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Religion and Epidemics: An Islamic Perspective

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Abstract:

Infectious disease can take the shape of pandemic, epidemic and endemic. When any infectious disease present in any specific society, it is known as endemic. Epidemic is the rapid exceed of cases in the disease for a specific period of a time and influence large number of population, then what is normally expected. When large number of people over broad geographical region becomes vulnerable and influence by the disease as a result of the concurrent outbreak of the disease, can take the form of pandemic. The main aim of this paper is that to analyze the different religious perspective about pandemics and epidemics in term of their causes, preventive measures and cure. The study conducted through qualitative method and data has been collected from secondary sources i.e. books, journals, research papers, newspapers etc. Broadly speaking, Muslim, Christian and Jews considered pandemics and epidemics as a punishment of God, sent down on people due to their sin or evil. The follower of these religions also favors preventive measures, medication and care for the victim of epidemics.

Keywords: Pandemic, Religion, Challenges.

Introduction

Pandemics, Epidemic, and Endemic

Disease outbreaks can take pandemic, epidemic or endemic ratio depends on the intensity of the virus, herd immunity, its mode of transmission and incidence and prevalence of the disease and illness in the community. When a disease continually present in a society it is known as endemic. When a large number of population and broad geographical region becomes vulnerable to be influenced by the disease agents as a result of the concurrent outbreaks of the diseases, can take the form of pandemic (Halsey, 1986). When there is a tentative exceed of cases in the diseases prevalence in the population is known is epidemics. It is an increase outbreak of disease for a specific period of a time and influence large number of population and region, than what is normally expected.

The term “epidemic” is 2,500 years old, comes from Greek word “epidemosis” epi for (on) and demos for (people). The term epidemic has long history and undergoes through the different culture and centuries and has been used in the non-medical field by Xenophon, Plato, Sophocles and Homer. However, the Greek physician and philosopher Hippocrates was first time used the term epidemic in medical context in 430 BC. According to Hippocrates epidemic mean a combination of syndromes occurring at a particular region at a particular time e.g. winter coughs or summer diarrheas. In the middle ages the term epidemics used for viral disease known as plague. The germ theory of disease presented by Robert Koch and Louis Pasteur largely contributed to the evolution of the term epidemic. In the other stage in the evolution of this term gain progressive notion; that most epidemics diseases outbreak were due to the spread of viruses or clone. The term epidemic was also used for non-communicable diseases during the second half of the 20th century (Martin & Martin Granel 2006). That time it refers to the non-infectious diseases such as diabetes, obesity, dengue, cancer etc. Until the early of 20th century only infectious diseases considered epidemic; but due to new research and innovation in the medical field the researchers and scientist epidemic also used for non-infectious diseases. Primarily epidemic consider communicable and infectious diseases.

The tem “Pandemic” comes from tow Greek words Pan mean “all” and demos “the people”. Pandemic is commonly referred to the spread of epidemic contagious disease throughout the

region, continent or globe. When a broad geographical region or large population becomes at risk to the disease virus as result of the concurrent diseases outbreaks take the shape of pandemic (Chu, 2017).

Human being have been constantly disturbed by attacks of epidemics and pandemics, for ages scientist and researchers have been trying to identify and classify the symptoms, mortalities and morbidities out of particular disease to identify the cause, to control and prevent the epidemic outbreaks effectively. Epidemics altered the fate of human civilization and sometime wiped out small civilization. Major epidemic and pandemic diseases are; smallpox, plague, influenza, yellow fever, viral hemorrhagic fever, Marburg virus, Ebola virus, Crimean Congo hemorrhagic fever, cholera, Rift Valley fever, Shigellosis, typhoid fever, west Nile fever, Lassa fever, Zika virus, MERS-CoV, Meningitis, Influenza A, nodding syndrome, monkey- pox, nipah virus infection, HIV/AIDS and more recently COVID-19 (WHO 2019).

Epidemic is a sharp, sudden rise in the cases of infectious diseases, which influence a large number of populations relatively in a short period of time. Pandemics and epidemics can be:

- Airborne: spread through droplets and air, for example measles, flu, MERS, SARS;
- Body or blood fluids borne: spread by contact such as mother to child in utero, blood transfusion and sexual activity e.g. HIV, Ebola virus;
- Zoonotic: conveyed between people and animals through direct and indirect interaction, e.g. bacteria, viruses, fungi and parasites;
- Water-borne: spread through water, e.g. cholera;
- Foodborne: spread through preparing and eating food, e.g. hepatitis A, salmonella and listeria; and
- Vector-borne: spread through ticks, mosquitos, and fleas etc. e.g. plague, malaria and dengue.

Epidemic can be controlled through community and household measures such as access to safe food, proactive surveillance, vector control, good clinical practice, use of anti-viral medication, social distancing, hand washing, access to safe and clean water and good sanitation and hygiene (Ezeome & Simon 2010).

Islam and Pandemics

The word “Islam” is derived from Arabic word means “surrender” (that is, to the will of God), one who submit or surrender to the will of God is termed as a “Muslim”. The root Salam means “peace”. It is a religion for all human being. Islam is the first religion, which had a universal beginning. It is a complete code of life and organizes all aspect of human life on both single and national level. It organizes your relations with yourself, with God, with your family, with your blood relatives, with your guest, with your fellow citizen and with other colleagues. Islam clearly stated rights and duties in all those relationships. Islam also stated a clear system of civil rights, worship, code of behavior, what to drink, what to eat, what to wear, how to govern, the laws of peace and war, the laws of selling and buying. Islam is not limited to the mosque only, but it is a guide for daily life in all aspects: socio-economically and politically (Salleh, 2015).

Islamic rules are not just for spiritual development of its followers, but also deliver an instruction for their day-to-day routine. Alcohol is strictly prohibited in Islam because it creates sever health threats to its users i.e. cirrhosis of the liver, cancer, anemia and cardiovascular. Islam also prohibits its follower from eating fork, because it can introduce several bacteria and virus in the body and cause diarrhea, fever, dehydration and abdominal cramps. Islam stresses moderation, not too little and not too much in every field of life. “Eat and drink, but be not excessive. Indeed, He likes not those who commit excess” (surah Al-A’raf:31). It has been proved by the scientist that eating too little can cause in the body not receiving the nutrients which is essential for proper survival and development and eating too much can cause obesity and weight gain which creates sever health threats (Web desk 2015).

Endemics, pandemics and epidemics not only create severe threats to human life, but also extremely influenced the socio-economic life of all individuals. These infectious diseases wiped out some region and sometime change the fate of so many civilizations. There are different views about the causes of these infectious diseases. Therefor this study intended to identify, different religious perspective on pandemics and epidemics in term of causes, pre-cautionary measures and cures and Islamic perspective about pandemics and epidemics in term of causes, pre-cautionary measures and cure.

Research question:

- How different religions see endemics, pandemics and epidemics in term of their causes, pre-cautionary measures and cure?
- How Islam sees endemics, pandemics and epidemics in term of their causes, pre-cautionary measures and cure?

Research objectives:

- To analyze different religion perspective on endemics, pandemics and epidemics in term of their causes, pre-cautionary measures and cure.
- To find out Islamic perspective on endemics, pandemics and epidemics in term of their causes, pre-cautionary measures and cure.

Statement of the problem:

When diseases outbreaks it can take the shape of endemics, pandemics or epidemics, these types of infectious diseases are controlled and prevented by pre-cautionary measures such as quarantine, social distancing, isolation etc. The followers of different religions have several opinion and perception about the causes, pre-cautionary measures and cure of pandemics and epidemics. This study intended to analyze different religious perspective on pandemics and epidemics in term of causes, pre-cautionary measures and cure.

Significance of the study:

This study provides appropriate knowledge about epidemics and pandemics diseases, in term of their causes, pre-cautionary measures and cure. This study would be also contribute to the existing literature and also generate new area of investigation for new researcher who may want to know about this issue.

Literature review:

An infectious diseases breakout in a pre-historic village in China about 5000 years ago, it wiped out the entire region. The dead bodies of the people were stuffed that was latter burned down. Anthropological and archeological study shows that the disease happened so fast, therefore there was no chance of proper burials. In 430 BC, after a war between Sparta and Athens an epidemic

disease occurred known as Plague, it lasted for five years and wiped out the Athens. About 100,000 people were died due to this disease. It is a contagious bacterial disease with fever and delirium normally with the formation of buboes and sometime infection of the lungs.

Smallpox is an epidemic disease with pustules usually leaving permanent scars and fever. It was one of the most lethal, dreaded and common of all viral diseases. This disease was first occurred in Japan in 735 BCE. This disease outbreak in Europe in 16th century and influenced all classes similarly, about 15% people were died. It got the shape of endemic disease in many cities and epidemic in villages in towns. About 25% - 40% of its victims were died in which 80 percent were under ten year of age (Dobson, 2007).

During the 20th century, 300 to 500 million people were killed by smallpox, which is more than the people died in “epidemics and all wars” of the period. It influenced human population for many centuries because there was no curative measures and vaccine for smallpox. Edward Jenner, an English scientist and physician for the first time introduced its vaccine in 1776. Vaccination for smallpox was started in 1800 throughout the world. It was abolished by several European and American countries. South America abolished this disease in 1972. In 1975 last case occurred in Asia (Bangladesh), and in 1977 the last case was detected in Africa (Somalia). However, it presents in the world in endemic form, smallpox epidemic had been removed in 1980 (O’ Toole, 1999).

The plague epidemics pick up the world in seven consecutive phases. The first phase has been recoded from 540 to 8th century. This disease started in Asia and then spread to the Middle East, Mediterranean and North Africa. In 541, during this phase, the plague brushed a broad geographical region, from Egypt to European countries and also led to the collapse of Roman Empire. The second phase of plague epidemic started in 1330s which is known as “Black Death”, it spread quickly throughout the Europe. This epidemic disease killed 70,000 to 100,000 million people (Dobson, 2007).

The plague disease is still present in Russia, Africa, Asia and South America, in endemic form. Approximately 2000 cases and 180 deaths are recoded per-year, in which 98.6% of cases and deaths are counted in Africa. Peru, Congo and Madagascar are the most endemic countries. The plague epidemic outbreak most recently in Asia (India) in 1994 and Africa (Madagascar) in 2014 (WHO, 2014).

Influenza epidemic is also an infectious disease attacking human population so many times. The word influenza comes from Latin word *influentia* means that which can influence. Flu or Grip was its commonly known name, first used by Hippocrates in 412 BC, but nickname “influenza” was given to this disease in 1357. The virus behind this disease was identified in 1933. It is spread by airborne droplets out of sneezing and coughing and basically attacks the respiratory tract (nose, throat and lungs). It is characterized by cough, high fever, sore throat, headache and malaise (WHO, 2005).

Influenza epidemic was first occurred in Europe in 1137 and by 1510 spread throughout the Europe and gradually invaded other territories. The Russian flu (1889-90), killed one million people. There had been three main influenza epidemics occurred in the 20th century. Spanish influenza (1918) killed approximately 20-100 million people throughout the world. 02-7.4 million people have died due to fast communication and globalization. Asian influenza (1957) was another major world epidemic disease. Hong Kong influenza (1968) is another global epidemic. A H5N1 of 2005 and A H1N1 of 2009 epidemics occurred in twenty first century but they are not destructive as earlier (Potter, 2001).

The pandemic and epidemic diseases are not only creating serious threats to the world population, but also to its economy. The infectious diseases create economic instability in various countries through direct and indirect cost and long term burden. The allocation of fund for dealing with epidemic and pandemic diseases can be very high. For example, the Ebola virus has extremely damaged the economy of West Africa. Sierra Leone cost \$06 billion on hospitals, staff and medication during Ebola outbreak in 2015 (Gostin & Friedman, 2015). The Global Health Risk Framework (GHRF) estimated about \$60 billion directly cost on infectious diseases per-year (Murice, 2016).

The long-term load is also very heavy. One of the major loads is from the loss of incomes of those who have expired. Prager indicated, that financial losses from influenza pandemics in the United States would be \$ 90-220 billion, out of that 80% would originate from the upcoming life earning of those who would expired (Prager et al, 2016). Indirect cost is also very severe. They consist of the whole things that contribute to decay in GDP. For example, due to SARS the GDP of China (2003) declined by 01% and the GDP of Southeast Asia decreased by 0.5 percent. In 2003 SARS outbreaks, southeast and East Asia lost \$ 12.3-28.4 billion (Chung, 2015).

Pandemics and epidemics are largely effected the social life of individual as well. Because travel was severely restricted, schools, sporting and markets were closed. Movement become problematic and the travel including carrying goods to the markets, visiting families and relatives were limited by executive. The cancellation of flights and closing of airports influenced many individuals travel, family life and livelihood. With fast, efficient and modern air travel, SARS which occurred in southern China was quickly spread more than 30 states (Wong & Leung, 2007). Closing schools give rise to the social and ethical issues (Cauchemez et al, 2009). Markets closure caused shortage of food supply. People can't find living things and necessary food due to which change came into being in people's diet (Zhang & Liu, 2016). Sports activities and public games also cancelled during pandemics and epidemics diseases. Sometime fear produced in mind of people which may leave psychological effects on individuals, which effects their life (Prieto & Das, 2016).

Research gap:

There are so many research projects, articles and research papers on endemics, pandemics and epidemics diseases; to find out the causes, effects and cure of different diseases. But there is no publish knowledge on religious perspective about epidemics/pandemics in term of their causes, pre-cautionary measures and cure. Therefore, the researcher intended to conduct study on this area.

Different Religious Response to epidemics/pandemics

The responses of main religious values and religiously famous people to infectious diseases have been a significant feature of pandemics and epidemics. Many spiritual groups have interpreted epidemics and pandemics within the limit of their teachings and beliefs. These explanations have frequently led to communal proclamation on epidemics causes, pre-cautionary measures, education and care. This section is about reactions to the pandemics/ epidemics by religious traditions and personalities.

Judaism and Christianity hold their traditional views about pandemic and epidemics diseases. These views have become influential image in the spiritual imagination and have effected theological explanation of the way God deal with human being. Christian and Jews believed that infectious diseases or epidemics are God wrath and punishment. They also believed that God closely involved in the lives of human being and conveys both deliverance and disease as sign of

love and wrath. The belief that epidemics comes by divinely order was given a scientific confirmation through medical explanation. Greek medicine stated that infectious diseases came from combination of astral, metrological and terrestrial influences that under certain conditions created a climate for disease. This concept existed until the 19th century in different form. After that's philosophical and theological views also held that epidemics diseases caused by God, because that physical forces under the guidance of God providence (Jonsen & Stryker, 1993).

Ambrose Pare (16th century surgeon), described the plague as, “the upcoming of the anger of God, sudden, furious, monstrous, swift, dreadful,” and he write down one chapter of his book with many biblical quotation to support this view. In the Christian middle ages, the maximum shared explanation proclaimed that plague epidemic was the punishment of God for the sin of human being. The religious experts recommended penance and prayers and also insisted that precautionary measures be taken to stop and prevent the infectious disease and that the effected be cared for. Some observer noted that epidemics are the result of deterioration of social life and morals, that the bad were blowout while good were hiding. Epidemics and pandemics frequently bring to mind this decent response of condemnation of evil and the call for regret. The bubonic plague (1665), that devastated London was considered as a “punishment of God” and anger against sin. The physician and religious authorities warned the public that plague was a wrath of God against wrongdoing as arrogance, desire, prophaneness and immorality and advised them to avoid such worldliness as pleasure, feasts, profit, usury, blasphemy, censure and hypocrisy (Shrewsbury, 1970).

Judaism and Christianity, have deep and long backgrounds that interpret epidemics and pandemics within the range of God providence. They also hold influential requirements to care for the sick. The Jewish laws gave consent to the doctor to heal; in addition, this is a religious edict and it is counted in the type of saving life, the most stringent of spiritual responsibilities. The primary Christian literature is also filled with the warnings to care for the sick. Clergy recommended precautionary measures such as penitential processions and quarantine as well as medical care. Disappearance of the sick by ecclesiastical leaders and physician was branded as disgraceful. Historically, Judaism and Christianity intensely insisted their believers to care for the victim of pandemics and epidemics (Jonsen & Stryker, 1993).

Islamic Perspective about Epidemics/Pandemics:

According to Islamic point of view the epidemics and pandemics has been decreed by Allah (Stearns, 2009). Gulen cited “whatever affliction befall you it is due to, what your hand have made” (Ash-Shura 42:30). The calamities which fall on people are punishment of Allah for wrongdoing, which they have done. Though, if the people were penalized for every sin in this sphere, they would not ever free from calamities. But Allah who kindness suppress His anger, forgive people many times in a day (Gulen, 2013).

Some rudimentary measures are essential when trying to stop or prevent the spreads of any infectious disease. These measures include hand washing hands, accurate throwing away of tissues, cover the mouth when coughing or sneezing, staying at home, quarantine etc. Islam is a complete way of life and it takes into account the spiritual, emotional, mental and physical welfare of people and societies. Prophet Muhammad (PBUH) was teaches to his followers hygiene practices that are still valid in twenty-first century.

We find the evidence, from the Hadiths of Prophet Muhammad that obviously shows Islam’s standpoint on sneezing and coughing. Prophet Muhammad was taught to the followers to cover their mouth when sneezing (cited in Gusau, 2020). The clear effects of coughing and sneezing without covering the face can cause the spread of droplets, viruses and bacteria; which may influence other people. The epidemic and pandemic diseases such as SARS plague and coronavirus are spread through respiratory droplet or when a person touch an item polluted with infectious droplet and then touches his nose, mouth or eye. Cleanliness is one of the main pre-cautionary measures of pandemics/epidemics. Islam emphasize on cleanliness, Allah says: “Truthfully, Allah loves those who turn unto Him in penitence and love those who clean themselves.” (Quran, 2:222). Prophet Muhammad, hygiene is declared as half of faith. The last messenger of Allah insisted that the followers wash their hands before and after eating and before praying (cited in Gusau, 2020).

Islamic rules also recommended quarantine and isolation which is one of the most important measures for prevention and controlling of epidemics and pandemics. Prophet Muhammad established policies that are today employed by public health consultants. He ordered his believers not to travel to area identified to be plagued with sickness and people not to leave and transmit the illness further (Gusau, 2020). Prophet Muhammad said: “If you listen that there is a plague in a

place, don't go into it, and if it visits a place but you are within, don't travel out of it." [Shih Bukharin, 5728]. Prophet Muhammad (Peace be upon him) also advised sick individuals not to visit healthy persons (cited in Gusau, 2020). The principles and teaching of Islam are planned to advantage all human being.

The religion of Islam provides rules relating to the diseases, use of drugs, health and death. Treating diseases is a significant subject in Islamic rules relating to health care. It is perceived as mistaken for a sick Muslim not to pursue cure for an illness or not to use medicines. Because when the last messenger of Allah was questioned whether an ill Muslim should pursue cure or not, He responded; "Yes, pursue cure because Allah didn't create a disease nonetheless has created a cure for it-except old age" (cited in Amusa, 2010). The concept of cure and medication for a disease in Islam is also supported from these tow excerpts from hadith: Every ailment has a medicine if the medicine for a specific ailment is found the ailment will be cured with Allah consent (cited in Amusa, 2010). Medicine is part of God ordainment; it may help with Allah's approval (cited in Al Jibaly, 2003). From the above, it is obvious that the religion of Islam is not contrasting to pursuing cure and using medicine but the point is that these medicine and cures are only helpful and effective if Allah permits or will.

Conclusion:

The epidemic and pandemic diseases create a serious threat to the life of world population and also influence the socio-economic condition of the people. These diseases create economic instability in various countries through direct and indirect cost and long term burden. The followers of several religions have different opinion and perception about the causes, pre-cautionary measures and cure of epidemics and pandemics. Many spiritual leaders and experts have interpreted epidemics and pandemics with in the limit of their own teachings and beliefs. Judaism and Christianity having similar views about epidemics and pandemics in term of their causes, prevention and cure, they believed that epidemics is God wrath and punishment. According to Christian and Jews, epidemics are the result of deterioration of social life and morals when bad overcome good. Christian believed that epidemic is a wrath of God against wrongdoing such as arrogance, desire, immorality, usury, censure and hierocracy. Historically, both Christian and Judaism intensely insisted their believer to follow preventive measures and care for the victim of pandemic and epidemic.

