

GENDER INEQUALITY: A SOCIAL EVIL

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ABSTRACT

The aim of the present study was to explore the status of women in the country and also to study the effect of discrimination against women. Women education is very important for the development of a nation. They have an active participation in every field especially in several income generating activities like agriculture, livestock, medicine, education and handicrafts making. They contribute greatly toward family and country's economy. They need proper training and brought up for the well being of coming generations. The present study was conducted in rural areas of district Faisalabad. Two hundred respondents were selected by multi-stage sampling technique. The data were collected through pre-tested and validated interview schedules and were analyzed using Statistical Package for Social Sciences (SPSS) to draw conclusions and to suggest measures for improvement. The results of present study showed that women education at rural areas is very meager and people dislike the modernization and liberty. But new generation think that education play significant role in human development.

Key words: Gender, inequality, multistage sampling technique, liberty, social evil.

INTRODUCTION

The social expectations of male and female and the difference between woman and men within the same household and within and between cultures that are socially and culturally constructed are changed over time. These differences are reflected in roles, responsibilities, access to resources, constraints, opportunities, needs, perceptions, views, etc, held by both woman and men and their interdependent relationship. (Chaudhry, 2001)

Education plays a vital role in human development and investment in education has been increased in recent years. However, women education is still lagging behind. Male education rate is 67% and female 44% (GOP, 2009). This gender disparity leads towards economic losses in the form of less job opportunities and limited occupations. Only 5% of first-year students in professional programs were female in 1965, by 1985 this number had jumped to 40% in law and medicine, and over 30% in dentistry and business school.

Discrimination plays out with networking and in preferential treatment within the economic market. Men typically occupy positions of power within the job economy (Aslam, 2002). Gender inequality can further be understood through the mechanisms of sexism. Discrimination takes place in this manner as men and women are subject to prejudicial treatment on the basis of gender alone (Mutume, 2001).

Gender disparity is found almost all over the world. In Pakistan, women are not enjoying social, mental, educational, and professional status equal to their male counterparts. The situation is worst in rural areas.

They face different types of violence and enjoy less facilities including educational. They work in agriculture on farms but face many problems such as lack of credit, agriculture inputs, and less interaction with extension workers (Hassan, 2008)

METHODOLOGY

The present study was conducted in rural areas of district Faisalabad. Two hundred respondents were selected by multi-stage sampling technique. Three villages, 275Jb, 277Jb, and 278Jb from the Faisalabad district were selected through purposive sampling technique. The villages had higher secondary school. The students of intermediate class were the respondents selected randomly. The data were collected through pre-tested and validated interview schedules and was analyzed using Statistical Package for Social Sciences (SPSS) to draw conclusions and to suggest measures for improvement.

RESULTS AND DISCUSSION

The main objective of the study was to study the perceptions of college students regarding gender discrimination in rural areas of district Faisalabad. For this purpose a well-structured interview schedule was developed for respondents and data were gathered and processed.

Parents of almost half of the respondents had monthly income up to 70US\$ whereas, about 1/4th had 70-85\$ and rest of them had monthly income US more

than 85\$. The data clearly indicate that the respondents belonged to poor to middle income group. Income group has a direct relation with education, low and middle income group has no opportunity to get education.

Thirty one percents of the respondents had the knowledge about the term “gender”, 52.0% of respondents knew about gender a women issue, Majority of the respondents had view that women should be recognized with the name of their husband and be consulted at the time of their marriage, only 13.0% and 39.0% of respondents told that their parents take their opinion in selecting their life partner and home affairs. Eighty seven percent of respondents claimed that women are always sexually harassed, 68.0 and 73.0 percent respondents were prevented from job and fear about lack of social support, respectively. According to United Nation (2002) the role of women in Pakistan regarding various fields is under the process of realization. At the highest levels gender issue have been and continue to be studied and analyzed with the overall national social, political and economic contest Pakistani women, as members of the human community and as member of the marginalized peoples of the global and national patriarchal societies, constitute a diverse group, which despite the differences of a culture and class, is yet bound together by a commonality of issues and experience that rooted in the discriminations they experience at all levels and stages of their lives.

Seventy seven percent of the respondents were in favour of liberty, 82.0% said that women education play major role in development, 80.0% and 56.0% of respondents replied that educated women get more respect, and gender equality is essential for good life respectively. Twenty three and 29.0% viewed that they are permitted to go to hospital and market, respectively. According to UNDP (1998) gender disparity can be seen, through the lens of the gender-related development index (GDI) and the gender empowerment measurement (GEM), both introduced in the 1995 UNDP human development report. Pakistan’ GDI ranking is 120 out of 146 countries while its GEM ranking is 92 out of 94 countries.

Table 1 provide the respondent’s suggestion to overcome the gender discrimination regarding education, employment and awareness 82.0, 77.0 and 71.0 percent viewed, yes, whereas, 56.0, 65.0 and 28.0% of the respondents, regarding media role, role in decision making and political empowerment play a great role, respectively.

Table 1. Distribution of the respondents according to their suggestions to maintain gender equality

Statement	Yes		No	
	No.	%	No.	%
Education	164	82.0	36	18.0
Employment	154	77.0	46	23.0
Awareness	142	71.0	58	29.0
Economic position	148	74.0	52	26.0
Media role	112	56.0	88	44.0
Role in decision making	130	65.0	70	35.0
Political empowerment	56	28.0	144	72.0

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