DETERMINANTS OF GENDER INEQUALITY IN BASIC EDUCATION

A CASE STUDY OF DISTRICT SWABI (PAKISTAN)

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13-SE/MS (RD)-F08

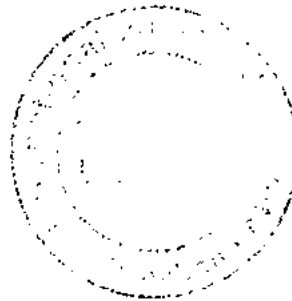Thesis submitted in partial fulfillment of the requirements for the

Degree MS **Rural Development**

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DECLARATION

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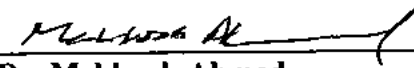
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DETERMINANTS OF GENDER INEQUALITY IN BASIC EDUCATION
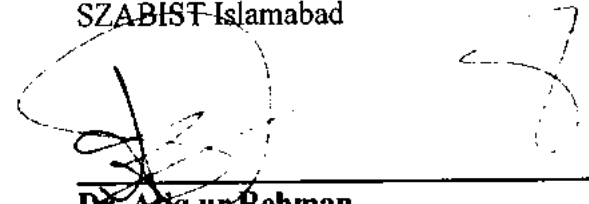## A CASE STUDY OF DISTRICT SWABI (PAKISTAN)

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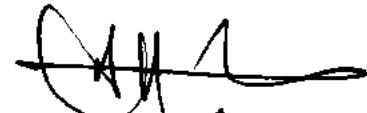
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Dedication

My Beloved Parents

They have always been inspirations, illuminating my life with the motivation of moving ahead and helping me in nearing the pinnacles of success.

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In the name of Allah, (SWT) the Most Gracious and the Most Merciful. Peace and blessing of Allah (SWT) on his last Prophet Muhammad (SAW) who taught humanity to the human beings and guide them to the right path. Allah (SWT) gave me this precious opportunity with courage and patience to carry out this research work.

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ABSTRACT

The main purpose of this research work is to examine the current status of females education and their participation in the district Swabi and to identify the majors barriers i.e., "in-school" (School facilities, distance, water facilities, separate school for females) and out of school 1 factors (socio-economic, and religious) and to indicate the major areas of involvement for the regional policy makers and educational planners. A comprehensive survey was carried out in all administrative units of Swabi to collect data.

The data of all individuals from the age group 5-25 was collected from selected households; therefore we have the data of 1505 individuals. The statistics collected from the study area shows a huge gap between literacy of the two genders. The result shows that 91 percent male population can read/write whereas only 44 percent of female have this ability.

Similarly, there is huge gap in school enrollment and educational level and we see that the female are deprived in every indicator. We estimated a number of models to explore the determinant of literacy and to see how they effect on the educational indicators for the two genders. The result shows that income is significant determents of literacy, whereas school distance and separate primary school for female are insignificant. This means that in order to improve the literacy in the district, there is need to improve the earning of the people.

The distance of school appears insignificant probably because of the fact that every village has a school and the distance from home does not matter for the students. We also see that determent of educational indicators are same for the two genders and carry same sign. Therefore we do not find any differential effect of these indicators for the two genders.

At last we conclude that economic deprivation is the major reason of hurdles in education instead of other social factors and in order to improve education, economic conditions are to be improved.

ACRONYMS

KPK	Khyber Pakhtunkhwa
FBS	Federal Bureau of Statistics (Pakistan)
GDP	Gross Domestic Product
NGO	Non-Government Organization
P & D	Planning and Development
UNDP	United Nation Development Programme
UNICIEF	United Nations International Children's Emergency Fund
UNESCO	United Nations Educational, Scientific and Cultural Organization
UDHR	United Declaration of Human Rights
IDPs	Internally Displaced Persons
WB	World Bank
ADB	Asian Development Bank
GDI	Gender-related Development Index
FATA	Federally Administered Tribal Areas
UC	Union Council
SPARC	Society for the Protection of the Rights of the Child
MDGs	Millennium development Goals
PCUL	Provincial Child Labor Unit
EDI	Education Development Index
EMIS	Education Management Information System
%	Percent
SPSS	Statistical Package for the Social Sciences
SWT	SubhanahuWaTa'ala
SAW	Sallalahu AlaihiWasallam

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CHAPTER 1

Introduction

In this Chapter we shall discuss the background of the study, statement of the research problems, research importance, scope of the study, key terms definition, and organization of the study.

1.1 Background of the Study

Over the past decades developed and underdeveloped countries have made numerous efforts to reduce the gender gap in all segments of the society. However, there are still significant gaps that exist in entire tiers of the society in both developed and underdeveloped countries. Education is one of the most important human activates that plays a pivotal role in development. Education of both genders also brings positive change in the daily lives, economic and social conditions of the people. Various scholars assert diverse interpretations about the concept of basic education; however, all of them are unanimous that education is the key to development for any nation.

As reported by Alderman& King (1998) extreme poverty is the significant price one pays for discriminations that exist in any society on the basis of gender, low standard of daily life, low economic growth and failure of governance. The paper further examines that promoting girl education is the key strategy in achieving development for any nation. Philips (1975, Muller (1981), Dellors (1996) also have the same approach that education is the basic element for the development of human resources. The world conference on education became a mile stone about the importance of female basic education (Haggis 1991).

Female basic education has a very strong and direct relationship with economic, social and personal developments (Benavot 1989). Keeping in view the importance and benefits of female education for any society there are still huge gaps in various parts of the world where

discrimination still exist. Various governmental and non-governmental organizations (NGO) have not achieved the goal where basic education can be made accessible for rural female.

Numerous developing countries experience very critical situation to provide basic education. Pakistan has experienced sundry difficulties in providing basic education. Although Pakistan has progressed immensely over the decades, but it is still considered a developing country by dint of the on-going problems of dealing with gender inequalities towards women, such as in the workplace, home and society as a entire. Pakistan is the world's 2nd largest Muslim country of the world but gender inequality in all walks of life is still extreme especially in primary education. As reported by An-Naim (1987) Islam ensures equal rights to women and provides equal rights to women in all aspects of life.

Global Campaign for Education (2014), demonstrated a very perturbing satiations of Girl's Education in Pakistan. The report further highlighted that Pakistan is third with highest number of out–of-school children in the world. The report also highlights that more than 5.1 million primary school children in Pakistan do not attend school and the number of girls out of school are an alarming sixty-three percent. The situation of non-attendance enrollment in Primary Schools is worse amongst girls in rural areas compared to urban areas in Pakistan. The rural girls discover very few schools to go and if they are any, they happen to be at some distance from their homes and they cannot attend the schools. Gender discrimination in education sector persists in Pakistan amongst the poorest households mainly on account of poverty and social factors but is virtually non-existent in rich households. Due to low attention to gender inequality in education, United National Development Programme (UNDP) annual report (2010) ranked Pakistan 120 out of 146 countries in its Gender-related Development Index (GDI).

Gender disparity is a global phenomenon, but Pakistan has been stigmatized with issues related to women sanctity both at home or at work place. It needs urgent attention of Pakistan government and international community to overcome it before it becomes worse. Munir (1975) stated that articles 25, 27, 34, 35 and 37 of the Constitution of Pakistan accept that all men and women living have their equal rights and can enjoy their lives with dignity and self-respect. The Universal Declaration of Human Rights (UDHR 1948) is considered a major milestone in human history. As stated in article 30 of the UDHR all human beings are born equal in dignity and rights, and are entitled to all rights and freedom set forth in the Declaration without distinction of race, color, sex, language, religion, national origin, birth or other status.

Gender inequality continues to exist in sundry parts of our country. Girls are discouraged from perusing an education. As reported by Lynd (2007) the Gross Enrolment (GER) and Gender Parity Index (GPI) of GER demonstrates very alarming situation about education especially in Federally Administered Tribal Areas (FATA) and Khyber Pakhtunkhwa (KPK). Recent statistics, released by Pakistan Economic Survey (2012-13) indicate that "the overall literacy rate (age 10 years and above) is 57.7 percent (69.5 percent for male and 45.2 percent for female) compared to 57.4 percent (69.3 percent for male and 44.7 percent for female) in the year 2008-09. These figures demonstrate that Pakistan has flunked to bring quality and equality in term of gender education.

Women in Pakistan experience problems at present. These problems mainly relate to poverty, illiteracy, malnutrition, discrimination and lack of participation in decision-making. Various studies provide evidence that poverty, cultural norms restricting freedom of movement of girls and women, gender division of labor, shortage of schools and female teachers, low budget and

funding for education are main hurdles on the way to educational progress and development of female education.

The recent report of education by Society for the Protection of the Rights of the Child (SPARC) demonstrate serious condition of basic education in Pakistan. SPARC (2013) report exposes that almost 25 million children and youth are out of school in Pakistan. Out of these seven million (aged between three to five years) have yet to receive primary schooling. Pakistan is ranked at 113 out of 120 countries on education index ranking in the world. Keeping in view of recent statistic of Pakistan education results, we shall be failing to achieve the MDGs by the year 2015.

1.2. Education and gender inequality status in District Swabi

Khyber Pakhtunkhwa strategically is the most important province of Pakistan. The education statistics of the province demonstrates that more than 7 million people are illiterate at the age group of 9-39 years (Annual Report KPK 2012).The Province bears numerous problems i.e. law and order situation, militant influence, floods and various others. The current government has allocated more than Rs.66 billion that is 19[th]of the total budget for the improvement of the education sector and female literacy. The Province has 24,719 primary schools out of that 7,858 are girl schools. The total area of the District Swabi is 1543 sq. km.

The total numbers of primary schools are 1,020 in that 427 are for females. As reported by the Educational Management Information Systems (EMIS) of Khyber Pakhtunkhwa the literacy rate in District Swabi is 36 percent at the age group of 10 years (Mustafa, G. 2012). The rural area of the District bears number problems such as female literacy and other socio-cultural problems regarding female education. The statistic of the literacy of the Planning and Development Department Swabi has demonstrated very chronic situation in the rural areas. The P& D Department of the District demonstrates that there is huge gap between the urban and rural areas.

Literacy ratio of male is 54.0 percent as against 18.3 percent for females. The literacy ratio is much higher in urban areas as compared to rural areas for both male and female.

As reported by Pakistan Social living measurement claims that the literacy rate of the age group 10 years and above in District Swabi is overall 49percent and the District stands at number seven in Khyber Pakhtunkhwa. The annual report of Provincial Child Labor Unit (PCUL) Khyber Pakhtunkhwa (2010-2011) explore, that the total enrolment at primary level is 61,886 out of that 96,810 are male and 65,076 are female students. The overall gross enrolment ratio of District Swabi of primary and secondary level is 86percent and 43 percent respectively. The result highlighted that that 57 percent of primary and secondary level children are out of school that is very a disturbing situation.

Gender inequality is a broad topic. For my part in this research I have chosen to discover the basic problems that are being faced by the parents to provide education to their children. I want to discover what people really feel about their children's education. My results are generally what I have been expecting to discover. I will also try to discover the answer to the question as to whether gender really played a vital role in the equality of people's educations. The present study is an attempt to discover the gender inequality in primary school enrollment status in rural areas of District Swabi and accordingly make recommendations for the improvement in the female literacy. The statistical reports (2010-11) of the education management systems of the elementary and secondary education department government of Khyber Pakhtunkhwa demonstrated that the overall literacy rate of the District Swabi in the age group 10 and above is 36 %, while the male literacy rate is 53.99 % and 18 % are female.

1.3   Research Problem:

Gender inequality is alarming issue in Pakistan especially in the education sector. The majority of women and girls in Pakistan remain as the most uneducated people of the world. The recent report published by the SPARC demonstrates that Pakistan stands 113 out of 120 in the world education development index (EDI). The report also highlights that 25 million children do not receive any education and are not enrolled in schools. Gender inequality in education at primary level remains the biggest and challengeable problem for Pakistan as well as for the entire world. The situation of school among girls is worse in rural areas of Pakistan compared to urban areas. The Pakistan society is not very conducive for girl's education and do not support those who are already enrolled in education institutions. There are sundry reasons that prevent the girls from getting education i.e. gender discriminations, physical and mental violence against women, poverty, parents decision, distance from school, and culture. The proposed study will attempt to discover the main factors that serve as hurdle in removing gender education disparity in District Swabi.

1.4 Research Objectives:

The overall objective of the research is to identify the main hurdles of gender inequality in education and to discover the solution by developing some strategies, planning and polices to promote the education culture in District Swabi. The study will also lay out the solution of some basic questions and cause that are the major impediments in promoting basic education in District Swabi. To identify the factors influencing gender inequality in adult educational status of rural household children in District Swabi with a focus on following factors:

a) Economic factors (House hold income, family size, income source)

b) School base facilities (Distance from school to home, separate primary school for female.)

1.5 Organization of the Study

The study is organized in to five major's chapters. Chapter one sets out the problems and identifies its approach. Chapter Two treats reviews of related literature. Chapter three and four deal with the methodology, presentation and layers of data respectively, the final chapters discuss the summary, conclusion, and recommendation of the study. In order to have a brief background on the concept of basic education, importance and major obstacles promote girls' education in the rural areas the following chapter swill provide the reference to major work done by different authorities in their efforts to understand and deal with the problem under study.

