



**FACTORS AFFECTING THE FEMALE  
EDUCATION AT VILLAGE MANO DEHRI  
TEHSIL, UTMAN KHEL, DISTRICT BAJAUR  
AGENCY FATA PAKISTAN**



**“Thesis submitted to the Department of Sociology, Quaid-i-Azam  
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master of science in Sociology”.**

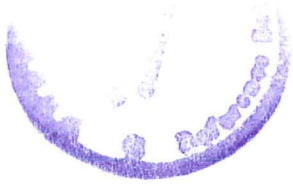
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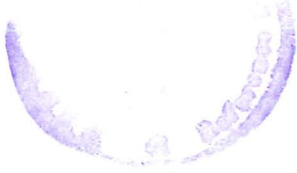
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### ***Abstract***

*Female education plays a significant role in every sphere of life. This dissertation investigated the factors affecting the female education at village Mano Dehri district Bajaur Agency. The literature shows that in the Pashtun area of Pakistan the main barriers in female education are the belief in traditional norms, conservative religious mind set, patriarchal society, Pashtunwali, poverty and early marriage and lack of institutions. The liberal feminist theory as an individualist theory struggles to provide the basic right of female and maintain their equality through their choice and action. A quantitative research method was used to know the barriers to female education. In the quantitative research approach, the purposive sampling technique was used for data collection. The researcher had selected 100 respondents from the whole population. The findings show that the basic factors which are affecting the female education are the lack of female educational institutions, lack of female teaching staff, inadequate transport system, poor quality of education system, government weak education policies and early marriage. The Majority of people have the positive attitude towards female education.*

**Keywords:** *female education, patriarchy, barriers, people's attitude, Bajaur Agency*

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**Chapter No.1**  
**INTRODUCTION**



Female education plays a vital role in socio- economic development of a society. It leads to increase in income, both for individual and for a nation as well. Education is one of the important institutions which trains an individual morally, mentally, ideologically and physically. The individual can be able to have complete awareness of one mission and purpose of life. Girl's educations improve family income, increase the standard life and advance public life. Throughout the history of Pakistan, there has been gender inequality. The females are exploited in various fields of life, in the remote areas females are facing numerous barriers in the field of education. Especially in the rural areas of Pakistan where female are deprived of the basic right of education, they have the worse situation in education (Iqbal et al. 2013). There are multiple factors which are affecting female education. The increase in female education depends on decrease child mortality rate, reduce child fertilities levels, and promote the education of the next generation. Each factor has a positive impact on economic growth.

The cultural obstacles are the main reasons for the low ratio of female education in the tribal area, because female of this area are strictly bounded to follow all the rules and regulations. Females are socially discriminated in most tribal areas, which is the main cause for low ratio female education, the people of FATA strictly follows religious rules and the religious scholars(Molvis) who forbid female from school education (Amer et al. 2017) In FATA, the ratio of female education has always been low because of some tribal traditional factors and female less attend schools at primary level, the female always face social insecurity (Ebrahim 2012).There is lack of transport system, due to which girls mostly face this problem, that is why parents don't allow them to go to concerned school in any private buses (Mehdi 2007).

It's estimated that in Pakistan total primary school going children are 21.4 million of age 5-9 years, 14.7 million 68.5 % are enrolled in

schools, out of which 56.0 % are boys and 44.0 % are girls. However, due to numerous barriers including, shortage of nearby schools, lack of teaching staff and absenteeism, poor teaching quality, poor school environment, insecurity and other factors, only 66.8 % complete till class five while 33.2 % drop out before completing primary school. In female education, weak governance and lack of community participation in schools matters are major restrictions towards girls education (Malik et al .2015)

In the Millennium Development Goal declaration of September 2000, the member state of the United Nations made a most loving the commitment to talk to eradicate poverty, providing primary education, etc the government set a date 2015, by which they meet the Millennium development goals, the basic goals were the eradication of extreme poverty, achieve universal primary education, empower women and eliminated gender inequality and improve child mortality. The universal education might seem a basic goal but the government was failed to achieve that goal. At least 121 million children are still deprived of this right while two, third of them are female children (UNICEF 2005).

The status of girls education, an estimate that 104 million children aged 6-11 are not in schools, 60 million are girls, at least 40 percent of them are out of school children to live in Sub-Saharan Africa and 35 percent live in south Asia, in sub-Saharan Africa, more than half of girls, 54 percent of girls do not complete even a primary school education, in south Asia more than 40 percent of girls aged 15-19 belonged to poor houses never completed primary education, in Pakistan the primary school completion rate for boys in rural area is three time higher than of girls and urban area it is twice high (Sperling et al. 2014).

In 1990 the world bank reported that decline the education gender gap in south Asian and Sub-Saharan African would have to increase the economic growth between 1960 and 1992, moreover, 63 countries study

qualified 43 percent eradicated in malnutrition between 1970 and 1995 due to improving female education. However further education for female can reduce Infant mortality by 5 to 10 percent (Sperling et al. 2014).

In several developing countries, females are less educated or attend school less as compared to boys. When they attend school the ratio of girls less than boys at both primary and secondary levels. Example the ratio of female-male in primary school enrolment are the lowest in sub-Saharan African and southern and western Asia (.86, .84, and .89, respectively), and the gender gap is higher at the secondary level (.79, .11, and .79) the development agencies agree that the gender inequality in education field is the major barrier to social prosperity and developing of a nation. Briefly, gender inequality in education is the major obstacle not for female only but for a whole society (Rankin et al.2006). Today, there is the positive demand of the public regarding female education in most Pashtun regions. But unfortunately, the majority of young children and adults, including mostly girls are still deprived of educational opportunity. The literature shows that major barriers to female education which include: patriarchy system Religion, traditional belief, insecurity, poverty, early marriage, and unstable government etc. These barriers are varying from region to region (Zafar and Shayan 2015).

The federally administrated tribal area (FATA) is one of the backward and deprived regions of Pakistan. They are under the control of one the draconian law frontier crime regulation (FCR). This had implemented by the British Empire in 1901 and still, it continues. After the partition of Pak-India in 1947, FATA inherited by which was control through a combination of political agents and Maliks. The political agent has all the executive authority, this system of governance continues even today. The FATA consists of seven agencies and six frontier regions. Bajaur

agency is one of the smallest Agency of federally administrated tribal area (FATA) Pakistan. According to the 1998 census, the population was 595,227 but the recent estimates say that it has grown to 757,000 (Population of FATA 1998 census). Geographically, its border to the eastern Afghanistan's Kunar Province with a 52 km border, Dir district to north-east, Mohmand agency to the southern and Malakand agency to the eastern side, Bajaur agency consists of four tribes, which are Utman Khel, Tarkalanri, Mamund and Salarzai as well as a small population of Safis. The administrative head quarter is Khar. Pashtun is the dominant people were 99.5 % people speaking Pashtu. It consists of seven Tehsils; The Tehsil Utman Khel tribe is at the southeast of Bajaur (Population FATA, 1998 census). Bajaur agency was under the war of terror from the last one decay. The militancy destroyed hundreds of educational institutions and more of them are shut down. Now there has peace but unfortunately, the education system is extremely worse.

At the village Mano Dehri, Tehsil Utman Khel where female facing with the miserable condition in the education field. There has no better institution for girls to get the proper education. The majority of the children go for Madras's education because they have not enough schools. The girls get the education only to primary level, and after primary there have no middle and secondary institutions to continue further education, These all problems are due to lack of government attention. The frequent literature shows that Pashtun people are against of female education because there has no media coverage to highlight this worse issue, people portrait the wrong image of this area to the world, these are some questions regarding female education. Is patriarchy family system against female education? Are traditional and conservative minded people against female education? Due to Parda people are not willing to provide education to their females. Does religion forbid female from education? Lack of female education

institution is a hurdle in female education? Less availability of female teaching staff affecting on girls' education? These all questions will be addressed in the current study.

### **1.1 Statement of the problems**

Education is the fundamental right of every citizen in all societies. Female education plays a vital role in the socio-economic development. At Bajaur agency females are still facing several problems in education. There are multiple barriers due to which females are unable to get the education. In Village Mano Dehri, the conditions of girl's education are low. Therefore, it was important for the researcher to know that what are the main factors affecting the female education

### **1.2 Research question**

What are the main factors affecting the female education?

### **1.3 Objective of the study**

To find out the factors affecting the female education

To know the people's attitude toward female education

To investigate the barriers of the female education

### **1.4 Significance of the study/justification**

Without education, a nation cannot progress. Education gives solution and direction of every difficult situation. If we focus on European countries, they are developed because of education. Education is the basic right of every human being. Educated Female play a significant role in different fields of life, they serve both society and their selves. They play his role in the well socialization of her children, health sectors, politician and economic field of the country. In the rural and backward area of Pakistan female have no participation in education sectors and job markets, because they deprived of education. Lack of

girl's educational institution and female teacher's staff are the basic barriers in their educational attainment. In patriarchal society, female facing with multiple hurdles in education sectors. People use them only for their own purpose and for household task. They don't allow them to get an education.

**Chapter No. 2**

**REVIEW OF THE LITERATURE**

## **2.1 Global scenario of female education**

Education attainment is a regional issue, today globally, young women and men apply for the job, and they must have some level of educational qualification. In 62 countries primary education gap has been closed, in 90 countries secondary education gap has been closed while in 95 countries tertiary education gap has been closed. Global gender gaps in primary, secondary and tertiary educational attainment stand at 11%, 17% and 14% respectively. The global gender gap stands at 47%, with 30% of all male students, it's in contrast to 16% of all female students. That gap is commonly due to negative stereotypes and lack of role models of female in science and technology field (Hill et al.2010).

