

Female Education Supports In Up-Gradation Of A Society: An Investigation From Female Primary School Teachers In District Malir, Karachi

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Abstract

Females are considered as the developing and supporting elements of a family. They support their families in making them respectable members of society. Without female supports and help the proper development of a family is not possible. Women are the family builders who carefully develop a family as per its requirements in society. That is why female education is the basic need for social development in a country. This study discovers the need for female education to be essential for a family in Pakistan. A well-developed and tested questionnaire is used for data collection. Data were collected from 110 respondents on a convenience basis from selected primary schools of district Malir in Karachi. For data analysis, descriptive statistics were applied on proposed variables, such as the importance of female education, female financial support, female support for children's education, and female support in family grooming. The results of the analysis were in favour of female education. This study stands out as the first of its kind in Pakistan intended to serve as an inspiration for government regulators to help them in future policymaking for the country. Due to female education in the country effective decision-making and planning activities may help not only to improve the present society but also to reduce poverty in Pakistan.

Keywords: Female education, family support, government regulators, well-developed, respectable members.

تلخیص

خواتین کو خاندان کی تعمیر و ترقی میں معاون و مددگار سمجھا جاتا ہے۔ وہ اپنے خاندان کے افراد کو معاشرے کا باعزت شہری بنانے میں مدد کرتی ہیں خواتین کی مدد و معاونت کے بغیر خاندان کی تعمیر و ترقی ممکن نہیں ہے۔ خواتین معاشرے کی اقدار کے

مطابق خاندان کی تعمیر اور نشو و نما کرتی ہیں اس لیے ہمارے ملک میں خواتین کی تعلیم معاشرے کی ترقی کے لیے بے حد ضروری ہے۔ زیر نظر تحقیق پاکستان میں خواتین کی تعلیم اور اس کی خاندان کے لیے اہمیت کو اجاگر کرتی ہے۔ تحقیق میں مواد اکٹھا کرنے کے لیے ایک مکمل سوالنامہ تیار کیا گیا تھا۔ ڈسٹرکٹ ملیر، کراچی کے پرائمری اسکولوں میں ۱۱۰ جواب دہندگان سے اُن کی آمادگی کے مطابق مواد اکٹھا کیا گیا۔ مواد کے تجزیے کے لیے وضاحتی اعداد و شمار کو مجوزہ تغیرات پر لاگو کیا گیا مثلاً: خواتین کی تعلیم کی اہمیت، خواتین کی مالی امداد، بچوں کی تعلیم کے لیے خواتین کی مدد اور خاندان کی تعمیر و ترقی میں خواتین کی مدد و تعاون۔ تجزیے سے ثابت ہوا کہ خواتین کی تعلیم کی خاصی اہمیت ہے۔ زیر نظر تحقیق پاکستان میں اپنی نوعیت کی واحد تحقیق ہے جو حکام بالا کے لیے مستقبل کا لائحہ عمل بنانے میں معان ثابت ہوگی۔ مملکت میں خواتین کے تعلیم یافتہ ہونے سے بہتر فیصلہ سازی اور مستقبل کا لائحہ عمل بنانے میں مدد ہی نہیں ملے گی بلکہ موجودہ معاشرہ بہتر ہوگا اور غربت میں بھی کمی آئے گی۔

کلیدی الفاظ: خواتین کی تعلیم، خاندانی مدد، حکام بالا، ترقی یافتہ، معزز شہری

Introduction

The concept of development means an improvement in the lives of people, places, and things that is the need of every person in the world. For the quick development of a country, the population of both young men and women must be active to finish the required targets. In most of the developing countries, young women are not allowed to get good education due to financial crises in the societies. It is therefore said that education is a process of teaching, training, and learning to improve our knowledge and to develop our skills. Similarly, education is the main energizer for abilities for everyone. In most of the developing countries, a female child is being treated as inferior as compare to a male child because people think that females have less privilege than males in society. Most of the parents do not send their female children to schools because they think that it a wastage of time, wastage of money, wastage of resources. According to them, the money that is spent on female children may be spent for repayment of loans, such situations are observed in India, Bangladesh, and Cameroon, etc. A school of thought is that the significance of education, nutrition, and health as such people are considered as the vital asset for the development of the societies. It is believed that education seems like a vehicle for social change and resources of individual and community freedom.

Policymakers are not giving importance to female education in a developing country and studies showed that without the cooperation of a government, a developing country will not be able to allow all the female children to get an education in a country. In other words, it can be said that without government support regarding female education it looks like gender discrimination and this seems on the higher side at enrolment levels. There is

another reason for the failure of the system is the dropout rate of students due to different unaddressed problems such as teaching issues, transport problems, and distance of schools especially for girls students particularly in rural areas

In advanced countries, the chances of female workers are more because they give preference to performance and quality of work but in the case of developing countries the work quantity is considered on a priority basis. Another reason for more female workers is that females either do not get marriages or they have very few children and they can easily do any duty even at night shift. In developing countries, the situation is revert because the female workers have more responsibilities and they are unable to do laborious jobs and jobs with longer hours. In this way automatically the situation of discrimination exists. Similarly, some other problems also create hurdles for female jobs in underdeveloped and under-developing countries such as low education of female workers, more domestic responsibilities, and female harassment issues in the society.

