Impact Of Traditional Cultural Values On Female Education In Sukkur, Pakistan.

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Abstract
Education is the basic need of human beings and nation development. Education is the first priority of any civilized nation. It has been observed throughout the history that women had been in the state of oppression, subjugation and had been denied of basic human rights. However, in the current era all over the world, woman education is highly recognized and acknowledged by the various states and many Non-Governmental Organizations. However, in many parts of the world women's education is not given the importance it deserves. The Following study was designed to explore the relationship between the traditional values and female education, in District and Tehsil Sukkur, Sindh. Data was collected from 194 respondents, between the age group of 15 to 50, including 48.5% of males and 51.5% of females. The purpose of this study was to find out the barriers to female education, the impact of traditional cultural values over female education and parental attitude towards female education. The researcher used a quantitative research design in which the survey method was used and filled up a structured questionnaire through face to face interviews. The researcher used a random sampling technique with a sample size of 194. According to the major findings of this study, the majority of the respondents were living in the joint family system and the educational background of the parents of the respondents’ was not satisfactory. Most of the females were illiterate and males held intermediate level education. The majority of the respondents’ opined that traditional values of the family are the real barriers for female education in Sukkur and female education is being affected due to poverty, social security, parents’ attitude, environmental pressure, and religious values. There is a strong relationship between female education and traditional cultural values in this study.

Keywords: Female Education, Traditional Cultural Values, Cultural Poverty, Conservative Culture

Introduction
Culture is the man-made part of the universe. Culture is basically a complete way of life, so in this regard, the culture is an inevitable part of the universe and of the humans as well. There are a variety of cultures exist in the world, every culture has its own values, norms, mores, elements, and way of life (Henslin 2012). Cultural Values are the standards by which people define, what is desirable or undesirable, good or bad, beautiful or ugly (Henslin 2012). Every culture has its own cultural values and country to country. Moreover, generally, there are two types of cultural values observed globally; rigid cultural values and moderate cultural values (Ritzer 2010). Women in societies where people hold rigid cultural values find themselves as a slave, they could not even reach and awareness of their basic and constitutional rights. Moreover, women are deprived of basic and compulsory education because of such hegemonic and male-dominant societies and their conservative cultural values. Moreover, education is essential in not only grooming the person but it is significant in building up confidence, self-esteem, and self-satisfaction among the masses.

During the apartheid regime in South Africa, basic elementary and secondary education was not broadly available to all. Black women were discriminated against and deprived of the better schooling and education by the hegemonic system of whites. (Martineau 1997). Even by the hegemonic giants of capitalism divided the education system of South Africa. There were separate educational institutions for white women and black women. Not even this but, black women were being deprived of higher education and from the opportunities at a higher level (Martineau 1997).

However, the norms and values of religion and culture are powerful forces in the lives of people, families, and communities all over the world (Abbas 2010). The role of family, parents, and environment, as these are considered the agent of socialization shapes the present experience and future aspirations of a newly born baby. Especially in South Asia and more specified the sub-
continent had been observed that the people of these geographical locations have stronger social, cultural and religious bonds. And it is also observed that Sub-continent has been wrapped in the layer of the Patriarchal system for many decades. In patriarchal societies, men are dominant over the women and women find themselves in the position of sexually powerless as an asexual object at the service of men, isolated and deprived (Abbas 2010). Not even this but, it has been a part of socialization in patriarchal societies to do so and make it continue. However, by going through such practices and socializations women become vulnerable and powerless. Even though, women had been deprived of their basic rights; the right to vote, right to education, right to speak and so on.

In Pakistani society patriarchal values deeply govern the social structure. Home has been observed as a woman's legal ideological and physical arena where she performs her fruitful role as a mother and companion, while a man dominates outside the home and carried out his dynamic role as a wage earner (Murtaza 2013). Education is prioritized in the favor of son (male) because it is perceived that the man has the strong ability to plays a role as a breadwinner outside the home, while the girls have to concentrate on the domestic tasks to be good mothers and housewives. In the Pakistani social structure, education is not being perceived as essential for the girls (Murtaza 2013). Gender division of labor has been drill down deep by the socialization society, and society does not allow a woman to develop their human capabilities, opportunities and choices to make a change in such patriarchal social structure to acquire education and an equal living standard.