1.6   Significance of the Study

Female education is catalyst to success and development of any nation and especially of rural community. Literate female will have impact on health, literacy, economic growth and social development. The study is expected to contribute significantly to the literature on the topic of gender inequality in education. Further it is expected to open a new venue for further research on the topic of gender inequality in Pakistan.

Islam also recognizes the basic right of education for both genders. However miss- interpretation of Islamic teachings and formidable customs of the rural community lead to huge gap in educational indicators for the two genders. This also slows down progress toward Millennium Development Goals (MDG). This Study will identify the factors influencing gender inequality in adult basic education. This study will also help NGOs and other social development organizations who want to understand the strategies to promote gender equality in rural area of Pakistan. The study will also be helpful to educationists, policy makers and different welfare organizations to make policies and strategies to promote education in these areas.

1.7   Scope and Limitation of the Study

The propose study is related to District Swabi and will be discussed the status of both genders. Wako, T. N. (2003) explore in the educational management information systems (EMIS) of Khyber Pakhtunkhwa the literacy rate in District Swabi is 36 percent at the age group of 10 years. The rural area of the District bears numerous problems, such as female literacy and other socio-cultural problems regarding female education. The statistics on literacy of the Planning and Development Department Swabi has demonstrated a very chronic situation in the rural areas. The Planning and Development Department of District Swabi demonstartes that there is a huge gap between the urban and rural areas. Literacy ratio of males is 54.0 percent as against 18.3 percent

for females. To achieve Millennium Development Goals; girl education should be given a priority. Gender inequalities in education are critical to self and nation development. We could not achieve our development goals without girl education. District Swabi is a very important District of Khyber Pakhtunkhwa and play a very vital role in the development of Child health, social stability, environmental benefits and economic growth of the province. This study is limited to analysis the gender inequality in District Swabi and to discover the main reasons behind the low status of girls education.

1.8   The Study Area

My research area is related to District Swabi that consists of four (4) Tehsils, namely Swabi, Lahore, Razar and Topi. Administratively the District is divided in to 56 Union Councils. District Swabi is primarily a rural District of the Khyber Pakhtunkhwa. As reported by the population density survey 2008 the overall population strength of the District is 1.3 million. Total area is 1,543 sq. Kms, out of that 78percent is hilly and 21percent is plain area. Swabi is made a District on 1st July 1988. Prior to being given the status of a District, it is a Tehsil of District Mardan. Since 1937 it remained a Tehsil of Peshawar District. District Swabi is the 4th most populated District of Khyber Pakhtunkhwa Province. Majority of the population belongs to Pakhtoon tribes and 5 of the population is Hindko speaking. Muslims population of the District is 99.6. Geographically District Buner lies on the North, District Haripur towards the East and District Attock (Punjab) to the South, and towards the west lies the Mardan and Nowsheara Districts.

As reported by UNDP Pakistan Human Development report (2004) the education statistics of District Swabi demonstrates a huge disparity among male and female education at all levels. As reported by the Khyber Pakhtunkhwa Bureau of Statistics and the District Census Report (2008) the male literacy rate in Swabi is 54 percent compared to female literacy rate of 18.30percent for females.

1.9　Field Experience

The research study area is mostly rural and hilly. The people are very warm and hospitable. The researcher is from District Swabi and familiar with the culture, demographic and behaviorisms of the area. Most of the people speak Pashto but in some areas people speak the Hindko language. The researcher is familiar with both languages and there were no linguistic constraints in data collection. One fact that emerged from the research is that some parents of a conservative mind set would not understand why people like me, from the same area, would disclose this fact of gender inequality. They refused to be interviewed. There were also some sort of lack of trust on the part of some parents and they could not allow me to interview their children. Some of the questions they asked were:

What is the purpose of your study?

Are you from any NGO?

Why are you conducting this study?

When they were briefed about my themes they were very pleased and happy to provide the actual information about the gender inequality. Most of the people encouraged me and supported the idea that girl's education is very important for any kind of development and they offered full support and hospitality during the research. The area of Zone-1 is hilly area. There is lack of means of communication and basic infrastructure in the study area. It is very difficult visit the villages because there is no transport facility available in this zone. In some places there were no roadways. With the help of local people my research tasks were done without any major problems. Over all they provide relevant information in very friendly manner and the also happy to know that this is the pioneer study on this subject in this area.

CHAPTER 2

LITERATURE REVIEW

This chapter provides extensive reviews the relevant literature on gender inequality in education. Numerous studies have been conducted on the gender inequality, basis education and women educations. Finding of the earlier studies based on various theoretical and methodological research provide the way to explore the main arguments of the present study. Gender inequality has been focus in all part of the world especially in the developing nations. Different study have methodological based and measure the gender inequality in education while some studies have focus on determinates of gender inequality in basic education as presented in the following sections.

2.1   Definition and Concept of Basic Education

The concept of basic education refers to the entire range of educational activities that is taking place in different settings (formal, non-formal and informal) that aim to meet the basic learning needs and requirements. This is the first step in trying to decrease the huge inequalities affecting various groups in rural areas, women, the urban' poor, minorities and millions of children not attending school and working" ("Learning the Treasure Within" UNESCO 1996). Basic education has led to increase in the right education extending from basic education to lifelong learning (World Education Report 2000). Basic education is serving as a foundation or core of central importance.   Schneider & Kogan (2008) explore that the International Standard Classification of Education ISCED has defined the two levels of basic education: one being basic and the other is secondary education (UNESCO 1976).

The Primary education may be defined as a first stage of compulsory education that is preceded by pre-school or nursery education and is followed by secondary education. It is usually considered for children between 4 to 12 years old. The main objective of primary education is to enable the child for life and further social development. The world, especially the developing countries, could not achieve the goal of basic education.

The Universal Declaration of Human Rights meeting that is held in Thailand is the milestone to provide the basic education to everyone and declare that "everyone has a right to basic education" (UDHR Law1949). Global Monitoring Report (UNESCO 2014) recent statistics demonstrates a very critical situation of the world education. The report also highlighted that more than 250 million children worldwide do not have access to basic education. The situation of education across the globe is also very critical. As reported by annual report of UNICEF demonstrates that the majority of out of schools children are girls and almost 80 percent of them live in Africa and South Asia (UNICEF 2012).

2.2   Gender inequality in education "Theory and Evidence"

Besides the empirical studies, various theoretical studies have been done to discover why gender inequity exists in the education sectors in societies. There is not any single unified theory to discover the main characteristic in gender inequality in education but a large number of theories exist to help us discover the main reasons for gender inequality.

2.2.1 Human Capital Theory

The drive to increase the school enrollment and attendance is a compulsory character of the school. There are different theories existing in the literature to evaluate the gender inequality in education but the human capital theory has been regarded as a fundamental one. Becker (2009) introduced the human capital theory in education. As reported by Becker why individuals invest in education and training in a manner analogous to an investment of physical capital. This theory is widely used in modern research, certainly in the theoretical frame work, or at least the starting point of the research. Human capital theory has been considered as the leading discourse in policies and education. The main idea behind the human capital theory is that education and improvement of skills increase economic productivity. The right to education approach is the key theme of this theory. Machin & Vignoles (2005) analyses it in his book "what's the Good of Education?' Different authors Spence, (1973), Arrow (1973) Blug, (1976) and Mincer, (1974), argued that although sometime human capital theory (HCT) is amended and challenged in quite substantial manner but it survived and can be considered as a dominant paradigm today.

2.2.2 Marxist educational theory

The Marxist Educational Theory is given by Karl Marx in the last peak in 1970 Rikowski (2006). Marxist education theory arose from a conception that the human being, mostly the masses, needs to be filled with the materialist concept of awareness. This theory argues that schooling or formal instructions, consisting of both intellectual and physical development as well as technological development and training, is to introduce the young to the productive processes. There were several criticisms about the Marxist Education Theory and some researcher believed that education system is based on a meritocracy. Durkheim and Parsons analyzed that those people who are the most hardworking and talented in the society will be identified by the

education system and rewarded with their qualification. The differences in society will never enable them to achieve high status in the society. They also argue that it's not possible to teach all pupils the same national curriculums.

2.2.3 Reproduction Theory and Emancipation Theory

Sine 1960 gender inequality in education is the hard topic for research for debate. As reported by Coleman (1966) &Jencks (1972) two different schools of thought known as Reproduction theory and Emancipate Theory can be detected. The Reproduction Theory emphasizes the existing inequality in society on the basis of attributed characteristics such as gender and ethnic backgrounds reproduced themselves through education as a result of primary and secondary socialization processes Bowles & Gintis (2002); Bourdieu 1977).

The believers of Emancipation Theory emphasize that in contrast education can reduce social inequality via the promotion of personal mobility. As reported by Dekkers, Bosker (2004) &Young (1958), that Emancipation theory also has strong relation with meritocratic ideal of education. They further explore that in meritocratic society pupils obtain status on the basis of personal aptitude not in the basis of their gender or family background. (Dekker &Bosker2004)

2.3 Gender Concept and Provision of Girls Education

Gender equality means that males and females have equal opportunities to realize their full human rights contribution to economic, social, cultural, and political development. Gender disparity exists all over the world in every filed. As reported by World Bank 2001 report, over the last three decades gender inequalities have increased in underdeveloped countries in the world Wide. Gender inequality is a global problem and the world is facing some serious issues regarding inequalities in all part of the life. Gipps (1995) observes that promoting social equity is not an easy task. As reported by World Development Report 2012 to achieve gender equality

and empowerment of women, we should invest in human development. The report also highlighted the issue of gender inequality in Pakistan and India and observes that there are huge differences between the poverty-stricken areas compared to well-heeled communities (Wong 2012).Taylor, V. A., Rupp & Whittier (2009) explore that due to male dominated society most of the women are facing restrictions and discrimination. S Shapiro, I. (2006) also given the same approach and says that women have been oppressed throughout history across the globe. As reported by Buah-Basssuah (1996) UNESCO report highlighted that more than 70 of the world's illiterates are females and were not able to know about the laws, health and social services that help them to protect them and their families. However, the inequality in education sector is found pronounced across the countries (Jacobs, J. A. (1996). These issues that become obstacles in achieving gender equity will be discussed in coming literature review.

2.4   Major Factors of Gender Inequality in Basic Adult Education

The situation of developing world is very critical in adult basic education. As reported by World Bank, (2001) report gender inequality in education existing almost in developing countries. As reported by Brock & Cammish (1997) gender equity is still problematic in developing countries and facing numerous challenges. The same concept has also been given by Dunne, Leach, Chilisa, Tabulawa, Kutor, and Asamoah (2005). There are numerous factors that become hurdles in achieving basic education. Some of these factors are related to society, Socio-cultural, economic conditions, poverty, school distance; political problems. These are some of the main barriers in achieving universal basic education. These obstacles can be summarized in following major categories.

2.4.1 Socio Economic Problems

The biggest problems in achieving basic education are Socio economic. As reported by UNESCO (2005) annual report the societies give favour to boy's education due to poverty, poor economic condition and social gender disparities. The parents of rural areas facing sundry problems while sending their children to school due to the low house hold income and economic problems. Dall (1989) investigates that economic conditions in Mali does not allow the parent to enrol their children in school. The same study has also been done by Lockheed, & Verspoor (1991) in Egypt and Nigeria. Conclude that economic problems are the main elements why students dropout from schools. Anbessu & Junge (1988) have also given the same concept in Ethiopia.

2.4.2 Cultural and traditional problems

Socio Cultural problems exist in every developing country of the world. Most of the rural people are illiterate and they follow their own customary rules in daily life. Numerous researchers highlighted the socio cultural issues regarding female education. Brock & Cammish (1997) investigate that over all universal culture of the world is in favour of the male. They further investigate that the system of social organization such as early marriages, domestic duties and traditions adversely effected achieving the goal of a formal education for women. The same approach has been also adopted by Colclough et al. (2003) Stephens (2003), that gender inequalities in school resulting from religious and cultural practices also have a very vital role in preventing girl education. The role of parental attitudes also plays a very important role in promoting basic education.

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As reported by King & Bellow (1991) and Lavy (1992) the majority of the parents in rural areas are in favour of boy education in lieu of girl education. Odaga & Heneveld (1995) conducted a study in Chad, and investigated that the some parents believe that the girl schooling push girls to become a prostitute and out of control of parents. The same approach has also been adopted by Tchombe (1994) in his study conducted in Cameroon that educated girls are too independent and demanding.

However in some studies conducted in various countries like Kenya, Rwanda and rural Zimbabwe parents observe that girl education is very important for social development. As reported by Division, (1993); Prouty (1991) and Heneveld & Craig (1996) mothers in these areas have positive outlook on their daughter's education.

Apart from other social norms religious activities in most of the rural areas also limit girl's basic education. Some of the studies conducted in Ghana Blakemore (1975) where Christian parents are in favour of female education, while non-Christians give priority to send their sons only. As reported by Odaga & Heneveld (1995) that Muslims are usually not in favour of female education in rural schools.

The same approach has been also given by Coombs (1985) that parents of Muslim area prevent their daughters from attending schools. Similarly, Bowman & Anderson (1980) indicate the low enrolment of females in the areas where Muslims lived. However, some studies oppose the above statement that Islam prevents girls from schooling. (Al-Harari (1987) & Jones (1980) argue that Islam never prevents female education and also not responsible for the low enrolment of female in schools. They further stated that Islam strongly encourages the male and female education on equal level. Badawi (1995) also examines that

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Islam gives equal rights to every man and woman. Muhammad (PBUH) said that every Muslim, both male and female, should seek knowledge. To summarize the above discussion, researchers are not agreed about the religious factor in the society preventing the girls schooling.