According to the World Bank (2000) reported that there are 880 million illiterate youth and adults in the world and 60% of them are women. According to the UNESCO (United Nations Educational, Scientific and Cultural Organization) Institute of state (2006) in the world, there are 781 million illiterate's adults, and more than 64 percent of women (Daraz et al. 2013).

As same as the above report most of the women in the world illiterate, In African countries the teen mothers facing with a number of challenges within the social environment and some time home when they study and do homework. After the birth of the baby the teen mother not able to continue schooling. Pregnancy and parenting are the leading reason that girls become dropping out of school. In sub, Saharan Africa and developing countries girl and women are losing the battle for equal access to secondary education, in South Africa 61 percent of the adult uneducated population of women (Angnes and Rajendra 2007).

Education is the basic right of all human being; it improves the lives of women. Equality of educational opportunity can pave the road to women participations in decision making. "The schools have been assigned the



test of educating today's girls to become the ideal women tomorrow"(mehran, 2003:275).Comparative studies identified that largest gap in female education especially at the secondary school level practices in the Middle East and North Africa, South Asia and sub-Saharan Africa. The basic causes behind at religious belief, traditional norm and culture value, these impede the female education. The traditional view of that woman as for homemaker to serve their family as wives and mother and to avoid any private program and social responsibility, they have no chances to get the education in this situation (Iqbal et al 2013; Mehran, 2003). According to the ex- president of Iran Muhammad khatami "the central role of the women at home, as the manager and master of the houses" (Mehran 2003:270).

Women education plays the vital role in the social –economic change of a country. In most developing countries girls have got highly primary and secondary education. In the industrialized nation (e.g. united state, Canada and some of Europe) the ratio of college girl's education is higher than men; the education of women is having an impact on intergenerational education. The educated parents have the positive effect on their children education; the women have more schooling their children also obtain more education. The children who live with both parents get more education as compare to single, and those parents who have more children get less education (Maralani 2013).

Gender discrimination is one of the serious issue which practise in our society, It's estimated that more than 100 million girls are losing their life from the world population due to gender discrimination issues, AIDS(acquired immune deficiency syndrome), sex trafficking and infanticide. The lack of education in the women population leads to having less participation in a public domain. Especially in the rural area, women are less literate than male, therefore, they are unable to read and understand their right unless these rights are elaborate to them. Equality

of women has the important impact on child education, health, elimination of poverty and hungry etc. The real hurdle to gender inequality is due to 'power within' many women live in a cultural background in which such empowerment is taboo (Adcock and Kimberly 2013).

Under the government of Taliban in Afghanistan, most of the girl's school were shut down and the gross enrolment comes down from 32 percent to just 6.4 percent. The Afghan women age 25 or older have received only 6 percent of any formal education and only 12 percent of women or older are educated. Another side the World Bank reported that in a hundred countries the women have completed 1 percent of primary education due to which per capita income increase by an average growth of 0.3 percent. Poverty is the main indicator for the family when families have the economic problem; they already compel girls to work on farms so they cannot able to go to school. The majority of girls whose were a dropout from the school because of poverty. Poverty lead early marriage, the poor family considers their girls as a burden, so in the form of bride price, the parents create household income. When girls have become married, then they are enabled to continue their education. After poverty insecurity is one of the most barriers to girl's education. In Afghanistan, the Taliban destroyed girl's school and given them a threat to closed it. Most of the parent doesn't leave their daughter to school because they consider home is safe place for her (Jackson et al. 2011).

## **2.2 Status of Girls' Education in Pakistan**

In the start of the 21st century, the women education becomes gradually increases in south Asia countries. The enrolment rate of girls is different at various level of education. For instance, in Pakistan, between 1999 and 2012, the percentage of poorest girls out of school fell from 78% to 62%, but this figure is less than compared with India (from 66% to

30%), Nepal (52% to 22%), and Bangladesh (91% to 44%/( UNESCO 2012).

The literacy rate for girls in rural areas is 25%, and whose enrolment drops from 55% to 20% from Grades 1 to 6 (Education Census, 2005; Latif, 2010). UNICEF (2005) reports that gender inequality in formal education has been shrinking in most countries in south Asia, and they are increasing in Pakistan. Approximately 50% Pakistani girls are married under the age 19, 40% are married by age 18, and at least 13% girls get married by age 15.(National Institute of Population Studies 2008).

Faculty of Universities in Pakistan Approximately out of 7000 faculty members in universities, only 1700 have Ph.D. degree. While 47 private sector universities in which male enrolment is 19010 and female enrolment is 7247. Currently, there are 52 universities/DAI in public sector in which male enrolment is 222352 and female enrolment is 170580 in graduate and postgraduate level. Although enrolment of girls are not promoted achievements are more than boys (Qudsia et al. 2013:21)

In Baluchistan the whole literacy rate is 47.7% with great difference of male and female literacy that is 61.5% and 24.2% respectively( education department government of Baluchistan 2011:6) there are various causes of low literacy rate which include social taboos, child labour, and illiteracy of the parents and weakness of education institution. And low quality of teachers. The situation that faced by the education services like lack of infrastructure the scarcity of well qualified and trained teacher and a shortage of resources is the hurdle of female education. Education is an indispensable requirement for the eradication of poverty, empowerment of women, protecting a child from an unsafe environment and promoting human right etc. Only 40% of the girls in the Baluchistan enrolled in the primary level out of which

majority of that drop out before completing primary education. Only 35% of the girls complete the middle level. Number of girls school is less than as compare to male (e.g. In Zhob district of Baluchistan where 52 girls primary school as comparing 270 boy school (UNESCO 2011).

The millennium development goals (MDG) of achieving universal primary education by 2015 were not fulfilled because teacher attendees and preparation for class is not satisfied. Low quality of faculty, less student motivation for learning, poor student discipline in public university and lack of research and funding are the reason of it. More than 50% of girls in rural area don't attend primary school and more than 75% don't attend secondary school (Aziz et al. 2014)

In 2011, the net enrolment rate for primary education was only 72% in Pakistan is compared 90% in India and Indonesia. The same trends refer in the secondary school it only 35% of secondary-school-age children enrolled (and only 29% of girls). By comparison with Bangladesh and Indonesia was enrolment rates of 47% and 74%, respectively –in Indonesia, there has no difference between male and female education. In Bangladesh, there has a higher enrolment rate among girls than boys. Only out of 55% of adults (and 40% of women) are considered literate .in Indonesia's, where 93% of adults (and 90% of women) are literate (Aziz et al. 2014:7-8).

In the education census 2015-2016 in a federally Administered Tribal Area(FATA) There are about 5,994 schools in which 1036 schools( 611 for boys and 425 for girls) are not functional. And four girl schools have been shut down. In 1036 no workable schools 632 were primary schools(418 for boys and 274 for girls), of the all, 111 were middle school( 68 for boys and 43 for girls) 39 high schools (27 for boys and 12 for girls) and one college for girls are also non-functional(the express tribune Pakistan, November 8, 2016). According to the ministry of state and frontier regions Baloch, (2013) reported that there is 947 education

institution, including school and college, were close or damaged because of war between the army and militant over the past many years. At Bajaur agency, at least 94 education institutions have become not-function.

### **2.3 Gender discrimination and tradition society**

Many researchers discuss some of the well-known obstacles in female education in developing countries. These barriers include gender discrimination; low self-confidence, traditional stereotypes, cultural background and low participate in primary level. Research conducted in Turkey showed that women do not apply to be principals, even when they are as well qualified as the male applicants, at least in part, because they have negative self-perceptions and lack confidence in their qualifications and experience and job-family conflict. The cultural background and girl's low participation in primary school, a majority of a male in the teaching position, and little women leadership position in the school. The cultural of many countries such as Turkey, China, and Islamic states have the common perception that man is more responsible in comparison to women in social activities. The culture, religious belief and value determine that women are responsible housekeeping and child-raising for their family. In the traditional Chinese culture, women have inferior status at home and society. The cultural and social assumption is that the women are less strong than a man that is why they are deprived of their basic rights. In many developing countries barriers to women's career and educational systems is strong family obligations and low level of girl education (Oplatka 2006).

Discrimination in higher education practices in a rural area of Pakistan, which may affect the grooming of gender development. For women, there has no equal opportunity for higher education in rural area. Gender same access in higher education can be beneficial to reduce the economic problem and given direction for gender development. And the

lack of female education institution the stick family structure and religious custom disallow women to get the education with the male. This is the main obstacle for girls to create discrimination in higher education. The World Bank reported that higher education for women plays a vital role in the development and progress of the nation. Gender inequality practice in all area of Pakistan but it more exist in the rural area of Khyber Pakhtunkhwa (KP), Federally Administered Tribal Area (FATA) and Baluchistan. These discriminations exist in the form of children education, employment women, decision making, a right of expression etc. The gender inequality and injustice improved poverty and decreased the socio-economic development of society. There are thousands of girls have intelligent and talent to get higher education but they are deprived due to different socio-culture, economic reason and gender preconception. There is only 2 percent of gross domestic product (GDP) apportion for the welfare of girl higher education in the rural area of Pakistan which is unsatisfactory to fulfill the demand of higher education (Salik et al. 2014).

