Equity Issue in Pakistan: A Study on Higher Education

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Abstract: This study has examined the equity issue in higher education in Pakistan that boys and girls have treated based on equitable access to education. While the social status of female students is very diverse in higher education than males. If compared with around the world, the current educational status of women has increased in the different fields on the bases of equity. Because women play a vital role in the growth of the economy by the dint of their professional skills. However, the role of women in Pakistan is different from around the world. If the compared relationship between urban and rural female students or women in Pakistan that women still face difficulties in several areas. Such as field engineering and math teaching as well as a public place. Therefore, this study aimed to explore the equity issue in already published literature by taking into account higher education in Pakistan. To, different studies’ findings have shown that there are many problems present in the educational system of Pakistan, such as a policy implementation with an international perspective, curriculum standards, and the use of technology in education. However, equity is also a core issue in higher education, which impact on female students. In this regard, those female students cannot reward easily their fundamental rights. Because of restrictions and some, important factors have linked to equity barriers. This study has used different sources of methods and materials through Google Scholar, Research Gate, and an Elsevier journal. Finally, significant results have described in this study by the dint of discussion and conclusion, which have drawn in the light of previously published literature.

Keywords: Equity Policy, Equity Issue, Equity Barrier, Learning Issue, Higher Education of Pakistan.

1 Introduction

Equity issues in education have been measured around the world for decades that how female and male students are treated in educational sectors. Here, equity emphasizes higher education that fairness of treatment and its particular needs should consider on based their skill and knowledge. That equity associate with the term "rights and justice" which may take into account equal treatment, such as interests, responsibilities, and opportunities. In this regard, if the compared relationship between an optimistic and harmful attitude that some limitations have seen during encouraging equity in higher education. Therefore, girls face various difficulties during achieving their higher education (Simon, Małgorzata, and Beatrice, 2007). Similarly, equality also emphasizes education that a position between female and males students should reveal their right in education as equal opportunities. Gender equality is therefore one of the most critical and complex issues in different forms of equity in higher education. However, gender equality gives details that girls and boys have equal access to enrollment in higher education (Klugman, Kolb, & MoRToN, 2014). Furthermore, classical theory is also supported equity in education that while
equity can take into account that an unfair distribution impact on social groups or female students (Huseman, Hatfield and Miles, 1987).

1.1 Equity Issue in Higher Education

Equity issues have clearly defined in higher education that girls and boys have equal opportunities in learning academic and professional levels. As a result, that educational equity is a sign of the fundamental human rights. The equity raises their spirits that students can contribute a fair role in society through their awareness and ability. Equity also leads to playing an equitable role so that disparity can reduce from the education system or society. Therefore, a dire need of promoting equity in education to an equitable environment can generate in higher education teaching (Simon et al., 2007). On the other hand, if equity has measured in education for an achieving goal that without educational policy, equity cannot get to the top because of the policy approach influences society and people's beliefs. Educational Policy defines a principle for operating the educational system according to policy rules. Here, equity indicates an issue in educational policy that educational policy can fail without an equitable environment. Therefore, equity is play important role in educational policy because equity emphasizes fair curricula, fair access to participation girls, and boys in higher education learning as well as academics and leadership (Bennett & Chanfreau, 2005). This review paper aims to recognize the equity issue in higher education through the published article it is realistic to believe that Pakistan's education system based on gender equality but still faces inequalities in its education system. For the reason that equality and equity policy did not implement properly in their education. The major obstacle has appeared for the adoption of equity in education, such as the country's backwardness in socio-economic development and productivity. If linked that Pakistan connects to land countries of Southeast Asia, such as China and India. In history, we find out that Pakistan has no better infrastructure, no adequate transport, and no adequate education system. However, in the modern era, Pakistan is growing its education system as well as infrastructure. Here cannot ignore the reality of truth that a wide disparity has found in the enrolment rate of girls. Hence, each province has a different planning schedule, with various social, psychological, and cultural barriers.