According to Islamic perspective pandemics and epidemics were decreed by Allah, as a punishment or wrath due to their sin or evil. The religion of Islam is not against of adopting preventive measures and cure. The Islamic rules recommended preventive measures i.e. cleanliness, isolation and quarantine to control and prevent the spread of pandemics and epidemics diseases. Islam also gave permeation of medication and care for the victim of pandemic and epidemic.

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Dynamics of Pakistan-Turkey Relations

By

Dr M. Shharyar Khan*

Abstract

Pakistan and Turkey enjoy very cordial and friendly bilateral relations ever since the creation of Pakistan. The relations between the two countries are special as warm feelings of friendship between the two countries are unprecedented. Both countries also share a common worldview on different international and regional issues. Pakistan and Turkey share common religious, cultural and historical bonds. Both countries have important geostrategic locations too. Their political, economic and military capacities make both as middle powers and important countries within the Muslim world. Despite warm feelings, both countries could not convert it into strong economic and trade relations. This paper looks into the change and process in the bilateral relations, common cultural and religious identities, common security concerns and to review why strong economic relations could not be flourished between two countries. It will also study which of these aspects remained prominent in different periods. For this purpose, the relationship between the two countries is seen with a historical survey in chronological order.

Keywords: Cold war, communism, Baghdad Pact, security alliance, military coup, Islam, trilateral summit.

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Introduction

Pakistan and Turkey enjoy brotherly relations and support each other in times of need. The cordiality between the two countries makes relations special. However, the ride of friendship has not always been very smooth. There have never been hard feelings among the people of these countries against each other. This paper attempts to address two questions: 1) to do a historical survey of the relations between the two countries to find out prominent features of different time periods; 2) to understand why such friendly relations could not be converted into strong economic relations.

The relations between Pakistan and Turkey demands that its historical roots are researched. These relations started on the basis of Islamic brotherhood even before the creation of Pakistan. Before the establishment of the modern Turkish republic in 1923 and before the creation of Pakistan, the Indian Muslims had established relations with the Ottoman rulers. In 16 century, Sultan Saleem assumed the title of Caliph and thus his influence began in the subcontinent as Caliph was considered the sole leader of all the Muslims.¹ The Muslims of India supported the later Ottomans in their wars. For instance, in the Russo-Turkish war (1877-78), Turkish-Greece War (1897), and in Balkan wars (1912), the Indian Muslims supported the Ottomans because of common religious identity.²

The support of Indian Muslims for their Turkish brothers continued even during the First World War and the Turkish War of Independence. The Indian Muslims launched the Khilafat Movement to protect the Caliph against the British allies. The movement started a huge campaign against the British to the preservation of Khilafat. The assistance of Indian Muslims continued during the Turkish War of Independence and the amount that was sent to Turkey was equal to 125,000 British Pounds.³

Even after the dissolution of the Caliphate system on 3 March 1924, the Indian Muslims had an appreciation for the modern Turkish republic. Pakistan's founder, Muhammad Ali Jinnah, expressed his liking and appreciation of Mustafa Kemal Ataturk, the founder of modern Turkey. He praised him on several occasions.⁴ When Pakistan came into being in 1947, Turkey warmly recognized it. Thus, there was a strong religious bond between the people of Turkey and Pakistan even at the start of bilateral relations. In later periods, this bond would be further strengthened.

The 1950s: Anti-Communist Cooperation

After the independence of Pakistan, it faced severe issues. It fought a war with India over Kashmir. It had yet to establish relations with other states of the world. The world was divided into two blocks: the Western block led by the United States and the Soviet block. India, being a big country, was taken as an important country where both the blocks were eyeing for influence. China was friendly with India especially with its leader Jawahir Lal Nehru. Pakistan was desperately looking

¹ Selcuk Colakoglu, "Türkiye'nin Pakistan Politikası: İkili İlişkilerdeki Temel Dinamikler," (Turkey's Policy towards Pakistan: Main Dynamics of the Bilateral Relations) *Uluslararası Hukuk ve Politika*, no. 34 (2013): 27–60.

² M. Ali Chaudhri, *The Emergence of Pakistan*, (Lahore: University of Punjab, 1988), p. 20.

³ Colakoglu, "Türkiye'nin Pakistan Politikası".

⁴ Ibid.

for strong allies. It joined the Western club and also tilted towards the Muslims countries for good relations.⁵

Turkey, on the other hand, had security concerns regarding the Soviet Union. It was not part of any alliance at that time. It had entered the Second World War on behalf of the Allies but only when the war was over. Its intentions were clear to join the Western alliance to counter the Soviet threat perception. In 1949 it started efforts to become a member of NATO and come under its security umbrella.⁶

Thus Pakistan and Turkey both were concerned with its security issues, and both being Muslim majority countries, they further came close to each other. Pakistan's founder Muhammad Ali Jinnah and later on Liaqat Ali Khan stressed for better relations with the Muslim countries especially Turkey.⁷ In 1951, both the countries started defence cooperation and signed an agreement of permanent friendship. This became the first-ever formal agreement between the two countries.⁸

In 1952, Turkey became part of NATO and its foreign and security policies came within the ambit of the Western military alliance. Pakistan too came close to the United States and got its first military aid in 1954. The two countries were getting closer to the Western alliance to contain the spread of the Soviet Union.⁹ On 19 February 1954, Turkey and Pakistan signed the Friendship and Cooperation Agreement and in a joint statement, it was termed as economic and cultural agreement. Pakistan also entered Baghdad Pact with Turkey, Iran, Iraq, and England in 1955 which aimed at countering the influence of the Soviet Union.¹⁰ Thus, the two countries not only stood against communism for the sake of the Western block but also to safeguard the Muslim world from the influence of communism.

This period also saw Turkey providing diplomatic support to Pakistan and Afghanistan regarding their issues. Turkish Prime minister Adnan Menderes provided a platform to both the countries where they could resolve their problems diplomatically.¹¹ In the meanwhile, Turkey also sent its rescue and aid mission to the flood-affected areas of Pakistan. Adnan Menderes also visited Pakistan in March 1956 to improve bilateral relations between the two countries and discuss the Baghdad Pact's negative image in the Arab world.¹²

The same year in July, Pakistan's president Iskandar Mirza visited Turkey to discuss issues of Cyprus, Kashmir, Baghdad Pact and Soviet politics as well as bilateral economic relations.

⁵ R. Kaur, *Islamic Co-operation and Unity*, (New Delhi: Deep & Deep Publications, 1993), p. 61.

⁶ Ali Naci Karacan, "Prime Minister Adnan Menderes's nationality very important declaration", *Milliyet*, 7 August 1950.

⁷ Quaid-i Azam Muhammad Ali Jinnah: *Speeches and Statements 1947-1948*, (Lahore: Research Society of Pakistan, 1989), p. 161.

⁸ Colakoglu, "Türkiye'nin Pakistan Politikası."

⁹ *Ibid.*

¹⁰ "The Avalon Project : Baghdad Pact; February 4, 1955," accessed December 5, 2014, http://avalon.law.yale.edu/20th_century/baghdad.asp.

¹¹ "Turkish-Afghan official communique published", *Milliyet*, July 15, 1955.

¹² Colakoglu, "Türkiye'nin Pakistan Politikası."

Pakistan was supporting the Turkish position on Cyprus but Turkey was neutral on Kashmir and President Mirza wanted a clear stance from Turkey in support of Pakistan's position on Kashmir.¹³ This, however, did not affect the warmth of relations between the two countries.

In 1957, the United States entered a customs union agreement with Baghdad pact countries.¹⁴ To counter Soviet propaganda, the US also started its radio services in these countries.¹⁵ The US Congress also suggested that there should be a road built between Istanbul and Karachi from the economic package that the US delivered to these countries.¹⁶

The change of governments in the 1950s did not affect the bilateral relations between the two countries. The military coup of General Ayub Khan packed up the civilian government. Yet Ayub Khan wanted close relations with the United States. He signed a security agreement with the US in 1959.¹⁷ The future of the Baghdad Pact came into question with the rise of the Baathist government in Iraq which was leaning towards the Soviets. The new government in Iraq backed out of the Pact. Ultimately, the member countries had to sign individual security agreements with the US. However, efforts were to refocus the Pact on the economic sphere.¹⁸ The summit meeting of Baghdad pact countries in Karachi on 16 Jan 1959 focused on telecommunication, free trade, road development, and ports modernizations.

The 1960s: Unanimous Stand on Kashmir and Cyprus

On 27th May 1960, Turkey witnessed a military coup. A couple of years back Pakistan had the same experience. This change of guards did not affect the relations between the two countries. The off and on military interference in politics is witnessed in two countries after this period. Pakistan president Ayub Khan had even sent Foreign Minister Zulfikar Ali Bhutto to stop the death penalty of the then Turkish Prime Minister Adnan Menderes at the hands of military rulers. He even offered that Menderes be tried in Pakistan.¹⁹

In 1959, Turkey, Pakistan, Iran, and England entered into Central Treaty Organization (CENTO) after the collapse of Baghdad Pact.²⁰ The three neighbour countries Turkey, Iran, and Pakistan agreed to cooperate on eradicating drug trafficking, improving technology, and custom union. In 1962, telephone lines were set up between the three counties and civil aviation was streamlined. On international issues, both countries supported each other. But the relations also got strained over Turkish military support to India during the 1962 Indo-China war.²¹ Pakistan showed a strong

¹³ "Iskander Mirza in Ankara today", Milliyet, July 15, 1956.

¹⁴ "Baghdad Pact: Customs Union will be established", Milliyet, May 22, 1957.

¹⁵ "Baghdad Pact Countries are Establishing Radio Stations", Milliyet, 5 July 1957.

¹⁶ "Karachi-Istanbul Road", Milliyet, January 27, 1957.

¹⁷ Muhammad Ayub Khan, "The Pakistan-American Alliance," *Foreign Affairs*, accessed April 12, 2015, https://www.foreignaffairs.com/articles/asia/1964-01-01/pakistan-american-alliance?cid=rss-asia-the_pakistan_american_alliance-000000.

¹⁸ Ibid.

¹⁹ "Pakistani President Sends a Message to Gursel", Milliyet, September 17, 1984.

²⁰ Muhammad Ayub Khan, "The Pakistan-American Alliance."

²¹ Colakoglu, "Türkiye'nin Pakistan Politikası."

reaction to Turkey. Pakistan also showed a strong reaction towards CENTO countries for their support of India against communist China.²²

In 1965, Pakistan, Iran, and Turkey agreed to form an organization Regional Cooperation for Development (RCD), which was not driven by the Western security perspective. RCD aimed to further the economic development of these three countries. Turkey and Pakistan both saw a dip in their relations with the West at this point. Turkey did not take well Western support for Greek Cyprus during the Cyprus crisis of 1964.²³ Pakistan too saw a change in its West-centric policies during the 1965 war between India and Pakistan in which the US put an arms embargo on both the countries. Subsequently, Pakistan shifted its policy towards the Muslim world and found an alternative to the West in the shape of China for its defence cooperation.²⁴

But during the Indo-Pak war, Turkey avoided supporting Pakistan. It rather asked for a ceasefire. However, it provided Pakistan arms worth 5 million dollars for which the agreement had already been made before the war. Pakistan too did not put pressure on Ankara to do more.²⁵ But as the crisis deepened in Cyprus, Pakistan offered to Ankara that it was ready to offer its troops to Turkey in case of war between Greece and Turkey.²⁶ The clear signifier of this offer was based on religious-cultural identity with its Turkish brothers in case the Greeks attacked Turkey. These RCD countries had almost the same position on Cyprus, Kashmir, Vietnam, Persian Gulf, and the Middle East.²⁷

The 1970s: Pakistan's Disintegration and Cyprus War

The 1970s saw Turkey and Pakistan both fought their wars. Pakistan fought its third war with India over its support of East Pakistan's separation from West Pakistan which ultimately became Bangladesh in 1971. Turkey militarily intervened in Cyprus after the military coup of Nikos Sampson. During the war, Turkey supplied Pakistan with weapons and put diplomatic pressure on India to cease fire and return the prisoners of war.²⁸ Pakistan promised huge support to Turkey during the Cyprus war. Prime Minister Zulfikar Ali Bhutto even promised to send Pakistani troops to Turkey. Pakistan also supported the Turkish stance as legal at the UN General Assembly. In May 1975, Pakistan's Foreign Minister Aziz Ahmed criticized the US arms embargo on Turkey.²⁹ He offered joint defence production with Turkey.

During this time Turkey and Pakistan realized the importance of improving economic relations further. Turkish President Fahri Koruturk visited Pakistan in 1975 where he called for a common bank under the auspices of RCD. Pakistan also sought Turkish clandestine support for mediation

²² Ibid.

²³ Kamuran Gürün, *Dış İlişkiler ve Türk Politikası: 1939'dan Günümüze*, (tr. Foreign Affairs and Turkish Policy: From 1939 to the Present), (Ankara: Ankara Üniversitesi Siyasal Bilgiler Fakültesi Yayınları, 1983), pp. 432-434.

²⁴ "Pakistan Air Force History," accessed May 1, 2015, <http://www.globalsecurity.org/military/world/pakistan/air-force-history.htm>.

²⁵ Abdi İpekci "Attack on Pakistan and Turkey's Stance", *Milliyet*, September 9, 1965.

²⁶ "Pakistan Army Ordered to be sent to Turkey", *Milliyet*, November 28, 1967.

²⁷ Colakoglu, "Türkiye'nin Pakistan Politikası."

²⁸ "We will Send Ammunitions to Pakistan", *Milliyet*, 14 December 1971.

²⁹ Colakoglu, "Türkiye'nin Pakistan Politikası."

with Afghanistan over its Baluchistan crisis.³⁰ In 1979, Iran and Pakistan left CENTO, nevertheless, they remained close on the platform of RCD.

In 1977, General Zia-ul-Haq seized power in a military coup but it did not affect Pakistan-Turkey relations. Turkish Prime Minister Bulent Ecevit asked the general to pardon Zulfikar Ali Bhutto and annul his death sentence but failed to achieve this.³¹ Bhutto was the same person who had asked the military dictator of Turkey in the past to pardon Turkish Prime Minister Adnan Menderes.

The 1980s: Increasing Strategic Cooperation

Two major events took place in 1979: the Islamic revolution in Iran and the Soviet Union's invasion of Afghanistan, which changed dramatically the world of politics as well as Turkey and Pakistan's place in international politics. Pakistan, thus, moved from being an ordinary country to a strategically important state both for Western as well as the Islamic world. This increased Pakistan's weight in international politics far above its real political and economic power.³² Afghanistan and Iran lost the US, which was rediscovered in Pakistan.

Afghanistan became a theatre for bipolar rivalry. The US with Pakistan's help wanted to undermine the Soviets. Pakistan also got the support of Muslim countries. President Zia received huge support from oil-rich Muslim countries. In the extraordinary meetings in January 1980 of Foreign Ministers' of Organization for Islamic Conference (OIC) in Islamabad and in January 1981 OIC Heads of State Summit, Muslim countries pledged full political support to Pakistan.

On September 12, 1980, in a military coup in Turkey, Kenan Evren got the reins of government. Pakistan was already under the rule of the military. Again, this did not affect the bilateral relations between the two countries. In order to counter the perceived negative consequences of the developments in Iran, Turkey and Pakistan came to closer cooperation under the auspices of the US. The Islamic revolution greatly hampered the progress of RCD.³³

In addition, during the Iran-Iraq War (1980-88) Turkey and Pakistan remained neutral. However, both the countries mediated several times in attempts to stop the conflict.³⁴ The conflict occurred in an area that was situated between Turkey and Pakistan and thus began to hamper bilateral political, cultural and especially economic relations. However, there was an effort to revive regional cooperation and the three countries set up the Economic Cooperation Organization (ECO) in Tehran in January 1985 in place of RCD. The purpose and function of ECO were similar to RCD.³⁵

³⁰ Ibid.

³¹ Colakoglu, "Türkiye'nin Pakistan Politikası."

³² Selçuk Çolakoğlu, "Dış Politika Yapım Sürecinde Din Faktörünün Etkisi: Pakistan Örneği", (The Impact of Religious Factors in Foreign Policy-Making Process: The Case of Pakistan), İstanbul Üniversitesi Siyasal Bilgiler Fakültesi Dergisi, No. 36, Mart 2007, pp. 61-84.

³³ Colakoglu, "Türkiye'nin Pakistan Politikası."

³⁴ "Pakistani President in Ankara today", Milliyet, August 29, 1983.

³⁵ "The Brief History of ECO," accessed May 1, 2015, <http://www.ecosecretariat.org/MainMenu/briefhistory.htm>.

The two generals Kenan Evren and Ziaul Haq developed personal friendships and high-level contacts in bilateral relations. Pakistani Information Minister Raja Muhammad Zafarul Haq in 1983 denied the Armenian genocide allegations. Ziaul Haq also stated that Pakistan would be the first country to recognize Turkish Cyprus in case it declared independence.³⁶ But later on, Pakistan's Prime Minister Muhammad Khan Junejo said that the Turkish Republic of Northern Cyprus (TRNC) should be recognized from the OIC platform. However, President Zia in his visit to Turkey in October 1987 agreed to open a representative office of TRNC in Islamabad.³⁷ During this period, President Zia also thought of making Turkey a model for transition to democracy. He examined the function of the Turkish National Security Advisory Council to be set up in Pakistan as well.³⁸

During this period bilateral strategic cooperation was enhanced. Ankara and Islamabad held joint military exercise, Aegean Sea of Friendship-87, in August 1987. The same year, sought strategic cooperation regarding the purchase of F-16 aircraft and a frigate. The elections in November 1988 brought the daughter of Zulfikar Ali Bhutto, Benazir Bhutto, into power. Benazir's father was deposed by Zia-ul-Haq in 1977. But, the relations were hit by global developments like the breakup of the USSR and the end of bipolarity as well as domestic factors.

1990: Stagnation of Relations

Unlike the past, the 1990s saw a stagnation in bilateral relations. In 1991, Turkey was focused on the disintegration of the Soviet Union and Yugoslavia. It intensified its involvement in the Balkans, the Caucasus, and Central Asia. On the other hand, Pakistan was involved in the post-Soviet stability in Afghanistan. Also, there was political instability in both countries. They went through a political and economic crisis. The end of bipolarity posed great challenges to the bilateral relations between the two countries.

However, one important development during this time was Prime Minister Suleyman Demirel's visit to Pakistan in 1992, where he stressed the economic dimension of relations. Turkey invested \$ 600 million in Pakistan's motorway project and a Turkish company won the tender for building 165 km Peshawar-Islamabad motorway. Besides, Turkey, Pakistan, and Iran considered expanding the ECO to include the six newly independent Central Asia Republics. However, all three countries along with Saudi Arabia also competed for influence in the region.

In 1993, for the first time in history, prime ministers in Turkey and Pakistan were women at the same time. Benazir Bhutto's first official visit to Turkey did not go well as her Turkish counterpart Tansu Ciller did not receive her at Istanbul and the Istanbul leg of her tour had to be cut short. This was not taken well by Pakistan. The agreement reached during Demirel's time on the motorway was cancelled immediately after Bhutto visited Turkey which caused a diplomatic rift between

³⁶ "Zia-ul-Haq: Pakistan would be the first country to recognize the independence of Cyprus", *Milliyet*, August 29, 1983.

³⁷ "Pakistan Supports TRNC", *Milliyet*, August 15, 1987.

³⁸ Zafar Nawaz Jaspal, "National Security Council," accessed May 13, 2015, <http://www.defencejournal.com/2002/march/political.htm>.

Islamabad and Ankara. In retaliation, Turkey imposed a quota on the import of cotton from Pakistan.