The sexual harassment is also one of the biggest problems in rural world to prevent girls from education. Various studies have been conducted on the various part of the world. Regarding sexual harassment and rape cases especially in developing countries play a very negative role in girl's basic educations. Studies have been conduct in South Africa and Zambia in 1994 that numerous primary school girls are raped and sexually harassed on their way to school. Almaz (1996) analyse, that rare case are widely take place in rural areas of Southern sidamo in certain parts Anhara.

The motivation and expectation is also one of the biggest issues towards achieving basic education. Different studies have been conducted and various part of the world's least developed countries, that social and cultural factors affect the girl's self-image and performance. Tinkerand & Bramsen (1976) indicate in their study, conducted in Nigeria, that girls were not asked any questions by the teacher and usually they are sitting on back benches.

2.4.3 Political and Government Factors

Most of the under developed countries did not give any attention to a girl's basic education. Political will and recognition of girl's basic education remain important issues in these countries. Odaga & Heneveld (1995) conducted the study in African countries and argue that low commitment of government to provide schooling to children is badly affected gross enrolment ratios in basic education. Political leaders who ruled the society's haves no interest in

development and investments in education because economic development and education will give raise the middle class who will then seek democratic institutions and accountability from government (Bourguignon & Verdier (2000)

2.4.4 School Base Challenges to Girl Education

Basic things like availability of toilet or clean water in schools, the location of school at some distance from home, and teacher attitude are also a big problem in archiving basic education. As reported by Levin (2007), stated in his study that lack of sufficient spaces in school badly affected the enrollment. As a result parents withdraw girls from schools, in lieu of boy. Another study has also been conducted by the global campaign of education (GCE 2003) in Africa insist that lack of funds in sundry schools of rural community prevent girls from successful completion of basic education. They further stress that unavailability of facilities like toilet, running water are the main reason that girls do not attend school. Similar studies have also been conducted by Kasnde-Ng, et al. (2000) in Zambia. They conclude that poor sanitary facilities effected girl participation in school. Lacks of educational resources are also big problem, as highlighted by Liphanda et al. (2004) and UNICEF (1999). In the studies they highlighted that lack of teaching and learning material is badly effecting girl's basic education.

2.4.4.1 School Distance

Most of the developing countries children often have to travel a long distance to schools. This situation is very critical especially in rural areas. As reported by Lockheed & Verspoor (1991) the most determinant of primary school enrollment in rural areas is the closeness of a school to primary school age children. Kelly (1987) explains that gap between male and female in the rural area is due to easy access of school near home location. Parents do not allow

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education to their female children due to the distance of school from home and the worries about their daughter safety, about harassment or rape while coming from or going to school.

Mengesha (1974) stated that long distance of school from home is one of the school related problems effecting student's participation in the rural areas of Ethiopia. As reported by the World Bank report (1995), in Morocco the status of paved road not only significantly increase the chance of a female attending school by 40, but also reduces the probability of her dropping out by five percent. Platero, et al., 1986 analyses that long distance from home to school also plays negative role to achieve the gender equality and women education. As reported by Pakistan Integrated Household Survey 2001-2002, the distance from school has a very negative relationship with enrolment in rural areas of Pakistan. The study further highlighted that on the average children travel 3 to 5 kilometers to primary school. The further investigate that in the rural area of Khyber Pakhtunkhwa, Baluchistan and interior Sind Provinces the distance of school to home plays a very negative impact on female participation in school and educational enrollments.

Hussain, Khattak, Bangas, & Nazir (2010) analysis in a study, conducted in the hilly area of Swat, "An Assessment of the causes of drop outs in primary school of mountainous area of District Swat, analyses in the filled survey that 45 of the students, 25 of the community members and 30 of the teachers of the areas stated that main reason for student drop out is the long distances.

2.5   The Status of Education and genders inequality in the world.

"The World Education for All (1990) declared in its first article that "Every one – (Child, Adult and Youth) will have the right to benefit from educational opportunities designed to encounter their elementary education needs" (WER 1990). As reported by UNESCO report (2007) children of the rural areas in low income counties generally still have less opportunity to attend and complete primary school than children in urban areas.

The target of the Millennium Development Declaration 2000 is worldwide elimination of gender disparity in education not later than 2015. International community, upon signing the MDG declaration in 2000, committed itself to achieve the eight development targets. (Buvinic, Mayra & Morrison, Andrew) The third goal of the MDG is to eliminate gender disparity in both primary and secondary education preferably by 2005, and at all levels no later than 2015. As reported by Buvinc, Mayra and Morrsion, Andre (2006) that 82 of 122 world countries achieved the MDG3 target of gender parity in both primary and secondary level education before 2015. But unfortunately the reaming 19 countries could not achieve the official target and are seriously off track to meet the required target by 2015.

UNESCO global monitoring report (2009) highlighted that disparities exist all over the world, especially the richest and poorest children. The report further states that average not enrolment ratios for the developing countries have continued to increase since Dakar. In South Africa the not enrollment ratio has seriously increased from 54 to 70. The status of South and West Asia is also very alarming, rising from 75 to 86 in 2006. The report also highlighted that in 2006 almost 75 million children, 55 girls, were out of school in the world. The current progress demonstrates that probably some 29 million children will be out of school in 2015 in these countries.

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The situation of Pakistan and Nigeria is very crucial and alarming. The report highlighted that in Pakistan and Nigeria poor education and governance are holding back achieving the MDG3 and keeping millions of children out of school. The World Bank report (2007) highlighted that in Haiti and Zimbabwe the issue of enrollment is exist for both male and female population. The report also investigate that enrollment is very obvious not only for females but it's exist in both gender boys and girls.

Kondel (1997) found out in Thailand that parents of rural areas give priority to male children in lieu of females children during the early period of economic growth. The daughters were not preferred recipients; the parents think that the female's children might not be available to take care for their parent when they got older.

Waong & Raymond (2004) examines the education inequalities under socialism in different counties i.e. Russia, Bulgaria, Czechoslovakia, Hungary, and Poland. They further analysis that Russian women attending secondary education is only about 0.41 percent times that of her male counterpart and this disadvantage continued across all levels. He further examines that educational inequalities in socialist Bulgaria is very similar to Russia. He concludes that socialism did not have any dramatic change in Bulgaria.

The UNESCO report 2000 highlighted that more than 100 million primary school age children are not enrolled in the school of developing counties (UNESCO,2000a) and most of them are from rural areas and poverty-stricken families. Fraternal care is also a very big hurdle in the world that effecting girl education enrollment. As reported by Probe (1999), that about 54 percent girls in India could not attend the basic education due to the sibling care. Similarly Kondel (1997) discover in Thailand that, parents of rural areas given priority to male children in

lieu of females children during the early period of economic growth. The daughters were not preferred recipients; the parents think that the female's children might not be available to take care for their parent when they got older.

The World Bank annual report (2006) demonstrates that in the early 1990s in Brazil 74 percent of children from the poor households failed to complete Grade-4 and 90 children who already attend the high school failed to complete graduate level education. Similarly, Sub-Sahran Africa, Middle East and South Asia are regions with surprising gender inequality in education. Afghanistan, Mali, Niger are the countries with high gender inequality state.

As reported by Lewis & Lockeheed (2007) more than 60 million girls in the world are not enrolled in school due to the strong male preference culture. As reported by UNESCO report (2007), more than 100 million children of primary school age in the world are out of school, in that 59 percent are female. Similarly the United National Development report (2005) demonstrates that there are more than 862 million illiterate people in the world and illiterate females are more than 600 million. The report further highlighted that girls between the age group of 6-11 years are out of school in these population.

Herz & Sperling (2004), analysis in his study that; more than 150 million of children currently enrolled in school will drop out before they complete the primary level of education. The study further highlighted that approximately 100 million of them will be female children.

2.6   The status Education and Gender Disparity in Pakistan

Pakistan is the second largest Muslim populated country in the world. As reported by Article 25-A of the Constitution of Pakistan "the state shall provide free and compulsory education to all children from the age group of 5 to 16 years, in such manner as may be determinant by law" (Article 25-A chapter no 1). Pakistan also signed the Dakar framework of action that is also signed by 163 countries. Situation of basic education in Pakistan suffered due to the neglect from the government. More than 63 of children in the age group of 3 to 5 years are not receiving formal or informal education in Pakistan ACR report (2012).

As reported by this report this is very alarming situation that most of the children do not enroll in the school. Similar study have been conducted by the global monitoring report on education for all (EFA 2012) that approximately one fourth of the 19.75 million children in Pakistan in the age group of 5 to 9 years are out of school. A report published in the Daily Express Tribune by Mavra Bari (2012) about the somber state of education in Pakistan highlighted that enrolment statistic in primary level indicate that Pakistan is not on track to archive universal primary education by 2015.

As reported by global monitoring report (2012) Pakistan ranked 2nd of the most out of school in the world. The report highlighted that 23 percent in rural and 7 percent in urban areas children are not enrolled in any kind of school. As reported by UNESCO-UIS 2012 adult and youth literacy report Pakistan has the lowest youth literacy rate with 70.7percent. The global monitoring report (2012) also highlighted that 3.8 million females are out of school as compared to 3.3 million males. As reported by the UNICEF (2012) report "Situation Analysis of Women and Children in Pakistan", indicate that among the south Asian countries Pakistan has one of the

largest gender disparities in education. As reported by the gender gap report Pakistan (2012) ranks 129 out of 135 countries in the gender gap index.

Several studies have been conducted on gender disparity and basic education in Pakistan. Shahzadi, Qureshi, & Islam (2012) explore that there strong boy preference exists in Pakistan while deciding about schooling of children. The same study has also been conducted by the World Bank report (2011) that Pakistan gave very low attention to female education. Khan, Tahir & Shah (2011) investigated the social environment impact increasing ratio of dropped out children, especially female dropped, out in Pakistan. The same approach has also been given by Haq & Saima (2009) that male preference over female is the basic problem of gender disparity in primary school level in Pakistan.

Some studies have also concluded that poverty and economics growth are also the biggest problem in Pakistan for promoting girls' basic education. The household income also impacts on children's basic education. Khan, & Ali (2003) explores in his study, conducted in Faisalabad and Pakpatan, analyses that low household income has a negative impact on the age group 5 to 15 years, and a stronger negative impact on girls schooling. The same approach has also been adopted by Arif (1999) in his study conducted in all four provinces of Pakistan. Accordingly, poverty and household income divided the children into poor and non-poor categories. They suggest and finalize that elimination of poverty goes a long way in increasing primary school enrollment and reducing the gap between the enrolment rate of boys and girls.

The concept of basic education refers to the entire range of educational activities that is taking place in different settings (formal, non-formal and informal) that aim to meet the basic learning needs and requirements (Wikipedia). This is the first step in trying to decrease the huge

inequalities affecting various groups in rural areas -- women, urban' poor, minorities and millions of children not attending school and working as child labor (Century & Delors UNESCO 1996).

Basic education has led to increase in the level of the right education extending from basic education to lifelong learning. (World Education Report 2000) Basic education is serving as a foundation or core of central importance (Oxford Dictionary). The International Standard Classification of Education ISCED defines the two levels of basic education, one is basic and the other is secondary education (Bohlinger 1976). The Primary education may be defined as a first stage of compulsory education that is preceded by pre-school or nursery education and is followed by secondary education.

It is usually considered for children between the ages of 4 to 12 years. The main objective of primary education is to enable the child for life and further social development of society. The world and especially the developing countries could not achieve the goal of basic education. The Universal Declaration of Human Right conference that is held in Thailand is the milestone to provide the basic education to everyone and declare that "everyone has a right to basic education" (UDHR 1990).

Global Monitoring Report (2013/14) recent statistics demonstrates a very crucial statistic of the world education. The report also highlighted that more than 250 million children worldwide have no access to basic education. The situation of education across the globe is also very critical. The current estimates demonstrates that the majority of out of school children are girls and almost 80 percent of them live in Africa and South Asia. (UNICEF 2010)

The status of the education in Pakistan is very alarming. UNESCO's Global Monitoring Report 2009 highlighted that Pakistan is one of very few countries that could not achieve even a single

education goal. The report further highlighted that Pakistan is ranked in the bottom 10 of the countries regarding education of poverty-stricken women. The report also demonstrates a very critical situation of Pakistan's female education compared to India. The reality is that 62 percent of female children in Pakistan between the age group of 7 to 15 years have never attended school, compared to 30 percent in India. As reported by Tribune Newspaper of Pakistan, (November 10, 2012) almost two-thirds of Pakistan's rural girls have never been to school. In 2008 a study is conducted with the support of Japan International Cooperation Agency. It determined that the adult literacy rate in Pakistan is 52 percent with 65 percent male and 35 percent female are literate.

The situation of early marriage system in Pakistan also plays a very negative role in the development of the female education. A study conducted by the Shirkat Gah, a NGO (2013) revealed that nearly half of Pakistani women are married before they turn 18, and 9 of girls begin child bearing between 15-19 years of the. The Talibanization and terrorism in Pakistan is also a very big hurdle to female education, especially in the Tribal Areas and Agencies areas of Pakistan. The terrorist activities also displaced various families who are now living in internally displaced persons) (IDPs) camps in various parts of the country. The education of these internally displaced people's children is very badly affected. In Tribal and Agencies areas it is very risky for females to go school.

