

## Exploring Factors Affecting Girls' Education at Secondary Level: A Case of Karak District, Pakistan

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### Abstract

The study examined the factors that affect girls' education at secondary school level in Karak District, Khyber Pakhtunkhwa (Pakistan). All the female heads, teachers and students serving and studying at secondary school level in Karak District constituted the population of the study. The study was delimited to only 30 girls' secondary schools in the same district. In order to ensure adequate representation of the population, 30 heads, 120 teachers and 480 students were selected randomly as a sample. Quantitative descriptive research designed was used. Data was collected through self-developed semi-structured questionnaire designed on five Point Likert Scale. Statistical tools i.e., percentage and chi-square were used for data analysis. It was concluded that there were various factors that affect girls' education. These were: unpunctuality of teachers; unfeasibility of school buildings; poor financial status of the parents; lack of basic facilities; marriage at early age; lack of parental attention; negative attitudes of parents about girls' education; illiteracy of the parents; lack of competent teachers; lack of basic facilities for teachers; lack of proper security arrangement; and long distance to school etc. Based on findings, it was recommended that negative attitude towards female education should be discouraged through mass media. Early marriage culture should be banned. Secondary education should be made free and a special programme of scholarships should be lunched for female students. School buildings should be constructed on feasible and suitable places so that majority of the girls may be beneficialized.

**Keywords:** Factors, Affecting, Girls' education, Secondary School Level, Karak District, Pakistan

### Introduction

Education is a powerful catalyzing agent which provides mental, as well as the material fulfillment of human needs and requirements. Physical, ideological and moral training and guidance to individuals, so as to enable them to have full consciousness of their purpose in life and equip them for the achievement of this purpose. It is an instrument for the spiritual development. Within the context of Islamic perception, education is an instrument for developing the attitudes of individuals in accordance with the values of righteousness to help in building a sound Islamic society (Govt. of Pakistan, 1998). Education plays an important role in human resource development. It increases the productivity, efficiency of individuals and produce skilled and trained manpower that is capable of leading the economic development. Importance of education for human resource development

does not need any justification and clarification. The developed countries attach highest priority to education; same is the case with the developing countries. The constitution of Pakistan accepts education as one of the fundamental rights of a citizen as well as constitutional commitment of the government accepts to provide access to education to every citizen (Govt. of Pakistan, 2000).

Secondary education is an important sub-sector of the entire education system. On the one hand, it provides middle level workers of the economy and on the other it acts as a feeder for the higher levels of education. The quality of higher education, which is expected to produce high quality professionals in different fields of social, economic and political life of the country, depends upon the quality of secondary education. This level of education, therefore, needs to be organized in such a way that it should prepare young men and women for the pursuit of higher education, as well as make them able to adjust with their practical lives meaningfully and productivity. Secondary education is a stage where a student enters adolescence. This is the most crucial stage of life. The basic perceptions and modes of behaviour start taking shape, and problems of adjustment with the new roles in life assume critical significance. Four years of secondary education, therefore, provide an excellent opportunity for the educators and educationists to conceive and launch programmes which initiate the learners into proper forms of behaviours and attitudes, which lead to decent productive and peaceful life in future (AIOU, 1998).

In Pakistan women constitute 53% of population, therefore it is imperative to educate woman as no development and progress is possible if half of the population is not educated. Illiterate and untrained females are incapable to involve in any kind of developmental process. That is why it is imperative to educate females as education is the root of all development. Female education is even more important than male education. When a boy is educated, it is only one individual who is upgraded himself but when a girl is educated, it is the next generation of family that is upgraded i.e. girl will become a mother in due course. A child attains basic education from his mother. The education which a child receives unintentionally and unconsciously from its mother has a durable impact. An educated mother knows the value and significance of education so she will like to educate their children in every possible way. It is a reality that a large number of children of educated mother are enrolled in school as compared to those of uneducated mothers. An educated mother can look after her children in best possible way. She can fulfill the needs of their children in an excellent way i.e. food, clothing, cleanliness, health, shelter, etc. There is a vast dissimilarity in the upbringing of the children of educated and illiterate mothers.

But unfortunately, in Pakistan girls are not provided with equal opportunities just like males. Majority of the parents in rural areas have negative attitudes about the girl's education. They consider girl's education meaningless and worthless. Our girl's education is affected by various factors. Consequently, the literacy rate of our female education is very low. That is why it is an obstacle in the development of the nation. In addition, there are several factors that act as barriers toward girl's education at secondary level especially in the rural areas. These are poverty, parent's attitude, parent's education, culture and tradition, long distance to school, lack of school facilities, and absence of teachers. Poverty is the major factor that negatively affects girl's secondary education. Most of the families in rural areas cannot afford the cost of books, uniforms. Therefore these families tend to keep their girls at home for caring of their siblings. They help to work with their mothers. In rural areas as girls are not attending school so they take participation in agricultural practices. If families cannot afford and fulfill the basic requirements of life, then it is impossible for them to educate girls up to secondary level.

The paper in hand was written in order to explore those factors which affects girls' education at secondary level in Karak District (Pakistan). The researchers are hopeful that this study will be highly beneficial in promoting and strengthening girls' education at secondary level as it has explored the factors affecting girl's education and also presented proper recommendations to motivate the society and parents to educate their daughters.

### **Review of Related Literature**

Girls' education is as important as that of male. The Islamic teachings reveal that seeking of knowledge is the duty of every man and woman. It clearly shows that Islam has given equal importance on education for man and woman. But unfortunately, the Muslim society has neglected the girl's education. That is why literacy rate of female education is extremely low in the Muslims societies. In addition, no efforts have been made to design the system to provide them opportunities for the attainment of education. Furthermore, there are various factors that affect girl's education. These factors are; poverty; parent's education; culture and tradition; parent's attitudes; long distance to school; teachers absenteeism; lack of basic school facilities; lack of facilities for teachers; political inference; and lack of communication between teachers and parents etc.

Poverty negatively affects girl's secondary education because majority of the parents in rural areas belongs to underprivileged and deprived that is why they do not afford the expenditures of their children. Consequently, they do not admit their children in school especially girls as compared to the boys. Majority of the girls perform their duties in home i.e. cooking; washing; cleaning; caring the siblings; looking after the animals;

hauling waters; bring firewood etc. According to Imran and Rizwana (2004), poor families cannot afford the expenditures of the books, uniforms, and transportation to school. Underprivileged and poor families are also more likely to confine their girls at home to look after younger siblings or to perform in family enterprises. If these poor families have to make decisions in order to educate son or a daughter, they select their sons because of poor financial status. Consequently, girl's education is badly affected. PIHS (2000) found a positive correlation between household income and school attendance. Many parents especially in large families with financial restrictions enroll boys in school instead of or before girls.

Due to poor financial status, children remain busy in various activities in order to support their families. Due to which their educational career becomes demolished in supporting their families. According to Pirzado, Parvez, & Saeed Nasim (2006) "there are certain activities for girls and boys separately, through which they contribute to strengthen their family's economy". In the most of the rural areas of Pakistan, girls are generally engaged in agriculture related activities. They take meals to their elders working in the fields and also look after their younger siblings because their mothers and other females are also busy in agriculture related activities. In addition, they also perform other various duties i.e. cleaning; washing; sweeping; cooking; looking after the animals; bring firewood and hauling water. Consequently, their girl's education is badly affected due to these activities. That is why it is right to say that poverty is the main factor responsible for obstruction in the way of girl's education.

