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GLOBALIZATION AND GENDER EQUALITY IN TERMS OF EDUCATION AND EMPLOYMENT: A CASE OF SELECTED ASIAN DEVELOPING COUNTRIES

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ABSTRACT

One of the remarkable advantages of globalization is people having more access to adequate education and employment opportunities. Education and employment are primary needs for everyone, yet many women still lack these human rights. This study empirically examines the impact of globalization on gender equality in education and employment in twelve Asian developing countries over the period of 1990-2013. In this study, five indicators of globalization are used as independent variables. The impact of five globalization indicators is estimated by using the random effect GLS regression model over the panel of these selected countries. The findings confirm that globalization has a positive impact on gender equality in education and employment.

Disciplinary: Multidisciplinary (Management Sciences, Mathematics (Statistics), Social Engineering, Globalization Studies).

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1. INTRODUCTION

Globalization has led to economic interdependence among countries through international trade, capital flows (including financial, physical and human capital) and internationalization of production through Multinational Corporations (MNC). This has also resulted in the transfer of skills and technology as MNCs of developed countries launch their sub-industries in developing countries. To completely benefit from such transfers, the host countries must realize the importance of drivers which have brought about advancements in the developed countries. Among many other different factors like political stability, good governance, and efficient institutions there are also social factors that have played a key role in their economic growth. Gender equality is one of such social factors that have played a pivotal role in their progress since it is difficult to achieve sustainable economic growth if almost half of a country's population is either dormant or idle.

Although gender equality is a broader topic ranging from labor markets, and education to empowerment and health, but the most immediate implications for economic growth would be from the labor market through female participation in the labor force (increasing the quantity) and female education (increasing the quality of labor). Most of the developing countries are far behind the developed part of the world in providing equal opportunities to their female labor force.

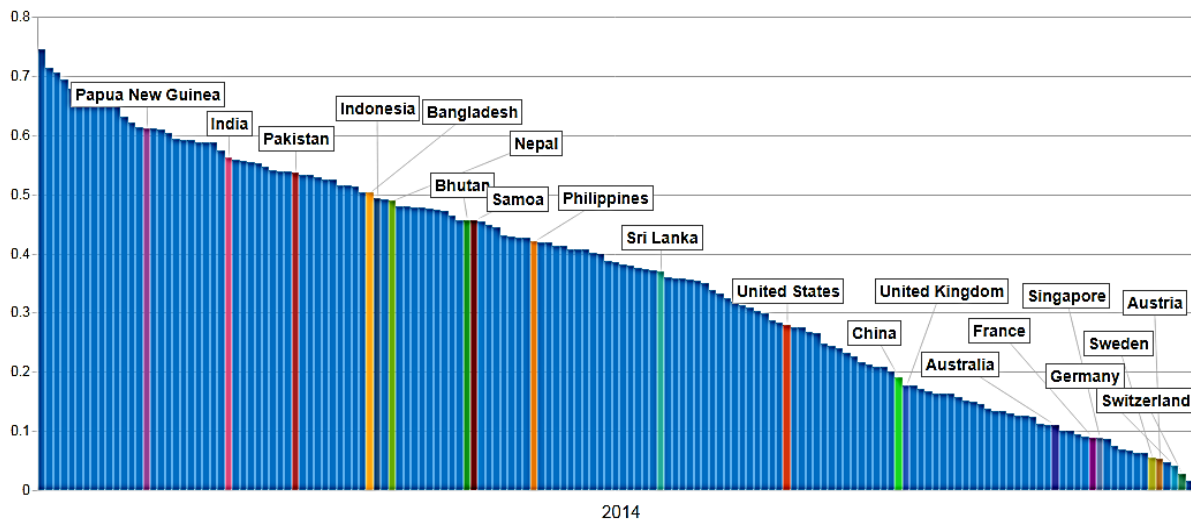


Figure 1: Selected Countries on UNDP Gender Inequality Index 2014

Figure 1 presents the UNDP Human Development Indicator; the ‘Gender Inequality Index’ for 2014 for some selected countries. Most of the advanced economies are clustered at the far end of the inequality index. Singapore and China are also in their clusters, but they are fast-growing developing countries. The rest of the developing countries are spread along the axis.