However, in 1994 both Islamabad and Ankara took a common stand on the Bosnian War which softened the strained relations between the two countries. Bhutto and Ciller made a joint visit to Bosnia-Herzegovina and invited the world's attention to the sufferings of Bosnians. In addition, President Demirel went to Pakistan for a summit of ECO in March 1995 for talks on development and cooperation.

The second half of the 1990s witnessed internal political turmoil in both countries as a result bilateral relationship remained relatively stagnant. On 28 February 1997, tension mounted between the army and civilian government in Turkey and later on unstable coalition governments put the country in crisis. Pakistan too braced for its fourth military coup when General Musharraf ousted the government of democratically elected Nawaz Sharif.

Post 9/11, 2001: Revival of Relations

After the 11 September 2001 terror attacks in the US, Pakistan became a frontline state against the terrorists in the US launched the war on terror. Since that time, Pakistan has experienced continuous instability. In this period, Pak-Turkey relations were driven by NATO intervention in Afghanistan and the future of Afghanistan.

Yet natural disasters in Pakistan, internal conflicts and problems, drew Turkey to be the foremost country in providing both material and political support. With the rise of the Justice and Development Party (AKP-Adalet ve Kalkinma Partisi) to power in Turkey, bilateral relations between the two countries saw tremendous growth and dynamism. Turkish Prime Minister Recep Tayyip Erdogan in his first visit to Pakistan in June 2003, along with his counterpart, reiterated their support for Cyprus and Kashmir issues. The cooperation was extended towards fighting terrorism and organized crime in President Musharraf's visit to Turkey in 2004.

During the first decade of this century, Pakistan experience two natural disasters: the October 2005 earthquake, and the 2010 floods. Turkey extended great assistance to Pakistan in these two major natural disasters. It sent rescue teams, health, and food supplies along with aid. The floods had smashed Pakistan's agriculture and infrastructure almost entirely. Turkey mobilized its public and private aid organizations to support Pakistan.

Turkey also provided diplomatic support to both Pakistan and Afghanistan regarding their deep mistrust and disagreement over Taliban insurgency in Afghanistan. It brought together leaders of both the countries in Ankara for a trilateral summit on April 29, 2007. At the end of talks with Karzai and Pakistani President Musharraf, the Ankara Declaration was issued to improve cooperation between the three countries. 116 The trilateral summit continued in the following years. Further cooperation was sought in the relaxation of visas for businessmen; Turkey also started modernization of Pakistan's F-16 fighter aircraft. This period also saw frequent high-level leadership visits of both the countries.

Turkish President Recep Erdogan has made 10 official visits to Pakistan ever since he became prime minister in 2002. Seven trips as premier while three visits as president. Likewise, Pakistan's

premiers and presidents have also paid several visits to Turkey. These high-level official meetings also translated into a greater understanding of each other and support for each other, especially in the international arena. There is now much deeper cooperation between the two countries than there was in the past.

Challenges:

Pakistan and Turkey both lie in such strategic locations where the regions have a complex security environment. Both countries have been the victims of the Cold War and Post-Cold war era turmoil in their respective regions. Both countries have warm and friendly relations ever since the creations of Pakistan. Yet the spirit of friendship and brotherhood remains mostly in rhetoric. There has been little effort to convert the existing goodwill into concrete relations to benefit from it.

The first and foremost challenge between the two countries is economic and trade relations. Despite the repeated reiteration from both the countries on improving the economic relations, there have been little concrete steps in this direction. Actually, the trade between the two countries is still below one billion dollars and it saw a dip in the last two years by 40 per cent.³⁹ There are several contributing factors: Turkey has imposed safeguard duties on Pakistan textile products since 2011 which has led to the declining exports from Pakistan.⁴⁰ It also has imposed additional duties recently on carpets and rugs which are likely to have a more adverse effect on Pakistani exports.⁴¹ Pakistan has not been included in Turkey's list of countries accorded GSP Plus status by EU. Interestingly, Pakistan was left out along with Armenia.

On the other hand, the trade between India and Turkey is over five billion dollars. India has surpassed Pakistan as a trading country with Turkey. Turkey saw an economic boom in the last ten years due to political stability and better economic policies. On the other hand, Pakistan faced lots of crisis and its economy could not keep pace with the region. Pakistan could well benefit from the booming economy of Turkey.

The other important area where Turkey Pakistan could improve its relation is the people to people contact. The public in both countries has warm feelings for each other yet, they barely know each other. The youth of Turkey hardly know the location of Pakistan. Whatever knowledge they have about Pakistan, comes mostly from the Western sources, which is hardly anything close to positive. The same is the case with the Pakistani public. Pakistanis have rare to none interaction with the people of Turkey. The lack of knowledge and information about each other is a hurdle in better understanding each other. There are hardly any area experts or academicians in Turkey in Pakistan. They have to rely on Western sources. The same is true for Pakistan. It does not have any research institute or academicians working on Turkey. There are no cultural centres as well in respective countries.

Recommendations

³⁹ Shahbaz Rana, "Bilateral ties: Pakistan, Turkey to boost trade to \$10 billion," the Express Tribune, February 18, 2015

⁴⁰ Shahbaz Rana, "Pakistan wants cut in customs duty on 35% of tariff lines," The Express Tribute, August 6, 2016

⁴¹ Salman Abduhu, "Turkey imposes 50pc custom duty on Pak handmade carpets," The Nation, March 10, 2015

- Both countries should work on to improve the volume of trade between the two countries. Any barriers to trade like custom duties should be abolished to expand the trade.
- As Turkey is soon becoming an industrial economy and is a member of G-20, it can consider relocating its industries to Pakistan, especially the textile industry and home appliances.
- Moreover, it appears that the construction boom in Turkey is over and construction giants could be lured to focus on Pakistan, especially the low-cost housing units.
- Similarly, Turkish agro-based industries could help Pakistan such as milk processing. They can add value and export to Turkey. Pakistan is the 4th largest milk producer but for high-end consumers, we still import cheese from the EU. It could be done in Pakistan and could be exported.
- Turkey is already giving scholarships to students from Pakistan. There is still great room for exploiting educational and professional training opportunities in Turkey. Pakistan too should offer a scholarship to Turkish students on a reciprocal basis. It can give scholarships to those students who are doing their research on Pakistan.
- Turkey may also think of opening up of universities in Pakistan. Some of its leading universities can consider setting up their campuses in Pakistan. Pakistan still lags behind other countries in terms of universities imparting higher education. On the other hand, there is a great demand for English language education in Turkey. This is where Pakistan can invest. Pakistan's leading universities can open up their campuses in Turkey to provide education in English.
- Both the governments can start an exchange program of academicians to start area studies. They should encourage academics to research to better understand each other and build scholarship. They can also consider setting up research centres in their respective countries. The learning of Urdu in Turkey and Turkish in Pakistan should also be encouraged.
- The public in both countries receives news and information about each other through third sources. This gap can be filled if the media outlets either syndicate their news services with each other or set up their own journalists in respective countries.
- Moreover, there is also great scope for joint projects in the defence sector. For example, Turkey has been pitching the ATAK129 helicopter at all occasions. Pakistan can join the project, Turkey is also planning next-generation fighter jet and Pakistan, with its experience of co-production of JF-17, can join it.

Conclusion

In 1947, immediately after the independence of Pakistan bilateral relations quickly established between the two countries. The major identifiers of the relations were culture and religion.

However, during the 1950s security policies were the driving forces behind the improved bilateral relations. Turkey and Pakistan both became the members of the Western block against the threat of Soviet Russia. To stop the growth of communism in the Muslim world, the relationship was institutionalized in the Baghdad Pact.

Both the countries pursued security policy of the Western bloc in the early 1960s but after the mid-1960s, they began to establish independent bilateral relations within the framework of the RCD. Pakistan also sought close cooperation with China after the US left it alone in the 1965 war. Turkey too witnessed a deterioration of relations with the US for its policy over Cyprus. In the 1970s, both countries were involved in military operations. Pakistan lost its eastern wing which became Bangladesh while Turkey intervened militarily in Cyprus. Pakistan provided full support to the Turkish stance on Cyprus. This brought the two countries closer further in terms of national security.

Turkey-Pakistan relations in the 1980s, just as in the 1950s, again were forged in the backdrop of its security policy within the framework of the Western alliance. Two important events affected it: the Soviet Union invasion of Afghanistan in 1979 and the Islamic revolution in Iran the same year. These events jeopardized the interests of the Western alliance in the region. Both countries were wary of the spread of communism and political Islamist ideology of Iran. Moreover, both the countries had military coups and Zia-ul-Haq and Kenan Evren both wanted close ties with the US.

In the 1990s, the relations between the two countries stagnated once the Cold War ended. Ankara got engaged in the Balkans, and Central Asia Republics after the breakup of the Soviet Union, while Pakistan focused on stabilizing Afghanistan after the Soviet withdrawal.

In the 2000s, the main agenda of NATO's main agenda of Turkey-Pakistan was the NATO intervention in Afghanistan. Turkey being the part of NATO took great interest in stabilizing Afghanistan and worked closely with Pakistan. Besides, the rise of AKP gave an impetus and revival of the relations. On the political and security level, tremendous steps have taken place. Turkey holds a trilateral summit meeting of Pakistan and Afghanistan and gives diplomatic support to resolve the issues between the two countries.

Despite the warm relations, there is little improvement in economic and trade relations. However, there is consensus in both the countries that bilateral relations should be solidified based on economic relations. There is a need to convert the feelings of friendship and brotherhood into concrete steps.

**Women Economic Empowerment and Employment Discrimination
(Quality education a factor to boost women's economic empowerment and to reduce
employment discrimination)**

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Abstract

Quality education for deciding women economic empowerment is an idea which is need of the day particularly considering the circumstance of under developed nations like Pakistan. Taking women as fundamental human recourse they can perform much better in the development of the nation. In Pakistan, women constitute a bigger segment of population, which can be taken up as a crucial component in its development. Current study aims to evaluate women economic empowerment and employment discrimination. The study focuses on quality education as a factor to boost women's economic empowerment and to reduce employment discrimination. In contemporary world women's empowerment has been a very important issue. Women empowerment comprises of knowing their rights, able to have a significant control over resources and lives both at inside and outside of their homes as well as the ability to bring an impactful change in the society. Women economic empowerment also includes giving woman her rights in the economy, equal opportunity to access education, health etc. life's basic facilities, equal opportunity for recreation and entertainment and equal opportunity to take decision. The current study showed that there is a significant negative correlation between women economic empowerment and employment discrimination and there is also significant negative correlation between quality education and employment discrimination while there is a significant positive correlation between quality education and women's economic empowerment.

Keywords: Women Economic Empowerment, Quality Education, Employment Discrimination, Gender Discrimination.

Introduction

In contemporary world women's empowerment has been a very important issue. Women empowerment comprises of knowing their rights, able to have a significant control over resources and lives both at inside and outside of their homes as well as the ability to bring an impactful change in the society. There are various components of empowerment which are related with each other for instance economic empowerment, social, political and individual empowerment. Economic empowerment refers to give women their rights in the economy. These rights incorporate equivalent access to education, wellbeing and life's fundamental facilities, and also provide equal chances for employment. Women economic empowerment likewise incorporates equal position in public life as political and decision making (Golla *et al.*,2011).

The issue of women empowerment has turned out to be well known over the most recent decades. Making women empower directs to the acknowledgment of their essential rights and also increasing their confidence, their contribution towards basic leadership, enhancing their ways of life (Khan *et al.*, 2010). To attain equal opportunities and status education plays an important role. It is also crucial for the development of human personality, and furthermore to achieve their goals, and objectives.

Empowerment of education has denied women from gaining knowledge, accomplishing equal opportunities for work, status, basic leadership capacities, and knowing self as to be a gainful resource for the economic development (Mayoux, 2000). Women education is considered as one of the principle components that is additionally correlative to income creating activities. Post-primary schooling has the best result for female's empowerment. The nature of education isn't less essential as to acquiring education. Lack of quality education as given to male; females cannot compete in job market. Equal admittance to education and equivalent chances in picking up the abilities are vital for every woman in the society to contend in the job market. Women with quality and high-level education can capable and also easily compete males in their respective work place. Also, the high gains in female's education prompt additions in their productivity. This thus can play as a catalyst to lessens discrimination against them. Being economically empowered women can easily access to all the economic resources that she needs and also can get equal opportunities like getting a job, financial resources, inheritance rights and all other assets that are productive, also gaining of skills and other market information (Eyben, et.al,2008). To strengthen women's rights to make them able of making choices of their lives and provide their input in the society their empowerment and participation in economic activities is the basics. (Swedish ministry for foreign affairs, 2010 To achieve sustainable development in the society, inclusive growth and all other goals that are prerequisite for development of nation, women economic empowerment is the key (MDGs, 2010). Also, to achieve the highest level of development in the nation, the investment in gender equality is needed which has the highest returns of all considering it as a catalyst to multiply the development efforts (Malhotra & Schuler, 2005). Over the last decades, it has been seen that poverty among women in Asia has been expanded. The same level of opportunities and resources are never enjoyed by women as like men get a chance to enjoy.

In our society discriminatory practices are common and hence results in dispersion of poverty. Pakistan is a patriarchal society where gender roles are being specified that women do not need to work and man is the head of household and breadwinner. That's why women in Pakistan are suffering the more from poverty of opportunities and status regarding women poverty

is also not known. Out of total world's population women constitute 50% of it. An extensive number of women around the globe are jobless. A huge number of women all around the world are not doing any job. Due to unequal opportunities at work places for women the global economy has to endure a lot. The overall improvement of general public is the fundamental principle of women empowerment. Considering education as the key to improve lives by making them able to control over the resources. (Kandpal et. al, 2012).

Women Economic Empowerment

Women empowerment implies the establishment of the environment for females in which they have complete freedom of taking decisions of her life and have equal rights in the society and should not be any discrimination while giving jobs and other trainings. They should have safe working area with appropriate protection. Women population constitutes around half of the total world's population. A large number of women around the globe are jobless. The world economy endures a great deal due to unequal opportunities for women at work places. The primary favorable position of women empowerment is that there will be a general improvement in the society (Khan & Bibi, 2011). A study from Punjab showed that the positive speculations more empowered women make in their children bringing about enhanced infant survival amid outset and also improved probability of them going to school and women's empowerment is also a substantial element for the health outcomes which considering the absolute empowerment as a vital factor of their wellbeing. (Durrant & Sathar, 2000). Karuppusamy, R. & Indira S. (2017), studied the socio-economic factors on empowerment of women entrepreneurs in Pondicherry region to analyze their socio-economic factors and to identify the reasons for which the women involve in entrepreneur activities. Demographic or socio-economic factors like community, nature of the family, educational qualifications, location of the business and building premises coordinate with women empowerment have impact on them. Due to unequal economic opportunities for women they comprise 70 pc of the world's poor (OECD 2008) In such manner, to protect women from poverty and spending a poor life there is a much need to value their work and provide equal opportunities and resources so they can be able to contribute their role for the growth of country. It is also important to consider that economic empowerment of women not only contribute towards economic growth of country but also to support other factors for sustainable development. It is also important for females to make them actively participate in decision making of the country. Studies showed that women who are economically not empowered have no time to participate in political activities of the nation and women who are empowered and have access to resources have time and take active part in politics of the country (Shah et. al., 2015) So, it is worth mentioning here that women economic empowerment has many other advantages.

Quality Education

Quality education is considered as one of the key sources for women's empowerment. Quality education also plays a vital role in political empowerment of women as women with high level of education can better understand her political rights and also able to actively engaged in political activities so to equally participate in decision making processes of the country. (Moghadam et. al, 2003). The results of various studies exhibited that female's education and maternal mortality has negative relation while exhibiting the direct relation among their education, life expectancy, and family health. These studies also highlighted that higher level of female education has significant effect on their health. (Eckert et al. 2007). Education enables women to spend their life with prosperity, also make them able live their lives by their own choices. It is also helpful to enhance

their status and to take control of income. Education has intergenerational effects through empowering women. Studies highlighted that it has been observed globally that mother's education has direct impact on her kids' level of schooling. The studies also demonstrated that the mother's education is more impactful as of father's education on their daughter education as compare to son. The daughters of mothers having higher level of schooling tend to achieve more in their lives. (Lewis et al. 2008). Quality schooling is additionally an intense way to upgrading women' economic opportunity. The equal opportunities concern the nature of women' socio economic circumstances, past their insignificant nearness as laborers compensation, upper portability, portrayal in administrative and logical occupations and so forth. For females to compete better in labour market there is a need to equal admittance to education and also require equal opportunities to gain skills. Education makes a woman to willing and better compete male counterpart in job market. To reduce discrimination there is a need of high level of school for females so to improve their productivity (ILO 2004.; England et al. 2004). Effects of females' economic contribution is also determined by the level of their education through determining the probability of their involvement and keenness in job market. One of the main determinants for females' empowerment for getting equal opportunities of employment is their attainment of secondary as well as higher levels of education (Govinda, 2008). Appropriate trainings to enhance skills and also secondary education for females is required for job hunt in labour market so to be more competitive. It is very crucial to have secondary or higher-level education for females to get white collar jobs with handsome salary package. These days being just literate to just having basic education is not good enough to increase productivity (Gupta et. al,2006). For developing countries, it is really a policy concern that they have lower returns for female primary education. Results of various studies presented that in OECD countries and many other developed countries females with higher level of education and university degree holders can able to earn more wages per hour (Leary et al. 2004). Quality education has direct impact on active participation of females in economic activities and also getting equal opportunities on the basis of their skills. Students with low level of education or just basic education cannot be able to contribute towards the development with their full potential. Also, the vocational trainings have significant impact on females' access to job market and contribute its fullest to the outcomes in labour market (Rihani et al. 2006).

Employment Discriminations

Issues related to women's empowerment and also that are related to gender equality across the world are considered as the most essential in their agendas because these issues are found in almost all the nations in the world. Gender inequality is more common issue in developing countries as compare to developed countries. (Ahmed et al., 2001). UN Women (2014) precisely highlighted that to create a world that is just and also sustainable there is requirement of gender equality. Gender equality is also pre requisite to improve women's role within their families and also within their communities. In other way, the nations with gender inequality will never flourish and unable to compete the rest of the world. A study conducted in Canada showed that there is wage discrimination in job market as well as women received less promotions (Javdani & McGee, 2015). Women in top executive position in USA earned about 45 pc less than men, data also showed that women faced discrimination in wages and job promotions (Bertrand, & Hallock, 2001). Women

are always underrepresented in high ranked positions, they do not get equal opportunities, faced discrimination in job opportunities and as well as in wages (Tomei, M. 2006). Some women try to choose mother friendly jobs and trade off higher wages (England, P. 2005). Women empowerment should be encouraged and also should be allowed to contribute equally and to get benefit equally in the economy for sustainable development.

Materials and Methods

For a successful accomplishment of research work there is always a need of well define methodology. To reach at some logical findings an appropriate technique has been used for a rational research. In this study, to determine whether quality education is a factor to boost women economic empowerment and employment discrimination a proper procedure is carried out. The following way to conduct this research has been chosen which is based on previous work done and also with the help of reasonable understanding. This study is a cross sectional survey-based research, using quantitative research design. Data was collected through survey method (structured questionnaire). Here non probability random sampling has been used because of the probability of being equally selected of every member of the population. Also, the convenient sampling technique has been used due to the reason that elements selected were convenient for this study and also perfect to meet the research objectives. The population of the current study was all females chosen include married or unmarried. The sample of the current study consisted of 200 females. In study primary data was used with help questionnaire of 5-point Likert scale with 1. Strongly Disagree and 5. Strongly Agree tin order to collect data of females chosen includes married or unmarried of the age group of 20- 40 years. Estimation has been carried out using reliability analysis, descriptive statistics, and correlation analysis and regression analysis techniques.

H1: There will be a significant negative relationship women economic empowerment and employment discrimination.

H2: There will be a significant negative relationship quality education and women's economic empowerment.

H3: There will be significant negative relationship between women economic empowerment quality education and employment discrimination.