Female education is so essential part of society that even in the pandemic the United Nations emphasized in its report (Nations, 2020). The need for female education was also highlighted by the Girls' Education Challenge & UKAID (2018). Smirnov (2017) expressed that if young women are not educated in the relevant fields they are unable to perform as per the required level for the development of their societies. Porter (2016) emphasized that once women are educated the global dream of freedom for all can easily be achieved. Females are family builders and developers and with their help, society may defeat poverty, escalating health conditions, overcome the problem of big family size, and create lovely societies with the concept of equality. That is why there must be a right ratio and place for our female population in different departments so that they may perform in a better way to serve the country accordingly. The studies show that females face many challenges in getting the proper education in most parts of the world (Odomore, 2015). Brahim Sanou (2012) highlighted that in the words of Nelson Mandela, "education is the most powerful weapon which you can use to change the world" cited by (Sundholm, 2011). It is highlighted that for up-gradation of society the female education is the key factor because educated females may become good financial supporters, as well as the proper helpers of their children's education and development and uplifting the families in the societies. Females have to face a large number of difficulties and problems in especially gender equality challenges in their daily life. Females are underprivileged in many (Swedish Agency for Development Evaluation, 2010).

According to Jackson (2009), gender equivalence minimizes poverty and has greater benefit to family investing in women and empowering women lifts entire families, communities, and countries. The same author further highlighted that the gender gap is a

big hurdle in the way of development of a country because until and unless women's education has not improved no country can grow rapidly all over the world.

Until now in Pakistan, very little research showed for the grey area that highlights the participation of females in various departments in routine matters in various countries. The objective of the study is to point out the importance of females' education and support to society and to discover how the gaps may be filled for making this segment of the population more effective and efficient for society. The study is focused on the role of female primary teachers in district Malir, Karachi, and their share in the development of the families cum society with the zeal and spirit of country development and poverty elevation as soon as possible. This study is beneficial for individuals, students, and as well as for government policymakers for establishing suitable policies in the country for future development. In the subsequent section, a review of pertinent literature has been presented which concisely sifts through the importance of female education in society. This is followed by a detailed discussion of the research methodology in the third section, which is succeeded by the presentation and discussion of results. Further, a conclusion of the findings of the study has been put forth and in the final section, recommendations of the study are proposed.

Review of Literature

Khan et al.(2020)stated that there has been a prominent increase in education of girls belonging to the developing nations, it still falls behind that of boys of the same countries. Gender inequities have an immense influence on the patterns of expenditure of time and resources by members of a family. Ample evidence proffers suggestion that women who have greater control over resources tend to spend more on fundamental living needs, e.g. health, food, and education(Gordon et al., 2019). It is shown by research that investing in women's education yields several positive outcomes, such as 1) decrease in female infertility rates; 2) reduced child mortality and infant mortality rates; 3) lowered maternal mortality rates; 4) upsurge in participation of women labour force; 5) improved educational investment in children.(Brief, 2019). On the other hand in Pakistan, the newly merged districts of Khyber Pakhtunkhwa province in Pakistan have become part of Pakistan in July 2018. This area was formally known as Federally Administered Tribal Areas (FATA). After merging these areas in Pakistan, the government is trying to develop the area from each arena and for this purpose, the females of the area are allowed to participate in every field of life but this noble task is not possible without relevant education of females' population (Naveed, 2018). In Pakistan, there are large numbers of children who are not going to schools, and significant gender inequalities in education, across the entire country, but some areas are much worse than others as cited by Watch (2018) andTripathy & Raha(2018). Hassan & Rafaz (2017)cited that female education is an essential factor of economic growth and a fundamental right of every female in the country. Education serves as an architect of a country's society and economy, thus serving as an important linchpin

for a nation's development. The population is equipped with knowledge and skills by education, whilst the youth of a nation has its personality sharpened. But despite all of that, can the national identity of youth be characterized by education? Can the person's sense of belonging to the nation be cultivated by adequate education? Education is essential for a successful life of an individual. It harbours a monumental impact on human opportunity in advancing their life quality. Education is the instrument that brings economic wealth, social prosperity, and political stability to a society.

