



# Gender Gap in Education Sector: The Way Forward

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Gender gap in education sector remains as the major problems. Therefore, this study was carried out in selected district (Quetta and Loralai) Balochistan. Cluster sampling technique was applied by deploying sample survey. One hundred teachers were chosen as sample size (fifty-five from Quetta districts and fourth-five from Loralai district) were selected respectively. Pearson Chi-square Test was applied. The outcomes indicated that 67% of the teaching staff ranged into the 19 to 35 years. 54% of the teaching staff securing the diploma level of education. 50% of teaching staff were male and 50% of teaching staff were female respondents. It was concluded that dual region teaching staff perception varied. Therefore, it should be recommended that equal opportunity to be given to female in every sphere of life such as socially, politically and educationally for human as well as economic development. Access of quality education for female in this regard should be promoted so that to remove the gender gap and promoting the knowledge-based society. At a considerably rate the government of Balochistan should be encourage the female skilled human resources and female education dynamics so that refining the female education outcomes adequately.

**Keywords:** *Gender gap, Education Sector, Balochistan, Way-forward*



## 1.1 Introduction

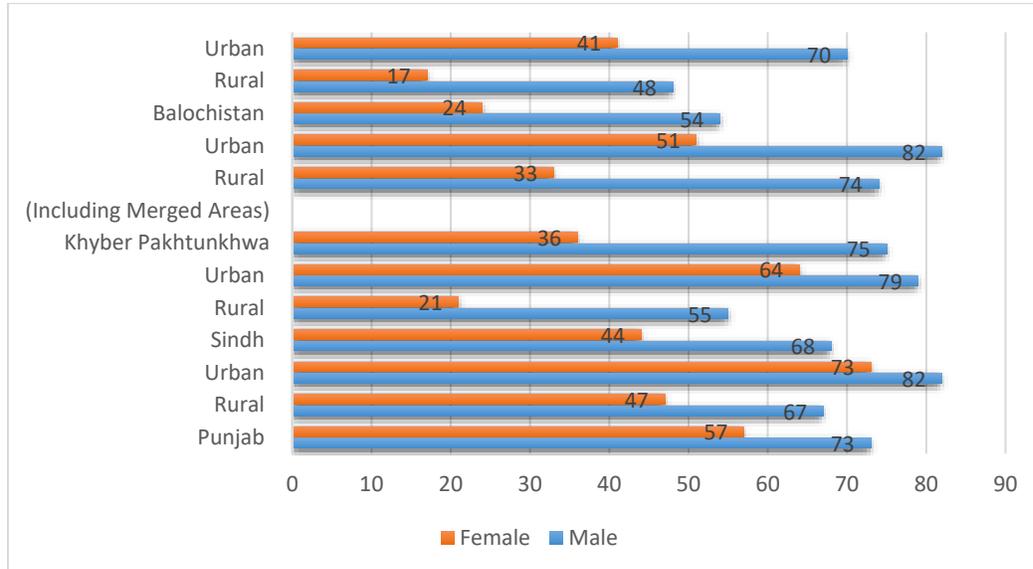
Education dimension has played an effective role regarding developing human behavior towards advancement, massive economic growth for reduction of poverty as well as human capital for socio-economic acceleration at a considerable rate. In order to struggle with manifold economic challenges for human development and effective measures for economic productivity through scientific novelty, the educational dynamics part and parcel for extraordinary comprehensive economic evolution (GoP, 2018-19).

Females are the deprived section of the community in this regard the educational aspects may increase the economic as well as socially prosperities of development. On the other hand, a country like Pakistan has faced multiple challenges in the education sector and placed at 152 out of 189 nations. However, in this respect, HDI on the other words Human Development Index was developed by the UNDP, the Pakistan education sector displayed a miserable picture during the period of 2019 (GoP, 2018-19).

Regrettably, at country level, educational prime parameters like both male and female and their educational literacy rate at country level, enrolment proportion and their gross percentage, educational sectors expenditure at country level were lowered and squatted. Therefore, Pakistan did not achieve their educational goals as compared to their neighboring nations (GoP, 2018-19).