Women representation in higher education of Pakistan, The social and cultural obstacles forbid women to take part in managerial position. The main resistance to women that limited from managerial opportunities as an include of cultural value and traditional stereotypes and the role of women limited chances to higher education. The promotion policies, discrimination in an appointment, and the male domination in our society ignore female gender from all opportunity of the life. These hurdles are interrelated and have some correlation among variable, such as social cultural obstacles are influencing the structure and individual barriers are also because of social cultural barriers. These overall hurdle constraints women representations in all level (Batool et al. 2013).

The attitude and belief of the rural people toward the female role in society play a vital role in deciding the level of girl education. The

patriarchy and cultural attitude compel the parents to use their daughter for the benefit of brother and themselves. Conservative mindsets parents are responsible for less schooling of the girl. In the rural area of the Pakistan, the young female is expected to moving according to the norm and value. Most of the parents have a misconception about the girl education. Due to which they discontinue school of girl (Iqbal et al. 2013).

In fact, girl education considers to a very important element for women empowerment. In the highly conservative social system with stereotyped ideas; girls are always considered as Borden and the boys as a living resource for a family. Girls are only for reproduction, caring of the sibling, and a task will be done with household boundary. The conservative religious people never believe on girl education as well as women empowerment (Kumar, Mohoshin and Elias 2014).

Women face gender discrimination as a result of predominant socio-cultural climate in Pakistan. The society has commonly a male dominant and frequently adopted an aggressive attitude toward women. The girl is behind from boy in the position of education and access to school which available. The female member is trained for household activities and thought that how to be good wives or mother. If the educational institution does not exist nearby, travelling is a serious problem because it saw a threat to personal security. Educated females have a great role in the development of society. The social cultural barrier is less for science student as compared to arts. Because family is more likely to resist cultural and traditional attitude if they sought your daughter or sister in a modern and technological discipline that promote economic and social advancement (Shauka et al 2015).

Liv (1998:44) reported that thousands of Chinese girls get graduation degree in foreign countries, there are 112.5 million females 15 years of age and older are illiterate (information office of the state council,

1994).there is a great difference existing between these two genders, combine family structure, traditions custom norms and irregular geographic location and poverty are the serious barriers toward female education. The rural tradition of Chinese people women are discriminated to many generations. The girl was regard inferior to a boy, that is why an uneven the level of education between female and male restrict female from working and partnership with men (Liv 1998).

The patriarchy society and cultural factors motivate many parents to prefer on boy education. In most of the coeducation institution, there have no separate facilities for girls, because the parents don't like to leave their girls for education. In the rural area girls prefer more housework due to the traditional division of labour, the girl's early marriage particular those who go to school, their early pregnancies dropout them from a school system. In most of the secondary school level, where girls social harassment problem arise, due to lack of secure environment and proper suggestion for girls. Poverty is one of the huge reason that the parents more prefer to send the boy rather than the girls to school in the rural Bangladesh the poor families children is usually busy in household responsibility, due to which that limit their chances to attach with education .unhygienic condition often difficult for female education, some girl left their school due to lack of science master female staff. The Women performance in the education field is weak, fact that male is dominant in society through socialization, sex discrimination, sex stereotyping. Many people make negative opinion toward female on the basis of position and power; they believe that women have the less effective position than men. Women have low self-confidence, low self-image and lack of motivation. There is (Brown and Ralph 1996; Kumar et al. 2014).



#### **2.4 Internal and external forces**

In all the history female education has been neglected due to social, religious, economic and political factors in the Pashtun region of Pakistan. The ongoing terror war and conflict, extremism, strict culture and religious ideology have further complex the female education. The internal and external forces created the hurdle to education for girls age 7 to 15. the internal forces include social, cultural, the patriarchal structural, religious misinterpretation and household poverty and tribal code( Pashtunwali). The external forces include government weak educational policies, miserable economic condition, and lack of interest of national and international agencies. Many people are financially satisfied but they due to (Pashtunwali) they don't provide education for their girls. Poverty is the main component to early marriage which leads to dropping out girls from school. The poor access to school after a primary level is a basic barrier. The curriculum is based on western ideology some thought that it makes girl westernize and less linkage to Pashtunwali (Jamal, 2016). "Female literacy rate was 3 percent in the federally administrated area in 2014, which is the lowest of the country (Jamal and Amir 2016:2).

Discrimination of women in a different field of life and the traditional norm is a challenge for girl's education. The majority of these obstacle related to the people belief, the parent have the fear that their daughter may leave their tradition and cultural norm, value due to modern education. In Afghanistan and Pakistan, the parent's threat from Taliban kidnapping or attack that is leads low participation of girl at school. Poverty is a serious issue for children education, poor family causes chide labour and other problem, the parents not able to afford of daughter education. They consider investing on daughter education have no beneficial result. In addition the lack of government policy and attention toward to establish teacher training centre in a rural area that is

a result of lack of female teachers. , weak education services in the girl's school and college, less access of girls to school in remote area restrict girls to go to school. Sometimes the people don't give permission to go far for higher education. The study shows that the basic problem of female education is the patriarchal structure of society, conservative attitude and extreme religious belief and traditions. In Pakistan and Afghanistan, both are neighbour Pashtun societies, a girl is more allowed to go to religious institutions. They only taught the religious subject, not the school (Shayan 2015).

During the Tahriki-e-Taliban Pakistan targeted schools and bane on different NGOs in a Federally Administered tribal area. In January to May 2008, they attacked at least 29 different educational institutions, in which 17 girl's schools were destroyed. From 2006 till to February 2007, these Taliban killed at least 61 teachers, 25 to 12 foreign and local NGO were forced to stop their activities to go back to Islamabad (Rana 2008).

The issues of security and safety are the main social problem that parents have to face today for their girl higher education (Khattak et al. 2008).

Family background can have the positive impact of their girl's education. The educated parents are more important for girl education. The high level of living standard affect of girls schooling and higher education. The traditional and cultural attitude towards social cultural environment at school, college and university are the main hurdles. And early marriage, household size have the negative impact on female education attainment. The education consultant India limited and social and rural research (2006) reported that the dropout rate among Muslim is 9.97 compare to 6.94 percent of national average in 6-13 age groups (Ahmed 2007).

This research was conducted in Khyber Pashtun Khaw; education is the fundamental right of every individual, which is explained by the Universal Declaration of Human rights 1948. Education for women is directly effected on reproductive health, improving family health, economic growth, and empowerment .the educated women can play a role in the healthy management of their family. In Pakistan half of population, consist are female, but that major parts are discriminated from their basic right of education. In this situation, education is the one thing to brick the wall of ignorance and exploitation and can empower women and better their lives. Education is the key factor for the development of human society. The major socio- cultural barrier includes week legal formwork around education, the problem of safety and security around the school of girls. Lack of resources in the school for girl, unemployment, overpopulation and lack of proper utilization of resources that all an obstacle to female education. More than of the Asian countries are poor and the people passing miserable life, poverty and illiteracy are correlated with each other. The majority of rural girls are illiterate because of illiterate and poor families. The parent education has the important impact on children education, especially of girl. The girl is considered to be living in the four walls of the houses, they only allowed going to Madrasa and their right to higher education is considered against their tradition and custom so it is difficult for the family to afford education for both boy and girl. Throughout the history, education was considered a manned asset, during the 18th and The 19th-century teacher is considered the pillar of their communities and majority of that was the male professor (Ijaz et al. 2014).

The Pashtun society there is the lack of female staff teacher and the parent did not allow a girl to school where the male is a teacher. The negative school environment and the shortage of school facilities also reduce girl's education. The Pashtun society culture and tradition keep

away girls from education because girls are traditionally expected to be married early. The majorities of the girl's school are far and have no transportation facilities for them, therefore, the parents unwilling to enroll their female in school. In girl's school, there is deficiency of infrastructure and social security (Daraz et al. 2013).

### **2.5 Economic condition of the family**

The financial condition of a family can have the positive or negative effect on his children education; those who are economically well their children will have an opportunity to get the higher education. Economic misery is one of the major hurdles that parents have to face about girls education. Education for son is considering financial sources and they are making well training and skilful for resources in the world. At the universal level out of 300 million children, there are more than 180 million are illiterate girls. The low ratio of girl's education in Pakistan is because many barriers which include social, religious, political and cultural and traditional rules related female role in society. Some of the poor and under developing countries girl are still deprived of access to education. The main reason that girl have unable to fight for their right due to lack of education. In Pakistan northern tribal region the girl education is strictly forbidden due to religion ground. Those girls who go to schools their attendance rate are lower than boys on primary, middle and secondary/ post-secondary level. In poor family parents and students are facing financial problems, due to which it also causes socio-emotional problems in students like financial stress, depression, low self-esteem and also affect the academic performance. The existing of the feudal system and the lack of democracy promote inequalities among people by creating powerlessness among poor people including a female. The traditional structure of society and conservative mind people though those women whose go out of their home is a sign of their family's honor. Our community observes that Purdue as a religion and

socially compulsory for girls. They consider that female going out of a home as a stigma for them, they will be at home. More than 40 percent of girls don't get admission in school. The situation is worse for the rural area because of cultural and social barriers. Early marriage is a major hurdle that girls have left their education. For higher education of the girl, people think they have not needed to do a job so that is why they don't provide her higher education. Girls also face accommodation problem and the environment of college and university worsening day by day due to the modernization of the society. There is a shortage of separate girls education institution due to which they have to face more problems in co-education institution because more than parents don't allow their daughter in that education system (Taiyyibah and Muhammad 1997).