2 Literature Review

For this study, the literature review has limited the equity issue in higher education in Pakistan. Entirely literature have comprised of various published articles. Because of published literature have linked with the educational policy in Pakistan. In this regard, a gender-based policy delivers a framework of ideas in education that plans and regulations affect all students in the same way. An equity policy discourse a challenge or strengthens in education so that females and males students can get an education without any restriction. Caused by most societies have different beliefs about equity policy. That equality and equity have different natures of work such as equality might achieve offering the same opportunities and responsibilities, and equity might achieve equitable access or opportunities. For the reason that different life circumstances. Therefore, in this study, the equity issue has explored form different published literature. Present study findings have discoursed in the discussion section that determines the relationship between girls' access to higher education and equity policy in the light of Literature review outcomes.

2.1 Equity Issue in Education

A gender-based analysis helps to understand that the identified problems of girls' access to higher education are often different from boys', as they have traditionally neglected. The authors here argue that equity issues have found in mathematic learning and engineering fields of study. For example, why boys have more enrolled in math and engineering course than girls have. Here,
Kabeer has linked other finding that girls face problems living in university dormitories during higher education because of an issue of sexual harassment found. Therefore, most parents do not allow their daughters to achieve higher education. This issue show in educational policy that the role of equity policy disappeared. (Kabeer, 1994). Previous studies generally have confirmed that patriarchal attitudes have also considered for equity issues in higher education. A discussion of study and findings have shown that Pakistan is a country where women's right to access public spaces and participate in public life is restricted. In this regard, to recognize the equity gap or issue based on current evidence that a patriarchal outlook has widely explored in academics. However, a girl appears in the job market that she faces unfair values and lower wage. At this point, the consequence has noted that the institutional environment is very clear in Pakistan. Such as drawback seemed in girl’s higher education through a conservative outlook of patriarchal. Patriarchal evidence has demonstrated inequity issues in policy (Niaz, 2003). Weiss study has explored the equity issue in higher education in kinship. He has linked his study with a kinship that what is the role of kinship inequity in higher education. Kinship study has been determined by his case studies., some limitation has confirmed in kinship study that before the girl gets married, her father-in-law and mother-in-law are forced to learn domestic work and do not need to learn more education because her remain life under four walls. Such kinds of beliefs have found in different studies also. However, the Weiss method of approach has suggested in this, a sense that kinship also associates conservative outlook. Therefore, Weiss study similarly has addressed that equity issue is not a policy issue but equity issue is linked social issue (Weiss, 2012). These studies have shown that evidence directly or indirectly indicates a social process of a society that Pakistan society does not accept equity in higher education. On the other hand, the literature suggests that a patriarchal outlook of society disregards equity in education. However, equity issues have still been identified based on gender analysis, and therefore this review document will support in the next step for policy development.

