

**SOCIO-CULTURAL FACTORS ACT AS A BARRIER TOWARDS  
FEMALE HIGHER EDUCATION: A CASE STUDY OF VILLAGE MAIRA  
KALAN, RAWALPINDI**



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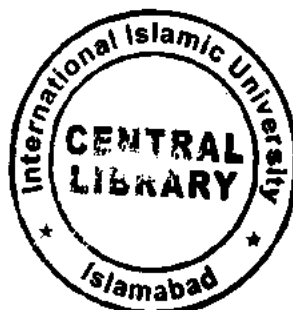
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FEMALE HIGHER EDUCATION: A CASE STUDY OF VILLAGE MAIRA  
KALAN, RAWALPINDI**

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It is certified that thesis submitted by Ms. Rabia Basri Reg. No. 400-FSS/MSC SOC/ F-13 titled "socio-cultural factors act as a barrier towards female higher education: A case study of village Maira Kalan Rawalpindi" has been evaluated by the following viva voice committee and found that thesis has sufficient material and meets the prescribed standard for the award of degree of MSC in the discipline of sociology.

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## ***Dedication***

*I dedicate this thesis to my beloved parents **Mr. Iftikhar Ahmed** and **Ms. Naheed** for their love, cooperation, encouragement, moral support and sacrifices for educating and preparing me for my future.*

*I also dedicate my thesis to those girls of my village who couldn't get opportunity to study.*

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*May God bless all these people*

***Rabia Basri***

## **Abstract**

The study was aimed to explore the socio-cultural factors act as a barrier towards female higher education in rural area of Maira Kalan Rawalpindi. The role of females' education in the social and economic growth of a country is well recognized. It is extremely important that girls have equal access to education in all disciplines. When girls are not educated, the major segment of human resource is wasted. The state of education, especially female education, is still abysmal. The female literacy rate clearly shows that investment in human development tends toward favoring men over women. Women in particular have limited opportunities to acquire higher education and attain professional and technical degrees. In rural Pakistan, females are far behind in their higher education due to socio-cultural constraint for getting admission in university. The objective of the research was to examine female educational condition and factors that stand in their way to get higher education. In current research quantitative research approach was used by the researcher. Research instrument was questionnaire. Researcher used simple random sampling technique, sample size was 126 females. The study highlighted that girls had to face many socio-cultural barrier such as patriarchy, parent's low level of education, gender biasness, early marriages, restriction on girl's mobility, responsibility of domestic chores, wrong perception of investment on female education, distance of educational institution in their way to get higher education. The findings of the study suggest to plan programs change the perceptions of males about females and their education especially higher education is the need of the hour. Government-private partnership campaigns are needed to increase the awareness about benefits of female education among male.

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# **Chapter No. 1**

## **Introduction**

### **1.1 Background of the study**

Education in its general sense is a form of learning in which the knowledge, skills, and habits of a group of people are transferred from one generation to the next through teaching, training, or research. Education frequently takes place under the guidance of others, but may also be autodidactic (John, 1916/1944).

Education is a systematic process through which a child or an adult acquires 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 solution for all evils. It is the key to solve the various problems of life (Parankimalil, 2012).

Any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. Education is commonly divided into stages such as preschool, primary school, secondary school and then college, university or apprenticeship. A right to education has been recognized by some governments. At the global level, Article 13 of the United Nations' 1966 International Covenant on Economic, Social and Cultural Rights recognize the right of any one to education (ICESCR, Article 13.1s).

It has been pointed out that education has long been considered a corner-stone of economic growth and social development as well as the principal means of improving the welfare of individuals and that it assists and increase economic growth. Hence, human resource development, which is highly needed in economic growth, is very important through primary education upwards. When men and women are equally educated they can do away with diseases and malnutrition, increase productivity etc, hence brings about poverty reduction (Fentiman et al., 1999; RAWG, 2004).

Investing in education has never been a loss as it has been thought of by poor parents who desire to see the immediate benefit, especially of educating girls. Some benefits of education are such as improvements in socio-economic status, lower fertility, better health and gender mobility, thus justifying for the necessity of investing in education (Fentiman et al, 1999). Other benefits are that educated women can provide nutrition to children, educate their children on improved hygiene practices, and thus contribute to future growth and poverty reduction (World Bank Report, 2006).

Female education is a catch-all term for a complex set of issues and debates surrounding education (primary education, secondary education, tertiary education, and health education in particular) for girls and women. It includes areas of gender equality and access to education, and its connection to the alleviation of poverty. Also involved are the issues of single-sex education and religious education in that the division of education along gender lines as well as religious teachings on education have been traditionally dominant and are still highly relevant in current discussions of educating females as a global consideration (Brent, 2006).

It is extremely important that girls have equal access to education in all disciplines. When girls are not educated, the major segment of human resource is wasted. Their illiterate population has little economic value inside and outside the home. The word education is derived from *educare* (Latin) "bring up, to train, and to nourish ", which is related to *educere* "bring out", "bring forth what is within", "bring out potential" and *ducere*, "to lead" (Khalid, 1998). The process of educating girls is determined by the knowledge and skill. It is the process of training by a prescribed course of study (Vidyu, 1999).

Higher education plays a significant role in the socio- economic and cultural development of a country. It is associated with the personal, social, economic and cultural aspects of being human, and underpins the goal of a sustainable society. It helps in the understanding of societal norms; gives individuals self-reliance, and discourages discrimination based on gender, beliefs, religion and social class. Higher education promotes an enlightened citizenship necessary for democracy. Higher education also encourages idiosyncrasy, tolerance, merit, pluralism and analytical and problem-solving values that are as essential

for a productive democracy a nations position in the world economy. Educated women have a major role in the growth of a society. **Educated women have a greater sense of control over their lives and more power and control over resources within the family than do uneducated women.** They get social recognition, which helps to get insight of and have an awareness of what is undesirable and unfavorable about their current situation. The educated female can perceive a better situation and the possibility of attaining it. She can realize what is within her reach and what she should do to effect the improvement. In this way, educated women become empowered and have increased status and autonomy. This empowerment can take place at community or regional/national level as well as within the family/household. During last fifty years, the matter of females' rights and empowerment first emerged in Europe and the West, and then expanded to encompass two thirds of the world. Nevertheless, access to higher education remains a barrier for women in many countries. In Pakistan, as in many Muslim countries, females suffer gender discrimination as a consequence of the prevailing socio-cultural climate. There is significant variety in the status of women across classes, regions, and the rural/urban divide due to uneven socio-economic development and the influence of tribal, feudal, religious and social formations on women's lives. However, Women's situation versus that of men is one of general rural/urban divide. The Islamic republic of Pakistan is a generally male dominated society, and commonly adopts a hostile attitude towards women. There are certain reasons in the way of female before getting enroll in higher education. Stereotypical behavior of the society, financial problems and son preference (Shauket, 2014).

A major restriction to female take up and follow through of educational opportunities (even when these are available) is a universal fundamental cultural bias in favor of males. The widespread operation of patriarchal systems of social organization; of customary early marriage; of the incidence of early pregnancy (in and out of marriage); of heavier domestic and subsistence duties of females (especially in rural areas); a generally lower regard for the value of female life, all combine though differentially in each case, to adversely affect the participation of girls and women in formal education. To this list may be added problems of seclusion and security in some areas. Such long standing constraint results in a dearth of female role models that could challenge the traditional one that is clearly acquired by both



sexes at a very early age. The influence of this factor can only be overcome, inter alia by a profound change of attitude on the part of influential males, and in some countries of traditionally minded powerful females in key family positions (Wanjohi, 2014).

Low female education relative to men is a widely observed phenomenon in the developing world. Rural residence worsens the gender gap in school attainment (Dancer and Rammohan, 2006). In developing countries, the females living in the rural areas are the most neglected part of the population in their schooling. Of those, who belong to peasant households have more subordinate position and are ignored towards their schooling as compared to boys (Song et al., 2006).

In rural areas very few girls are getting education these all are belong to those families who are little modernized and are little aware by the importance of women education . Women in rural areas are pushed themselves in the mist of illiteracy because of their upbringing in conservative family .Their family confined them to house. According to them only that knowledge is important for women that are to home setting. Girl's education in rural area of Pakistan has been restricted and lower enrollment is the result of cultural practices that restricted demand for female education. Those communities mostly appeal to vocational education. Research from the university of Oxford, in the UK found that in a government primary school supported by an NGO in Sheikhpura, mother said that "our girls cry all the time because they want to continue their education but there is no secondary school in the area and it is not safe to travel long distance for some of these girls, madrasas \_Islamic schools provide them residential facility that is become more accessible option. Most female in rural areas join this system after completing primary education system (Blogger, 2014).

Rural population in Pakistan constitutes 64.57% of total population (GOP, 2008). The literacy rate among rural females (age 10 and above) is 29% as compared to 62% among their urban counter parts (PSLM, 2007). In the rural areas of Punjab province, the number of females with secondary and higher secondary level education were 7% and 5% respectively (MICS, 2005). Literature reported the cultural behaviors a major hurdle in the female schooling in developing countries (Hashmi, 2009).

The Millennium Development Goals (MDG) targeted to “eliminate the gender disparity in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls’ full and equal access to and achievement in basic education of good quality (Khalid and Mukhtar, 2002: p.6).” The achievement of target of MDG looks difficult for Pakistan; especially the rural areas are far behind with regards to these targets. In developing societies like Pakistan, the role of culture in educating females is of vital importance. Hamid (1993) expressed that the socio cultural norms of the rural society of Pakistan keep the girls away from school. The low school enrolment in rural Punjab is due to cultural and religious norms of the society (Khan & Ali, 2005).

The societies expecting females simply to perform household chores and to look after the younger children increase the chance of low parental investment in the education of their daughters. Parents perceive the low value of female education because the main leadership roles in local and national life are limited to men only. According to them, at household level, the gendered division of labor intensifies the opportunity costs for girls relative to boys (Colclough, 2000).

It is true that women have many special tasks in life and their spheres of duties are different from those of man. But we should remember that these tasks also need training and education. Unless woman get proper education, of their prospective faculties get crippled. It is only by imparting proper education to them that we can expect them to discharge the duties nicely and decently. Education of children depends a great deal upon. Childhood is the sensitive stage and anything good or bad, thought child makes a great influence on his mind. We cannot have Educated ideal citizens when the mother themselves are thoughtless and ignorant. Every woman is a potential mother. The future of a child depends on how it is brought up and educated in childhood and educated mother is naturally expected to bring up and educated her children better than and uneducated mother. Napoleon Bonaparte says that "give me an educated mother I will give you an educated nation" (Basak, 2013).

The short falls in the female education are undesirable and can be seen as a hurdle in the social and economic development of a country. The research findings of various studies in

social sciences reveal that women education has enormous benefits and is considered as the soundest investment from country development point of view (DFID, 2005).

## **1.2 Global Scenario**

Girls' education is a global issue. Several research studies and papers, as well as reports from different UN agencies on global gender monitoring in education highlight the intensity of the Challenge across the world, particularly in the developing countries including many in Asia, Africa, Latin America and other parts of the world. It is underpinned by numerous factors ranging from a genuine desire on the part of the family to protect and safeguard the girls in specific contexts to deliberate gender discrimination, powerful cultural determinants, social manipulations, economic priorities, religious interpretations, political exploitations, vested interests, and simple pragmatics, among many others. However, the nature of these factors and their combinations vary in diverse societies influenced by the economic parameters as well as dominant cultural and belief systems (Shah & Conchar, 2009).

In poor rural settings of China, girls' access to education has long been a focus of scholarly and policy attention. However, the degree to which girls in such settings remain disadvantaged relative to their male counterparts is poorly established. Since the 1980s, researchers have often cited traditional attitudes about girls' and women's abilities and roles or different expected returns to the family for educating sons and daughters as reasons that girls' education might be disadvantaged (Honig and Hershatter 1988; Wolf 1985). Families could expect different returns because they perceive a gender gap in the earnings outcomes of schooling or because they expect old age support from sons more than from daughters (Jacka 1997; Andors 1990).

Recent studies show that in Bangladesh girls are enrolled in primary schools at a net rate of 94 percent. (Banbies, 2010) But this data masks the rate at which girls drop out of school after enrollment. When it comes to education, the female population still faces socioeconomic and religiously based discrimination. In rural areas where resources are limited, boys receive preference for access over girls. In mostly rural and semi urban areas, girls are also expected to play an important role in household work—a burden boys do not share. A UNICEF study shows that almost 1.5 million primary school-age girls un enrolled

themselves from primary education due to poverty, social pressure, poor access, health, and other issues (Ardt et al. 2005).

The adverse impacts of these issues appear in tertiary, technical or vocational, and professional education as well. A significant portion of the female population marries between the ages of sixteen and nineteen, just as they would be finishing secondary school and entering higher education. This normative behavior hinders the aspirations of millions of girls in both rural and urban settings. And young women who do manage to enter higher education face social expectations that often lead them (and sometimes their male peers as well) to follow tracks other than the career paths they would prefer (Hussain, 2005).

There is a fundamental cultural bias in favor of males which is most effective in the poor majority. Rural girls are confined to the village and as far as possible to the individual home. This is partly for their safety and security in view of the widespread fear of violent and sexual assault upon the female person. Should a girl be violated, then not only would this be a personal tragedy, but also an economic setback for the family as the prospects of marriage would have been significantly damaged. Hence the strict security and early betrothal which is widespread and which further constrain a girl's chances of schooling. Being so confined to the home, the majority of Bangladeshi girls are likely to be more affected than their brothers by the extremely low levels of literacy obtaining among adult females. In the rural locations then, it is not enough simply to provide a school as girls will not necessarily attend it. When poverty forces a choice between a boy and a girl going to school, the boy will have preference. Boys have far more importance than girls and in fact the high birth-rate to certain is the result of parents trying to get sons and enough of them to ensure that at least some survive. A girl, despite her contribution to domestic work, is regarded as a burden in terms of dowry and as too transitory to be worth investment in her education- in some villages all girls over 12 are married. The prolonged cycle of child bearing of her mother, the large number of siblings and the burden of domestic and agricultural tasks ensure that a girl is likely to be kept at home to help rather than sent to school. Seclusion in the past has been a middleclass/ elite phenomenon: the rural poor cannot afford it but there is still a tendency to think that "the home is the most respectable place for a woman". Girls do not go to the shop or market; boys do. These deep-rooted

attitudes combine with more pressing economic factors in making decisions about whether a rural girl will go to school or not (Brock & Cammish, 1997).

After more than two decades of effort, Bangladesh has succeeded in boosting education for girls to the point where they have the same schooling opportunities as boys. According to UNESCO's Education for All Global Monitoring Report 2011, the endeavor has paid off so well that the country now faces a paradox: boys are falling behind. Bangladesh is the fourth to achieve gender equality in primary education – and currently has slightly more girls than boys in school, according to the report. Authorities are now taking steps to address that imbalance among the eight South Asian countries (Afghanistan, Bhutan, India, Maldives, Nepal, Pakistan and Sri Lanka (Sharif, 2012).

Literature on this issue shows that India leads the world in the number of children not in school, and the majority of these are girls. While the enrollment of girls in public education has increased substantially since independence, today overall female participation in education at all levels is still below 50%. The most recent report on global levels of children's participation in education by UNESCO finds that, given its population, India has the largest number of girls who are not-in-school, in the world. The fact that India has the largest number of primary school-eligible girls has significant impact on global levels of gender disparity, as well as on India's national growth. This is a problem not only for India, but also for the state of education and gender parity throughout the world, due to the size and increasing global influence of India (Miller, 2007).

Promoting girls' education has been a priority in India for over a century, but difference still persists in learning opportunities. Education in public schools for rural poor girls and women is largely limited to acquiring literacy and numeracy (Chitrakar, 2009).

There are several reasons for the low levels of literacy in India, not least of which is the high level of poverty. Over one-third of the population is estimated to be living below the poverty line (The World Bank, 1997). Although school attendance is free, the costs of books, uniforms, and transportation to school can be too much for poor families. Poor families are also more likely to keep girls at home to care for younger siblings or to work in family enterprises. If a family has to choose between educating a son or a daughter because

financial restrictions, typically the son will be chosen. Negative parental attitudes toward educating daughters can also be a barrier to a girl's education. Many parents view educating sons as an investment because the sons will be responsible for caring for aging parents. On the other hand, parents may see the education of daughters a waste of money because daughters will eventually live with their husbands' families, and the parents will not benefit directly from their education. Also, daughters with higher levels of education will likely have higher dowry expenses as they will want a comparably educated husband. However, education sometimes lowers the dowry for a girl because it is viewed as an asset by the husband's family (Velkoff, 1998).

As per Census of India statistics report, literacy rate has improved in last decade. As a result of free education system in the villages, the literacy rate has gone up tremendously, especially among females. Literacy rate has increased from 64.83% in 2001 to 74.04% in 2011 (Medindia Health statistic, 2011).

Although Pakistan is a signatory of the UN Education for All (EFA) Framework for Action (2000) Document, which places considerable emphasis on women's education, particularly the elimination of gender disparities in primary, secondary and higher education, but the target of achieving Education for All in Pakistan is still far from satisfactory. The state of education, especially female education, is still terrible. The female literacy rate clearly shows that investment in human development tends toward favoring men over women (Skalli, 2001). Women in particular have limited opportunities to acquire higher education and attain professional and technical degrees (Khan, 2007).

Pakistan has long been an international outlier in gender gaps in education. Girls lag behind boys in education access, in the quality of schooling available, and in the outcomes of education (Tembon and Fort, 2008). It is a matter of commonly held view that Pakistani society is a traditional one. The social and cultural context of Pakistani society is usually categorized as 'patriarchal' and is largely conservative. There is a prevalence of the culture of honor. Gender is one of the organizing principles of Pakistani society. Patriarchal values embedded in local traditions and cultures predetermine the social value of gender. An artificial divide between production and reproduction, created by the ideology of sexual

division of labor, has placed women in reproductive roles as mothers and wives in the private arena of home and men in a productive role as breadwinners in the public arena (Situational Analysis of Women in Pakistan—An Overview).

In Pakistani society, generally more resources are invested in education and skill development of boys than girls. Various possible explanations stand for this gender-based criterion of resource allocation. The preference for sons due to their productive role dictates the allocation of household resources in their favor. Male members of the family are given better education and are equipped with skills to compete for resources in the outside world. On the other hand, female family members are taught domestic skills—how to be good mothers and wives (Khan, 2007).

Social roles are clearly defined as it is expected the girls will perform household chores. Since these chores require relatively less skill development, therefore girls may have lesser share in terms of health, education and food resources. Also boys are viewed as old age security assurance; therefore investment in them is taken as safe-bet to secure the old age comforts. It is thought that they should be made strong enough by investing resources in them so that they can take care of their families and parents. Despite the higher rate of female enrollment in 1998–1999 at the primary (4.6 percent male and 8.0 percent female), secondary (1.2 percent male and 6.8 percent female), and high school levels (7.4 percent male and 8.3 percent female), the gender gap in the literacy rate is widening in Pakistan. Of those without basic education opportunities, about 70 percent are girls. Financial constraint is another major barrier to female education. Those who belonged to the lowest strata of social order find it difficult to invest in education especially for females. Household-income of the family affects parents' decisions to prioritize expenditures on the education of their children (Maqsood, Maqsood & Raza, 2012).

The research on “The Future of Girl’s Education in Pakistan” noted that “Even if there is a minimal tuition fee charged in schools, expenditures on uniform, textbooks and other materials, besides the opportunity cost of sending daughters to school, serve as constraints. Opportunity costs increase when children grow up and become more useful in the family’s income earning/ domestic activities. This explains higher school drop-out rates among

grown up girls (grade 4 & 5)". So as girls grow up they get engaged at home and withdrawn from schools to help in domestic chores (Khalid and Mukhtar, 2002).

Practice of early marriages seems to be another major barrier to female education. Girls are taught not to disagree, stay modest and submissive in their behavior. Movement of girls is usually restricted especially as they grow whereas boys are encouraged to be assertive. They are usually assigned outdoor duties. The causal explanation for this behavior is that after marriages girls have to do domestic work and look after the in-laws, husband and children. They need to be trained in a way so that they do not face difficulties in adjusting to their married life afterwards. In Pakistani culture, marriage of girls is considered as the main responsibility of parents, and Marriages within the family, cast and baraderi are the common social norms. Parents also find it is difficult to go against the baraderi customs, if there is no value of female's education in their cast or baraderi. Parents of the daughters also bear the financial pressure for preparing the dowry for their daughters. These cultural practices seem to be responsible for parents' preference to investment in son's education. Parents' prefer to invest more on a son's education as if their old age social security is attached with better economic ability of their sons. This provides enough justification to invest in the education of their sons. Issues of safety and security of girls affect their access to education. Traveling long distances to attend educational institutions usually consider as threat to the personal security of girls. The incidents of girls' sexual abuse and the importance attached to the personal security of girls dominate parents' decisions of not sending girls, especially when they grow up, to educational institutions where distances are long (Maqsood, Maqsood & Raza, 2012).

Sathar and Haque (2000) have shown that access to school is one of the key determinants of enrolment in rural Punjab. 'Girls are less able than boys to take public transportation or walk to school in Pakistan's social context, and the cost of private transport – roughly equivalent to the 200 Rupees stipend – was the binding constraint for poor families,' said Khalid Gillani, Secretary of Education in Punjab Province (World Bank, 2007).



### **1.3 Problem Statement**

The present study intended to explore the socio-cultural factors that create hurdle in the way of female to get higher education in rural areas of Pakistan. Patriarchy, Parent's low level of education, gender biasness, early marriages, restriction on girl's mobility, responsibility of domestic chores, wrong perception of investment on female education and distance of educational institutions are the socio cultural-factors that act as a barrier towards female higher education.