The household factors, a number of individual and communities features are related to the chances of school attainment. The household factors and number of individuals consist of household income, education of the parents and occupation. The communities' characteristics include urban/rural location, distance to center city, the level of community development. The household permanent income and parental education are most affecting on children education. The parental education is most influential on girls education because they are well aware of the value of education for girls (Tansel and Aysit 2002).

**Chapter No. 3**  
**THEORETICAL FRAMEWORK**

### **3.1 The feminist theory**

The perspective of this theory is about the subordinate of female status in society. It explains women inequality in society. In the present time, the researcher applies the modern approach of feminist theory which is known as the liberal feminist theory.

### **3.2 Liberal Feminist theory**

It's an individualistic form of theory which struggles for women ability to maintain their equality through their own action and choice. The issues on which liberal feminists work are; sexual harassment, education, voting, affordable childcare, healthcare, equal wages for equal work and domestic violence against the female. The liberal feminist movement was a collective struggle for equal opportunity of the female in all institution of the society. It was more active during 1960 to 1970. The perspective of labor feminists is to remove the barriers that the female facing in education and the way of progress, whether such hurdles are existing in school, and discriminatory of female in the form of labour. There are three major perspectives of liberal feminist.

- 1) Equal opportunities
- 2) Sex discrimination
- 3) Socialization and sex stereotyping

Equal opportunity means the same; it means female must be having an equal part in education as well as in social and economic domains. It is the reason behind that the lower level of literacy rate of female is the traditional socialization and sexual discrimination of female (it means more expectation of the people toward boys in every sphere of life) and the insufficient facilities and barriers in education. The male always tries to keep female in a dependent position and suppresses their emotional and potential quality (Sandra 1987). The liberal feminist gives the assumption that in order to have equal status of female in education; the

entire social and cultural stereotyped role for the female should be abolished. Female assign the major responsibility of unpaid household task, especially caring for children, the female is unable to perform it. People do not allow them to get an education, to doing government jobs. According to the job market and working, schedule female has lower pay and status as compared to men's position. Female has an inferior job and also doing household activities. (Agassi and Buber 1989)

Liberal feminists explain that our society having the wrong belief that female is less intellectual by nature and unable to compete with a man. Liberal feminists stress that government having the responsibility to protect female from any social violence and provide them education, job, and other basic rights. According to this theory, female are discriminated in all sphere of life. People are not providing an equal right to education, business, and political participation. They are considering subordinated in society.

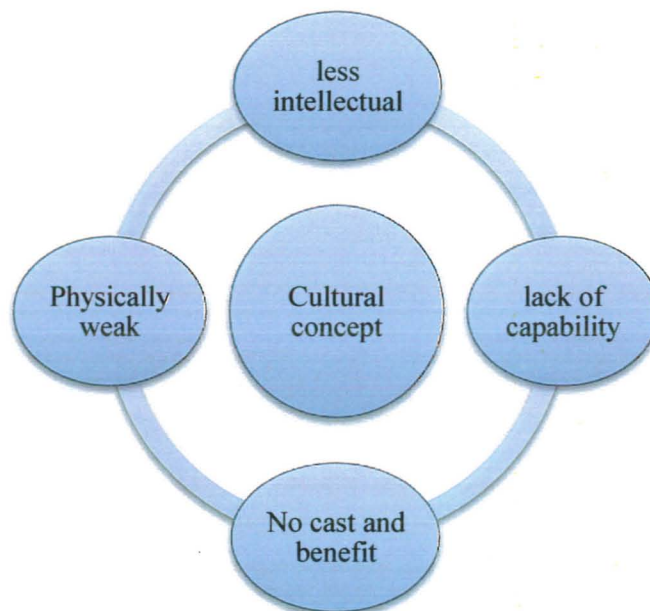
### **3.3 Application**

According to this theory, there are various exploitations and discriminations against women in our society. This theory is linking to the research topic. In The research area females are discriminated in every field of life. People give less preference to female then man. The Village Mano Dehri is a patriarchal and traditional society, where the male has a central role. There are numerous barriers to female education. People give more concentration to sons' education rather than their daughters'. They suppress his female and deprive them of their basic right. Female has no access to education, health, politics and job field. They do nothing without the permission of their families' head. Male dominance is the main reason behind it because male does not allow them to participate in the above field. The research area is a Pashtun traditional society. the females are not allowed to go to schools. The Pashtunwali (Pashtun code) is against of female education. The liberal



feminist theory wants the solution of that problem through legal process. The government has less attention toward female education, in village Mano Dehri there are insufficient facilities for female education. Which include lack of educational institution, the unhygienic condition in school and lack of security are also hurdles in girls' education. People compel them to live inside the four walls. They believe that female has no need for education because they are depended on other.

#### **Model of Theory 3.4**



**Figure No.3.1.1 Model of Theory**

The above figure shows the cultural concept of people about a female. People believe females are less intellectual; they are unable to compact with the situation come in the society. Spending money on girls has no benefits because after the marriage they leave their parents' home. It biologically proved that female are physically weak. They have less ability to bear hardship like a man.

**Chapter No. 4**

**CONCEPTUALISATION AND  
OPERATIONALIZATION**

#### **4.1 Conceptualization**

Conceptualization is the procedure of designing the concept with the help of existing literature. In this research, the researcher has one variable which is education. The researcher tries to mention the definition of education that is present in various literatures.

#### **4.2 Education**

According to John Dewe (2014:78) “Education is the process of living through a continuous reconstruction of experiences. It is the development of all those capacities in individual, which will enable him to control his environment and fulfil his possibilities.”

As per the above definition of education reconstructs and modifies our experiences towards socially willingly and desirable. It brings change in the common relation between young and adult, and between different organizations. It may work for the development of individual and society. Education is vital for a successful society and man. It is necessary for good manners and for every nation and society to bring happiness and prosperity. It enables individuals to get awareness about the resources of the environment and control them and fulfil their basic need for them.

“Education is a systematic process through which a child or an adult acquire knowledge, experience, skill and sound attitude. It makes an individual civilized, refined, cultured and educated. For a civilized and socialized society, education is the only means. Its goal is to make an individual perfect. Every society gives importance to education because it is a panacea for all evils. It is the key to solve the various problems of life” ( Parankimalil 2012).

The above definition illustrates that education has some order and planning process through which a child must require the knowledge,

skill, and experience. Education makes an individual civilized and well aware. Education plays a vital role in socialization and civilization of a society. The advanced societies give more preference to educate their nations because it is a treat of all social evil. It provides straight direction of every difficult situation.

According to the Anatole France (1844-1924) “An education isn't how much you have committed to memory, or even how much you know. It's being able to differentiate between what you know and what you don't.”

This definition elaborates that education does not mean how much you study, learn and develop your memory, but it means the extent of the capacity that you have for differentiation between wrong and right, and that knowledge which you got and the one that you don't know about. Both of the above definitions have some link in that the first one focus on experience, skill, and knowledge which are the key elements for an individual to become well socialized and perfect man. If a society socializes and civilizes through education, it means that the citizens have the ability to differentiate between right and wrong.

Herbert Spencer “Education is complete living” (Gomathi 2014:1). Education is crucial for human life, without education the life has no value. Education creates awareness in every direction of life. It's compulsory for prosperity and smooth life. The educated man is satisfied and enjoys all luxuries of life.

Rabindranath Tagore “Education enables the mind to find out the ultimate truth, which gives us the wealth of inner light and love and gives significance to life”( Bhoje and Gazala 2014:6).

Tagore introduces that education is one thing to alter the minds of people and to know about the reality of truth. For a perfect life, education is necessary because it brings inner relaxation and work for the love, freedom, harmony, and justice of humanity.

## **4.2 Operationalization**

Operationalization is the process of strictly defining variables into measurable factors. The process defines difficult to perceive concepts and allows them to be measured, empirically and quantitatively.

### **4.2.1 Education**

Education is the basic right of every individual of any society. It is a democratizing force cutting the obstacle of cast and class. Female Education is the main variable of the present research. According to my experience and assumption, educations practicing in village Mano Dehri are different form. It includes formal and informal government, private and religious education. The religious educations were more practicing in this area both for boys and girls. These are provided at Masjid, madras's and houses. The Madrasas are run by the contribution of local people. There are some contrasts between the government and religious education according to my assumption and experiences. People of Pashtun society believe that the Madrasa education plays an important role in individual socialization and happy social life. But according to the above definitions, they don't consider that a female studying in religious Madrasa is educated. The government and other organization estimated that in Bajaur Agency the majority of female studying in religious Madrasas but the government claims that there is 3.4 percent of female literacy in 2014. It means that the government does not consider the religious education in a literate perspective. My research is related to government education not to the religious education but in our Pashtun society people are more willing to provide religious education to the females.

Furthermore, education is the process of learning, skill, experience, and knowledge which transformed from generation to generation. If we focus on female education, people have not been given value on the

basis of education. Half of the population of the country is female; if they are deprived of the right of the education then the whole society will be disturbed. If one female is uneducated, it means the whole family is uneducated. In the research area, there are some private schools but they work only for boys not for girls. The female education ratio in government schools is very low due to multiple reasons. The government provides education to primary level, for higher education there is no opportunity for females. Due to which the parents are willing to provide, Madrasa education to their females.