The status of economic and social nature depends on how educated individuals are for education enhances the individual's capacity to manage their quality of life. It eradicates chances of poverty and nurtures harmony in society. Education also empowers citizens with a voice that they can raise to express views as well as unearth their true potential so that they become better people. No country can attain sustainable economic growth without substantial investment in female education because it the key part of the whole population of a country. Female education improves the technical capabilities of exploring new ideas and innovations. It improves the quality of life and leads to collective benefits for individuals and societies. The study investigated the impact of female education on the economic growth of Pakistan. The education of females is significant to the development of society. The majority of the societies worldwide do not provide women with the same opportunities as men, largely restricting their life choices and changes compared to those of men. Unequal access to and subsequent underwhelming performance in education by the girls is not only a cause but also a consequence of such disparities in education. Inequality in education is a major deterrent in the way of women's rights and affects a country's social and economic development adversely. The same author further cited a famous African proverb that "If you educate a man, you educate an individual, but if you educate a woman you educate a family (nation)". To enhance the overall education in general and female education in special the community colleges system was introduced in the United States of America(Dougherty et al., 2017;Somani, 2017). To see the importance of education, Awan (2016)stated that "The World Bank calls women's education the 'single most influential investment that can be made in the developing world'." It was also supported in another report by World Bank (2016). According to Sperling et al.(2016), education can improve the capabilities of a female individual, and in this way, she can bring a positive social revolution in society.

Access to education by females is marred by plenty of challenges around the world. Although several studies document the benefits of female education and the challenges in the path of educating women, there is no substantial academic evidence that summarizes major challenges to female education- especially in developing countries- and the steps which international organizations and businesses have taken to address them(Bari et al., 2016). The Ministry of Women and Child Development studied in

India that empowerment of women is a socio-political ideal envisioned concerning the wider framework of women's rights (Indian Ministry of Women and Child Development, 2016). In GEC Cases, different life stories of girls from different parts of the world have been discussed that encourage other females for getting an education because in this way they can minimize their societal, and financial problems easily (*Girls' Education Challenge Case studies*, 2016). Razzaq (2015) disclosed that education helps men and women privilege their rights and recognize their prospective in economic, political, and social fields of ineffectuality (King & Winthrop, 2015). According to Razzaq (2015), Pakistan took the responsibility of providing free education to the children of 5 to 15 years both males and females to enhance the literacy rate in the country and especially in females for overcoming the various existing social problems in the country (Dr. Rabea Malik, 2015). According to Aziz et al. (2014), upon receiving education girls and women can realize the global dream of freedom for all. Female education shall also result in the reduction of poverty, increase in society's health, control of family size as well as the creation of a harmonious society where all citizens are equal. It shall also help find women representation in the workforce in direct ratio to their numbers, evict child marriage, and assist them in occupying a rightful place in the governance of a state. Naz et al. (2013) emphasized that females' education has been acknowledged as one of the key causes of change to the development of a society (Aja-Okorie, 2013).

Studies and evidence from different countries confirm that female education is one of the prominent factors among religion, poverty, ideology, culture, caste, race, gender, or even a combination of few factors which act as barriers to girls' schooling and sometimes a complex mixture of these factors becomes a hurdle for this (Swift & Gena, 2013). Saeeda Shah & Umbreen Shah (2012) stated that overall education in general and female education specially develops a country's economy and society; therefore, it is the radical of a nation's development (Idris et al., 2012). ITU (2012) strongly believed that education is a key factor for female's development. Education offers relevant knowledge and skills for girls to be well acquainted with real-life challenges. It involves social interaction that makes them feel supported by their peers and educators and removes the feeling of being alien. Well-educated women tend to marry at an appropriate age, thus decreasing the probability of child marriage and related health issues. They also become able to take better care of their health as well as the health of their families. As expressed by a male expert, “If you educate a female who becomes a mother, you educate an entire household, you lower the child mortality rates and you raise the economic earning potential too with healthier and more (economically) productive family members.” It is also said by a female development professional that if girls are educated then they understand nutrition, hygiene, and the upbringing of children in a better manner. In Pakistan, socio-cultural beliefs and customs strongly encourage women's position in society (Malik & Courtney, 2011). Graça Machel (2011) explained that females are the most important part of maximum societies (Critelli, 2010).

Women's contribution in the software industry. It is further emphasized that it is not compulsory for females that they must do some sort of work, but when they are caring and developing their children it is enough contribution to a country's development from their side (Timperley et al., 2007). It is further highlighted that educated females are one of the most important investments that any country can make in its future (The Secretary of State, 2005). S. Naz (2003) expressed that gender is considered as the main pillar of the society of Pakistan. Patriarchal values which are assimilated into indigenous customs and traditions are the source of predetermination of gender's social value. Rise of poverty aggravates the oppression faced by women and children. In under privileged households, gender discrimination in allocation of resources is also increased. In low income households, women not only face nutritional deprivation, but they are forced to earn to save their families from starvation. This increases the pressure on their psyche and it is estimated that two thirds of psychiatric patients at any hospital are women. Poor mental and physical health thus have negative impact on their productivity and the society has to bear high social and economic costs for it. There is the existence of a manmade divide between reproduction and production, which itself is a construct of the ideology that divides labour on the basis of sex, and the divide bounds women in reproductive roles in the private setting of homes such as that of mothers and wives while men are held responsible to be the breadwinners in the public arena. Consequently, the investment of resources in women both by the family as well as the state is quite low (Development Bank, 2000).

