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Addressing Gender Disparities in Education: Empowering Girls through Education in Pakistan



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Abstract: Education may transform everyone's life, regardless of gender. Gender bias remains widespread. Pakistan's rural areas are especially bad. Pakistani women have been exploited since independence. Pakistani women rarely receive constitutional rights. Discrimination against women in the job, school, economy, and politics predates the 20th century. 200 teachers and 200 students from around Pakistan were selected for a good sample. A typical questionnaire assessed the girls' school backgrounds, objectives, and gender equality beliefs. At the schools examined men and women had very different educational opportunities. Lack of resources, social pressures, and discriminatory laws and practices make it tougher for girls to receive an education, according to research. The report concludes that broad governmental action to close the gender education gap is important. It offers gender-sensitive classrooms and community-building projects.

Key Words: Gender Disparities, Education, Empowering Girls

Introduction

Getting a good education is important for personal growth and the progress of society. It is also a basic human right. There are successful education programs in Pakistan that haven't hit their full potential yet. Some of these programs are digital innovation programs made by [UNICEF](#) and UNESCO together, and alternative learning programs (ALPs) that go along with traditional schooling. Pakistan has the most young people in Asia, but its women are behind. Only about 20% of women of working age have ever had a paid job, and 130 million young women (6–17) have never been to school. But a family's socioeconomic standing and its ability to buy things are still linked to its unmet need for education (UNESCO,

[2020](#)).

But there are still differences in schooling between men and women in many countries, including Pakistan. People can't get ahead in life because of these gaps, and they also slow down the business and stop long-term growth. In Pakistan, there is a big difference between boys' and girls' schooling, and there are many things that make it hard for girls to get a good education. Women's rights are often broken because they don't have access to education. This can happen through anti-women practices, violence, honour killings, and other things. Pakistan's low literacy rate slows down the country's economic and cultural growth, and it also hurts the lives of women there in a number of other ways. Pakistan

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needs to spend right away on women's education and empowerment, especially in areas that aren't well served and aren't as developed. This study looks at data on family income and other socioeconomic factors to find out why women and men in Pakistan are treated differently. Existing gender differences and how they affect families are looked into, and a unique approach for a nonlinear model is used to deal with the possibility of endogeneity. This study shows that, as a function of household income per person, there is a large and positive shift from primary to higher education, as well as a strong and positive link between gender and educational achievement. Ahmed and Masood (2019) point out that the situation of women's literacy in Pakistan is pretty bad, even though education is seen as a key way to improve women's standing, bring about social change, and give them more power in all parts of life.

In Pakistan, where women spend most of their time at home, more schooling is a powerful way to change the way society works. Girls' education is mostly limited to the home and the church. For the long-term growth of society, it's important to urge them to get an education outside of the home and church. Giving women the same chances as men can change the way history goes and make our communities stronger. Memon et al. (2010) say that if we want to change education policies, both the government and civil society must play a big part.

Girls have a harder time getting an education because of money problems, so poverty plays a role. Low-income families may pay more attention to the schooling of boys than girls because they have less money. Getting girls the same education chances as boys is hard, especially in rural areas where there isn't enough infrastructure and teachers who are properly trained. Khan et al. (2018) found that when parents worry about their girls' safety, they are less likely to send them to school. This includes violence, abuse, and unfair treatment based on a person's gender.

Girls who go to school are better able to go against gender stereotypes, change cultural norms, and end generations of poverty. When girls can go to school, health results, child mortality rates, and ways to plan for a family all get better. This is the first investigation of whether or not males and females differ in their educational pursuits and participation rates. It

does so by analyzing the correlation between per capita income and the socioeconomic characteristics of households using a repeated cross-sectional dataset that hasn't received much attention from academics in Pakistan. Second, this research uses the underappreciated 2SRI method to develop an empirical technique for addressing endogeneity in non-linear models. To test whether income and education are related (UNESCO, 2020), researchers examine the effects of exogenous factors such as income shocks, windfall income, and non-labour resources. Bandura's idea about how people learn can help us understand gender roles in Pakistan. Because of this, "more than half of the women don't have a basic education, and only about 30% earn some money" (Khan et al., 2018), and women's jobs are limited to taking care of the home and extended family.

When money is spent on girls' schooling, the economy grows and there is less inequality. It helps build societies that are stronger and safer, where everyone, especially boys and men, can reach their full potential. But a girl's education is about more than just going to school. It's also about making sure that young women feel welcome and supported in the classroom, especially in areas where they are underrepresented. Women are also oppressed by social and religious myths. These are also endogenous forces. Beliefs like "women can't say no to their husbands" or "girls should help out around the house" are examples of these kinds of ideas. Young women are mostly taught these wrong ideas by their mothers. Sexist attitudes and actions have been around for decades if not centuries. It is still better to educate a son than a daughter, even though some grandparents put their daughters' schooling first because they thought it would help them find a better partner (UNESCO, 2020).