### **1.4 Significance of the study**

Education is considered as a corner stone for social development and economic growth of the country. It makes an individual cultured and educated. For better development of the country women education plays very important role. But socio-cultural factors stand between girl and their prospects for education. The present study would serve as a source of enlightenment to rural people to realize that various socio-cultural factor leads to low level of female education in rural areas of Rawalpindi. It would help the government authoritarian to know the effects of socio-cultural barrier on female higher education and provoke them to take the steps to improve female ratio at higher level of education in rural areas. It would serve as point of advocacy for the right of girl's child to education and equality in other spheres.

### **1.5 Research Questions**

- What socio-cultural factors effect female higher education in rural areas of Rawalpindi?
- How do socio-cultural factors effect female higher education in rural areas of Rawalpindi?
- What level of female education is being affected due to socio cultural factors?

## **1.6 Objectives of the study**

- To study the socio-economic characteristic of respondents.
- To find out socio-cultural constraint faced by girls regarding their higher education.
- To see the effect of socio-cultural factors on the female higher education.
- To suggest the suitable measure to address the issue.

## **1.7 Research Hypothesis**

- Socio-cultural factors lead to low level of female education.

## 1.8 Conceptual Framework

**Independent variable**



**Socio-cultural factors:** are things that can affect our lifestyles as a society. They can have an influence on individual behaviors depending on one's' social values. Some of them could be religion, economic status, education, family, politics, cultural values etc. They are the facts and experiences that influence individuals' personality, attitudes and lifestyle. Socio-cultural factors involve both social and cultural elements of the society.

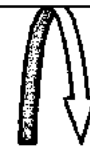
**Dependent variable**



**Female education :** Female education is a catch-all term for a complex set of issues and debates surrounding education (primary education, secondary education, tertiary education, and health education in particular) for girls and women.

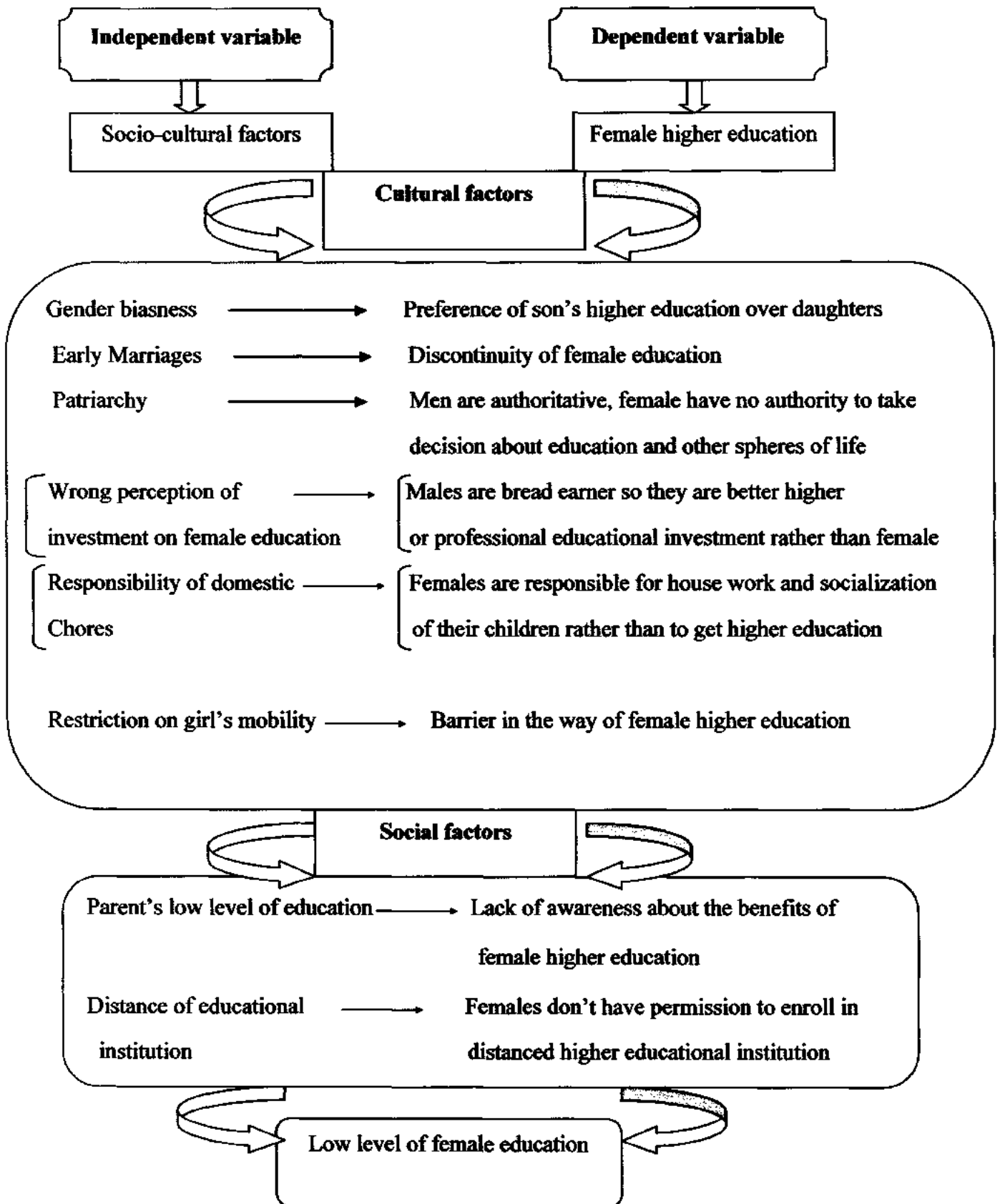


**Level of education:** Level of education (International Standard Classification for Education (ISCED) one-digit code), which represents a broad section of the education "ladder", that is, the progression from very elementary to more complicated learning experience, embracing all fields and program groups that may occur at that particular stage of the progression.



**Tertiary Education:** Any education entered after successful completion of secondary education, which may include vocational post-secondary education (leading to a certificate) and higher education (leading to a degree), even though the designation is often used synonymously with higher education.

## 1.9 Operational Framework



## **Chapter No. 2**

### **Literature Review**

This chapter reviews the literature on girls' education and those socio-cultural factors that act as a barrier towards female higher education.

#### **2.1 Effect of Socio-Cultural Factors on Female Higher Education**

Education is necessary for both male and female child without any discrimination (Ghafoor, 1994). In spite of fact that Government has taken several measures and suggested much for improvement of literacy rate in villages, the female literacy rate is very low in rural Pakistan. According to Census Report of 1998 and as quoted by UNESCO report on "Literacy Trends and Statistics in Pakistan" the literacy rate in Pakistan is 45.0%. Among the females in rural areas this rate is 20.80%. UNESCO, (2002) reports, "A comparison between the urban and rural population of Pakistan and between males and females reveals that rural literacy (34.4%) is less than that urban literacy (64.70%) and female literacy (32.6%) is less than male literacy (56.5%)." The lack of education among females especially in the rural areas creates many serious problems. The females being half of the population cannot fully play their roles in the national development because of low literacy level. They cannot find jobs, they cannot make decisions, they are not aware about their health; they cannot contribute in educating their next generation. According to the researcher "Education is an important indicator of women's development. It is also an important instrument for attaining economic power and dependence. However, educational opportunities available today have not been shared equally by both men and women; as compared to men, women have been benefited much less from educational opportunities across different regions of the world (Rehman & Biswal, 1993).

Despite the worldwide expansion of higher education during the second half of the 20<sup>th</sup> century, inequalities of access persist nearly everywhere. Inequalities are also due to selective education systems, which so operate that from higher secondary level to university level, young people from the most disadvantaged economic, social and cultural backgrounds

are rejected or discouraged. All these factors or often found in various combinations, which perpetuate and aggravate inequality (UNDP, 2003). Rees (1990) observed that discrimination towards women was still prevalent in society including in the current labor market provisions for women, e.g. career progression and an inequality of pay, the attitude towards childcare, the ideology of gender equality and the existence, and the impact of gender equality legislation. In that context a higher education system that lead opinion in society, gender related discrimination towards women students and staff members was observed. Female students faced traditional access issues such as perceived stereotypes and a lack of positive role models in all areas of their graduate careers (Salik & Zhiyong, 2012).

### **2.1.1 Gender Biasness**

Since 1990, world conference on 'education for all' (EFA) in Jometian, the gender inequality in schooling has received much attention by international agencies, NGO's, and governments. Pakistan is a perennial example of wide gender disparity in schooling. The women's situation is far from ideal in this respect. A deep-rooted gender inequality is glaring in rural areas in all the relevant studies, carried out in the country (Sawada & Lokshin, 2001; Khan & Ali, 2005) Argued that gender disparity in educational attainment slows down the economic development of a country. According to them, females' limited access to labor market is a counter-productive process for an economy (Kim, 1998). The gender disparity in education is a reality in the context of developing countries, which policy makers must face. The researchers advocated that female education should be given more priority in educational policies of these developing nations (Johnson & Kyle, 2001).

There is a high preference among parents for education of sons over their daughters and identified a number of factors responsible for the established norm of gender bias among parents towards their children's education. Her study pointed out that social norms of society, gender differences in economic return, and economic status of the household determine the educational levels of females (Tansel, 1997).

The qualitative findings of Rose & Samarra (2001) linked the gender bias to scarcity of resources. They indicated that parents facing the economic constraints prefer the schooling

of their sons to daughters' schooling. Their interpretation supported the observations of another researcher that most of the girls enrolled in higher education were from quite privileged family background, expected to have less discriminative attitude towards girls (Zafar, 1993).

There is an educational gender injustice both in economic and cultural perspective for Pakistan. They pointed out that for higher education; parents do not pick the "winners" among siblings for the allocation of their limited resources. A son gets higher priority for over a daughter with comparatively better performance at school (Sawada & Lokshin, 2001).

According to Stith et al (2003) the cultural factors like parents' gender role expectations and norms influence the attitude and choices about the education and occupation of daughters in household. In this reference, the schooling outcomes of girls highly depend upon the parents' perceptions and are far from random with respect to the culture and social characteristics of the head of the household (Mare, 1980). Likewise, the researchers observed a significant gender inequality towards education of children. They argued that boys being the chief breadwinner for family are preferred over girls for higher level schooling in Pakistan (Khan & Ali, 2005).

According to researchers, the school participation of daughters is linked to the economic, social and cultural factors in the sense that these factors shape the attitude of head of the household towards gender bias and traditional thinking. The gender differences in economic return, cultural norm of son's preference, and restricted mobility of girls at the age of puberty condense the educational levels of females in Pakistan. In addition, the parents think that the human capital returns of investment on daughters' education, shifts to another family through marriage. Similarly, parents in Egypt invest more on son's education due to their high labor market returns and cultural norms requiring sons to look after in their old-age (Dancer & Rammohan, 2006). The biases exacerbate due to informal nature of production process in rural areas.

### **2.1.2 Early Marriages**

Many studies have identified the early marriages of females as a major constraint on their schooling. In Pakistani society, parents attach more importance to marriages of daughters than their education and hence, desire to marry them as early as possible (Zafar, 1993). For parents, the risk of being engaged in a sexual activity or being pregnant out of wedlock, is a major factor of early female marriages, causing their school discontinuation at early stages of education (Balde, 2004).

Marriage and parenthood role are major cuts on the educational career of the females in rural set up. The marriage factor obstructs the females' enrolment in higher grades. According to researcher, the adult role deserves a special attention of policy makers for attaining a rise in the educational levels of women in a country (Teachman, 1987).

The pressure of early marriage reduces the women's education. They found a close link of age at marriage and age at leaving school. They concluded that for females, marriage and education is a rare combination; may be, due to the fact that women indulge in bearing and rearing the children after marriage (Parish & Willis, 1993). They supported the findings of Moore & Waite (1977) that early child bearing is strongly associated with decreased educational attainment. The study of Waite & Moore also revealed that women who become mother at an early age are more likely to attain fewer years of schooling and the effect of most of other determinants of educational attainment levels depends on age at first birth (Moore & Waite, 1978).

The low age at marriage is one of the major causes of low education among rural females. About half of those never enrolled and one-third of those who have dropped before primary were married between the age of 8 and 14 years. Ahmed (2005) introduced the early marriage factor, as a dummy variable in his ordinary least squares model. He found that parents, who managed early marriages of their daughters, had very low educational levels for their females (Colclough et al, 2000).



### **2.1.3 Distance of Educational Institutions and Restriction on Girls Mobility**

Literature reported the long distances of schools from household to be a major hindrance in educational attainment of rural girls in the developing countries of the world. The supply side factors are more important than family background among poor in acquiring their educational attainment. Researchers explored the effects of school distances on female educational attainment in both perspectives i.e. culturally and economically. The distances of educational institutions obstruct the higher level schooling of females due to weak transportation system in rural areas, cost of travelling or chaperones' accompany costs, opportunity costs, physical costs, and the cultural restrictions on the mobility of adolescent girls. In traditional societies like Pakistan, the issue of 'school distance' becomes more serious for the girls attaining the age of puberty due to seclusion traditions, Islamic values and especially the risk of sexual harassment (Heyneman & Loxley, 1983).

King and Lillard (1983) found a negative effect of school distances for female schooling in rural Philippines and recommended the strategy of construction of high schools within short distances to raise the educational levels of females in Philippines.

Tansel (1997) measured the distances of nearest primary, middle and secondary schools from the residence of household. Her approach for school distance is in economic context. She studied the school distances in terms of 'price of schooling' and found a negative significant effect of school distance at middle and secondary level for enrolment of rural girls from primary to higher levels. She is of the point of view that distance to secondary school influences the primary school attendance, as simply primary level education does not offer any valuable economic return. The expectations to continue the education at higher levels also encourage the girls' enrolment at primary level. The researcher did not touch cultural aspect of large distances of schools for females.

Holmes (1999) also studied the school distance in the economic perspectives for Pakistan. She interpreted her findings on the school distances in the context of price of schooling. Her study showed a negative effect of distances of middle and secondary level schools on the

educational attainment of females in Pakistan. She argued that the arrangements for transportation or a chaperone increases the cost of schooling at middle and secondary level schooling for daughters, especially in rural areas. Long distances to public school emerged as deterrent to girls schooling in Pakistan by Sathar & Lloyd (1994). They stated that availability of school increases parents' willingness to send their daughters for education.

Sawada and Lokshin (2001) established that lack of schools impeded female education in rural Pakistan. The regression coefficient for school distance was negative for females while insignificant for males schooling in rural context, supporting the idea "real issue is not of the distance but safety and the prevailing cultural norms." Thirty-two percent of school drops were a result of inaccessibility to school by their qualitative findings. According to them, the remote and 'inappropriate' school locations are still a serious problem in rural Pakistan and parents were willing to send their daughters only if school was accessible nearby.

The study of Colclough et al., (2000) focused the educational gender inequalities in the context of poverty and cultural practices. A salient feature of their work is that in spite of defining the school distances as 'short' or 'long' by parents, it measured the actual distances of schools from home. The researchers estimated the school distances by drawing a map of the local village and location of the children's home. They found an average distance of 2 km and 1 km of the nearest school for Ethiopia and Guinea respectively. The focus group discussions with these rural people revealed that parents were reluctant to send daughters to schools, which were far from home. They considered girls weaker than boys to walk on the long distances, and most importantly conceived the girls unsafe for sexual harassment on school way. They also reported the incidences of girls' kidnapping on their way to school. The same are the results for a culturally related neighboring country, India. School 'accessibility' was found to be significantly related to school attendance of rural girls for both censuses of 1981 and 1991 in India (Jayachandran, 2002). She concluded that parents with homes near to school are more inclined towards sending their girls to school.

Pakistan Country Gender Assessment (2005) –PCGA (2005) presented a ground reality for the role of school distances in deterring the school progression of females in the socio-

cultural set up of these rural areas of Pakistan. The report touched both the economic and non-economic aspects of school distances for girls' education. The report showed a positive effect of 'within community school' on the education of female children through national level data (PIHS- 2001-2). The study found that girls' enrolment was in loss by 18 percentage points for villages with 'no school within community' and the log it coefficients for school distances were negatively related to all levels of girls' schooling. The report further elaborated that parents feel uncomfortable for sending their daughters to long distances to attend schools and this discomfort is exacerbated in the case girls reach the age of menarche. To ensure the safe passage, the travel cost expenditures to school increased sharply for girls of age 13 and above -enrolled in middle and upper levels- in Pakistan, an economic hindrance in higher level schooling. The finding is in close agreement with the Tansel (2002) that parents perceive it dangerous for their daughters to walk long distances on school. Contrary to above findings, some studies found no effect of school distances on girls' schooling in the context of rural areas of developing countries (Burney & Irfan, 1991; Liu, 2004).

Burney & Irfan (1991) analyzed the national level data for Pakistan and found an insignificant effect of 'school in village' at all levels i.e. primary to high for rural girls. They are of the opinion that enrolment in any class of rural girls cannot be exclusively attributed to the school availability. Any attempt to attribute this low enrolment rate of girls to the availability of school, ignoring the educational system and other differentials would be a simple treatment of complex situation. The contrast in effect of 'distances of educational institutions' of their study on female education with other researches may be due to their unique approach in the measurement of school distances. They measured the school distances in terms of 'school in village' or 'no school in village'. Whereas, the parents do not feel reluctant in sending their daughters to schools situated at very small distances from the village. An 'out of village school' is not a clear measurement in terms of economic or cultural barrier for its access to school. For example, treating the schools situated at the distances of 1/2 km and 20 km from village with the same value of independent variable 'out of village school' in the model would be an unrealistic approach. Therefore, present

study proposes to measure the actual distances of schools, instead of variable like school 'within community' or 'out of community'.

#### **2.1.4 Responsibility of Domestic Chores**

According to Beoku-Betts (1998) the primary role of women is "to participate in agricultural production and to take responsibility for domestic labor and care giving" (p. 178). As stated previously, young girls bear the burden of cooking, tending to the needs of children, gathering water, and engaging in farm work; thus their academic studies become a lower priority (Sutton, 1998). Furthermore, parents often treat their children as a form of investment and daughters tend to be viewed as potential wives and mothers (Kerner, 1986). If girls attend school, their time is spent away from household work and this is a high 'opportunity cost' for families (Sutton, 1998). In essence, the odds are stacked against women based on their gender and gender-determined roles. Bhalalusesa (2000) acknowledges the historical oppression of Tanzanian women by stating that girls "remain victims of circumstance just as their mothers and their grandmothers, generations before them" (p. 40). These circumstances do not allow young girls the opportunity to truly become invested in their education; the cultural responsibility of caring for families and preparing to become a spouse and mother is inconsistent with educational attainment. These domestic responsibilities continue to limit women's opportunities. Although the role of women in East African society varies from one country to another, more often than not, the duties women play suggests their inferiority to men (Kwesiga, 2002). The family structure helps determine the role of women and their general status (Kwesiga, 2002). Parents worry about their educated daughters finding husbands, bearing children, and upholding community values, which undeniably impedes women's educational paths (Bloch, 1998). Frequently, women have multiple functions in the home leaving a small amount of time for leisure and even less time to pursue education (Bhalalusesa, 2000). Women who conform to traditional roles risk losing their educational opportunities, but those who do not conform risk social isolation (Morley, Leach, & Lugg, 2009; Stambach, 2000)

### **2.1.5 Wrong Perception of Investment on Girl's Education**

Parental and familial attitudes have a strong influence on the decision to invest in children's education. The literature highlights an ambivalence towards investment in female education, based on many negative perceptions of girls and women: these perceptions need to be challenged. Some parents believe that boys are more intelligent, that they perform better in school and that they are a better educational investment than girls. A factor often ignored in discussions of parental preference for boy's education is the prevalence of patrilineal inheritance systems. As the prime beneficiaries of family assets, boys are favored in human capital investment decisions. In addition, parents worry about wasting money on the education of girls who are likely to get pregnant or married before completing their schooling. There is a strong belief that, once married, girls become part of another family and the parental investment is lost (Davison 1993, Davison and Kanyuka 1992, Kapakasa 1992, Long & Fofanah 1990, Prouty 1991). Some communities and parents hold a negative view of educated girls. For example, in Chad, some parents believe that schools push girls to prostitution, make them unfaithful to their husbands and make them difficult to control by parents (Bello, 1993). In some regions of Cameroon, educated girls are perceived as being too independent and demanding and being likely to challenge the traditional submissive role expected of them in marriage (Cammish & Brock, 1994).

### **2.1.6 Patriarchy**

Patriarchy is deeply rooted in society influences women's educational patterns. Patriarchal values heavily govern the social structure in Pakistani society. Home has been defined as a woman's legitimate ideological and physical space where she performs her productive role as a mother and wife, while a man dominates the world outside the home and performs his productive role as a breadwinner. Men and women are conceptually segregated into two distinct worlds. The household resources are allocated in the favor of sons due to their productive role. Education for boys is prioritized vis-a-vis girls, because it is perceived that boys must be equipped with educational skills to compete for resources in the public arena, while girls have to specialize in domestic skills to be good mothers and wives. Hence, education is not perceived as being important for girls. This gender division of labor has

been internalized by the society, and girls/women do not have many choices for themselves that could change these patriarchal realities of their lives. Society does not allow girls/women to develop their human capabilities by precluding them from acquiring higher education. Lack of emphasis on the importance of women's education is one of the cardinal features of gender inequality in Pakistan (Chaudhry & Rahman , 2009).

The decision making process, which begins at the household level and extends through business and government, frequently ignores women's voices (Kwesiga, 2002). Women continue to be distanced from "legislative and decision-making bodies and other positions of power" which prevents them from creating social policies (Egbo, 2000, p. 7). Women frequently bear the responsibility for cultivating crops but their ability to make decisions is minimized, if not completely removed, if they do not own property (Kwesiga, 2002).

Further, men often "dominate the cash economy" but women are generally the ones responsible for "school fees, children's clothes and household items, which all require cash payments" (Kwesiga, 2002, p. 109). Gender discrimination exists at multiple levels, especially because women tend to be underemployed or employed only at the lowest levels (Kiluva-ndunda, 2001).

