom materials, lack of drinking water, lack of sanitary facilities and inappropriate teachers training (Vachon, 2007). In spite of these obstructions the other stumbling block of education sector is gender discrimination with women in acquiring education. Quality of girls education in schools is the imperative trait that influences the decision making of the parents to enroll their girls to school but for the boys quality does not matter because the parents are already more focused on boy's education than girl's education (Lloyd, et al. 2005).

Non-market and external benefits of girls education	
Benefit type	Findings
Childcare education	Mothers schooling affects child schooling level and their educational achievements
Child health	Children health is positively related to mothers education
Fertility	Mothers education is inversely related to birth rate
Mothers own health	Increase in education increases life expectancy of mothers
Spouse health	Increase in education increase awareness about spouse health and increase life expectancy

Source: Based on Wolfe and Zuvekas, 1997.

Education can augment the women competencies by breaking their vicious cycle of poverty, discrimination and exploitation (Verma, 2006). But yet there are various barriers to

girls education and these barriers encompass varied supply and demand side factors such as obstinate cultural patterns, opportunity costs verses lower rate of returns for girls, female headed households, lack of incentives for girls education, non-fulfillment of beurocratic promises about gender equality in education sector and safety concerns for girls (Addy, 2008). Negative attitudes in the form of social discrimination can initiate serious educational barriers. Despite that lack of awareness and traditional prejudices are also the major social constraints that obstruct the process of development in education sector of Pakistan. Girlhood is culturally mute and girls have little preference for education attainment, employment opportunities, choice of husband, level of awareness and poor self concept that detains their aspirations. Decision making of girls is limited due to lack of access to resources including finance, low education levels and limited mobility due to cultural restrictions (UNESCO, 2006). Conservative attitude of the family especially in the rural areas deprives the girls from acquiring quality education (Iredale and Guo, 2004). Conversely direct and indirect cost of schooling like school uniforms, schools books, low parental income and labor contribution are the cost of schooling that divests the girls from getting quality education (Boyle, et al. 2002).

Since 1947 various policies, projects and schemes have been formed related to girls education in Pakistan but they are deficient to meet the needs for girls education. The major projects that address the issue of girls education are TAWANA Pakistan Programme, Monetary Support Programme, Free distribution of Textbooks, Rural and Urban Fellowship Programmes and Community Support Process. These schemes are operational in the rural and urban areas and they have allied with Multi Donor Support unit such as World Bank (Qureshi, 2004).

Universal Primary Education (UPE) Targets				
Policies	Targets	Boys	Girls	Gender gap
New Education Policy (1970)	Universal Enrollment up to class 5 by 1980	----	----	NA
National Education Policy (1972-1980)	Universal primary education	1979	1984	5years
National education policy (1979)	Universal primary education	1987	1992	5years
Sixth five year plan (1983-1998)	Universal primary education	1986	1988	2years
Seventh five year plan (1983-1988)	Universal primary education	1992	1992	-
National Education Policy (1992-1997)	Universal primary education	2002	2005	3years
National Education Policy (1998-2010)	Universal primary education	2005	2010	5years
Source: Hassan and Najam, 2007 and Pakistan Coalition for Education Position Paper published in Oxfam GB Discussion Document by Ayesha Shaukat (2009).				