Another important factor that negatively affects girls' education is the parent's attitudes. In most of the backward and rural areas of Pakistan, parents have negative and disheartening attitudes about the girl's education. Girl's education has no importance for them. They consider girl's education is only the waste of time and money because they will not benefit from educating their girls. They also consider it against their culture and tradition. When in a family there is selection of girl and boy for education, then parents will select their sons. They make this decision on the ground that their son will be responsible for helping of aged parents and caring household income. In Khyber Pakhtunkhwa province, it is very common that parents do not allow girls to attend school up to high level.

In Pashtun tradition and culture, women are expected to entirely assume the responsibilities of mothers and wives. Females are seen as nurturing beings and they are expected to be the homemakers and caring of the children. In addition, they are also expected to be obedient. They are also expected to be obedient to the men. It is also considered those females are physically, mentally and in all areas outside their accepted responsibilities less capable as compared to the male. Consequently, females are considered to require protection, guidance, supervision and leadership from men. That is why it is accepted that men would fill decision making leadership abilities in society while women perform supportive and nurturing roles. Majority of the parents believe that girls will in adulthood only assume the roles of mothers and wives. In Pashtun tradition, majority of the parents and community members believe that formal education is not necessary for girls to assume the roles of mothers and wives because they can learn it from their mothers and others community members. Consequently, majority of the parents do not admit their girls in school or withdraw them before completion of schooling (Humala and Eshya, 2000). Many parents and community members also think that girls' education is a waste of time and money, as the girls will sooner or later be married off and their education will beneficialize only their husbands and the families they marry into. That is why investment on girls' education is considered meaningless and lost for their parents and families. Parents believe that their sons will become the main source of income of their future families that is why they provide them every possible facility enabling to fulfill these responsibilities. That is why they educate their sons as far as possible. Conversely, it is expected that the husbands of the girls will provide them and therefore education is not essential for them. A study was conducted on female teachers and girls access to primary schools in rural areas of Pakistan. They reported that parents were agreed that basic education was important for both boys and girls but they insisted that boys education must be a priority as they have to shoulder the economic responsibilities of the family. Both fathers and mothers agreed that strong socioeconomic status of the sons brings better old age living for parents (Humala and Eshya, 2000). Majority of the parents want that their children might attain strong financial position along with highly regarded and respectable social status. Despite of all these things, level of education is very low especially for female. Majority of the parents do not encourage their female children for getting education. Sex is the main characteristic in assuming status to an individual. In addition to these there are many factors like father's educational level, income, social class, family size and occupation that affect their daughter's education. Parents have different attitudes towards their daughter education. More educated parents have more wish to their daughter's education. Urban people are paying more attention in the education of their daughter than the rural ones (Rafiq, 2000).

Parents' education is one of the important factors which affect girls' secondary education. In rural areas, people are often uneducated due to which they are not ignorant about the importance and significance of education. Parent's education has significant effect on girls' education. The parents who are educated to some extent then they will send or enroll their children in school. Illiterate parents keep no communication with

teachers about their children progress in school. In addition, educated parents regularly visit the school to update themselves about their children progress in school. They facilitate their children in doing and completing homework. As, they know the importance of education that is why they send their daughter and sons to school. Illiteracy of the parent negatively affects children education especially their daughter education. According to Humala and Eshya (2000), Illiteracy among underprivileged and rural people is commonly observed. The most marginalized group which is deprived of education is the rural girls belonging to poor and illiterate families. Parents' education has a strong effect on their children's education especially of girls. The children of those parents that have attended some schooling are much more likely to have attended school as compared to those whose parents have never been obtained schooling. This difference is much more prominent in rural areas compared to urban, and for girls relative to boys. In case of poor illiterate families, there is lack of parent-teacher communication which is a crucial factor for lower learning attainments as identified by head teachers and teachers.

The Teachman's (1987) study reported that there is positive effect of both mother's and father's education on the educational attainment levels of their children. King and Bellew (1990) noted that there is a positive impact of parent's education on 'completed years of schooling' of their daughters. In the same study, they found that mother's education had significant positive effects for daughter's education as compared to the son's education. Burney and Irfan (1991) found that the girls of educated parents were likely to admit in higher level schooling. They explained that levels of parent's education reflect the taste and capacity to educate their children. They arrived at the conclusions that education of children is indirectly affected by their father's education. Father's education affects their children education through their income. Conversely, mother's education has direct role in training, socialization and developing the skills of their children. Sawada & Lokshin (2001) found that father's and mother's education found to be positively associated with educational achievement levels of children in Pakistan. Holmes (1999) reported that parent's education increases the schooling of their children. He noted that mother's education was found to be more effective for girls in the household as compared to the father's education.

In Pakistan, lack of sufficient educational facilities is the main barrier to girls' education. In rural areas of Pakistan, there are insufficient schools for localities and existing school do not fulfill the emerging needs of rural females. Majority of the schools lack basis facilities. They do not protect girl's privacy and safety and do not meet cultural expectations. As girls become older, they need a separate latrine facilities. Proper security management is essential for them. In addition, basic educational facilities i.e. desks and benches; free availability of books and stationary; sufficient classroom; adequate teaching staff; availability of electricity; fans in classrooms; boundary wall; drinking water; playground; scholarships for poor students; transport facility for girls coming from remote areas are the main educational facilities which play a crucial role in facilitating and strengthening educational achievements. But unfortunately, majority of the girl's school in District Karak lack of these educational facilities. That is why is right to say that lack of school facilities is the main obstruction in the way of girls' education at secondary level.

Teacher's absentees and lack of female teachers are other important factors which negatively affect girls' education especially in Khyber Pakhtunkhwa. Teachers are not qualified, enthusiastic and motivated. Teacher absenteeism is very high. Teachers do not always come to school. In most schools, a physical learning atmosphere is lacking. Instruction is not stimulating. According to Pakistan Integrated Household survey (2001-2002), lack of female teacher is another barrier to girls' education. Girls are more likely to attend school if they are taught by female teachers. Quality in many girls' schools in Pakistan especially in Khyber Pakhtunkhwa was low because women teachers were often absent or late. The absence of female teachers also makes schools insecure places. Parents do not allow their girls to schools having male-dominated environments. They afraid that their girls will be maltreated physically or sexually from their teachers or boys. To educate a young girl risky in those schools having male-only school environment. Female teachers are less expected to have gender biases against girls and are far less likely to sexually harass or otherwise degrade their female students. Parents also may not be happy to educate their child by man in certain traditional rural regions. The shortage of female teachers in a school is a missed opportunity to provide effective and meaningful professional female role models to young female and male on a daily basis. Countries that require more woman teachers at the secondary level include Pakistan, Egypt, Bangladesh Guinea, Morocco, Mali, and Yemen (Hallman, Perraca, Catino, and Marta Ruiz, 2006).

Culture and tradition is another factor that negatively affects girls' education up to secondary level. In rural areas of Pakistan, when girls enter adolescence they are married before completion of secondary level. Therefore they become unable to continue their further education. Most of Pashtun people think that there is no need of job for women, so education is meaningless and unnecessary for girls. The educational backwardness of rural people is due to their traditional attitude towards female education.