Along with the transfer of technology and knowledge, globalization has led to the spread of awareness on various issues, and it is possible that global integration might also have positive cultural spill-overs. Hence globalization, through its drivers like trade openness, foreign direct investment, workers’ remittances, urbanization and growth of information and communication technology, may affect gender equality in general and gender equality in education and employment in specific. These factors have increased female access to employment, and in some cases, women's employment opportunities have increased more than opportunities for men in exporting sectors (Chen et al., 2013). Many reasons can be associated with this change like a present advantage in technology and trade openness has reduced the importance of physical strength, which has been a favorable change for female workers (Ozler, 2000; Wood, 1991). It can even be the lower wages of the female labor force which might have increased the demand in developing due to international trade and foreign direct investment (Standing, 1999; Joekes, 1995; Cagatay & Berik, 1991). Korinek (2005) points out two reasons that gender inequality prevents long-term growth on both micro and macro level: firstly, educated women increase spending on children’s education, nutrition and health with more control over household resources thus increasing investment in future generations - inequality can hinder this investment which it is good for developing countries -. Secondly, a lower level of female education, wages and access to creative resources suggest that utilization of economy-wide resources is suboptimal.

The these studies show that globalization can have a significant impact on gender equality from

various dimensions. Several studies (e.g., Joekes, 1995; Ozler, 2000; Standing, 1999; Standing, 1989; Oster and Millet 2010; Haas and Aleida, 2010) have discussed the link between trade openness, foreign investment and other economic indicators and female job opportunities and school enrolment. Oster and Millet (2010) for India and Levinsohn (2007) for South Africa provided evidence of increased female enrolment in English medium schools due to globalization. However, there have also been studies showing a reversal in this trend due to a lack of education and technical skills in the female population (Fussell, 2000; Ghosh, 2004). Elson (1995) argued that trade liberalization, free markets, and structural adjustment programs reduced female job opportunities in the public sector.

It is due to these mixed results the authors consider it important to study the nexus between globalization and gender inequality in wage and education for selected developing countries. The countries chosen as samples are from different locations in Figure 1, so as to see the impact of globalization across various levels of gender inequality. We investigated this for selected low income and low middle-income developing countries of Asia i.e. Bangladesh, Bhutan, India, Nepal, Pakistan, Sri Lanka, Indonesia, Lao PDR, Papua New Guinea, Philippines, Samoa, and Vanuatu.

2. LITERATURE REVIEW

Studies on economic aspects of globalization and internationalization across the world mostly focus on how globalization connects the world through trade, and investment through multinational corporations' production networks. In regard to gender equality, some empirical studies show that globalization does not appear to be affecting gender equality at all or affecting it negatively. It is due to this contrast our study has focused on selected developing countries at various levels of gender inequality on the HDI index to see if the positive or negative effects dominate across a heterogeneous group of developing countries. We intend to explore this nexus for gender inequality in wage and education, both of which are an integral part of economic growth, by representing the quantity and quality of female labor force in growth models.

The initial sources of globalization can be considered as originating from emigration due to ease of mobility and the establishment of infrastructure for effective communication of information across borders. With the latest social media trends, its rate has increased manifold. It is argued that globalization has not only benefited the world by raising standards of living but also it has a greater impact on society in terms of politics, economics, and culture (Mehlika, 2013). Due to this, it is affecting the basic social structure and challenging the culture of every society. The Asian countries are considered to be the recipient of western cultural values. Gray et al. (2006) argue that due to globalization homogeneous culture emerges instead of heterogeneous. Western culture can be observed as the defused shape of cultures of all parts of the world to some extent, but where the role of women in economic growth is accepted and promoted. They are provided equal opportunities in terms of education and employment and are considered as important drivers of economic growth. In contrast, most the Asian and African cultures have not yet extended this equivalence to its full levels and hence with globalization, the societal structures may be to transform.

The effect of globalization on gender equality rests in the past cultural values of Asian and African cultures. Due to the discriminated employment and education, female economic agents have become a source of the cheaper labor force for firms reallocating to these regions. Ahmed & Bukhari (2007), Hyder & Behrman (2010), Eastin & Prakash (2013) and Sajid & Ullah (2014) found a positive

correlation between globalization and women's employment. Many other researchers while using various indicators of globalization like trade openness, FDI foreign remittance. Wood (1991), Joekes (1995), Ozler (2000), Baslevent & Onaran (2004), Kyvik (2004) and Aguayo-Tellez et al. (2010) argued that trade openness and exporting industry see increased women employment in developing countries. Potrafke & Ursprung (2012) arrived at the same conclusion for a panel of developing countries while using the OECD gender index (SIGI) to measure gender equality and the KOF index of globalization. Although Black & Brainerd (2004) found similar evidence for a developed country, namely; the USA.