National Plan for Action of Education for All (2001-2005) focused on Early Childhood Education, elementary education and adult education. UNESCO (2010) divulge that public and private sector have failed to expand the service delivery relative to the potential demand. Conversely blockades regarding education encompass gender inequalization, rigid family decisions to send their daughters to schools, inadequate school infrastructure, lack of quality education, cost of schooling, school proximity, cultural constraints and attitude of underprivileged people to send their daughters to schools (Andrabi, et al. 2007). Education has suffered from various obstructions that creates the hurdle in policy success like underinvestment in education sector, failure to implement five year plans, lack of purpose, poor infrastructure where the schools lack basic facilities (such as classrooms, toilets, blackboards and furniture), lack of qualified female teachers, high dropout rates of girls, non-effective policy implementation strategies, lack of school autonomy, immature managerial capacity and stereotypic behavior of the society (Qureshi, 2004). Government of Pakistan has been taken diverse initiatives regarding the Social Sector Reforms (SSR). They include National Education Policy (1998-2010), Education Sector Reforms (ESR) (2001-2006), Education for All (2015), Ten Years Perspective Development Plan (2001-2011), National Commission for Human Development (NCHD), Poverty Reduction Strategy Papers (PRSP) and Medium Term Development Framework (MTDF) (2005-2010). These multiple programs were working together within Pakistan to alleviate problems of low literacy rate especially allied with girls education (National Education Policy, 2009). Medium Term Development Framework (2005-2010) ensures the equitable development in all regions of Pakistan. It illustrates various challenges in schools and the foremost targets of MTDF are to accomplish Universal Primary Education (UPE), endorsement of gender equality, girls empowerment through education, free education up to secondary level and introduction of vocational education for girls (Akram and Khan, 2007).

MTDF (2010) and MGD (2015) Targets			
Category	Benchmark 2004-2005	MTDF 2010	MGD's 2015
Literacy rate (population 10+)			
Total	56	77	88
Male	62	85	89
Female	44	66	87
Youth literacy rate (population 15-24)			
Total	66	80	100
Male	79	90	100
Female	52	70	100
Gender Parity Index (GPI)			
Primary education	0.80	0.94	1.00
Secondary education	0.72	0.90	0.94
Source: Akram and Khan, 2007. Pakistan Institute of Development Economics(PIDE)			

Purpose of the study

The present study is premeditated to investigate the role of education in proficient and equitable development process. Besides this, the researcher also decomposes socio-cultural and economic impediments that are responsible for exclusion of girls from educational right in Southern Punjab (Pakistan). Previous studies address diverse constraining factors for social exclusion of girls from education sector like rampant gender disparities, low quality girls education and their low enrollment rate. But this study endow with ample literature about these issues in the broader spectrum. This paper also bestows a concise review of the progressive measures, incentive schemes and education policy making for the development of gender supportive projects. Imperative questions which were addressed in the course of this study include:

- 1) What are the trends in the past that promote gender disparity and limited the access of girls to education sector in Southern Punjab (Pakistan)?
- 2) What are the major socio-cultural and economic impediments of development for girls in education sector of Southern Punjab (Pakistan)? To what extent these blockades are accountable for exclusion of girls from education sector of Southern Punjab (Pakistan)?
- 3) What are the major policies that have been designed to increase the literacy rate of girls in Southern Punjab (Pakistan)? To what extent these policies are affluent in achieving their targets?
- 4) What are the major policy implications for social exclusion of girls from education sector of Southern Punjab (Pakistan)?

Methods and Procedures

The social setup of Southern Punjab (Pakistan) expected traditional household roles from women therefore the aspirations, achievements and preferences of the women are always neglected. This study used cross sectional survey research design to illustrate the influence of various socio-cultural and economic impediments on social exclusion of girls from education sector of Southern Punjab (Pakistan).

Sample size and sampling procedure

This study targeted all the parents, teachers and female students of Southern Punjab (Pakistan). A sample of N=600 respondents (n1=200 teachers, n2=200 parents and n3=200 female students) was selected from affiliated schools of two districts (Khanewal and Multan district) from Southern Punjab (Pakistan). Out of N=520 affiliated schools from BISE n=100 affiliated schools were opted randomly from Multan and Khanewal districts through multistage sampling technique. Multan and Khanewal districts were selected purposively as they have the lowest growth of literacy rate i.e. 4.3% and 4.8% respectively.

Instrument

The researcher used interview schedule as a tool for data collection procedure. The questions were designed to evaluate the possible socio-cultural and economic impediments that are responsible for social exclusion of girls from education sector of Southern Punjab. The interview schedule was divided in three portions that comprise of 164 questions. The first portion addressed various demographic and structural questions pertaining to female

students. On the other hand the second portion addressed various socio-cultural and economic impediments in education sector of Southern Punjab (Pakistan). While the last portion addressed the determinants of policy failure regarding girl's education. The researcher compares different responses of the three stakeholders on pre-coded 5 likert attitudinal scale. Both structured and unstructured questions were used to get maximum response rate. The data was coded by using SPSS software (version 17).