“Educate a boy, educate a human being. Educate a girl; educate several generations” (UNESCO 2003).

Pakistan has been listed in the category of "poor human development" countries by The Human Development Report (HDR), with a female literacy rate of thirty percent, and Pakistan has ranked 145 in the world in terms of human development (Murtaza 2013).

The Constitution of the Islamic Republic of Pakistan states that every child has the right to free and compulsory education; “The state shall provide free and compulsory education to all children of the age of 5-16 years.” (UN - Article 25A-Right to Education, Pakistan) (Alif Ailaan 2014).

According to the Constitution of Pakistan and UN article (25-A), education is the basic and constitutional right of every child in Pakistan, and it will be provided free of cost from the age of 5 to 16 years, instead of such constitutional amendments, by the government of Pakistan and United Nations, by the acting out in 2010 of the 18th Amendment to the Constitution (1973) (Alif Ailaan 2014). Legislative and executive powers related to school education have been decentralized to the provinces. They are principally required to pass legislation for free and compulsory education as a substantial initial step towards ensuring that every Pakistani child is in school. The responsibility is now on the provinces to make this possible.

Despite, the researcher observed from surroundings, a huge portion of children is deprived of their primary and constitutional right of education. Currently, there are 52.91 million children in Pakistan between the ages of 5 and 16. From this group, the calculations show that only 27.89 million children attend an educational institution (government or private) and the rest of 25.02 million children out of school. Among children of primary-school-going age, 23% are out of school, and at the higher secondary level, almost 85% are not in school. If we look at region-wise proportion, out-of-school children are; 47% in Punjab, 51% in Sindh, 34% in KPK, 66% in Baluchistan, 48% in Gilgit Bilistan, 43% in Kashmir, 62% in FATA, and in Islamabad Capital Territory (ICT) are 16%. (Alif Ailaan.2014).
And what’s most awful, “more than half of all out-of-school children are girls.” The above statistical data shows that the 15.9 million boys between the ages of 5 – 16 years are enrolled in school, whereas 11.9 million girls. It means, 13.7 (55%) million girls and 11.4 (45%) a million boys are out of school (Alif Ailaan 2014).

The great disparity can be seen throughout the country, the great proportion of girls being discriminated against and deprived. Moreover, the major proportion of the children (60%) between the ages group 5 to 16 is residing in rural settings.

Mr. Murtaza (2014) stated that getting an education does not only increase an individual’s information, awareness, and ability but it is also connected to the person’s self-respect, ability to form social relationships and status to compete with the society (Alif Ailaan 2014). So in this regard, education allows a woman to get an equal opportunity to overcome gender discrimination and participate in the various fields to achieve an equal social status as compared to the men and could take part as an input in the country’s development and growth. Additionally, equal opportunity for women increases the productivity and efficiency of individuals and it produces the specialized labor force that is capable of the sustainability of the country’s economy and internal growth.

Relevant Literature Reviewed

Traditional Parental Attitude towards Female Education

Hashim et all. (2010) concluded that female education can lead the societal evolution and development in society. According to their findings, only 29% of the females are educated belong to the rural settings of Pakistan, the central hurdle in the female educational attainment by which the female education is lacking-behind are the traditional attitudes of parents towards females. It is studied from the findings that the girls who have liberal Heads of their families are getting more education and going towards higher education, on the other hand, the girls who have Heads of their families with conservative and traditional thinking they discontinued girls schooling at the basic or primary level due to misinterpretation and misconception of religious and social teachings. That whole systematic environment is being created to support the patriarchal system and sustain male dominance in society. Moreover, it is also being observed from the study that due to such parental attitudes and cultural values female education is being affected, the ratio of girls who never enrolled in the school was lower than the girls, who enrolled in the schools, but the girls, who enrolled in the school more than half of the girls (57.6%) leave the school at the age of 19, 20 and above years respectively.