Results and Discussion

This chapter is based on the findings based on the empirical analysis and it gives an overview of the research findings.

Reliability Analysis

Here in this research reliability analysis is used as one of the analysis techniques. Reliability analysis is used to measure the reliability and consistency in the data

Table 4.1 Reliability Analysis

Variables	Cronbach's Alpha	N of Items
WE	.704	6
QE	.686	8
ED	.680	6

Source: Author's own work

Table 4.1 shows reliability of all the variables of the current study. Quality Education and Employment Discrimination has reliability of .686 and .6807 which shows data is reliable while Women Empowerment has reliability of .704 which shows data is highly reliable. These values also show the high level of internal consistency in the data.

Descriptive Statistics

The benefit of descriptive statistics is that it explains the detailed description of qualitative variables. As in the current research such measure is useful for analyzing the variables. Here in this research descriptive statistics is used to describe the mean values and standard deviation of the variables.

Table 4.2 Descriptive Statistics

	Mean	Std. Deviation
WE	4.1760	.52879
QE	4.1036	.51177
ED	4.0760	.56517

Source: Author's own work

Table 4.2 shows the relation among dependent and independent variable of the study. The mean value for women empowerment is 4.1760. The standard deviation is .52879. The mean value for quality education is 4.1036 and the standard deviation value is 0.51177. The mean value for employment discrimination is 4.0760 and its standard deviation is .56517. A higher standard deviation value indicates the greater spread in the data. All the three variables have lower standard deviation value which indicates the lesser spread in the data.

Correlation Analysis

Correlation analysis is the statistical tool which is used to study the closeness of the relationship between two or more variables. The correlated variables move in one direction.

Table 4.3 Correlations

		ED	WE	QE
ED	Pearson Correlation	1		
WE	Pearson Correlation	-.424(**)	1	
QE	Pearson Correlation	-.350(**)	.488(**)	1

** Correlation is significant at the 0.01 level (2-tailed).

Source: Author's own work

Table 4.3 shows that the correlation between Employment Discrimination and Women Empowerment is -.424 which shows both variables have significant negative relationship with each other. It also shows if Women Empowerment increases then Employment Discrimination will decrease; hence there is a noteworthy negative association amongst women economic

empowerment and employment discrimination. This study also supports the findings of Mayoux,(2000), Tucker and Boonabaana (2012), Triventi, (2011). Empowered women can contribute more in family budget and hence can be able to up bring their kids and also able to participate more in work force and compete males in job market.

Table 4.3 shows correlation between Employment Discrimination and Quality Education is $-.350$ which indicates that both variables have significant negative relationship with each other. It shows if Quality Education increases then Employment Discrimination decreases with it; hence there is a significant negative relationship between quality education and employment discrimination.

Ashraf, et al., 2010 found that female education is important determinant for job hunt. Educated female can easily compete male counterpart in job market. Present study also supports the findings of Peter, G. and David, (2010), Shihadeh, and Edward, S. (1991).

Table 4.3 shows correlation between Quality Education and Women Empowerment is $.278$ which reflects that both variables have significant positive relationship with each other. It shows if Quality Education increases then Women Empowerment also increases with it; hence there is a significant positive relationship between quality education and women's economic empowerment. Present study also supports the findings of Monazza, A. (2013), Sanjukta, (2002).

Educational attainment is an important determinant of women economic empowerment. Education is a great instrument to improve women's economic empowerment (Tucker and Boonabaana, 2012).

Regression Analysis

Regression analysis is used to observe the association amongst two or more variables. Here in this study we used regression analysis to investigate the relationship among quality education, women economic empowerment (independent variables) and employment discrimination (dependent variable).

Table 4.4 Regression

		Coefficients(a)				
Model		Unstandardized		Standardized	T	Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
1	(Constant)	1.742	.333		5.233	.000
	WE	.355	.078	.332	4.569	.000
	QE	.207	.080	.188	2.584	.000

a Dependent Variable: ED

R: .454, R Square: .207, F: 25.635

Source: Author's own work

Table 4.4 shows values of R and R Square. The R value is .454 or 45.4% shows level of correlation between variables used in the current study. The R Square is .207 or 20.7 % shows level of dependent variable explained by the independent variable of the study is less than 50%. The above table shows F value which is 25.635 that's more than 2 and it is also significant.

The t value for Women Empowerment is 4.569 which is a bigger value than 1.96 and the significance value is .000 which is less than 0.05. Its beta value is .355 which shows that one-unit change in Women Empowerment will change in Employment Discrimination by .355 in units.

The t value for Quality Education is 2.584 which is greater than 1.96 and the significance value is .000 which is less than 0.05. Its beta value is .207 which shows that one-unit change in Quality Education will change in Employment Discrimination by .207 units.

The correlation analysis showed following results:

H1: There will be a significant negative relationship WE (women economic empowerment) and ED (employment discrimination).

The correlation between Employment Discrimination and Women Empowerment is -.424 which shows both variables have significant negative relationship with each other. It also shows if Women Empowerment increases then Employment Discrimination will decrease, so there is a significant negative relationship between women economic empowerment and employment discrimination. Hence H1 is accepted as there is a significant negative relationship women economic empowerment and employment discrimination.

H2: There will be significant negative relationship between quality education and employment discrimination.

The correlation between Employment Discrimination and Quality Education is -.350 which indicates that both variables have significant negative relationship with each other. It shows if Quality Education increases then Employment Discrimination decreases with it. Hence H2 is accepted as there is a significant negative relationship between quality education and employment discrimination.

H3: There will be a significant positive relationship quality education and women's economic empowerment.

The correlation between Quality Education and Women Empowerment is 0.278 which reflects that both variables have significant positive relationship with each other. It shows if Quality Education increases then Women Empowerment also increases with it. Hence H3 is accepted as there is a significant positive relationship quality education and women's economic empowerment.

Conclusion and Policy Recommendations

The current study showed that there is a significant negative correlation between women economic empowerment and employment discrimination. Also, there is a significant negative correlation among women economic empowerment, quality education and employment discrimination while there is a significant positive correlation between quality education and women's economic empowerment. So, it is also concluded that quality education is a key factor to boost women economic empowerment and to reduce employment discrimination.

In current scenario of Pakistan, some of the policies implications are recommended, particularly for the economic empowerment of women in Pakistan, are as follow.

- There is much more need to conduct further research in extent of women economic empowerment and also ought to be stimulated so that probable variables of women economic empowerment are identified.
- There is need to focus on time poverty which is one of the main constraints for women economic empowerment.
- The current study's focus was on Women Economic Empowerment, Quality education and Employment Discrimination. So, there is strong need for future studies to focus on more factors such as family support etc
- No one can deny the role of Pakistani Government for making women economically empower nationwide by increasing opportunities for females.

Summary

Quality education for deciding women economic empowerment is an idea which is need of the day particularly considering the circumstance of under developed nations like Pakistan. Women economic participation and their empowerment are recognized worldwide as vital for the progress of a nation and growth of its economy and also incorporate in the Sustainable Development Goals (SDGs).

Quality education and Women economic empowerment have shown positive relationship with each other. Since women are giving less attention or given less focus on education, but in reality, educated women can contribute to a nation in a better way as compare to men.

Quality education and employment discrimination have shown negative relationship with each other as educated women are facing less discrimination on regarding employment as compare to uneducated women.

Education is considered as a ground-breaking way to upgrading women's economic empowerment. Economic opportunities always apprehensions the nature of economic involvement of women ahead of being workers. Equal admittance to get education and equivalent economic opportunity that in picking up abilities are essential for females to contend in different work showcase. The better a quality of education a woman is, the abler and also eager she is to rival males in the work showcase. If there is women's education gains that also moves towards prompt increments in productivity. Hence, results reduction of gender discrimination against women.

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Impact of Socio-Cultural Factors on Women's Higher Education

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Abstract

The literacy rate is directly proportional to the development of a society. Pakistan lags behind other countries of the region in educating its masses. But since society is patriarchal, women face more problems than men in acquiring education. In this research, the prime objective was to find the socio-cultural factors that could become a barrier in acquiring higher education of women. Parental attitudes regarding the importance of educating girls may contribute to the education gender gap in rural areas. This research analyses the data collected from female students pursuing higher education Rawalpindi and Islamabad. Mainly socio-culture factors are highlighted in this research.

Keywords: Women empowerment, decision making, higher education, socio-cultural factors, gender discrimination

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Introduction:

This is a case study about the socio-cultural factors faced by women in acquiring Higher/post-graduation education in Islamabad and Rawalpindi. Generally speaking, the problem faced by women is the inequality that stems from the prevalent gender-role which undermines the autonomy of women to take decisions of their lives. Decision making is of the utmost importance when it comes to the choice of education and career path to be adopted. Pakistan is a predominately patriarchal society where men are the primary decision-makers. Men are entrusted with the responsibility of the bread-winning while women are assigned to manage domestic affairs and perform the task of nurturing and care-giving.

Gender segregation in education and occupation is quite evident which can largely be attributed to socio-cultural factors. Women are seldom given the freedom to choose their education which may not complement their traditional and cultural roles. Women face barriers in pursuing post-graduation degrees mostly. And the barriers are mostly social and cultural.

Socio-cultural factors are mostly related to the different sets of people in society and their behaviour, trusts and traditions. The socio-cultural structure holds three concepts which include culture, society and system. A society is several interdependent organisms of the same types. Culture is the well-educated behaviours that are shared by the members of society, together with the material products of such behaviours. The words "society" and "culture" are attached to each other to produce the word "socio-cultural". A system is "collection of parts which interact with each other to function as a whole". The term socio-cultural system is most likely to be found in the writings of anthropologists who specialize in ecological anthropology.⁴²

Socio-culture factors and education of women are very closely linked together. The society has affected women's education from the past and is still effecting education of women in many ways. Women face many problems in pursuing higher education. Parents, families, in-laws are the major influential relationships of a woman. Women's pursuit of study and career are mostly defined by their families. Decision making is a key aspect in which gender roles are immensely exercised. Societies of Asia are primarily male-dominated and men are the decision-makers for women in all aspects of their lives. So it is more likely for men to decide whether a girl will pursue higher education or not.

Families often encourage education and professional aspirations of male youngsters but not females. Therefore, it can be concluded that sex difference in career aspirations grows primarily in childhood which reflects societal and cultural expectations. Parents have this thought that girls get married and go to their husband's house, so investing in them will not give any return to them, therefore parents focus on better education of males rather than females.

Throughout history, women with careers were posed with many socio-cultural challenges due to their family authorities. Traditionally women were likely to perform their responsibilities as

⁴² Kauffman, Draper L. (1980). *Systems One: An Introduction to Systems Thinking*. Minneapolis, MN: Future Systems Inc. ISBN 978-99962-805-1-1

housewives and mothers in combination with their career responsibilities since women had to fulfil work and family demands simultaneously, it had a significant impact on their careers.⁴³

A restricted faction of the privileged class with an enrollment of less than half a million have access to quality higher education at the university level. Whereas, the lower and middle class repeatedly neglected to attain higher education due to various daunting challenges. Among them, females are further deprived to get higher education and literacy rate in females is 39.2 per cent, which is lowest as compared to males. Low enrollment in higher education is an outcome of various factors.⁴⁴

Despite the increasing figure of women entering the workforce, they have been restricted to lower-paid jobs with low status and are also clustered in a limited number of conventional careers. As women were confined to limited careers, their earnings lagged behind in comparison to their male counterparts with comparable education and experience.⁴⁵

Some factors restrict females into traditional role occupations which include social and family influences, lack of knowledge about non-traditional options, discrimination with career fields, less viable environment in male-dominated fields and less seniority in given occupations.⁴⁶

There are various barriers which impact the career development of women and the onset of such hindrance often being since their childhood. These barriers are reinforced throughout women schooling, collage and work and are likely to become more over time.⁴⁷ According to Swanson and Woitke, these barriers highlight the gap between women's abilities and achievements or also explain the inhibitions of women's career aspirations. Furthermore, it was acknowledged that these barriers could be overcome but the success depended largely on the type of specific barriers and the individual's personality. Women often perceive barriers and role conflicts as an impeding factor in their career development process.⁴⁸

Girls in some traditional societies are denied even the simple right to existence in the mind of their fathers who are the family heads. Some men do not even count girls if asked the number of children born to them. His is a clear indication of preference detrimental to girls in the family. They are

⁴³ Valdez, R. L., & Gutek, B. A. (1987). Family roles: A help or hindrance for working women? In B. A. Gutek & L. Larwood (Eds.), *Women's career development* (pp. 157-169).

⁴⁴ Shaukat, Sadia & PELL, Anthony. (2017). The Impact of Socio-cultural factors on females passing through Higher Education in Pakistan. *Eurasian Journal of Educational Research*. 17. 193-214. 10.14689/ejer.2017.71.11.

⁴⁵ Domenico, Desirae M. & Jones, Karen H. (2006). Career Aspirations of Women in the 20th Century. *Journal of Career and Technical Education*, 22(2).

⁴⁶ Ibid.

⁴⁷ Domenico, Desirae M. & Jones, Karen H. (2006).

⁴⁸ Ibert, K. A., & Luzzo, D. A. (1999). The role of perceived barriers in career development: A social cognitive perspective. *Journal of Counseling and Development*, 77(4), 431-436. <https://doi.org/10.1002/j.1556-6676.1999.tb02470.x>

therefore undervalued with their brothers who are given the right of existence by their fathers. Women in this type of patriarchal society due to helplessness accept these attitudes, which perennially perpetuate gender discrimination. The female child is not even worthy of the property of her father neither alive or inherit them when he dies. In some families, males are provided or allocated rooms, but the young girl is made to share the same room with the mother.⁴⁹

Women's educational and occupational demands are largely affected by certain factors. They include perceived causes or success and failure in a particular field, confidence on one's self and on their abilities, expectations of success and perceived importance of a particular field. It is quite apparent that academics course selection, career choice, the expectation for success and failure, attribution trends and perceived importance of a particular field, all are influenced by the gender.⁵⁰

Research also proves that women education benefits her a lot in the workplace. The more she is educated, the more likely it is that she will herself be in paid employment. Increase in post-graduation degrees enrollment of women is the product of changing roles and expectations of women in society coupled with increased interest of women in job vocation.⁵¹

There are high numbers of out-of-school children, and significant gender disparities in education, across the entire country (Pakistan), but some areas are much worse than others. In Baluchistan, the province with the lowest percentage of educated women, as of 2014-15, 81 per cent of women had not completed primary school, compared to 52 per cent of men. Seventy-five per cent of women had never attended school at all, compared to 40 per cent of men. According to this data, Khyber Pakhtunkhwa had higher rates of education but similarly huge gender disparities. Sindh and Punjab had higher rates of education and somewhat lower gender disparities, but the gender disparities were still 14 to 21 per cent.⁵²

The developed nations around the world pay equal attention to male and female's higher education, however, female's higher education in developing countries is the most neglected sector, and the same is true for Pakistan. Though the total enrollment in universities has increased from 0.276 million during 2001-02 to 1.298 million by 2014-15, still Pakistan's Gross Enrollment Ratio in higher education was just 10% during 2015-16. For instance, female's enrollment has increased from 36.8% to 47.2% by 2014, but the dream of gender equality in higher education is far away.⁵³

⁴⁹ "The Socio-Cultural Factors Affecting Female Child Educational Development in Amassoma" SEPTEMBER 15, 2015. korisamuel.wordpress.com/2015/09/15/the-socio-cultural-factors-affecting-female-child-educational-development-in-amassoma/

⁵⁰Eccles, Jacquelynne S. "Gender-Roles and Women's Achievement." *Educational Researcher*, vol. 15, no. 6, 1986, pp. 15–19. *JSTOR*, www.jstor.org/stable/1175495. Accessed 18 June 2020.

⁵¹ Bronstein, Black, Pfennig and White, 1986, "Getting Academic Jobs. Are Women Equally Qualified-And Equally Successful?" *American Psychologist* 41.

⁵² Rabia, July 2017 "barriers to girls education in Pakistan."

⁵³ Mehmood, Sumara & Chong, Li & Hussain, Mehmood. (2018). Females Higher Education in Pakistan: An Analysis of Socio-Economic and Cultural Challenges. *Advances in Social Sciences Research Journal*. 5. 10.14738/assrj.56.4658.

Pakistan was described as “among the world’s worst-performing countries in education,” at the 2015 Oslo Summit on Education and Development. The new government, elected in July 2018, stated in their manifesto that nearly 22.5 million children are out of school. Girls are particularly affected. Thirty-two per cent of primary school-age girls are out of school in Pakistan, compared to 21 per cent of boys. By grade six, 59 per cent of girls are out of school, versus 49 per cent of boys. Only 13 per cent of girls are still in school by ninth grade.

This study presumes since Pakistan is a patriarchal society, the socio-cultural factors would affect the higher education of women in Pakistan. This hypothesis would be tested with data collected from the students.

To investigate this, this study asks the following questions:

- What are the Socio-Cultural factors faced by women in acquiring Higher/post-graduation education in Islamabad and Rawalpindi?
- How patriarchal system has affected the women in taking decisions on their education and career?
- Are men the primary decision-makers for women’s lives?

The study was supported by primary data which was collected by survey questionnaires. A structured questionnaire was prepared that was distributed among female students. The questionnaire was to be filled by the female students enrolled in post-graduation studies at the universities of Rawalpindi and Islamabad. The questionnaire has all the related questions to social and cultural problems women had faced or were facing in pursuing post-graduation degree.

The study aimed to purposively pick females who were in the middle of their post-graduation degrees from Bahria University (BUIC), Iqra University Islamabad Campus (IUI), Quaid-e-Azam University (QAU), Fatima Jinnah University (FJWU) and International Islamic University (IIUI). The sample comprised of 20 female students of post-graduation from each university mentioned above. The sample size was kept equal at every university to find similar results. These universities were selected for sampling because they fulfilled the criteria of being located at the urban centres with students coming from diverse socio-cultural backgrounds. Female students were randomly approached during the university hours and were given a questionnaire to fill.

100 questionnaires were filled by the females of post-graduation degrees from the above-mentioned universities.

However, there were some limitations of the study as well. It included restricted access to the universities of Islamabad and Rawalpindi. Therefore, the sample size remained small and limited. The participants had the option to refuse to participate in the study at any time thus affecting the return rate of the surveys and data collection. Some of the respondents were not comfortable sharing their responses as well.

The following themes were highlighted under which a questionnaire was constructed:

- How did they make up to the decision of taking admission in this university?

- Challenges faced in university
- Who supports their education?
- Transport challenges
- Family pressure
- Extended family pressure
- Cultural factors
- Social factors
- Efforts made to stop them from pursuing post-graduate studies

Data Collection, Result and Analysis

The data has been collected from 96 women of post-graduation studies. The questionnaires were filled by them. The analysis of case study research is an iterative process and can involve one or multiple techniques depending on the data achieved. In the current study, the aim was to study the problems women were facing in pursuing post-graduation degrees. The data from the questionnaires were statistically analyzed through SPSS version 15. Multiple Responses' technique was used for simplifying the data and for its analysis.

Information gathered through questionnaires were exposed to frequency counts. In other words, subjects' responses for every individual question were combined together to find the highest frequency of occurrence. These responses to the questions, which are quantified, are then presented in percentage forms. This analysis is shown in tabular form. I have used tables containing a variable and in some cases combined two or more variables in a single table.

1. Age and Background of Respondents

Table 1 - Age and Rural/Urban Setup

Age	Urban	Rural	Total
18 – 27	22	60	82
28 – 27	4	9	13
38 above	0	1	1
Total	26	70	96

Table 1 shows that the age of most of the respondents ranged between 23 to 26 years and belonged to rural setup.

2. Names of Institutions Selected for Study

Table 2 shows that the highest numbers of students who belonged to rural setup were in BUIC.