Investing in girls' education helps communities, economies, and cultures in many ways. Girls who finish school are less likely to get married when they are young and more likely to live long, happy lives. They can take better care of themselves and their families, have a say in the most important choices, and move up in the job market. People think that women in Pakistan keep their submissive roles and positions from one generation to the next because of social and religious biases in the home or among extended

families. One person in a focus group for this study said that abuse is seen as a normal part of marriage, and the women said, "They have accepted this suppression as their fate" (Ahmed & Masood, 2019).

Empowering Girls Through Education:

Educational Opportunities:

- Expanding opportunities for girls to receive an excellent education (Ahmed & Masood, 2019).
- inclusive and safe for all students."UNESCO's 2020
- "Addressing Barriers to Girls' Enrollment and Retention" (UNESCO, 2020)

Life Skills and Empowerment:

- Girls' self-improvement can be aided by learning practical skills in life (Khan et al., 2018).
- Improving analytical and deliberative skills
- Boosting pride in oneself and assurance (UNESCO, 2020)

Community Engagement and Support:

- Parents, communities, and municipal officials should all be involved (Ahmed & Masood, 2019).
- Shifts in cultural norms emphasise the importance of educating girls (UNESCO, 2020).
- Support groups and mentoring initiatives should be established (Ahmed & Masood, 2019).

Methodology

This study was done in Pakistan to look into differences in schooling and give female students more power. The quantitative study methodology was based on a lot of analytical steps. To get a good sample, 200 teachers and 200 students from all over Pakistan were picked. The studies look at how people feel and act about things that have to do with girls' schooling. Statistical methods and content analysis were used to figure out what the information meant. The way this study was done showed how big the problems were and what could be done to fix them. This laid the groundwork for creating policies and actions based on data to promote gender equality in the classroom.

Results

Table 1

Demographic Distribution of School Teachers

Demographic Characteristic	Number of Teachers	Percentage
Gender		
- Male	100	50%
- Female	100	50%
Age Group		
- 20-30 years	60	30%
- 31-40 years	80	40%
- 41-50 years	10	5%
- Above 50 years	50	25%

The information about the sample group of trainers is shown in the table below. One hundred (50%) of the 200 teachers asked are guys, and the same number (100%) are women. This means that the data set has the same number of male and

female teachers. About 40% (80 teachers) of the group is made up of teachers who are between the ages of 31 and 40. Thirty per cent (60 teachers) are between the ages of 20 and 39, and 25 per cent (50 teachers) are 50 or older.

Table 2

Demographic Distribution of Students

Demographic Characteristic	Number of Students	Percentage
Gender		
- Male	100	50%
- Female	100	50%
Age Group		
- 6-10 years	60	30%
- 11-15 years	60	30%
- 16-18 years	80	40%

The table below shows the demographic breakdown of the sampled students. Male and female students make up 50% (100) of the total, hence the sample is very evenly balanced. Thirty per cent (60 students) of the sample population

falls between the ages of 11 and 15, making up the largest single age group. Thirty per cent (60 students) of the sample falls in the 6-10 age range, while another forty per cent (80 students) falls in the 16-18 age range.

Table 3

Perceptions of School Teachers Regarding Girls' Education

Perception	Number of Teachers	Percentage
Girls' education is equally Important	118	59
Girls' education is somewhat Important	51	25.5
Girls' education is not Important	31	15.5
Total	200	100

This table shows what the teachers have to say about girls' schooling. 59% (118) of the 200 teachers asked to think that girls' education is just as important as boys'. These teachers know how important it is to give girls the same chance to go to school as boys. Also, 25.5% of educators (51 people) say that girls' education is somewhat important. This shows that they know how important the issue is, but they may not give it a

high priority. But 15.5% of educators, or 31 people, don't see the point in educating girls. It's possible that these teachers have different beliefs or pay more attention to different parts of education. The data show that educators' ideas about girls' education are very different, which shows how important it is to learn more about this topic.

Table 4

Attitudes of Students Towards Girls' Education

Attitude	Number of Students	Percentage
Supportive of girls' education	165	82.5
Neutral towards girls' Education	18	9
Opposed to girls' education	17	8.5
Total	200	100

In the table below, you can see what students think about schooling for women. Eighty-two per cent of the students asked (165 out of 200) said they thought it was important for girls to go to school. These young people know and agree that

women should have the same opportunities to go to school as men. Nine per cent of the students (18 people) said they didn't have a strong opinion one way or the other about whether or not girls should be allowed to go to school. On the other

hand, only 8.5% of students (17 people) were against girls going to school. The views of these students could be changed by their exposure to different worldviews or by impacts from the

outside. The results show how important it is to find out what makes students think that girls' education is important and do something about it.