2.2 Equity Barriers in Higher Education

Current different outcomes and arguments have related to equity barriers in higher education in Pakistan. These findings will support future research. Plehwe findings have acknowledged that girls achieving the goal of higher education closely impact poverty and illiteracy. However, little has recognized that family income and parent’s priority is a major issue for girl’s education. Because of the poverty factor, changing the views of parents is not fair consideration. Illiteracy factors, the parent’s belief that the boy has the right to go to college and left the girl at home to do housework. Both concepts are barriers to equity in higher education. Furthermore, authors have compared the relationship those traditional programmers of neoliberalism between capitalist policymaker and Pakistani policymakers that the neoliberal agenda has less publicized on the grounds of economic efficiency by Pakistan. As a result, have included in the gap based on political and ideological influence (Plehwe, 2009). Similarly, have found that the neoliberal agenda has observed in building deeper markets and economies of scale. For markets growth, higher expertise or higher skill have required for long-term development path to real economic growth. In this regard, his finding suggests that higher education should play an important role in economic growth. The author's other finding has shown that early marriage and poor learning environments are one kind of barriers to equity in higher education (Bauer, 1958). The Prada system is another barrier to higher education in Pakistan. A study here linked to recognizing the current mainstream attitude about Prada. To recognize the current major finding that authors have aimed to address the equity issue in the Prada system. They have suggested that different kinds of classification or rules have made against women right by traditionally or customary. Wherein, a Prada system has similarly affected girls' education. However, evidence has explored how the Prada system impact
on girl education. Much has identified that in a public place or school; women should cover the entire body and face with the cloth. Because family or parents follow the rules of their tradition, therefore parents do not allow their daughter to go to school or public place without Prada. The outcome has deep-rooted that the Prada system influence women's autonomy. This practice has mostly found in rural and tribal families. For that reason, these families may hesitate to send their girls to school based on a male environment. The hypothesis of the study has suggested that the Prada system is a major equity issue in higher education in Pakistan (Mitchell, Mirowski, & Plehwe, 2008). A study has shown that a comparison of relationships between educational institutions and society towards equity barriers. A similarity has found them study that teachers’ attitudes and curriculum patterns are often male-oriented and even textbooks are male-centered. In addition, the curriculum has designed based on traditional values. These kinds of sign expos in an educational institution that equity barriers are not only found in families or society but also an educational institution (Butt & ur Rehman, 2010). One more study finding has confirmed that equity barriers have explored in enrollment of higher education in Pakistan. The low enrolment rate of girls indicates that gender distribution is neither improved and nor noticed in higher education admission. Subsequently, a socially unacceptable role is involved in the character of power distance. The evidence of this study has a significant impact on equity issues in higher education along with the reform policy of Pakistan wherein have mentioned that reform policy will close the gender gap by supporting an international perspective (Siddiqui & Tagar, 2018). A different study outcome has indicated that equity barriers have examined in a coeducational environment in higher education. Here finding show that a classroom co-environment or interaction with male or boy students to be the main threat to family honor. In addition to, autonomy to make self-decisions for career or degree choices (Maqsood, & Raza, 2012). Collected information that reflects the imagination of a fair learning perspective. Equity issues will make evident, unbiased their desires, and may have suggested and attempts to break up sexism.

### 2.3 Equity Issue in Education in Pakistan

This review study aims to examine the equity issue in higher education in Pakistan. It defines that the education system is comparable to a different place in Pakistan. Due to equity, that policy has measured based on gender in education. In which, women's character has covered and limited to domestic activities. As defined to several studies that an important gap may exist in equity policy implementation in education. As a consequence, that an effect has only seen on girl’s education. Therefore, the need to measure equity policy in education to issue can solve.

To define the historical relationship between equity and past of education in Pakistan. The consensus has shown that the finding of existing literature took a long way of reform agenda from 1948 to 1985, wherein three full constitutions have legislated in 1956, and from 1962 to 1973, the military rulers appeared. Moreover, 1958, 69, 77, and 99 seemed less integrated with the mutually accepted constitution. For the reason that only agricultural reform has focused and discussed the agenda of administrative reform. The date has indicated that the period of 1948 to 2000 has determined only economic and agricultural development. According to the author, the role of equity in education has disappeared in the history of education in Pakistan (Parveen, Rashid, Iqbal, & Khan, 2011). Similarly, have found that why equity policy disappeared from 1956 to 2000. A qualitative study followed with gender analysis perspectives that official data has shown that Lack of political will and expertise was a key issue at that time. Due to economic, social benefits grow into popular. (Malik & Courtney, 2011). According to the author that a higher degree of inspiration involves favorable achievement. Conversely, a Memon study has raised here that not only equal learning environment but also equal opportunities should measure according to reform policy. It surveyed that the current reform policy has failed to provide a satisfactory consequence. Even
though, he has suggested that during higher education, various factors unduly affect girls’ learners and her family’s expectations. It followed that educational equity raises a leadership way between girls' students and boys, so that both genders may play an equilibrium role in higher education in the learning environment (Memon, 2007). Another similar outcome has confirmed that equity policy has examined with a core concern to ensure agendas of policy that how legislation has implemented according to fair or equitable between men and women. Therefore, the skills and knowledge model has been measured with teacher training and practices. As a result, those gender-sensitive policies can sometimes conflict with the dominant beliefs. Because, description of gender policy influence largely dominant belief by way of awareness, information, cultural experience, and life experiences. A teacher finding has indicated that male dominate cultural and customary outlook impact on teacher awareness and knowledge about equity in education (Memon, 2007). According to Hoodbhoy & Nayyar, an equity reform policy report has only distributed in education sectors instead of published in public (Hoodbhoy & Nayyar, 1985). A different finding has linked that education is a process of socialization, wherein social norms and social values can change based on equitable curriculum design, textbooks design, and teaching practice (Kazmi & Quran, 2005). Present contradictory results have examined in this study that equity issues in education have clearly defined that differences of opinion and knowledge attempt to break up sexism from education. In addition, this knowledge will help to ensure that girls participate in play an important role in the growth of the economy and society.