There are also arguments that the trend of feminizing employment can reverse if the production process requires more skills and women are unskilled. Seguino and Grown (2006) have explained that at the early stages of industrialization or in semi-industrialized economies there is increased women employment in the export-manufacturing sector. Later on, the growth of information technology has changed the pattern of production thus demand unskilled labor decreased. Yet there also seems to be uncertainty in this impact of technology-based production processes on the employment of the female labor force. Juhn et al. (2013) used a model in which firms used different technology and workers with different skills and genders to produce goods at different levels. Due to trade liberalization policies, firms that are more productive start production of export goods with the use of modern technology. Computerized production processes with machinery require little physical, as a result of employment opportunities for men decline and employment opportunities for women increase due to their low wage demands. They tested the model by using data of Mexico and concluded that economic integration increased women's employment opportunities through trade and new firms that enter the industry which creates jobs. Overall employment opportunities for women increased due to the introduction of new technology that reduced physical labor requirements.

Bussmann (2009) examined the impact of globalization on women in employment and their welfare. To find whether in this globalized world women are winners or losers, he tested data of 134 countries empirically. The results lead to the conclusion that economic integration does not directly improve women's living standards. Women's access to primary and secondary education may somehow improve, though the welfare of women does not appear to improve relative to men. Economic integration does, however, influence women's employment opportunities- trade openness in developing countries surges female labor force participation and in developed countries, which are already industrialized, it cuts the share of working women.

Job creation and reduction of the wage gap are not the only factors that define 'gender equality', another significant indicator of equality is access to and level of female education, access to health and decision-making power. Various researchers have also studied the link between such indicators of equality and globalization. Female education plays directly plays a role in economic growth through improvement in the skill level of this have of the labor force. Dollar and Gatti (1999) using two-stage least square estimation over the data of a five-year interval of 100 countries found that increased female secondary school enrolment increases economic growth. They however also found reverse causality where economic growth also increases female school enrolment, thereby reducing gender inequality in education. The same was also argued by Chen (2004) that an increase in economic growth increases gender equality through education and employment. This is evident from the relative gender equality in developed countries. Chen (2004) also linked information and communication technologies (ICTs) on gender equality arguing that ICT access to education is easy

via distance learning and the internet. Sajid & Ullah (2014) showed on a panel of D8 countries that trade increases women enrolment at all school levels.

Using another indicator of globalization; remittances, Ramirez et al. (2005) recognized it contributes to local community development through social links i.e. unity, commitment, and team spirit between migrants and families left behind. It also increases women's decision-making power, economic independence, and education. Haas and Aleida, (2010) used interviews-based studies to trace out the impact of worker remittances on 43 Moroccan married women migrants and non-migrants. Remittances increase responsibilities and decision-making power of women and enabling increased women enrolment in education. Karabaeva (2014) also tested the hypothesis that remittance gave women more decision-making power in the household decision, economic independence and more employment opportunities in the labor market. Using cross-sectional data of 141 countries for the period of 1995-2012 the author showed that in the long run, higher remittances receiving country have a lower level of gender inequality.

To summarize, most of the empirical studies have concluded that globalization is beneficial and reduces gender inequality gap in developing nations while contrary to this; some studies suggest that globalization has adverse effects on the gender equality and results into widening the gender inequality gap, especially when they transition from low skill labor demand phase to skilled labor demand. In order to elaborate further on the nexus of globalization and inequality in wage and education, twelve Asian developing countries are selected randomly from different stages of gender inequality as per the HDI index.

3. RESEARCH METHODOLOGY

The sample consists of 24 years over the period 1990-2013 for the panel of twelve low income and lower-middle-income Asian Developing countries including Bangladesh, Bhutan, India, Nepal, Pakistan, Sri Lanka, Indonesia, Lao PDR, Papua New Guinea, Philippines, Samoa and Vanuatu Data of all the variables is taken from (WB) World Development Indicators. The focus of the study is to test the impact of globalization on gender equality in education (female to male enrolment ratio) and employment (ratio of female to male labor force participation rate all people age 15 and above). Since there are two variables of interest, following two separate models will be estimated for each of these gender variables:

