

Assessment and Impact of Educational Structure in Balochistan: A Gender-based Study

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Abstract:

Present research was sought to assess the impact of educational structure based on gender in three districts (Karat, Mastung and Sibi) of the Balochistan province by using simple random sampling. Descriptive type of the research survey was adopted in the present research because of the descriptive type of the study was most suitable to acquiring the groups discernment and judgment anchored in social facts. Three hundred (300) respondents one hundred (100) from each district were selected through simple random sampling (Karat=100; Mastung=100; Sibi=100 + 300). Multistage sampling technique was used to select the respondents as sample sizes. Statistical Package for the Social Sciences was utilized for data analyses. Chi-square test at 5% level of significance was also used. Results reveals that more than half (51.85%) of the respondents observed that their boys have acquired education up to primary level. Whereas (26.85%) settled education for their boys up to middle and matriculation enrollment level education of boys was described by only (16.67%). Most (45.41%) of the respondents restricted to received their education up to primary level; however (32.65%) girls of the respondent families did reach middle institute level of education, Nevertheless, matric enrollment level education of girls was described by only (17.35%).

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Based on findings following recommendations were suggested. Education committees which also be participated by active women members be established at union council level as well as at village level to develop confidence of the people of backward areas towards woman education. Women participation in different walks of life can be improved by developing awareness among their males. Introduction of vocational institutes at union council level or even better at village level may be established to utilize the skillful mind of women.

Keywords: Assessment, educational, gender, impact, Balochistan
Introduction:

Education play imperative role to bring about desirable changes in human approaches as fruitful and enviable means. By and large, the education dimension not only modification the mind setup towards development but also bring about the desirable variation experiences and physical characteristics of the individual. Education is the prime vehicles in the term of knowledge, skill and attribution in this regard by means of education the knowledge is transfer from generation to another generation. Cost-effective development and efforts are entirely reliant on the human capital and economic prosperity. Obviously human development capital had been reflected the positive impact over on socio-economic circumstances of the intended beneficiaries. In this connection, human capital fundamentally obligatory for formation of a robust expansion in development process like economic progression, constancy in the political matter, optimistic social atmosphere and the like. Keeping the importance of education trends for the development process as the key successors at any progressive directions for the development of human capital (Javed *et al.*, 2008). Globally, the women were considered and constituted as the half of the population of the world. Human development is vitally be contingent on the cerebrally strong however, womanhood as the prime sources of imitation of the generations. Economic expansion

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accompanied by good fitness of a domestic female is of importance factors since it establishes a diminutive division of the economy. Henceforth, no uncertainty the nonexistence of female learning sector may obstruct the growth of a realm. In the context of Pakistan women status were regarded as the oppressed object and anti-women practices were ignited the entire arrangement about women status beside that level of education system for the women were not satisfactory scale as compared to their counter partner.

Overwhelming majority of the female was not enrolled even in the primary level education. However, in this regard systematic and fruitful efforts or approaches for the women educational development were required with the help of public sector and non-governmental organizations so as enhance to ripen the female higher education system. Moreover, there was dire need for changing the policy implication and planning strategies regarding female primary to high education system and taken initiatives and preliminary steps in order to promote and encourage the female education system at all level (Javed *et al.*, 2008). Generally speaking widely across the nations, ratio to involvement of females in educational process are lesser as compared to male counterparts. On the other hand, female participation ratio and rate may probable to upsurge with the collaborative efforts by stakeholders about educational dimension. World-wide evidence-based prospect about female education sector generate to produces societal gains and paved the ways for development process and eradicate or reduce the infertility and infant mortality at greater extent. Last but not last, compact measure should be taken so as to increase the female participation rates in development process and upgraded female education level on grass root horizon in order to achieving the objectives of millennium development goal (Subbarao and Raney, 1995).

Statement of the Problem:

By area-wise Balochistan was regarded as the largest province of the country, and the populace was dispersed. However, the massive part approximately (90%) comprising a barren and only remaining areas was cultivated for agriculture purpose. Balochistan province were thoroughly encountering the low human indexes and facing the chronic impediments such as poorer physical infrastructure, fragile communication, lack of transportation, poor development education system and so forth (Mengal, 2015). Obviously, educational premises exhibit the miserable picture with the context of Balochistan province. Due to the male dominate society the female restricted in the margin and boundary wall of the houses. In this regard, the socio-economic, socio-culture and instructive situation do not overlap as compared to other parts of the country.

Due to the tribal pattern and social structure the womenfolk's access to education aspects were deprived and extremely limited at province level. Particular, rural areas of the province, early age marriage system was prevailed and dominated which imitated the adverse impact over on age composition and their reproductive health pattern. Therefore it is important to distinguish the ground actualities concerning the level of womanly education and examine the incidence possibilities to this respect, to facilitate the strategies are formulated at bottom or grass root level and to speed up women involvement in the communal, financial, radical and nationwide matters (Khan, 2010). At this instant, the question was raising that what sort of strategies and tactics were perpetually prepared in order to enhance the educations level of respondents with the term of gender-based endeavor. Similar, what kind of road map was developed so as to make the educational feature most productive and dynamic mode?, Keeping in view this the present study was design to explore the perceived perception of the respondents and to assess the impact of educational structure at

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province level based on gender context specially reference with Balochistan province.