Long distance to school negatively affects girls' secondary education. In rural areas the secondary schools are limited in number. But if there is any school then it will be situated far away. That is why majority of

girls become unable to continue their education up to secondary level. Long distance to school creates various problems. It threatened the security of girls. That is why parents do not allow their adult girls for attending school in case of long distance. In case of long distance to school, personal security of the girls may usually be in risk. It is insecure and it risks many girls of sexual abuse. Girls have to travel long distances to reach the schools that is why parents wish to give them religious education. It is also the difficult access of schools for girls what caused parents to be concerned about their girls safety. In rural areas, transport facility is required for girls to attend middle and secondary schools, which are located far away from their homes. Secondary schools are situated in district centers, often requiring girls over age 11 to travel long distances for secondary schooling. That's why, girls drop out of high school for security, transport, and cultural reasons. Boundary walls are extremely necessary, and the lack of walls has become a serious issue in girls' education. Besides female toilet facilities and a reliable water supply are necessary for keeping girls in secondary schools. It is generally objectionable for girls to attend a school having no toilets for females only, especially after girls reach puberty, yet many girls' schools still lack them (Hunter, 2005).

### Research Questions

The following two research questions were discussed:

- (a) What are the factors that affect girls' education at secondary school level ?
- (b) What are the proper ways and means to promote girls' education at secondary level?

### Objectives of the Study

To answer the above research questions, the following objectives were achieved:

- (c) to explore the factors affecting girls' education at secondary school level
- (d) to suggest proper ways and means to promote girls' education at secondary level

### Research Methodology

All the female heads, teachers and students serving and studying at secondary school level in Karak District, Khyber Pakhtunkhwa (Pakistan) constituted the population of the study. The study was delimited to the 30 girls' secondary school in Karak District, Khyber Pakhtunkhwa (Pakistan). The study was further delimited to the secondary schools situated in rural areas of Karak District. In order to ensure adequate representation of the population, 30 heads, 120 teachers and 480 students were selected as sample through simple random sampling technique. Descriptive quantitative research design was used as it investigates the current situation of the girls' education. A self-developed semi-structured questionnaire was used for data collection. The questionnaire was designed on five Point Likert Scale i.e., SA, A, UD, DA, SDA. There were total eight closed ended items in the questionnaire. In addition, two self-explanatory open ended questions were given at the end to investigate the availability of educational facilities and the problems faced by girls in education. Pilot testing was conducted in three secondary schools which were not included in sample schools to remove the weaknesses, misconceptions and ambiguities of the questionnaire. For this purpose, questionnaires were distributed among the participants and responses were recorded. Analyzing the responses statistically, some items were found weak and were deleted in the light of suggestions given by the experts. Authentic results of the research study depend upon the validity and reliability of questionnaire. Validity was checked through five experts in the field of education having doctorate degrees. As the instrument was designed on five point likerts scale and hence, Cronbach's Alpha was used for calculating the reliability of the research instrument. Using the SPSS reliability analysis procedure, an internal consistency analysis was calculated separately for each item. The overall reliability coefficient was found to be 0.82 which is acceptable for research instrument. Data collection process was started in the month of September, 2011 and completed in December, 2011. The researchers personally visited the respective sample secondary schools and distributed the questionnaires among the participants. They were asked to give appropriate responses without any hesitation and free of biasness as the data will be used for only research purposes. In this way data was collected. After the collection of data, it was organized, tabulated and analyzed. Statistical tools i.e. percentage and chi-square were used for data analysis. Further the responses were elaborated through bar graph.

### Results and Discussions

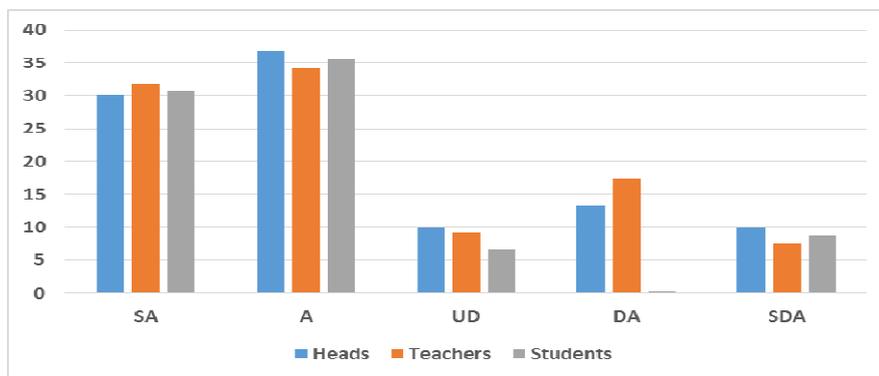
The purpose of the study was to explore the factors that affect girls' education at secondary level in Karak District, Pakistan. The nature of the study was descriptive and quantitative research designed was used. A self-designed semi-structure questionnaire was used for gathering information regarding factors affecting girls' education from the respondents. Data was analyzed by applying statistical tools i.e., percentage and chi square. Further the responses were elaborated though bar graph. The whole statistical process is explained as under:

**Table 01: Long distance to school affects female teacher’s attendance.**

Respondents	SA	A	UD	DA	SDA	Total	Comparison	$\chi^2$	df	P
<b>Heads</b>	009 30.1%	011 36.7%	003 10.0%	004 13.3%	003 10.0%	<b>030</b>	Heads/Teachers	<b>0.52</b>	<b>4</b>	<b>ns</b>
<b>Teachers</b>	038 31.7%	041 34.2%	011 09.2%	021 17.5%	009 07.5%	<b>120</b>	Teachers/Students	<b>1.11</b>	<b>4</b>	<b>ns</b>
<b>Students</b>	148 30.8%	171 35.6%	032 06.7%	087 18.1%	042 08.7%	<b>480</b>	Students/Heads	<b>0.89</b>	<b>4</b>	<b>ns</b>

**tabulated value of  $\chi^2$  at 0.05 level = 09.488**

Descriptive analysis of table 01 indicates that the calculated values of  $\chi^2$  in all the three cases were found to be 0.52, 1.11 and 0.89 which are statistically non-significant because these values are less than the table value of  $\chi^2$  at 0.05 level. Hence it shows that heads, teachers and students have the same views about the statement. They all agreed that long distance to school affects teacher attendance. Hence the statement “Long distance to school affects teacher attendance” is positively accepted. It was further illustrated by the following bar graph:



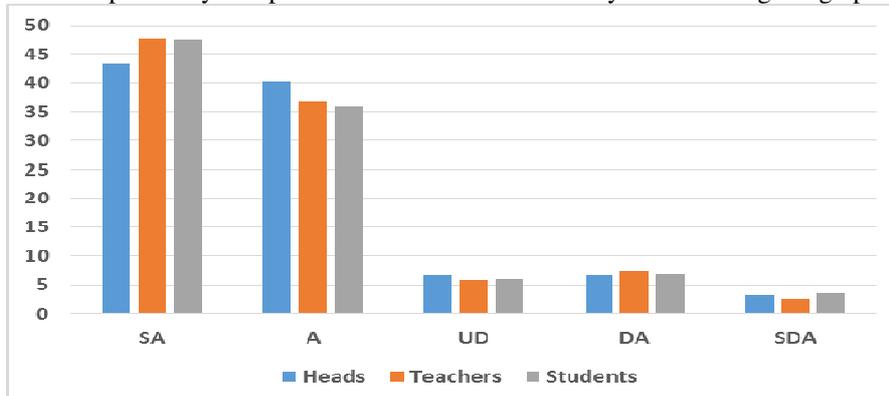
*Fig. 01 Showing the Responses of the Respondents in % age*