In Pakistan both male and female education did not match their actual position or as required. Furthermore, the literacy rate in Pakistan exhibited a bleak and gloomy picture like fifty-seven% lags behind their target as compared to other nations. On the other hand, the primary schooling and their kid's/students dropout rate was twenty-two point seven which was the very highest dropout rate at regional wise after Nepal and Bangladesh and also considered as 3rd position. This picture displayed a contrast as a menace position regarding the primary stage of children's formative learning (GoP, 2018-19). In this context, the literacy rate as the major educational indicator was given below as province-wise as shown in figure-1:

**Figure-1. Province-wise literacy rate level**



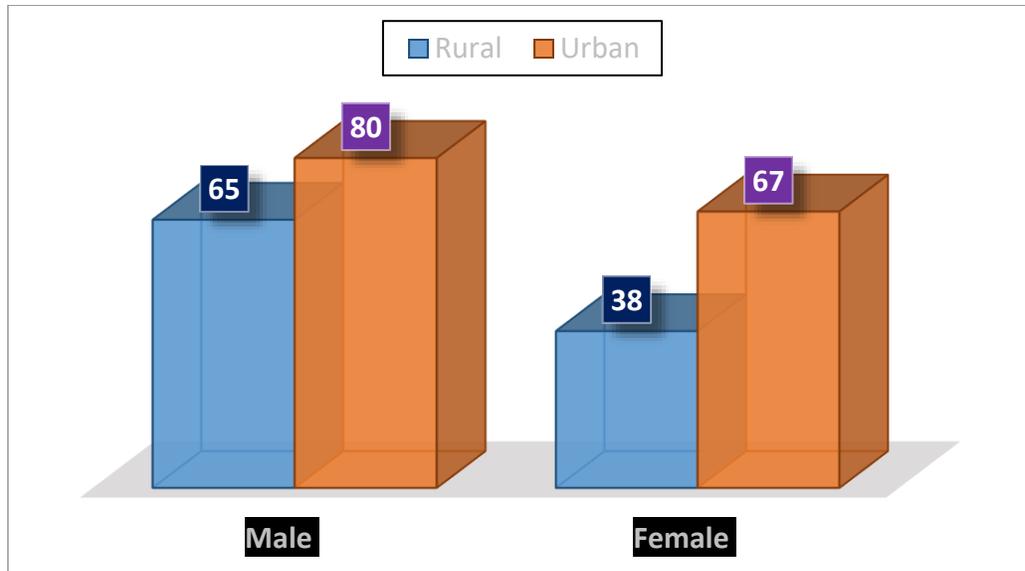
Source:

PSLM-2018-19.

## 1.2 Educational literacy rate

According to the Federal Bureau of Statistics the literacy rate at country level has remained low during the past five decades. The educational indicators were the major development steps and linked with the Millennium Development Goals (MDG). However, on the other hand, at county level the educational dynamics remains deprived especially at primary level. As reported by the PSLM sample survey during the period of 2018-19, the educational literacy rate remains. Punjab has the highest literacy rate and Balochistan region is regarded as the lowest literacy rate. However, on the other hand, at the country level the literacy rate was 80 and 65 for male and for female this figure was reported as 67 and 38 respectively as shown in figure-2.

**Figure-2. Country level literacy rate**



Source:

PSLM-2018-19.

### 1.3 Gender gap

Relatively, the gender gap exists in every community but their magnitude, extent and their scale diversity aspects are so much different which reflects a negative impact on the entire society. This gap may be politically, environmentally, economically and culturally (WEF, 2020; Ullah, 2020). However, the gender gap remains diverse from nation to nation and country to country like in Australia the gender pay gap in working places, in India gender earnings pattern is different in labor market, in New Zealand, gender hourly paid wages, in Russia, job-related isolation exiting, in America both male and female has average salaries pattern. in Pakistan there was vast gap existing and female faced the various problems like legal violation, financial disparity, voting gender gap, sex discrimination and educational indiscrimination (WEF, 2020).