Name of Institution	Urban	Rural	Total
Bahria University Islamabad Campus	3	17	20
Fatima Jinnah University	3	13	16
International Islamic University	9	11	20
Iqra University	6	14	20
Quaid e Azam University	5	15	20
Total	26	70	96

3. Qualification

Table 3 – Highest Education Acquired

Education	Frequency	Percent
Bachelor	69	71.9
M. Phil	5	5.2
Masters	6	6.3
MS	16	16.7
Total	96	100.0

Table 3 shows the highest level of education our research candidates have achieved, mostly students were enrolled in Post-graduation degrees and their highest qualifications were Bachelors.

4. Currently Enrolled

The table below shows the urban and rural distribution of currently enrolled students

Table 4: Setup and Discipline wise Currently Enrollment

Setup / Discipline	M. Phil	MBA	MS	PhD	Total
Urban	2	2	18	4	26
Rural	13	12	39	6	70
Total	15	14	57	10	96

5. Challenges on the Campus

Table 5 – Challenges on the Campus

Name of Institution / Challenges	BUIC	FJWU	IIUI	IUIC	QAU	Total
Administrative	3	5	5	4	3	20
Biasedness	0	0	0	0	1	1
Educational Competition	2	0	0	0	0	2
Ethnic Slurs	0	0	0	1	0	1
Food	0	1	0	0	0	1
Grading System	2	0	0	0	0	2
Harassment	1	0	0	1	0	2
Politics, Favoritism	0	0	3	1	3	7
Racism	0	0	0	0	1	1
Teaching Methodology	0	1	1	1	0	3
Total	8	7	9	8	8	40

Table 5 shows the challenges that the female students were facing in their universities. The table shows that 56 (58.3%) students do not face any difficulty or challenges in their universities while 40 were facing challenges. Out of 40, 50% of the students who face issues while studying were administrative.

6. Who financed their Education

The study shows that 83 (86.5 %) students received financial support for their studies from their parents, five per cent were sponsored by their brothers while only eight per cent of students were self-financed.

7. Factors Leading the Decision for Opting Post-Graduation

49 students said that they have pursued their post-graduation degree for their career enhancement, 32 said that they pursued because of family persuasion, 11 said it was their own will, 2 said because of friends and 2 said because of peer pressure. 51% of the students opted post-graduation for carrier enhancement which shows that students believe that the higher studies is a basic requirement for professional growth.

8. Pressure and Cultural Barriers

88 students said that they faced no pressure while only eight students replied they face pressure while opting for the post-graduation degrees. 6 said that their families pressurized them while 2 said that it was their job requirement. 10 students faced cultural aspect to discouragement towards pursuing post-graduation degrees. Extended families of 5 students objected over their starting of post-graduation studies. All 5 who received objections by extended family belonged to rural setup.

Majority of the extended families i.e., 80% believed that girls do not need to study while 20% of the families thought that girls should be less educated than men.

Those who were encouraged by their families were asked the reasons for it and 73 students said that their families preferred education, and rest have the educated and supportive families of the opinion that the girls should also get higher education.

9. Efforts made to stop from pursuing post-graduation

20 students faced problems which were stopping them from pursuing post-graduation degree. 64 did not face any efforts and 12 said that they don't know. Furthermore, it was revealed from the data that out of 20 who were tried to stop from pursuing post-graduation 13 belonged to rural and 7 to the urban background. The nature of these problems that the students faced reveals that 9 students faced psychological pressure, 5 faced physical efforts while 6 said emotional efforts were made to stop them.

Out of 9 who were psychologically pursued, 5 belong to urban while 4 to rural setup. Out of physically pursued 5 students, 1 belong to urban while 4 to rural setup. Moreover, out of 6 emotionally pursued, 1 belong to urban and 5 to rural setup.

Students who belonged to the rural setup were more likely physically and emotionally pursued to stop education than students who belonged to urban setup, while psychologically both were pursued almost in the same manner.

10. Reasons for being Restrained from Pursuing Post Graduate Studies

Table 6 – Reasons for Restraining

Reasons	Frequency	Percent
Cultural	16	15.6
Financial	14	14.6
Mental torture	1	1.0
No reason	18	18.8
No Response	8	8.3
Other	33	34.4
Psychological	2	2.1
Religious	4	4.2
	96	100.0

Table 6 explains the reasons for the students being restrained from pursuing your postgraduate studies. 16 faced cultural barriers, 14 faced financial barriers, 4 faced religious barriers, and 2 faced psychological barriers and 1 faced mental torture.

73% of the female students being restrained faced cultural, financial, religious, psychological barriers, while only 10% of the male faced these barriers

The study reveals that students with rural background faced more pressure while opting for post-graduation degrees in comparison with students with an urban background.

Findings:

The analysis of data revealed that most of the students who opted post-graduation i.e., 72.9% belonged to the rural background while 27.1% were from the urban background. Highest numbers of students who belonged to rural setup are in Bahria University Islamabad Campus which shows students prefer to study at Bahria University Islamabad campus more than any other university.

The data has also revealed that students who belonged to the rural setup feel more pressure while opting post-graduation. And students who belonged to the rural setup were more physically and emotionally pursued to stop education than students who belonged to urban setup, while psychologically both were pursued almost same. 51% of the students opted post-graduation for career enhancement which show that the higher studies is a basic requirement for professional and career growth.

Data also tells us that more than 11% of the students were married which show that the higher studies are becoming a need of the day. 50% of the students who face issues while studying were of administrative nature, while others were facing issues of harassment, favouritism, politics etc.

The financial status of the families shows that maximum students who were studying belong to a group whose income is more than 50-000 Rupees or above. This shows that acquiring higher education in universities is an expensive matter.

Students who faced objections by extended family belonged to rural setup. Their extended families thought that girls do not need to study more. 76% of the extended families encouraged them for higher studies. 73% of the female students being restrained faced cultural, financial, religious, psychological barriers, while only 10% of the male faced these barriers, 81% applied for the job after completion of under graduation were able to secure the job which shows that there is job potential in the market for undergraduate students.

The findings are telling that females face problems in accruing higher education but not to the extent that the theory of patriarchy would suggest. Mostly women who are from rural background are facing these problems.

Recommendations:

Women decision making is a critical domain of their lives which eventually determines their future socio-economic prospects. The autonomy women have in their decision making directly influences their lives and those around them in many significant ways. Therefore, it is immensely important to give them their due autonomy so that they not only prosper but also avail their basic human right of choice.

Enhancing or empowering women decision making autonomy is a multifaceted approach which needs to be addressed at the institutional, religious and social level. Mostly in rural areas empowering women for education specifically needs to be addressed. Institutions should try to find ways to progress the quality of their management by producing attentiveness, understanding and gratitude of different management styles. This can be attained through training, self-analysis, and many feedback mechanisms. Diversity training, specifically, is essential in this process.

The transport issue needs to be tackled for girls by the institute or government. Early child marriages should be ended so that girls facing problems after marriages to study should be able to study freely.

Violence against women should be addressed who want to pursue advanced studies. Men should be targeted to become part of discussions about cultural and societal practices, they need to get aware of women to get an education. More importantly, Scholarships, stipends and cash rewards should be given to women, so that they do not depend on anyone for pursuing higher education.

Conclusion:

In our culture and society, decision making autonomy for women is quite a complex issue because the patriarchal norms and perceptions are deeply embedded in our society. Even though education and mass media awareness has enhanced the autonomy of women in various spheres of their lives. Still a dependency on men largely prevails. Women cannot remain employed or engaged in their careers on for their entire lives, they have to discontinue it at some point in their lives keeping in view the traditions of our culture and society. The female students are facing problems but not as much as we had thought at the outset of the study. Mostly students who are from rural backgrounds are facing problems such as being pressurized to not to take admission in post-graduation studies, they face transport issues and are dependent.

They have to face the problem of being discriminated by their family members, as their male siblings are preferred more over them and they are told that they do not need to study further and there is no use of higher education. But most female students were not facing such problems as their family members were very supportive and wanted females to study as it was important for their career. The data suggested that the hypothesis that due patriarchy women would face too many socio-cultural problems proved wrong as the majority of the students did not face such problems. However, the data was acquired from those students who already were able to get admission in postgraduate studies which means that we did not cover those students were already stopped from higher education by socio-cultural factors. That area is open for further research.

The impact of the unofficial relationship on the university student's studies, time and mental health

Author

Saith Usama J.Chitrali

Abstract

The unofficial relationships are described as “The commitment between the two people i.e. male and female supporting each other physically and emotionally without fulfilling any religious procedure or legal process defined under law and owning the social define responsibilities”. It has been considered that nowadays the institutions are changing into the dating hubs and students are getting involve with each other which is causing effect on their study, time, financial condition and mental health. The methodology which is design to conduct the research is in two phases; in the first phase of the study we have tried to assess the student's condition through collecting the questionnaire from the different institutes in the territory of Islamabad which is chosen due to the diversification. In the second phase we conducted the interviews with the instructors and educationist those have the direct linkages with the students and observing them on a regular basis. The assumptions of the research which were made depicts accurate to the assumption design upon the literature review. The students are going mainly through the issues of the mental health and time schedule disturbance. While students are facing the challenges regards to the studies and financial condition which are creating the challenges for their professional life. This study is going to gives exposure base understanding of the impact been faced by the students in the academic institutes and their disturbing their personal and professional life.

Keywords: unofficial relationship, academic institutes, students, mental health, socioeconomic, romantic relationship.

Introduction

It is really obvious in our life we need the different relationship to fulfill our emotional and physical needs, human is the social animal; it begins with the idea of the need of the human surrounded with the different people in their personal and professional life. All Abrahamic religion believes the world started with the two people i.e. Adam and Eve which is descriptively given in their rituals (“Surah Al Baqara (The Cow),”), (*Bible Gateway Passage*,). The world started with the relation of the Husband and Wife, later extended to blood relations, in laws relation, friendships, colleagues, mates etc.

This is natural the male and female are structured in such a way where they need each other and helps each other in their emotional and physical need of the human. In Pakistan, the majority of the Population is Muslim and people from the other religion based here too. The major part of the society considers marriage as an only possible way to have relationship between the male and female who are unknown to them. Even the love marriage is a really big challenge in Pakistan for the people to convince their parents due to the customs and norms issues.

In the west where it is common to have a relationship before marriage and it is acceptable in the society and they practice it normally. it is not considered as an issue while their society accept this thing and no one cares even during my experience living out there I saw unofficial couple use to support each other (economically and socially), living with each other it is been adopted as their part of culture while there is also social disturbance been noted by sociologists like early pregnancies unofficially as US is on top in this in western civilized world for this teenage unofficial relations (CDC, 2014).

We cannot say Pakistan do not have such a culture but it’s not open and taken as a taboo. Mostly the practice of this relationship majorly found in our youth, in my general observation where I have seen that its common in the population of Rural and Urban areas. Such relationship is called unofficial relationship. If we talk about South Asia this is considered as immoral because this region is having social structure bounded with culture and norms while still we can see there are love stories been highlighted belong to this region like Heer Ranjha is one of the famous for it (*Asian Women Magazine*, 2010). Mostly relationship like these are based on the attraction, crushes and initial friendship while mostly such cases seen that it effects their studies and their time which they should locate for their future sustainability.

It is defined as “The thing you do as people do in relationship but you are not dating out” (Patty B., 2016). It is need to understand that when you hear the term of unofficial relationship it defines that the two people define their self as a partner and committed to each other with the future planning but haven’t make anything legal”(GoMarry.com, 2019). If we constructively make statement about unofficial relationship, it defines as,

“The commitment between the two people i.e. male and female supporting each other physically and emotionally without fulfilling any religious procedure or legal process defined under law and owning the social define responsibilities.”

While looking to the area of discussion which seems having limited research base studies and considering a concerned issue for the youth and especially to the students are making efforts to grow in their career. Pakistan is developing country where the individual struggle matters a lot to improve their career and most of the students are facing challenges in their professional life which is having a lot of factor but one is losing the focus. Loosing focus have one reason students are more excited in the institute in Pakistan to develop a relationship beside focusing on their academic standard enhancement.

We see that the students those are working on the respectful place into relationship hub where they prioritizing their enjoyment on career. Disrespecting the efforts of their parents, because in Pakistan we have seen the parents make a lot of efforts and bear economic pressure to fulfill the education of the students. While the children earn by their self as they access the minor opportunities to fulfill their needs to bear their expenses they are independent. Even the children there are in a relationship even live together and bear their self responsibly, which is right or wrong is a contextual debate which we cannot make it here. But in Pakistan children are destroying the investment of their parents they are dependent upon their parents fully concerning to their tuition fees, university transport, stationary, notes etc. and they take all things in with disturbing their own life. To understand this issue it is really important to understand the consequences developing upon the students studying the higher educational institutes of Pakistan and understand the possible solution for developing extensive understanding of the stakeholders.

Research objective

To understand the impact of the unofficial relationship on the university students studies, time and mental health.

Literature review

Mostly students seen in the institutes are coming up with mindset of having good time rather than good career which is not even healthy for girl and boy by such immature activities they destroy their future with their own hands. People are looking up more for their relationship beside their career. The concept of the unofficial relationship where it is defined to become a partner to each other and become a support in any situation with respect to socioeconomic needs, but unfortunately the partners spends most of their time in the fun, hangouts and enjoyment. The student's educational status also gets disturbed where they have place more focus on their partner than the studies. Somewhere it is observed that the partners supports each other in the educational tasks and activities but it's rare to happen, because the prime focus of the both is to get the temporary leisure.(Schmidt & Lockwood, 2017).

The study upon the hook up changing the romantic relationship where the students are frequently getting involved in it because it doesn't involve any commitment and the students are getting into hook up culture where the culture of a one-night stand and side on partner taking up place. It mostly distresses the students and they get diverted from their educational to the relationships, the female students develop the linkages inside the institutes and also with the people using social media and other digital tactics. This culture is creating problem for them to ensure their focus on the education, with time most of them go through mental health issues. (Fielder et al., 2013).

The mental health challenges, rapidly increasing in the youth in every part of the world, while there are different social issues which stress them out. The students from the different parts of the world are facing different kind of mental health but in some they are common like depression, anxiety, stress, anger and frustration. The different social pressure like career, employability, financial stability etc. are also common to be built in developed or developing countries. Analyzing the human nature with respect to their natural needs which are in built in the human is common

everywhere, having a good partner is a wish for every students for which the universities are becoming the powerful hubs and can be stated as a dating hubs for the students. The students are more interested to get a partner than getting a good career opportunities, while in the relationship where in the custom bounded societies like African and Asian countries where the consent of the parents and the choice of the parents somehow obligatory for choosing a partner, in those societies mostly parents choose the partner for their male or female child. It develops different stress from this way where they have to give up their long term commitments. It develops mental health challenges for one or both to carry out their emotional attachment and they have to face the different challenges in the society because in the developing countries, it is considered embarrassing to visit the psychologist for your mental health condition (Valentiner et al., 2017).

Scope of the study

- Targeting the Secondary and higher education or tertiary students to compare the ratio of the students involve in unofficial relationships.
- Effect on the student's studies pattern and their educational record, their daily routine and time they are giving to their career development.
- Mental health challenges they face due to unofficial relationship.

Methodology

It is a taboo topic which really discussed even in the academic areas of the Pakistan for which it was really challenging to find the focused literature studied on the students of the Pakistan, studying in the Pakistan higher and secondary educational institute.

1. **First phase:** Taking questionnaire from students in which majority was of age bracket 18-23 and education standard is bachelors, both male and female equal ratio is tried to assure to make a standardize analysis and gender representation should be counted.
2. **Second phase:** Interview from the educationists and the instructors of the institutes to take up their review on the situation they empirically observed situation of the students, as they are having close link with the students and can easily relate the consequences been developing due to the unofficial relationships.

The methodology for the research will be adopted as a mix research method to assess the findings qualitatively and quantitatively to assess the foundational issues and providing the recommended practices at the individual and the institutional level to cope up with the challenges faced by the students.

Finding and Analysis

As in our first phase as mentioned above to take the surveys from the students. We conducted this with the students from the universities of Islamabad, where we see a diversification in the student's enrollment around the different universities. For this we chose IQRA University Islamabad campus, Quaid E Azam University, Bahria University and International Islamic University in which we collected 500 samples from the audience to get the extensive understanding of the student's exposure for the unofficial relationships and how it's affecting their study time and mental health. We will analyze the data with the perspective of the empirical analysis and reviews from the educationist which also belong from the same universities on their demand their name been made confidential and haven't shared in the research for which we will use the words the Teachers while sharing point of view.

Relationship engagement ratio

The priority of the students in the universities is to get the partner in Pakistan where they consider it a source of motivation and make them able to deliver best in their career.

The above given figure 1, explains about the involvement ratio of the students which are focused to get into unofficial relationship and also we have mentioned the single students those are not having any unofficial commitment.

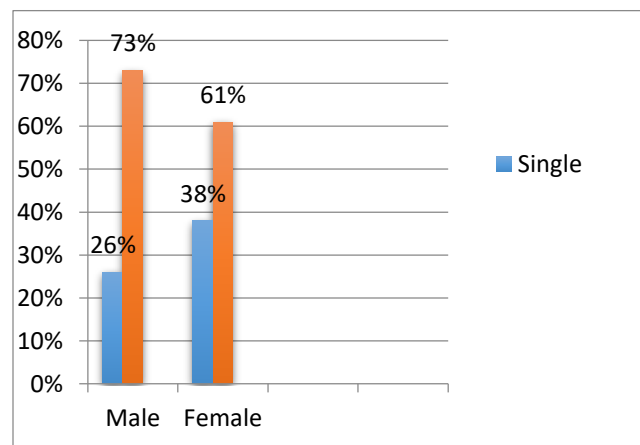


Figure 1: The quantitative scenario of the unofficial relationship commitments in the students.

If we see males about 73% are in unofficial relationship and females are around 61% which shows males are more involve in it, but it doesn't depicts that the females are not involve in the

relationship. The data which we have collected based on the questionnaire where the factor of fear involves in which mostly don't share their personal situation openly and it is observed female are more shy to contribute in such activities. But on the other side if we see in the Pakistan, where we have society having religious impact which mostly replied by girl keep them away from such activities as it is not anyway in the Islam to make any kind of relationship beside the Formal procedural relationship known as Nikah (نكاح).

Also we see the attitude of the male in the institutes where they spent most of their time in the fun activities and taking the words from the teachers they observed the students are having prior focus on their enjoyment and the unnecessary things which are not going to impact their career anyway.

The male students were observed having low academic performance, in which we analyzed their CGPAs (Cumulative Grade Point Average). The main reason which is identified mostly the parents which are sending their children into the universities are just fulfilling the responsibility to pay for their university and colleges expenses.

The parents are not having proper understanding to understand their performance evaluation criteria where also, most of the parents are away from the students because they came from the far long areas and different parts of the Pakistan. While the parents those having access to the universities never visits the institute beside any serious concern been mentioned by the administration which is mostly disciplinary issue been explained by the teacher.

Developing initial sources

In our research while studying the literature review where we assumed that the mostly students develop their relationships in the institutes, in our survey we have collected the data which explains the figure 2.

If we look upon the figure 2, it explains that 63% of the relations starts from the institutions and while the 18% from social media and 18% from the family functions. The basic understanding which develops from the data is the institution, the institutions which are developed to provide the knowledge and exposure to the students to enhance their career to sustain their professional life.

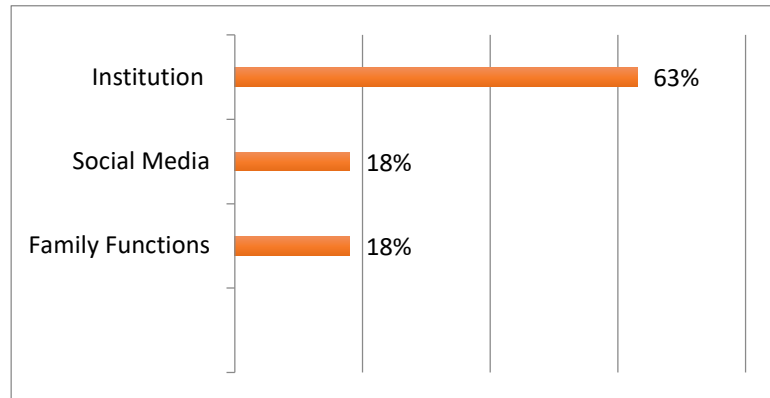


Figure 2: First meeting with their partners and opportunity to developing relationship.