The researcher concluded that, females in our society are comparatively constrained to live in houses and do household tasks. So, they are unable to get the government provided education.

**Chapter No. 5**  
**RESEARCH METHODOLOGY**

Every social researcher implements and follows a specific procedure of study. The researcher selected quantitative research design for this thesis which emphasizes the mathematical, statistical or numerical analysis of the data collected through questionnaires.

### **Research design**

The title of the research is “factors affecting the female education” the quantitative research is easy to collect data for the research and analysis it. The researcher selected technique and method which are used for data collection. Interview schedule used as a tool for data collection, the researcher focuses to gather statistical data about the factors of female education and then generalize it to describe a particular phenomenon.

#### **5.1 Universe of the study**

The research was conducted in village Mano Dehri, Tehsil Utman Khel, District Bajaur Agency FATA. It was a small union council, there has one middle school for girls, but unfortunately, it had been closed from since 2008. According to the census of 1998, the total population of Bajaur agency was 757000. It is estimated that the village, Mano Dehri consists of around 500 houses, out of which some are in clustered communities, while others are dispersed.

#### **5.2 Unit of analysis**

The Research conducted area was the village, Mano Dehri, Tehsil Utman Khel, District Bajaur Agency. The title of the research “Factors affecting the female education” in that society male is dominant, it is a patriarchy structure society, as a researcher I collected data only from the head of the family. Thus a household was considered the unit of analysis for this study. The data was collected from age 18 to 70 of respondents.



### **5.3 Sampling design**

The research area was well known due to which the nature of the study as a quantitative research method. The researcher had used non-probability sampling as a sample design. In non-probability sampling, the researcher used purposive sampling technique for the selection of respondents for data collection.

### **5.4 Sample size**

The research was a quantitative method that is why the researcher had selected 100 respondents from the whole population. It was enough for researcher to obtain valid information about the significant issue.

### **5.5 Tools for data collection**

The research used interview schedule for data collection. The data collection tools used face to face interview because all of the respondents were not educated. The questions were composed in English and were then translated into the Urdu language. Although Urdu is not their mother tongue, yet they are comfortable with this language because they learn it in schools and/or while working in areas where this is the lingua franca.

### **5.6 Technique for data collection**

The Researcher collected data from face to face of the respondents through close ended questionnaire. majority of the respondents are uneducated, the researcher asked questions from them in their local language and ticks mark to the relevant answer.

### **5.7 Pre-testing**

Before the filling of questionnaires from the target population, the tool for data collection was pre tested through the pilot test. The questionnaire has pre tested from a very small segment population (10-

15 respondents) so after any ambiguous and vague the question was replaced, and then applied on the target population.

#### **5.8 Tools and technique for Data analysis**

The Researcher used IBM (International Business Machines) statistic software for data analysis, within at the researcher used the descriptive statistics technique for data analysis.

#### **5.9 Limitations of the study**

That research was conducted in Village Mano Dehri, Tehsil Utman Khel, and District Bajaur Agency FATA. The Federally Administered tribal area consists of seven Agencies and six frontier region. It was very difficult to select the whole area due to which the researcher selected small village for his study. For that purpose, the researcher had collected data from all the head of the families because data collection from female members in Pashtun cultural settings is difficult. The total 100 respondents were selected the researcher had spent two weeks for data collection.

#### **5.10 Ethical concerns**

It includes the confidentiality of the data gives by the respondents; researcher kept the information in secret because if it is revealed, the respondent would feel insecure. The researcher tried to be honest and reliable.

**Chapter No. 6**  
**RESULTS AND FINDINGS**

## 6.1 Demographic profile

Table no. 6.1.1 Gender of the respondents

Variables	Frequency	Percent
Male	94	94.0
Female	6	6.0
Total	100	100.0

The table no.6.1.1 indicates the gender of the respondents. The researcher selected 100 sampling as respondents. Out of 100 respondents 94% were male and 6% were female of total sample size. , The highest ratios of the respondents were male. The research area is a male dominant society. The female ratio, therefore, less than as compared to male, because where female is not allowed to give any sort of information to someone in the existing of their male.

Table no. 6.1.2 Age of the respondents

Variables	Frequency	Percent
17-25	23	23.0
26-35	26	26.0
36-45	31	31.0
46-55	14	14.0
56-70	6	6.0
Total	100	100.0

Among the surveyed respondents who given data for the researcher was of different age, 31.0 % were in the age group of 36-45 years. Only 6 percent respondents were at the age of 56 to 70 years. It is the lowest ratio of the respondents. The data show that majority of the respondents

were married and will mature. The old age was less than as compared to middle age respondents. Mean of the respondent age were 37.0 % it explains that majority of the respondents are at the age of 37 years.

Table no. 6.1.3 Education of the respondents

Variables	Frequency	Percent
Illiterate	27	27.0
Primary	10	10.0
Middle	10	10.0
Matriculation	12	12.0
Intermediate	10	10.0
Bachelors or above	31	31.0
Total	100	100.0

According to the table Majority of people of the research area were educated, the 31.0 % of the respondents were Bachelor or above degree holder. Only 27 percent of the respondents were illiterate while the remaining 73 percent are educated which have the different level of education. The result of above table shows that majority of the respondents were educated and that the education of parents has significant impact on the female education of the study area.

Table no. 6.1.4 Occupation of the respondents

Variables	Frequency	Percent
Govt servant	17	17.0
Business	15	15.0
Labourer	22	22.0
Farmer	13	13.0
Unemployed	16	16.0
any others	17	17.0
Total	100	100.0

The surveyed shows that 22.0% of the respondents were labor, in this table the ratio of unemployment and labour are greater. According to the table no.3, its shows that 27.0 % respondents illiterate, it leads to people become unemployment and labours, the result of the above table shows that uneducated people become unemployment and labours. To précis that, it's worthwhile to note that majority of the respondents were jobless and they have done work aboard and within the county. On the other side, 17.0 % were government servants. Economically they were normal. The majority are able to provide education for his children.

Table no. 6.1.5 Family types of the respondents

Variables	Frequency	Percent
Nuclear	44	44.0
Joint	55	55.0
Extended	1	1.0
Total	100	100.0

The above table illustrates that majority of the respondents were belong to joint family system with the 55.0 % While 44.0 % of the respondents are from nuclear family. To be concise that majority of the respondents were belong to joint family system It is valuable to note that Pashtun people are living in joint family structure because in the joint family they are dependent on each other. It is an old tradition system which people living in the form of brotherhood system, but with the passage of time, the people become independent in try to convert into the nuclear family structure. Therefore the second largest percentages of the respondents were belonged to nuclear family.

Table no. 6.1.6 Family members of the respondents

Variables	Frequency	Percent
4-8	16	16.0
9-13	35	35.0
14-18	23	23.0
19-23	10	10.0
24-28	5	5.0
29 and above	11	11.0
Total	100	100.0

The above data shows that 35.0 % of the respondents have 9-13 family member On the other side the remaining respondents having different number of their family members, which include 16.0 % having 4 to 8 members, 10.0 % 10 to 23, 5.0 % having 24 to 28 and 11.0 % having more than 29 numbers of family. To be brief that in rural areas still the joint family system was prevailed. Therefore, the number of family members is more.

Table no. 6.1.7 Number of children between age 5 to 18 years

Variables	N	Sum	Mean
Number of female children between age 5 to 18	100	401	4.01
Number of male children between ages 5 to 18.	100	387	3.87

The above table shows that the sum of the female's children between ages 5 to 18 were 401 out of 100 respondents, while the sum of male's children between ages 5 to 18 were 387. The ratio of female children was 1.03 as compared to male ratio was 0.9. I mean that in the research area where female ratio is greater than from male at the age of 5 to 18. The ratios of female are 0.13 greater than male children

According to the surveyed majority of the respondents with the percentage of 36.0 were 3 to 4 female children at the age of 5 to 18 years, while 25.0 % having 1 to 2 female children, 22.0 % have 5 to 6 female children. Moreover, 12.0 % respondents having female above 7 while only 5.0 % of the respondents were meet that they have no female children at the age of 5 to 18 years.

Other side 41.0 % respondents which a majority ratio have 3 to 4 numbers of male children at the age of 5 to 18 years, while 32.0 % had 1 to 3 male children. And the remaining 14.0 % had 5 to 6 male children and only 13.0 had 7 to above number of the male at the ages 5 to 18 years.



Table no. 6.1.8 Number of children going to school

Variables	N	Sum	Mean
How many boys are going to school?	100	323	3.23
How many girls are going to school?	100	183	1.83

The above data illustrate that 323 boys were going to school out of 387 at the age of 5 to 18 years while 183 girls were going to school out of 401. On another side, it means that 83.0 % boys as compare to 46.0 % girls of age 5 to 18 were going to school. The ratio of boys going to school as greater than girls, the girls going ratio is 0.55 it shows that the research area where the focus on male education is more than to female. There are various reasons beyond it. It may be illustrated in the coming table.

In addition 47.0 % respondents having 1 to 2 male children to going to school While 30.0 % provided education 3 to 4 male children. Other side 12.0 % and 8.0 % respondents having 5 to 6 and 7 male children to going to school. In the remaining 3 percent respondents have no male children to provided school education.

Moreover, 48.0 % of the respondents have 1 to 2 girls at the age of 5 to 18 to going to school, while 23.0 percent having 3 to 4 female children. The remaining 6.0 % respondents have 5 to 6 female children at the age of 5 to 18 years to going to school, while 23.0 % of respondents having no female children at the age of 5 to 18 for school going.