Terrorism in Pakistan has impacted very adversely on education sector, especially in female education. The level of education in these areas is destroyed due to continuous terrorist's attacks on schools and female students. The students are brutally killed while they are on the way to school and also numerous of the schools are being targeted by bombs (Sekho 2013).

Pakistan is an Islamic Republic and Islam is not against women education at all levels. Compared to other countries Pakistani society gives value to female in the societies. The thinking are now changing and people give the value to females education but we need more attention of government and non-government organization to encourage the females and spread awareness about females education and correct Islamic interpretation. UNESCO Global Monitoring Report (2009) highlighted that due to the fragile education governance in Nigeria and Pakistan, education has made no progress and is keeping millions of children out of School.

2.7   The status Education and Gender Inequality in District Swabi

As reported by the educational management information systems (EMIS) of Khyber Pakhtunkhwa the literacy rate in District Swabi is 36 in the age group of 10 years and below (Mustafa 2012). The rural area of the District bears sundry problems such as female literacy and other socio-cultural problems regarding female education. The statistics on literacy of the Planning and Development Department Swabi has demonstrated very chronic situation in the rural areas.

The P& D Department of the District demonstrates that there is huge gap between the urban and rural areas. Literacy ratio of male is 54.0percent as against 18.3percent for females. The literacy ratio is much higher in urban areas as compared to rural areas for both male and female.

As reported by Pakistan Social living measurement claims that the literacy rate of the age group 10 and above in District Swabi is overall 49 and the District stands at no 7 in Khyber Pakhtunkhwa. The annual report of Provincial Child Labor Unit (PCUL) Khyber Pakhtunkhwa (2010-2011) explore that the total enrolment at primary level is 61,886, individuals out of that 96,810 are male and 65076 are female students. The overall gross enrolment ratio of District

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Swabi for primary and secondary levels is 86 percent and 43percent respectively. The result highlighted that that 57 of primary and secondary level children are out of school that is very disturbing situation.

To discover the suitable solution and to fill this gap in the existing literature the proposed research investigates the gender inequality in basic education by using logic probit theory. The proposed study uses target and control group methods rather than pre-post method. Before this study the gender inequality in basic education have never been analyzed in the context of District Swabi.

CHAPTER 3

RESEARCH METHODOLOGY

Main elements of methodology in this section include universe of the study, sample design, construction of questionnaire, respondents and data collection procedure, theoretical justification of selected variables and econometrical model for estimation. These points are discussed below:

3.1 Universe of the Study

The proposed study relates to District Swabi. The data is originated from two different sources. Firstly, at national level data from different sources i-e research papers, annual reports on education. Secondly, sample of house hold surveys is conducted among the four zones (Zone1 Tehsil Swabi, Zone 2 Tehsil Topi, Zone 3 Tehsil Lahore and Zone 4 Tehsil Razar) of 56 Union Councils.

3.2 Selection of Sample

Sample selection of the proposed study is based on multistage clusters sampling. For this purpose the District is divided in to four geographical zones (Tehsil Swabi, Tehsil Topi, Tehsil Chota Lahore and Tehsil Razar). The 56 union councils (UCs) of Swabi District will be divided into four geographical zones listed below:

Zone 1:Tehsil Swabi: Saleem Khan, ManeriBala, ManeriPayan, Pabeni, Maneri, Swabi Khas, Jhanda, Panjpir, Bamkhel, Shah Mansoor, Thandkoi, Marghuz, Zaida, Garmura.

Zone 2: Tehsil Topi: Topi, Kabgani, Ghanicharta, Gabassni, Gandaf, Meni, Kota, Kalabat, Batakara, Zarobai, Hemlet.

Zone 3: Thesil Lahore: Jalsai, Lahore West, Lahore East, Jalabi, Mankai, Anbar,

Matall, Thordher, Changan, Jihangira, Beka.

Zone 4:Thesil Razar: Adina, Ismaila, Turlandi, Kalukan, Shewa, Parmoli, Naranji,

Asota, Shikjana, Dobian, Dagai, KamalSher Kala, Tarkai, Bachai, Sara Cheena,

Yaqubi, Sodheer, Rashkai, CHaknodeha, Yarhussain.

The union councils (UCs) within each zone have similar geographical and cultural characteristics. One UC is selected at random from each of these four zones. From each selected UC 10 clusters (villages) will be selected on random basis, whereas each cluster (village) will contain 12 households. Thus, 120 households were selected from each UC and total sample size is 480 households. A total of 480 questionnaires were collected as described in chapter "3" each questionnaire collect the data of all individual from the age group 5-25. Therefore we were about to collect the data of 1505 individual. Therefore we were about to collect the data of 1505 individual. The Educational profile of adolescent member of house hold is collected through the structure questionnaire.

3.3   Construction of Questionnaire

In a survey based research, questionnaire is considered to be its heart. Entire operation of research depends on this instrument. In research, correct information from respondents plays a major role. For this study the questionnaire is based on two main principles, namely avoiding the confusion from respondent's mind and getting the relevant information from the respondent by asking the questions according to his/her mental level. This questionnaire is constructed by using simple language, length of questionnaire is appropriate for the respondents and the use of jargon, ambiguity, emotional language and double barreled questions were avoided. The questionnaire is given in the appendix.

Interview is conducted with all households personally and in their native language i.e. Kashmiri or Pahari or Pushto. The respondents of the study were the household heads, any senior member of the household or any available adult of the household.

3.4 Data Sources and Collection Strategies

To discover the exact and relevant data it is very necessary to get relevant information from targeted area. The main target and focus of the study is to discover the gender inequality in education and the reasons behind it. Primary and secondary data were used in the proposed research work. Primary data is collected using the in-depth interviews from the household members. The secondary data is gathered from the relevant literature from the books, articles, magazines, websites and individual writing exercises. The main themes were to review and discover the main causes of gender inequality in education

3.5 Variables of the Study

The study used dependent and independent variables. The dependent variable of the research study is gender inequality in basic education (enrollment, reading ability and year of schooling) in District Swabi. The independent variables of the study were classified in three main groups i.e. economic factors, social and school related factors. The independent variables were further sub-classified as following:

Socio-economic factors: House hold income, agriculture land, monthly income,

Cost of Schooling,

School related: Not enough females Schools, School distance from home to scholl

Out- of- School:

Rural/Urban Factor: Rural and Urban difference

3.6 Theoretical Model for Estimation

The relationship between enrollment status, reading ability and years of schooling with corresponding independent variables is summarized in the following diagram:

3.6.1 The relationship between enrollment status and gender inequality variables

The first dependent variables of gender inequality used in this study are the enrollment status, while the independent variable are economic factors, School based facticity factors and rural urban issues. The relationship between dependent variable that is Enrollment status of the respondent and independent variables is summarized in the following the following diagram:
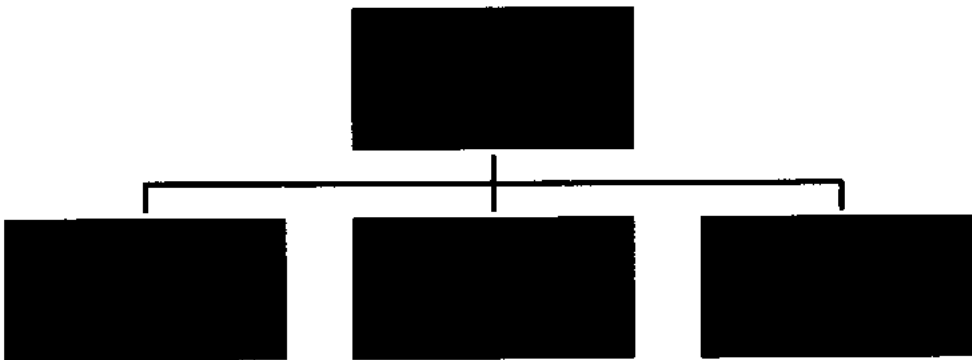
3.6.2 The relationship between reading ability status and gender inequality variables:

The second dependent variables used in this study are the reading ability status, while the independent variable are economic factors, School based facticity factors and rural urban issues. The relationship between dependent variable that is the reading ability status of the respondent and independent variables is summarized in the following the following diagram
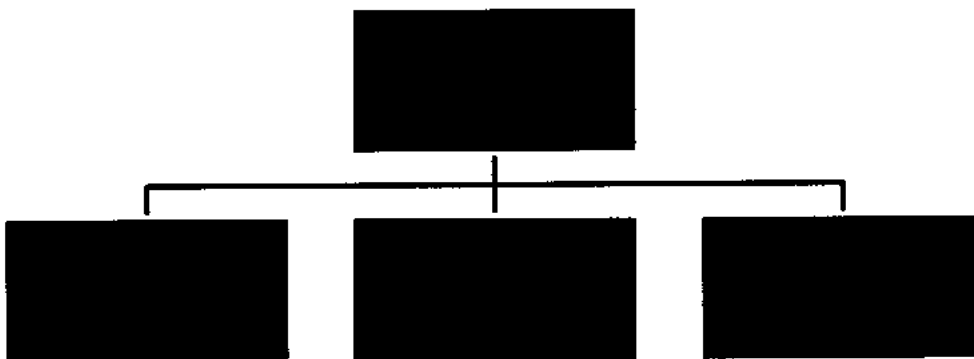
3.6.3 The relationship between year of schooling and gender inequality variables

The third dependent variables used in this study are the year of schooling of the respondent, while the independent variable are economic factors, School based facticity factors and rural urban issues. The relationship between dependent variable that is the year of schooling of the respondent and independent variables is summarized in the following the following diagram:
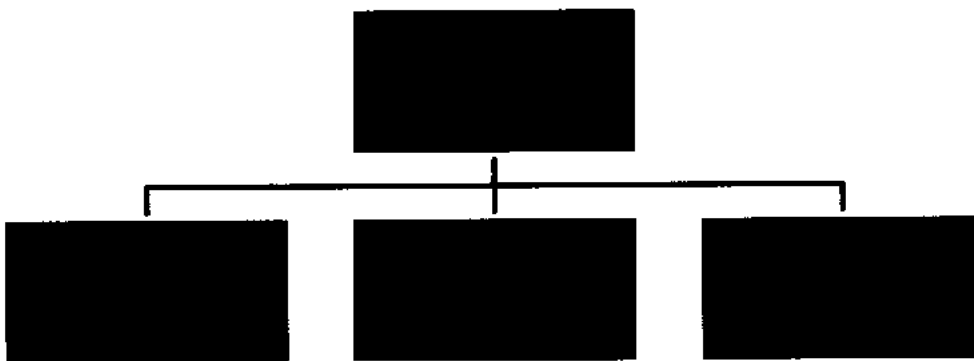
3.6.4 The same relationship expressed in mathematical form is as follows:

$$RA = f(Eco_i, Fco_i, Res, Gco_i,) + e \qquad \dots\dots\dots \qquad (1)$$

$$ES = f(Eco_i, Fco_i, Res, Gco_i,) + e \qquad \dots\dots\dots \qquad (2)$$

$$YS = f(Eco_i, Fco_i, Res, Gco_i,) + e \qquad \dots\dots\dots \qquad (3)$$

Where

RA is reading ability of a person

ES represent the enrollment status of individual

YS stand for years of schooling a person included in sample.

Eco_i: Economic Factor

These factors include:

Family income

Fco_i: School Facilities

These include:

Distance from school to house

Separate primary School for Female

RES: Dummy for Rural/Urban

Gco_i: Dummy for Gender

In equation (1) and (2) depend variable are categorical. We estimate the equation (1) using binary logistic models because our dependent variable have only two categories. We apply multinomial logistic model to estimate the equation (1) taking never attend the school as base category. Equation (3) is estimated by simple OLS method.

There are sundry options to estimate the impact on various determents on gender differential in education. One option is to estimate Eq (1) separately for male and female and compare the co-

efficient of the two models. In this case, the gender dummy is omitted from model. Second Option is to Estimate Eq (1) in its original from. In this case, the underlying assumption will be that co-efficient of variables are same for male and female but intercept (captured by gender dummy) is different. We investigate both the forms in our proposed study. The Eq (1) is estimated by ORDERD LOGIT model or by simple OLS where the dependent variable is year of schooling. In present study we adopted both methodologies to check the robustness of results to the model selection.

CHAPTER 4

RESULTS AND DISCUSSION

4.1   Introduction

This chapter will describe the sample, data collection, the description analysis of the data and estimation result to achieve the objectives of the study. Section 1 describes samples selection, section 2 present basis description analysis and section 3 provides detailed estimates of the model and discussion on the results. The sample selection is done through multistage clusters sampling. The entire district is divided in to four geographical zones i.e. zones (Tehsil Swabi, Tehsil Topi, Tehsil Chota Lahore and Tehsil Razar). Then Union Councils (UCs) within each zone have similar geographical and cultural characteristics. One UC is selected as random basis from each zone and 10 clusters (Villages) were selected from each UCs. Thus 120 household were selected from each UCs and the total sample size were 480 households.