Women continue to become educated but due to notions of hegemony, they are unable to exert their influence in areas that result in increased power and recognition. According to Kiluva-ndunda (2001) gender determines how "power, property, prestige, and educational and employment opportunities are organized, regulated, and distributed"(p. 8). Again, this begins at the smallest unit – the household – and extends to larger societal patterns. Although literacy helps provide opportunities for women, it does not necessarily enhance their social standing (Egbo, 2000).

The problem then becomes patriarchal norms that create a hegemony restricting educational access. Patriarchal hegemony, then, directly impacts women's social spheres, including education. Gender relations play an important role regarding 'economic subordination' and women's gender stratification (Kiluva-ndunda, 2001). Even when women control the

domestic domain, it is not common knowledge because patriarchal rule dictates that men are in charge (Kwesiga, 2002). Within the family, men are traditionally viewed as the head of the household who makes the decisions. This extends from the family unit to local communities and creates issues related to gender parity in education and policy creation. Egbo (2000) states that literate women often “become indoctrinated and acculturated into prevailing male-based systems rather than transforming them” (p. 9). As women enter these male dominated spheres they succumb to the social norms instead of trying to change them, and serve in subordinate positions to men. A lack of female role models impacts young women who are not able to find their voices which further impact the creation of policy (Bendera, 1999). As the national government empowers local communities to enhance gender equality on regional and local levels women have more opportunities to get involved in administering education (Swainson et al., 1998).

### **2.1.7 Parents Low Level of Education**

There are different attitudes of parents towards the education of their daughters. The parents who are more literate have more desire to their daughter's education. Urban people are more interested in the education of their daughter than the rural ones ( Rafiq, M., 2000). Father's and mother's education found to be positively related to educational attainment levels of children in Pakistan (Sawada & Lokshin, 2001). According to them, although subjective factors count well, yet the educated parents have superior home teaching environment and are in better position to perceive the benefits of education. Holmes (1999) reported that parents' education increases the schooling of their children. The effect of mother's education was stronger than father's education for the girls in the household. The effect of parents' education for daughters' schooling was larger as compared to their sons with Tansel (2002).

The researcher interpreted the findings in terms of less mobility for women than men in rural Turkey. She further explained that uneducated parents live in localities with low education facilities for girls and have negative attitude towards female education. Ermisch and Francesconi (2001) showed a stronger association of mothers' education with the education of her children than the father's education. Similarly, Dreze & Kingdon (2001)

found that maternal education has a stronger positive effect on the educational attainment of girls. Johnson and Kyle (2001) showed that a female child with uneducated mother is 1.87 times more likely to drop out of school as compared to an educated mother. Similarly, Rose and Samarrai (2001) showed that girls with illiterate mothers were less likely to complete the primary education. The parents who are more literate have more desire to their daughter's education. Urban people are more interested in the education of their daughter than the rural ones (Rafiq, M., 2000).

There are number of barriers in the way of female getting higher education, the biggest challenges in promoting female education in rural areas are socio cultural factors which act as barrier toward their higher education. They do not have opportunities to acquire higher education. It is very difficult to change the society's perception about female education in male dominating rural society. So it requires special attention on the part of higher authorities to address the issue.



## **2.2 Theoretical Framework**

Sociological theories provide an exemplary force for a given social phenomena as well as need confirmation from an empirical research. Goldthrope (1996) A sociological theory is of value to the extent that it can provide an amount of how established social regularities come to be as they are –and to the extent that, through wider implication it carries, it remain open to further empirical test (p.482)”.

## **2.3 Gender Role Theory**

Gender role is a theoretical construct involving a set of social and behavioral norms that, within a specific culture, are widely considered to be socially appropriate for individuals of a specific sex. The perception of gender roles includes attitudes, actions, and personality traits associated with a particular gender within that culture. Gender roles are predominantly considered within a family context as well as within society in general and may collectively be referred to as gender stereotypes. There is ongoing debate as to which gender differences in behavior and personality are due to innate personality of the person and which are due to cultural or social factors, and are therefore the product of socialization, or to what extent gender differences are due to biological and physiological differences (World Health Organization, 2009).

Gender roles are culture based, and while most cultures distinguish only two genders, some recognize more (Emmons and Maccoby, 1966). Some philosophies claim that gender behavior is mostly due to social conventions, although opposing theories contest this. Children learn to categorize themselves by gender usually by the age of 3 (Pate and J. s.d).

From birth, children learn gender stereotypes and roles from their parents and environment. It is claimed that boys learn to manipulate their physical and social environment through physical strength or other skills, while girls learn to present themselves as objects to be viewed (Cahill and S. E, 1986). Social constructionists claim for example that gender-segregated children's activities create the appearance that gender differences in behavior reflect an essential nature of male and female behavior (Fenstermaker and Sarah, 2002).

Gender role theory “treats these differing distributions of women and men into roles as the primary origin of sex-differentiated social behavior, their impact on behavior is mediated by psychological and social processes” (Eagly and A.H, 1999). According to Gilbert, gender roles arose from correspondent inference, meaning that general labor division was extended to gender roles. Socially constructed gender roles are considered to be hierarchical and characterized as a male-advantaged gender hierarchy by social constructionists (Wood. W and A. H, 2002). The term defined by researcher Cherlin defines when "a social order based on the domination of women by men, especially in agricultural societies as patriarchy (Cherlin and Andrew J, 2010). According to Eagly et al., the consequences of gender roles and stereotypes are sex-typed social behavior (Eagly, 2004) because roles and stereotypes are both socially shared descriptive norms and prescriptive norms.

### 2.3.1 Talcott Parsons' View

Parson recognizes male and female differences and suggested the nursing and expressive role for women at home (stromquist, 1990). In 1955, sociologist Talcott Parson developed a model of nuclear families in the United States that addressed gender roles. Family structures vary across cultures and history, and the term nuclear family refers to a family unit of two parents and their children. Parson developed two models of gender roles within the nuclear family. His first model involved total role segregation; men and women would be trained and educated in gender-specific institutions, and high professional qualifications and the workplace would be intended for men. Women would be primarily focused on housekeeping, childcare, and children's education. Male participation in domestic activity would be only partially desired and socially acceptable. Further, in the case of conflict, the man would have the final say. Parson contrasted this first model with a second that involved the total integration of roles. In the second model, men and women would be educated in the same institutions and study the same content in classes. Outside the educational milieu, women and men would both perceive career to be important, and equal professional opportunities for men and women would be considered socially necessary. Both parties in a marriage would bear responsibility for housework and child rearing. Finally, neither gender would systematically dominate decision making (History learning, 2014)

The parson's model was used to contrast and illustrate extreme positions of gender roles. Model A describe total separation of male and female roles. While model B describe the complete dissolution of gender role (Brockhaus: Enzyklopadie der psychologie, (2001).

	<b>Model A – Total role segregation</b>	<b>Model B – Total integration of roles</b>
<b>Education</b>	Gender-specific education; high professional qualification is important only for the man.	Co-educative schools, same content of classes for girls and boys, same qualification for men and women.
<b>Profession</b>	The workplace is not the primary area of women; career and professional advancement is deemed unimportant for women.	For women, career is just as important as for men; equal professional opportunities for men and women are necessary.
<b>Housework</b>	Housekeeping and child care are the primary functions of the woman; participation of the man in these functions is only partially wanted.	All housework is done by both parties to the marriage in equal shares.
<b>Decision making</b>	In case of conflict, man has the last say, for example in choosing the place to live, choice of school for children, buying decisions.	Neither partner dominates; solutions do not always follow the principle of finding a concerted decision; status quo is maintained if disagreement occurs.
<b>Child care and education</b>	Woman takes care of the largest part of these functions; she educates children and cares for them in every way.	Man and woman share these functions equally.

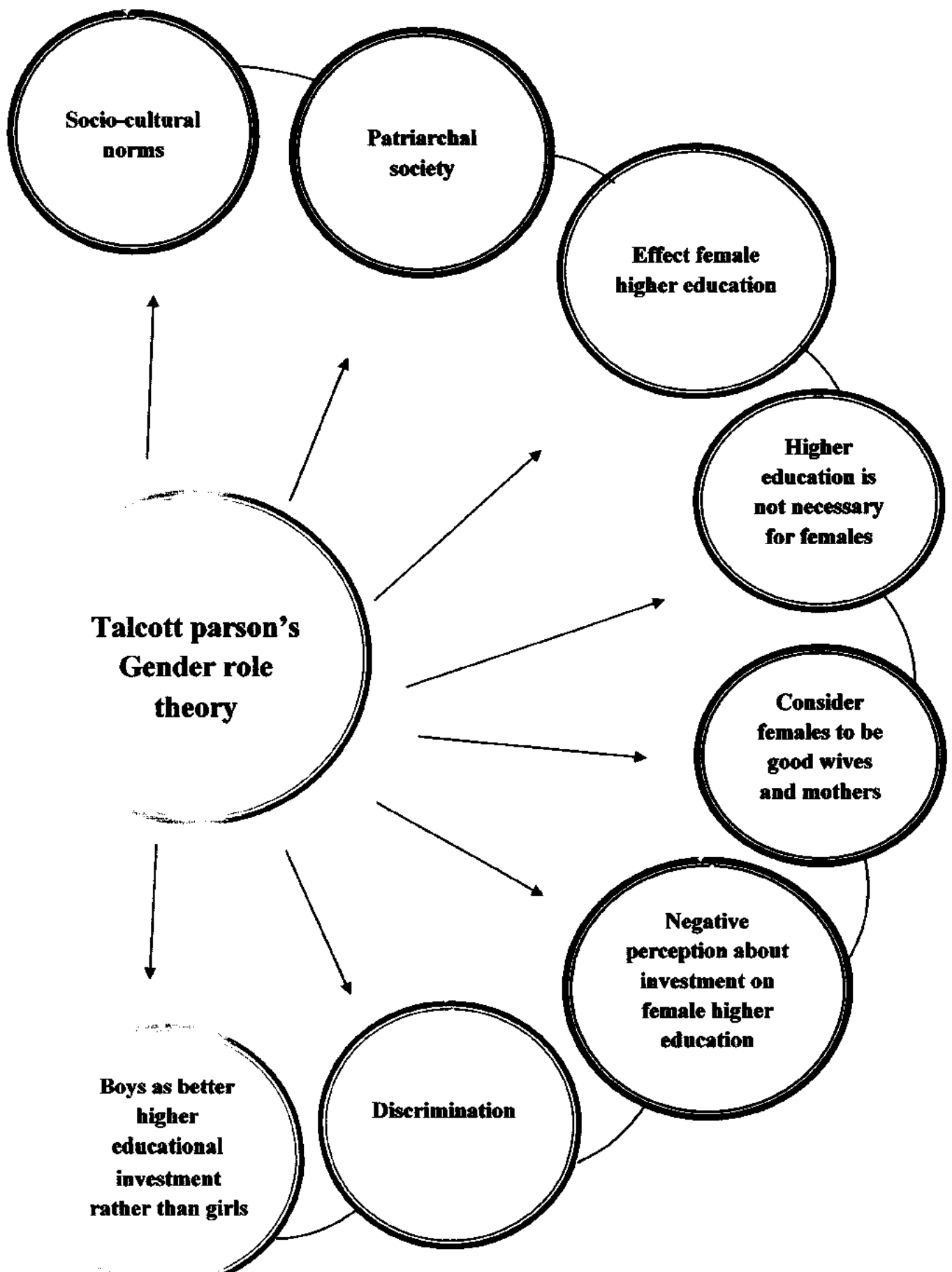
(Hoststede, Geert, 1998).

## **2.4 Application of Theory**

Parson's gender role theory is appropriate for this study because it emphasizes the various socio-cultural norms and standards which must be considered for women to get the opportunities to participate in social activities such as education. These socio-cultural norms emphasized in the theory are the factors that affect female education. Parson's first model which is role segregation in gender role theory best suited to this study because in rural areas family is headed by a house head, a position held by the male parent. The patriarchal ideology is thus dominant. Male dominancy is hurdle in the way of female higher education. The male members of the family have more say in decision making. The status of female in the family is low as compare to male. The roles assigned to women are narrowly defined. They consider female to be good wives and mothers, girls and women are seen as subordinates and higher education for them is not important. They think that primary duty of female is to look after house hold duties and spend most of the time in home.

They have negative perception about the investment on high professional qualification of female. They think that boys are more intelligent, that they perform better and they have to support their family financially and they are consider as old age support by their parents , so they are better higher educational investment than girls. So they are strictly against female higher education, restrict their mobility and don't allow the female to go to educational institutions especially in universities. Studies shows that disadvantage and discrimination starts even before birth. In most cases, girls are more disadvantaged by cultural factors operating within the home and school than boys.

## 2.5 Theoretical Framework Model



## **Chapter No. 3**

### **Research Methodology**

#### **3.1 Social Science Research**

Social science research refers to any scientific study of human action and interaction focusing on elements of thought and behavior that are in some sense social. Social science research is, more specifically, a truth-seeking activity aimed at contributing to existing knowledge, generating new knowledge, or for application to some specific problem related to human action and interaction (Albert Einstein, 1955).

#### **3.2 Research Design**

There are several research designs that are used in social science in both qualitative and quantitative researches that provide guidance to researcher to move forward. A research design is a detailed outline of how the study will take place. A research design will typically include how data is to be collected, what instruments will be employed, how the instruments will be used and the intended means for analyzing data collected (Business Dictionary).

In current research, quantitative research approach was used by the researcher to get the proposed information from respondents. Research method was survey method and research instrument was questionnaire.

#### **3.3 Research Method**

Research Methods are the ways or techniques use by the researchers in conducting research operations. On the other hand, Research Methodology is a scientific and systematic way to solve research problems. A researcher has to formulate the approach i.e. in addition to knowledge of methods; the researcher has to apply the logical-approach as well. In addition the methodology may differ from problem to problem. Thus, the scope of research

methodology is wider than research methods. In a way, research methodology deals with the research methods and takes into consideration logic behind the methods (Rajesh, 2011).

The researcher used survey method in this research. The respondents were informed about the purpose of survey.

Today the word “survey” is used most often to describe a method of gathering information from a sample of individuals. The quality of a survey is largely determined by its purpose and the way it is conducted (Scheuren, 2004).

### **3.4 Research Instrument**

The means of collecting data and information are research instruments like observation, interview schedule, interview guide, questionnaire and all other classified tools. The validity and reliability of any research project may depend on the appropriateness of the instrument. Whatever procedure one uses to collect data, it must be critically examined to check the extent to which it is likely to give you the expected result (Anum, 2014).

Questionnaire is a form of inquiry document which contains systematically compiled and well organized series of questions intended to elicit information which will provide insight into the nature of the problem under study (Anum, 2014).

The instrument used by the researcher was questionnaire. Respondents were interviewed directly to avoid misinterpretation and to ensure clarity on all issues.

### **3.5 Universe**

The selection of universe is very important in research study. It provides more accuracy and precision. The universe may be individuals, groups of people, organizations, or even objects. In the methodological language the universe is defined as the place where relevant data is collected (Babbie, 2001).

In the current study the universe of study was “Maira Kalan” a rural area of Rawalpindi Punjab, Pakistan. The researcher collected data from the female of that village. Its geographical

coordinates are 33° 28' 36" North, 72° 56' 2" East. There was a middle school for girls and secondary school for boys. There was no availability of hospital in the village.

### **3.6 Population**

The population refers to an aggregate or totality of all the objects, subjects or members that conform to a set of specifications (Polit & Hungler, 1999).

In this study the population was females of Maira Kalan and total female population of the village was 851.

### **3.7 Target Population**

The target population is “the entire aggregation of respondents that meet the designated set of criteria” (Burns & Grove 1997).

Target population in this study constituted those females who completed their college education but due to socio-cultural barriers they could not get higher education.

### **3.8 Sampling Method**

Sampling is the process of selecting a group of subjects for a study in such a way that the individuals represent the larger group from which they were selected. This representative portion of a population is called a sample (Youn, 2006).

The primary advantages of sampling are convenience and feasibility. Sampling methods can be classified into probability and non-probability sampling.

In current study the researcher used probability sampling method.

### **3.9 Sampling Technique**

Sampling technique is the name or other identification of the specific process by which the entities of the sample have been selected (Glossary of statistical term, 2011).

A random sample in which a researcher create a sampling frame and uses pure random process to select cases so that each sampling element in the population will have an equal probability of being selected (Neuman, 2002).



Simple random sampling of the probability sampling design was utilized for the selection of female respondents.

### **3.10 Sample Size**

The sample size typically refers to the number of units that were chosen from which data were gathered (Lavrakas, 2008).

In this study 126 females were randomly selected out of entire population.

### **3.11 Pre-testing**

The advance testing of something, such as a questionnaire, product, or idea (The free dictionary, 2009). Pretesting involves a series of activities designed to evaluate a survey instrument's capacity to collect the desired data, the capabilities of the selected mode of data collection, and the overall satisfactoriness of the field procedures. Throughout this text we refer to a "pretest" as the collection of all those techniques and activities that allow researchers to evaluate survey questions and survey procedures before data collection begins (Caspar and Peytcheva, 2011).

Prior to the finalization of the questionnaire 10 questionnaire were tested and some modification and addition was done where required. The purpose of pretesting was to remove error and ambiguities from finalized questionnaire.

### **3.12 Field Experience**

The researcher first took permission from university in order to collect the data from the female of village Maira kalan. Then visit the village. As the researcher was the also the resident of village Maira Kalan so during the data collection researcher developed rapport easily. But the issue was that the female were not giving the proper time due to their busy routine but when the purpose and importance of study was explained to them they cooperate with researcher well. Another issue was that most of the respondents could not understand the questionnaire in English so that the researcher translated it into local language of the village. The researcher ensured them that their personal information would be kept confidential and used only for research purpose so that they provided correct information.

### **3.13 Data Analysis**

Data analysis is a process for obtaining raw data and converting it into information useful for decision-making by users. It is a process of inspecting, cleaning, transforming, and modeling data with the goal of discovering useful information, suggesting conclusions, and supporting decision-making (Charles & Gary, 1989).

Researcher used quantitative method and techniques to collect data. The data was analyzed by using statistical analysis. Through Statistical Package for Social Sciences (SPSS) data was analyzed which facilitate the researcher in more than one way such as time saving and reduction of large amount data to basic pattern etc.

#### **3.13.1 Coding**

Coding refers to the process of assigning numerals or other symbols to answers so that responses can be put into a limited number of categories or classes. Such classes should be appropriate to the research problem under consideration. They must also possess the characteristics of exhaustiveness and exclusiveness which means a specific answer can be placed in one and only one cell in a given category set. Another rule be observed is that of unidimensionality by which every class is defined in terms of only one concept (Kothari, 2005).

Through coding respondents answered to the question were converted into numbers.

#### **3.13.2 Tabulation**

Tabulation refers to the act or process of making tabular arrangement; formation into tables, exhibition into tabular form, as of statistic numbers and names also tabling.

After coding the researcher made the both tables and graph consisted of percentages and frequency distribution.

#### **3.13.3 Univariate Analysis**

Univariate analysis is the simplest form of quantitative (statistical) analysis. The analysis is carried out with the description of a single variable in terms of the applicable unit of

analysis (Altamira, 2006). Univariate analysis is used mainly for descriptive purposes, and most commonly involves frequency tables, graphs and descriptive statistics. We can use univariate analysis to find out specific information relating to each variable (Amar, 2011).

### **3.13.3.1 Percentage**

A percentage is a number or ratio expressed as a fraction of 100. It is often denoted using the percent sign, "%", or the abbreviation "pct." A percentage is a dimensionless number (pure number) (Smith D.E, 1958). All of something is 100 percent, half of it is 50 percent and none of something is zero. In current research, researcher calculated percentage of all the questions.

$$P = \frac{F}{N} \times 100$$

### **3.13.4 Bivariate Analysis**

Bivariate analysis is one of the simplest forms of quantitative (statistical) analysis. It involves the analysis of two variables, for the purpose of determining the empirical relationship between them (Babbie, 2009). In order to see if the variables are related to one another, it is common to measure how those two variables simultaneously change together. Bivariate analysis can be helpful in testing simple hypothesis of association and causality (sociology index).

In the current research the relationship between the independent and dependent variable was checked through applying chi-square test.

#### **3.13.4.1 Chi-square**

A statistical test of significance which is used to compare observed frequencies with expected frequencies (foster, 2006). It is also an effective test for studying the existence of relationship between the independent variable and dependant variable of hypothesis. In the

current research the researcher apply chi-square to verify relationship between two variables that were socio factors and low level of female education associated each other.

$$X^2 = \frac{\sum (O-E)^2}{E}$$

### **3.14 Ethical Consideration**

Ethics is “a code of behavior considered correct” (Pera and Tonder, 1996). This relates to moral standards that the researcher should consider in all research methods in all stages of the research design (Polit, 2001).

The researcher followed all ethical rules throughout research. The study therefore had to be conducted with fairness and justice by eliminating all potential risks. Ethical issues observed in a study may include “informed consent, right to anonymity and confidentiality, right to privacy, justice, beneficence and respect for persons”.

## Chapter No.4

### Data Analysis and Discussion

#### 4.1 Data Analysis

Data analysis is a process for obtaining raw data and converting it into information useful for decision-making by users. Data is collected and analyzed to answer questions, test hypothesis or disprove theories (Judd, Charles & Mc Cleland, Gary, 1989).

##### 4.1.1 Univariate Analysis

Univariate analysis is the simplest form of quantitative (statistical) analysis. The analysis is carried out with the description of a single variable in terms of the applicable unit of analysis (Altamira, 2006). Univariate analysis is used mainly for descriptive purposes, and most commonly involves frequency tables, graphs and descriptive statistics. We can use univariate analysis to find out specific information relating to each variable (Amar, 2011).