3 Research Design

This research study has designed with descriptive-analytical approaches that evidence of equity issue has found in educational policy which material already published. In this regard, how do institutions and educational policies treat a girl’s student during learning higher education? Therefore, different units of articles reviewed from all-important studies. Hence, appropriate research methods helped for finding satisfactory data from each standardized study. Finally, the findings have interpreted in the context of emerging core research perspectives, which have discussed using established data.

4 Methodology

To describe how a methodology contributes to current evidences-based. As a result, the methodology has designed to explore equity issues in higher education in Pakistan. It followed that different published literature has analyzed based on data collection. As online databases described in the sampling method including Google Scholars and other sites. In this regard, different evidence has summarized and synthesized by an analytical method. The main limitation has confirmed that the lack of required data was a limitation towards equity issues in higher education institutions. This review paper aimed to provide a comprehensive overview of existing knowledge. So that outcome of published material can comprise through a systemic literature review as well as measure current methods and research gaps, which will help to future research.

5 The Study Objective and Questions

This study's objective was to develop and demonstrate a direction that it measured with relevant to the statement of the study. Similarly, the same substantive areas have covered with the objectives of this study. Due to equity that issue have recognized by clearly defined. Because different theoretical perspectives and recent literature have shown that, a range of data from each study can extract clearly.

- To explore equity issues in higher education in Pakistan through an already published article.
• To examine the equity issue in higher education in Pakistan in the light of cultural perspective.
• To assess equity policy in education.
• How does the published article describe the equity issue in higher education in Pakistan?
• What kind of cultural barrier impact on equity issue in higher education?
• Why has the equity policy vanished from education?

6 Discussion

Equity issue discussion has drawn on higher education in Pakistan based on the possibility that governments use certain components and regulatory for policy-making limitations. It measured that programmers recognize changes and responses before equity proposals through broader social phenomena. Consequently, overall facilities already describe in institutional classifications. This discussion has displayed an equity issue in education by the outcome of findings and suggestions, which found from different published literature.