A total of 480 questionnaires were collected as described in chapter "3" each questionnaires collect data on all individual in the selection household age 5-25. Therefore we were about to collect the data of 1505 individual. A flow chart of the sample selection from each zone is appended below:

Flow Chart 01

```
                        [                    ]
                               |
      ┌────────────────┬───────┴────────┬────────────────┐
      │                │                │                │
  ┌────────┐      ┌────────┐       ┌────────┐       ┌────────┐
  │ ZONE 1 │      │ ZONE 2 │       │ ZONE 3 │       │ ZONE 4 │
  │ TOPI   │      │ SWABI  │       │ RAZAR  │       │ LAHORE │
  └───┬────┘      └───┬────┘       └───┬────┘       └───┬────┘
      │               │                │                │
 ┌─────────┐     ┌─────────┐      ┌─────────┐      ┌─────────┐
 │SELECTED │     │SELECTED │      │SELECTED │      │SELECTED │
 │US FROM  │     │US FROM  │      │US FROM  │      │US FROM  │
 │ZONE 1   │     │ZONE 2   │      │ZONE 3   │      │ZONE 4   │
 └────┬────┘     └────┬────┘      └────┬────┘      └────┬────┘
      │               │                │                │
 ┌─────────┐     ┌─────────┐      ┌─────────┐      ┌─────────┐
 │10 CLUSTER│    │10 CLUSTER│     │10 CLUSTER│     │10 CLUSTER│
 │VILLAGES │     │VILLAGES │      │VILLAGES │      │VILLAGES │
 └─────────┘     └─────────┘      └─────────┘      └─────────┘
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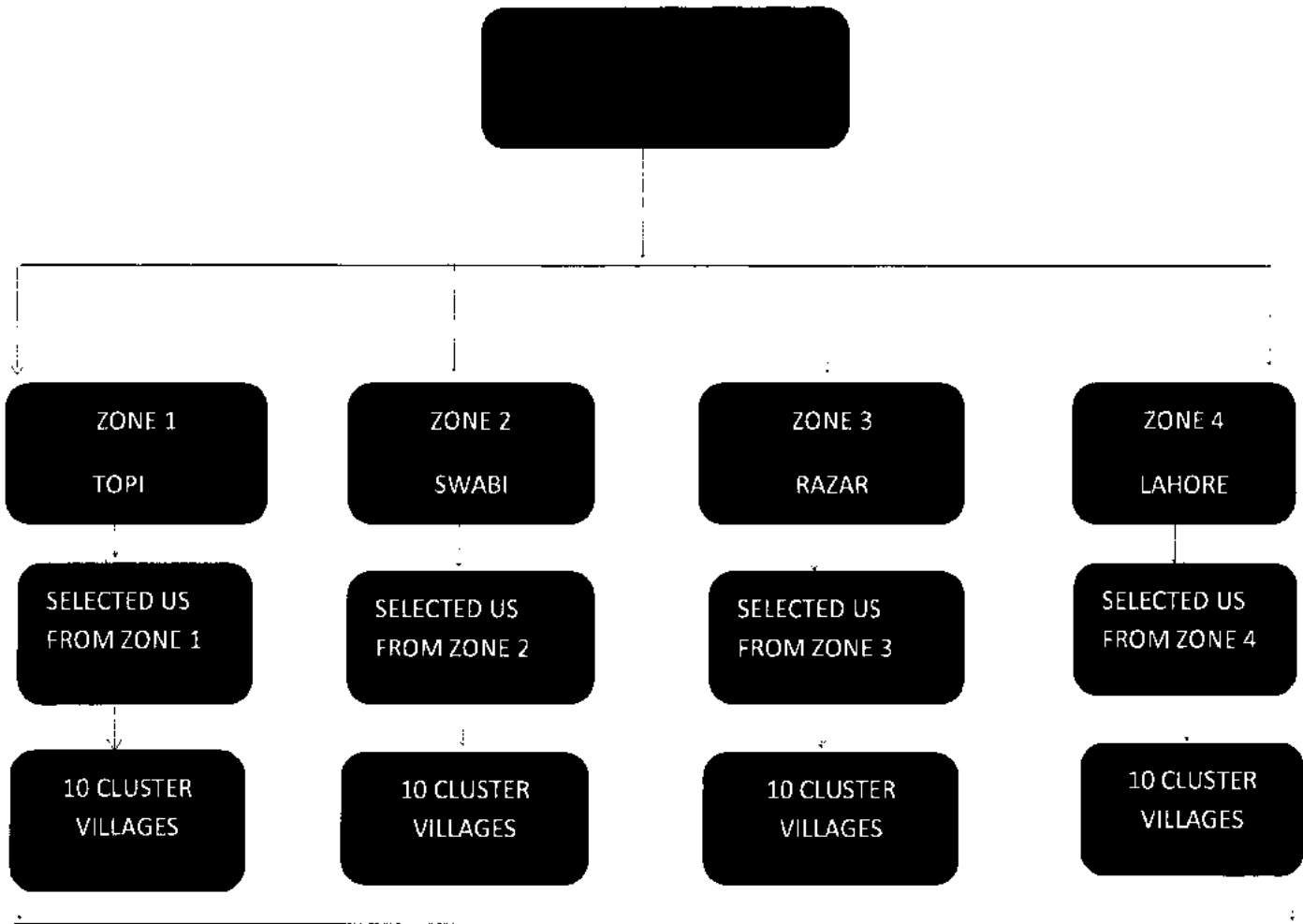
12 Respondent from each cluster village

$10 \times 12 = 120$

120 respondents per Zone

120 Individual from each zone

$120 \times 4 = 480$

@ 3.0 individual per house hold

4.1.1 Total Sample size of each zone

The figure 1 demonstrates the overall status of the sample collected from the each zone. The data demonstrates that 20 percent individual from zone one, 26 percent from zone two, 30 from zone three and 34 percent were selected from UC zone 4. The total sample size is 480 hose hold and 1505 individuals of age 5-25 were selected from the overall study area. A total of 480 questionnaires were collected as described in chapter "3" each questionnaire collect the data of all individual from the age group 5-25. Therefore we were about to collect the data of 1505 individual.

Figure 01   **Total Sample size of each zone**

TOTAL SAMPLE SIZE OF EACH ZONE
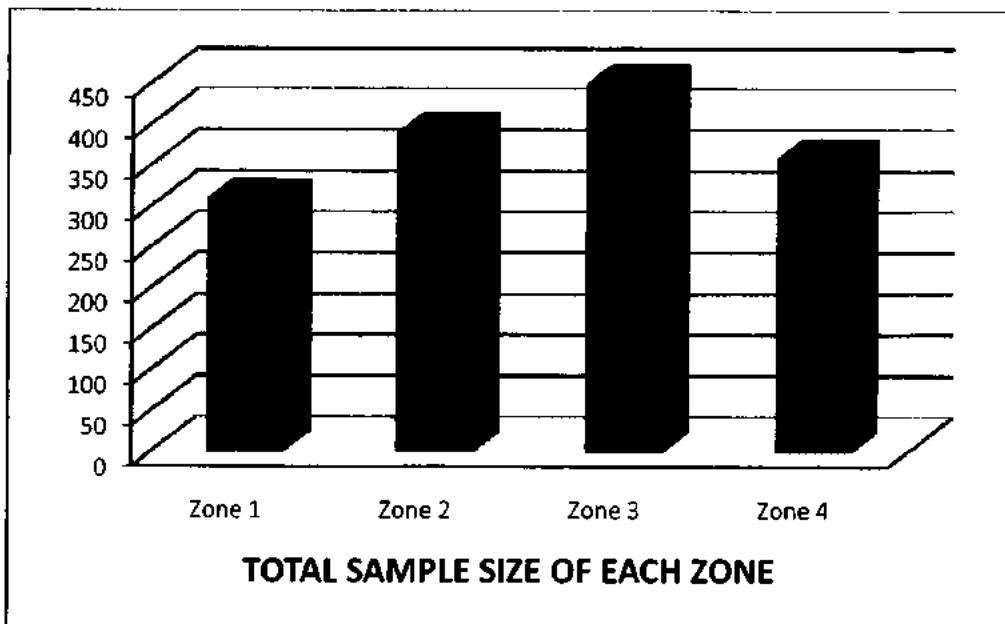
4.1.2 Gender wise total sample

The figure 01 demonstrates the gender wise data collection from each zone. The result demonstrates that 12.1 percent of male and 8.4 percent female population data were collected from zone one. Similarly the same data ratio is also collected from the zone three and four. However in zone two the result demonstrates that 18 percent male and 8 percent female data were collected from the individual.

Figure 02   **Gender wise total sample**

GENDER WISE TOTAL SAMPLE

■ Male ■ Female
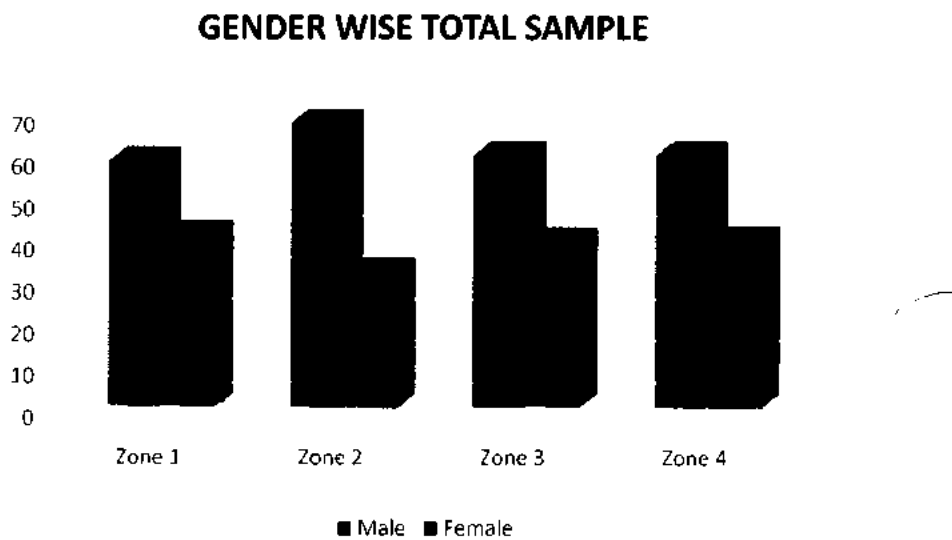
Basic Descriptive and finding of the Survey

In this section we will discuss about the finding of the survey which was done through multistage clusters sampling. The entire district is divided in to four geographical zones i.e. zones (Tehsil Swabi, Tehsil Topi, Tehsil Chota Lahore and Tehsil Razar). Then Union Councils (UCs) within each zone have similar geographical and cultural characteristics. One UC is selected as random basis from each zone and 10 clusters (Villages) were selected from each UCs. Thus 120 household were selected from each UCs and the total sample size were 480 households.

4.2   Overall Reading ability statuses in District Swabi

4.2.1   *Overall reading ability Male & Female*

The question is asked from every individual that weather or she/he can read or write. The data is summarized in figure 03. The figure demonstrates that there is huge gap between male and female with respect to reading ability. The figure 03 depicts the percentage of those having reading ability for the two genders. The result demonstrates that 91 percent male population can read/write whereas only 44 percent of female have this ability.

Figure 03   **Overall reading ability Male & Female**

Overall reading ability (Male & Female)

■ Series1

91%

44%

Male   Female
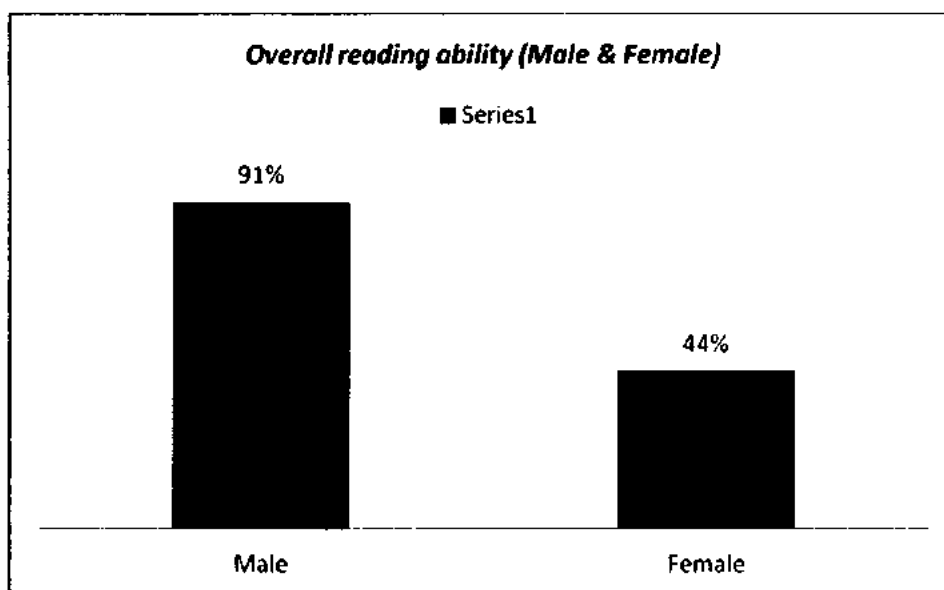
4.2.2 Reading ability Zones Wise

Figure 4 demonstrates reading ability in different zones. The same results are perceived if we look at the reading ability in different zones. The figure demonstrates that 94 percent of male populations are literate in zone 01 whereas only 43 percent of female population can read/write. If we analyzed the zone two the result demonstrates a very critical situation with compere to other zones. The figures demonstrate that 88 percent of male population having the reading and writing ability whereas only 30 percent of female population in zone 02 are literate. Similarly if we compere the zone 3 result the figures demonstrates that 91 percent of male population with compere to 39 percent of female population are literate. The gap between literacy of two gender in smaller for zone 4, where 93 percent male and 66 percent female can read or write . On average, the results demonstrates that literacy rate for male population is more than double of that of female population, with zone having maximum gap between literacy rates and zone 4 having minimum gap between literacy rats.

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Reading Ability Zone wise

■ MALE   ■ FEMALE

94%	88%	91%	93%
3%	0%	9%	6%
ZONE 1	ZONE 2	ZONE 3	ZONE 4
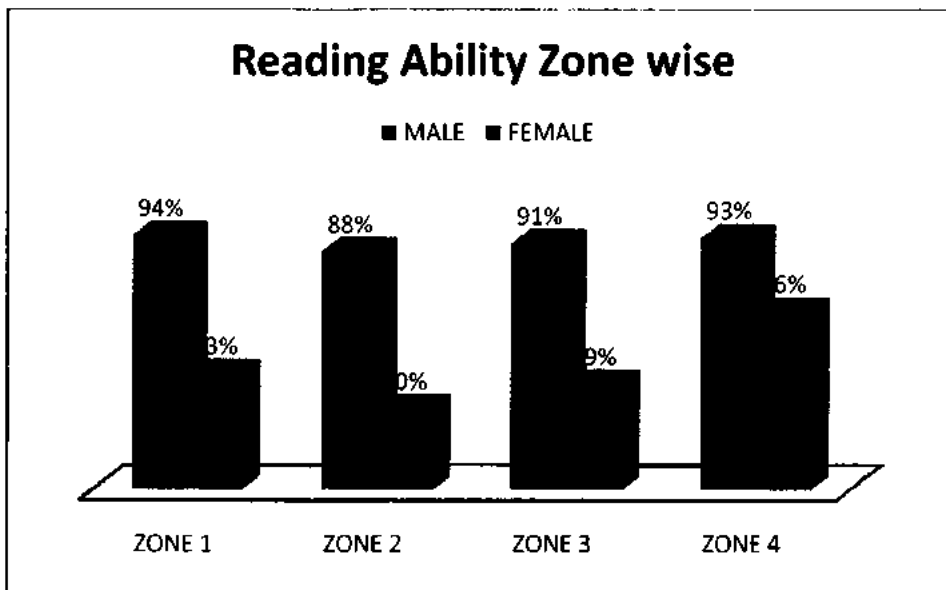
4.3 Overall Enrolment Status of All zones.

The data is collected on the status of enrollment in educational institution for all households of age group 5-25. Figure 05 summarizes the results for the survey area. The figure support the finding of question about reading ability i.e. the huge gap exists between enrollment statuses of the two genders.

4.3.1 Currently Enrolled

The figure 05 demonstrates that more than 68 percent of male from age group 5-25 are currently enrolled in different educational institutes while only 28 percent of females in this ager group are currently enrolled in different educational intuitions. Thus current enrolment of male individual is about double of that of females. This indicates a very hug gap in enrollment both genders.

4.3.2 Attend the school is past

Similarly figure 05 demonstrates that 70 percent of male population have attended the school in past whereas contrary only 20 percent have attended any school in past. These statistic indicate that there is drastic dropout ration that called be as high as 43 percent.

4.3.3 Never Attended the School in past

Similarly, in response of the question about enrollment status, 70 percent male individuals were found to have never attended school and 20 percent of female found to have never attended school, the gap between literacy of two gender in again very clearly visible in the statistics highlighted.

Figure 05   **Overall Enrolment Status of All zones**

ENROLLMENT STATUS

| | Never Attend the School | Attend the School in Past | Currently Enrolled |

■ Male   ■ Female
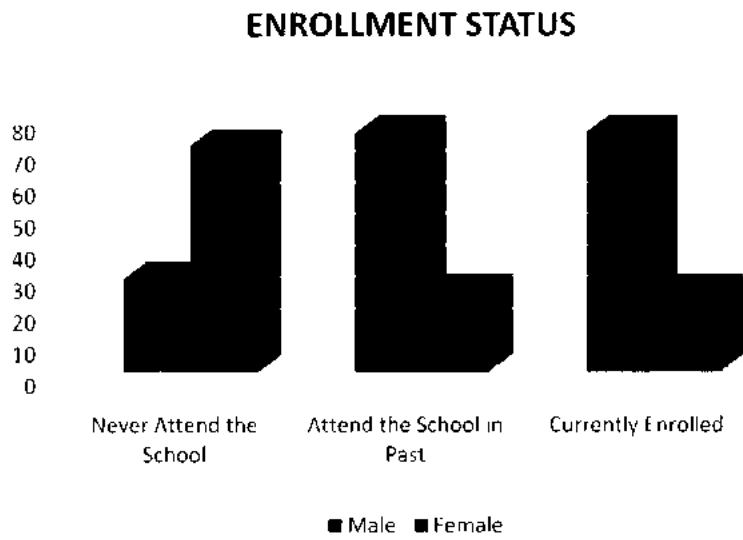
4.4   Zone wise enrollment Status

The previous sections summarized the information about enrollment for the entire study area. This section summarizes the information separately for the different zones. The figure 06 and 07 demonstrates that the percent of currently enrolled student in highest in zone 4 with respect to male and female population.

If we compared the other zones the figures demonstrates that the lowest enrollment with respect to male population is 21 percent in zone 1 and 17 percent in zone 3 with respect to female population. Similarly the other zone has the same ratio of currently enrolled students. This percentage is 45.7 in zone 2 for male and 26.4 percent in zone two for female population and 45.6 percent in zone 3 for male and 16.8 percent for female in zone 3.

Similarity those who have attended the school in the past have highest proposition in zone 1 for male and zone 4 for females and lowest 34.9 percent in zone 4 for male and only 4 percent in zone 2 for female. Similarly if we compared the other zone the figures highlighted that 41.9percent in zone 3 and 34.9 percent male in zone 4 and 21.9percent in zone 3 and 33.9 percent female population in zone 1 have attended the school in past.

Those who have never perceived school have heights 30.8 percent in zone 1for male and 69.6 percent in zone 2 for female population. Similarly if we compare the lowest the figures demonstrates that only 6.5 percent male in 33.8 percent female in zone 4 never attended the school. The percentage of never attend the school with other zone are similar with the others zones.

Figure 06   Enrollment Status of Male   Figure 07   Enrollment Status of Female

Figure 06 (left chart):

- 4: 6.5%, 34.9%, 58.6%
- 3: 8.5%, 45.9%, 45.6%
- 2: 12.5%, 41.9%, 45.7%
- 1: 30.8%, 48.4%, 20.9%

0.00%   20.00%   40.00%   60.00%

■ Never attend the school
■ Attend the school in past
■ Currently enrolled

Figure 07 (right chart):

- 4: 33.8%, 31.7%, 34.5%
- 3: 21.8%, 16.8%, 61.5%
- 2: 4.0%, 26.4%, 69.6%
- 1: 17.3%, 33.9%, 48.8%

0.00%   20.00%   40.00%   60.00%   80.00%

■ Never attend the school
■ Attend the school in past
■ Currently enrolled
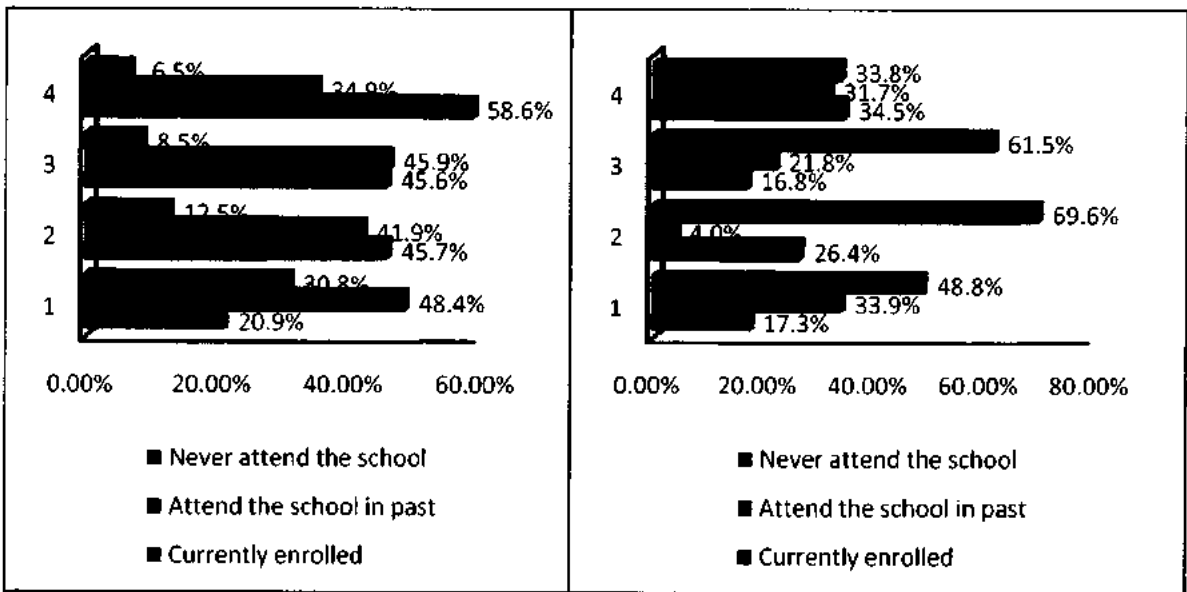
4.5 Respondents Years of Schooling

Figure 08 demonstrates the histogram of the survey population's gender wise. The results demonstrates a very critical situation regarding the literacy level both male and females population. The result demonstrates that more than 3 percent of the total female population is illiterate with compared to 9 percent male population in District Swabi. This indicates a very alarming situation about the literary level with respect to female population. The figures demonstrate that more than half of the female's population are illiterate. The result also demonstrates that about 40 percent, of the male respondents have attended primary education whereas only 21 percent of female respondents have the primary education. For the higher educational level as well as the gender disparity exist and the male respondents have better percentage in higher educational levels too.

Figure 08   **Respondents Years of Schooling**
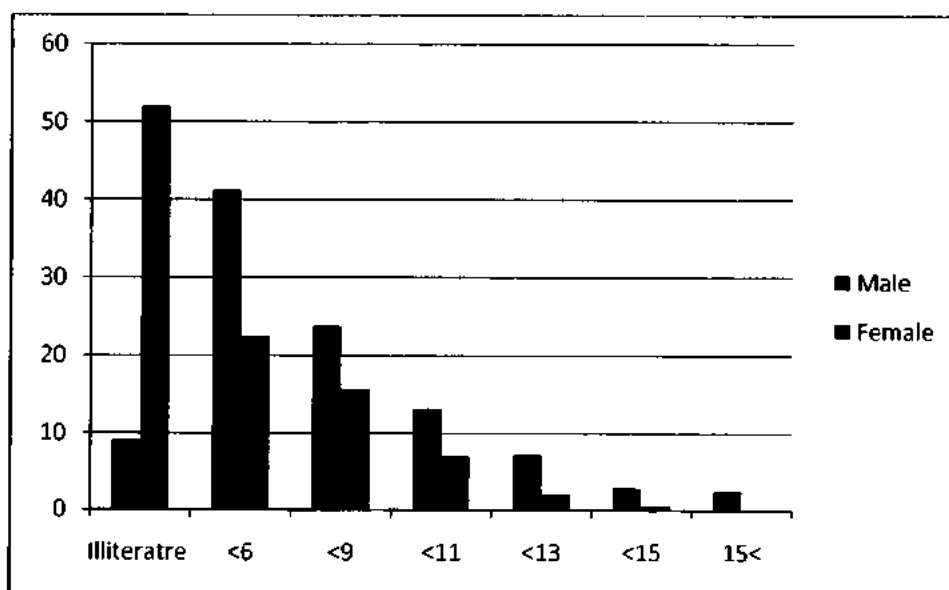
CHAPTER 5 DATA ANALYSIS

5.1 Determents of gender inequality in Education

After having analyzed that gender inequality exists in the study area, this section tries to explore the reasons or determinates the genre inequality. The result of this chapter contain of the estimation of empirical logistic model. By using the logistic regression model we shall discover the reasons in education inequality. We will estimate the data by using binary and Multinomial logistic regression methods. By using SPSS 21 we will analysis the reading ability in both genders.

The statistical analyses were made from the data that is collected from the respondents. There are several problems that prevent girl from education and promote gender inequality especially in the district Swabi. Economic, social norms, religious norms, schools facilities and distance from school are the main reasons of gender inequality in the district. As reported by UNESCO report 2004 (2004) that social cultural beliefs, social practices and attitudes mostly the main reasons to prevent girl for pursuing of education.

5.2 Determinants of Reading Ability.

