

Topic:

~~Societal stereotypes rather than economic factor hinders Female Education~~

Outline:

1. Introduction

- a) Attention grabber
- b) General Statements
- c) Thesis Statement: Societal Stereotypes and fixed traditional beliefs rather than economic factor hinders female education.

2. Societal Stereotypes rather than economic factor hinders Female Education

- a) Deep rooted cultural norm override financial ability.
- b) Preference for educating boys over girls.
- c) Early marriages and child bearing expectations.
- d) Honour culture and mobility restrictions.

- e) Social stigma against co-education.
- f) Lack of Female teachers due to stereotypes.
- g) Misuse of religion or traditions to justify barriers.
- h) Economic excuses masking bias.
- i) Community Pressure and social Image.
- j) Gender-based Violence and Harassment.
- k) Stereotypes represented by media hinders girls education.
- l) Pressure to conform to traditional gender roles.
- m) Misperception that women don't need careers.

3. Conclusion

Ayesha was the brightest in her village school, curious, confident, and always top of her class. She dreamed of becoming a scientist. But when she turned thirteen, her father pulled her out of school. "People will talk" he said.

"Now you have got enough Education." That same year, her brother, who barely passed his exams, was sent to a private academy in the city. Ayesha did not drop out because of poverty, she dropped out because society had already written her fate.

Social Stereotypes are widely held but oversimplified and fixed beliefs about a group of people, in this case girls and women, that dictate how they should play, and what they are or aren't capable of. The societal stereotypes such as "girls belong to the home", or "too much education ruins a girl's character" are passed through generations and they override financial abilities of families to educate their girls. Early marriages, childbearing expectations honour culture, social stigma against co-education, religious

misinterpretation, community pressure, Stereotypes shown by media, and disbelief that women do not need careers are deep-rooted in societies. These norms compel parents to not send their girls to school even when they can afford their education easily. So these are always social stereotypes rather than economic factor that act as major barriers to girls education. To begin with, deep-rooted cultural norms regarding girls education are so strong that even in financially stable families girls are kept home. These families practise norms based on "honour" or tradition and do not send their girls to school or pull them out of school after their primary education. Despite financial ability, cultural

norms and preference for male education and other stereotypes prevail. A 2022 research paper in the Global Social Sciences Review (GSSR) noted that:

"In many rural and urban communities, financial capacity exists, but girls are pulled out due to cultural perceptions that education may make them less marriageable". This proves that deep-rooted societal norms are strong enough to override financial stability of families and hinder female education.

Second and a major factor to hinder female education is preference for educating boys over girls. Patriarchy is deeply rooted in societies and parents consider investment in boys' education as fruitful investment while they perceive investment in girls' education as waste of money. This kind of

thinking encourages parents to prefer boys' education over girls. As patriarchy plays a key role in gender norms and it is the reason people consider girls as subjects to males and avoid investing in their interest. In many Pakistani communities, girls are perceived as future homemakers and boys as breadwinners leading to a belief that investing in ^{girls} their education is unnecessary as compared to boys. **UNESCO**

Education for All Report

Pakistan (2015) states: "Even when families can afford to educate all children, social values often dictate that boys receive preference!" This proves that low literacy rate of girls is caused by preferring boys over girls not by poverty. Among all other gender based roles and expectations early marriage and childbearing expectations are also factors contributing to hinder

Marks. Percent % Grade

girls education. Education is seen as unnecessary for girls beyond puberty and their marriage is prioritized over schooling. The cultural norms favour early marriage for girls often at the expense of their education. In rural Punjab, many girls drop out by Grade 5 as families begin preparing for marriage.

"Early marriage remains a major cause of female school dropouts"

[UNICEF Pakistan (2022)]

This shows that even financially stable girls have to bear the brunt of early marriages and child bearing.

The societal stereotypes and oversimplified rigid beliefs, not economic factor, are major hurdles to female education. There is a misbelief that women do not need ^{correct from of verb please} ~~careers~~ and it leads to act as a

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Teacher Feedback

vital factor to hinder girls from getting education and it supports patriarchy and misogyny in the society. Stereotypes shown by media plays considerable role to shape the thinking of conservative people in society regarding girls and their education. Pressure to conform traditional gender roles, community pressure and social image, religious misinterpretations, social stigma against co-education along with some other stereotypes override the financial stability of people and discourage to educate girls. These stereotypes are not based on facts; but on tradition, bias, and fear of social judgment, passed down through generations. They can be successfully challenged by pragmatic solutions like proper policy

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making regarding girls education and by incentivising it. By teaching true meanings of religion and, social and community awareness, challenging Patriarchy by feminism and implementing all previous policies about female education, it will be possible to create a world where education is will be a free and compulsory right for girls not a privilege.

*Give me an educated mother, I shall promise you the birth of a civilized educated nation."

good end

— Napoleon Bonaparte —