Table no. 6.1.9 Number of children going to Madrassa

Variables	N	Sum	Mean
How many boys are going to Madrass?	100	250	2.50
How many girls are going to Madrass?	100	168	1.68

The above table shows that out of 401 female children at the age 5 to 18 years, where 168 were going to Madrasa education yet, while 250 male children are going to Madrasa education out of 387 male children at the same age of female children. Other side 65.0 % boys and 42 percent girls are going to Madrassa. Another notable result is that The Ratio of girls going to Madrassa as compared to a boy is 0.65. If we focus on the ratio of school going boys is greater than girls while the ratio of Madrassa going boys are less than girls. The ratio of girls was 0.1 greater than boys. It means that in the research area where people are more focus on Madrassa education for female.

Moreover, 68.0 % respondents have 1 to 4 boys are going to Madrassa, 17.0 % respondents have no male children to going Madrassa. Same is that 66.0 % have 1 to 4 female children to get Madrassa education yet, while 30.0 % have no female children at the age of 5 to 18 years.

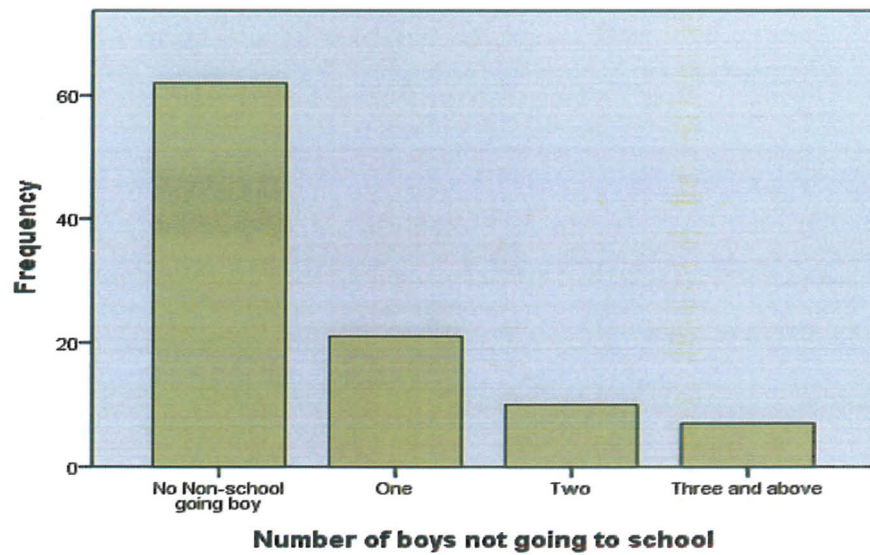
Table no. 6.1.10 Number of children is not studying.

Variables	N	Sum	Mean
How many boys are not studying?	100	66	.66
How many girls are not studying?	100	138	1.38

It is worthwhile to note that in the research area where the majority of girls as compared boys at the age of 5 to 18 are not studying, 66 boys out

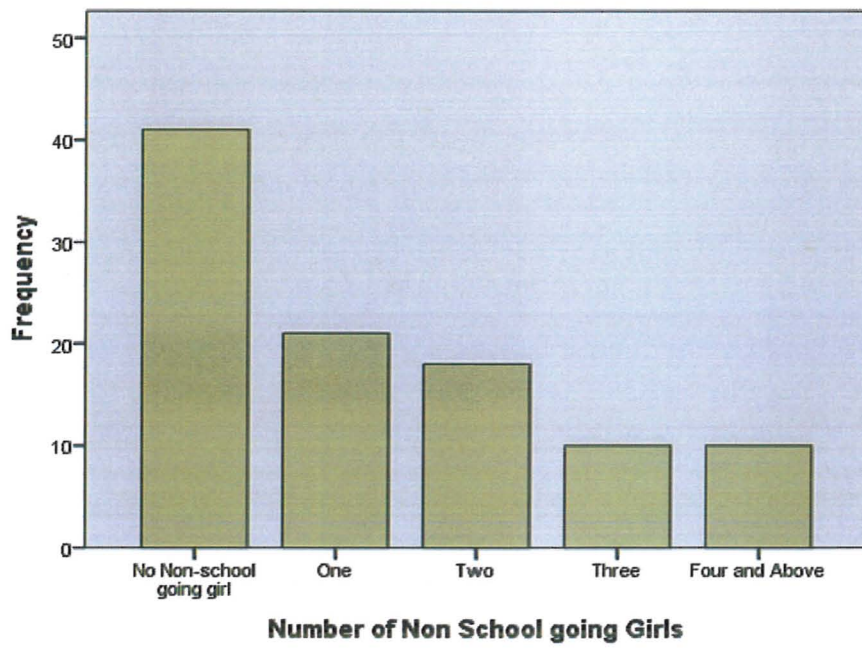
of 387 are not studying yet, while 138 girls out of 401 are at home not studying. To be concluded that 17.0 % boys and 34.0 % girls at the age 5-18 are not school going children.

Figure no. 6.2.1 Numbers of children are not studying.



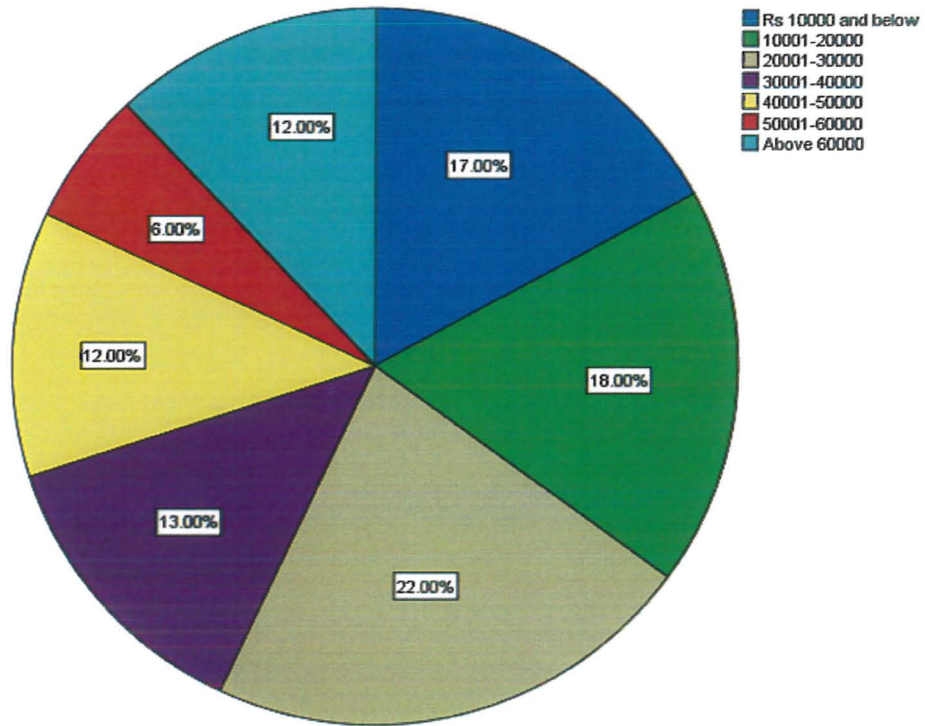
Moreover, 37.0 % respondents have 1-2 or more than 3 male children are not going to school, while 62.0 % have no male children at the age of 5 to 18 years.

Figure no. 6.2.2. Numbers of girls are not going to school



However, 41.0 % of the respondents have no school going girls, while 61.0 % the respondents have one, two or more than two girls not going to school yet. It means that there are some worse factors due to which girls are powerless to go to the education field.

Figure no. 6.2.3. Monthly income of the respondent's family



The above figure no 6.2.3 shows that income of an individual is considered in important determinates of the socio-economic indicator. Out of surveyed people were 22.0 % and 18.0 % of the family income was Rs.10001-30000 per month and 17.0% of the respondents were family income Rs.10000 and below per month, while only 6.0% of the respondents have Rs.50001-60001 per month. However, to be concluded that majority of the people have no financial problem, which is the main hurdle in the way of children education.

### 6.3 Lack of educational facilities

Table no. 6.3.1 Lack of female education institutions

Variables	Frequency	Percent
Strongly agree	73	73.0
Agree	17	17.0
Neutral	2	2.0
Disagree	5	5.0
Strongly disagree	3	3.0
Total	100	100.0

The main and basic hurdles in the way of female education are the insufficient of an educational institution. Another notable result is that, out of 100 respondents 73.0 percent strongly agrees that there have the lack of girl's institution, while only 3.0 percent are strongly oppose that regarding the lack of girl school in the research area. To be concise that 73% of the respondents strongly agree regarding lack of female education it means in research area lack of female education institution is main problem and female cannot get education.

Table no. 6.3.2 Respondents opinion regarding transport facilities

Variables	Frequency	Percent
Strongly agree	58	58.0
Agree	31	31.0
Neutral	6	6.0
Disagree	3	3.0
Strongly disagree	2	2.0
Total	100	100.0

The above Table no. 6.3.2 shows that if there have any institutions for girls, then they are so far from the access of girls to go there. So the head of the female is 58.0 percent strongly agree that there has no transport system for girls and we are unable to hire any transport for their daughters pick and drop. To be concise that 58% of the respondents were said they have no facilities of transport. It means they are unable to hire any transport for their daughters pick and drop. On the other side, 2.0 percent of the people strongly disagreed that lack of transportation is the hurdle in girl's education.