#### Objective No. 1 Socio-Economic Characteristic of the Respondents

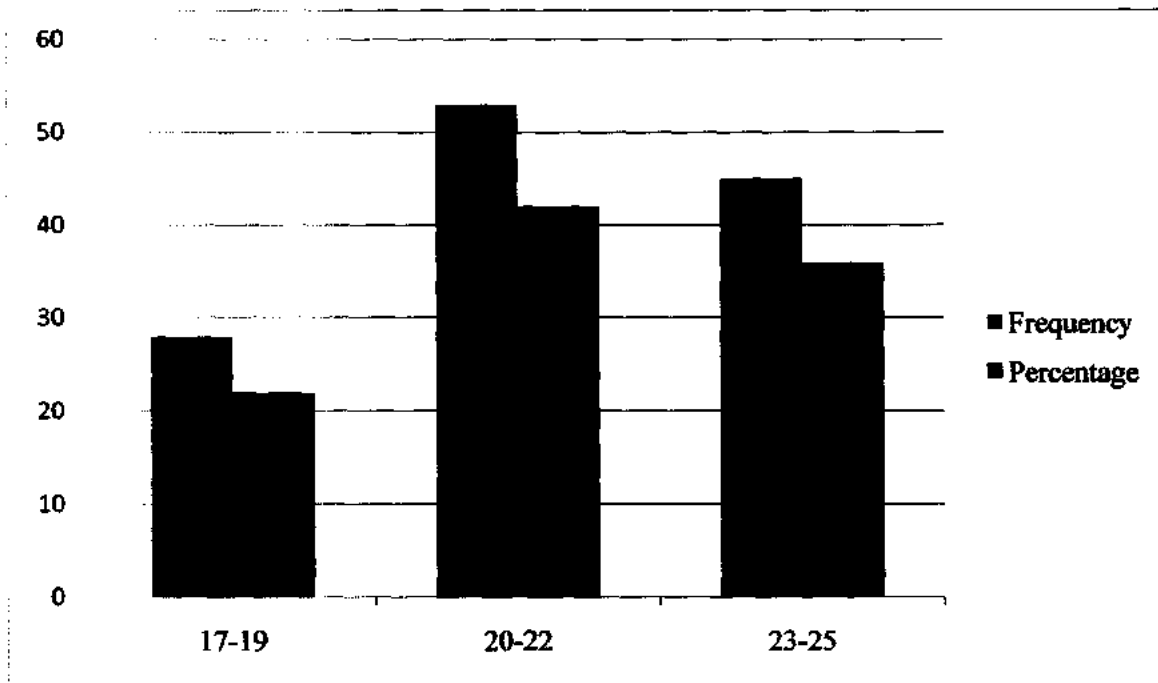
##### Socio-Economic Characteristic

Socio-economic characteristic may include individuals or family's economic and social position income, education, and occupation. When analyzing a family's SES, the household income, earners' education, and occupation are examined, as well as combined income, versus with an individual, when their own attributes are assessed. Socio-economic characteristic of the respondents' are very important because they effect female education. These characteristic of the respondent in the research are age, marital status, family size, family structure, number of children, number of siblings, level of education of the respondents and fathers and husbands occupation.

**Table: 4.1 Ages of the Respondents**

Age	Frequency	Percentage
17-19		
20-22	53	42.0
23-25		
<b>Total</b>	126	100.0

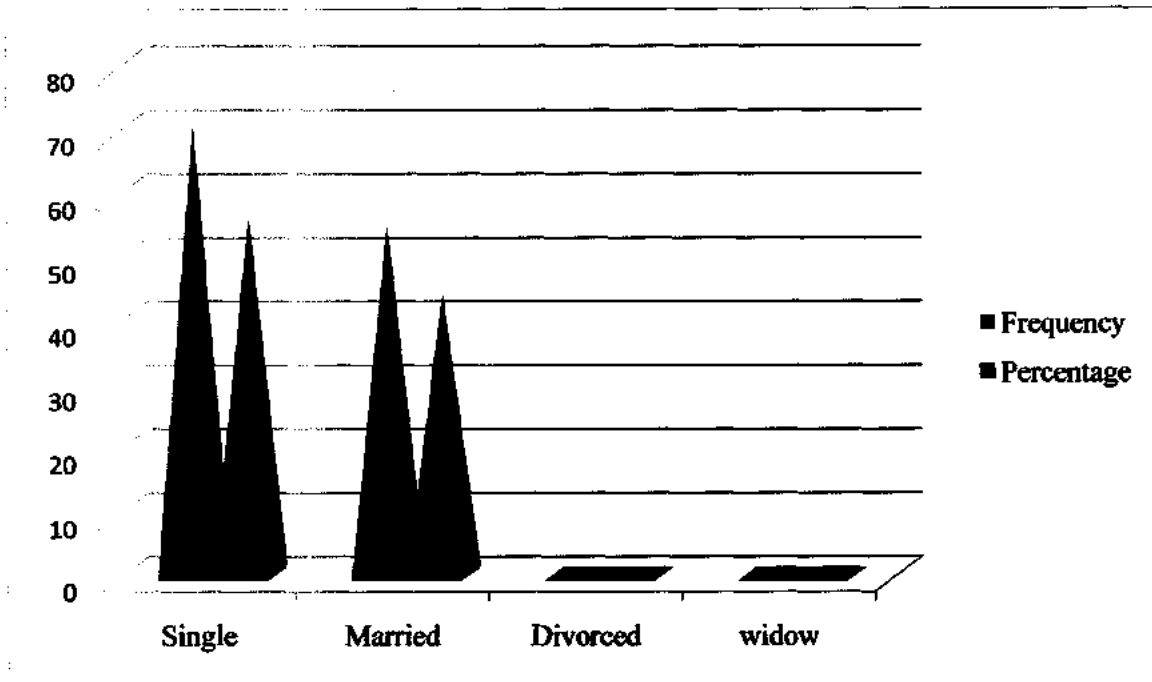
Above table shows the ages of the female respondents, the age category of female respondents was 17 to 25. According to the data 22% respondent had age between 17-19 years, 42 % respondents had age between 20-22 years and 36 % respondents had age between 23-25 years .The purpose of selecting the desired age was that researcher wanted to conduct the research on those female who completed their college level education but could not get higher education and usually college level students age is from 17 to 25.



**Table: 4.2 Marital Statuses of the Respondents**

Marital status	Frequency	Percentage
Single	71	
Married	55	44.0
Divorced	0	
widow	0	0.0
<b>Total</b>	<b>126</b>	

Table: 4.2 indicate that 56% females were single, they were waiting for marriage and 44 % females were married because of the early marriage their family could not allowed them to get higher education and considered them suitable only for household activities . No one was divorced and widow in the sample size.



**Table: 4.3 Family Size of the Respondents**

Family size	Frequency	Percentage
1-5	16	12.7
6-10	73	58.0
11-15	37	29.3
<b>Total</b>	<b>126</b>	<b>100</b>

Table 4.3 shows the family size of the female respondents. It indicates that 13% female respondents had 1-5 members in their house. 58 % respondents had 6-10 members in their house. 29 % respondents had 11-15 members in their house .Table shows that most of the female had 5-10 members in their house because in rural areas people prefer to live in a joint family system.

**Table: 4.4 Number of Sons and Daughters of the Respondents**

No. of sons and daughters	Frequency		Percentage	
	Sons	Daughters		
0-1	109	107	86.0	85.0
2-3	17	15	14.0	12.0
4-5	0	4	0	3.0
<b>Total</b>	<b>126</b>	<b>126</b>		

Table 4.4 is about no of sons and daughters of the females. It indicate that 86% and 85% married female had their sons and daughters 0-1 , 14% and 12% females had their sons and daughters 2-3 while nobody had their sons 4-5 but 3% had their daughters 4-5 .

**Table: 4.5 Number of Brother and Sister of the Respondents**

No of brother and sister	Frequency		Percentage	
	Brothers	Sisters		
0-1	75	70	59.0	56.0
2-3	50	38	40.0	27.0
4-5	1	22	1.0	17.0
<b>Total</b>	<b>126</b>	<b>126</b>		

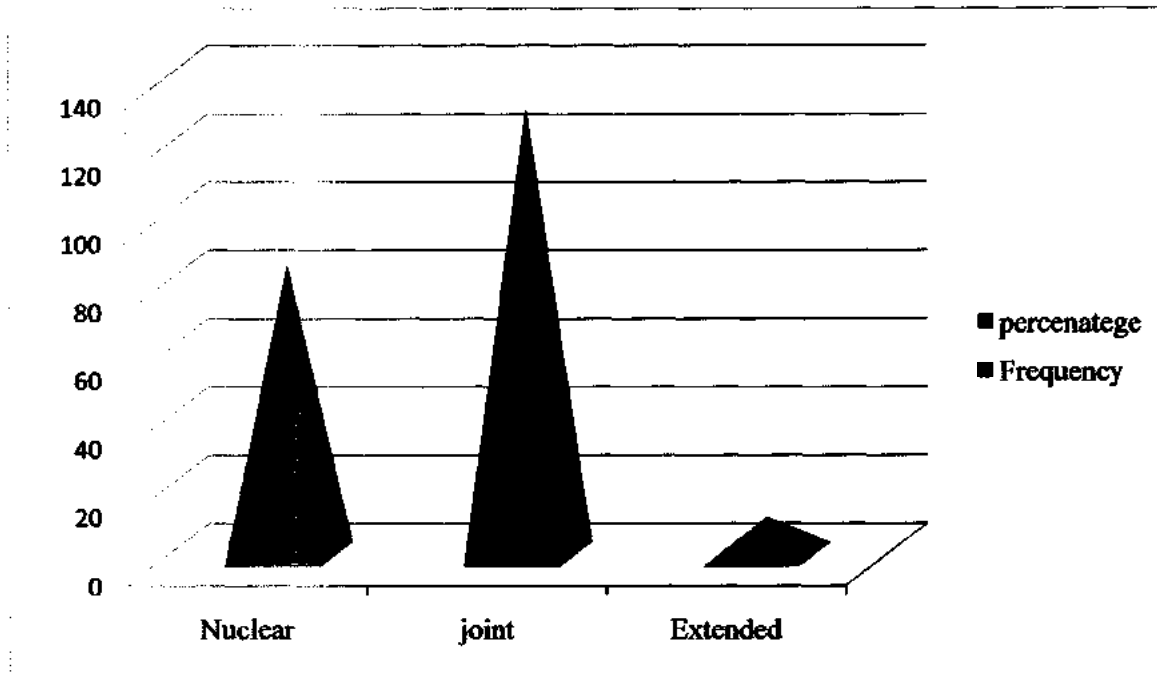
Table 4.5 is about no of brother and sisters of the single females. It indicate that 59% and 56% females had their brother and sisters 0-1, 40% and 27% females had their brothers and sisters 2-3, while 1% and 17% female had their brother and sisters 4-5.

**Table: 4.6 Family Structure of the Respondents**

Family structure	Frequency	Percentage
<b>Nuclear</b>	<b>48</b>	
<b>Joint</b>	<b>73</b>	<b>58.0</b>
<b>Extended</b>	<b>6</b>	
<b>Total</b>	<b>126</b>	<b>100.0</b>



Table 4.6 is about Family structure of the female respondents. It shows that 37% females belong to nuclear family structure; 58% females belong to joint family structure. People in Pakistan follow the joint family system and live their lives along with their parents. They give much respect to their customs and traditions and pay due attention to family values (Khan, 2010). While only 5% female belong to extended family structure.

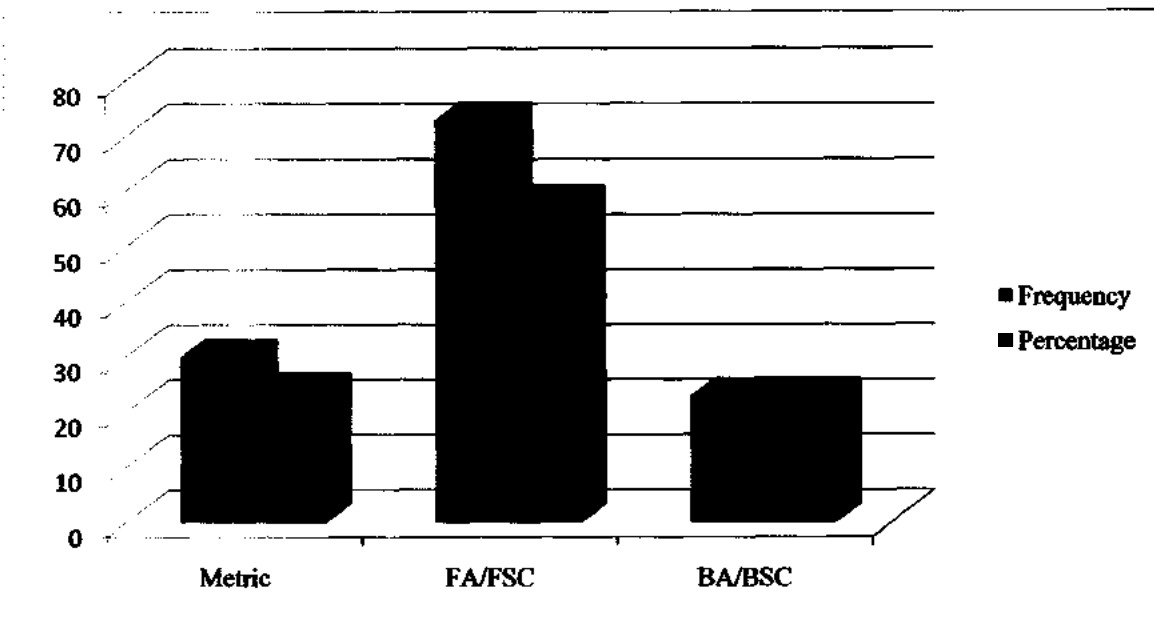


**Table: 4.7 Level of Education of the Respondents**

Education	Frequency	Percentage
<b>Metric</b>	30	24%
<b>FA/FSC</b>	73	58.0
<b>BA/BSC</b>	23	18%
<b>Total</b>	126	100.0

Table 4.7 shows the level of female educations of the respondent's. It indicates 24% females were metric, 58% were FA/FSC and 18% were BA/BSC. The researcher collected data from those female respondents who completed Metric, FA/FSC and BA/BSC (from colleges)

level of education in order to find out reasons from them due to which socio-cultural barriers they could not get higher education.



**Table: 4.8 Fathers and Husbands Occupation of the Respondents**

Occupation	Frequency		Percentage	
	Father	Husband	Father	Husband
Doctor	0	0	0.0	0.0
Teacher	0	0	0.0	0.0
Govt, job	31	19	44.0	34.0
Private, job	30	0	42.3	0.0
Agriculture	5	4	7.0	7.0
Self employed	5	0	7.0	0.0
<b>Total</b>	<b>71</b>	<b>55</b>	<b>100.0</b>	<b>100.0</b>

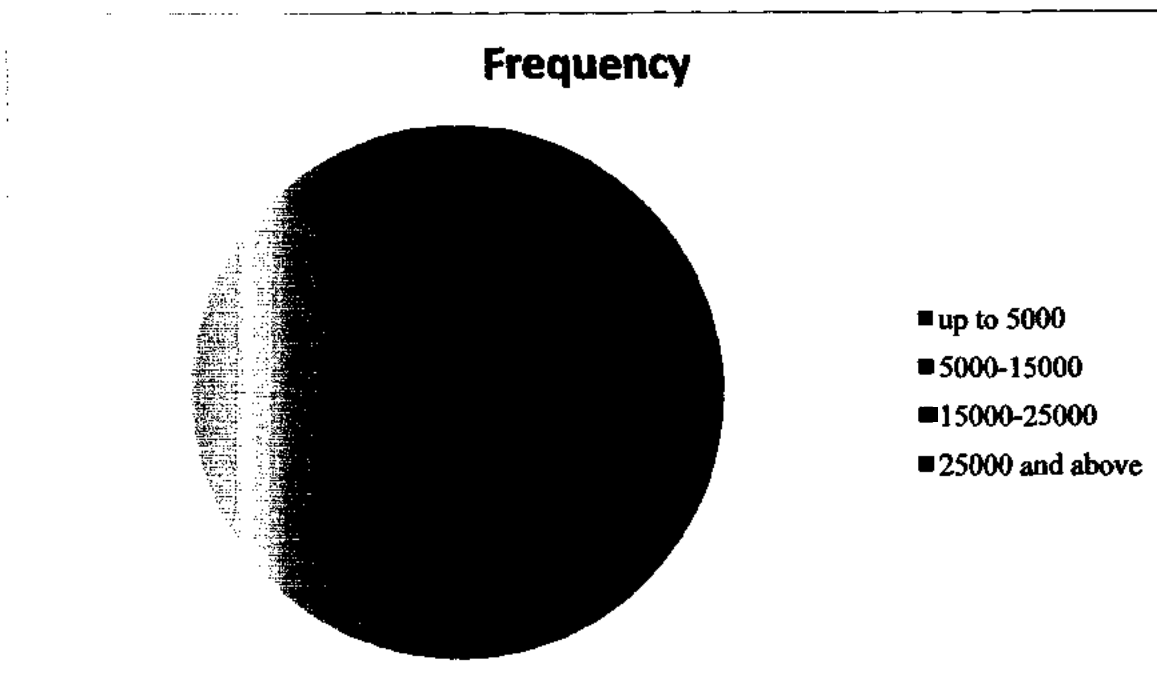
Table 4.8 shows Fathers and husbands occupation of the respondents. No body's single female's father and married females husband were doctor and teacher .44% single female's father's occupation and 34 % married females husbands occupation was government job,

42% single females fathers occupation and 40 % married females husbands occupation was private job , 7 % unmarried females fathers occupation and 7% married females husbands occupation was agriculture, while 7% unmarried female’s father were self employed and 18 % married female’s husbands were self-employed.

**Table: 4.9 Monthly Family Incomes of the Respondents**

Income	Frequency	Percentage
<b>Up to 5000</b>	4	3.2
<b>6000-15000</b>	25	20.0
<b>16000-25000</b>	65	52.0
<b>26000 and above</b>	32	25.0
<b>Total</b>	<b>126</b>	

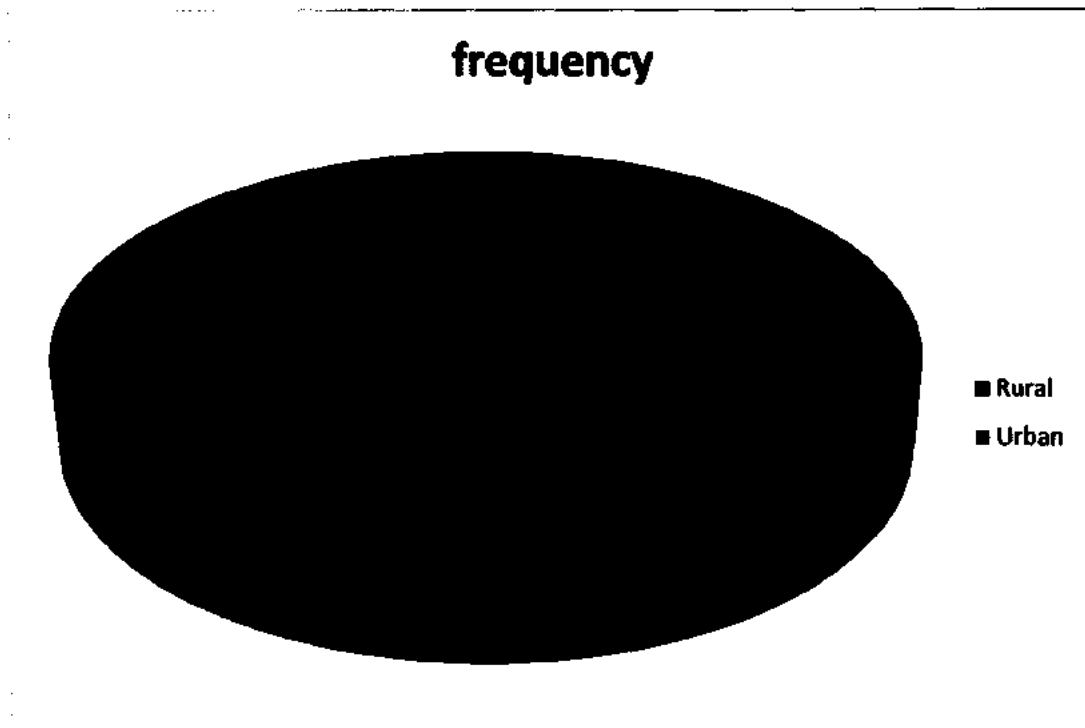
Table 4.9 shows the monthly family income of the females. 3% female’s monthly family income was up to 5000. 20% female’s monthly family income was 6000-15000. 52% female’s monthly income was 16000-25000 and 25% female’s monthly income was up to 25000.



**Table: 4.10 Area of Residence**

Residence	Frequency	Percentage
<b>Rural</b>	<b>126</b>	<b>100%</b>
<b>Urban</b>	<b>0</b>	<b>0</b>
<b>Total</b>	<b>126</b>	<b>100%</b>

Above table shows the Area of residence of the female respondents. It indicates all the females' area of residence was rural. Because researcher wants to conduct the research on rural females who were facing socio cultural barriers to get higher education.