Data analysis:

The researcher used ANOVA test to evaluate responses of three stakeholders (as difference between three means) and to avoid the response effects such as wordings, order and format of the questions. The researcher investigates the explanatory relationship among the dependent and independent variables by the application of one way ANOVA test (Joshua, et al. 2006). The values were calculated by the researcher for six independent variables (such as low status of the women in socio-political and economic sphere, Intra-household child labour patriarchal structure, conservative attitude of the family and community, preference to boys education as well as direct and indirect cost of schooling). P values illustrated that alternate hypothesis is accepted as there is significant difference among the opinions of three stakeholders. The formula for one way ANOVA is as follows:

$$SS_{total} = (\sum x_1^2 + \sum x_2^2 + \dots + \sum x_r^2) - \frac{(\sum x_1 + \sum x_2 + \dots + \sum x_r)^2}{N}$$

$$SS_{total} = \left[\frac{(\sum x_1)^2}{n_1} + \frac{(\sum x_2)^2}{n_2} + \dots + \frac{(\sum x_r)^2}{n_r} \right] - \frac{(\sum x_1 + \sum x_2 + \dots + \sum x_r)^2}{N}$$

$$SS_{within} = SS_{total} - SS_{among}$$

$$df_{among} = r - 1$$

$$df_{within} = N - r$$

$$MS_{among} = \frac{SS_{among}}{df_{among}} \quad MS_{within} = \frac{SS_{within}}{df_{within}} \quad F = \frac{MS_{among}}{MS_{within}}$$

Table No. 1

Percentage distribution of respondents with respect to socio-cultural and economic blockades to girls education.

Socio-cultural and economic blockades to girls education	Percentage of respondents agree on these variables		
	Teachers	Parents	Students
Limited involvement of girls in decision making process	60.5%	22.5%	40.5%
Low socio-economic status of the women	58.5%	50%	52%
Prejudice for girls education	59%	41.5%	60.5%
Gender discrimination	60.5%	17%	52%
Patriarchal structure of the society	70%	30.5%	31%
Dependency of the women on head of household	62.5%	38.5%	61%
Value expectations with girls (such as modesty, veiling and purity etc)	52%	38%	63.5%
Conservative attitude of the family and community towards girls education	66%	54%	51%
Religious leaders wrong propaganda about girls education	59%	39.5%	51.5%
Cultural biasness about girls education	27.5%	35.5%	50.5%
Gender role stereotypes	59.5%	45%	57.5%
Parental preference to boys education	69%	54%	70%
Gender discrimination with female teachers	65%	49%	60.5%
Low quality education for girls	59.5%	27%	59%
Lack of separate schools for girls	55.5%	64%	48%
Girls child labor (Intra-household and Extra-household)	21%	28.5%	46%
Biased household school choice for girls	61.5%	35.5%	74.5%
Cost of schooling (direct and indirect)	58%	24.5%	70%

Discussion:

There is always gender discrimination with girls regarding literacy rate due to conservative attitude of the people in rural areas, rigid cultural patterns, cost of schooling and non-realization of the importance of education (Shaukat, 2009). The above mentioned table demonstrates that 58% teachers, 24.5% parents and 70% students agree that cost of schooling is the foremost constraint that is responsible for social exclusion of girls from education sector. On the other hand 21% teachers, 28.5% parents and 46% students agree that child labor (Intra household and Extra household) is the major determinant of social exclusion of girls from education sector. When the household is incapable to meet the expense of girls schooling then viscous cycle is perpetuated that divests the women to contribute their efforts in income generation for the household. Girls access to school is entirely dependent upon the decision making of the head of household. There are strong values that are narrated with Muslim girls like modesty, veiling and submissiveness. Thus in absence of male head of the

