



**SOCIO-ECONOMIC AND CULTURAL CONSTRAINTS IN HIGHER  
EDUCATION OF FEMALE IN PAKISTAN : A CASE STUDY OF  
DERA GHAZI KHAN**



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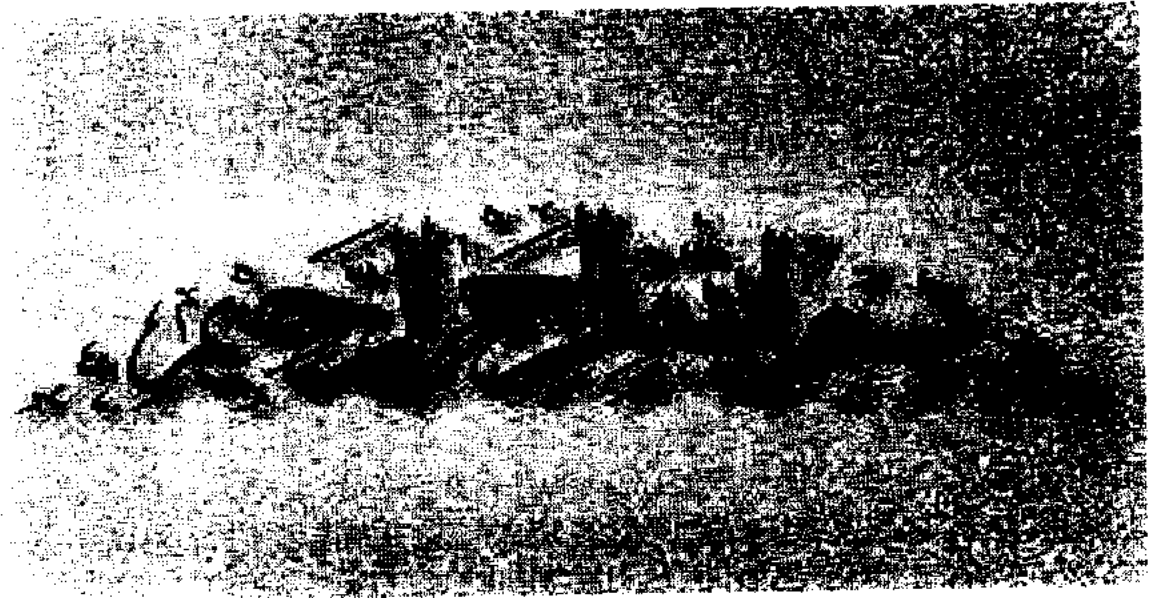


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Submitted in partial fulfillment of the requirement for the degree  
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Faculty of Social Sciences  
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It is certified that thesis titled "**Socio-Economic and Cultural Constraints in Higher Education of Females in Pakista :a case study of dera ghazi khan**)" submitted by Ms. Shahabia Ahmed, Reg.. No 42-FSS/ MS/ F09 has been evaluated by the following viva committee and found that the subject thesis has sufficient material and adequately meets the prescribed standards for the award degree of MS in discipline of sociology.

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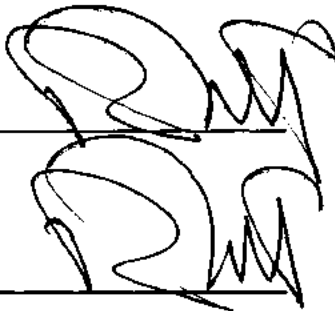
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## **Dedication**

This humble effort is dedicated to my beloved parents, husband and children for their love, endless support and encouragement.

Shahabia Ahmad

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There is no worthy for worship except Allah subhanuhu wa tala. All praises for almighty. No knowledge is hidden to HIM either past, present and future. There is infinite bestowment and Darood-o-Salam upon holy prophet muhammad (sallalaho alihe wa allihi wassalam) the last prophet of Alllah.I am honored to express my deep sense of gratitude and indebtedness to the devotion of my worthy supervisor Dr. Amber Ferdoos. I am extremely grateful to her scholastic and sympathetic attitude, inspiring guidance, generous assistance, constructive criticism, timely advice and enlightened supervision in the accomplishment of my research work. I am very thankful to my teacher Dr. Saif Abbasi and Sir Akhlaq Ahmad for their assistance to improve my work. They gave me useful information regarding my research work.