**Table 02: Long distance to school affects girls’ secondary education.**

Respondents	SA	A	UD	DA	SDA	Total	Comparison	$\chi^2$	df	P
<b>Heads</b>	013 43.3%	012 40.1%	002 06.7%	002 06.7%	001 03.3%	<b>030</b>	Heads/Teachers	<b>0.27</b>	<b>4</b>	<b>ns</b>
<b>Teachers</b>	057 47.5%	044 36.7%	007 05.8%	009 07.5%	003 02.5%	<b>120</b>	Teachers/Students	<b>0.51</b>	<b>4</b>	<b>ns</b>
<b>Students</b>	228 47.4%	172 35.8%	029 06.0%	033 06.9%	018 03.7%	<b>480</b>	Students/Heads	<b>0.27</b>	<b>4</b>	<b>ns</b>

**tabulated value of  $\chi^2$  at 0.05 level = 09.488**

Table 02 depicts that the calculated values of  $\chi^2$  in all the three cases were found to be 0.27, 0.51 and 0.27 which are statistically non-significant because these values are less than the tabulated value of  $\chi^2$  at 0.05 level. Hence it shows that heads, teachers and students have the same views about the statement. They all agreed that long distance to school affects girls’ secondary education. Hence the statement “Long distance to school affects girls’ secondary education” is positively accepted. It was further illustrated by the following bar graph:



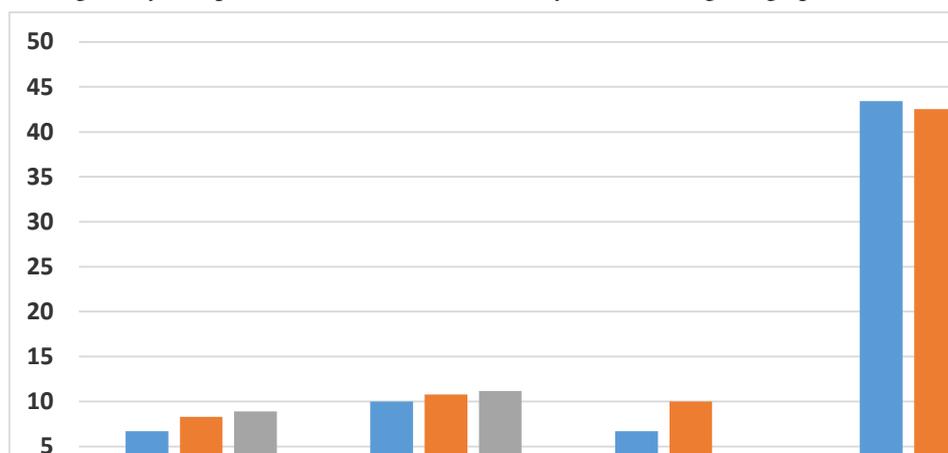
*Fig. 02 Showing the Responses of the Respondents in % age*

**Table 03: Parents pay for the education of daughters.**

Respondents	SA	A	UD	DA	SDA	Total	Comparison	$\chi^2$	df	P
<b>Heads</b>	002 06.7%	003 10.0%	002 06.7%	013 43.4%	010 %	<b>030</b>	Heads/Teachers	<b>0.59</b>	<b>4</b>	<b>ns</b>
<b>Teachers</b>	010 08.3%	013 10.8%	012 10.0%	051 42.5%	034 28.3%	<b>120</b>	Teachers/Students	<b>8.17</b>	<b>4</b>	<b>ns</b>
<b>Students</b>	043 08.9%	054 11.2%	019 04.0%	196 40.8%	168 34.9%	<b>480</b>	Students/Heads	<b>0.78</b>	<b>4</b>	<b>ns</b>

**tabulated value of  $\chi^2$  at 0.05 level = 09.488**

The statistical result of table 03 indicates that the calculated values of  $\chi^2$  in all the three cases were found to be 0.59, 8.17 and 0.78 which are statistically non-significant because these values are less than the tabulated value of  $\chi^2$  at 0.05 level. Hence it shows that heads, teachers and students hold the same views about the statement. They all disagreed that parents afford education of daughters. Hence the statement “Parents pay for the education of daughters” is negatively accepted. It was further illustrated by the following bar graph:



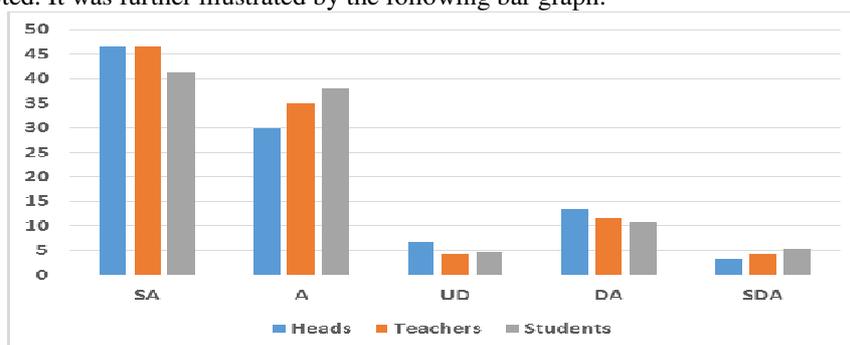
*Fig. 03 Showing the Responses of the Respondents in % age*

**Table 04: Parents’ education affects girls’ education.**

Respondents	SA	A	UD	DA	SDA	Total	Comparison	$\chi^2$	df	P
<b>Heads</b>	014 46.7%	009 30.0%	002 06.7%	004 13.3%	001 03.3%	<b>030</b>	Heads/Teachers	<b>0.59</b>	<b>4</b>	<b>ns</b>
<b>Teachers</b>	056 46.6%	042 35.0%	005 04.2%	014 11.7%	005 04.2%	<b>120</b>	Teachers/Students	<b>1.23</b>	<b>4</b>	<b>ns</b>
<b>Students</b>	198 41.2%	182 37.9%	022 04.6%	052 10.8%	026 05.4%	<b>480</b>	Students/Heads	<b>1.32</b>	<b>4</b>	<b>ns</b>

**tabulated value of  $\chi^2$  at 0.05 level = 09.488**

Table 04 depicts that the calculated values of  $\chi^2$  in all the three cases were found to be 0.59, 1.23 and 1.32 which are statistically non-significant because these values are less than the tabulated value of  $\chi^2$  at 0.05 level. It clearly indicates that heads, teachers and students have similar views about the statement. They all agreed that parents’ education affects girl’s education. Hence the statement “Parents’ education affects girls’ education” is positively accepted. It was further illustrated by the following bar graph:



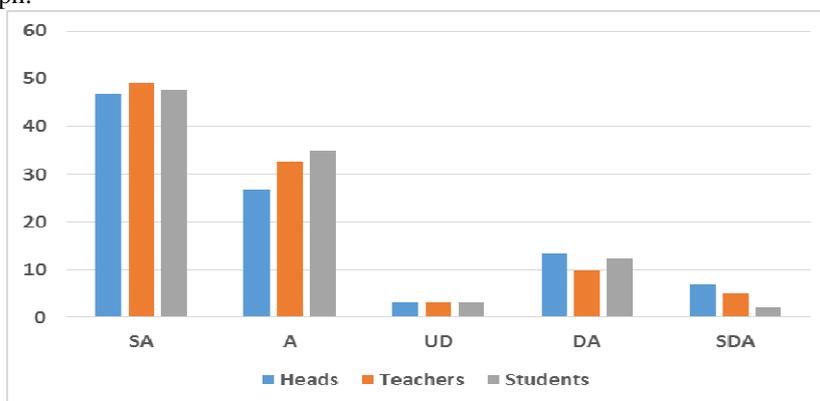
*Fig. 04 Showing the Responses of the Respondents in % age*

**Table 05: Teacher’s absentees negatively affect girls’ education**

Respondents	SA	A	UD	DA	SDA	Total	Comparison	$\chi^2$	df	P
<b>Heads</b>	014 46.7%	008 26.7%	002 03.3%	004 13.4%	002 06.7%	<b>030</b>	Heads/Teachers	<b>1.33</b>	<b>4</b>	<b>ns</b>
<b>Teachers</b>	059 49.1%	039 32.5%	004 03.3%	012 10.0%	006 05.0%	<b>120</b>	Teachers/Students	<b>4.41</b>	<b>4</b>	<b>ns</b>
<b>Students</b>	229 47.6%	168 34.9%	015 03.1%	059 12.3%	009 01.9%	<b>480</b>	Students/Heads	<b>4.67</b>	<b>4</b>	<b>ns</b>

**tabulated value of  $\chi^2$  at 0.05 level = 09.488**

Analyzing the result of descriptive analysis, table 05 shows that the calculated values of  $\chi^2$  in all the three cases were found to be 1.33, 4.41 and 4.67 which are statistically non-significant because these values are less than the tabulated value of  $\chi^2$  at 0.05 level. It plainly depicts that heads, teachers and students have identical views about the statement. They all agreed that teacher’s absentees negatively affect girls’ education. Hence the statement “Teacher’s absentees negatively affect girls’ education” is positively accepted. It was further explained by the following bar graph:



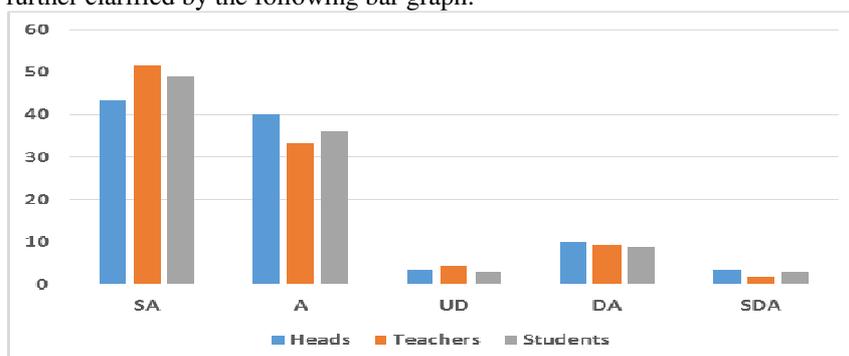
*Fig. 05 Showing the Responses of the Respondents in % age*

**Table 06: Poverty negatively affects girls’ education at secondary level.**

Respondents	SA	A	UD	DA	SDA	Total	Comparison	$\chi^2$	df	P
<b>Heads</b>	013 43.3%	012 40.0%	002 03.3%	003 10.0%	001 03.3%	<b>030</b>	Heads/Teachers	<b>1.26</b>	<b>4</b>	<b>ns</b>
<b>Teachers</b>	062 51.6%	040 33.3%	005 04.2%	011 09.2%	002 01.7%	<b>120</b>	Teachers/Students	<b>1.36</b>	<b>4</b>	<b>ns</b>
<b>Students</b>	236 49.1%	173 36.0%	014 02.9%	043 08.9%	014 02.9%	<b>480</b>	Students/Heads	<b>1.56</b>	<b>4</b>	<b>ns</b>

**tabulated value of  $\chi^2$  at 0.05 level = 09.488**

Information based on descriptive analysis, table 06 indicates that the calculated values of  $\chi^2$  in all the three cases were found to be 1.26, 1.36 and 1.56 which are statistically non-significant because these values are less than the tabulated value of  $\chi^2$  at 0.05 level. It explicitly reveals that heads, teachers and students have the same views about the statement. They all agreed that poverty negatively affects girls’ secondary education at secondary level. Hence the statement “Poverty negatively affects girls’ secondary education at secondary level” is positively accepted. It was further clarified by the following bar graph:



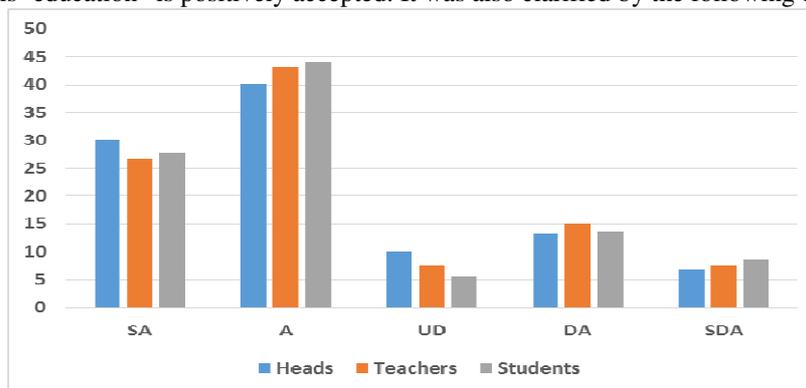
*Fig. 06 Showing the Responses of the Respondents in % age*

**Table 07: Parents have negative attitudes about girls' education**

Respondents	SA	A	UD	DA	SDA	Total	Comparison	$\chi^2$	df	P
<b>Heads</b>	009 30.1%	012 40.1%	003 10.0%	004 13.4%	002 06.7%	<b>030</b>	Heads/Teachers	<b>0.42</b>	<b>4</b>	<b>ns</b>
<b>Teachers</b>	032 26.7%	052 43.3%	009 07.5%	018 15.0%	009 07.5%	<b>120</b>	Teachers/Students	<b>0.90</b>	<b>4</b>	<b>ns</b>
<b>Students</b>	133 27.7%	212 44.1%	027 05.6%	066 13.7%	042 08.7%	<b>480</b>	Students/Heads	<b>1.23</b>	<b>4</b>	<b>ns</b>

**tabulated value of  $\chi^2$  at 0.05 level = 09.488**

Based on descriptive analysis, table 07 reveals that the calculated values of  $\chi^2$  in all the three cases were found to be 0.42, 0.90 and 1.23 which are statistically non-significant because these values are less than the tabulated value of  $\chi^2$  at 0.05 level. It shows that heads, teachers and students have similar views about the statement. They all agreed that parents have negative attitudes about girl's education. Hence the statement "Parents have negative attitudes about girls' education" is positively accepted. It was also clarified by the following bar graph:



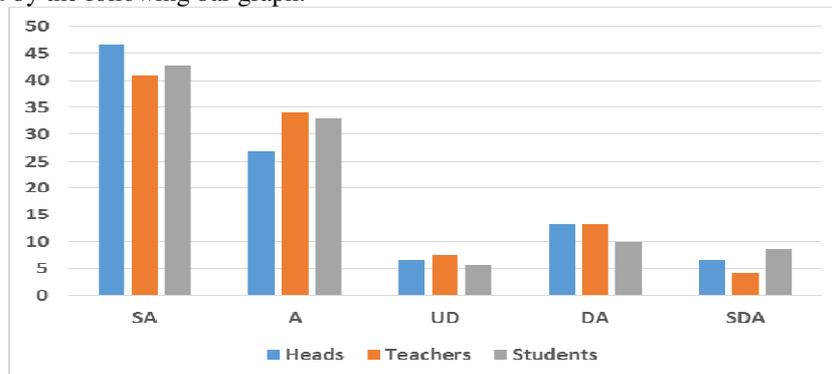
*Fig. 07 Showing the Responses of the Respondents in % age*

**Table 08: Parents do not allow daughters for school in case of long distance.**

Respondents	SA	A	UD	DA	SDA	Total	Comparison	$\chi^2$	df	P
<b>Heads</b>	014 46.7%	008 26.7%	002 06.7%	004 13.3%	002 06.7%	<b>030</b>	Heads/Teachers	<b>0.95</b>	<b>4</b>	<b>ns</b>
<b>Teachers</b>	049 40.8%	041 34.2%	009 07.5%	016 13.3%	005 04.2%	<b>120</b>	Teachers/Students	<b>4.10</b>	<b>4</b>	<b>ns</b>
<b>Students</b>	206 42.8%	158 32.9%	027 05.6%	048 10.0%	041 08.5%	<b>480</b>	Students/Heads	<b>0.91</b>	<b>4</b>	<b>ns</b>

**tabulated value of  $\chi^2$  at 0.05 level = 09.488**

Descriptive analysis of table 08 indicates that the calculated values of  $\chi^2$  in all the three cases were found to be 0.95, 4.10 and 0.91 which are statistically non-significant because these values are less than the tabulated value of  $\chi^2$  at 0.05 level. It unambiguously illustrates that heads, teachers and students possess the same views about the statement. They all agreed that parents do not allow daughters for school in case of long distance. Hence the statement "Parents do not allow daughters for school in case of long distance" is positively accepted. It was further illustrated by the following bar graph:



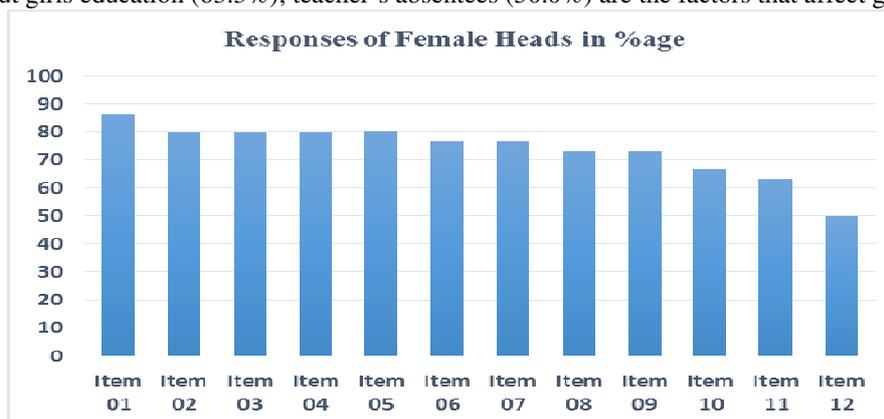
*Fig. 08 Showing the Responses of the Respondents in % age*

**Analysis of Opened Ended Questions**

**Table 09: Factors Affecting Girls' Education Explained by Female Heads (n=30)**

Factors affecting Girls' Education	Frequencies	%age	Item Number
Lack of basic school facilities	26	86.4	01
Poor financial status of the parents	24	80.0	02
Long distance to school	24	80.0	03
Girl's involvement in household affairs	24	80.1	04
Marriage at early age	24	80.1	05
Lack of parental attention on their daughter education at home	23	76.8	06
Lack of Teaching staff	23	76.8	07
Illiteracy of the parents	22	73.3	08
Unfeasibility of school building	22	73.3	09
Political interference in school management	20	66.7	10
Negative attitudes of parents about girls education	19	63.3	11
Teacher's absentees	15	50.0	12

Table 09 depicts that there are various factors which affect girls' education. Female heads responded that lack of basic school facilities (86.4%); poor financial status of the parents (80.0%); long distance to school (80.0%); girl's involvement in household affairs (80.1%); marriage at early age (80.1%); lack of parental attention on their daughter education at home (76.8%); lack of teaching staff (76.8%); illiteracy of the parents (73.3%); unfeasibility of school building (73.3%); political interference in school management (66.7%); negative attitudes of parents about girls education (63.3%); teacher's absentees (50.0%) are the factors that affect girls' education.



*Fig 09: Showing the Responses of Female Heads about the Factors affecting Girls' Education in Percentage*

**Table 10: Factors Affecting Girls' Education Explained by Female Teachers (n=120)**

Factors affecting Girls' Education	Frequencies	%age	Item Number
Girls' involvement in household affairs	99	82.2	01
Lack of parental attention on their daughter education at home	98	81.3	02
Lack of basic educational facilities for teachers	94	78.0	03
Marriage at early age	93	77.2	04
Parent's education	93	77.5	05
Poor financial status of the parents	92	76.4	06
Insufficient and lack of teaching staff	87	72.2	07
Illiteracy of the parents	86	71.4	08
Political interference in school management	82	68.1	09
Long distance to school	81	67.2	10
Unfeasibility of school building	69	57.3	11
Negative attitudes of parents about girls education	68	56.4	12

Table 10 shows that there are various factors which affect girls' education. Female teachers responded that girls' involvement in household affairs (82.2%); lack of parental attention on their daughter education at home (81.3%); lack of basic school facilities for teachers (78.0%); marriage at early age (77.2%); parents' education (77.5%); poor financial status of the parents (76.4%); lack of teaching staff (72.2%); illiteracy of the parents (71.4%); political interference in school management (68.1%); long distance to school (67.2%); unfeasibility of school

building (57.3%); and negative attitudes of parents about girls education (56.4%) are the factors that affect girls' education.