households girls are not permitted to attend school predominantly when the distance of school is outsized (Jejeebhoy and Sathar, 2001). It is evident from the above mentioned table that 52% teachers, 38% parents and 63.5% students have an opinion that value expectations with girls (such as purity, modesty, veiling, and submissiveness) are the foremost blockade to girls education. Girls are considered as marginalized component of the society. Hence they have always been deprived from equal participation in education sector and labor market. In Pakistan the literacy rate of youth (especially young girls) is relatively very low as compared to other South Asian countries. Only 53% young females (aged 15-24 years) are literate as compared to 77% boys of the same age group (Lyned, 2007). Thus the table shows that 60.5% teachers, 17% parents and 52% students agree that gender discrimination is the major determinant responsible for social exclusion of girls from education sector. There are many household and school barriers and they predominantly affect girls. Large family size and low family income are the major determinants of high dropout rates of the children (especially girls) from school. Another factor of low enrollment rate of girls education is that boys education is given more importance than girls education. For boys school quality is measured by quality teachers in primary schools that extensively reduce the probability of dropping out from school. Good household income reduces the probability of dropout rate of children from schools (Llyod, 2009). Alternatively 27.5% teachers, 35.5% parents and 50.5% students cited that cultural biasness is the foremost barricade to girls education. One of the major cultural obstructions is misinterpretation of Islamic standpoint about girls education. Approximately 96% Pakistan population is Muslim but they are not able to have adequate access to education sector. Religious leaders make erroneous propaganda about girls education to be prohibited in Islam (Chitrakar, 2007). The table prop up this standpoint that 59% teachers, 39.5% parents and 51.5% students agree that religious leaders wrong propaganda about girls education is the major blockade in social inclusion of girls to education sector of Southern Punjab (Pakistan). On the other hand 70% teachers, 30.5% parents and 31% students (patriarchal structure of Pakistani society), 62.5% teachers, 38.5% parents and 61% students (dependency of the women on the head of the household) agree that these blockades are responsible for social exclusion of girls from education sector of Pakistan. There are countless barricades related with girls education that mostly incorporate diverse obstinate cultural factors such as patriarchal structure of the society, stereotypic behavior related with girls education and prejudices about girls education. Other factors are narrated with security issues for girls like poor roads, restricted transportation, unsafe traveling and constrained movement of girls to education sector. These issues limited the access of girls to education sector of Pakistan (Qureshi, 2004). Consequently 58.5% teachers, 50% parents and 52% students (low socio-economic status of the women in social, cultural, economic and political sphere), 59% teachers, 41.5% parents and 60.5% students (prejudice for girls education), 60.5% teachers, 17% parents and 52% students (gender discrimination) are the foremost obstructions responsible for social exclusion of girls from education sector. Grade attainment, current enrollment rate, withdrawal from school and diverse household effects are the major determinants of school completion for both boys and girls. But various cultural determinants turn down the enrollment rate of girls. These factors encompass rigid cultural patterns, gender role stereotypes, low parental education and lack of separate schools for girls (Glick and Sahn,

2000). Consequently 59.5% teachers, 45% parents and 57.5% students agree that gender role stereotypes is the most crucial cause of low access of girls to education sector. Alternatively 55.5% teachers, 64% parents and 48% students agree that lack of separate schools for girls is the major rationale of social exclusion of girls from education sector of Pakistan. Fuller and Lipman (2004) scrutinized that certain ways of veiling, dress, purity and modesty are the characteristics of Muslim women but the government does not always encourage these acts especially when the Muslim women are living in foreign countries. It is prevalent cultural practice in Pakistan that boys are preferred to attain education than girls. Over and above 69% teachers, 54% parents and 70% students agree that preference to boys education is the foremost cultural blockade in girls education. This biasness is due to fear of lower rate of returns from girls education. There is always a noteworthy biasness regarding the investment on education of girls and boys. Correspondingly this biasness escorts towards differential type preference for both boys and girls. Accordingly the parents prefer to send their boys to private schools and girls to public schools and therefore girls endure low quality schooling than boys (Aslam, 2009). Thus 61.5% teachers, 35.5% parents and 74.5% students agree that biased household school choice limited the access of girls from education sector.