### 1.4 Problem statement

Gender educational achievement has played an indispensable role and vivid characters which might be facilitating and also increasing the decision-making process of the rural masses. In the education sector, the gender gap remains as the major problem. Obviously, transfer of educational technology for the gender did not achieve their goals and targets as a result of low output in the educational sphere. Therefore, this research developed by using the sample survey of teachers in order to measure the gender gap in the selected district of Balochistan.



### **1.5 Specific objectives**

1. To identify the perceived perception of the teachers regarding their socio-economic ailment in study area.
2. To probe out the gender gap in the educational sector.
3. To design the vibrant policy recommendations regarding improved gender education sphere.

### **1.6 Related review of literature about gender gap in education sector**

Jha and Kumar, (2017) explore the socio-economic aspects related with educational dynamics in India. Gupta and Deepak, (2018) carried out the research gender educational environs. Achieving education was the fundamental rights of gender which increased the socio-economic status of gender (Guterman and Neuman, 2018). However, on the other hand, the Kvande et al (2018) carried out the investigation about educational socio-economic determinants in Norway. Shah et al. (2019) conducted the study about gender school dropout rate. Busher and James, (2020) reported the England educational direction related with gender (De-Silva et al., 2020). Poland contained the proportional healthier educational direction for self-motivation for gender (Hanson and Krywult-Albanska, 2020). Gender educational aspects have played an imperative role in Rwanda at primary level of education (Haynes, 2020). While cognitive development was the key developmental factor in Ireland school level and also promoted the gender competency level. Bardach et al. (2021) assess the impacts of gender education programs in the UK. Campbell, (2021) explores the globalization of educational aspects of gender and their possible gap. Marklund, (2021) carried out a study about Gender education determined (Kent, et al., 2020). However, on the other hand, Walker and Moulin, (2021) examine the gender educational characteristics and their positive reflection. While, gender schooling remains as the major promotional aspect for social-economic development and their gap severely affects the gender income generation process (Wang and Crawford, 2021). Khan, (2018) explores the effects of gender educational aspects as a whole. Gender educational aspects were the major aspects and responsible for socio-economic acceleration in Pakistan (Hui and Murtaza, (2021).

### **1.7 Methodology of study**

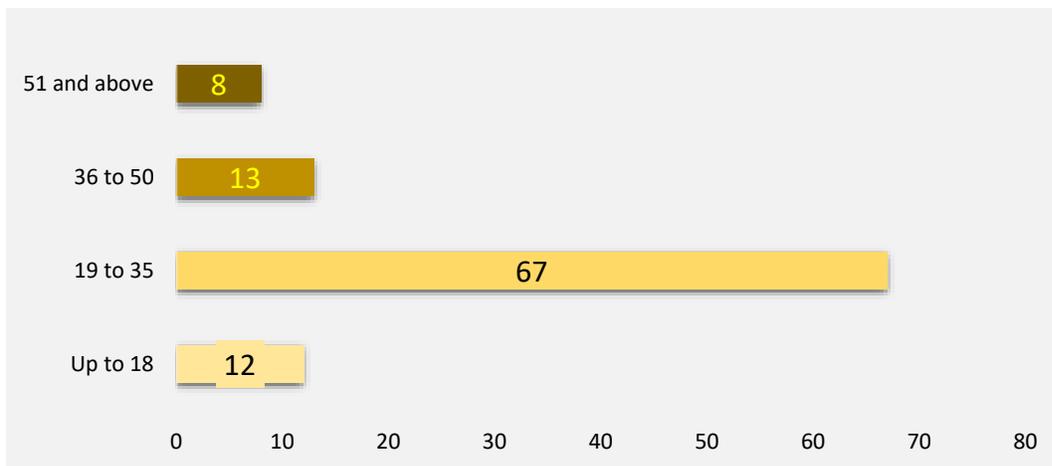
Sample survey was used in this research to obtain the actualities of the teachers regarding the quality education related with gender domains. Because sample survey widely applied in education sciences (Gay & Mills, 2006; Ullah et al., 2019). On the other hand, the gender gap in the education sector is deemed required to examine at province level. In this context, Quetta and Loralai district were chosen using the cluster sample technique (Sekaran, 1992; and Babbie, 2004). A survey form or checklist was designed so as to determine the probe of investigation.