Table 5

Overall Perception of Girls' Education

Perception	Number of Respondents	Percentage
Positive	155	51.7
Neutral	65	21.7
Negative	47	15.7
Uncertain/No response	33	11
Total	300	100%

This table is a summary of what teachers, students, and parents had to say about the schooling of girls. 51% (155 people) of the 300 people asked liked the idea of girls getting an education. Most people think that girls' education is very important. On the other hand, 21.7% of respondents (65 people) didn't have a strong opinion for or against girls' schooling. While 82.3% of respondents didn't think it was a

problem for girls to go to school, 15.7% of respondents (47 people) thought differently, which could mean they had some questions or concerns. Only 11%, or 33 people, didn't know or didn't want to answer. The results show that people have different ideas about how girls should be educated. This shows how important it is to learn more about and understand different points of view.

Table 6

Overall Attitude Towards Girls' Education

Attitude	Number of Respondents	Percentage
Supportive	145	72.5
Neutral	33	16.5
Opposed	22	11.0
Total	200	100%

The table shows how the people who answered the survey felt about the education of young women in general. Seventy-two per cent of the people who answered (145 out of 300) were happy that girls could go to school. These people are very supportive of and work hard to get education chances for poor women. But 16.5 per cent of the people who answered the survey, or 33 people, were agnostic, which means they did not strongly support or oppose girls' schooling. One in ten people (22 respondents) said they didn't think it was important to focus on teaching girls. As the numbers show, it is important to deal with any opposition or indifference if you want to make sure that education gives women the power they need.

Discussion

Education for girls and getting rid of differences between boys and girls when it comes to learning are two sides of a complicated coin in Pakistan. The persistent difference in educational chances between men and women is caused by things like cultural and social norms, economic disadvantage, bad facilities, and limited access. To get past these problems, you need to figure out what makes them happen and take steps to fix them. Giving everyone the same access to high-quality education is a key step toward the goal of giving women more power through education. This means that we need to not only build more schools and classrooms but also solve problems like the lack of women in teaching roles and the difficulty of getting to schools. For girls to feel safe

and supported in their education, it is important to make learning environments that are safe and welcoming for everyone. This will encourage parents to send their daughters to school. A lot of families can't pay for their kids to go to school. Because of poverty and social norms that prefer boys, girls' education takes a back seat to boys' education. To solve this problem, we need scholarships and other kinds of financial aid that help families out. It has been shown that giving cash incentives to families increases the number of female students who sign up and stay in school. Promoting courses and teaching methods that include both men and women is also very important. Most traditional teaching methods and tools tend to reinforce the inequality between men and women. It is very important to make sure that curricula and texts work to get rid of these biases and level the playing field for girls. Through training and building up their skills, teachers can learn more about gender problems and get the tools they need to create inclusive classrooms. A big reason why there are still differences in schooling between men and women is that society and culture tend to put more value on what men do than what women do. Programs of advocacy and education are needed to change these ways of thinking. Religious leaders, influential people in the community, and community-based groups can all help bust long-held myths and misunderstandings about how important it is for girls to go to school. The stories of strong, independent women can inspire others and start a cultural revolution when they are talked about openly and put on a show for the public to see. To fix the problem of gender imbalance in schools, the government, civil society groups, and the rest of the world must work together. Governments can make sure that girls get a good education by giving them enough money, making and enforcing laws that support gender equality, and keeping track of progress. While the foreign community can help with money and skills, civil society groups can be very important in putting programs and initiatives into action on the ground.

Conclusion

In conclusion, it is important for Pakistan's overall growth and progress to fix gender gaps in

education and give women more power through education. Girls in Pakistan face many problems and hurdles on their way to a good education, which keeps the educational gap between boys and girls going. Still, in the past few years, work has been made to close the education gap between men and women and give women more power in society through formal education. All people, regardless of gender, should be able to get an education if we want to break the cycle of poverty and help society and businesses grow. Pakistan has made some progress, but it still has a long way to go before it can say that girls and boys have the same rights in school. Investing in girls' education and giving everyone the same chances requires a long-term commitment from governments, civil society groups, and the foreign community. When girls have the same chances as boys to go to college, they can help bring about positive social change. Education is the key to a better future for Pakistan, where there are fewer differences between men and women and everyone has a chance to do well.

Recommendations

- Make school safety rules stricter to make schools a safer place for female students. To keep students from dropping out of school because they don't feel safe, we need to deal with problems like bullying and harassment, make it easier for students to get to school safely, and improve the lighting and facilities of schools.
- Include life skills in school: Include lessons on things like gender equality, self-esteem, critical thinking, and making decisions in the normal school curriculum. If women have the tools they need, they will be better able to deal with the stresses of modern life and make smart choices.
- To close the education gap between men and women, it's important to: strengthen partnerships and collaborations; encourage partnerships between government agencies, non-profit organizations, and foreign players; and pool resources. When you work together, you can share tools, learn from each other, and get good ideas out there faster.

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