The institution converting to the dating hub is not an issue we will identify in Pakistan, but everywhere around the world. But the main challenge faced by the Pakistani students that they do not have easily access to the income opportunities and get independent in their decision making. While interviewing the teacher we got a viewpoint in which one was the students are enough mature to deal with their things and we cannot have any direct restriction to guide them for their personal life as we are not having any control on them. One view was that the universities especially the place where students develop their emotional and professional intelligence for which they have to bear the different experience. The unofficial relationships are also the source of good and bad experiences which develops their focus to define their partner with the traits.

While if we analyze the situation, the point of view we got that; the students should define their goal of life and make effort for their future besides wasting their time in the other activities which are not going to make a beneficial impact on their life.

Relationship experiences and exposure

Experiences could be different, but the focus of the relationship of everyone is mostly unitary to get a peace and joy able life with the person, to whom their frequency matches to spend their whole life with them dedicatedly.

While promises are made to break as people says, but somehow we see the people who are experiencing their unofficial

relationship we can explain the situation by looking the data description in figure 3 are living confused 40%, 27% having awesome time, 18% with the good time and 13% are facing bad.

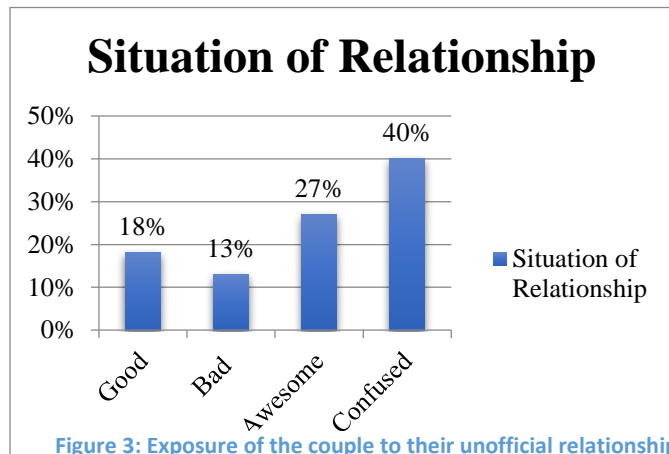


Figure 3: Exposure of the couple to their unofficial relationship.

Talking about the confused people which are facing the time where they are not able to decide what they are going through this relation. Looking to their condition and analyzing their data it depicts that the people are going through the challenging situation and disturbance between them. Someway there are thinking differences, social differences, economic differences, family pressures and doubting on the future of the relationship.

The people who are having awesome experience been seen majorly got newly in the relationship not more than a month, which explains that they are still in a way to experience the different things going to happen in the future. But it cannot be said as they all are going to have the same experience but yes the problem differs and many of them we saw tackling with them. The students those are feeling awesome do not have any direction but they are focusing the enjoyment. While their awesome experience include the late night chats, hangouts, dating etc. but nowhere we see them serious with their life goals which are ultimately getting disturbed due to their irresponsible behavior towards academics.

The people are having good and bad experiences gives different directions. The people with the good experience explain that their relationship is contributing to their academic life and also helping to boost their professional capabilities. While the bad experiences include the miserable behavior of the partner, in which mostly male feels that their female partners are less cooperative and they do not try to understand the situation and being demanded for the things all

the times besides looking to the situation. The females which feel bad is that they mostly found their male partner trying to access the others girls which do not make them feel good and they are having vibes of getting cheated.

Impacts on their socioeconomic life

It is really obvious that human has to live in the society to which they belong, they have to fulfill their needs and take up the responsibility of the nature and nurtured descriptive. In a society of the Pakistan where the male do not have only to bear their unit but they have to fulfill the needs of the family. Like they have to make out the things for their brothers, sisters, parents and even their first relation like paternal uncles too.

The assumption regarding the impacts on students having unofficial relationships which were made after studying the literature; study, financial conditions, mental health and time are mostly affected within relationship. The students which took the part in filling up the questionnaire in were also having other problem due to the government policies, social pressures and the professional challenges they are already imagining to get through.

Looking to the data we will the 36% of the subject i.e. students facing challenges to manage their time and mental health issues are effecting their student life. While the financial condition of the students gets effected about 18% and 9% feels their studies get affected.

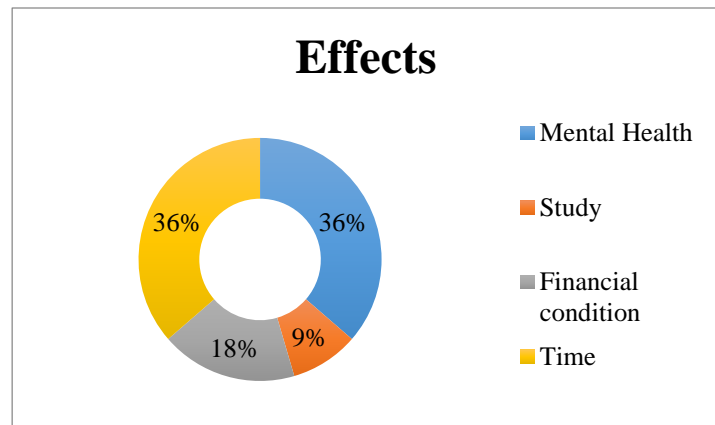


Figure 4: Effects on the student's socioeconomic life.

Discussing about the mental health and time, which is having correlation in the student life and the students, the mental health in any part of life cannot be neglected because for any task you require to have the focus and you will be able to get that through any task if you are mentally stable enough to cope up with that. The mentally challenged situation mostly students are facing the stress, taunts, aggressive and bullying behavior of the partner which divert their attention from the studies and also they are unable to lead their social life. Within discussion with the teacher they

says mostly we have seen that the mental health issues impact develop rapidly in the female students and they are under different pressures where in the normative society they have to struggle for their social image and they sometime been involve into undesirable activities include physical relationship, adultery (which is considered unlawful in Islam), making the vulgar pictures etc. which later on brings them into miserable situation they have to go through in different scenarios. While looking to the time when your mental health is not stable, you are unable to carry out your time and regulate your daily base functioning. The timing disturbance make situation challenging with regards to manage their assignment timelines, their classes routine, exams studies timing and maintaining between their socialization and academics. In the interviews we got the views mainly the students do not follow their deadlines and they are always demanding to have the extension in the deadline and upon the extension they need another extension. The challenge is that they do not manage their time and they are focus just to involve in one thing.

We do have developed the questions to know how much income students generate in a month or how many students have their own income resources. In Pakistan, where the students are mostly dependent upon their parents and the other sources which does not directly comes under their entity or ownership. We could see the 99% of the students do not have the income where we see the students have 1% which are having income source. This 1% of the

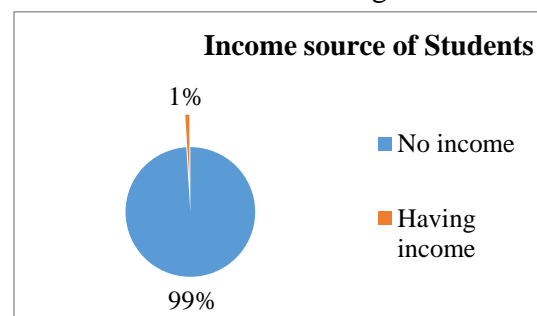


Figure 5: Income source condition of the students.

students are facing some financial issues from the family for which they have to struggle to make for their living and working to fulfill their needs. The 36% students those are having a financial pressure are due to using the money on hangout beside their academic needs. As in our interviews we came to know that mostly the students spend their tuition fees which they get from their parents or guardian spent upon their partner, mostly males are involve in it.

While talking about the studies which student thinks get affected 9% shows their priority towards their life. As they are not even considering their academic performance going to impact upon their professional growth and the challenges which are coming to them and developing silent consequences which are going to make long term challenges in their life.

The students which are going through these affects do have to analyze their situation and understand their actual needs to lead their life in a practical manner. The views which we gather from the interviews is that, the students involves in the unofficial relationship totally ignore their studies and they do not focus this anyway to move towards growth and ignoring their career needs.

Limitations of the study

The limitations which been faced in this study as follows;

- The topic was really sensitive to discussed and people were initially not ready to take the part in it.
- Still there is need to deeply study the mental health challenges to the students due to unofficial relationships.
- The extensive research work required to assess the role of the academic and social institution to provide counseling to the students regarding unofficial relationship and dealing with their mental health issues.

Conclusion

The unofficial relationships are having two way effects in which both male and female have to bear the consequences. Also in the traditional societies, if we talk about the females they have to suffer a lot due to the taunting attitude, honor killing, shaming in society and disrespect for their emotions from the parents. These things should be stopped and not favoring it but unfortunately changing the attitude of the society requires the decades where we have to take such measures to neglect any pressure.

The unofficial relationships needs a proper counseling and should be discussed openly. The students are unable to understand their emotional management and intelligence, because they have access to the things but do not have the proper guideline to understand their needs and leading their things in a better way.

Male and female contact with respect to social practice is not something a taboo, they can be better as friend besides making fake promises with each other on the time when they are dependent on their family to by a pen to write their notes.

Students are still living in their comfort zone and their parent trying to make it more comfortable which is not healthy for them. Parents should give these students tough time in their study period and try to build them for their professional ground. Nowadays making income is

really convenient like doing freelancing and online money earning opportunities which are indeed in access to ensure their daily base necessities to be fulfilled by their own efforts to realize the value of money which they waste on the unnecessary activities.

The teachers has to play a potential role in their situation, they can be a mentor for them because they can understand the contemporary needs of the students. The students are having more of their time in the institute where they can make close relation with the students and guide them properly in a direct or indirect manner. The institutions should try to make the established counseling centers for the students where they do have an access to be dealt properly with their situation, it will also help institute to assess the situation and take the regulatory measures to standardize the educational functioning and needs to their emotions.

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Illiteracy in Pakistan

Author

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Abstract

This research gave some important suggestion to the government to take some serious initiatives to improve illiteracy rate especially of Balochistan. We are to look into on the central issues identified with the low education rate. When it comes to policies regarding to tackle Illiteracy Rate in Pakistan, we can observe that various programs were initiated by the previous governments. Pakistan's literacy rate is better than Afghanistan and South Sudan. Additionally, the role of parents in a society where illiteracy rate is common is also as important as providing the infrastructure and quality. This ultimately contributes to the Illiteracy rate in Pakistan drastically over the years. This research emphasized on various local perspective points that are the causes of high illiteracy rate in Pakistan. Attitude of a Teacher: Finally, but not least, poor infrastructure has contributed to the rate of Illiteracy in Pakistan remarkably. The National Literacy Movement have also launched program in remote areas of Pakistan such as tehsils and district to eliminate or at least reduce the illiteracy rate. We have picked this topic to break down the issues related to low education pace of Pakistan. Illiterate people are far away from the information of new policies that are being introduced by society and in society. Resource Gap is defined as the small and conflicting money related help; prompts vulnerability about financing for advancement of proficiency rate among the country. The sent passed a bill making it mandatory for the government to provide free education up to 16 years of education. Though, Pakistani is aware that illiteracy is one of the causes of poor performance of the country on all fronts. One of the major problems of Pakistan is illiteracy. The above hindrances to impart skill to its citizen will soon affect the country in every aspect of life.

Keywords: Illiteracy in Pakistan, education system, resource gap, literate Pakistan, South Asian literacy, National literacy, education policy,

Introduction and background

Large part of human history is the history of ignorance. Literary and other scientific pursuit were considered prerogatives of the privileged. It was until the end of fourteenth century that layman was not considered worthy of these luxurious ambitions. There were no such concepts as formal education until the print revolution in fifteenth century. This print revolution was followed by a period of critical decay under the patronage of protestant beliefs and the teaching of Bible in the vernacular languages. The progress movements of eighteenth and twentieth made it their point to extend education to all and sundry.

During British rule, there were people of different religions like Sikhism, Hinduism, Islam, Christian. Hindus cleverly played their card and won the favor of British as compared to Muslims. British on their part did not allow Muslims to get western education. In this way, Muslims lag behind Hindu in every aspects of life. It was at this time that Sir Sayed Ahmed Khan came to their rescue and pleaded the case of Muslims.

Pakistan appeared on the map of the world in 1947 in the midst of much progressive enthusiasm and dreams of a splendid future. The Survey conducted in 1951 revealed that this nascent state has only 17.9 percent skilled workers. The survey pointed to the fact that there were 18.64 million unskilled workers.

It was expected that soon the number of skilled workers would increase. However, this did not happen, on the contrary, number of unskilled workers witnessed a larger increase. According to the estimate, more than 50 million Pakistani were unskilled in 1998 and this number is increasing ever since. This increasing numbers of unskilled workers suggest that government of Pakistan was unable to impart training and necessary skills to make them productive citizens.

All this expose the tall claims made by government of Pakistan from time to time that it considers giving necessary training to its citizen its priority. The senate passed a bill making it mandatory for the government to provide free education up to 16 years of education. Parents in Pakistan envisage a bright future for their kids to realize their dreams; however, the ground realities soon disillusioned them.

The first one is Commitment Gap. It means the absence of political will and authority. The reserves are authorized, yet government officials don't take intrigue and give administration to its genuine and appropriate use. After the commitment gap there is another gap that is known as Policy Gap: (Lack of clear and solid approach on proficiency and Non-formal essential instruction NFBE) absence of managerial will open and camouflaged restriction to education and NFBE by the customary organizers. Third one is Organizational Gap: Absence of changeless hierarchical structure for education and NFBE in different territories; prompts coordination hole also. Resource Gap is defined as the small and conflicting money related help; prompts vulnerability about financing for advancement of proficiency rate among the country. The last one Capacity Gap: there are islands of greatness however all in all, the sub segment of proficiency and NFBE is defaced by feeble expert base, missing coherence of experience and lack of free research and assessment contemplates.

The above hindrances to impart skill to its citizen will soon affect the country in every aspect of life. The frustration in the unskilled youth will considerably affect country progress. As the parents would lack the necessary of money and commitment to give quality education to their kids. This would result in uneducated and financially unsound next generation. This generation will without any doubt unable to earn decent living for it and would considerably mar country progress towards prosperity. One cannot expect that they would make a sound choice when it comes to electing it representatives in the election.

Introduction

There is no fixed definition of illiteracy. In Pakistan, Illiterate has been defined as the one who cannot write his name. According to the UNO illiterate is one who cannot follow the written direction. This illiteracy affects people more in this present era as they lag behind others in pursuit of white collar jobs and they suffer psychologically.

Illiteracy is one of the major issues that plague the present day Pakistan. Many challenges that Pakistan faces now is invariably the result of this illiteracy. It is also adversely affecting country progress and development. The agriculture background of the people of Pakistan is one reason of this illiteracy. In the agriculture community, education is not given. As the jobs are very difficult

for the illiterate people, so they feel redundant. One of the other bad effects of illiteracy is increase in the crime rate. This situation is more alarming in the rural setting. Jobless skilled workers are also demotivating factor for most people. One of the major problems of Pakistan is illiteracy. Though, Pakistani is aware that illiteracy is one of the causes of poor performance of the country on all fronts. On the other hand, this illiteracy exists on colossal state ever since the creation of Pakistan. There is a lack of concrete efforts on the part of government to mitigate this grave situation. The cover up till now failed to tackle this problem head on.

According to the economic survey 2017-18, the illiteracy in Pakistan is reaching at high level as compared to previous year, therefore, for the betterment of this issue government should be looked into the matter, in order to improve the economic condition of Pakistan, and government should consider it the main priority to foster the development and renewal of primary education and to eliminate illiteracy

There is a generally perceived certainty that mass instruction is a pre-imperative for the advancement and thriving of a nation. The fundamental need of the creating nations is to encourage the improvement and reestablishment of essential instruction and to dispense with absence of education. Pakistan, tragically, similar to the next unstable nations, has gained little ground in this viewpoint. Since freedom, she keeps on staying in the gathering of nations with the most reduced proficiency rate.

Hypothesis

We have picked this topic to break down the issues related to low education pace of Pakistan. We are to look into on the central issues identified with the low education rate. We do not have the option to elevate our proficiency rate even subsequent to professing to have instruction on our national need list. Our low proficiency is by all accounts the underlying driver of every other sick of the general public that have ascended to the scene in the most recent decade. One of them may incorporate bigotry and absence of mindfulness for human rights among the majority of the country. We will consider the main root cause of the mother of the issues. Our fundamental reason will be to feature the variables that are giving a passive and resistive power to the advancement of sound education framework which might have the option to pull in increasingly more populace towards education.

We believe that the reasons for Illiteracy Rate in Pakistan are because of following;

- 1) Insignificant spending plan in Education Sector
- 2) Poor infrastructure
- 3) Gender Gap
- 4) Low Public Awareness

Methodology

The research strategy we will use for our paper will be mixed method that includes both qualitative and quantitative methods. For information gathering and inspecting we will interface with those individuals who are were not ready to continue with their education because of some odd reasons, attempt to find those reasons and what steps ought to be taken by government and other association to annihilate those issues. We will likewise communicate with those individuals who didn't ever get an opportunity to class. We will likewise go to those individuals who bid farewell to consider after registrations and after schools. We will attempt to collaborate a few educators of school level and attempt to find the reasons that why most of understudies leave the investigations after school and universities. We will likewise attempt to collaborate with some educationist and furthermore get their supposition. We will likewise meet the youngsters who are working at various workshops day and night and are battling their midsections and furthermore ask them that what the explanations for it are. We will likewise meet their folks and ask them for what good reason they are sending their little kids to employments and not schools.

Literature review

Education is an essential tool for each human and has now turned into a standard to quantify the social advancement of countries. It is most likely a key to the political, social and monetary advancement. In the ongoing history, it has turned into a conspicuous wonder. The instruction arrangement is consistently on the highest point of national needs today. The ongoing flared circumstance of worldwide narrow mindedness is likewise accepted to be connected with education. Education rates have been demonstrated with research to be connected with the economic advancement of the nation. The proficient social orders are additionally gaining today. They have more prominent social and political steadiness. So Education is a significant viewpoint

globally. Pakistan faces a test of the low education when contrasted with the creating nations. Pakistan has one of the most reduced illiteracy paces of the locale, in OIC Pakistan has one of the lowest education rates and discover the reasons for this we accept that following are the major;

- Economic causes
- Gender Inequality
- Population Growth
- Lack of Quality and Awareness

Boissiere led research on elementary school determinants and results in lower developed nations. As indicated by the author, nowadays just getting kids to class isn't sufficient; the state ought to likewise guarantee that kids complete their essential cycle to pick up the fundamental information and skills required for their prosperity and improvement as individuals. Numerous studies have been analyzed on how all assets are committed to the sector of education. Boissiere's examination shows five fundamental contributing components to education adequacy: curriculum plan, learning materials, guidelines, showing procedures and the learning limit of students.

Johnston (2004) directed research on grown-up education rates and financial development to show that supported economic development is a need for the state and that interest in human capital, seen as economic development, is a significant commitment. His examination likewise centered on raising the fundamental proficiency rate in grown-ups by expanding business and work efficiency towards a positive economic effect. It adds to logical research which was completed for human capital that is; information skills, General skills, individual education reflection, skills capacity quality is one of the most significant general subjective abilities. Education was once considered to mean the capacity to pursue and compose; the individuals who can't arrive at an extremely fundamental standard—for instance, writing of one's name—are viewed as unskilled. The essential meaning of literacy incorporates perusing and utilizing as well in society, to be able to have a sense of purpose and socialize in whatever ways. In other words, it's to be able to be flexible.

Kremer et al. (2005) directed research into schools, educators, and training results in developing nations. The most important approach is that education gives improvement in the welfare of the

five billion individuals living in developing nations that originated from the potential job of education. Numerous economists have emphasized the effect of education on economic development. This was an enhancing experience deserving of careful research, remembering the information and broad changes for the educational frameworks of developing the world. What's more, various developing or on the verge of developing nations have done the assessment of their educational; arrangements in the course of recent years. The numerous contrasts between the educational frameworks in MEDC and LEDC give essential data about the role of education in developing states.