Oversees Parent’s Attitude and Pakistani Parent’s Attitude towards Female Education

Abbas and Ijaz (2010) attempted to understand the attitude of British Pakistani parents regarding inter-generational change towards the education of their daughters. However, it is being explored from the study is that the second generation was more attracted to religion than the first generation, but both generations equally concerned about the Western influence on their children. The
researchers stated that the Muslim South Asian parents, living in the British are more inclined towards girls’ education than the Muslim parents from their native places, South Asia. Parents realize that education is one of the most important factors of an individual’s life either male or female. Muslim parents and women from the British started to take an interest in girls’ education and its importance by interpreting the religio-cultural values, norms and principles. However, in this regard, the second generation is more sensitive towards the girls’ education and the parental attitude is highly positive than the parents from the previous or first generation.

Cultural Values, Traditional Constraints, and Female Education

Mr. McCracken at all (2015) stated that the impact of social and cultural norms was discovered to be a mediating consideration whether or not education can make an interpretation of into more prominent empowerment for girls. The results likewise considered the influence of social and cultural norms and expectations of gender. Mr. McCracken at all (2015) further mentioned that although females may beat boys at school, families and groups' desires of their future professions might prevent them from interpreting educational achievement into future achievements. In some of the countries, boys are being more encouraged to continue their education to a higher and higher level than girls. In other nations, especially in progressed economies, in spite of the fact that girls may compete men in secondary education, they might pick fields that will be not as rewarding or prestigious (science or technology subjects), attributable to inserted convictions that these are not "female" subjects. Media thought to the dominant of the family stream on educational results has researched mothers' roles excessively. The findings in this research may be composed of the "negative" and "positive" input circle which sustains or changes gender imbalances through education. Dispersion of resources, institutional societies, and practices too as social norms and desires of gender orientation all have an impact on how education can enable women. These elements are interlinked and commonly strengthening (McCracken et all 2015).

Discussion, Conclusion & Suggestions

Discussion

21st century is the world of post-globalization and modernization, the world is going to be more shrunk than previous, it is going to be a global room from a global village; also it has been divided into different categories, such core countries, peripheral countries and some of the semi-peripheral countries. Furthermore, they are dived into developed, underdeveloped and least developed states. Some of the states are becoming the world’s superpower some are trying to reach the top to grab the title of superpower. The rest of countries are being trapped by the core or most developed states, so if there will be no more competition there is always a short and easy way to rule over world economy, or if there will be no any peripheral or semi-peripheral states than it will be more complicated to be the superpower and survive as superpower.

The Islamic Republic of Pakistan is one of the 6th largest countries of the world and 2nd in the Muslim world, and Pakistan is also one of the least developed countries in the world. It contains the highest youths after Yemen, 67 years ago Pakistan got freedom British rulers and still, it is depriving of the number of problems and issues not only internally but also externally. Pakistan has been suffering different sorts of crises at different times, education is one the major issue of the Islamic Republic of Pakistan. Pakistan’s majority of the population is living in the rural areas, people are suffering from a different type of issues and problems in those areas, due to a little sort of change social development or in living standards people are still stacked in such a traditional, misogynous, and orthodox type of environment and ideologies. According to the above UN article (25-A) and Constitution of Pakistan, education is the basic and constitutional right of every Pakistani child, and it will be provided free of cost from the age of 5 to 16 years (by the acting out in 2010 of the 18th Amendment to the Constitution (1973)) (Alif Ailaan.2014). Instead of such amendments still 25.1 million boys and girls are out of school, from the figures 45% are boys and 55% are girls, it means that girls out of school ratio are more than the boys. The woman has been used as a tool throughout world
history, same as the other parts of the world woman is a symbol of oppression in Pakistan and it is also suffering from scores of different problems and social issues.