Conceptual Framework

The conceptual framework shows a relationship between independent and dependent variables. It is a graphical representation that provides the direction of performing the research regarding a specific topic. If the researcher acts accordingly, the whole research work will be finished systematically. Even a layman can easily understand the direction of research. The conceptual framework based on three dependent variables and an independent variable, pictorially shown as:

Independent Variable dependent Variables

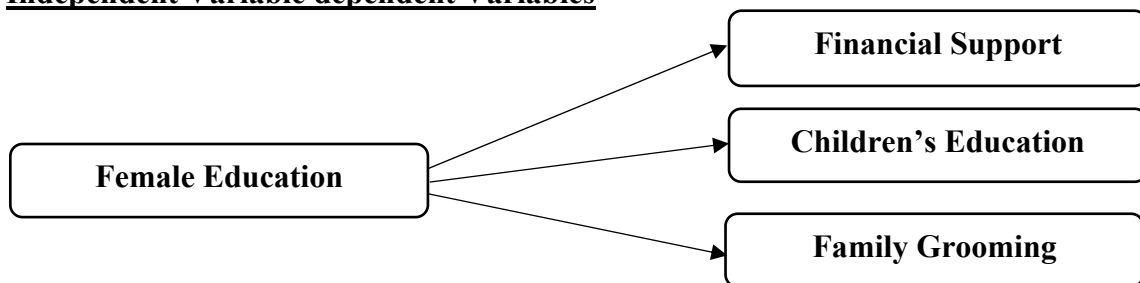


Figure-1: Conceptual Framework

A conceptual framework of a study provides the right direction to a researcher for the proposed research (Lovely Parvin et al., 2012). Figure-1 shows that the three sub-factors of female education such as financial support, children’s education, and family grooming are necessary for highlighting the female education benefits for society.

Research Methodology

A research methodology includes a process of selecting research methods and strategies that are accepted for sampling, data collection, and data analysis, to achieve the desired results of the study. The common steps of the process of research methodology have been discussed hereunder:

Population of the Study

Female primary school teachers belonging to different areas of district Malir in Karachi are taken as the population of the study. The population of this study inhabits the primary schools situated in Malir, Model Colony, Saadi Town, Gadab Town, Scheme-33, etc., in Karachi. The population of primary schools of the sample area is scattered. Therefore, the researchers have chosen a convenient sampling method and only those primary schools were approached that was located in the main areas of the city.

Reliability and Validity

Cronbach’s alpha was applied to measure the internal reliability of the questionnaire. The result came out to be 0.704 which lies significantly in the acceptance of the standard level of 0.70 as proposed by (Nunnally, 1978). The research questionnaire was also checked and validated by an experienced subject matter expert.

Closed-Ended Questionnaire

This study is based on primary data and data has been collected with a closed-ended questionnaire. For validation of the questionnaire and research study, two existing and similar research instruments were studied and possible help taken from them. After testing the questionnaire through a pilot study the necessary amendments were made in the original questionnaire and shaped into the final form that covered 8 items using a 1-5 Likert scale.

Sampling Design and Technique

The primary data were collected with a closed-ended questionnaire through convenience sampling technique.

Sample Size

A total of 120 questionnaires were distributed among the female teachers of primary schools in the study area. The respondents were requested to complete the structured questionnaire willingly and only 110 respondents had responded properly. Therefore, 110 respondents are considered a valid sample for this study.

Data Collection Tool and Protocol

A well-structured, reliable, validated, and verified questionnaire was used to collect data for the study. All of the questionnaires were distributed among the respondents in the targeted areas personally by the researchers. The data collection process was completed in 20 days and then responses were fed into the SPSS software for further analysis and evaluation.

Use of Descriptive Statistics

Descriptive statistics are brief descriptive coefficients that summarize the data gathered from the sample of a population. In this study different statistical tools such as mean, mode, median, and standard deviation, maxima and minima are used and the effects of research variables may be explained easily. Descriptive statistics have been used for variables of female education, an independent variable, and three dependent variables such as financial support, children's education, and family grooming.

Data Analysis and Discussion

Data were obtained from questionnaires based on two parts. Part-A comprises of the demographic section including gender, age, education, experience, and strength of the respondents, while part-B covers the analytical section including 8 questions and calculated the significant results of means, medians, mode, and standard deviations and necessary graphs and tables have drawn for the study.

Part-A: Data Demographics

In the demographic part, the personal information of the respondents has been discussed. This section consists of five important areas of respondents, such as gender, age, education, experience, and strength of female primary school teachers in the study area of district Malir, Karachi, Pakistan.