Following were the specific objectives of the study:

1. To find out the demographic profile of the respondents.
2. To assess the impact of the gender-based educational system in rural and urban areas of the study area.
3. To suggest the recommendations and policy measures for improving female education on sustainable bases for policy-makers and planners.

Hypothesis:

Following hypotheses were also operationalized:

Ho1: There is no significant variances were occurred between the perceptions of respondents regarding their age composition.

Ho2: There is no significant variances were occurred between the perceptions of respondents regarding their family size.

Methodology:

A descriptive type of the research survey was adopted in the present study (Knupfer and McLellan, 2001). Because of the descriptive type of the study was most suitable to acquiring the group discernment and judgment anchored in social facts (Trochim, 2000). The Kalat, Mastung and Sibi districts of Balochistan province were chosen by using simple random sampling. As these three districts were randomly selected, due to the facts that representing the study universe. Three hundred (300) respondents one hundred (100) from each district were selected through simple random sampling (Kalat=100; Mastung=100; Sibi=100 + 300). In this connection, a comprehensive interview-schedule was developed for the field survey in order to record the current perceptions of the respondent's rooted in five point Likert scaling.

The interview schedule was divided into various parts i.e. demographic characteristics and concepts. Further, multistage sampling technique was used to select the households as sample

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sizes (Hussain *et al.*, 2004; Siddiqui *et al.*, 2005). Keeping in view objectives of the study the face to face communication was deemed to fit in this circumstances. Questionnaire was developed so that collect the raw data from the respondents separately in order to confirm unbiased and uninfluenced replies. The target population as sample size was suitable at the margin error of 4.74 percentage and 90 percentage confidence interval with 50% of replies. Initially, data were collected through pre-tested so as to check the reliability and validity of the concepts. Captured data was put to transfer on the tally isolated sheet and then enter to Statistical Package for the Social Sciences (SPSS-22). In this regard, qualitative variables were worked out for interpretation. Chi-square test run at 5% alpha level of significance was used so as to observe the relationship between two variables (Gall *et al.*, 2007).

Results and Discussion:

Demographic characteristics take part in and pivotal disposition to influencing the decision-making process of the respondents as well as indispensable to boost up the authority related to the managerial approaches as shown in table-1.

Table-1: District-wise distribution according of the age group (n=300).

Age group	Districts						Total	
	Mastung		Kalat		Sibi			
	N	%age	N	%age	N	%age	N	%age
<= 21	13	13.0	8	8.0	7	7.0	28	9.3
22 - 28	27	27.0	42	42.0	41	41.0	110	36.7
29 - 35	26	26.0	31	31.0	26	26.0	83	27.7
36+	34	34.0	19	19.0	26	26.0	79	26.3

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Tot al	100	100.	100	100.	100	100.	300	10 0.
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Chi-square = 10.932; Prob. = 0.091

The data depicted that most (36.70%) of the respondents was fallen in (22-28) age category followed by most (27.7%) of the respondents had 29-35 years age group. While only remaining (9.30%) of the respondents have less than twenty one (21) years of age composition. Incidentally, vast majority of the respondents were fallen into the younger age. Whereas mentioning to the calculated worth of chi-square 10.932, at 0.05. Thus H^o or null hypothesis that “there is no significant differences were existed between the perceptions of respondents regarding their age composition” was accepted and alternate hypothesis was rejected.

Table-2: District-wise distribution according to family size (n=300).

Family size	Districts						Total	
	Mastung		Kalat		Sibi		N	%a ge
	N	%a ge	N	%age	N	%age		
<= 6	21	21.0	27	27.0	28	28.0	76	25.3
7 – 10	51	51.0	31	31.0	34	34.0	116	38.7
11 – 14	17	17.0	12	12.0	17	17.0	46	15.3
15+	11	11.0	30	30.0	21	21.0	62	20.7
Total	10 0	100.	100	100.	100	100.	300	100.

Chi-square = 16.978; Prob. = 0.009

The significant feature of present study was to discover the perception regarding to their family size as shown in (table-2) showed that most (38.7%) of the respondents had possessed (7-10 members) of family size followed by most (25.3%) of households

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respondents were of the opinion that they had below 6 family members. However, most (20.7%) of the respondents had checked families greater than fifteen member units. Whereas denoting to figure worth of chi-square 16.978, at 0.05, Hypothesis was precluded in respect of substitute hypothesis, which was acknowledged.

The respondents were enquired to provide their perceptions based on type of education in districts Mastung, Kalat and Sibi (table-3).

Table-3: Distribution of the respondents regarding the type of education (n=300).