$$LAB_{it} = \beta_0 + \beta_1 TOP_{it} + \beta_2 FDI_{it} + \beta_3 REM_{it} + \beta_4 ICT_{it} + \beta_5 FIN_{it} + \beta_6 URBAN_{it} + \beta_7 POP_{it} + \beta_8 GDP_{it} + \beta_9 ODA_{it} + \varepsilon \quad (1)$$

$$SCH_{it} = \beta_0 + \beta_1 TOP_{it} + \beta_2 FDI_{it} + \beta_3 REM_{it} + \beta_4 ICT_{it} + \beta_5 FIN_{it} + \beta_6 URBAN_{it} + \beta_7 POP_{it} + \beta_8 GDP_{it} + \beta_9 ODA_{it} + \varepsilon \quad (2)$$

To measure globalization, we have selected six indicators of globalization namely; trade openness, foreign direct investment, foreign remittances, information & communication technology measured the number of internet users per 100 people, financial globalization measured by using

proxy net multilateral financial flows in current US dollars as percentage of GDP, and urbanization measured through percentage of population living in urban areas. In order to establish ceteris paribus effect of globalization on the variables of interest we further controlled for economic growth (GDP per capita constant at 2005 U.S. dollars), foreign aid (net official development assistance percentage of GDP) and population growth. The details of variables and their construction are placed in Table 1. The symbol ε refers to the error term. The β terms are the corresponding regression coefficients.

Table 1: List of variables used in the study

Sr. No.	Variables	Symbol of the variable
1	Female to male ratio of primary school enrolment.	SCH
2	Female to male ratio of labour force participation	LAB
3	Trade openness (% GDP)	TOP
4	Foreign direct investment (%GDP)	FDI
5	Worker remittances (%GDP)	REM
6	Internet user (per 100 people)	ICT
7	Net financial flows, multilateral (% GDP)	FIN
8	Urbanization (% of total population)	URBAN
9	Population growth (annual %)	POP
10	GDP per capital (constant 2005 US\$)	GDP
11	Net official development assistance received (% GDP)	ODA

OLS, Fixed Effect model and Random Effect models were used for empirical investigation for the panel of these twelve countries. Hausman specification test is employed to make a proper choice about Fixed Effect and Random Effect models and we apply the Breusch-Pagan Lagrange multiplier (LM) test between Random effect and OLS.

4. EMPIRICAL FINDINGS

As already discussed the impact of globalization on gender equality in education and employment is being measured through two separate models where the same indicators of globalization are being used as independent variables, while the gender equality variables (dependent variables) are ratio of female to male labor force participation rate for gender equality in employment and ratio of female to male primary school enrolment for gender equality in education. The results and discussion are placed in the following sections.

4.1 GENDER EQUALITY IN EMPLOYMENT

We applied the Fixed effect (within) regression model and random effect GLS regression model to find the impact of globalization on gender equality in employment by using ratio of female to male labor force participation as dependent variable and trade openness (TOP), Foreign Direct Investment (FDI), worker remittances (REM) information and communication technology (ICT), financial globalization (FIN), Urbanization (URBAN), population growth (POP), GDP and foreign aid (ODA) as independent variable. Based on the results of Hausman and LM tests Random-effects model was considered appropriate and is presented in Table 2.

Table 2: Effect of Globalization on Gender Equality in Employment

Variable		Coefficient	Standard Error
Trade openness (% GDP)	TOP	0.060***	0.020
Foreign direct investment (%GDP)	FDI	0.468 ***	0.120
Worker remittances (%GDP)	REM	0.268***	0.061
Internet users (per 100 people)	ICT	0.204***	0.061
Net financial flows, multilateral (% GDP)	FIN	0.266*	0.137
Urbanization (% of total population)	URBAN	0.339***	0.071
Population growth (annual %)	POP	2.647***	0.405
GDP per capita (constant 2005 US\$)	GDP	-0.003**	0.001
Net official development assistance received (% GDP)	ODA	0.011***	0.003
Intercept	Constant	46.944***	7.251
Hausman Test	$\chi^2 (9) = 6.92$	Prob $\chi^2 = 0.645$	
LM Test	$\chi^2 (1) = 1831.40***$		
Wald	$\chi^2 (9) = 166.13***$		
No. of groups:	12		
No. of observation:	288		
* Significant at 10%. ** Significant at 5%. *** Significant at 1%.			