Table: 1
Descriptive statistics

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---------------------|----------|----------------|----------------|-------------|-----------------------|
| Age | 110 | 22.00 | 45.00 | 32.0091 | 5.55621 |
| Gender | 110 | 2.00 | 22.00 | 2.1818 | 1.90693 |
| Education | 110 | 3.00 | 5.00 | 4.2182 | .70881 |
| Experience | 110 | 2.00 | 14.00 | 6.4227 | 2.54788 |
| Number of Employees | 110 | 2.00 | 13.00 | 6.6273 | 2.54450 |
| Valid N (listwise) | 110 | | | | |

According to the descriptive statistical table_01, the minimum age of the respondents in the study area was 22 years while the maximum age recorded was 45 years, all the respondents were female primary school teachers who were approached in the targeted area of the district Malir, Karachi. The minimum education of the respondents who participated in the study was just intermediate in some private schools while on the maximum side they were masters or postgraduates in different subjects. The minimum experience recorded was two years in the field of teaching and the maximum noted was 14 years. It was noted that in some low-income areas only two primary school teachers were running the whole school while on the maximum side the number so school teachers noted were 13 in number in posh areas of the targeted population.

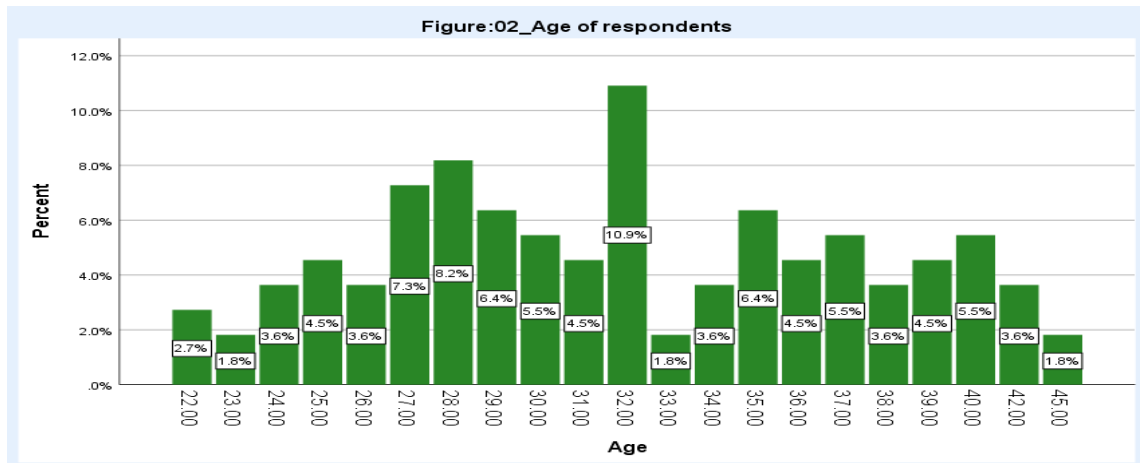
Gender

The population of the study entirely comprises 110 female primary school teachers performing their duties in different schools in the sample area of district Malir, Karachi.

Age

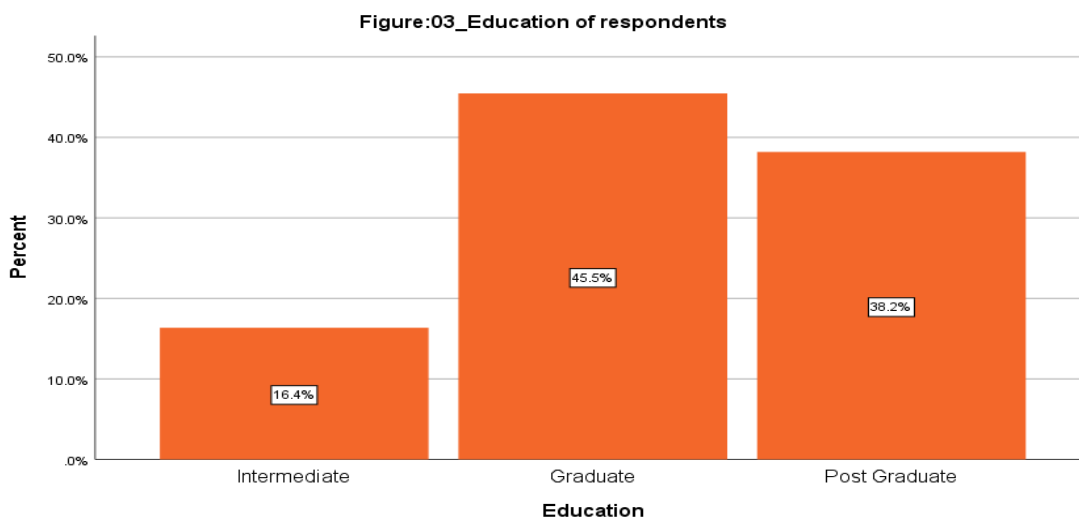
Figure-2 displays details of the age of the respondents in the study area. The overall records show that the minimum age of the respondents in the study area was 22 years

while the maximum age recorded was 45 years. The sample population indicates that 1.8% of the respondents were 23 years, 33 years, and 45 years of age and it was the minimum percentage of the respondents and 10.9% of the population shows that female primary school teachers working in the study area of 32 years of age. In a similar, the whole population of female primary school teachers is displayed on the figure.