Table no. 2

H1: Low status of women in socio-cultural and economic sphere is the major determinant of low enrollment rate of girls.					
Source	DF	SS	MS	F 27.92	P 0.000
Factor	2	81.94	40.97		
Error	597	876.01	1.47		
Total	599	957.96			
H2: High dropout rate of girls is the major outcome of Intrahousehold child labor.					
Source	DF	SS	MS	F 74.84	P 0.000
Factor	2	218.57	109.29		
Error	597	871.83	1.46		
Total	599	1090.40			
H:3 Patriarchal structure of Pakistani society has significant impact on enrollment rate of girls in education sector.					
Source	DF	SS	MS	F 69.37	P 0.000
Factor	2	225.61	112.81		
Error	597	970.86	1.63		
Total	599	1196.47			
H: 4 Conservative attitudes of the family/community results in high dropout rate of girls from education sector of Pakistan.					
Source	DF	SS	MS	F 25.13	P 0.000
Factor	2	96.37	48.19		
Error	597	1144.82	1.92		
Total	599	1241.19			
H:5 Parents prefer boys education over girls education due to expected higher rate of future economic returns.					

Source	DF	SS	MS		
Factor	2	81.94	40.97	F 27.92	P 0.000
Error	597	876.01	1.47		
Total	599	957.96			
H:6 Direct and indirect cost of schooling is the major determinant of high dropout rates among the girls.					
Source	DF	SS	MS		
Factor	2	262.29	131.15	F 93.17	P 0.000
Error	597	840.37	1.41		
Total	599	1102.66			

Discussion:

In Pakistan women have limited access to education sector therefore they are always at the lower end of educational ladder (Qureshi and Rarieya, 2007). Education alone cannot save the girls from social exclusion from education sector but yet it plays an imperative role in making them empower in their social, cultural and economic life by giving them awareness (especially in patriarchal structure with conservative environment) about their legal rights (Kabeer, 2005). Boys are more preferred to acquire education because it is expected that they will peruse social mobility to facilitate the family expectations (Glandley, 2004). But there always exists gender gap in education sector as boys are more preferred to accomplish education than girls (**p=0.000**). A variety of obstructions associated with girls education are recurrently concerned with cultural and economic restraints. Women are deprived from education and have lowest literacy rate. Accordingly this marginalized component of the society becomes unskilled. Girls are divested from decision making about education and thus have little contribution in the economic sharing process because education attainment is directly related with economic sharing process (Klasen, 2002). On the other hand conservative parents mostly do not permit their daughters to take admission in co-education schools (Xu and Jaschok, 2009). Thus there are many blockades related with community in order to conserve the cultural distinctiveness of any women and the most imperative is the conservative reaction of the family and community towards their daughters education (**p=0.000**) (Benson, 2004). When women are given equal chance in decision making process then they can better utilize their education in making a phenomenal change in their status in socio-cultural and economic sphere. Thus squat status of the women divests them from decision making process and thus it is the major determinant of their low enrollment rate (**p=0.000**) (Sheikh, 2004). There are three major areas in education sector that should be explored because they have the dramatic effect on primary school access, type (private verses public) and quality of education because these factors influence the parental decisions to enroll their girls to school or not (Lloyed, et al. 2005). But there is always the discrimination between men and women in terms of treatment, wage and labor market returns. Despite this parents have supplementary investment rationale in allocating more resources towards boys education than girls education within households (Aslam, 2009). The most important barrier to girls education is uneven patterns of development. The women are also constrained to do the household domestic work. Girlhood is culturally mute and they have diminutive