Ridker (1997) performed a search on the determinants of educational achievement and accomplishment in Africa, and he portrays and clarifies the educational accomplishments, fulfillments, and investment in various African nations. Accessible data on schools, youngsters, family units, and networks are investigated for this reason. His research came to find out four sorts of national studies and field proof of strict intervention in elementary schools, and demonstrated a wave of issues diverging from school attributes in deciding educational results: the impact of value enhancements for enrolment, reading material versus class size, properly trained teachers vs. not trained teachers, and the job of parent cooperation. It was discovered that results differed essentially relying upon the system and the status of factors.

Based on the Global Authors perspective on Literacy rate in Pakistan, This research can come to a common finding that role of education do really play a vital role when it comes to development of a state which eventually raises the bar for illiteracy rate, considering the fact that Pakistan is ranked in one of the worst countries. Furthermore, if this research were to compare Pakistan with abroad countries that are also struggling with quality education than certain common reasoning come to picture as well for instance the concept of trained teacher vs not well trained. Secondly, the amount of stationary that is on shortage when it comes to distributing it to the whole class. Additionally, the role of parents in a society where illiteracy rate is common is also as important as providing the infrastructure and quality. However, as the authors above mentioned that all these factors differ in different scenarios.

According to Abdul Wadood illiteracy is one of the biggest problem that world is facing, not only by Pakistan. Further he added that the illiterate people cannot participate in any kind of platforms

where educated people are. They are unable to learn new techniques but educated people can learn easily because they have knowledge. Illiterate people are far away from the information of new policies that are being introduced by society and in society. Illiteracy is a barrier that stops the social progress.

Further he gave some conclusions that how a good society can tackle these kinds of problems. First one is to give awareness to them via mass media and communication about the impact of illiteracy. Second is about to take serious initiatives by government to teach illiterate people because every individual has right to get education Government should have to make institutions and provide good teachers for the betterment of their life (Wadood, 2018).

According to Shoaib Ahmad, Pakistan's literacy rate is better than Afghanistan and South Sudan. He highlighted the nine policies that government of Pakistan has introduced in last 60 years with effect to resolve the issues. Further, he stated that the problems exist because of broad policy hurdle and some other factors. In policymaking, lack of political will is one of the major problems. Due to low budget spent on education, sometime delays in passing the funds and also government inefficiency. Corruption is also cause of this problem. Teachers without good teaching skills are working there (Ahmad, 2017).

Syeda Anam Tahira compared illiteracy with darkness because it might be cause of any individual's failure in every aspect of life. Many other problems occur due to illiteracy like illiterate people do not know how to earn well and how to spend well. As all of us know that illiterate people are the part of our society, they can make any problem as social issue for example child mirage and high growth rate of population and many others. She has given special important on the education of girls. She raised her voice to give equality to the women\girls in society. She came out to support women that girls should not be restrained to their but has right to get well education. She is against to build new institution for education because she wants government to work on the system that has created difference in gender (Tahria, 2018).

Maikhan Amir (2019) highlighted the reasons that are the cause of illiteracy. He said that slow economic growth, poverty, poor education system and lack of teachers with good teaching skills. Most of the criminal are un-educated. They cannot make differences between good and bad deeds. They are not aware. He linked illiteracy with violence that society is dealing with. He gave some

important suggestion to the government to take some serious initiatives to improve illiteracy rate especially of Balochistan.

This research emphasized on various local perspective points that are the causes of high illiteracy rate in Pakistan. The corruption is one of them. Due to this, budget is not much spent on the education sector as much as required. Terrorism is one of them. Because of this most of the families are not sending their children to school and any other educational institution. Poor policymaking has also bad effects on educational system but not just in this sector but also in every sector where policy exists.

Results and Findings

Attitude towards Child Labors:

It is estimated that around 12.5 million children are invested in child labor in Pakistan. We are aware over the fact that this bring social and moral harm to the society but the question that arises here is why is our society that claims to follow the basic teachings of Islam or Democracy still promoting such standards. For the sole purpose of this research we went to find out from various kids in the area of Bara Kahu where there are plenty of Vehicles workshops that includes kid's underage working. Although it was quite a risky job of asking the kids where most of the owners interfered to stop us. Eventually we managed to interview couple. Asim, age 15 who is a master of tuning bikes and servicing cars at such age belongs to a remote area in muree. When we asked him as to why and how did he get into workforce at such young age, we were shocked to hear his comments. Asim always wanted to attend school since his early days however the situation or the upbringing of his household taught him otherwise. He was taught things such as school are far outreach to him and his sibling hence his parents encouraged him to work so he can provide some income to the family. Furthermore, we asked him if government do check or raid such places. His response was quite funny which circled around the fact that government cops are involved in giving and taking. What we can learn from this is that from base root the problem occurs and in this context we are talking about Influence of Household. If any individual grows up to hear that workforce is important then education than its crystal clear to see that its not the children's fault but parents themselves which also gives the benefit of the doubt because maybe they were taught when they were children that workforce is better off. At the end of the day, the child is bringing finance distribution. However, the government is equally to be blamed because if there are laws against child labor then there is no implementation.

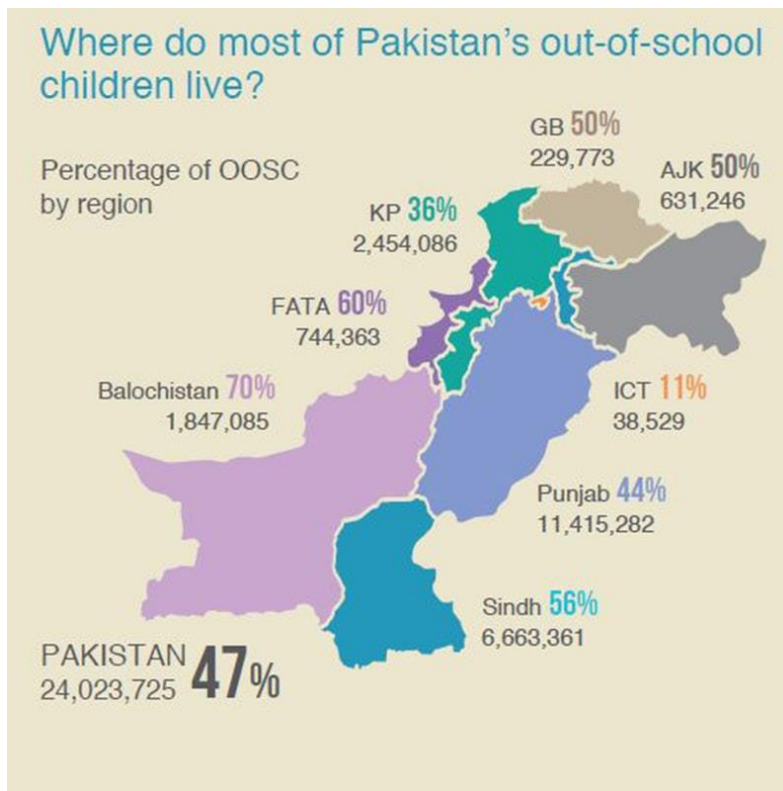
School Dropout:

Another research we carried out is looking at the fundamental reasons as to why students whether they are in school, college or University end up dropping their academic future. According to reports, 24 million out of 51 million children are out of school from the age of 5-16. While the dropout rate is a serious concern, admission in any educational institute stays as a challenge. It is believed that 5.4 million enrolled at some point have dropped out. We interviewed with one of a mutual friend of ours who is from a remote area in Baluchistan who is currently working in a printing shop in F-Sector. Baluchistan is on the top of the province to have highest dropouts almost reaching at 70%. When we look into the root cause of it, various known facts come into picture such as lack of infrastructure and wadera system. When we asked our friend (name disclosed) from Baluchistan, he stated that the village he is from follows a strict wadera system where tribal leaders don't allow them to study because they fear their own dominant position to be taken over since education is a vital tool for personal growth. To even hear this made our heart disheartened as we are still to this date surrounded by such sickening mentality who contribute to the society. These leaders are backed by certain political figures for the sake of few numbers of votes from their area. Moreover, another unfortunate story is of Azam Khan who is currently studying in Iqra University who made a brilliant comeback to the Academic life after 8 long years. When we asked him as to why did he dropout of school back in his secondary school days? His response was the result of the Afghanistan War in which Pakistan interfered for the support of USA. Due to Terrorism being at peak in Pakistan, schools in Azam hometown Chirat were forced to close since the Taliban were aiming for public bodies across the northern areas. Some might say that there should be other choice for Azam and his family however as Azam being the eldest son and the only son he couldn't carry on his education and had to sacrifice his dreams. However, after so many years, now that Chirat is stable Azam has made a return to carry on his studies. From these case studies, we can understand that Pakistan being politically, socially and economically unstable has caused many lives to change in a negative way. One of the aftermaths of such consequences is the dropouts from colleges and university. This ultimately contributes to the Illiteracy rate in Pakistan drastically over the years.

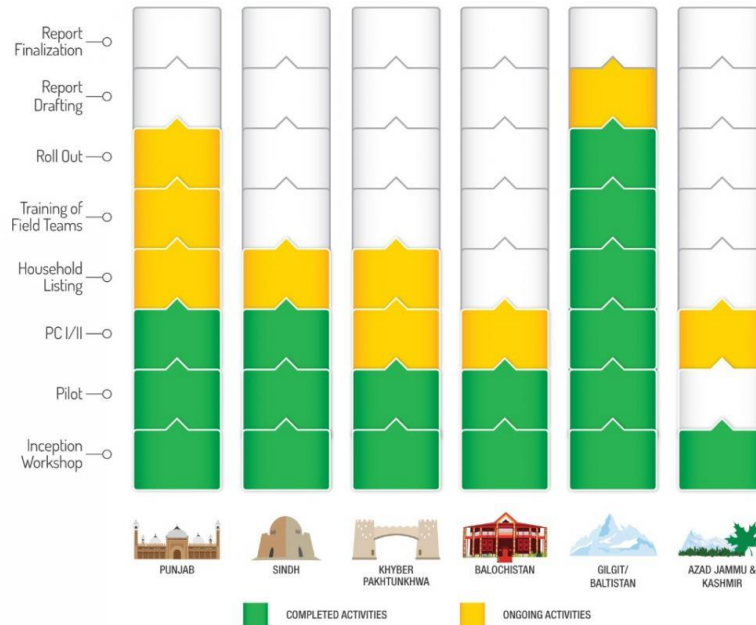
Attitude of a Teacher:

Finally, but not least, poor infrastructure has contributed to the rate of Illiteracy in Pakistan remarkably. It's in human nature that once we are passionate about something and we are not given the right surrounding to utilize that then no way around can a certain individual prosper from that. According to many parents across the country and reports, schools in rural areas are so badly structured and forgotten to an extent that there is no longer running water and rain water drips from the ceilings. Such evidences can be seen in remote areas of Punjab, Sindh and Baluchistan. For further elaboration, we have contacted with one of the Sindh Primary teachers from Larkana to

shed some light to us in this matter. As we know Sindh is mostly run by Officials from the PPP party and have tried to tackle problems across the area through various seminars and workshops however the poor infrastructure has been a problem for quite a long time now. Madam Farida has been teaching in Mehar Junior Girls School for the past 6 years as an English teacher. When we asked her questions as to why do you think we have a problem as a state with educating our people whether they are from the city or village? She got quite emotional and straightforwardly started bashing the government stating that “They don’t consider us being part of the city. We have filed complaint regarding this that we are missing chairs, tables and books, basic necessity to run a school but sadly none of the state government get back to us. They said as long as you’re getting your monthly salary go on.” What we can observe from this is both parties are restraints. The students can’t drop out due to this opportunity being their only way out of poverty while for teachers it has sadly become a finance phenomenon.



CHILD LABOUR SURVEY IN PAKISTAN PROGRESS



Policies Recommendation

When it comes to policies regarding to tackle Illiteracy Rate in Pakistan, we can observe that various programs were initiated by the previous governments. For example, Pakistan New Educational Policy 1998 to 2010 was started on 27th March to double the Literacy rate, highlight the importance of primary education being globalized, demolish non-formal schools, cut down on holidays to widen the learning days, improve the assessment of individuals through the National Testing Service. Furthermore, we have the Prime Minister Literacy that have been given the duty to open up 75,000 non-formal basic schools for those who cant afford basic education. Moreover, the Asian development bank has even sponsored a project called Pilot for young women to complete high school diploma in rural areas around Pakistan. Additionally, from the Islamic perspective we have also the Quran learning center taking part with government to educate children as well. Finally, but not least the National Literacy Movement have also launched program in remote areas of Pakistan such as tehsils and district to eliminate or at least reduce the illiteracy rate. However, if we actually analyze such programs or policies that the previous government have initiated, it has failed miserably because these programs were not properly implemented with true spirit or the right mindset and attitude. They were given tons of donations from worldwide for a good cause yet they failed in allocating it properly. Secondly, there is a lack of political commitment and what we mean by that is if certain political figures were starting such program they would forget to even look back and ask about

feedback. We need true leadership if we are to change certain norms in our country to bring in new changes in Pakistan. In our opinion, we wouldn't suggest any further new policies rather we would emphasis on the supervision and suggest the government to add more percentage from the GDP towards education because at the end of the day it will uplift nation as a whole. Now with the current government, under Ehsaas Program for students, scholarships were given to needy students across the country and from what we observed supervision under the ministry of Education is being well noticed. In a state like Pakistan, policies differ every 5 years and that is what causing us a state for a setback especially in Literacy Rate.

Conclusion

The government of Pakistan will have to identify the issues that are affecting the education system of Pakistan. The government should make the best infrastructures and have to focus on insignificant spending plan in education and also to start awareness campaign to inform to the people about the importance of education because in the rural area most of the population is not aware that how education makes our life better. The media of Pakistan of Pakistan is the best source to spread awareness. Gender inequality is one of the major issues that has bad effects on education system and also on country's development and also has bad effects on the next generation. Napoleon Bonaparte said," Give me an educated mother, I shall promise you the birth of civilized, educated nation. Mostly, girls have to quit their education due to many reasons and become dependent on parents /husbands and also have to face and suffer from unthinkable situations. The government of Pakistan will have to take some serious initiative to tackle this issue by focusing on poverty, insecurity, high cost on education, corruption, poor quality of educations and social norms. As government had passed a law for those parents/guardians who are not sending their children to schools then they will have to pay fine and will be punished. The current government under Ehsaas Program for students, scholarships were given to needy students across the country and from what we observed supervision under the ministry of Education is being well noticed.

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Post-conflict Tourism revival in District Swat

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Abstract

Pakistan is a developing country having rich historical, cultural and economic tourist sights. Alluring regions consist of Mari, Chitral, Hunza, Gilgit, Naran, Kaghan and Swat. Swat is gifted with natural beauty, high mountains, fresh rivers, snowfall and green forest which attracts lots of tourists from all parts of the world, unfortunately, the beautiful valley received a major setback in the form of insurgency back in 2007, as a result, tourism industry of Swat was extremely affected. This qualitative research study is conducted to examine tourism revival in district Swat. The main purpose of this study is to describe the pre- and post-analysis of tourism especially eco-tourism in District Swat; the study also investigated and explored what kind of strategies are adopted for tourism revival in district Swat. The study finds despite considerable loss to tourism in Swat inflicted by insurgency certain attempts have been made for its revival; For instance, many stakeholders took part in tourism restoration of the valley such as PaRRSA, PAITHOM, ASHA and foreign countries like Italy, UAE, Japan and Iran. Besides, the study will be helpful for the policymakers to shape good policy regarding tourism in Pakistan.

Keywords: Tourism, Conflict, Swat valley, Post-conflict revival,

Introduction

Tourism is one of the emerging sectors of the world which spread peace and improves social conditions of the people (Premodh, 2009). In sub-continent first effort has taken to promote tourism was named as Indo-Pak sub-continent to promote tourism in 1945. During 1990, the number of foreigner's tourists in Pakistan were 424 thousand, however in the same year the number of domestic tourists was 36 million, unfortunately, the number of foreigners tourist decreased after 9/11 (Ishfaq, et al., 2011). In 2006 tourism's share from District Swat in GDP was 6.3% which decreased to 2.4% in 2007. In addition, the flow of tourist towards Swat in July 2008 stopped at all and tourists diverted towards Naran and Kaghan due to which all of the people became jobless in Swat (Manandhar and Rasul, 2006).

Tourism produces economic opportunities which tend to grow an economic growth of a particular area or state previously tourism sector was developed and particularly focused by the developed nations, recently developing countries are giving priority to develop tourism sector because it requires less amount to invest in this sector. Pakistan is also a developing country having rich historical, cultural and economic tourist sights. Alluring economical regions consist of Mari, Chitral, Hunza, Gilgit, Naran, Kaghan and Swat. Swat is gifted with natural beauty, high mountains, fresh rivers, snowfall and green forest which attracts lots of tourists from all parts of the world, it is also called the Switzerland of Pakistan, but unfortunately, this beauty was destroyed by the Swat conflict and tourism is decline so the purpose of this study aims to examine tourism revival in district swat. Lots of propagandas were also spread about security issues in Swat, few researchers worked on tourism in Swat, however fewest of them worked on tourism and terrorism, work on tourism revival is missing in the region so here in this study also focused to describe pre and post-analysis of tourism especially eco-tourism in District Swat as well as to describe that how tourism revival took place and what kinds of strategies are adopted for tourism revival in District Swat.

Objectives

Following are the objectives of my research:

1. To evaluate the role of tourism in the development of the present socio-economic condition of the people of the conflict zone.
2. To evaluate policies regarding tourism revival in district swat.

Research Questions

Following are the questions of my research:

1. What is the role of tourism in the development of the present socio-economic condition of the people of District Swat?
2. What kind of policies are adopted for tourism revival in District Swat?

Significance of the Study

This study will be helpful to provide the relationship between conflict and tourism, impacts and consequences of conflict on tourism; on the other hand, data collected about post-conflict tourism would be helpful to shape policy regarding tourism management. Further, it provides information that how this war-torn area is affected by terrorism, then how all of the issues are managed, who are the stakeholders that help in tourism revival in the valley, what kind of policies are shaped by the government for the tourism revival as well as the promotion of tourism in the valley. However, this study also adds some qualitative work to the existing literature of tourism and also intended to grab the attention of the researchers towards this issue in a particular area. This study unfolds the issues regarding tourism as well.

Concept of Tourism

When people move from their home to an unusual place for relaxation, it is considered that the duration should be less than one year as well as earning activity would not be taken into consideration. It is also stated that tourism is directly linked with tourist and can be defined as any person who stays outside from his usual environment for at least 24, hours. Anthropologists and Sociologists regarded that any person who is free from their duties like employment, study, family and community engagement leave home temporarily to gain relaxation are known as a tourist, relaxation is one of the basic needs of a particular person so for this purpose each one travels due to which tourism flow all over the world (Wyllie, 2011).

International tourism grew 3.6% throughout the world in 2015, furthermore, international arrival increased to 4.4%. It is stated that the rate of tourism in this year grew faster than merchandise trade which provided US\$ 1.4 trillion amount in the same year. Tourism income was increased to US\$ 1,232 billion that was contributed 7% of total world export and 30% of service export. The United States, China, Spain and France remained the world's top tourism destination this year, the United States earned US\$ 178 billion, the share of China was US\$ 114 billion, Spain was US\$ 57 billion while France contributed US\$ 46 billion in the world (UNTO, 2016).