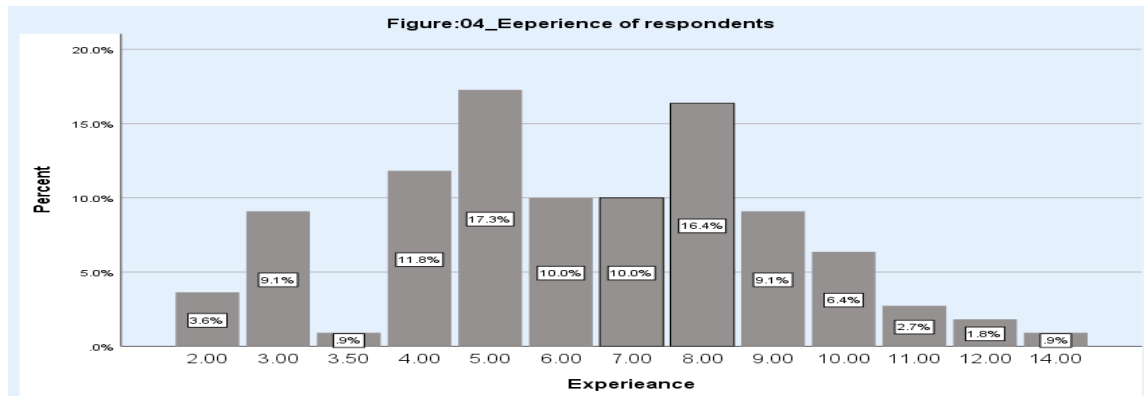
Education

According to the population survey the education level of the female primary school teachers as indicated in figure_03, below were 16.4% Intermediates, 45.5% of the whole population found as Graduates, and 38.2% population was Post-Graduates in different disciplines as per requirements.



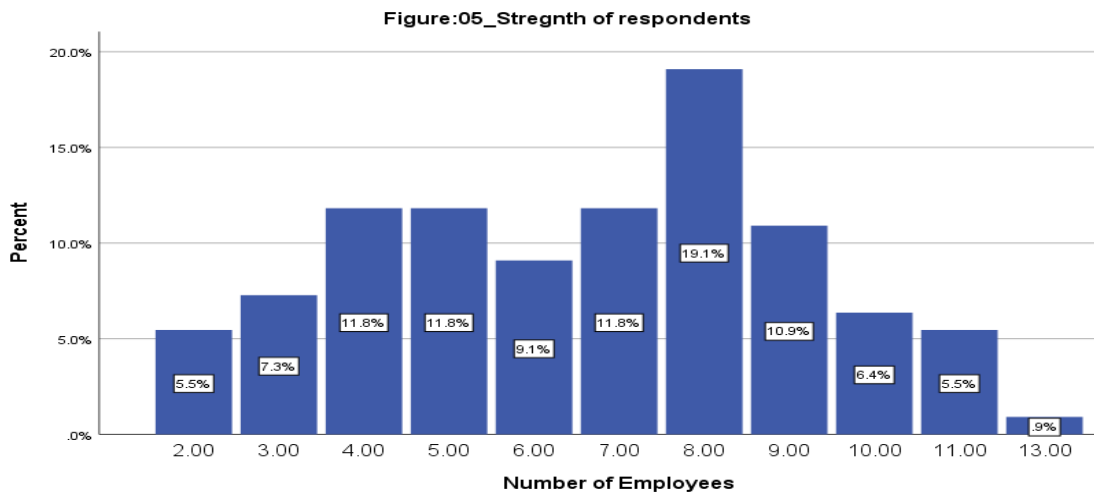
Experience

According to Figure_04 shows that the experience of female primary school teachers in the study area indicated that the minimum experience noted was only two years and the maximum experience recorded was 14 years in the field of teaching.



Strength

Figure_05 represents the number of female primary school teachers serving in the study area. 5.5% of respondents showed only 2 teachers in some low-income area private schools while the maximum number of female primary school teachers in some posh areas of the study population was 8 that indicates 19.9% of the total targeted population. A similar distribution of population is shown in the figure_05 below:



Part-B: Data Analysis

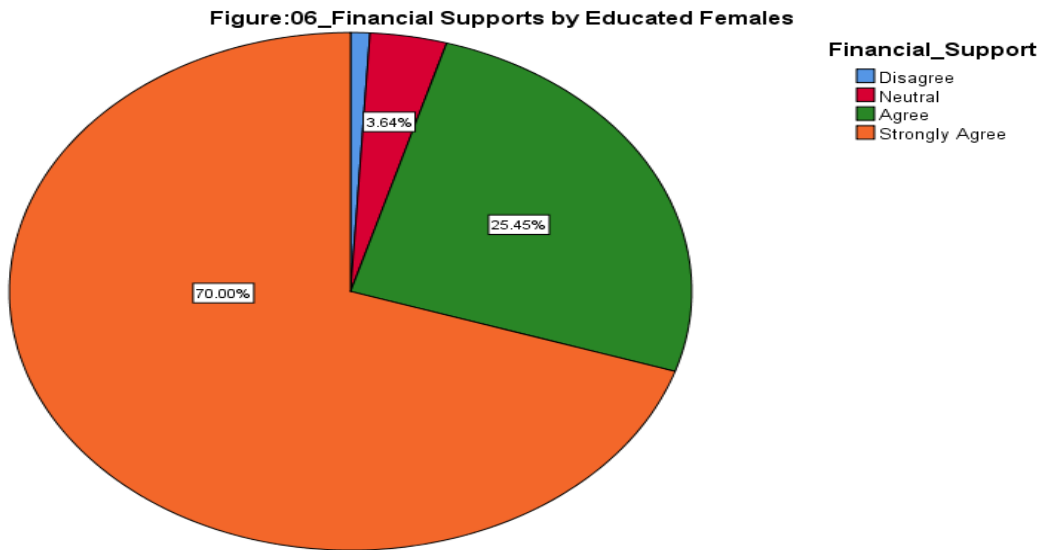
In this part, the figures and tables established by Statistical Package for Social Sciences (SPSS) for data analysis purposes and the results achieved from such analyses have been

discussed accordingly. The independent and dependent variables of the study as per the conceptual framework have been discussed as under:

The Female Education

Female education acts as the independent variable of the study. A total of 110 female primary school teachers have participated in the study. The majority of the population is the favour of women's education that indicates the without female education, non- of the societies may become a respectable and succeeded society because the women are the best developers and the best trainers of a society.

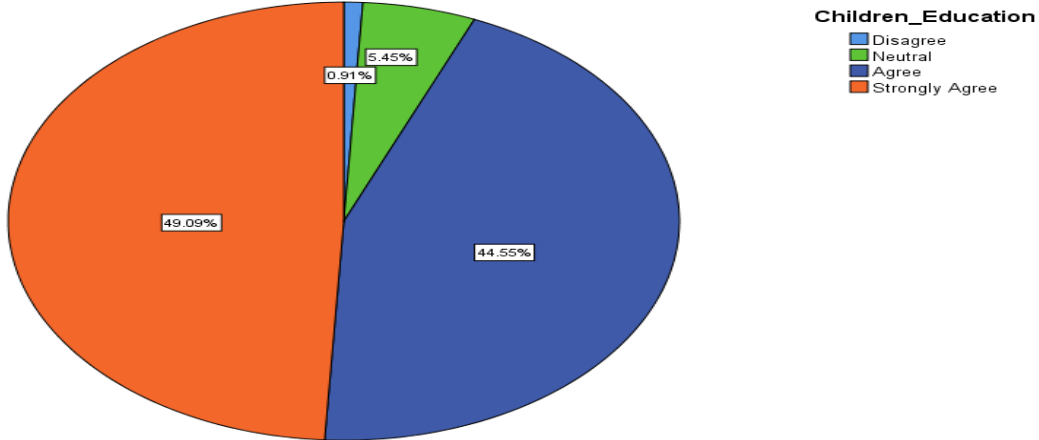
Financial Support: Figure_06 depicts that out of 110 female primary school teachers, 0.91%of respondents chose the option of “Disagree”, 3.64%respondents remained “Neutral”, while 25.45%participants answered as “Agree” and 70%female primary school teachers selected “Strongly Agree”. The maximum number of the participants are in the favour that educated females can easily support their families financially for making them the positively acceptable part of the society.



Children’s Education

Figure_07, displays that educated women support their families in providing the best education to their children because the same children will become the best part of the society in the future. According to the survey results of this study, 0.91% of respondents chose the option of “Disagree”, 5.45% respondents voted “Neutral”, while 44.55% participants answered as “Agree” and 49.09% female primary school teachers selected “Strongly Agree”.