Table no. 6.3.3 Perceptions regarding Less availability of female teachers

Variables	Frequency	Percent
Strongly agree	70	70.0
Agree	18	18.0
Neutral	5	5.0
Disagree	4	4.0
Strongly disagree	3	3.0
Total	100	100.0

The teacher is the other pillar of girl's education, in the research area where teacher's staffs for girls are too little. The result of the above table shows that there were too little teacher's staffs for girls. The 70.0 percent of the respondents are strongly agreed that there is the lack of female staff for our girls. As we can see, just 3.0 of the respondents are satisfied from the existing teachers.

#### 6.4 Quality of education

Table no. 6.4.1 Opinions regarding Poor quality of education

Variables	Frequency	Percent
strongly agree	35	35.0
Agree	31	31.0
Neutral	9	9.0
Disagree	22	22.0
strongly disagree	3	3.0
Total	100	100.0



The quality of female education in the research area is very bad. So 35.0 % of the respondents were strongly recommended that due to the poor quality of education female are not willing to go to schools, 31.0 % of people also support that quality is the reason behind the lack of female education. To be summarized that 35% of the respondents strongly agree, it means the quality of female education in the research area is very bad While 22.0 % disagreed that low quality of education is the reason that our girls are not going schools.

Table no. 6.4.2 Corporal punishment dropout female from school

Variables	Frequency	Percent
strongly agree	9	9.0
Agree	21	21.0
Neutral	4	4.0
Disagree	53	53.0
strongly disagree	13	13.0
Total	100	100.0

There is too little physical punishment in the girl's schools so punishment does not force girls to leave school. Because majority of the respondents which are 53.0 percent, were disagreed that girls not leave to go to school due to corporal punishment. To be concluded that corporal punishment are not the mains barriers of the female education. On the other side 21.0 of the respondents were agreed that it is a reason and girls afraid of going to schools.

## 6.5 Family barriers

Table no. 6.5.1 large family size is a barrier in female education

Variables	Frequency	Percent
strongly agree	10	10.0
Agree	13	13.0
Neutral	13	13.0
Disagree	50	50.0
strongly disagree	14	14.0
Total	100	100.0

The majority of the respondents are living in the joint family system. They are dependent on each other. Therefore, 50.0 percent of the respondents were disagreed that large family size is a barrier in female education, while 13.0 % were agreeing that it is an obstacle in girl's education. To summarised that if a family have many children, then it is difficult to educate them all as better as small families can do.

Table no. 6.5.2 Family low income is a hurdle in female education

Variables	Frequency	Percent
strongly agree	36	36.0
Agree	38	38.0
Neutral	5	5.0
Disagree	15	15.0
strongly disagree	6	6.0
Total	100	100.0

Income plays an essential role in every sphere of life. 38.0 percent of respondents were agreed that low income is the main barrier to girls education while 15.0 percent have not the same opinion and they disagreed that low income has any affect on girls education. To summarise that low income of the family affect on female education, because family are unable to afford their children education expenses.

Table no. 6.5.3 Poverty is a barrier in female education

Variables	Frequency	Percent
strongly agree	49	49.0
Agree	29	29.0
Neutral	2	2.0
Disagree	15	15.0
strongly disagree	5	5.0
Total	100	100.0

Poverty is the root of all social problems. No one can deny from this reality. In the research area, 49.0 percent of respondents have strongly agreed that poverty is the cause that we are unable to provide education to our girls. While only 5.0 % were strongly disagreed with this statement. It to be concluded that poverty can affect of female education. The perception of the majority respondents shows that, it is the basic hindrance in the female education.

Table no. 6.5.4 Pashtunwali restrict female to go to school

Variables	Frequency	Percent
strongly agree	15	15.0
Agree	9	9.0
Neutral	14	14.0
Disagree	43	43.0
strongly disagree	19	19.0
Total	100	100.0

Pashtunwali is a Pashtun code of conduct that in the frequent literature said that Pashtunwali is the hurdle in the way of girls education. But the above table shows that the highest ratio 43.0 percent of the people said that Pashtunwali is not the restriction for the female to going to school. On the other side, 15.0 % respondents were agreeing that it is a barrier for girls in the education field. To be concluded that the highest ratio 43.0 percent of the people said that Pashtunwali is not the hurdle for the female to going to school.

Table no. 6.5.5 Respondents opinions regarding adolescence of a female

Variables	Frequency	Percent
strongly agree	22	22.0
Agree	26	26.0
Neutral	14	14.0
Disagree	27	27.0
strongly disagree	11	11.0
Total	100	100.0

The survey shows that 26.0 % of the respondents were agreed that teenage years is a hurdle for girls to going to school, 22.0% strongly agree that it is a barrier, while 27.0% disagreed that maturity of girls is not a barrier for them in the way of education. To sum up that the ratio of both views is almost the same and it means some people consider Adolescence is a hurdle while some are not.

Table no. 6.5.6 Respondents perceptions regarding early marriage

Variables	Frequency	Percent
Strongly agree	55	55.0
Agree	24	24.0
Neutral	1	1.0
Disagree	11	11.0
Strongly disagree	9	9.0
Total	100	100.0

The data shows that 55.0% heads of the family were strongly agreed that early marriage is a barrier to female education, 11.0% disagreed that the early marriage of girls is an obstacle in the way of their education. However, finally the majority of the people were considering that early marriage is one of the problem due to which the ratio of female education is low

Table no. 6.5.7 Respondents perception regarding family disputes

Variables	Frequency	Percent
Strongly agree	9	9.0
Agree	25	25.0
Neutral	9	9.0
Disagree	38	38.0
Strongly disagree	19	19.0
Total	100	100.0

The finding show that 38.0% head of the family disagree, while 19.0% strongly disagree that family conflict is a barrier in female education. Moreover, 25.0% of the respondents were recommended that family clashes become a hurdle in female education. It is concluded that the majority of the people view that in the Pashtun culture we could not violence on female due to a family dispute. People give freedom to her for that situation.

## 6.6 Security barriers

Table no. 6.6.1 Perceptions regarding Military operation

Variables	Frequency	Percent
Strongly agree	36	36.0
Agree	31	31.0
Neutral	12	12.0
Disagree	15	15.0
Strongly agree	6	6.0
Total	100	100.0

The surveyed shows that 67.0 % of the respondents view supported that the military operation and war of terror disturbed female education, while 21.0 % of the people recommended that the military operation has not disturbed girl's education. At finally, the data shows that the majority of the head agreed that due to a war of terror hundred of school were destroyed and some of them closed due to the unhygienic condition.

Table no. 6.6.2 Security threats for female teachers

Categories	Frequency	Percent
Strongly agree	10	10.0
Agree	18	18.0
Neutral	12	12.0
Disagree	42	42.0
Strongly agree	18	18.0
Total	100	100.0

The respondents of surveyed 42.0 % were disagreeing that there have no threats for the female teacher, 18.0 % percent were supported that there has threat for female teachers. To be summarized that the present study shows that majority of people were opposite of the hazard because nowadays there is peace, people walking without any threats. Teachers have a peaceful environment to perform their duties but due uninterested of the educational authority. They don't hire female teaching staff in the girl's school. There is majority of the school found to have only one teacher, so they can't control the students and not able to deliver proper lecturer to them.

### 6.7 Attitude of the people about female education

Table no. 6.7.1 Positive Attitude of the respondents

Variables	Frequency	Percent
strongly agree	79	79.0
Agree	17	17.0
Neutral	1	1.0
Disagree	1	1.0
strongly disagree	2	2.0
Total	100	100.0

When the respondents were asked the various questions that education is essential for human being, education is essential for your son, education is essential for your daughter, you encourage your daughter for getting education, education facilities for female should be provided in the area of their residence, spending income on female education is beneficiary, you allow your daughter for higher education, surprisingly, 79.0 % of the respondents views were strongly supported and 17.0 % of the respondents agreed that no one is denying the importance of education.



We want to provide education for his children, but unfortunately, there has lack of educational institution and teacher staff. If we focus on the above data, however, 96.0 % out of 100 head of the family recommending that just like we consider education for his son we also want to provide it for his daughter. The main reason behind it is that there has lack of girls institution, after the primary education there have no middle and college for girls to continues further education, due to this conditions girls are unable to go so far because there has no proper transportation system due to access of girls there are difficult.

Table no. 6.7.2 Negative Attitude of the respondents

Variables	Frequency	Percent
Agree	7	7.0
Neutral	16	16.0
Disagree	62	62.0
strongly disagree	15	15.0
Total	100	100.0

During the surveyed the researcher asked some negative attitude question from the head of the family regarding female education that fear of harassment is hurdle in female education, religion forbid you to get your daughter educated, educated girls are less interested in religious education, Parda is one of the obstacles toward female education, preference to son education is a hindrance in female education, female education is not important because she will not stay with you after her marriage, female is busy in household chores that why they should not go to school. Another notable result is that the table shows the majority of respondents 62.0 % disagreed that we don't support this types of statements, while 15.0 % of respondents views were strongly opposite

that we can't though this types to concerning female education. However, we want to provide them education but the due scarcity of institutions and female staff our female are so lag in the education field as compared to other parts of the country. In addition, only 7.0 % were supported that negative attitude, they were conservative minded regarding girls education.