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**Shahabia Ahmed**

## **ABSTRACT**

Female higher education in Pakistan is an important issue as majority of female population in the country does not have access to higher education due to different socio-cultural and economic constraints. This study was conducted to explore the socio-economic and cultural constraints in higher education of females in Pakistan. The study was conducted in Dera Ghazi Khan District of Punjab, Pakistan. The study was based on the socio-economic status of college students and their perceptions and experiences towards the trend of female higher education in the region. The objectives of the study were to study the socio-economic characteristics of the respondents, to identify the socio-economic constraints faced by females in access to higher education, to explore the constraints faced by female in access to higher education due to patriarchal system, to investigate the restrictions which create obstacles in access to female higher education, and to suggest policy recommendations as to how their constraints can be minimized. The study was conducted by adopting quantitative research methods. A structured questionnaire was developed to collect data from 400 female. Female were the students of 1<sup>st</sup> year, 2<sup>nd</sup> year, 3<sup>rd</sup> year, and 4<sup>th</sup> year. Data was analyzed by using SPSS software and statistical tests were applied to check the hypotheses of the study. The study is an effort to explore the issues which restrict female from higher education restrictions in Pakistan. The major findings revealed that female face many problems and constraints in their higher education such as long distance, less awareness about higher education, domestic responsibilities, early marriage, and lack of female hostel facilities. Female also face issues regarding their security.



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# CHAPTER ONE

## INTRODUCTION

Asia and sub-continent have the culture in which patriarchy families are prominent and the head of household mostly remain men, so men hold the family affairs and make decision about family members. The women are mostly busy in domestic work, like infant care, protection, socialization, feeding and cooking. In domestic work single women may not be able to not fulfill all requirements so the younger girls mostly get attach with mother during their childhood age, these reason, however consequently affect the girls' education (Ghosh, 2008). Girls attend primary level education just for reading and writing sense. There are no facilities for girls' education due to traditional constraints, because society does not give permission a girl or women for higher education. The concept of society is that women are not suitable for job and earning, women job is domestic work. These stereotype beliefs and values create curb for girls and women in higher education and creates constraints for women in the concerns. Men usually do not bear any type of discussion about their wives, daughters and sisters in society in which he lives. It is a self-confessed fact that cultural constraints always create difficulties for women in higher education in under developing countries and traditional or tribal areas.

(Rihani *et al.*, 2006) reported that the socio-cultural constraints always affected women education. These are the product of rural traditional societies of Pakistani and Indian

culture and these traditions always remain against women education. These reason always affect the literacy rate in Pakistan and India, so Pakistan and India are placed in list of under developed countries from their independence day till now. The literacy scenario is degraded with the passage of time in rural areas. In rural areas the socio-cultural constraints have made their position strong due to the lack of education. In rural areas, mostly parents are uneducated so they do not understand the worth, value and benefits of the education. Consequently, they did not allow the higher education to their women and the women are hence deprived from their basic rights due to socio-cultural constraints and lack of awareness. The educational institute should promote the importance of education among the rural people through seminars and campaigns and should try to reduce cultural constraints and increase the literacy rate in rural areas so that the women get their basic rights and get higher education. The lack of schools and colleges in small cities of Pakistan and India have played major role in low literacy rate in rural areas. Women are required to get the very basic education from the local institutes located in nearby villages or rural schools. According to the annual explosion of AED, the difference between men and women education increases due to gender based inequalities and discrimination in rural area. The traditional areas dislike that their women should get higher education. The enrolment of women in college is limited because the socio-cultural constraints and curb do not allowed higher education for their women. Mostly boys get higher education from rural areas so these reasons effect the women enrolment in educational institute and

decreased the women literacy rate. The difference between men and women in literacy rate is 18 percent in rural areas for rural women because the rural traditions are not in favor of women rights and women education.