**Table: 4.11 Perception of Respondent about Statement “Factors Act As a Barrier towards Female Higher Education.**

Category	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
<b>Gender biasness</b>						
Early marriages	48.0(60)	37.0(46)	4.0(5)	11.0(14)	0.8(1)	126
<b>Parents low level of education</b>						
Patriarchy	43.0(55)	37.0(45)	4.0(6)	13.0(16)	3.0(4)	126
<b>Responsibilities of domestic chores</b>						
Wrong perception of investment on female education	36.0(46)	32.0(40)	6.0(7)	22.0(28)	4.0(5)	126
<b>Distance of educational institution</b>						
Restriction on girls mobility	48.0(60)	50.0(63)	2.0(2)	0(0.0)	0(0.0)	126

Table 4.11 shows the female perception whether they were agree or disagree that these socio cultural factors act as barrier in the way of female to get higher education .40% females were strongly agreed and 43% of the female were agreed that gender biasness stand as a hurdle or barrier towards female higher education. Literature also supports this point that for females there is no equal opportunity in higher education in the rural areas of Pakistan. Females are facing difficulties in getting higher education because of gender discrimination (Madiha Salik1, Zhu Zhiyong, 2014). 5% of the female had no opinion and 8% were disagreed while 4% were strongly disagreed that gender act as a barrier towards female higher education. Perception of females about early marriage was that 48% female were strongly agreed and 37% were agreed that early marriages act as a barrier towards female

higher education. The low age at marriage is one of the major causes of low education among rural females” (Colclough et al, 2000). 4% had no opinion, 11% females were disagree and 0% were strongly disagree that early marriage early marriages act as a barrier towards female higher education. Females Perception about another socio cultural factor that was parent’s low level of education was that 43% of the females were strongly agree and 33% were agree that parent’s low level of education act as a barrier towards female higher education. Literature supports this point of view that “Researcher explained that uneducated parents live in localities with low education facilities for girls and have negative attitude towards female education”. 3% had no opinion while 17% were disagree and 0% were disagree that parent’s low level of education act as a barrier towards female higher education. Females Perception about patriarchy was that 43% females were strongly agree and 37% were agree that patriarchy act as a barrier towards female higher education. Literature supports this point of view that “Within the family, men are traditionally viewed as the head of the household who makes the decisions. This extends from the family unit to local communities and creates issues related to gender parity in education and policy creation” (Egbo, 2000). 4% had no opinion, 13% were disagree while 3% were strongly disagree that patriarchy act as a barrier towards female higher education. Females perception of respondents about responsibilities of domestic chores was that 45% female were strongly agree and 28% females were agree that responsibilities of domestic chores act as a barrier towards female higher education. Literature support that “young girls bear the burden of cooking, tending to the needs of children, gathering water, and engaging in farm work; thus their academic studies become a lower priority” (Sutton, 1998). Furthermore, parents often treat their children as a form of investment and daughters tend to be viewed as potential wives and mothers (Kerner, 1986). 10% had no opinion, 12% were disagree and 5% were strongly disagree responsibilities of domestic chores act as a barrier towards female higher education. Females Perception about wrong perception of investment on female education was that most 36% female were strongly agree and 32 % females were agree that wrong perception of investment on female education act as a barrier towards female higher education. Literature supports that “There is a strong belief that, once married, girls become part of another family and the parental investment is lost” (Davison 1993, Davison and Kanyuka 1992, Kapakasa 1992, Long and Fofanah 1990, Prouty 1991).

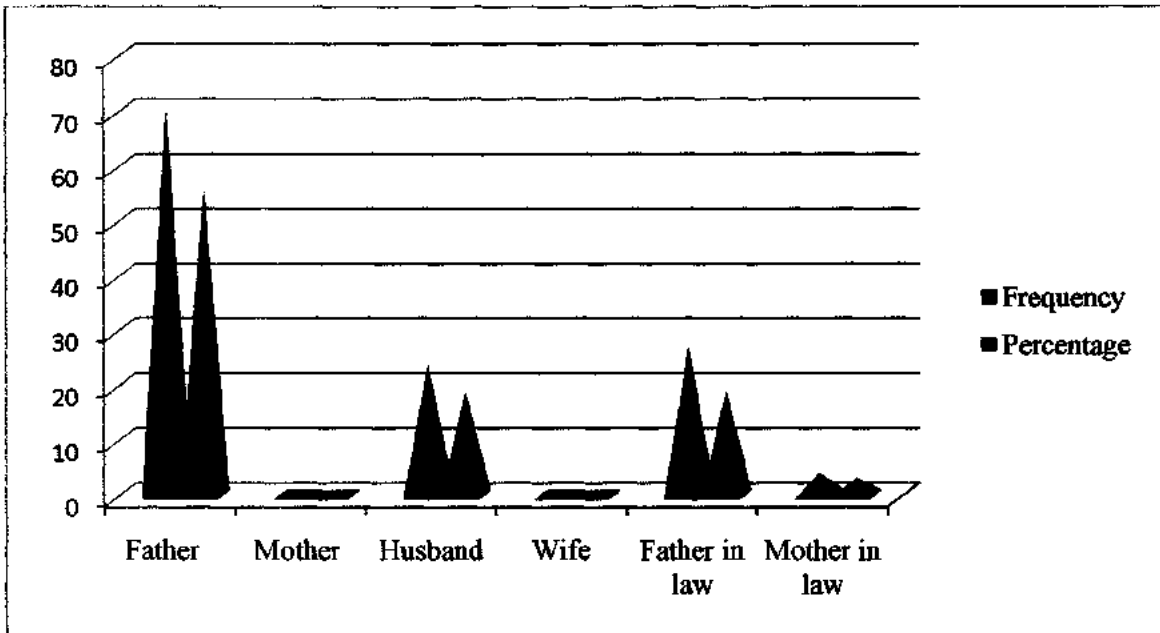
6% had no opinion, 22 % were disagree and 4% were strongly disagree that females that wrong perception of investment on female education act as a barrier towards female higher education. Perception about distanced of higher educational institution was that 47% female were strongly agree and 48% females were agree that distanced of higher educational institution act as a barrier towards of female higher education, 3% had no opinion while 2% were disagree and 0% were strongly disagree that distanced of higher educational institution act as a barrier towards of female higher education. Females perception about restriction on girl's mobility was that 48% female were strongly agree and 50% were agree that restriction on girl's mobility act as a barrier towards female higher education. 2% had no opinion, 0% were disagreed and 0% were strongly disagreed that restriction on girl's mobility act as a barrier towards female higher education. Literature supports both distanced of higher educational institution and restriction on girl's mobility as barrier towards female higher education "the distances of educational institutions obstruct the higher level schooling of females due to weak transportation system in rural areas, cost of travelling or accompany costs, opportunity costs, physical costs, and the cultural restrictions on the mobility of adolescent girls" (Loxley, 1983).

**Table: 4.12 Head of the Family of the Respondents**

Head of the family	Frequency	Percentage
Father	0	0.0
Mother	0	0.0
Husband	0	0.0
Wife	0	0.0
Father in law	4	3.0
Mother in law	4	3.0
Total		

Table 4.12 shows the Head of the family of the females. 56% unmarried females' households head were father and nobody's head of the house was mother .19 % married female head of the house were husband, nobody's head of the house was wife. 21% head of

the house of the respondents were father in law and 3% female's head of the house hold were mother in law. The male members of the family are considered to be the guardians of the family and play a significant role with respect to the well-being of their family unit. The major decisions in the family are taken by them and their words must go unquestioned (Khan, 2010).

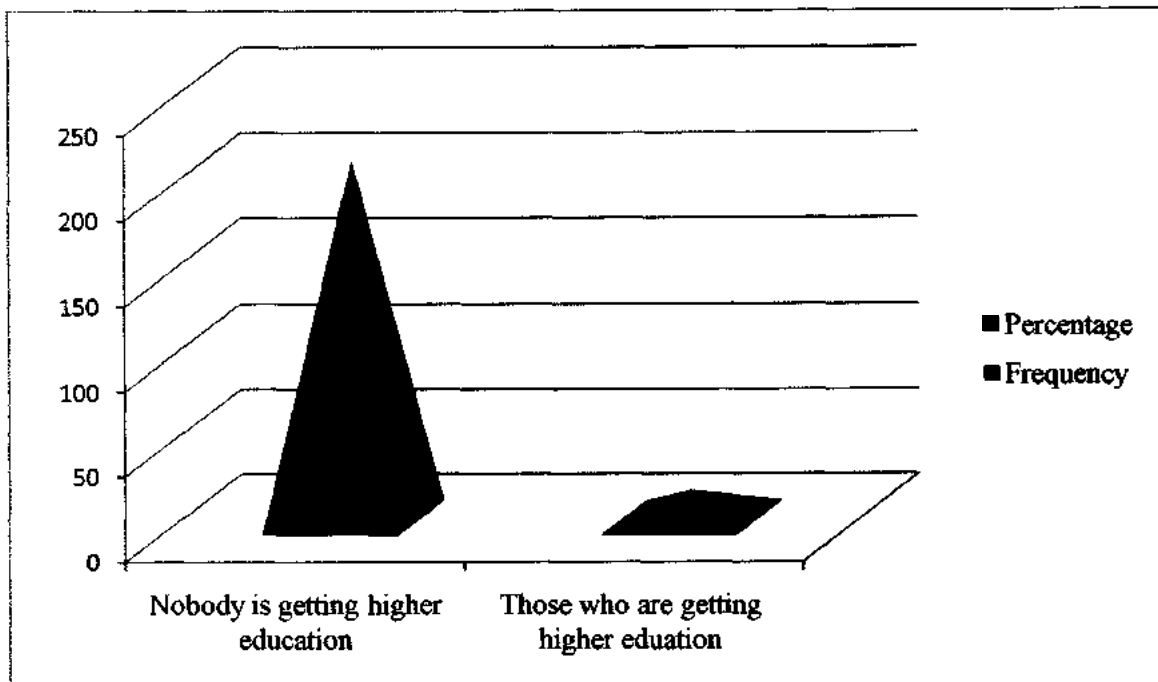


**Table: 4.13 Brother And Sisters Of Respondents Who Are Getting Higher Education.**

Category	Frequency	Percentage
<b>Nobody is getting higher education</b>	33	93
<b>Those who are getting higher education</b>	9	7.0
<b>Total</b>	42	100

Table 4.13 shows the number of brother and sisters of respondents who were getting higher education. 93% respondent's brothers and sisters were not getting higher education while only 7% respondent's brothers and sisters were getting higher education.

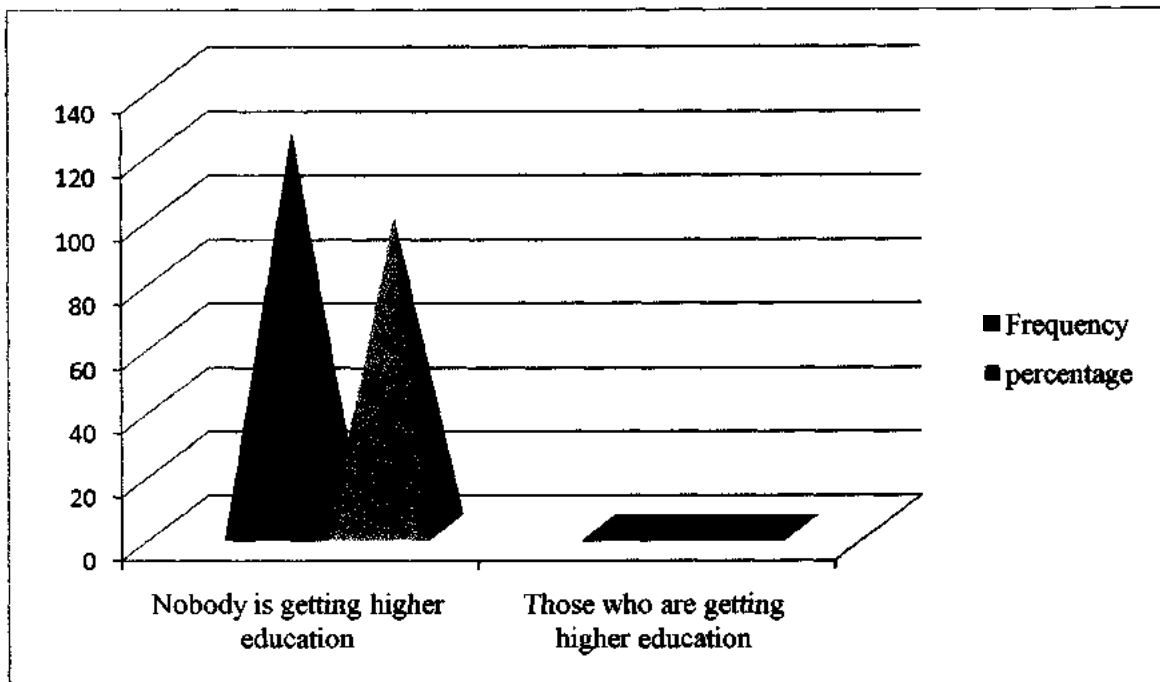




**Table 4.14 Number of Females Who Get Higher Education**

Category	Frequency	Percentage
<b>Nobody is getting higher education</b>	124	98%
<b>Those who are getting higher education</b>	2	2.0
<b>Total</b>	<b>126</b>	

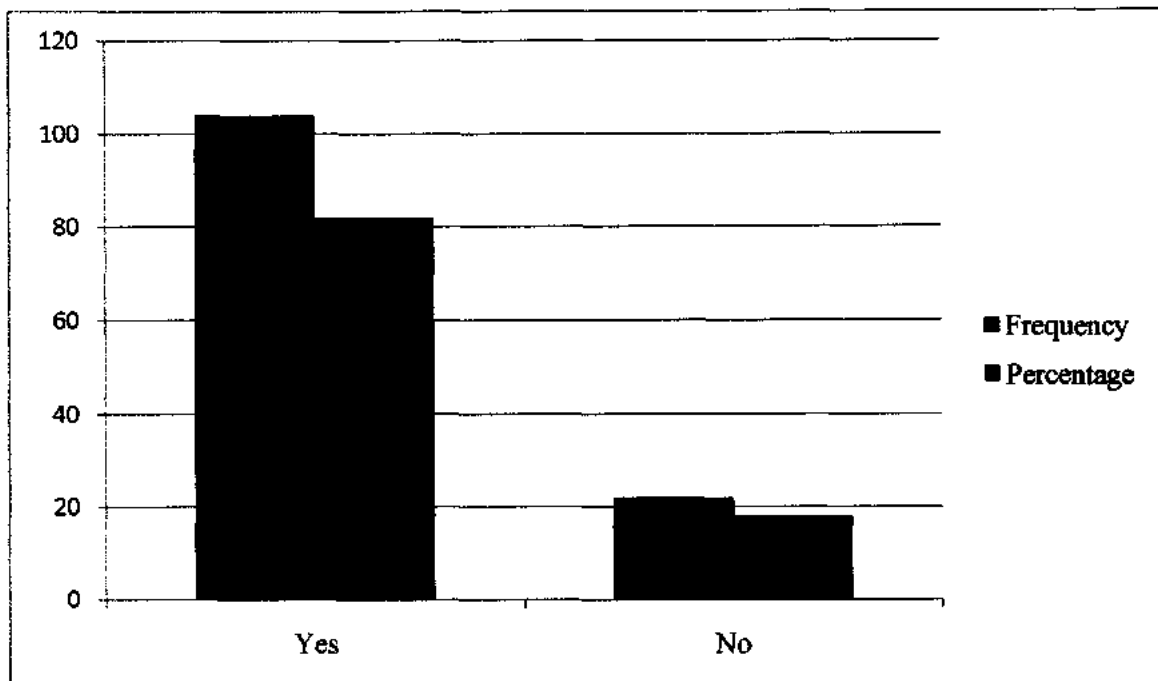
Table 4.14 shows the number of female who got higher education .98% respondent's did not get higher education. They entered in BA/BSC in the college but did not get the higher education because socio cultural factors such as gender biasness, patriarchy, early marriages, wrong perception of investment on about female education, distanced of educational institution, restriction on girl's mobility and domestic chores acted as barrier in their way to get higher education. Only 2% respondent's got higher education.



**Table 4.15 Perception of Respondent about Statement “Patriarchy Is the Cause of Gender Discrimination”.**

Category	Frequency	Percentage
<b>Yes</b>	130	82.0
<b>No</b>	22	18.0
<b>Total</b>	152	

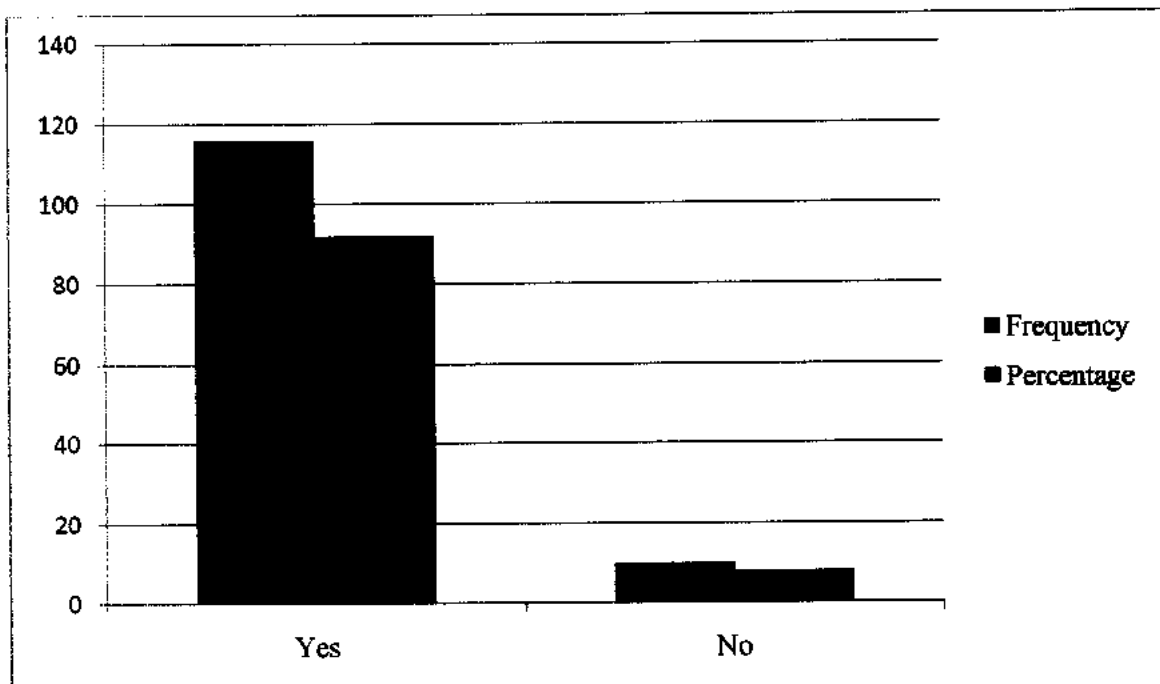
The above table shows the females perception about patriarchy as the cause of gender discrimination. 82% females said that Patriarchy is the cause of gender discrimination. Research also shows that within the family, men are traditionally viewed as the head of the household who makes the decisions. This extends from the family unit to local communities and creates issues related to gender parity in education and policy creation (Khan and Ali, 2005). 18% females said that patriarchy is not the cause of gender discrimination.



**Table: 4.16 Perception of Respondent about Statement “Patriarchy Is the Cause of Low Level of Female Education”.**

Category	Frequency	Percentage
Yes	102	92.0
No	10	8.0
Total	112	100.0

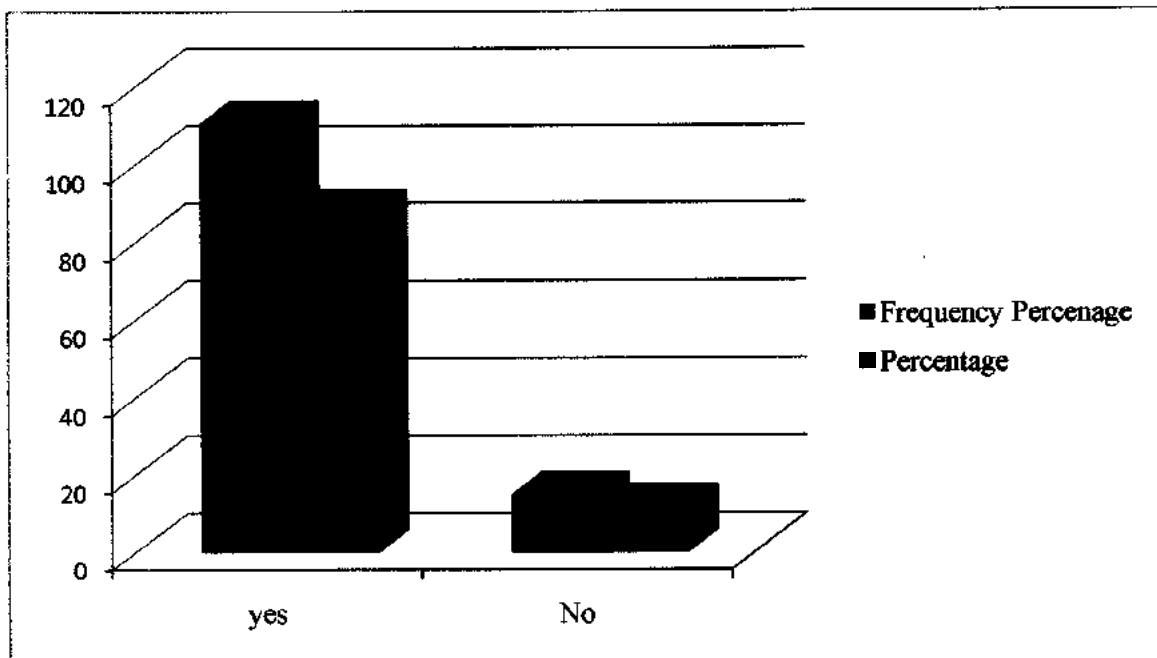
The above table indicates the female’s perception about patriarchy is the cause of low level of female education. 92% respondents said that patriarchy is the cause of low level of female education. Patriarchal values embedded in local traditions and cultures predetermine the social value of gender. This system supports rigid division of labor and restricted women’s freedom of movement. It strictly defines women’s role in everyday jobs (Farid, Anwar, Iqbal, Jan, Khattak, 2014). Education for boys is prioritized than girls, because it is perceived that boys must be equipped with educational skills to compete for resources in the public arena, while girls have to specialize in domestic skills to be good mothers and wives” (Chaudhry, I. & Rahman, S, 2009). 8% females said that patriarchy is not the cause of low level of female education.