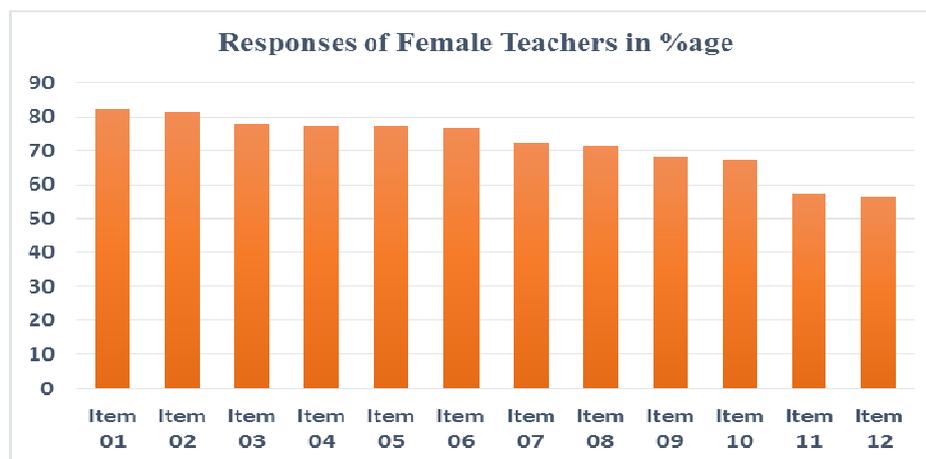


Fig 10: Showing the Reponses of Female Teachers about the Factors affecting Girls' Education in Percentage

**Table 11: Factors Affecting Girls' Education Explained by Female Students (n=480)**

Factors affecting Girls' Education	Frequencies	%age	Item Number
Lack of basic educational facilities	436	91.6	01
Poor financial status of the parents	421	88.4	02
Marriage at early age	402	84.4	03
Lack of teaching staff	397	83.4	04
Girl's involvement in household affairs	396	83.2	05
Unpunctuality of teachers	392	82.3	06
Negative attitudes of parents about girls education	366	76.9	07
Unfeasibility of school buildings	336	70.6	08
Long distance to school	327	68.7	09
Illiteracy of the parents	322	67.6	10
Teacher's absentees	296	61.7	11
Political interference in school management	267	56.1	12
Lack of parental encouragement	252	52.5	13

Table 11 indicates that there are a wide range of factors that affect girls' education. Female students responded that lack of basic educational facilities (91.6%); poor financial status of the parents (88.4%); marriage at early age (84.4%); lack of teaching staff (83.4%); girls' involvement in household affairs(83.2%); unpunctuality of teachers (82.3%); negative attitudes of parents about girls education (76.9%); unfeasibility of school buildings (70.6%); long distance to school (68.7%); illiteracy of the parents (67.6%); teacher's absentees (61.7%); political interference in school management (56.1%); and lack of parental encouragement (52.5%) are the factors that affect girls education.

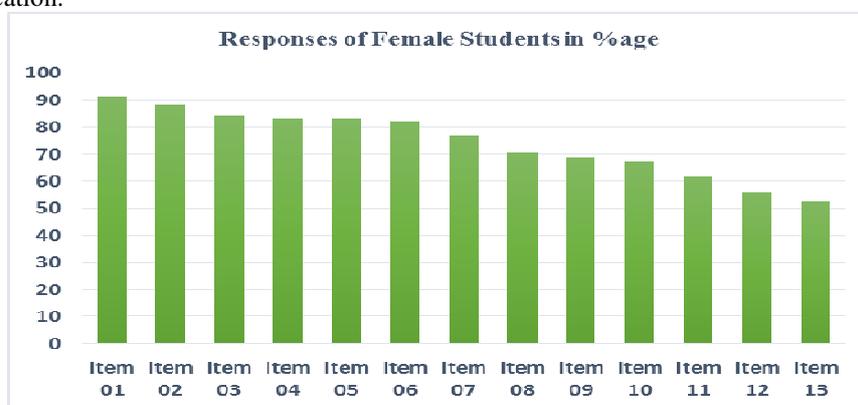
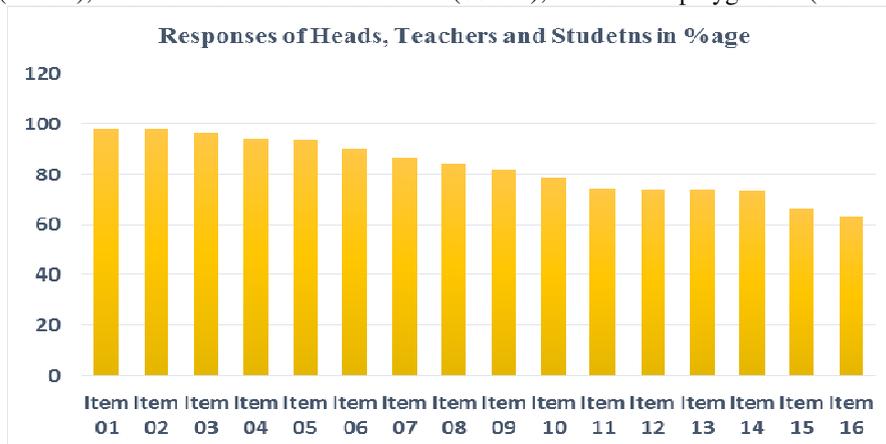


Fig 11: Showing the Reponses of Female Students about the Factors affecting Girls' Education in Percentage

**Table 12: Overall Responses of Female Heads (n=30), Teachers (n=120) and Students (n=480) Regarding Lack of Educational Facilities**

Factors affecting Girls' Education	Frequencies	%age	Item Number
Lack of power generators facility	618	98.1	01
Non-availability of Computer laboratory	616	97.8	02
Lack of Proper security arrangement	608	96.5	03
Lack of telephone facility	594	94.3	04
Non-availability of specially designed room for Library	593	94.1	05
Poor availability of educational technologies	567	90.0	06
Lack of transport facility	546	86.7	07
Insufficient classrooms	533	84.6	08
Insufficient scientific equipments	518	82.2	09
Insufficient books in library	496	78.7	10
Lack of toilets for students	468	74.3	11
Lack of electricity facility	466	74.0	12
Lack of Furniture for students	466	74.0	13
Lack of teaching staff	463	73.5	14
Insufficient furniture of teachers	419	66.5	15
No Playground	399	63.3	16

Table 12 reveals that there are some others factors which negatively affect girl's education. These are: lack of power generators facility (98.1%); non-availability of computer laboratory (97.8%); lack of proper security arrangement (96.5%); lack of telephone facility (94.3%); non-availability of specially designed room for library (94.1%); poor availability of educational technologies (90.0%); lack of transport facility (86.7%); insufficient classrooms (84.6%); insufficient scientific equipments (82.2%); insufficient books in library (78.7%); lack of toilets for students (74.3%); lack of electricity facility (74.0%); lack of furniture for students (74.0%); lack of teaching staff (73.5%); insufficient furniture of teachers (66.5%); and lack of playground (63.3%).