Myers and Harvey (2011) say that in rural areas mostly families face poverty, their living style remains very low and their circumstances do not give permission for education. In rural areas the traditional class system has been constant till now, so the concept of artisan cost (cost based concept, like blacksmith, carpenter, barber, tailor and tenant) does not give permission for this to the families. This tradition creates barriers in children education but especially for girls' education. The other constraint is that the head of household does not bear the educational expenditures, so these reasons are major barriers for education. Parents assume that the education plays an integral role in boys' life as they face earning problems in their endeavors. They think that girls cannot join any institute or department for job or earning because earning is the men duty so education is not necessary for girls. These reasons restrict women from getting education, because these rules and concepts are the result of the rural tradition and rural living style. Rural population follow their traditional ways very strictly because their concepts, traditions, customs, values and norms are very strong about these beliefs and are the true way of life and source of respect. If people follow their persistent tradition the society accepts them and if people will not follow the rational way of life the society will not accept them and make a boycott against them, so nobody takes a risk about girls' education. Girls' education is not considered as good in rural societies and rural traditions make constraints and barriers so no one has courage to break these traditions, everybody follows these traditions like blind following and deprives their girls of education. These reasons



affect the women literacy rate in world especially in under developing countries, like Pakistan, India, Sri Lanka, Bangladesh and African countries.

Chakraborty (2009) investigated that inequality between men and women is the product of rural traditional areas. In rural areas women are considered inferior in front of men, so this issue was discussed on world level and many countries have gained control over this issue and reduce this types of discrimination and developed their economy very strong by time. Women played a integral part in development process, so education is very necessary step for women. In Europeans countries women have equal rights and now they are in list of well develop country. But unfortunately in Pakistan, India, Bangladesh and in African countries these strategies were not adopted and applied. The rural people reject the statements that the education is basic right of women, and women played a main role in economic development. The rural people do not feel in engaging that their women to work in fields, harvesting wheat, collection of cotton from bowl of cotton plants. But they do educate their women from schools and college. There are many traditional and socio-cultural constraints interrupting education of girls. The rural women face a lot of discrimination and gender based inequality in their societies through traditional barriers and constraints. These constraints and barriers mostly persist in Pakistan, India, Bangladesh and in African.

Kishor and Johnson (2006) considered that education is a power, it is worldwide admitted quote, so in rural areas traditions create barriers for women education, because the rural people do not like women empowerment. In rural areas women face gender inequality and discrimination in their actual rights like education and health. According to survey mostly rural women deprived to education and health facilities due to traditional barriers. Mostly in rural areas and especially patriarchal societies like Pakistan, Indian

and Bangladesh society's women deprived from their basic rights due to socio-cultural constraints. The women issue does not attain serious attention in rural areas, because the gender inequality and discrimination practices are being followed by the people. Gender based discrimination and deprivation affect the literacy ratio and health facilities graph. In India gender based constraints derived women deprivation in education and health facilities. Men always remain preferable in social life and women always face deprivation due to her gender because women consider the symbol of despairs so they strictly follow their old tradition and socio-cultural constraints against women basic rights like education and health.

Nirmala (2006) stated that in traditional areas people celebrate the birth of son but if a woman give birth a girl people do not give respect the mother till the birth of boy. In rural areas these types of traditions are very strong and people follow these types of tradition from the core of their heart. Here it is clear that the society do not like the birth of girls so how they like this that their girls get education, sense, sincerity and rights. Tradition creates barriers and constraints for girl education. In many rural areas the people do not give permission of a women that she wear pair of shoes, so how these people like this their girls or daughter get education. In India despite of struggle to overcome of this inequality the rural people follow their tradition without any pressure, without any fear. The traditions and socio-cultural constraints do not allowed women education in rural traditional areas in underdevelopment countries. In India the literacy rate is very low because tradition creates constraints and barriers for girls, the result of these barriers and constraints the enrolment of women in school is limited. Mostly in schools and colleges, the boys are prominent and the girls are limited because in these areas the traditional constraints and barriers affect women education through home environment and support.

## **1.1 STATEMENT OF THE PROBLEM**

Purpose of this study was to understand the correlation among socio-economic and cultural constraints and higher education of female in Pakistan. The area selected for this study was District Dera Ghazi Khan where the literacy rate is very low. Within the literate population, female literacy is only a small proportion of that particular population. Low trend of female higher education is a big question which motivated the researcher to conduct a sociological research to unearth the real factor affecting higher education of women in the district.

## **1.2 SIGNIFICANCE OF THE STUDY**

Pakistani society is a patriarchal society with a set of rules and code of conduct for all members of society. The prosperity of society lies in the equal participation of male and female, but unfortunately the females face various problems in diverse issues especially in education, where males are given preference in each and every field.