**Table: 4.17 Perception of Respondent about Statement “Early Marriage Is an Important Socio-Cultural Factor Leads To Low Level of Female Education”.**

Category	Frequency	Percentage
<b>Yes</b>	111	88.0
<b>No</b>	15	12.0
<b>Total</b>	126	100.0

Above table shows the perception of respondent about “Early marriage is an important socio-cultural factor leads to low level of female education”. 88% were agree that early marriage is an important socio-cultural factor leads to low level of female education, due to early marriage they could not continue their education which leads to low level of their education. Research shows that “The marriage factor obstructs the females’ enrolment in higher grades” (Teachman, 1987). While 12 % females answered, that early marriage did not lead to low level of female education.

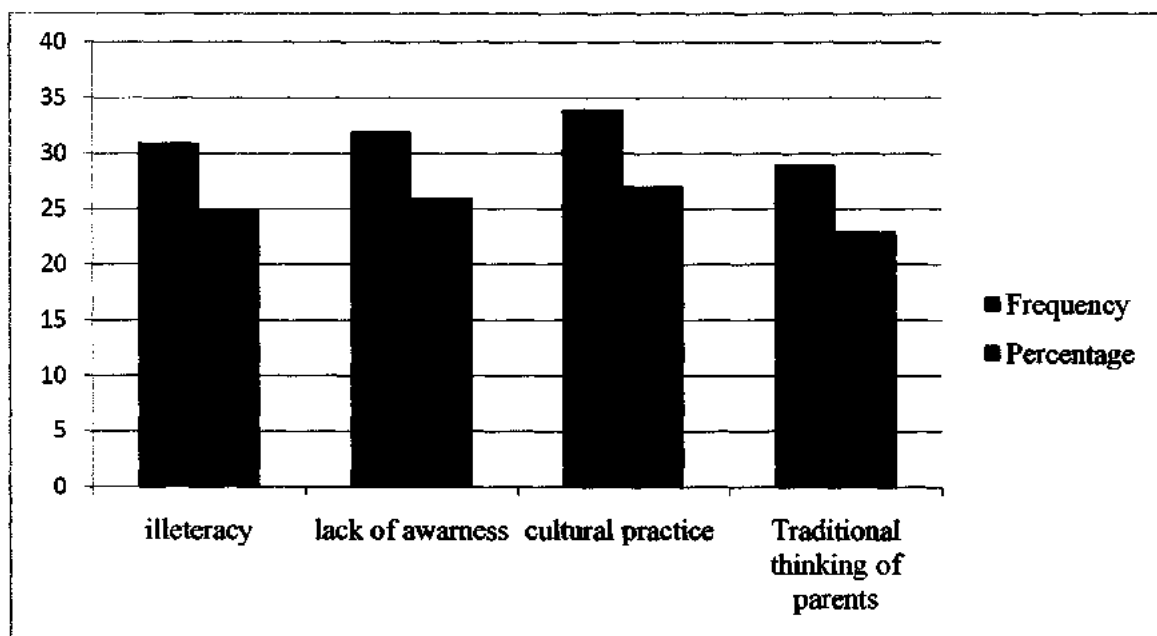


**Table: 4.18 Reasons of Early Marriages Which Create Hurdle In The Way Of Female to Get Higher Education”.**

Category	Frequency	Percentage
<b>Illiteracy</b>	31	25.0
<b>Lack of awareness</b>	32	26.0
<b>Cultural practice</b>	34	28.0
<b>Traditional thinking of parents</b>	29	23.0
<b>Total</b>	126	100.0

Table 4.18 shows the reasons of early marriages according to the opinion of females. 25% female considered illiteracy as the cause of early marriage. The research shows that little or no schooling strongly correlates with being married at a young age (Malhotra, 2015). While 26% female considered lack of awareness as the cause of early marriage. Research shows that another common cause of early marriage in different areas of Pakistan is lack of awareness. Children are not aware about their right and about the consequences of the early marriage. Moreover, they even don't know what is going on with them therefore; they

happily accept the proposal of marriage (Jehan, 2014). 27% females considered Cultural practice as the cause of early marriage. “Where child marriage is prevalent there is strong social pressure on families to either conform or face ridicule, disapproval or family shame. Local perceptions regarding an ideal age of marriage are tied to economic factors such as dowries, bride price etc” (Yana, t, 2013). 23 % female considered traditional thinking of parents as the cause of early marriage. Research shows that Parents worry about their educated daughters finding husbands, bearing children, and upholding community values, which undeniably impedes women’s educational paths (Bloch, 1998). To decrease the chance of passing any condemn on their girl, parents arrange early marriage. In particular, early marriage is considered as a way of protecting honor, safety and girl’ so it is practiced (Jehan, 2014).



**Table: 4.19 Perception of Respondent about Statement “Appropriate Age of Female for Marriage”.**

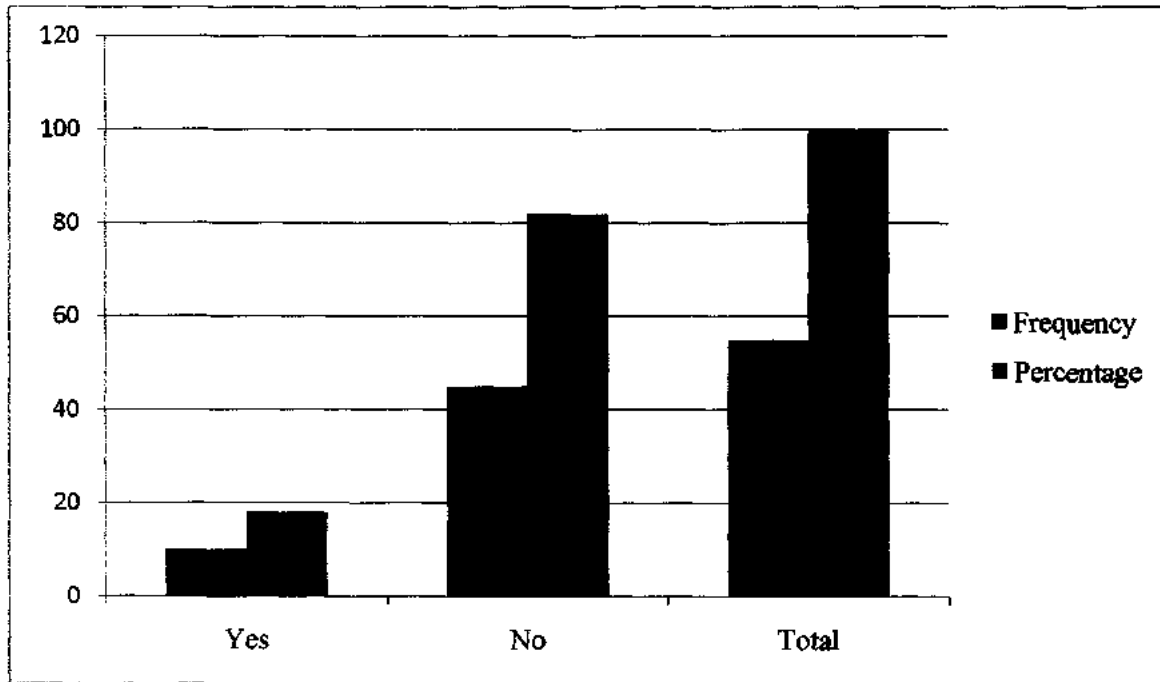
Category	Frequency	Percentage
12-14		
15-17	4	3.0
18-20	21	16.9
21-23	100	79.0
<b>Total</b>		

Table 4.19 indicates the perception of respondent about appropriate age of female for marriage. 1% female respondents considered 12-14 age best for marriage. 3 % Female considered 15-17 age best for marriage. 17% female considered 18-20 age best for marriage. While 79 % female considered 21-23 age best for marriage. Because according to them till that age they could be mature and better grasp the hold duties and could acquire the opportunity to get the higher education. Studies indicated a strong negative relationship between the age at marriage of females and their educational attainment in the context of Pakistan (Population Council, 2003).

**Table: 4.20 Perception of Respondent about Statement “Husbands Allows You to Get Higher Education after Marriage”.**

Category	Frequency	Percentage
Yes	18	18.0
No	45	82.0
<b>Total</b>	<b>63</b>	<b>100.0</b>

Above table shows the perception of respondent about “Husband allows females to get higher education after marriage”. 18% female answered that their husbands allowed them to get higher education after marriage. While 82% female answered that their husbands did not allow them to get higher education after marriage. Practice of early marriages seems to be another major problem to female higher education. Girls are taught not to disagree, stay modest and submissive in their behavior. Movement of girls is usually restricted especially as they grow whereas boys are encouraged to be assertive. They are usually assigned outdoor duties. The causal explanation for this behavior is that after marriages girls have to do domestic work and look after the in-laws, husband and children (Farid, Anwar, Iqbal, Jan ,Khattak , 2014).

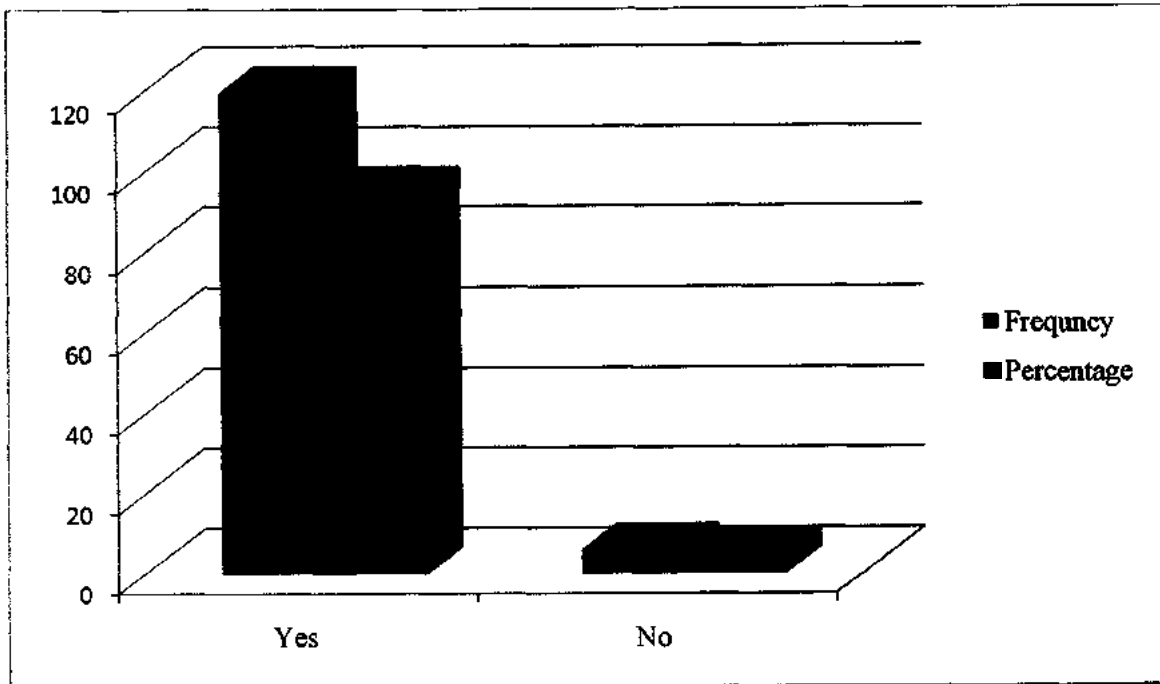


**Table 4.21 Time Spend On Domestic Chores**

Category	Frequency	Percentage
<b>Yes</b>	55	95.0
<b>No</b>	6	5.0
<b>Total</b>	61	100

Table 4.21 Shows whether the respondents spend their time on house hold chores or not. 95% respondents answer was “yes” that they spend much of their time on domestic chores and according to them gendered specific roles are internalized in them during the early age of socialization. Man has traditionally been assigned as the providers for the family, while women have to take almost total responsibility for childcare and household activities (Khan and Jalal –ud-Din, 2008). 5% respondent answerer was no that they did not spend much of their time on domestic chores.





**Table 4.22 Amount Of Time Spend On Following Kind Of Activities In Week.**

Category	Every day in week	Some days in week	Few days in week	Total
<b>Cleaning house</b>	<b>81.0(102)</b>			
<b>Washing clothes/ironing</b>	32.0(38)	53.0(64)	15.0(18)	120
<b>Washing dishes</b>	<b>76.0(91)</b>			
<b>Cooking meal</b>	75.0(93)	12.0(14)	11.0(13)	120
<b>Caring for sibling</b>	<b>85.0(60)</b>			
<b>Caring for off spring</b>	100.0(55)	0.0 (0)	0.0 (0)	55

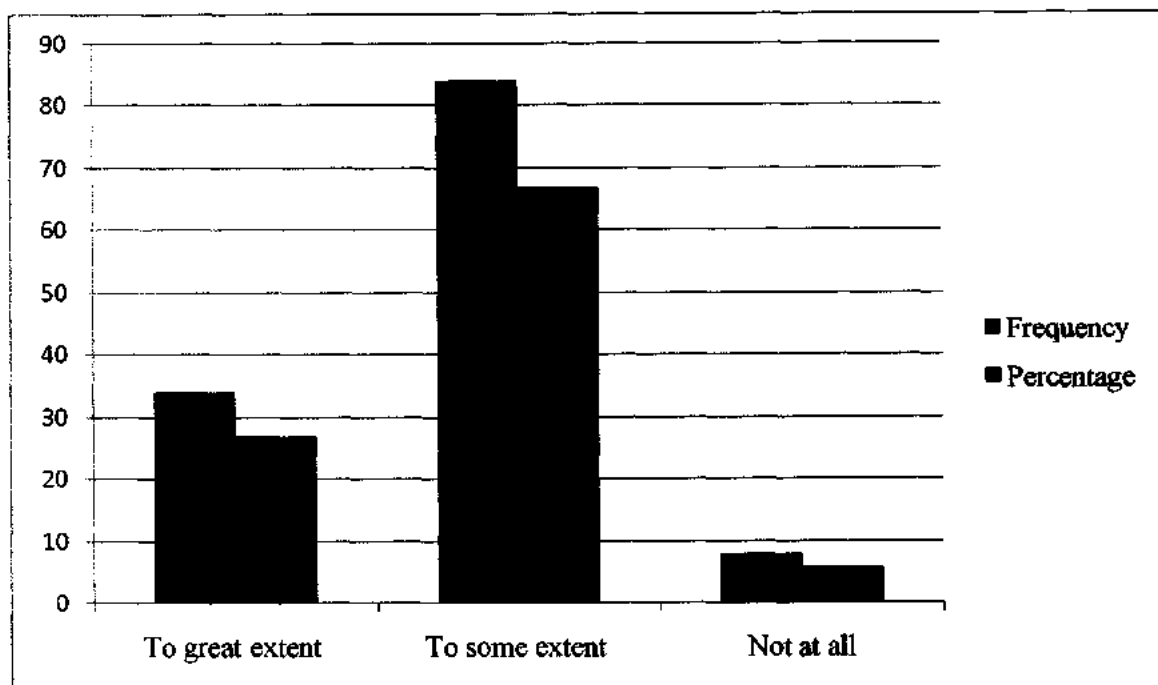
Table 4.22 shows the amount of time female respondents spend on following household activities which was another socio-cultural barrier due to which they could not get higher education. 81 % respondents cleaned their house regularly, 32% washed and ironed the clothes,76% washed the dishes , 75% cooked meal , 85% cared for their younger siblings and 100% married respondents cared for their offspring every day and every time. 9% respondents cleaned their house regularly some days in a week , 53% washed and ironed the

clothes, 15% washed the dishes, 12% cooked meal ,15% cared for their younger siblings and no married female cared for their offspring some days in week but cared for their offspring every day and every time. 6% respondents cleaned their house regularly few days in a week , 15% washed and ironed the clothes, 9% washed the dishes, 11% cooked meal ,0 % cared for their younger siblings and 0% married female cared for their offspring few days in week because they cared for their siblings offspring every day and every time. Girls and women are expected to maintain the household, care for children and old and sick members of the family, also, to participate in the economic activities of the household (usually within the household) without remuneration. Men, on the other hand, are expected to earn income and to protect the family from violence of the outsiders. The girl child is supposed to help in all household chores, which is a full time job (Zanden et al, 1990 and Kazi et al, 1991).

**Table: 4.23 Perception of Respondent about Statement “Above Activities Are Responsible For Low Level of Female’s Education”.**

Category	Frequency	Percentage
<b>To great extent</b>	34	27.0
<b>To some extent</b>	84	67.0
<b>Not at all</b>	6	4.7
<b>Total</b>	126	100.0

The above table shows perception of respondent about up to what extent domestic chores responsible for low level of female education. 27% respondents were greatly agree, 67% respondents were agree to some extent that domestic chores are responsible for low level of education. The respondent reasons of low level of education was low level of education was itself responsibilities of domestic chores. Research proves that “Frequently, women have multiple functions in the home leaving a small amount of time for leisure and even less time to pursue education (Bhalalusesa, 2000). While 6% respondents answered that the domestic chores are not responsible for their low level of education.



**Table 4.24 Perception of Respondents Regarding Opinion of their Males about the Primary Duty of Female”.**

Sr. No	Category	To great extent	To some extent	Not at all	Total
i	To do household work	75.0(25)	20.0(20)	5.0(5)	100
ii	To do job	3.0(4)	29.0(37)	68.0(85)	126
iii	Only Education not work	75.0(25)	20.0(20)	5.0(5)	100

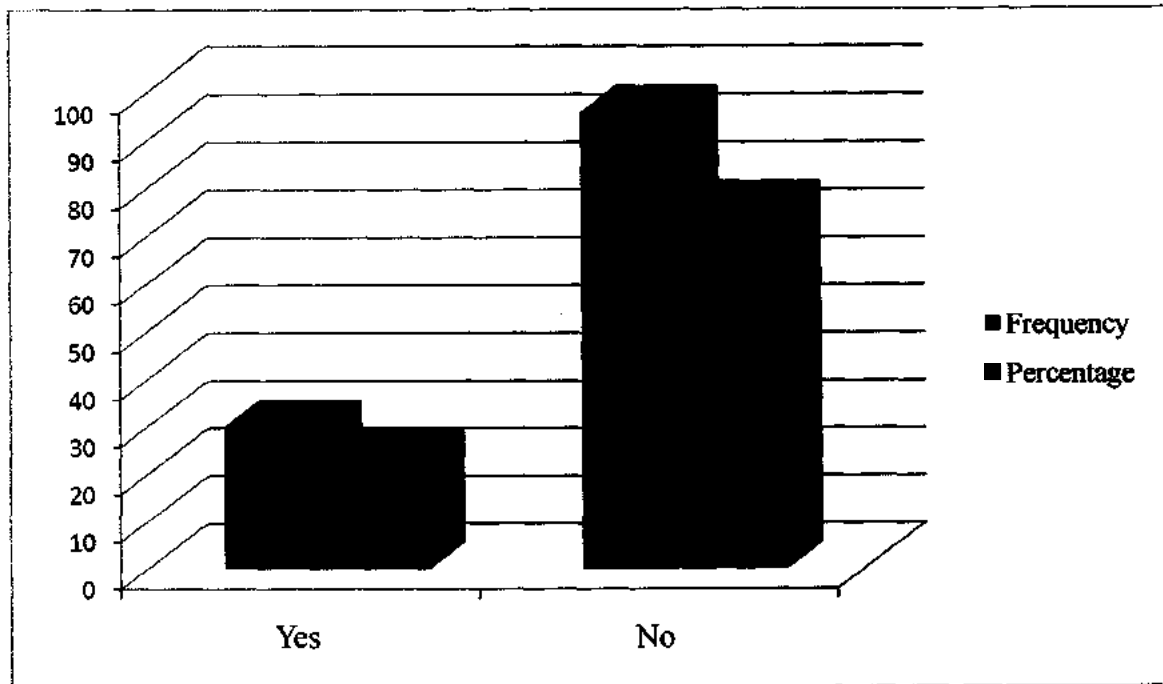
Table 4.24 indicates the perception of respondents regarding opinion of their males about the primary duty of female. 75% respondents answered that their male considered the house hold work as the primary duty of female to great extent, 20% answered that their male considered the house hold work as the primary duty of female to some extent research proves that “The primary role of women is to participate in agricultural production and to take responsibility for domestic labor and care giving” (Beoku-Betts, 1998). Frequently, women have multiple functions in the home leaving a small amount of time for leisure and even less time to pursue education (Bhalalusesa, 2000).while 5% answered that their male considered the house hold work as the primary duty of female not at all. 3% female

respondents said that their male consider the primary duty of female “to do job” to great extent. 29 % female respondents said that their male consider the primary duty of female “to do job” to some extent. 68 % female respondents said that their male consider the primary duty of female “to do job” not at all. Women are still largely responsible for domestic work and child rearing. They are not as free as men to enter the labor market (Jala-ul Din & Munir, 2006). According to data 7% female respondents said that their male consider the primary duty of female “only education not work” to great extent. 12 % female respondents said that their male consider the primary duty of female “only education not work” to some extent. 81 % female respondents said that their male consider the primary duty of female “only education not work” not at all. Their male think that there is no need to get female highly educated as doing job is not their domain.

**Table: 4.25 Perception of Respondent about Statement “If There Is No Higher Educational Institution in Your Village than Your Parents Allows You to Get Higher Education in a Distanced Higher Educational Institution”.**

Category	Frequency	Percentage
<b>Yes</b>	24	24.0
<b>No</b>	96	76.0
<b>Total</b>	120	100.0

Table 4.25 is about perception of respondent about if there is no higher educational institution in their village than their parents allows them to get higher education in a distanced higher educational institution. According to data 24% females answered that their parents allowed them to get higher education in a distanced higher educational institution. 76% females answered that their parents did not allowed them to get higher education in a distanced higher educational institution. Distance to educational institutions from home also matters. Girls’ of rural areas do not get permission to go to educational institutions that are far away from home (Ali, 2002).