All independent variables have a significant impact on female to male labor force participation rates. Trade openness, FDI, worker remittances, ICT, and Urbanization as indicators of globalization are positively significant at a 1% level of significance and a one percent change in these indicators will increase female to male labor force participation by 0.059, 0.46, 0.26, and 0.61 percent respectively. While the financial globalization measured through net financial flows as a percentage of GDP is positively significant at a 10% level and a one percent increase in financial globalization increases female to male labor force participation rate by 0.13% increase. The results are in line with previous literature on the topic like trade openness with Ahmed & Bukhari (2007), FDI with Maqsood (2014), and worker remittances are consistent with earlier work done by Chen (2004).

4.2 GENDER EQUALITY IN EDUCATION

The model for Gender equality in education was estimated using a Fixed effect (within) regression model and random effect GLS regression models. Ratio of female to male primary school enrolment was used as a proxy for gender equality in education while trade openness (TOP), Foreign Direct Investment (FDI), workers' remittances (REM), information and communication technology (ICT), financial globalization (FIN), Urbanization (URBAN) represent the degree of globalization. We also controlled for population growth (POP), GDP and foreign aid (ODA). Based on the results of Hausman and LM tests Random-effects model was considered appropriate and is presented in Table 3. The value of test statistic Wald $\chi^2(9) = 302.81$ shows that globalization has a significant positive impact on gender equality in education in these Asia developing countries.

The findings reveal that four independent variables namely trade openness, worker remittances, and financial globalization are positive significant at .01 while ICT is positive significant at .05 level. Urbanization is also positively significant, and it shows that a 1% increase in urbanization increases female to male school enrolment ratio 0.004 percent, statistically significant at .01 level. This is mostly due to a large number of public and private schools in urban areas. In rural areas, the distance from school is the biggest impediment to education for girls. The findings reveal that Foreign direct investment, Population growth, and GDP have any significant impact on gender equality in education. are insignificant. However, it is found that one of the control variables namely; official development assistance (ODA) has a Significant impact on the school enrolment. Developing countries often receive

purposive foreign aid which may be directed to a specific cause, and in many cases, it is allocated to increase welfare and reduce disparity in the society. These findings are consistence with (Sajid, 2014) and (Amuedo-Dorantes and Pozo, 2012). The authors reported a significant impact of trade openness and worker remittances on gender equality in education.

Table 3: Effect of Globalization on Gender Equality in Education

Variable		Coefficient	Standard Error
Trade openness (% GDP)	TOP	0.001***	<0.001
Foreign direct investment (%GDP)	FDI	0.002	0.002
Worker remittances (%GDP)	REM	0.009***	0.001
Internet users (per 100 people)	ICT	0.002**	0.001
Net financial flows, multilateral (% GDP)	FIN	0.006***	0.002
Urbanization (% of total population)	URBAN	0.004***	0.001
Population growth (annual %)	POP	-0.009	0.007
GDP per capita (constant 2005 US\$)	GDP	0.00002	0.001
Net official development assistance received (% GDP)	ODA	0.0001 **	<0.001
Intercept	Constant	0.664 ***	0.028
Hausman Test $\chi^2(9) = 14.47$	Prob $\chi^2 = 0.070$		
LM Test $\chi^2(1) = 959.89***$			
Wald $\chi^2(9) = 302.81***$			
No. of groups: 12			
No. of observation: 288			
* Significant at 10%. ** Significant at 5%. *** Significant at 1%.			

5. CONCLUSION

The present study analyses what effect different indicators of globalization have had on gender equality in education and employment during the period 1990-2013 using data for 12 countries. The present study empirically examines the impact of globalization on gender equality in education and employment. In this study, five indicators of globalization have been used as independent variables along-with three control variables. The findings are in agreement with the existing literature and earlier work carried out on the topic. The empirical findings confirm the presence of a positive effect of globalization on gender equality in education and employment. The results show that gender equality in employment (female to male labor force participation rate) is positively significantly affected by all the globalization indicators like trade openness, financial globalization, FDI, urbanization. Likewise, it is found that gender equality in education (female to male primary school enrolment) has increased due to various indicators of globalization like trade openness, Worker remittances, ICT, financial globalization and urbanization. Overall, we can conclude that due to the acceptance of equality related values prevailing in western countries, globalization has resulted into the transfer of these values in certain Asian countries.

6. AVAILABILITY OF DATA AND MATERIAL

Data can be made available by contacting the corresponding author.

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