Tourism in Pakistan

The number of foreign tourists in this region is increasing day by day, 798,260 number of tourist has been recorded in 2004. Besides, the number of tourist increase from 8.6 per cent to 10.1 per cent by the year 2004 -2005 (Khalil, Kakar and Waliullah, 2007). Pakistan is the home of the oldest civilization in the globe possessing natural beauty, high mountains, varieties of seasons, religion and historical places unique art and craft as well as rich culture and heritage, which attracts a large number of tourist in all over Pakistan. In 2009, the total number of domestic tourists in Pakistan was recorded is 46.07 million in which 50% of the people travelled for social obligation (to meet their friends and family), 14% people travelled for recreational activities while the remaining people travelled for health, religious and business activities. According to the World Tourism Organization's Report in 2012, the total number of tourism was 1,035 million in which 0.966 million came to Pakistan as compared to 0.557 million in the year 2000. Pakistan share's in the world tourism was only 0.09% in 2012 which was negligible, in South Asia total number of tourists was 14.37 million in which Pakistan share was 6.7% as compared to India's 46%. If we talk about foreigner tourist it is noted that most numbers of people travelled to Pakistan were Europeans about 44% of Europeans travelled Pakistan in 2009. In this context second position hold by Pakistan among the South Asians countries that were recorded 21% in the same year. Most of the people come to Pakistan to meet their friends and families while an ample number of tourist travels for recreational activities. Tourism status of a state is ranked by Travel and Tourism Competitiveness Index (TTCI) Report comprising 90 various factors that are health and hygiene, safety and security, enabling environment, human resource and labour market etc. Regarding TTCI Pakistan shown a negligible position in 2015, a total of 141 countries were measured in which Pakistan possessed 125 positions at an average rate in detail she got 130th of enabling environment,

138th of safety and security, 102nd of health and hygiene, 138th of human resource and labour market however she carried 141st at tourism sustainability. Although Pakistan is considered one of the cheapest countries for tourist which ranked 9th in the world regarding price competitiveness and hold 60th position in Culture Resource and Business Travel (Rana, 2015).

Research Methodology

A qualitative research method has been adopted in which secondary data is gathered through research papers, journals, newspapers and various Books while primary data is collected through semi-structured interviews, further descriptive research design has been adopted in the study (comprehensive scheme of a researcher in which he or she makes a strategy to find the answer of research problems or objectives although it also outlines the operational implications to analyse the research data (Kerlinger 1986). So the research design for this study is descriptive focusing to add something new to the existing literature.

Thematic Analysis

As it is qualitative research various methods are used to analyze the collected data that is grounded theory, constant comparative analysis, ethnographic method, phenomenological approach, discourse and narrative analysis etc. However, in this research the systematized data are thematically analyzed, as the thematic analysis is based on six joint steps; all the steps are followed as well as carefully understood.

According to Braun and Clarke (2006), thematic analysis is a particular type of qualitative research analysis in which the organized data is profiled into themes or patterns. It is mostly used in qualitative research and may also be rarely used in other types of researches; in addition, the authors argued that it is a method rather than a methodology (Braun and Clarke, 2013). For the variety of exertion in teaching and learning, it also offers the characteristic of flexibility as well, however, it also gives confusion while differentiating it from the content analysis. Here the collected relevant data is organised into semantic them (not diverting from participants views and written documents) and latent them (to observe the basic ideologies, concepts and assumptions). In addition, thematic analysis can be done in six steps that are:

Familiarization with Data

The first step of thematic analysis is to understand each and everything relevant to your research study, this stage is very boring, laborious and time-consuming but it is a key phase of analysis at this stage all of the interviews are need to be transcribed to create meaning of the collected data, for this purpose all the interviews are recorded carefully and properly transcribed as well; all of the interviews were in Pushto and Gawler languages are converted into English, rough notes are prepared and studied twice, irrelevant data is removed.

Coding

The thematic analysis also focus to generate initial codes of the collected data, codes are the cloths which give shape to a large amount of data it also converts data into a small piece of meaning, it could be done someone become familiar to his collected data, in this context all the transcribed data is highlighted with pen manually and converted into initial codes.

Codes into Themes

In this stage all the codes are carefully examined through which themes are generated, themes can be further classified into sub-themes as well, in this context all the transcribed data is converted into themes and sub-themes as well.

Report Writing

After covering all of the stages of relevant journals, newspapers and articles are studied and prepared a report on it.

Locale

The district Swat consists of seven tehsils that is tehsil Babozai, tehsil Matta, tehsil Kabal, tehsil Bahrain, tehsil Khwazakhila, tehsil Barikut and Tehsil Charbagh hence the research would be narrowed down to tehsil Baharain and tehsil Charbagh. The Swat valley is situated in Malakand Division of Khyber Pakhtunkhwa province; however, it is considered is a part of Provincial Administrative Tribal Area (PATA), Article 246 of the Constitution of Pakistan 1973. It's border expended to district Buner, in the south it joined to Malakand, in the west it touches the district Lower Dir and Upper Dir district to the West, in the North it joined to Chitral and Gilgit and Kohistan and Shangla districts are situated in the east of district Swat. Most of the people in Swat live in a rural area that is 86.62 per cent while the remaining 13.38 per cent live in the urban area.

Saidu Sharif is considered is the capital of swat and Mingora is the main city of swat situated almost 160 kilometres away from the capital Khyber Pakhtunkhwa Peshawar and 250 kilometres away from the capital of Pakistan Islamabad.

Findings and discussion

The collected data is transcribed, coded and converted into various themes and sub-themes observed during finding in the discussion, in order to reach in-depth content.

Peace Building in Swat

Noll, (2009) conflict is a natural phenomenon which can exist throughout the world and can be simply defined as the clash of interest may intra or inter. We can say that conflict is the opposite of peace. Peace means the absence of war, it can be further classified into positive and negative peace, when there is an absence of violence we can be called it negative peace, and it comes by force rather than collaboration, for instance, peace comes through the united nation or our law enforcement. On the other hand, positive peace comes through cooperation rather than prosecution it tries to restoration and reconciling through the artistic conversion of skirmish it is a mutual discussion and agreement between two bodies, for instance, a lawyer in a court show an example of positive peace. However, peacebuilding is the combination of peacemaking, preventing diplomacy and peacekeeping (United Nation's report an agenda for peace, 1992). It is the strengthening of political, social, economic, and environmental as well as security dimensions (OECD, 2005).

Military operations

A report of ISPR in 2012, represented the speech of lieutenant general Khalid Rabbani stated that after 9/11 more than 1087, the military operation took place by Pak-army in Pakistan against Taliban consist of 766 minor and 323 major operations. Some of the major operations are:

- Operation Enduring Freedom (2001-02)
- Operation Al-Mizan (2002-06)
- Operation Rah-e-Rast (2009)
- Operation Rah-e-Nijat (2009-10)
- Operation Khyber I and II (2014-16)
- Operation Zarb-e-Azb (2014-16)

In April 2009 to June 2009, Operation Black Thunderstorm was launched in Mingora, Buner and Shangla in order to clear these regions from the control of Taliban; similarly, Operation Rah-e-Rast was launched in May 2009, to restrict the control of Taliban in the whole of Malakand division, after four months Pak-army restored the writ of the state in Swat district after that many minor operations were conducted at least one in a month.

“When the people of Swat returned home to home search operation was conducted by Pak-army in which all the weapons possessed by the locals were collected, no is allowed to fire the bullets at any occasions, later on, some of the weapons were handed over to those who have legal permits”

Peace is one of the basic components of tourism; most of the people in the world are atrocious, hence they move where there is a serene environment. In this context, lots of efforts have done to keep peace in the region.

De-radicalization

To keep peace in the region first of all Pak-army took the initiative of de-radicalization, it is the preventive measurement of counter-terrorism, through which violent religious and political ideology shape a non-violence view (*Collins dictionary*). Rana, 2011 stated that a multi-faced approach is required to restore peace and counter-terrorism in a particular society. In this context a radicalization program was launched by Pak-army in 2009, funded by the provincial government cost 4.4 billion in which all the extremists and supporters of the Taliban were surrendered and handed over to their custody. Also, the program is classified into three projects that are **Sabaoon**, **Mishal** and **Sparlay**. The **Sabayon** dealt below than eighteen years old or juveniles, gave them formal education, developed their psychological thing and gave them vocational training as well. This project also helps to repair damaged houses of the conflict, 400 individuals have been reintegrated into society so far in this project. However, **Mishal** dealt above eighteen years old extremists, here with the help of psychological therapy low-cadre militants were identified who were directly involved in the sabotage were released and gave them financial support for their livelihood. However Sparlay focus on the family members of detained persons.

“One of the respondents (Molwe saib) that we are hired to recite some of the verses of Surah Tuba at 10 am daily and transcribed its meaning to the militants”

Peace Festivals

(Kamran, 2010) with the collaboration of Pak-army PARSA arranged Aman Mela in order to gain momentum in the tourism industry of Swat, the president of SHA Zahid khan stated that the Mela would be arranged in two phases, the first phase would be held in Mingora grassy ground on June, 29 while the second phase would be started in Kalam on Jul, 11 to 18.

“With a long discussion among 40 committee members for tourism revival in Swat it is suggested that festival should be arranged in order to spread message of peace in Swat as festival arranged by the king of Swat at the occasion of Eid, planning started to arrange this festival in Fizagat, then location is shifted to hockey ground and finally arranged in the grassy ground Mingora called the Aman festival”

In addition, the president also announced that we would run a nonprofit business this year, for this purpose 50 % discount would be given to every tourist staying in PTDC and Serena, food would be also served in condense rate, however, 10% discount would be given in Daewoo Swat and 20% discount is allowed on handicrafts.

“In January 2010, we offered free accommodation to tourist, 5,000 tourists free of cost visited swat when they returned peacefully it was a good sign of tourism revival”

This festival aims to spread a voice of peace, restore tourism sector and promotion of economic opportunities in Swat with the hope that it would review 30-50% tourism in this area. During this festival, several programs were organized such as peace and car rallies, circus, dance and music night, photo exhibition, Mushaira, boating, trout fishing, volleyball and cricket tournaments etc.

Repairing Infrastructure

(Bangash, 2012) Infrastructure is considered as the backbone in the tourism sector, in this context all the social infrastructure was severely damaged during Swat conflict, on one side militants destroyed many homes, buildings, hotels, bridges, shops and roads, on the other hand, lots of infrastructures also damaged by caring out military operation in Swat. Vary statistics are shown by different surveys, one of the surveys shown that from 8,000 to 10,500 houses were damaged during Swat conflict (ADB and WB, 2009).

“UNHCR started an initiative to repair the particular houses damaged during Swat conflict, they built disposable tin houses in the regions”

According to a World Bank report, about 500 hotels were functional in Malakand division before the conflict in which some 60 hotels were damaged in Swat. Also, an institution developed in Swat by the Austrian government known as PAITHOM cost PKR 140.5 million (KP tourism policy, 2010) in 2001, to manage tourism activities in the region was plundered by Taliban and later on declared as a temporary imprisonment centre by Pak-army.

“All those hotels were damaged in conflict Saudi ambassadors gave 7.5 million to restore it, as well as American government, gave 4.3 million dollars for hotel restoration, in which each hotel got 19 lakh for renewing their hotels. In 2012 World Bank 13 million dollars were given for the hotels up gradation in which Swat got 9 million dollars distributed among 350 hotels in Swat (each hotel got 25 lakh)”

Similarly, the communication system was also demolished; approximately forty-three bridges were damaged at that time cost about PKR 251.9 million in the region (WB and ADB, 2009).

“At that time all the bridges were closed so we requested to open the bridges and built an alternate way for risk. Some of the bridges were damaged so with help of America those were constructed”

Revamping Recreational Parks

(President’s Council on Physical Fitness and Sports, 2008) numerous studies have been found that there is a strong positive correlation between recreational parks and physical fitness. For tourists availability of recreational parks increases more in their enjoyment as well as tends to encourage the physical level of the people. It also provides a social and economic benefit to the environment, it also helps to secure from other activities like crime, taking drugs and robberies etc.

“There was only one recreational park in Swat before conflict situated one kilometre away from Mingora city known as Fizagat park, this park was constructed by the municipal committee in 1984, locals and outsiders went there for fun, now there are more 5, recreational parks in Swat”

(Hudson, 1998) argued that the establishment of a recreational park plays a crucial role in the tourism sector. Although Fizagat Park was not harmed during the conflict but fully closed due to fear of the Taliban, it is mostly visited by women than men at that time women were completely banned to come out of their homes. In 2010, this park was badly damaged by Swat flood and its renovation took place by the municipal committee in 2012 allocated RS 3.5 million with the collaboration of PAARSA, then in 2013, Japanese government-funded RS 14 million for the beautification this park (Dawn, 2015).

Swat Beautification Project

In order to, advance tourist spots in swat previous KP government launched the beautification project by spending RS one billion (Ali, 2018). The project is winded up in six months by performing various activities like building roads, planting trees, relining, cleaning block drain, putting signboard and painting walls (Dawn, 2019). The provincial government has provided one billion Pakistani to the District Swat Administration for the beautification project of Saidu Sharif the capital city of Swat and surrounded areas in Malakand division of the Khyber Pakhtunkhwa.

“For the promotion of tourism in Swat previous government did well, they started a credible project of Swat beautification, which covered precious work in Saidu Sharif, Fizagat and Kalam etc.”

One of the phases of this project was building or revamping roads, I this context importance is given to the Kalam road by spending RS 1.3 million (Swat News, 2018), as well as restoration of Qambar to Fizagat bypass road. They also revamped two of the recreational parks there in Kalam. In addition, the restoration of Wadudia hall and grassy ground also took place in this project. However, district commissioner, Amir Afaq added Swat holds its historic position through of the world possessing Ghandahara civilization as well as indigenous art and crafts so wall painting should be shown the culture heritage of Swat that would attract many tourists in the region. In this context in Saidu Sharif, Kalam and other places on many buildings and hotels roadsides walls are painted showing lovely culture heritage of Swat.

Promotion of Eco-tourism

To promote eco-tourism in District Swat, the provincial government Started Eco-tourism and Camping village project with help United Nation Development Program, with implementing partner The Department of Culture Sports Tourism Archaeology and Youth Affairs Department Khyber Pakhtunkhwa, the project will aim to invest on Swat, Buner, Battagram and Chitral and the total budget will be 2.2 million (UNDP) with a specific duration of two years (2017-2019). The project also intends to introduce eco-friendly products made of green wood a blend of recycled materials such as plastic bags and scraps used to construct structures such as gazebos, staff accommodation quarters, kitchen, dining area, benches and picnic tables. The use of greenwood to make these ‘green structures’ for the camping villages will ensure low carbon footing and contribute to the project’s aim of promoting eco-friendliness.

Resent Government Policies

Even the first and foremost aim of recent PTI government is to promote tourism sector all over the state in general and particularly at the provincial level, in this context they have done more than enough to promote tourism sector in Swat valley as compared to the others government.

To promote tourism in Pakistan PM Imran Khan hold a join meeting along with Atif Khan, Waqar Zakaria, Tauqeer Shah, Zulfiqar Ali Khan and Sirajul Mulk stated that government would establish a comprehensive tourism policy for the promotion of tourism in the state, in addition, he added that there are more than hundreds of tourism places in northern areas that need to be explored due to which at least ten out of thousand would get employed in the tourism sector, on the other hand, we have historical places like Moenjadaro, coastal areas and many religious sites which have the potential to attract lots of tourists in the region. We have to develop special resorts to promote adventure tourism in various tourist destinations, besides, we have to find all obstacle of tourism and promote it at provincial levels, while the federal government will assess the provincial government in removing hurdles faced the provincial government.

Establish Integrated Tourist Zone

In order to promote tourism sector of Khyber Pakhtunkhwa, Zulfiqar Bukhari Chairmen of National Tourism Board established tourism zone in Khyber Pakhtunkhwa and stated that the same kind of zones will be set up in Punjab, Sindh and Baluchistan later on. In addition, the KP government plans to establish eleven more tourism zones all over the province in order to attract more tourists in the region, for this purpose they identified eleven spots in which three are situated in the Swat valley such are Gabin Jaba (9,200 feet above the sea level), Mankyal (8,700) and Boyu (11,000 feet above the sea level). These integrated tourism zones would aim to guarantee the preservation of the natural beauty, forest, promote eco-tourism, save biodiversity and vitrine the potential of tourism in the region.

Camping Pods

One of the great job done by the KP recent government is the opening up of the camping pods by the Tourism Cooperation Khyber Pakhtunkhwa at Bashigram about five kilometres away from Madyan (The, News, 2019). These pods were already available at Sharan in Kaghan, Thandian in

Abbottabad and at Shikhabadin in Lakki Market. Now two and four beds tent are available for the tourists as well as for a family with an affordable rate.

“KP previous government already launched camping pods at Bashighram, which attracted lots of tourist within a few months due to which government are planning to establish this pods in Kalam and Shangala as well”

Conclusion

One of the bloodstained conflicts in the history displaced more than eighty person people of the Swat valley not badly affected economy, education, infrastructure, communication and health sectors but also give a black spot to this beautiful valley, which once recognized for his greenery, flexible climate, fresh rivers and snow-covered mountains, rich culture, archaeological sites and heritage. People from around the world blindly flew this beautiful valley because of peace and security. One of the correspondents stated that a visitor (man or woman) can go alone from Malakand to Kalam, no one dares to harm them during the regime of the Abdul-Haq Jahanzeb and even in the whole regimes of Swat state, only six death cases were found that shown a great example of peace in the Swat valley (Islam, 2014). Unfortunately, this valley became a ground of battle where murder and bomb blast come to be a daily activity and where no one dared to visit.

On the other hand, Swat valley got its recognition throughout of the world, before conflict few of the people would know about Swat but now it becomes very famous it is known around the world because of the conflict. In addition, social linkages are developed among people when people displaced from their homes due to these social networks when people visit Swat valley they spread their message to other friends and family this is one of the great factors due to which the number of tourists increased annually.

Remarkable efforts have been carried out to revive tourism in the region in which many stakeholders took participation, initially, Pak-army arranged numerous festivals at Mingora, Kalam and Malam Jaba, All Swat Hotel Association invited lots of tourists free of cost in the region by giving them free accommodation and even foods, transportation network especially Daewoo gave 30% discount in the fare (Dawn, 2010) local people lodged these tourists in their Bitak or Dira as well as hospitalized them very well, finally media has done more than enough in reviving tourism in the region.

Some of the foreign countries also took an active part in reviving tourism in Swat valley, in this context with the collaboration of Saudi and Malaysia government compensation are given to the all hotel owners for the restoration by the provincial government, bridges are constructed with help of USA and infrastructure are developed with the grant of Asian Development Bank and Saudi government, however, the Saudi government also provided funds for the restoration schools and hospitals, besides, recreational park Fizagat is restored with the collaboration of the Japanese government. Also, the role of PAARSA and other non-government organization like UNHCR, UNICEF, SRSP, PADO, ACT, red-crescent cannot be ignored in peacekeeping and other activities in the region.

Recommendations

The previous government up to some extent did well in promoting tourism in the region by starting the beautification project, unfortunately, the project remain incomplete that need to be started again.

One of the tourism institutions PAITHOM was developed by the Australian government in 1988, in the region by promoting tourism in Swat valley. They constructed on of the beautiful resort in Malam Jaba as well as a plan to construct the same kind of resort on others areas in Swat, they also started training regarding tourism in the region and delivered its contribution in promoting tourism in Swat valley until 2007, targeted by Taliban and later on covered by the Pak-army, this institution should be started immediately.

It is observed that their no regular check and balance in hotels and transportation shopkeepers, sometimes time the hoteliers charge more than double from tourists, the same policies are adopted by the shopkeepers at tourist destinations, on the other hand, a local transporter charge a double or even a triple fare due to demand of tourism in the region, there should be a strong check and balance on hoteliers, shopkeepers and transportation.

It is seen that most of the tourist destinations in Swat valley like Kalam, Malam Jaba, Chail and Lalku don't have the facilities of the banking system as well as first-aid hospitals, it should also be kept in consideration.

The indigenous people are very poor as most of them are illiterate and associated with the agriculture sector. Regarding tourism most of the hotels and restaurants are owned by non-local,

all of these hotels are non-local staffs due to which non-local get more benefit and local doesn't have an opportunity to engage in the tourism sector, there is a need to involve indigenous people in the tourism sector.

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