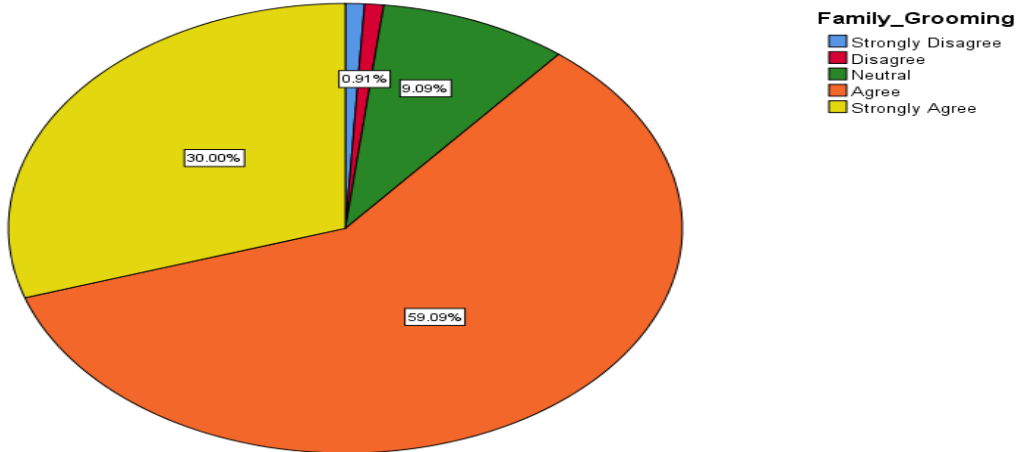
Figure:07_Support in Children Education by the Educated Females



Family Grooming

Figure_08 indicates that the educated females support grooming their families and make them respectable persons of the society. This statement is proved by the responses of the participants in the survey of the targeted population. Accordingly, 0.91% of respondents chose the options of “Strongly Disagree”, and “Disagree”, 9.09% of respondents voted “Neutral”, while 59.09% of participants answered as “Agree” and 30.00% female primary school teachers selected “Strongly Agree”.

Figure:08_Support in Family Grooming by the Educated Females



Conclusions

Based on data analysis and discussion we can finally point out that Pakistanis facing a lot of social problems due to lack of education but studies highlighted that educated females are very beneficial for the entire society due to the following reasons:

Financial Support

In the days of high prices and inflation, a single person cannot support the whole family because the needs of daily life have been increased and now it is very much necessary that with the men the women also must do some jobs or business to support financially to their families. That is why educated females can do this responsibility easily and they support their family financially not only in getting their bread and butter but also they support financially for their families for fulfilling any necessity of life.

Children's Education

After marriage, a couple has to face the problem of their children's education. In a middle-class family, the earnings of a single person normally are insufficient for the heavy fees of schools and coaching centres. The educated mothers not only teach their children at home but also give tuition to other students at home and provide financial support to their families for their children's education.

Family Grooming

It is observed that the children of educated women are more groomed as compared to the uneducated or less educated ones. The educated women always try to develop their families more trained and more demandable for the society. In other words, educated women always make their families well-mannered and well-groomed.

Recommendations

The proposed recommendations for the study are:

1. Without female education, a country cannot do development.
2. Based on the results achieved from the analysis, the need for female education arises especially for female financial support, children's education, and family grooming.
3. It is further recommended that for a successful society, the focus must be paid to educate the females because they are direct developers of societies and the first schools are always considered as a mother's education for her children at home.

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Appendices

Results of Cronbach's Alpha

Appendix-A

| Reliability Statistics | |
|-------------------------------|------------|
| Cronbach's Alpha | N of Items |
| .704 | 8 |

Survey Questionnaire (English)**Appendix-B****Female education supports in up-gradation of a society: “An investigation from
female primary school teachers in district Malir, Karachi”**

Dear Respondent:

We, the researchers of Karachi, Pakistan, are researching the aforementioned topic and I am in the process of data collection. You are requested to spare your few precious minutes for filling out the questionnaire in your hand. The information provided by you will be used purely for academic purposes and we will maintain the confidentiality of your opinion expressed for this research. Thank you for your cooperation and your time.

SECTION ONE-BASIC INFORMATION

Name: _____

Age: ____ years

Gender: Male/Female/Other

Education: Under Matric/Matric/Intermediate/Graduate/Post Graduate

Nature of Business: _____

Established Since: ____ years

Number of employees: _____ persons

Business Name & Address: _____

SECTION-TWO- Female Education

Please encircle one number per statement to indicate your view towards the given questions, where 1 means that you strongly disagree, 2 means that you disagree, 3 means that you are neutral, 4 means that you agree, and 5 means that you strongly agree

| | Female Education v/s Supports in Up gradation of Society | Your Choice | | | | |
|----|---|--------------------|---|---|---|---|
| 1. | Female education is important for a nation. | 5 | 4 | 3 | 2 | 1 |
| 2. | Female education is important to understand social issues. | 5 | 4 | 3 | 2 | 1 |
| 3. | Female financial support helps in the development of a family. | 5 | 4 | 3 | 2 | 1 |
| 4. | Female financial support is needed in the present society. | 5 | 4 | 3 | 2 | 1 |
| 5. | Females as mothers support their children in their studies. | 5 | 4 | 3 | 2 | 1 |
| 6. | Educated mothers provide better training and courage to their families. | 5 | 4 | 3 | 2 | 1 |
| 7. | Female education help in grooming their families. | 5 | 4 | 3 | 2 | 1 |
| 8. | Educated females provide moral support to society. | 5 | 4 | 3 | 2 | 1 |

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