**Table 4.26 Perception Of Respondent About Statement “Reason That Parents Do Not Allow You To Get Higher Education In A Distanced Higher Educational Institution”.**

Sr. No	Category	Yes	No	Total
i	poor transportation facilities			
ii	Restriction on girls mobility	95.0(91)	5.0(5)	96
iii	Security issues			

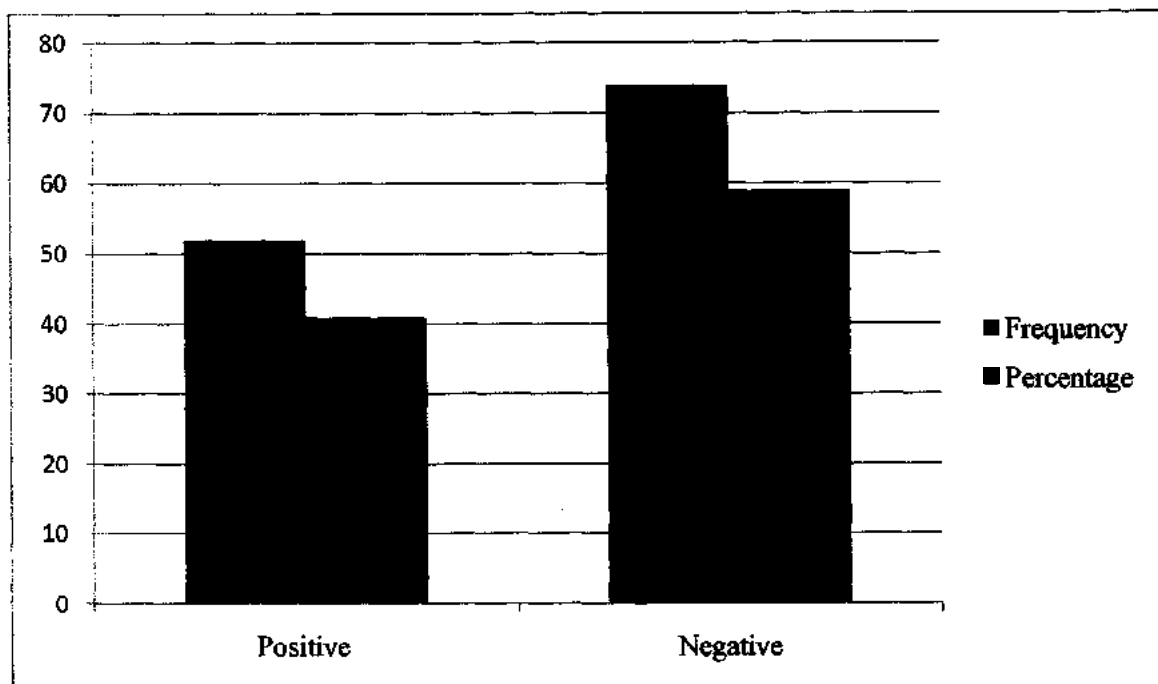
Table 4.26 indicates the perception of respondent regarding the reason that parents did not allow them to get higher education in a distanced higher educational institution. 71% respondent’s opinion was that due to poor transportation facilities their parents did not allow them to get higher education in a distanced higher educational institution, while 29% were not agree with the statement. 95% respondent’s opinion was that due to restriction on girls mobility their parents did not allow them to get higher education in a distanced higher educational institution, while 5% were not agree with the statement and 94% respondent’s opinion was that due security issues their parents did not allow them to get higher education

in a distanced higher educational institution while 6 % were not agree with the statement. Research proves that parents pointed out that the far off distances of educational institutions especially the 'secondary level and above' from their residences are one of the major hindrance in their enrolment at higher levels. They narrated the incidences of sexual harassment with adult girls in public transport. Moreover, the travel costs of women in villages are higher relative to those for men in Pakistan (Ghuman and Lloyd, 2007). Previous the distances of educational institutions obstruct the higher level schooling of females due to weak transportation system in rural areas, cost of travelling or accompany costs, opportunity costs, physical costs, and the cultural restrictions on the mobility of adolescent girls (Loxley, 1983). Issues of safety and security of girls affect their access to higher education. Travelling long distances to attend educational institutions usually consider as threat to the personal security of girls (Sathar, Z.A., Lloyd, C.B., & Haque, M. 2000).

**Table 4.27 Perception of Respondent Regarding “Opinion of Males in Their Family about Investment On Female Higher Education”.**

Category	Frequency	Percentage
<b>Positive</b>		
<b>Negative</b>	74	59.0
<b>Total</b>		

Table 4.27 is about perception of respondent regarding opinion of their male about investment on female education. 41% respondents said that their male had positive opinion about investment on female education. 59 % respondents said that their male had negative opinion about investment on female education. Research supports this point Some parents believe that boys are more intelligent, that they perform better in school and that they are a better educational investment than girls (Davison 1993, Davison and Kanyuka 1992, Kapakasa 1992, Long and Fofanah 1990, Prouty 1991). There is a strong belief that, once married, girls become part of another family and the parental investment is lost (Davison 1993, Davison and Kanyuka 1992, Kapakasa 1992, Long and Fofanah 1990, Prouty 1991).

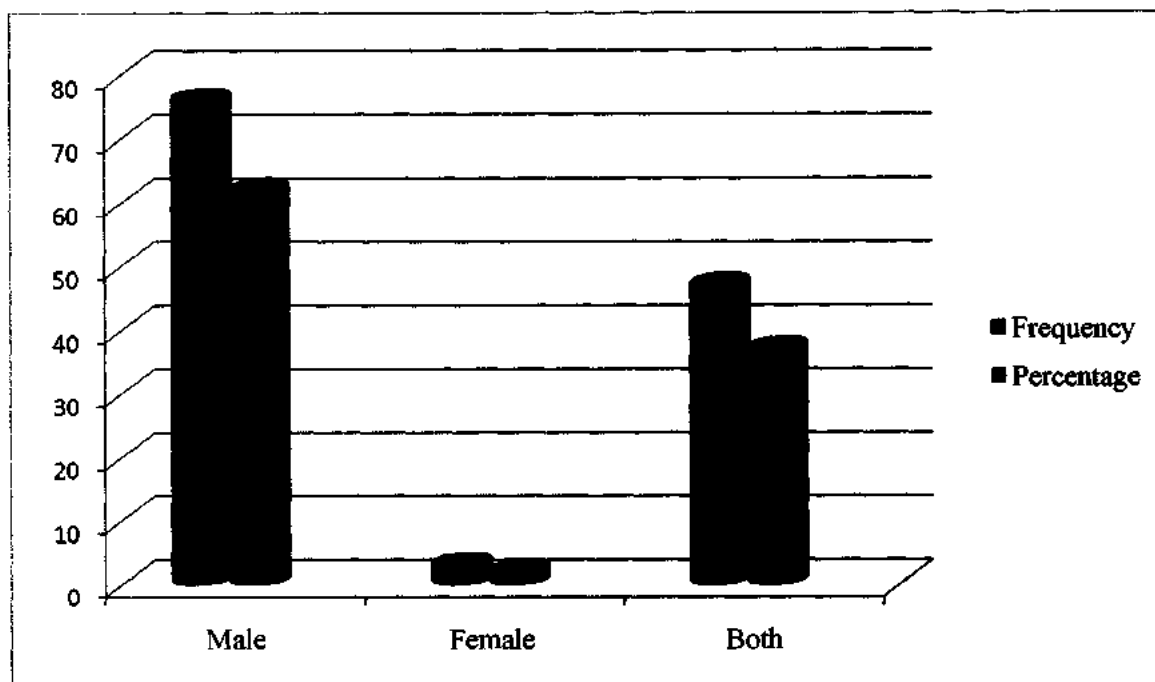


**Table 4.28 Perception of Respondent about Statement “Whose Higher Education Is More Necessary In Your Family”.**

Category	Frequency	Percentage
Male		
Female	3	2.0
Both		
Total	126	100.0

The above table shows the female perception about whose higher education is considered more necessary in their family. 62% respondents answered that male education is considered necessary in their family. Women in particular have limited opportunities to acquire higher education and attain professional and technical degrees (Khan, 2007). Male members of the family are given better education and are equipped with skills to compete for resources in the outside world. On the other hand, female family members are taught domestic skills—how to be good mothers and wives (Khan, 2007). 2% respondents answered that female education is considered more necessary in their family. According to them that their family wanted to give higher education to their sons but they its self did not

want to study, so their family preferred higher education for female instead of wasting resources on their male. While 37 % respondents answered that both male and female education is considered necessary in their family.



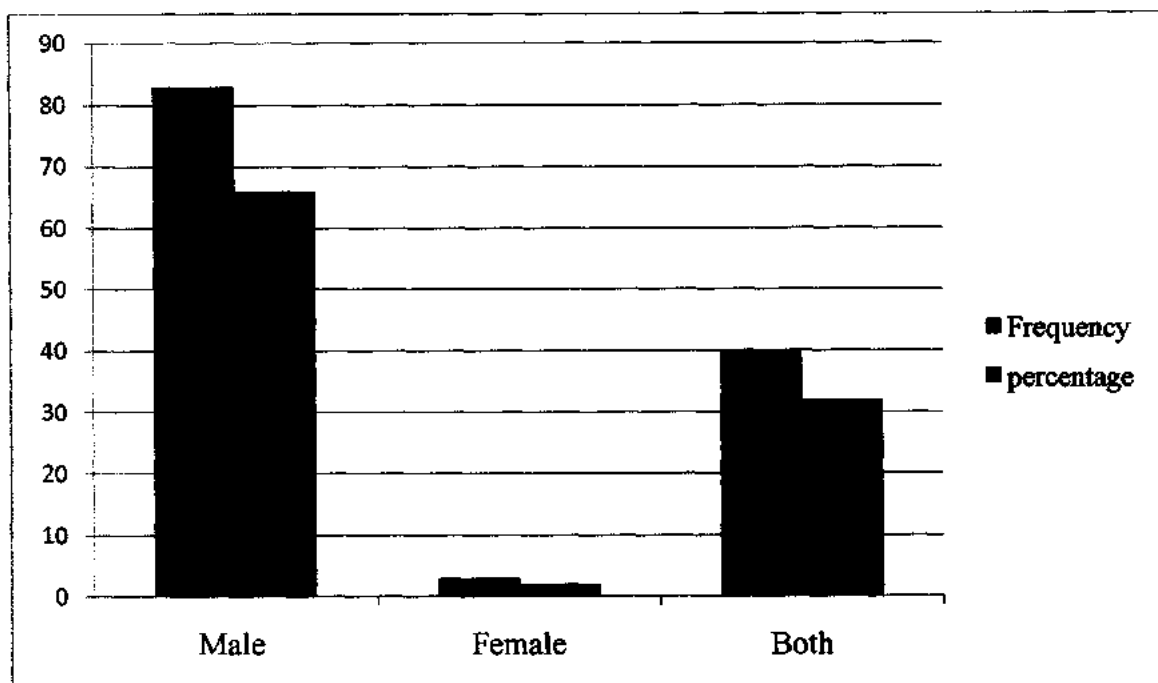
**Table: 4.29 Perception of Respondent about Statement “Whose Educational Expenditure Consider More Beneficial By Your Family”.**

Category	Frequency	Percentage
<b>Male</b>		
<b>Female</b>	3	2.0
<b>Both</b>		
<b>Total</b>	126	100.0

The above table shows the female perception about whose educational expenditure considered more beneficial by their family. 66% respondents answered that male educational expenditure considered beneficial by their family. Research also proves that “Parents’ prefer to invest more on a son’s education as if their old age social security is attached with better economic ability of their sons (UNICEF 2005). 2% respondents



answered that female educational expenditure considered more beneficial by their family. While 32% respondents answered that both male and female educational expenditure considered more beneficial by their family.

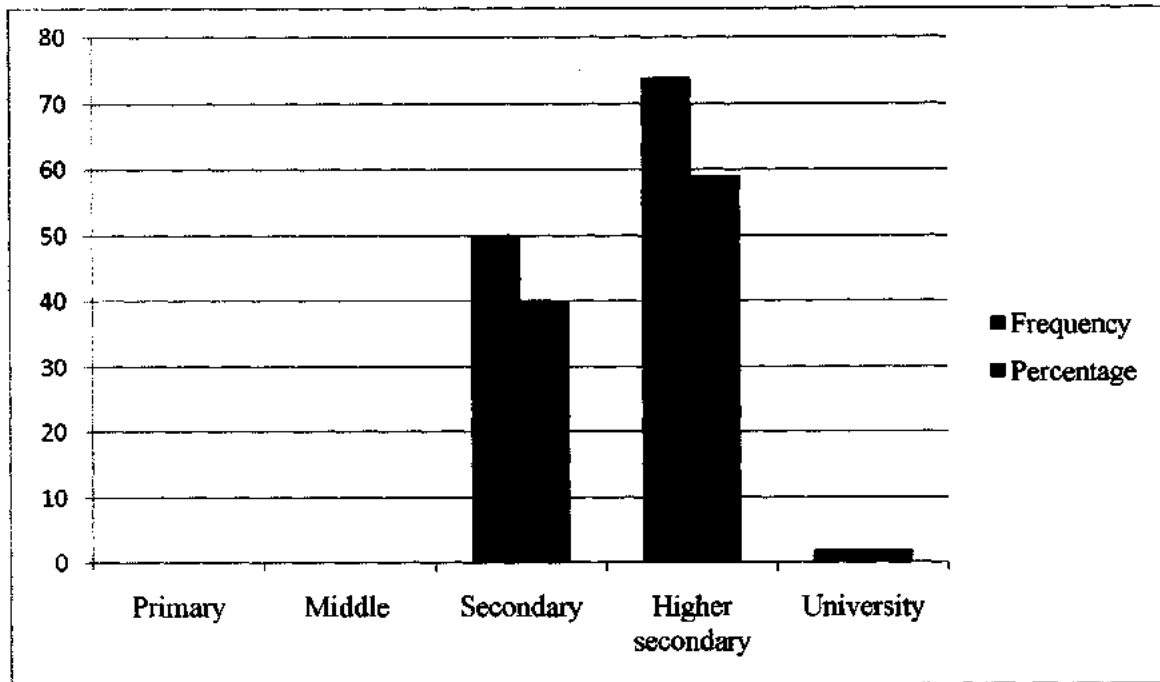


**Table 4.30 Perception of Respondent about Statement “Level of Education Male in Your Family Consider More Appropriate For Female”.**

category	Frequency	Percentage
primary	0	0.0
Middle	0	0.0
Secondary	59	46.8
Higher secondary	74	59.0
university	2	1.6
Total	126	100.0

Table 4.30 indicates the perception of respondent about level of education male of the respondents family consider more appropriate for female. According to them their male did not consider very low level of education and very high level of education appropriate for

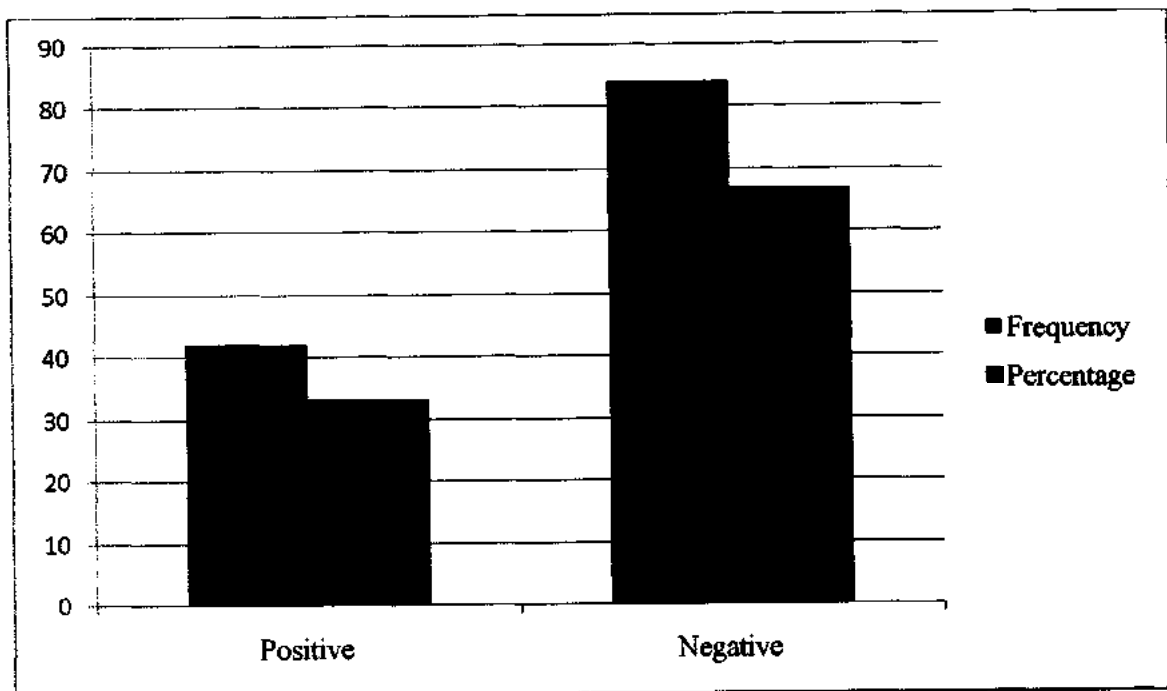
their females. Nobody considered primary and middle education appropriate for female, 40% considered Secondary education appropriate for female, 59% respondents said that their male considered higher secondary education appropriate for females. While 2% respondents answered that their male considered higher education appropriate for female.



**Table: 4. 31 Perception of Respondent about Statement "Attitude of Males in Your Family toward Female Higher Education".**

category	Frequency	Percentage
<b>Positive</b>		
<b>Negative</b>	84	67.0
<b>Total</b>		

Above table shows the perception of respondent about Attitude of males in respondents family toward female higher education. 33% respondents answered that their male had positive attitude toward female higher education. 67% respondents answered that their male had negative attitude toward female higher education. They think investment in women's education is of no use as they ultimately have to take care of home and family.



**Table 4.32 Reasons of Negative Attitude of Males towards Female Higher Education**

Sr. No	Category	Strongly agree	Agree	Neutral	Disagree	Strong disagree	Total
I	Gender biasness	35.0(49)	42.0(58)	1.0(1)	1.0(1)	1.0(1)	67
ii	Early marriages	37.0(46)	48.0(60)	4.0(5)	11.0(14)	1.0(1)	67
iii	Wrong perception of investment on female education	35.0(49)	42.0(58)	1.0(1)	1.0(1)	1.0(1)	67
iv	Distance of higher educational institution	34.0(43)	30.0(38)	2.0(2)	1.0(1)	0(0.0)	67

Table 4.32 shows the reasons of negative attitude of their males toward female higher education. 35% female were strongly agreed, 22% were agreed that due to gender biasness their male had negative attitude towards their higher education. According to the respondents that their male think that they have to support their family financially so their higher education is important as compare to females because only that level of education is better for female which help them in their household work and child socialization. Literature also supports this point, researchers argued that boys being the chief breadwinner for family are preferred over girls for higher level schooling in Pakistan (Khan and Ali, 2005).4% had no opinion, 5% were disagreed and 1% were strongly disagreed that due to gender biasness their male had negative attitude towards their higher education . Another reason was early marriages, 37% female were strongly agreed, 48 % were agreed that due to early marriages their male had negative attitude towards their higher education. Literature supports this point of view that, in many societies a young woman's place is seen as in the home after minimum education. Yet, she is doubly disadvantaged because her youth reduces her status within her household and community. Because she does not have the same standing as her male peers, she is not perceived to have the same skills or capabilities, higher studies, and so there is less value in educating her for higher studies. This inevitably contributes to the view that a 'good marriage' is the most important way to secure a girl's well being (Juliette Myers and Rowan Harvey, 2011). 4% had no opinion 11% female were disagreed and were 1 % were disagreed that due to early marriages their male had negative attitude towards their higher education. Another reason was wrong perception of investment on female education, 35 % female were strongly agreed and 18% were agreed that due to wrong perception of investment on female education their male had negative attitude towards their higher education. Literature shows that, most of the families do not allow and invest on the girls higher education but give preferences to invest on boys because according to them instead of girls, investing on boys is beneficial output because girls are not permitted to do job so its waste less investment on them (Madiha Salik1, Zhu Zhiyong, 2014). 4% had no opinion, 10% female were disagreed and 0% were strongly disagreed that due to wrong perception of investment on female education their male had negative attitude towards their higher education. Another reason was, Distance of higher educational institution, 34% were strongly agreed and 30% were agreed that due to distanced of higher educational institution their male had negative attitude towards their higher education. Literature, the distances of educational institutions obstruct

the higher level schooling of females due to weak transportation system in rural areas, cost of travelling or accompany costs, opportunity costs, physical costs, and the cultural restrictions on the mobility of adolescent girls (Loxley, 1983). 2% had no opinion, 1% were disagreed and 0% were strongly disagreed that due to distance of higher educational institution their male had negative attitude towards their higher education.

**Table: 4.33 Respondents Opinion About Female Education**

Sr. No	Category	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
i)	Girls have to be accorded as much resources as boys in their education.	(65) 52.0	(56) 44.0	(5) 4.0	0(0.0)	0(0.0)	126
ii)	In education girls could perform as well as boys	(65) 52.0	(56) 44.0	(5) 4.0	0(0.0)	0(0.0)	126

The Above table shows the respondents opinion about female education. 54% females were strongly agreed, 44% females were agree that girls have to be accorded as much resources as boys in their education. While 3% had no opinion. Nobody was disagreed and strongly disagreed with the statement .Females opinion about, in education girls could perform as well as boys, was that 52% were strongly agreed, 44% females were agreed that in education girls could perform as well as boys, 4% had no opinion and nobody was disagree and strongly disagree with the statement. Respondents said that family should invest resources on their education because they can do better in education as compare to boys because they are hardworking.