In the begging, to describe a logical scope of equity issue in higher education Pakistan that findings of different literature have confirmed that educational policy does not play a vital role in promoting equity in education in Pakistan. Because of a study, indicate the period of 1947 to 2000 that educational policy played an unfavorable role for equity in education. Therefore, social roles maybe believe in an unfair learning environment. Further finding discuses here, which also point toward an unfavorable role of educational policy in history that teacher, do not know equity. As a result, how male and female students should treat in the classroom-based on gender or equitable skill. To, a major finding discusses equity issue that parental outlook and the social aspect is core drawback for female’s students during mathematic learning, which impacts on female enrollment. Although, it compared the relationship between educational policy and social aspect during admission in higher education that a significant result appears during paying fees. That both factors influence female higher education. for example, social aspect, parental view mostly favors to boy for getting a higher education and other factors, an institution demands high fee that educational policy show a cultural outlook to favor boy according to parental well. In this discussion report, different findings and views of authors have considered towards equity issue in higher education. As some studies, findings show a role of patriarchal that male-controlled attitudes have measured in making educational policy and academic. It can be determined that if a policymaker is a male as well as head of academics that a patriarchal outlook can be understood easily. For example, why does equity policy not play a role in the education sector? If compared to that all educational sectors work under male rather than female, only a small staff relate to female, which is less power. Therefore, finding has indicated that patriarchal outlook also impacts on equity policy. A suggestion has considered here that policy can change any institution if the policy principally assumed according to policy rules that change can play a role equitable in education or society. On the contrary, change centuries ago felt threatened based on their long-term social impact, which has generally more determined than those who could benefit that is why institutions do not resist changing because it seems very practical is often so difficult. In the same way, a different finding has emphasized that higher degree inspiration shows parental outlook. Subsequently, higher education relates to the female marriage system due to the majority of upper families encourage their daughter to get higher education. The study has focused only on upper families than families find. Those were different findings, which have discussed here equity issues in educational policy. Some other important findings have discussed based on equity barrier that what are the equity
barrier according to published literature. It followed that the equity barrier relates to cultural practice or customary practice. That those barriers have made to control the power of one hand, which is the head of society or family. Equity barrier link a gender analysis approach. A study finding has shown that the customary practice of Pared also associates with equity issues. For example, a co-education environment allows both genders to interact with each other. In this regard the Parade system impact on female education. One another finding has argued that the early marriage system and before marriage is a kind of equity barrier. As a result, before marriage, that father in law or mother in law insists, pick up domestic work rather than education. Similarly, most parents will become a doctor because the doctor earns more money. In this point of view, that female has no right to choose any field according to herself-decision. A significant finding has defined that Pakistan works to women empowerment based on a fundamental right. If compared that a female face different problem during education career. It means that educational policy fails to empower women in education sectors. In this regard, those different studies have contributed to explore equity issues in higher education in Pakistan through their positive effort.

It describes that an education policy usually provides in linear practice, where the definition of the problem can at least solve the problem. However, equity policies as defined in higher education so that institutions can easily understand. In addition, if an equity policy comes into a conflict that equity issues can gently recognize or no changed. However, this fact may be a different opinion, which relates to the equity issue in higher education. Previous Literature has displayed that equity policy often has a series of results that cannot predicted from the outset. Due to changes, that policy needs to realize its gap during implementation. Different studies have examined that the Millennium Development Goals has defined a range of measures in educational equity so that countries can take to improve educational equity. As describe that educational equity aims to encourage female participation in education and changes broader social and economic conditions. Further, using a fair policy approach that different literature findings have suggested that a fair educational effort can provide an equitable environment in the education system. To, different countries have a wide range of financial support for female students, which is quite a considerable direct grant for girls to participate in education. It can conclude that some literature has focused here that international donors are working to take measures to improve the education of Pakistani students, but have found that social discrimination is generally a major part of the problem of educational equity.

7 Conclusion

The conclusion has described that equity issue is areas of this study, which have indeed a difficult task. Different findings show that there is no disbelief. As equity issue is not only a key part of gender study but also a part of the policy. That diverse literature has focused on the hop and hopeless for what has happened. One optimistic side has considered in higher education that several researchers have defined equity issues with a different aspect, which was very helpful to comprehend for this study. In addition, that facts and information have addressed with challenges so that major outcomes can provide a direction for improvement. Further, this study aimed to gather information from the different published articles that educational policy revolves around a new area of learning in an integrated manner. The key factor was in this study that female contributions should encourage higher education, which remains comparatively low. Different studies have examined equity issue in education that female students have discouraged even if motivated; have no right of entry to participate in programs. Evidence has suggested that disparities in education have got worse. Because most of the institution tends to success or benefit those who have already succeeded. That it indicates diverse characteristics that are detrimental to such success. Therefore, it is very difficult to change those characteristics. While equity policies remain
a key issue throughout the world. However, this study indicates an equity issue in higher education that equity policy addresses a challenge or ensures equality in the education system. It can define that scientific research may help to reform policy so that gap of research can fill in Pakistan because Pakistan is facing multiple challenges. Finally, this conclusion link that social barriers are a difficult way to discuss challenges. What stereotypes have been involved in specific areas? For that reason, promoting equity in higher education is a difficult task but only hope. Many regions of Pakistan remain vital or may not be able to provide optimistic change.

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