According to the findings of the research, there was a total of 194 respondents perception was collected out of them 100 were females and the rest of the males in Tehsil and district Sukkur. Most of the respondents were living in a joint family system and the male head of the household of the family had possessed education from intermediate to bachelors, on the other hand, the majority of the female head of the household were illiterates. According to the findings majority of the respondents were agreed and interested to send their girl for the education, but there were been some sort of issues with respondents regarding female education, such as 14.4% respondents said that due to poverty female education is being affected and 14.9% of the respondents said that due to reasons of social security it has been affected. When the researcher asked the reason and purpose behind girls’ education majority of the respondents replied that awareness, social status, job and to full fill social needs respectively (40.7%, 24.2%, 13.9%, and 10.3%). People’s perception about the religious education in Tehsil and district Sukkur was not so much rigid, but 48.4% respondents were agreed that religious values are creating barriers to female education; according to the results, it is clear that somehow religious misinterpretation and education is becoming the hurdles for the female to get an education. Additionally, one of the significant perceptions about female education was examined among the respondents, 146 respondents out of 194 were agreed that traditional values of the family are affecting female education and do not allow them to go for higher education or even basic academic education. It was also one the reasons has been seen by the research findings some sort of people contains such rigid and complex myths such woman as a symbol of honor and pride it is being seen as an obstacle in getting education for girls, 126 of the respondents out 194 were agreed about the traditional myth woman as a symbol of honor. Moreover, the perception about female drop out of school, college, or from university was observed the results were, 61 respondents said that a poverty is a reason due to females are dropping out of educational institutes, 35 said that due to environmental or social pressure, 28 respondents said that due to illiterate parents perception, 17 respondents said that due to religious values, 39 respondents said that due to the traditional values of the family, and 14 respondents out of 194 said that due to social security reasons females dropping out of schools, colleges, or from universities. When the researcher asked the respondents is there any female in your family, 117 respondents out of 194 said yes and the rest of the 77 respondents said no. Furthermore, when the researcher asked the reason behind females education drop out, 28 respondents out of 194 said due to poverty, 11 respondents said due to insufficient resources, 16 respondents said by the force of parents, 29 respondents said due to social security reasons, 21 respondents said that due to all of the above reasons and 12 respondents said there was any other reason like marriage, getting religious education, and so on. Additionally, from the above results of female education drop out most of the females left the education between the matriculation and intermediate. In the end, most of the respondents perceived that gender inequality is being drilled deep inside people’s’ minds by society and family, and that is leading to the educational disparity in our society. Socialization within society and family promoting gender inequality, as the researcher mentioned before that the families and society who contain the traditional and rigid values are promoting these things not someone else. Family is the basic and very first agent of socialization, the family and societal structure and their practices are responsible for those women's rights like the right to education, right to freedom, right to vote and so on.

Conclusion & Suggestions

The research was conducted in Tehsil and District Sukkur, Sindh, the main purpose of this study is to explore the relationship between the traditional values and female education. The researcher attempted to identify and find out the impact of traditional values over female education, parental attitude towards female education and to find out those factors that affect female education. Finally, the researcher has explored and identified that traditional values within family and society affects badly the female education and have a strong influence on females and society. Most of the
respondents are encouraged to send their girls for education, even for the higher education but due to social pressure, social security, religious values, poverty, and insufficient resources they are saving faces.

To conclude here the whole discussion about findings and results regarding the impact of traditional values over female education, it concludes that basic socialization is playing an essential role in every person’s life, moreover, family socialization and the socialization by the surroundings means by the society the gender inequality and behavior towards various genders are being drilled deep inside the peoples’ mind. It means that such sorts of socialization start from the basic socialization of a child within a family and within society; a child behaves as like as the social structure and family structure is going to behave like. The traditional values, traditional environment, and traditional myths are grabbing reality and humanity from society, even those that do not allow them to accept modernity. There is a need to reform the social structure and the traditional values that contain the people on the urgent basis if the society wants to development not only in the educational sector and in living standards but also in other several sectors and structures to rid of the gender inequality or to decrease it at some instance. Until or unless people do not throw out those traditional values and come up from the traditional type of environment which they take for granted social development or any sort of development could not be brought in that society, because those people take their culture for granted otherwise they will remain in the culture of poverty.

References