One hundred (100) teachers were chosen as sample size in this connection fifty-five (55) from Quetta districts (Quetta=55 teaching staff) and fourth-five (45) from Loralai district (Loralai=45 teaching staff) were selected respectively. Fitz-Gibbon and Morris (1987) table was applied. Interview was arranged at field level. Pearson Chi-square Test as a (Crosstab) applied in this investigation and thus information was entry statistically software (SPSS) (Cohen et al., 2000). set on. The p-value in sync on five-point alpha level is considered significant.

### 1.8 Results

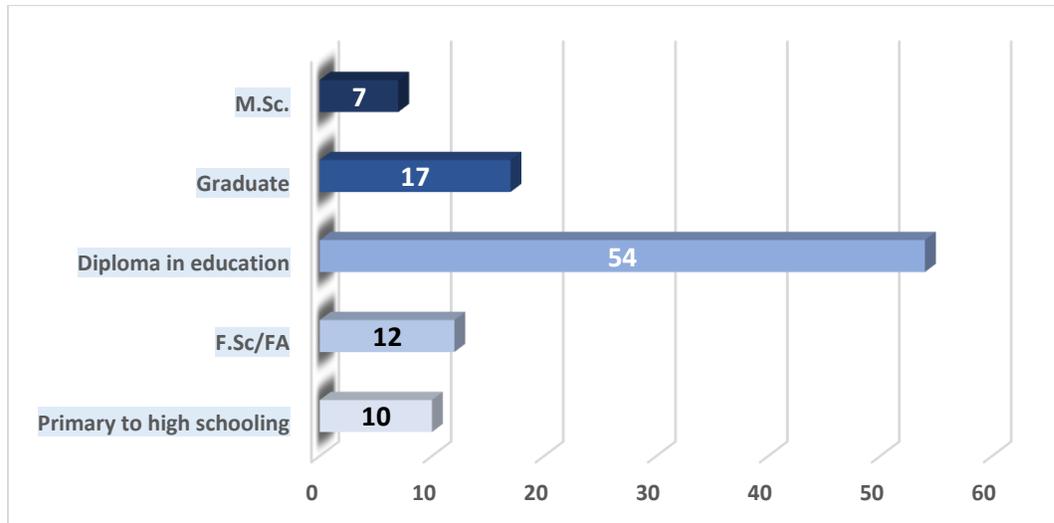
Demographic profiles were major aspects in this research because in educational sciences the socio-economic determinants are prime aspects.

**Figure-3. Teaching staff age**



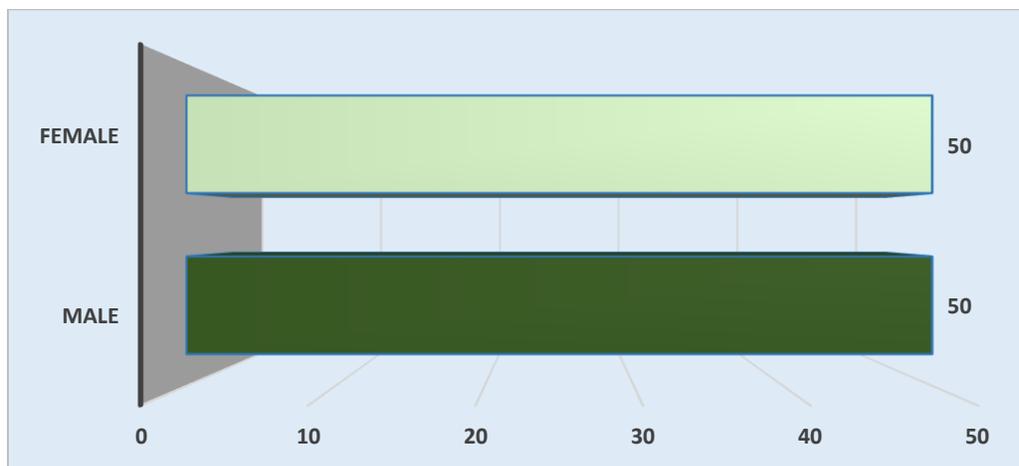
Majority 67% of the teaching staff ranged into the 19 to 35 years followed by 13 percent of the teaching staff having the 36 to 50 years' age category respectively. Whereas, 12-8% of the teaching staff fell up to the 18 and 51 and above years of age respectively (figure-2).