preference to education, employment, choice of husband, level of awareness and poor self concept that confines its aspirations. Decision making is restricted due to lack of access to resources including finance, low education levels, low skill levels and inadequate mobility due to cultural restrictions (Qureshi, 2004). The major barricade responsible for high dropout rates of girls from school is cost of schooling ($p=0.000$). Consequently school fees and the cost of textbooks are the two foremost economic constraints that decreased the enrollment rate of the girls. Parents mostly evade their daughters to be enrolled in schools because girls have been obligatory at home for labor. On the other hand girls require higher cost of schooling like (school books, school uniforms and transportation cost etc) (UNESCO, 2008). The incidence of child labor decreases the school enrollments of the students especially in the underdeveloped countries ($p=0.000$) (Edmont, 2002). Girls are mostly engaged in Intrahousehold child labor and boys are mostly engaged in extrahousehold child labor. Thus the incidence of child labor is common among the poor families where the vicious cycle engaged the children in Intrahousehold and Extrahousehold child labor. There are many supply and demand side barricades related with girls education that have the momentous impact on education sector. These obstructions integrate various socio-cultural and economic factors such as inclination of boys education over girls education, poverty, gender discrimination, rigid social and cultural values (such as patriarchal structure of the society) ($p=0.000$), direct and indirect cost of schooling (such as school fees and school uniforms) as well as transportation issues. On the other hand opportunity costs verses lower rate of returns e.g. girls are needed for household work, early marriages of girls, low level of parental literacy, single headed household especially female headed households, wrong insight about girls education and neglect of educational importance) are the diverse demand side factors that are mentioned by the researcher (Addy, 2008).

Conclusion

After revering the analysis the researcher concluded that female education is optimistically allied with economic growth and sustainable development. The education sector of Southern Punjab (Pakistan) is enduring from many blockades and the most imperative of them is gender discrimination. Females are not only underprivileged of their indispensable educational right but they have to do the household chores. Although different policies has been made to abolish gender discrimination but mostly they are quantitative rather than qualitative and they concentrate on the issues like family earnings, safe travelling, legal frameworks, high expectations related with girls education, lack of opportunity structures for girls education and rigid cultural norms attached with girls education. Two areas of gender disparity are low quality education and limited access of girls to education sector. The researcher concluded that education spending by government is very low and the policy making to close the gender gap is inadequate to meet the needs of quality education for girls. Female education contributes towards family welfare, socio-economic development and augmented productivity. Education disparity is the foremost stumbling block for squat female participation in the workforce for the development of the country. Other blockades for education of girls are barriers to access and equality, quality barriers, family barriers, poverty, household and community attitude and issues of security for girls' education.

Policy implications:

1. Government should embark upon the cultural constraints that are related to social exclusion of girls from education sector like gender discrimination, gender isolation, gender violence and conflict through community action.
2. Government should establish separate schools for girls so that persistent cultural practices do not become stumbling block for girls education.
3. Government should focus its attention on gender inequality by means of advocacy and better research.
4. Government should launch such programmes that can address rigid cultural patterns such as prejudice, low status of women in social, economic, political and cultural sphere, negative propaganda by religious leaders, patriarchal structure of society, enslavement of the women on men, constrained involvement of girls in decision making process, restricted movement of girls, mute girlhood, security concerns for girls and cultural biasness for girls education.
5. Government should launch such programmes that can lessen the outcomes of gender role stereotypes associated with girls education.
6. Government should launch such programmes that can endorse education and economic interest of backward areas for the purpose of realizing the importance of girls education.
7. Policy makers should not disregard the cultural richness and diversity which is the major factor of policy success in education sector of Pakistan.
8. Government should endorse post primary education for girls through fiscal incentives.
9. Quality of education can be augmented by making it an outcome based education which should be based on equivalent participation of girls in education sector.
10. Government should make efforts to eradicate gender biasness related with teachers appointment so that they can also contribute their services in education sector.
11. Government should address the issues of cultural and social constraints related to girls education like gender discrimination, gender isolation, gender violence and conflict through community participation.
12. Government should allocate funds on the equivalent basis to education sector without the discrimination of rural and urban areas.
13. Government should allocate ample budget to education sector to facilitate the quality learning outcomes for girl's education.

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