Type of Education	District							Total
	Mastung		Kalat			Sibi		
	1	2	1	2	3	1	2	
1 Primary	10	6	41	15	1	31	8	112
%	41.7%	100.0%	51.3%	60.0%	100.0%	49.2%	47.1%	51.85%
2 Middle	10	-	21	6	-	16	5	58
%	41.7%	-	26.3%	24.0%	-	25.4%	29.4%	26.85%
3 Matriculation	4	-	13	4	-	11	4	36
%	16.7%	-	16.3%	16.0%	-	17.5%	23.5%	16.67%

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4 Inter media te	-	-	3	-	-	3	-	6
%	-	-	3.8 %	-	-	4. 8 %	-	2.78 %
5 B.A	-	-	2	-	-	2	-	4
%	-	-	2.5 %	-	-	3. 2 %	-	1.85 %
8 Uned ucate d	-	-	-	-	-	-	-	0
%	-	-	-	-	-	-	-	0.00 %
Total	24	6	80	25	1	63	17	216
%	100.0 %	10 0.0 %	100. 0%	10 0.0 %	100. 0%	10 0. 0 %	100. 0%	100. 00%

Source Survey Report 2015

More than half (51.85%) of the respondents were of the view that their boys have acquired the schooling primary level. In this respect (26.85%) achieved to arranged education for their families (boys) to middle & matriculation level. While the boys was found by solitary (16.67%). Fraction number (2.78%) of the respondents were of the opinion that their boys to acquired education in college level, despite the fact that (1.85%) respondents specified that their family members (boys) were graduate. The contemporary scenario

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indicated that the inferior types of learning between the boys. In this regard, overwhelming majority (97%) of the respondents did not touch college level education.

The respondents further asked to provide their current perceptions related to the educational level for the girls in districts Mastung, Kalat and Sibi as shown in table-4.

Table-4: Distribution regarding the type of education (n=300).

Type of education	District								Total
	Mastung			Kalat			Sibi		
	1	2	3	1	2	3	1	2	
1 Primary	9	6	2	28	14	1	19	10	89
%	37.5%	66.7%	100	42.4%	56.0%	100	37.3%	55.6%	45.41%
2 Middle	9	1	-	24	6	-	20	4	64
%	37.5%	11.1%	-	36.4%	24.0%	-	39.2%	22.2%	32.65%
3 Matriculation	2	1	-	12	5	-	10	4	34
%	8.3%	11.1%	-	18.2%	20.0%	-	19.6%	22.2%	17.35%
4 Intermediate	2	1	-	2	-	-	2	-	7
%	8.3%	11.1%	-	3.0%	-	-	3.9%	-	3.57%
5 B.A	2	-	-	-	-	-	-	-	2
%	8.3%	-	-	-	-	-	-	-	1.02%
8 Uneducated	-	-	-	-	-	-	-	-	0
%	-	-	-	-	-	-	-	-	0.00%
Total	24	9	2	66	25	1	51	18	196
%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.00%

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Source Survey Report 2012

Most (45.41%) of the respondents restricted to received their education up to primary level education; whereas (32.65%) of the respondents families did not acquired the middle level schooling. While most (17.35%) of the respondents had holding matriculation level education. Only (3.57%) of the respondents showed girls of their relatives have achieved to get education up to college. Whereas, graduate for the girls respondents has been described only (1.02%). While no numbers of the respondent observed that girls of their kinfolks are unschooled. Whereas vast majority (96.43%) of the respondents families did not extent at institution level of schooling. The status quo was harassed that deprived of what an unschooled adolescent do when she was became a womenfolk to deliver her descendants.

Conclusion and Recommendations:

Schooling was the supreme importance in the every society though its works as venerable and imperative social innovation and change. Notwithstanding anomalies related to the anti-social practices of womenfolk not only degrade the women value in the society but also reflect the negative impact in the socio-economic circumstance. The finding reveals that the most (36.70%) of the respondents was fallen in (22-28) age category followed by most (27.7%) of the respondents had 29-35 years age group. In addition, most (38.7%) of the respondents had possessed (7-10 members) of family size followed by most (25.3%) of households respondents were of the opinion that they had below 6 family members. Furthermore, More than half (51.85%) of the respondents were of the opinion that their boys partake to acquired schooling up to primary schooling. Whereas (26.85%) decided to get education for their boys up to middle & matriculation schooling of boys was stated through solitary (16.67%). Most (45.41%) of the respondents restricted to received their education up to primary schooling; however (32.65%) of the respondent kinfolks did not touch middle schooling, yet,

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matriculation level schooling or education of girls was recorded by lone (17.35%). Based on findings following recommendations were suggested. Women participation in different walks of life can be improved by developing awareness among their males. Introduction of vocational institutes at union council level or even better at village level may be established to utilize the skillful mind of women. Education committees which also be participated by active women members be established at union council level as well as at village level to develop confidence of the people of backward areas towards woman education.

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