**Figure-4. Teaching staff educational level**



More than half (54%) of the teaching staff achieved the diploma level of education. While 17 and 12% of the teaching staff received the graduate level of degree and F.Sc/ FA level of certificates respectively. While, fraction numbers 10-7% of the teaching staff having the primary to high level of education and M.Sc. degree respectively (figure-4).

**Figure-5. Teaching staff by gender**



Imperative aspects of this exploration was the nature of gender. Half 50% of teaching staff were male and similar, half 50% of teaching staff were female respondents respectively (figure-3).

**Table-1, Gender gap in education sector by using the Chi-square test as district-wise**

Gender gap in education sector	Value	d.f	Sig. (2-sided) Asymp:
<i>Quetta district</i>			
Pearson Chi-Square	23.217 <sup>a</sup>	4	<b>.000**</b>
Likelihood Ratio	24.640	4	.000
Linear-by-Linear Association	16.285	1	.000
Phi	.482	-	.000
Cramer's V	.482	-	.000
<i>Loralia district</i>			
Pearson Chi-Square	10.205 <sup>a</sup>	3	<b>.017*</b>
Likelihood Ratio	12.896	3	.005
Linear-by-Linear Association	7.596	1	.006
Phi	.319	-	.017
Cramer's V	.319	-	.017
Valid Cases No. = "100" teaching staff based on five level significant			

Based on ( $p \leq 0.05$ ) alpha level, the vivid Pearson Chi-Square applied so as to measure the actualities of the teaching staff from the both districts like Quetta and Loralai accordingly. The gender gap in the education sector was determined as group-wise as shown in table-1. The valid case retained on one hundred (100). Cross-tabulation based on ( $p \leq 0.05$ ) level set on. Highly significant discrepancies observed in Quetta district regarding teaching staff views respectively. While on the other hand, it is only statistically significant in the Loralai region. Based on Pearson, Chi-Square value retained in this regard is highly significant in Quetta region: (Chi-Square=23.217a), (Likelihood Ratio=24.640) in addition to (Linear-by-Linear Association=16.285) antagonistically. On the other hand, in the Loralai region (Chi-Square=10.205a), (Likelihood Ratio=6.523) as well as (Linear-by-Linear Association=.7.596) receptively. It was concluded that dual region teaching staff perception varied.



### **1.9 Conclusions or policy recommendations**

Current efforts determined the teaching staff perception about the gender gap and their reflexes based on assumption. It was also pointed out that the how could make the strategies and instrument policy regarding overcome to reduce the gender education gap. Therefore, this research was designed following suggestive recommendations based on study findings. Education plays a foremost title role for reducing the gender gap in the educational sector. These efforts are enlightening the socio-economic ailment of the respondents, therefore it should be recommended that equal opportunity be given female in every sphere of life such as socially, politically and educationally for human as well as economic development. Access to quality education for females in this regard should be promoted so as to remove the gender gap and promote knowledge-based society. At a considerable rate the government of Balochistan should be encouraging the female skilled human resources and female education dynamics so that refining the female education outcomes adequately.



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