**Chapter No.7**  
**DISCUSSION AND CONCLUSION**

## 7.1 Discussion

The present research explored the hidden factors, which affect the female education. The results of the current study are opposite to the literature that shows the negative attitude of the Pashtun peoples regarding female education. But some little secondary data correlates with this finding. Female was faced with numerous barriers in the field of education in Bajaur agency. According to the new finding 83.0 % boys as compared to 46.0 % girls of the age, 5 to 18 were going to school at village Mano Dehri. The ratio of boys going to school is greater than girls; the girls' ratio is 0.55. It shows that in the research area the literacy rate of both genders is very different, 17.0 % boys and 34.0 % girls, who were not going to school, its shows that there were many issues and still are in the form of social, religious, economic and political dimensions in the Pashtoon belt. The internal and external forces created the hurdle to education for girls from the age of 7 to 15. The internal forces including; social, cultural, and the patriarchal structural, religious misinterpretation and tribal code ( Pashtunwali). The external forces include government weak educational policies, miserable economic condition, and lack of interest of national and international agencies (Jamal, 2016). The current study was not matching with the above internal force including; social, cultural, the patriarchal structural, religious misinterpretation and tribal code Pashtunwali. The finding shows the opposite correlation with literature. A notable result is that the majority of respondents (62.0 %) disagreed that we didn't support this type of conservative mindset; this is the wrong concept of the people about the tribal people. While 15.0 % of respondent's views were strongly opposite that we can't bear this negative attitude concerning female education. However, we want to provide them education but due to the shortage of institutions and female staff, our females are so back in the educational field as compared to other parts of the country. The

highest ratio (43.0%) percent of the people's views were that Pashtunwali does not restrict female to go to schools. The respondents' view about religion is that religion never forbids us from female education. In the household poverty (49.0 %) of the respondents strongly supported that poverty is the main barrier to female education.

The views of the respondents were same and strongly supported that the external forces which are affecting female education, the (73.0 %) of the respondents were supported that the basic reason behind the low ratio of female's education are the lack of female educational institutions. There are some primary schools for girls, but they are the worst condition, 70.0 % of respondents' views agree that lack of female the staff is the core hurdle in girls' education. In the majority of schools, there are only one or two female teachers, they failed to control students, due to which girls are compelled and leave going to schools. One of the notable views is that, the respondents said after the primary school there have no nearby middle school or any colleges for girls to continue further education, 58.0 % of respondents agree that lack of transportation system toward middle schools and colleges is another barrier that's why our girls are unable to continue further education. This is all due to lack of government interest in girl's education, they don't provide teaching staff, there is no check and balance, therefore, the girl's ratio is very low as compared to boys' education.

As we know that people portrait the wrong image in our society regarding female education, In fact, girls' education considers an important element for women's empowerment. In the highly conservative social system with stereotyped ideas; girls are always considered as a burden and the boys are as a living resource for the family. Girls are only for reproduction, caring of the sibling, and a task will be done within the household boundary. The conservative religious people never believe girls' education as well as women empowerment

(Kumar, moho shin and Elias 2014). It's worthwhile to note that the views of the peoples in the research area were given different result regarding factors affecting the female education. The majority of peoples have the positive attitude toward female education. they said that education is the right of every human being, we would like to provide education for our females just like we provided to our boys, we never discourage our girls regarding education, we don't consider spending income the female education are unbeneficial, the respondents' having positive suggestions regarding girls' education. 79.0 % of the respondents' views were strongly supported and 17.0 % of the respondents were agreeing that no one is denying the importance of education. We want to provide education for our children, but unfortunately, there is the lack of educational institution and teaching staff. The main reason behind is that, after the primary education there is no middle school and college near for girls to get further education, there are middle schools but they are so much far that due to this condition, girls are unable to go there, because there have no proper transportation system due to which the access of girls is difficult.

The last ongoing war on terror and military operation also disturbed our education system, 66.0 % of respondents' view is that there has the low quality of education, the school faces unhygienic condition, and the government has no the serious position regarding girls' schools. They don't recruit new teachers which is a crucial need for girls. The finding correlates with early marriage is a hurdle in girls' education, 55.0 % of respondents agree that due to early marriage girls are unable to continue their education.

## 7.2 Conclusion

Education is the fundamental right of every human being; unfortunately, the majority of females are still deprived of this right. There are multiple barriers that female facing in an education field. At as be noted that 83.0 % boys as compare to 46.0 % of girls at the age of 5 to 18 years are going to school due which education system for boys is better than to girls, because girls are studying only to primary after then there have lack of other institution to continues further education, that is why they are compelled to leave school. Literature shows that in most of Pashtun area there have numerous problems in female education, which include cultural traditional belief, patriarchy social system, religious, conservative minded people, toward female education. In addition, Pashtun Wali (Pashtun code), poverty, lack of educational institution and poor quality of education are the main barriers to female education. In the current study, there has little similarity and more differentiate with the existing literature regarding factors effecting on female education. The views of the respondents are very appreciated regarding girls education.

The positive and negative attitude of the respondents shows an amazing result in the current study. In the research areas from the surveyed its show that majority of the respondents had positive view about female education, which is about 79.0 % of respondents supported that we would like to see our girls in school, we never deny the right of girls education. The researcher asked about the negative attitude about girl's education, at least 77.0 % head of the family highly against them which says that we never supported higher female education that negative attitude of people become barriers in female education. In reality, the hurdles are not that the literature showing, no one is denying from the importance of education in the 21<sup>st</sup> century. The people were willing to see their female as educated; they wanted to see his female become

doctors, teachers, and in other professional field. The major reason behind the low level of girls education are lack of girls education initiations, lack of female teachers staff, weak education system, lack of accessibility after primary education, poverty and early marriage are the major obstacle in female education.



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## ANNEXURE

FACTORYS AFFECTING THE FEMALE EDUCATION IN VILLAGE  
MANO DEHRI, TEHSIL UTMAN KHEL, DISTRICT BAJAUR  
AGENCY, FATA

**Interview schedule**

I am a student of M.sc department of sociology, Quaid-i-Azam University Islamabad. This questionnaire is related to the academic research on the topic "factors effecting in female education in village. Mano Dehri". The focus group would be literate and illiterate parents of the female. The purpose of this research is purely academic and would not be used to cause harm to any person. The personal information will not be exposed and will be kept confidential.

Kefayat ullah

**Demographic profile:**

1. Gender جنس  
i) Male مرد ii) Female عورت
2. Age/ عمر \_\_\_\_\_
3. Educational qualification/ تعلیمی قابلیت  
(1) Illiterate (2) Primary (3) Middle (4) Matriculation (5) Intermediate  
ناخوانده پرائمری میڈل میٹرک سیکنڈری  
(6) Bachelor or above  
گریجویٹ
1. Occupation./ پیشہ  
(1) Govt servant (2) business (3) labour (4) farmer (5) Unemployed  
سرکاری ملازم کاروبار مزدور کسان چرونگار  
(6) any others  
یا کوئی اور

Sr. No	Questions	Options				
		A	B	C	D	E
5	Do you think that the fear of harassment is hurdle in female education? کیا آپ سوچتے ہیں کہ ایذا رسانی کا خوف لڑکیوں کی تعلیم میں رکاوٹ ہے؟					
6	Do you think that religion forbids you to get your daughter educated? کیا آپ کے خیال میں مذہب آپ کو آپ کی بیٹی کو تعلیم حاصل کرنے سے منع کرتا ہے؟					
7	Do you think that the educated girls are less interested in religious education کیا آپ کو لگتا ہے کہ تعلیم یافتہ لڑکیاں دینی تعلیم میں کم دلچسپی رکھتی ہیں؟					
8	Do you think that Parda is one of the obstacles toward female education کیا پردہ خواتین کی تعلیم کی راہ میں حائل رکاوٹ میں سے ایک ہے؟					
9	Do you think that lack of female education institutions in your area is a hurdle in female education. کیا آپ کے علاقے میں خواتین کی تعلیمی اداروں کی کمی لڑکیوں کی تعلیم میں رکاوٹ ہے؟					
10	Inadequate transport facilities are a hurdle towards female education کیا ٹرانسپورٹ کی ناکافی سہولیات لڑکیوں کی تعلیم کے لئے ایک رکاوٹ ہے؟					
11	Do you think that educational facilities for females should be provided in the area of their residence کیا لڑکیوں کے لئے تعلیمی سہولیات ان کی رہائشی علاقے میں فراہم کی جائے؟					
12	Do you think that less availability of female teachers affect female education? کیا خواتین اساتذہ کی کمی لڑکیوں کی تعلیم کو متاثر کرتی ہیں؟					
13	Poor quality of education is reasons behind that female are not willing to go to school کیا لڑکیوں کی سکول نہ جانے کی وجہ خراب معیار تعلیم ہے؟					
14	Do you think that corporal punishment leads to dropout of female from school کیا سکول میں جسمانی سزا لڑکیوں کو سکول سے نکلانے کی وجہ ہے؟					
15	Do you think that large family size is a barrier in female education کیا بڑا خاندان لڑکیوں کی تعلیم میں رکاوٹ ہے؟					
16	Do you think that large family size is a barrier in female education کیا خاندان کی کم آمدنی لڑکیوں کی تعلیم میں رکاوٹ ہے؟					
17	Do you think that family low income is a hurdle in female education کیا آپ غربت کی وجہ سے اپنی بیٹی کو تعلیم فراہم کرنے کے قابل نہیں ہیں؟					