The binary logistic model as specified in chapter 3 is established for reading ability whose results are given at tables 1. The indicators of gender inequality used in this study are the reading ability, enrollment status and educational level. The determinants of reading ability are found through binary logistic models, the enrolment status therefore multinomial logistic model and the education level through OLS, as specification for dependent variables.

The table 1 demonstrates the result of binary logistic regression for the reading ability. The dependent variable is binary that takes value 1 for the respondents who have this ability. The coefficient of income is positive demonstrating that the chances of being able to read increase

with increase in income. The coefficient of Primary School Distance and Separate primary school is insignificant. This implies that the distance of school does not create a hurdle in attempt of minima literacy. Though, it may create hurdle in the overall educational level.

The Coefficient of dummy for Urban is positive implies that Urban children are more probably too literate. The coefficient of dummy for female is negative that demonstrates that females are less likely to be literate (other thing being same).

Table 01   **Determinants of Reading Ability**

	B	S.E.	Sig.
Monthly Income	.000	.000	.000
Primary School Distance	.084	.143	.559
Separate Primary School Female	.214	.147	.144
Rural Urban	.819	.207	.000
Gender	-2.518	.149	.000
Constant	1.054	.319	.001

5.3 Determinants of Reading Ability Male versus Female

Table 2 gives the determent for literacy; however does not help in finding differential impact of those determents for the two genders. The table 2 summarized the result of regressions separately for male and female. The first section of the table demonstrates the model result for female. The table demonstrates the result of binary logistic regression for the reading ability comparison with gender female. The coefficient of income is positive in both cases demonstrating that the chances of being able to read increase in female children with increase in income that is statistically significant ant .000 levels. The coefficient of primary school distance is insignificant, demonstrating that the chance decrease in female children with decrease in Primary School distance. This is also not statistically significant.

The coefficient of separate Primary School is positive, demonstrates that the chance of being able to read increase with availability of separate primary school among the female children, this implies that separate Primary School is not create any hurdle in attaining the minimum literacy. The coefficient of dummy value for Urban is positive, implying that urban areas are more probable to literate.

This next section of the table demonstrates the result of binary logit regression for the reading ability and comparison with genders male and female. The dependent variable is binary that takes the value of 1 for the respondents who have this ability to read in male children. The coefficient of income is positive demonstrating that the chance of being able to read is increase with the increase in the Income level. The coefficient of separate primary school and Primary School distance are not significant, this implies that the distance and Separate primary school demonstrates not create any hurdle in getting minimum n level of literacy but it may create hurdle in the overall education in the content of male populations. The coefficient of Dummy

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variable Urban is positive, implying that urban area is more probable to literacy compeer with rural area. We perceive that determinates of reading ability are similar for the two genders. The variables that are significant in the regressions model for male respondents are also significant in the regression for female in the model. The coefficients carry same significant when they are significant. This implies that the detriments are not different for the two genders, thus they may have different magnitude or intensity.

Table 2   **Determinants of Reading Ability: Male versus Female**

	Female			Male		
	B	S.E.	Sig.	B	S.E	Sig.
Monthly Income	.000	.000	.000	.000	.000	.075
Primary School Distance	-.207	.248	.405	.223	.206	.279
Separate Primary School Female	.101	.196	.605	.247	.242	.307
Rural Urban	.987	.267	.000	.542	.363	.136
Constant	-1.336	.404	.001	1.262	.505	.013

5.4   Determinates of Reading Ability Children versus Adolescent

The table 03 demonstrates the result of age group 5-15 and 15-25. The respondents were divided to two main groups to discover the determents of gender inequality in children and adolescent. The table 03 demonstrates the compression of children age group 5-15 and adolescent age group 15-25. By using the binary logistic regression we will compare the results of children age group 5-15 and adolescent age group 15-25.The result of binary logistic regression for the reading ability of children age group 5-15 and adolescent age group 15-25. The coefficient of income is positive in the children age group 05-15 and statistically significant at .000 levels. The result demonstrating that the chances of being able to read increase with increase in income in the children age group 05-15. The coefficient of Primary School Distance and Separate Primary Schools demonstrates negative and insignificant. This implies that the distance of school does not create a hurdle in attempt of minima literacy both genders at the age group 5-15. Similarly results were found for age group 5-25 indication that the distance does not have differential impact for two age groups. Though, it may create hurdle in the overall educational level in the children.

The Coefficient of dummy for Urban is positive implies that Urban are more probably to literate. This implies that if the reading ability in the children age group 5-15 will increase if the individual shifted from rural to urban areas. The coefficient of gender demonstrates negative relationship but statistically significant. This implies that the probability of the reading ability in the children age group 5-15 will decrease if individual is female children.

The next section of the table demonstrates the results of adolescent age group 15-25. The based category in this regression were uses the person with no reading ability. The table demonstrates

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the result of binary logistic regression for the reading ability. The dependent variable is binary that takes value 1 for the respondents who have this ability.

The coefficient of income is positive but insignificant at the .000 levels. The results demonstrate that the chances of being able to read increase of the children with increase in income. The coefficient of Primary School Distance and Separate primary school is insignificant. This implies that the distance of school does not create a hurdle in attempt of minima literacy. Though, it may create hurdle in the overall educational level. The Coefficient of dummy for Urban is positive implies that Urban are more probably to literate.

Table 03   **Determinates of Reading Ability Children versus Adolescent**

	Children Age Group 5-15			Adolescent Age Group 15-25		
	B	S.E.	Sig.	B	S.E	Sig
Monthly Income	.000	.000	.000	.000	.000	.011
Primary School Distance	-.015	.179	.932	-.258	.352	.464
Separate Primary School	.534	.223	.017	-.101	.230	.661
Female						
Rural Urban	1.036	.295	.000	.601	.329	.068
Gender	-2.768	.245	.000	-2.310	.192	.000
Constant	.693	.451	.125	1.812	.615	.003

5.5   Enrolment Status of the Respondent

The output demonstrates results of multinomial logistic regression for the status of enrolment of the respondents. The reference category used in the dependent variable is "those who never attended school". The penal in the table compare the reference category with those are 'currently enrolled" the coefficient of monthly income in the panel is positive that demonstrates that the probability of "currently enrolled" increases compared to "never enrolled" if the income of household increases. Primary school distance has negative coefficient demonstrating that the probability of "currently enrolled" decreases with the increase of school distance. The dummy "separate primary school for female" has positive coefficient implying that the number of enrolment increases if the separate primary school is available for female.

The dummy for urban that takes the value of 1 for urban areas; the coefficient of the dummy is negative for the rural areas implies the chances of enrolment decreases if the respondents resides in the rural area.

If we look at the gender dummy that takes the value of 1 for the female, we perceive that coefficient is positive, demonstrating that male respondents have higher probability of being enrolled.

Similarly, the table demonstrates the output of multinomial logistic regression for the status of enrolment of the respondents. The reference category used in the dependent variable is "those who never attended school". The penal in the table compare the reference category with those who are "attended the school in past" the coefficient of monthly income in the panel is positive, that demonstrates that the probability of "attended the school in past" increases compared to "never enrolled" if the income of household increases. Primary school distance has negative

coefficient demonstrating that the probability of "attended the school in past" decreases with the increase of school distance.

The dummy "separate primary school for female" has positive coefficient implying that the number of attended the school in past increases if the separate primary school is available for female. The dummy for urban that takes the value of 1 for urban areas; the coefficient of the dummy is positive for the rural areas implies the chances of attended the school in past increases if the respondents resides in the rural area. If we look at the gender dummy that takes the value of 1 for the female, we perceive that coefficient is positive, demonstrating that male respondents have higher probability of attended the school in past

Table 4   **Enrollment Status of the respondent**

Enrollment Status		B	Std. Error	Wald	df	Sig.
Currently enrolled	Intercept	-0.243	0.184	1.742	1	0.187
	Monthly Income	0	0	47.296	1	0
	Primary School Distance	-0.932	0.146	40.945	1	0
	Separate Primary School for Female	0.098	0.168	0.344	1	0.558
	Rural / Urban	-4.924	1.017	23.464	1	0
	Gender	2.324	0.167	194.112	1	0
Attend the school in past	Intercept	-0.513	0.168	9.28	1	0.002
	Monthly Income	0	0	17.667	1	0
	Primary School Distance	-0.86	0.112	58.516	1	0
	Separate Primary School fo Female	0.452	0.154	8.623	1	0.003
	Rural / Urban	0.095	0.201	0.225	1	0.635
	Gender	2.38	0.162	215.266	1	0

The reference category is: Never attend the school.

5.6 Enrolment Status of the Respondent by Gender Male and Female

The output demonstrates results of multinomial logistic regression for the status of enrolment of the respondents. The reference category used in the dependent variable is "those who never attended school" on the basis of gender discrimination male/female. The penal in the table compare the reference category with those are 'currently enrolled" the coefficient of monthly income is positive that demonstrates that the probability of "currently enrolled" increases compared to "never enrolled" if the income of male increases. While coefficient of monthly income is negative, this demonstrates that the probability of "currently enrolled" decreases compared to "never enrolled" if the income of female increases. Primary school distance has negative coefficient regarding male, demonstrating that the probability of "currently enrolled" male students decreases with the increase of school distance.