*Fig 12: Showing the Reponses of Female Heads, Teachers and Students about Educational Facilities in Percentage*

**Table 11: Household Factors Affecting Girls' Education Explained by Students (n=480)**

Factors affecting Girls' Education	Frequencies	%age	Item Number
Hauling water	456	95.0	01
Cleaning, washing and sweeping activities	438	91.3	02
Looking after of children, elder and sick	426	88.8	03
Food preparation and cooking	422	87.9	04
Involvement in social activities	407	84.8	05
Herding and looking after animals	397	82.7	06
Cultivating and Harvesting	392	81.7	07
Fetching firewood	315	65.6	08
Cutting firewood	296	61.7	09

Table 11 illustrates that there are various household activities which badly affect girls' educational career. These factors include: hauling water (95.0%); cleaning, washing and sweeping activities (91.3%); looking after of

children, elder and sick (88.8%); food preparation and cooking (87.9%); involvement in social activities (84.8%); herding and looking after animals (82.7%); cultivating and harvesting (81.7%); fetching firewood (65.6%); and cutting firewood (61.7%). These were further illustrated by the following bar graph:

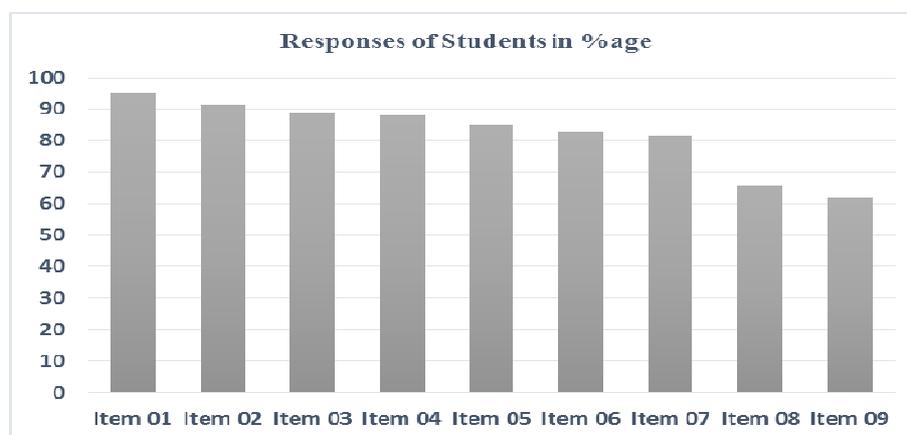


Fig 13: Showing the Responses of Female Students Factors Affecting Girls' Education in Percentage

## Conclusions

After analysis of the data, the researchers arrived at the following conclusions:

1. There are many factors which affect girls' education at secondary level. These factors include illiteracy of the parents; lack of parental attention on their daughter education at home; poor financial status of the parents; lack of parental visits to school; negative attitudes of parents about girls' education; lack of parental encouragement; long distance to school; lack of communication between teachers and parents; political interference in the school management; unfeasibility of school building; marriage of the girls at early age; girl's involvement in household affairs; teacher's absentees; insufficient teaching staff as compared to the strength of the school; lack of competent and skillful teachers; and unpunctuality of teachers.
2. In addition, some other factors are also responsible which negatively affect girls' education. These are: lack of basic facilities; lack of basic facilities for teachers; unattractive salaries for teachers; lack of transport facility for students & teachers; lack of toilets; lack of benches and desks; lack of furniture for teachers; lack of power generators facility; lack of computer laboratory; lack of proper security arrangement; lack of telephone facility; lack of transport facility; lack of electricity facility; insufficient classrooms; insufficient scientific equipments; and insufficient books in library. Unfortunately, our girl's schools have lack of these facilities and therefore girl's education is badly affected due to lack of these facilities.
3. Household factors also negatively affect girls' education at secondary school level. These factors include: food preparation and cooking; cleaning, washing and sweeping activities; fetching firewood; hauling water; cutting firewood; herding and looking after animals; cultivating and harvesting; looking after of children, elder and sick; and involvement in social activities. These household factors are the main obstructions in their educational career.

## Recommendations

In the light of the findings and conclusions, the following recommendations have been made:

1. Poverty is one of the major obstacles in the way of girls' secondary education. The parents cannot pay for everyday expenditures of stationery, school funds and traveling expenditures. Therefore it is strongly recommended that secondary education should be made free. In addition, stationary, uniform and books should be provided free. Poor students should be given financial assistance and scholarships.
2. As it was found that long distance to school negatively affects girls' education at secondary level therefore, it is strongly recommended that school building should be constructed on feasible and suitable places so that majority of the girls may be beneficialized. In addition, the number of existing schools is not enough therefore it is necessary to construct more new secondary schools to provide educational opportunities to rural females near to their homes. In this way attendance of female teachers will also be ensured.

3. Provision of basic facilities play an important and crucial role in strengthening an organization or institutions Therefore it is strongly recommended that basic educational facilities should be provided to each school on emergency basis.
4. Lack of proper security arrangement also negatively affects girls' education. Therefore it is strongly recommended that proper security should be ensured. For this purpose, security guards should be appointed by the government for schools.
5. As it was found that female teachers are not punctual therefore it is strongly recommended that female teachers should be made punctual. For this purpose, a special supervisory staff should be appointed to examine their attendance. In this way girls' education at secondary level will be improved and enhanced.
6. As it was found that there is political interference in the affairs of school management which badly affects the performance of the school. Therefore it is strongly recommended that political inference should be discouraged.
7. As it was found that unattractive salaries of the female teachers and lack of basic facilities for teachers also affect girls' education therefore it is strongly recommended that female teachers should be given special package of salaries. In addition, basic facilities should be provided for teachers on the emergency basis.
8. As it was investigated that majority of the parents have negative attitudes about the girls' education therefore it is strongly recommended that parents should be made aware of the benefits and importance of secondary education through mass media. In this way they will be able to motivate their daughters for further higher education.
9. As it was found that early marriage badly affects girls' education at secondary level. Marriage at early age prevents the females from enrollment in secondary classes. Majority of the parents consider the marriage of their daughters as their foremost duty. Therefore, it is strongly recommended that parents should be convinced to not arrange marriage of their daughters before at least secondary level education which is very imperative for a girl. Social workers and other non-governmental organizations should play their role to reduce the rate of early marriage of girls. The government should design and implement the laws of minimum age of marriage for females.
10. The rate of girls dropouts after passing primary education adopts alarming position, therefore it is strongly recommended that the government especially education department should design the special campaign to control the accelerating school dropouts after completing the primary education for females in the rural areas. The planning and strategies to minimize school dropouts at the age of attaining puberty will enable females to attain higher levels of education.
11. As it was found that household factors also badly affect girls' education at secondary level. Their precious time is wasted in preparing and cooking food; cleaning, washing and sweeping activities; fetching firewood; hauling water; cutting firewood; herding and looking after animals; cultivating and harvesting; looking after of children, elder and sick; and involvement in social activities. Therefore it is strongly recommended that parents should not involve their daughter in performing such activities. For this purpose they should keep female servant provided they have strong financial status. In this way their daughter will find time for studies.
12. As it was found that there is lack of communication between teachers and parents therefore it is strongly recommended that special steps should be taken by the heads of the institutions to ensure communication between teachers and parents.
13. Lack of transport facility is one of the major problems faced by the girls of rural areas for going to schools and colleges outside their village. Therefore it is recommended that transport facility should be provided to those female students who come from remote areas. It is also recommended that the people of that area should arrange this facility on cooperative basis so that their girls may get proper education.
14. Females should be motivated and encouraged for higher studies. For this purpose, old traditional and value system should be changed. Different programs through radio and television should be transmitted to emphasize the need of female education.
15. As it was found that lack of competent teaching staff negatively affects girls' education at secondary level. Therefore it is strongly recommended that competent teaching staff should be appointed on emergency basis to fulfill the deficiencies in schools.

#### **Recommendations for Future Research Studies**

1. It is recommended that this type of research study should be conducted in other districts of the country.
2. It is also recommended that this type of research study should be conducted at provincial and national level.

3. It is also recommended that this type of research study should be conducted at higher secondary and tertiary level.

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