**Table 4.34 Perception of Respondents about Statement “Merits Of Female Education”**

Sr.No	Category	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
i	Educated female more understanding and self confident.	(46) 38.0	(52) 42.0	(1) 0.8	(1) 0.8	0(0.0)	126
ii	Educated female provide better health care and education to their children	(44) 35.0	(67) 53.0	(5) 4.0	(10) 8.0	0(0.0)	126
iii	Educated female can participate more in decision making.	(34) 27.0	(34) 27.0	(7) 5.6	(15) 12.0	0(0.0)	126
iv	Female education guarantees more secure family and old age support	(37) 29.4	(83) 66.0	(3) 2.0	(3) 2.0	0(0.0)	126

The above table is about Perception of respondents about merits of female education. 46% female were agree 52% were agree that Education makes girls more understanding and self confident. “An educated woman has the skills, information and self-confidence that she needs to be a better parent, worker and citizen. 1% had no opinion .1% were disagree and nobody was strongly disagree with the statement. Another merit of girl education is that, educated female provide better health care and education to their children 35% female were strongly agree and 53% were agree with statement. As a mother an educated woman has a lot of advantages. She can teach a lot of things to her children. She gives them elementary education and keeps them neat and clean (Pani, 2009). 4 % had no opinion, 8% were disagree and nobody was strongly disagree. 34% female were strongly agree and 34% were agree on the merit of female education that educated female can participate more in decision making. She will be able to be independent in her life and can take decisions on her own. If she is independent and not educated, no one will take her opinion (Pani, 2009). 7% had no opinion 26% were disagree and nobody was disagree with the statement. Another merit of female education that is Female education guarantees more secure family and old age support was that 29 % were strongly agree and 66% were agree with the statement .An educated wife, mother or daughter can get a job and can support the family monetarily as well in addition to

the emotional support from her side (Pani, 2009). 2% had no opinion, while 2% were disagree and nobody was strongly disagree with the statement.

**Table 4.35 Perception of Respondents about Statement “Effects of Low Education on Female”**

Sr. No	Category	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Total
i	Low level of female education result in lack of awareness	(64) 51.0	(58) 46.0	(1) 1.0	(3) 2.0	0(0.0)	126
ii	Due to low level of education female cannot socialize their children properly	(50) 40.0	(42) 33.0	(7) 6.0	(27) 21.0	0(0.0)	126
iii	Another disadvantage of low education is that it creates a problem for female in their life.	(67) 53.2	(32) 25.4	(1) 0.8	(2) 1.6	0(0.0)	126

The above Table is about perception of respondents about effects of low education on female. According to the data 67% females were strongly agree and 32% female were agree that low level of education create problem for female in their life.1% had no opinion and nobody was disagree and strongly disagree with the statement. Another disadvantage of low

female education is that low level of females education result in lack of awareness. 51% female were strongly agree and 46% were agree that Low level of female education result in lack of awareness while 1% had no opinion, 2% were disagree and nobody was disagree with the statement. Perception of female about effect of low education on females is that due to low level of education female cannot socialize their children properly. 67 % females were strongly agree and 29% were agree that that due to low level of education female cannot socialize their children properly. 2% had no opinion.2% were disagree and nobody was disagree with the statement .The last statement is that due to low level of education female will be more dependant in case of emergency. 66% were strongly agree and 25% were agree that that due to low level of education female cannot socialize their children properly.2% had no opinion while 6% were disagree and nobody was disagree with the statement.

## **4.2 Bivariate Analysis**

Bivariate analysis Is one of the simplest forms of quantitative (statistical) analysis. It involves the analysis of two variables , for the purpose of determining the empirical relationship between them (Babbie, 2009).

## **4.3 Hypothesis Testing**

Chi- square test was used in analysis to test the hypothesis. It is also an effective test for studying the existence of relationship between the independent variable and dependant variable of hypothesis.



## Hypothesis: Socio-Cultural Factor Leads To Low Level of Female Education

**Patriarchy Is the Main Socio-Cultural Barrier Due To Which Female Get Low Level of Education.**

Patriarchy is the main Socio cultural barrier	Respondents perception that female get Low level of education					Total
	Strongly Agree	Agree	No opinion	Disagree	Strongly Disagree	
Yes	54 46.6%	44 37.9%	5 4.3%	9 7.8%	4 3.4%	116 100%
No	[Data obscured]					
Total	55 43.7%	45 35.7%	6 4.8%	16 12.7%	4 3.2%	126 100%
Chi square = 45.386						

The above table explains the relationship between independent variable (patriarchy is the main socio- cultural barrier) and dependent variable (female get Low level of education) has been checked by applying chi-square. Table shows that 43.7% respondents strongly agree that patriarchy is the main socio cultural barrier leads to low level of female education ,35.7% agree with the statement,4.8% have no opinion ,while 12.7% are disagree and 3.2% are strongly disagree that patriarchy is the main socio cultural barrier leads to low level of female education. The value of chi-square is significant which shows that patriarchy is main socio cultural barrier in the way of female to get higher education and leads to low level of education.

Due to patriarchal society male have control over female's life, they prefer male higher education over female higher education, Women in particular have limited opportunities to acquire higher education and attain professional and technical degrees. Parents' prefer to invest more on a son's higher education as if their old age social security is attached with

better economic ability of their sons. The most important factor is misconception that higher education is only for boys who go out for job while girls have to marry and look after house hold.

Patriarchal values heavily govern the social structure in Pakistani society. Home has been defined as a woman's legitimate ideological and physical space where she performs her reproductive role as a mother and wife. While man dominates the world outside the home and performs his productive role as a breadwinner. Men and women are conceptually segregated into two distinct worlds. The household resources are allocated in the favor of sons (male members of the family) due to their productive role. Education for boys is prioritized vis-a-vis girls, because it is perceived that boys must be equipped with educational skills to compete for resources in public arena, while girls have to specialize in domestic skills to be good mothers and wives, hence, education is not that important for girls. This gender division of labor has been internalized by the society, and girls/women do not have many choices for themselves that could change these patriarchal realities of their lives. Society does not allow girls/women to develop their human capabilities by precluding them from acquiring higher education. Lack of emphasis on the importance of women's education is one of the cardinal features of gender inequality in Pakistan (Chaudhry 2009). In developing countries, the females living in the rural areas are the most neglected part of the population in their schooling and higher education (Song, et.al 2006).

Patriarchy is dominated social system in Pakistan. There is greater disparity between women and men in the field of education, employment, political participation, decision making, controlling the resources, access to health facilities and job opportunities less investment in female's education is common practice in India & Pakistan. The position of women in the family and in the society is not considered satisfactory in the system where women are discriminated (Tisdell, C. 2002). The socio cultural norms of the rural society of Pakistan keep the girls away from higher education (Hamid, S. 1993).

## **Chapter No.5**

### **Major findings**

- Result shows that there was no higher educational institution in Maira kalan, rural area of Rawalpindi.
- According to collected data significant numbers of respondents 98% in rural area were not getting higher education. The lower enrollment at higher level was the result of cultural practices that restricted demand for female education.
- The result showed that 92.0% respondents were agree that patriarchy is the cause of low level of female education.
- Most of the respondents 88% were agree that early marriage was an important socio-cultural factor which leads to low level of female education.
- A significant number of respondent, 82% respond that their husbands did not allow them to get higher education after marriage.
- The result shows that 75% respondents were agree that their male consider the primary duty of female is to do house hold work not job or education.
- According to collected data 84% respondents respond that their male had negative attitude towards female higher education.
- Most of the respondents 96% respond that due to distanced higher educational institution their parents did not allow them to get higher education in distanced higher educational institution.

- Above 70% respondents were agree that poor transport facilities, restriction on girls mobility, security issues create hurdle in their way to get higher education.
- Result shows that 74% female respond that their male had negative perception about investment in female higher education. Because they think boys are intelligent as compare to girls and they are old age support. There is a strong belief that, once married, girls become part of another family and the parental investment is lost.
- According to collected data 76% respondents respond that male's higher education was more necessary and preferred in their family because their family think that male has to support their family financially so their higher education is consider more necessary in their family.
- According to collected data 59 % respondents respond that males in their family considered higher secondary education appropriate for female.

## **Chapter No: 6**

### **Conclusion, Summary & Recommendations**

#### **6.1 Conclusion**

The researcher conducts the research on socio-cultural act as a barrier towards female higher education in rural area. Higher education in rural areas of Pakistan can be characterized by extensive gender inequalities. Females do not have opportunities to acquire higher education despite the worldwide expansion of higher education during the second half of the 20<sup>th</sup> century. The girls/women have to face socio-cultural hurdles to acquire education. Findings of the study shows, most of the females agree that patriarchy is the cause of low level of their education. Another socio-cultural barrier is that early marriages due to which their husbands do not allows them to get higher education after marriage, their male consider the primary duty of female is to do house hold work not job or education. There is no higher educational institution in “Maira Kalan” a rural area of Rawalpindi. Due to distanced higher educational institution their parents don't allow them to get higher education in distanced higher educational institution. Poor transport facilities , restriction on girls mobility, security issues create hurdle in their way to get higher education, their male have negative perception about investment in female higher education and male's higher education is preferred in their family because their family think that male have to support their family financially so their higher education is consider more necessary in their family and most of the females answer that their male consider higher secondary education appropriate for female. It is very important to change the society's perception about female education in male dominating rural society. So that the equality in higher education can be achieved because well educated women have significant role in the growth of the country.

#### **6.2 Summary**

Female higher education plays a very significant and crucial role in the development of a nation, especially in the economic development of a country. Gender discrimination

hindering the woman participations in getting higher education. Female education in rural areas of Pakistan, its status and standard is mainly at the lowest level. Thousands of girls' otherwise intelligent and capable to get higher education are deprived because of diverse socio-cultural, economic reasons and gender prejudices. Due to this reason, they are unable to play an active role in the development of society. Girl's education in rural area of Pakistan has been restricted and lower enrollment is the result of cultural practices that restricted demand for female education. Those communities mostly appeal to vocational education. A major restriction to female take up and follow through of educational opportunities (even when these are available) is fundamental cultural bias in favor of males. The widespread operation of patriarchal systems of social organization; of customary early marriage; heavier domestic and subsistence duties of females (especially in rural areas); a generally lower regard for the value of female life, all combine though differentially in each case, to adversely affect the participation of girls and women in formal education.

The objectives of the research were to study the socio-economic characteristic of respondents. Second objective was to find out socio-cultural constraint faced by girls regarding their higher education. Third objective was to see the effect of socio-cultural factors on female higher education. And last objective was to suggest the suitable measure to address the issue.

The theory which was applied in this research was gender role theory of Talcott parsons. In 1955, sociologist Talcott Parsons developed a model of nuclear families in the United States that addressed gender roles. Parsons developed two models of gender roles within the nuclear family. His first model involved total role segregation. His first model involved total role segregation; men and women would be trained and educated in gender-specific institutions, and high professional qualifications and the workplace would be intended for men. Women would be primarily focused on housekeeping, childcare, and children's education. Male participation in domestic activity would be only partially desired and socially acceptable. Further, in the case of conflict, the man would have the final say. Parsons contrasted this first model with a second that involved the total integration of roles. Parsons first model which is role segregation in gender role theory best suited to this study because these gendered role

stand as a socio-cultural factors which create hurdle in the way of female to get higher education.

In current research, quantitative research approach was used by the researcher to get the proposed information from respondents. The researcher used survey method in this research. The respondents were informed about the purpose of survey and research instrument was questionnaire. The universe of study was "Maira Kalan" a rural area of Rawalpindi. Population was female and target population was those female who could not get higher education. Researcher used probability sampling method. The researcher used simple random sampling technique in order to draw sample from population. Sample size was 126. Statistical package for social sciences (SPSS) was used for data analysis.

Results shows that most of the female could not get higher education because socio-cultural factor such as patriarchy, parent's low education, gender biasness, early marriages restriction on girl's mobility responsibility of domestic chores, wrong perception of investment on female education and distance of educational institution acted as barrier in their way to get higher education.

The researcher tested hypothesis which was socio-cultural factors leads to low level of female education. Hypothesis was approved. Due to the socio-cultural factors female restricted to the lower level of education.

### **6.3 Recommendations**

- A very low rate of females enrolment in the higher level institutions cannot be enhanced without introducing a cultural change towards females in the rural society.
- The male head of the household attains the major powers in rural areas. 'Father focused campaign' for the enrolment of girls should be introduced through NGOs.
- The senior male members in the households should be narrated the benefits of women education. They should be convinced to allow their daughters to study in higher level Institutions.
- The long distances of higher level institute restrict the female enrollment in higher educational institution. There is a need to create women universities in rural areas.

- The perception about marriage of daughters soon after attaining their puberty prevents the females from enrolment in higher level classes. The NGOs and social workers should persuade the parents that to complete their females higher education than her early marriage.
- Professional counselors and social workers should create national awareness on female higher education through public awareness campaigns, rallies, and seminars.



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# **Annexure-I**

**Socio-Cultural Factors Act As a Barrier towards Female Higher Education;  
A Case Study of Village Maira Kalan Rawalpindi**

**(Questionnaire)**

Aslam o Alikum. I am a student of international Islamic university Islamabad, Department of Sociology, As part of my degree requirement I am doing research on "*Socio-cultural factors as barrier towards female higher education A case study of village Maira Kalan Rawalpindi*". I would appreciate your participation in this research process. Kindly spare few minutes from your precious time for interview to help me out in my research work. All your personal information will only be used for research purpose.

**A) To Study The Socio-Economic Characteristic Of Respondents**

Q.1 what is your age? -----

Q.2 what is your marital status?

- i) single            ii) married            iii) Divorced            iv) widow

Q.3 what is Your Family size? .....

- i) Number of sons / brothers .....    ii) Number of daughters / sisters .....

Q.4 what is your family structure?    i) Nuclear            ii) Joint            iii) Extended

Q.5 what is your level of education?

- i) Metric            ii) FA/FSC            iii) BA/BSC

Q.6 what is your father's / Husband's occupation?

- i) Doctor            ii) Teacher            iii) Govt, job            iv) private, job  
v) Agriculture            vi) Farmer            vii) Any other please specify \_\_\_\_\_

Q.7 what is your monthly family income?

- i) Up to 5000            ii) 6000-15000            iii) 16000-25000            iv) 26000 and above

Q.8 what is your area of residence?    i) Rural            ii) Urban

**B) To Find Out Socio Cultural Constraint Faced By Girls Regarding Their Higher Education.**

Q.9 Do you think that these socio-cultural factors act as barrier toward female higher education?

Category	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Gender biasness						
Earl marriages						
Parents low level of education						
Patriarchy						
Responsibility of domestic chore						
Wrong perception of investment on female education						
Distance of educational institution						
Restriction on girls mobility						

Q.10 who is the head at household?

- i) Father/Mother            ii) Husband/wife            iii) Father in law/Mother in law

Q.11 How many your brother and sisters get higher education?

- i) one    ii) two    iii) three    iv) more    v) none

Q.12 How many females in your family get higher education?

.....

Q.13 Do you think patriarchy is the cause of gender discrimination?

- i) Yes                          ii) No

Q.14 Do you think patriarchy is the cause of low level of female education?

- i) Yes
- ii) No

Q.15 Do you think early marriage is an important socio-cultural factor which leads to low level of female education?

- i) Yes
- ii) No

Q.16 what is the reason of early marriages which create hurdle in the way of female to get higher education??

- i) Illiteracy
- ii) Lack of awareness
- iii) Cultural practice
- iv) Traditional thinking of parents
- v) any other .....

Q.17 what age of female is appropriate for marriage in your opinion?

- i) 12-14
- ii) 15-17
- iii) 18-20
- iv) 21-23

If you are married then go to next question,

Q.18 your husband allows you to get higher education after marriage?

- i) Yes
- ii) No

Q.19 Do you spend much of your time on domestic chores?

- i) Yes
- ii) No

Q.20 if your answer is "yes" to the above question, rate the amount of time you spend in the week on the following types of work.

	Every day in week	some days in week	few days in week
Cleaning house,	_____	_____	_____
Washing clothes/ironing,	_____	_____	_____
Washing dishes	_____	_____	_____
Cooking meals	_____	_____	_____
Caring for siblings/ Offspring	_____	_____	_____



Q.21 Do you think factors mentioned above are responsible for low level of female education?

- i) To great extent                      ii) To some extent                      iii) Not at all

Q.22 Up to what extent male in your family thinks that what is the primary duty of female?

Statements	To great Extent	To some Extent	Not at all
To do household work			
To do job			
Only education and work			
Any other .....			

Q.23 if there is no higher educational institution in your village than your parents allow you to get the higher education in distanced higher educational institution?

- i) Yes                                      ii) No

Q.24 if no then what's the reason that parents do not allow you to get the higher education in distanced higher educational institution?

Statements	Yes	No
poor transportation facilities		
Restriction on girls mobility		
Security issues		
Any other .....		

Q.25 what is the perception of male in your family about investment on female education?

- i) Positive                                      ii) Negative

**C) To See the Effect of Socio Cultural Factors on the Female Higher Education**

Q.26 whose higher education is consider more necessary in your family?

- i) Male                      ii) Female                      iii) Both

Q.27 whose educational expenditures consider more beneficial by your family?

- i) Male                      ii) Female                      iii) Both

Q.28 what level of education male in your family consider appropriate for females?

- i) primary                  ii) Middle                  iii) Secondary                  iv) Higher secondary                  v) University

Q.29 what kind of attitude have male in your family towards female higher education?

- i) Positive                      ii) negative

Q.30 If negative, do you think that negative attitude of male towards female higher education is due to these factors?

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Gender biasness					
Early marriages					
Wrong perception of investment in female education					
Distance of educational institution					
Any other					

Q.31 what is your opinion about following statement given below regarding girl's education?

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Girls have to be encouraged to get much resources for their education					
In education girls could perform as well as boys					

Q. 32 In your opinion what are the merits of female higher education?

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Education makes girls more understanding and self confident					
Educated female provide better health care and education to their children					
Educated female participate more in decision making					
Female education guarantees more secure family and old age support					

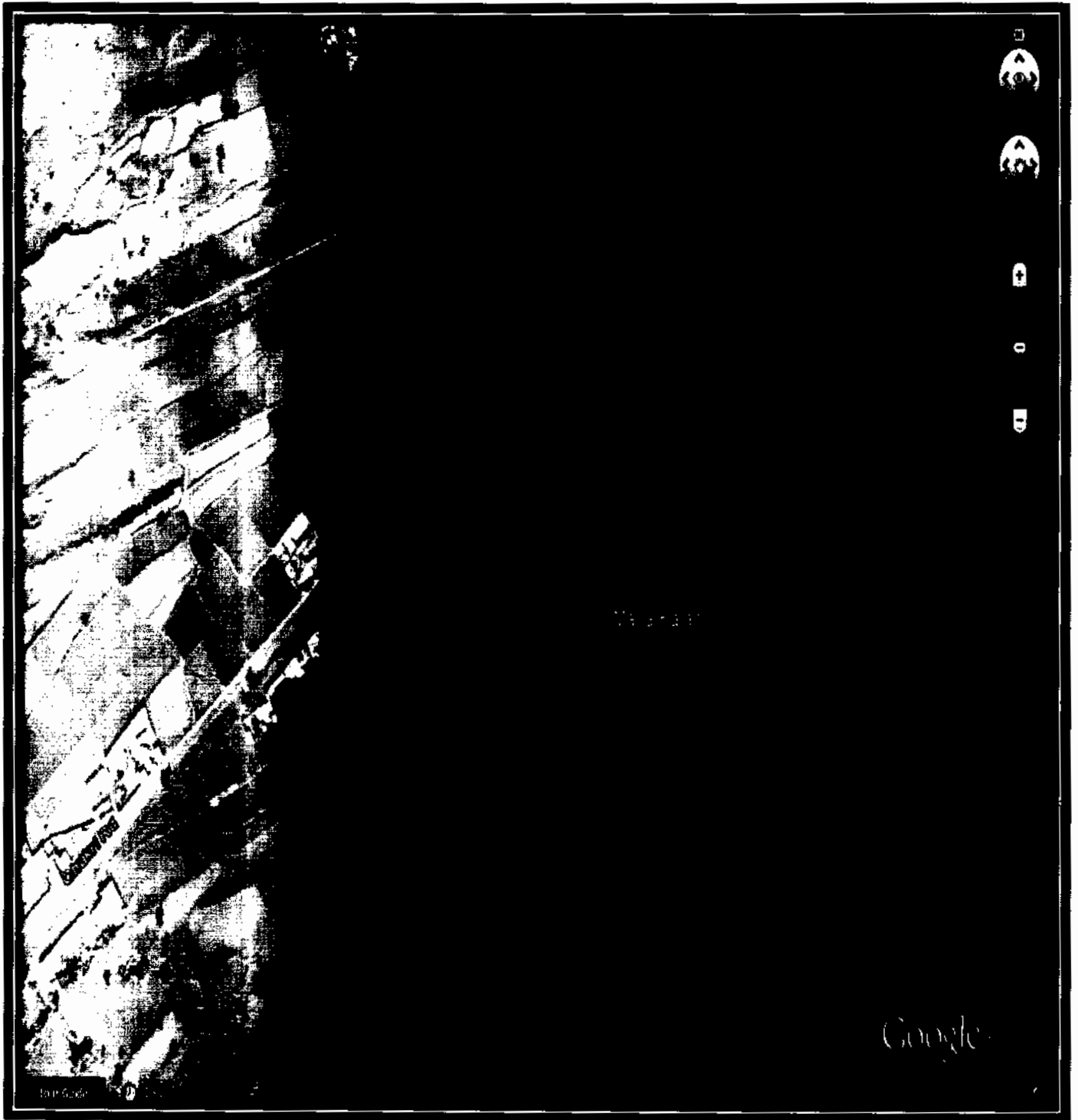
Q.33 Give your opinion about effects of low level of education on female?

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Low level of education create problem for female in their life					
Low level of female education result in lack of awareness					
Low level of female education create less confidence among female					
Due to low level of education female cannot socialize their children properly					
Due to low level of education female still in need of help in case of emergency					
Any other _____					

Thanks

# **Annexure-II**

## Map of Maira Kalan (A Rural Area of Rawalpindi)



Source: Google earth