In case of female students, Primary school distance has positive coefficient regarding female, demonstrating that the probability of "currently enrolled" female students increases with the increase of school distance. The dummy "separate primary school for female" has positive coefficient implying that the number of enrolment increases if the separate primary school is available for male. The dummy "separate primary school for female" has negative coefficient implying that the number of enrolment decreases if the separate primary school is available for female The dummy for urban that takes the value of 1 for urban areas; the coefficient of the dummy is negative for both male and female children, the rural areas implies the chances of enrolment decreases if the respondents resides in the rural area.

The reference category used in the dependent variable is "those who never attended school" on the basis of gender discrimination male/female. The penal in the table compare the reference category with those are 'attended the school in past" the coefficient of monthly income is

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positive for both gender male and female that demonstrates that the probability of "currently enrolled" increases compared to "never enrolled" if the income of increases. Primary school distance has negative coefficient for both male and female children, demonstrating that the probability of "'attended the school in past" male students decreases with the increase of school distance.

The dummy "separate primary school for female" has positive coefficient for both gender (male and female) implying that the number of enrolment increases if the separate primary school is available for male and female children.

The dummy for urban that takes the value of 1 for urban areas; the coefficient of the dummy is negative for male children, the rural areas implies the chances of enrolment decreases if the respondents resides in the rural area. While in case of female children, the coefficient of the dummy is positive for female children, implies the chances of enrolment increases if the respondents reside in the rural area.

Table 5   Enrolment Status of the Respondent by Gender Male and Female

Parameter Estimates					
		Panel "A" Male		Panel "B" Female	
Enrollment Status		B	Sig.	B	Sig.
Currently enrolled	Intercept	2.374	0	-1.581	0
	Monthly Income	0	0.004	0	0
	Primary School Distance	-1.115	0	0.835	0.05
	Separate Primary School Female	0.323	0.21	-0.674	0.017
	Rural Urban	-4.663	0	-23.17	.
Attend the school in past	Intercept	1.958	0	-0.537	0.05
	Monthly Income	0	0.305	0	0
	Primary School Distance	-0.744	0	-1.062	0
	Separate Primary School Female	0.529	0.03	0.534	0.027
	Rural Urban	-0.225	0.421	0.39	0.163

5.7 Enrolment Status of the Respondent by Age Group 05-15 and 15 -25

The output demonstrates the comparison results of multinomial logistic regression for the status of enrolment of the respondents between children age group 5-15 and Adolescent age Group 15-25. The reference category used in the dependent variable is "those who never attended school". Top in the table compare the reference category with those are 'currently enrolled" the coefficient of monthly income is positive, for both groups that demonstrates that the probability of "currently enrolled" increases compared to "never enrolled" if income of household increases. Primary school distance has negative coefficient for children age group, demonstrating that the probability of "currently enrolled" decreases with the increase of school distance. In case of adolescent group, Primary school distance has insignificant coefficient demonstrating that for adolescent, the school distance does not matter. The coefficient of dummy for separate school is insignificant for both age groups. This implies that the enrolment is not affected by the variable. The dummy for urban that takes the value of 1 for urban areas; the coefficient of the dummy is negative for both groups, the rural areas implies the chances of enrolment decreases if the respondents resides in the rural area. If we look at the gender dummy that takes the value of 1 for the female in both groups, we perceive that coefficient is positive, demonstrating that male and female respondents have higher probability of being enrolled.

Here, the reference category used in the dependent variable is "those who never attended school". The penal in the table compare the reference category with those are 'attended the school in past" the coefficient of monthly income is positive, for both groups that demonstrates that the probability of "attended the school in past" increases compared to "never enrolled" if income of household increases. Primary school distance has negative coefficient of both groups, demonstrating that the probability of "attended the school in past" decreases with the increase of

school distance. The dummy "separate primary school for female" has positive coefficient on both groups implying that the number of enrolment increases if the separate primary school is available for children age group 5-15 and adolescent age group 15-25 also. The dummy for urban, that takes the value of 1 for urban areas; the coefficient of the dummy is positive for children age group 5-15 implies that the chances of enrolment increases if the respondents resides in the rural area. Whereas, for adolescent age group 15-25 the dummy for urban has negative coefficient, demonstrating that the rural areas implies the chances of enrolment decreases if the respondents resides in the rural area. If we look at the gender dummy that takes the value of 1 for the female in both groups, we perceive that coefficient is positive, demonstrating that respondents have higher probability of attended the school in the past.

Table 6   Enrolment Status of the Respondent by Age Group 05-15 and 15 -25

Enrollment Status	Parameter Estimates	Children Age Group 5-15		Adolescent Age Group 15-25	
		B	Sig.	B	Sig
Currently enrolled	Intercept	0.845	0.004	-1.983	0
	Monthly Income	0	0	0	0
	Primary School Distance	-1.936	0	0.541	0.218
	Separate Primary School Female	0.222	0.37	-0.287	0.309
	Rural Urban	-24.565	.	-4.434	0
	Gender	2.416	0	2.475	0
Attend the school in past	Intercept	-1.683	0	-0.034	0.918
	Monthly Income	0	0	0	0.202
	Primary School Distance	-0.606	0	-0.727	0.052
	Separate Primary School Female	0.526	0.054	0.396	0.104
	Rural Urban	0.584	0.04	-0.177	0.605
	Gender	2.03	0	2.324	0

The reference category is: Never attend the school.

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5.8   Year of Schooling

The table demonstrates regression results for the educational level of respondent prefixed by year of schooling. The results demonstrates that monthly income has positive and significant impact of the educational, where the impact to distance from Scholl is negative. The surprising result in the output is the coefficient of the dummy separate Primary School for Females, that demonstrates that if there is primary school I the area it reduces the literacy level. But this variables is not significant therefore e, we can safely ignore the confinement of the dummy. Similarly the dummy for Rural/Urban is also insignificants. The coefficient gender dummy that takes value 1 for female, is also negative and significant, demonstrating that in the average literacy is lower for the female compare to male. This implies that probability to be literate is decrease due to distance, separate school for female and from gender discrimination.

Table 07   **Year of Schooling**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	6.629	.412		16.099	.000
Monthly Income	6.797E-005	.000	.240	10.400	.000
Primary School Distance	-1.278	.160	-.200	-7.981	.000
Separate Primary School Female	-.411	.199	-.048	-2.071	.039
Rural Urban	.535	.290	.046	1.846	.065
Gender	-3.236	.197	-.381	-16.435	.000

5.8.1 Year of Schooling status by gender Male and Female

We can perceive from the table below that the coefficient of different variables for the two regressions yield similar results, except for the dummy 'Separate Primary school for Female'. This implies that the determinants of literacy are same for the two genders; however, in the regression for the educational level of female, the coefficient of 'separate primary school for female' is positive. This implies that the literacy for female improves if there is separate primary school for female students in the area.

Table 08   **Year of Schooling status by gender Male and Female**

Model	Male			Female		
	Unstandardized Coefficients	t	Sig.	Unstandardized Coefficients	t	Sig
	B			B		
(Constant)	6.826	12.828	.000	2.208	3.356	.001
Monthly Income	6.068E-005	6.984	.000	7.760E-005	7.870	.000
Primary School Distance	-1.376	-7.631	.000	-.356	-.880	.379
Separate Primary School Female	-.583	-2.279	.023	.095	.293	.770
Rural Urban	.682	1.698	.090	.426	1.013	.311

5.8.2 Year of Schooling status of the Children Age Group 5-15 and Adolescent Age Group 15-25

The below table demonstrates that the coefficients of different variables for the two regressions yield against two groups- children age 5-15 and adolescent age 15-25. The results of regression demonstrates that coefficient of monthly income is positive for both groups, implies that literacy of children's and adolescents can be improve if there is increase in the income. Primary school distance has negative coefficient for children age 5-15 group, demonstrating that the probability of improving literacy through schooling decreases with the increase of school distance, whereas the coefficient for adolescent is positive demonstration that probability to improve literacy is more as compare to children group. The dummy "separate primary school for female" has negative coefficient for children group and positive for adolescent implies that the determinants of literacy are same for both group; however, in the regression for the educational level of female, the coefficient of 'separate primary school for female' is positive.

This implies that the literacy for female in adolescent group improves if there is separate primary school for female students in the area. The coefficient of the dummy urban is positive for children age group 5-15 and adolescent group, implies that there is chances to improve the literacy increases if the respondents resides in the rural area.

Year of Schooling status of the Children Age Group 5-15 and Adolescent Age Group 15-25

Table 09   **Children Age 5 15**   **Adolescent Age 15-25**

Model	Unstandardized Coefficients			B	T	Sig
	B	t	Sig			
(Constant)	5.402	12.698	.000	4.385	4.689	.000
Monthly Income	4.416E-005	5.567	.000	7.448E-005	7.783	.000
Primary School Distance	-1.142	-8.194	.000	1.094	2.050	.041
Separate Primary School Female	-.274	-1.191	.234	.503	1.477	.140
Rural Urban	.804	2.749	.006	.622	1.196	.232
Gender	-2.622	-11.504	.000	-3.501	-11.819	.000

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CHAPTER 6

SUMMARY, CONCLUSION AND POLICY IMPLICATIONS

6.1   Summary and Finding

The main purpose of the proposed study is to discover the detriments the gender inequality in education and to discover the major impediments in basic education in district Swabi. These factors may be categorized as economic factors, social and religious factors, and schools facilities factors in girl's education in district Swabi.

The study is conducted in the four Tehsil of district Swabi in total 56 union councils. The total samples of the study were 480 responding and 1505 individual. The overall male individuals in sample were 872 and 633 females. Average number of individuals age 5-25 is 3 per family. The overall family size is 3 individuals in the study. The questionnaire bases survey schedule is used to collect the primary data. Information is obtained from these sample respondents though survey questionnaires and structured interviews. The secondary data were collected from the education statistic of Khyber Pakhtunkhwa, Ministry of Education different education organization, statistical website and USAID annual reports.

The dependent variable of the study is several indicators of education in enrollment status, reading ability and education status. Whereas economic status, hose hold income, social and religious norms, political and government factors and school based facilities and problems were taken as independent variables. The results were analyzed by using SPSS and the context of gender inequality in education of households. The data analyses of the research major finding are as following:

i) The Statistics collected from the study area demonstrates a huge gap between two genders. The reading ability of the girls is very low compared to boys. . The overall result demonstrates that 91 percent male population can read/wrote whereas only 44 percent of female have this ability. The indicator demonstrates a very huge gap of reading ability in the sample arras in both genders.

ii) The results demonstrate that the coefficient of income is significant. This determent are same for the two genders and do not have differentials impact. Therefore improvement in education cold be brought by improving these indicators. The results demonstrate that that the chances of being able to read increase with increase in income

iii) Quit unexpectedly distance of school is found insignificant as a determent of educational indicators. This may imply that schools are available to most of students in this vicinity and this is not a hurdle in education.

iv) Similarly the determents of separate primary school also insignificant. This implies that distance from school to home does not create any hurdle in education.

v) The determent of urban is positive and significant. These determents are also same for the two genders and do not have a differential impact. Therefore improvement in education could be brought by improving these indicators.

vi) The determents of females were found insignificant this may imply that females are less likely to be literate compare to male respondents.

vii) The year of schooling results demonstrates that the coefficient of different variables for the two regressions yields similar results, except for the dummy

'Separate Primary school for Female'. This implies that the determinants of literacy are same for the two genders; however, in the regression for the educational level of female, the coefficient of 'separate primary school for female' is positive. This implies that the literacy for female improves if there is separate primary school for female students in the area.

6.2   Conclusion Remarks

The results of the proposed study reveal that there is a huge gap between both genders in all level. The result demonstrates that the overall society support boys' education with compare to female education. The literacy rate and overall enrollment status in all zones demonstrates a very cornice situation and demonstrates that female population are ignore in all aspects. The economic conditions of the household play a very negative impact of female participation in the school.

The results also reveal that the separate school for girls' is also one of the major's problems to promote the gender equality in the district. The result also highlighted the most of the parents do not allowed there female student due to the long distance of school in the areas. In the result female student did not travelling long distance to attend the school. This made negatively impacted on their participation in the class.

The result of the study also highlighted the drop out reason are social and cultural reasons. Parents follows strictly the social norm and cultural activities and resulted the girl' dose not allowed to attend the school. Religious, social culture norms, early marriage, school distance are the main hurdle in female participation in the study area.

6.3   Recommendation

Education plays a very key role in the development of any nation. In the developed nation women population conceded a big bone of the society and economy market. Unfortunately in developing nation like Pakistan women are not giving the basic and equal right in any part of the life. Providing education to girls' is a pre-requisite for the development of the county economic future activates. Government, parents and other stakeholders in education should make an efforts and policy to retain and educate the girls.

From the finding and conclusions of the proposed study, the following recommendations were derive from the result of the study:

i)   The reading ability of girls is very low as compared to the boys, so government should launch such policies that improve the girl's participation in schools. The government should announce the education development emergency and launch a media campaign against the gender discriminations. There is need for the government of Pakistan and especially the Khyber Pakhtunkhwa to improve the girl's participation in schools. There is dire need to change both parents and children attitude towards education of the girls. In the rural areas especially it is very important to change the belief that educating girls is more important for the development of any nations. It is also need to be change the attitude of the people that it is very important for them to know that the quality of life is improves through education of both genders even if they are in marriage. The significance of the female education for the country development must be the first and foremost focus especially in the remote areas.

ii) The result demonstrates that income has positive impact on reading ability for both genders, so government, should implement such policies that can raise income level in the rural community of district Swabi. Government should take some agriculture and other small business reforms in the district Swabi. By increase of income the reading ability will also increase accordingly to our study. The government should also take very serious steps against the obstacles that prevent girls from school.

iii) As the indicators Rural-Urban has significant and positive impact on reading ability, i.e. Demonstrates that the reading ability of urban areas boys and girls is larger than the rural areas. The result demonstrates urbanization positive significant impact on educational indications. Probably this is because urban population is well aware of the importance of education in life. Therefore there is need of creating similar awareness of about significance an importance of education in rural area of the district Swabi. The Govt should launch social campaign to motivate rural communities to educate their children.

iv) We do not discover impact on school distance and separate primary school to be significance. Therefore this indicates that the low literacy is not because of lack of infrastructure, rather this is because of lack of awareness in the communities about significance of education.

v) In short, the results of this study indicate that it is more important to improve the income of commutes and to create awareness them form creating new infrastructure for improving the educational indicators.

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QUESTIONNAIRE

TO CONDUCT RESEARCH

ON

Determinants of Gender Inequality in Education (A Case study of District Swabi KPK)

By

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We are studying the Determinants of Gender Inequality in Education (A Case study of District Swabi KPK). This research is solely for academic purpose and your responses will totally remain confidential. We are extremely thankful to you for cooperation and sparing some of your precious time to our queries regarding working and impact of Determinants of Gender Inequality in Education of district Swabi. We shall try our best to share the results of our research with you, one completed.

Section 1

A: IDENTIFICATION

	Day	Month	Year

Name of House Hold	
Responding Sampled From	
Zones	
Zone 1	
Zone 2	
Zone 3	
Zone 4	
Respondent's Name	
Union council Zone	
Zone 1	
Zone 2	
Zone 3	
Zone 4	
Village/ Moallah/Ward	
Rural/ Urban	
1 Rural	
2. Urban	
Contact No of Respondent's	
Name of Interviewer	
Contact No	
Date of Survey	
Signature	

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Survey Questionnaire: Determinant of Gender Inequality in Education (A Case Study of District Swabi KPK)		Sex 1. Male 2.Female	Age (Complete in years)	Can Read or write or any level of understanding 1 Yes 2 No	Have been Attend the school 1 Never go to School 2. Attend the school in past 3 Currently going to school	Level of Education Year of Schooling	Reason for the dropped out from School 1 Financial problem 2 Distance from school 3 Co education 4 Religious norms 5 Lack of female teachers 6 Poor school environments 7 Social & Cultural norms 8 Completion of education 9. Marriage 10. Other (Specify)	Kind of Institution 1 Government 2 Private 3 Madrasa 4 NGO/Trust 5. Other (Specify)	Enrolled in which class 1 Pre primary 2. Primary 3. Middle 4. Matric 5. Intermediate 6. Graduation 7. Master 8. Other (Specify)	Why you enrolled in this Institution 1 Quality education 2 Economical education 3 Near to my home 4 Other (Specify)
Code	Name	Code	Year	Code	Code	Year	Code	Code	Code	Code
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										

Section B: All Persons of age group of 5 to 25 years

Q. 11   Source of Income

Code	Source	Amount		Code	Source	Amount
1	From Agriculture			2	From Services	
3	From Rent			4	From Business	
5	From Live Stock			6	From Remittances	
7	Others if any					

Q. 12 Do you have any of the following:

Code	Source	In Kanal		Code	Source	In Kanal
1	Agriculture land			2	Rented plots	
3	Rented building			4	Others if any	

Q. 13 School Basis Facilities:

		Primary School		Middle School		High School	
		Yes	No	Yes	No	Yes	No
1	Distance from home to school approximate in KM						
2	Water facility in schools						
3	Toilet in School						
4	Separate Toilet for Female						
5	Separate School for Female						
6	Boundary Wall						
7	Teachers facility are enough						
8	Water Facility						
9	Roads Facility						
10	Desk and other furniture						

Q. 14   Do you think that following measures should be taken to increase girl's participation in education in your village?

		Yes	No		Yes	Yes	No
1	A Strong Government system to monitor the gender inequality			2	Tackle abuse and violence against women		
3	Remove the tuition fee			4	Improve the Quality of Education		
5	Ensuring to include women in National Level Planning			6	Improve the Social awareness in Society about female education		
7	Donors and NGOs need to increase their support to education			8	Government should take some policies to create an environment where girls have access to equal educaiton		

Thank You

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