The current study attempts to analyze the socio-economic and cultural constraints which are being faced by females to acquire higher education. This study is unique in its subject matter and is aimed for a significant contribution in existing data of knowledge about higher education issues of females. This research tries to fill this huge gap between research and practice. It is a good addition to the existing literature about role of women education. This study aims to play important role because it gives awareness about higher education in females and highlights the socio-economic and cultural constrains in female higher education. This study also suggests policy recommendations as to how their constraints can be minimized.

### **1.3 OBJECTIVES OF THE STUDY**

1. To study the socio-economic characteristics of the respondents
2. To identify the socio-economic constraints faced by females in access to gain higher education
3. To explore the constraints being faced by female in access to higher education due to patriarchal system
4. To investigate the restrictions which create obstacles in access to female higher education
5. To suggest policy recommendations as to how their constraints can be minimized.

### **1.5 Research question**

How do socio-economic and cultural constraints (patriarchal social systems, restrictions, social and economic factors) restrict the higher education of female in Dera Ghazi Khan (Pakistan)?

### **1.4 HYPOTHESIS**

1. Higher the Patriarchal system, lower will be the female higher education
2. Lower the income level, lower will be the chances of higher education

## **CHEPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 GENDER DISCRIMINATION**

According to many researches, this fact is clear that women face discrimination throughout the world. Gender based inequality is experienced almost everywhere in the world. There are many reasons behind it, but cultural constraints and barriers always affect women in education. Rural traditions do not allow education for women's right from the origin of humanitarian society. According to rural traditional population, women are specific for domestic work. Home boundary is the place of women and external exposure is not allowed to the women. This concept affects women in dual way i-e girls neither get a chance to go out for education nor go out of the home to play with their female friends. These reason decrease women's literacy rate and on the other hand increase gender based discrimination.

Another restriction for women education is 'early age marriages', as after such marriages girls (women) remain unable to get even primary level education. The duties of girls (women) definitely increase after marriage. After early age marriages, girls (women) get busy in domestic work like cooking, sanitary, children's care, and care of other family members, field works and cattle care. And obviously, after such hectic jobs, women do not have enough time to study, so their educational carrier stops right after such early age marriages. It is clear that orthodox cultural/ traditional constraints and barriers interrupt the women's educational carrier. In rural areas, women always remain busy in house work because extended family systems mostly exist in rural areas.

According to rural traditions, bigger families have remarkable worth and value in society. Bigger families are the symbol of power in rural areas, but the care of extended family is

very difficult for the women. Rural women are also forced to follow their rules and regulations. In bigger family systems, it is very difficult for one woman or two, to take care of all the family members besides heavy load of domestic duties; therefore the mothers mostly attach their daughters with them since from their childhood age, which ultimately becomes a prominent factor of discrimination and gender based inequality and badly effects the girls' (women's) education career (Juliette and Harvey, 2011).

Parveen (2008) said that rural women face a number of problems in getting higher education just because traditions create several limitations for her. Discrimination is also one of the prominent features of traditional areas where males are free to get education but females are not. In traditional areas, if a woman gets higher education, the people of that society do not respect her and resultantly she faces many problems in her life. Mostly, women abandon their educational careers after obtaining primary level, middle level or matric lever. In orthodox societies, women always face inequality both inside and outside the home. Women face higher mortality rate in their life due to postpartum hemorrhage, malnutrition, domestic violence and lower literacy rate. The rural woman always faces discrimination through her parental home to her husband's home. She does not possess decision power in her home about her children due to lack of education. The traditional areas face high mother mortality rate and infant mortality rate because the women cannot recognize the symptom of diseases and face children or maternal mortality. It is clear that the education plays a main role in social life but our traditional barriers and constraints do not permit women to go for higher education. In Pakistani rural areas women do not get education because their traditions are very strict, but in well developed countries women get higher education and played a main role in country development process. Women have a wonderful sense to handle the critical situation but

in Pakistan mostly women do not get education instead of intelligence and ability. These reasons create problems in developing process.

Cultural norms, values and mores of the rural society interlude the women education and women face inequality in education. The socio-cultural setting of the rural areas of Pakistan creates restrictions in women higher education (Hashmi *et al.*, 2008). The illiterate parents those belong to backward areas of the Pakistani societies do not allow higher education to their women. In rural areas just cultural constraints does not creates restrictions for women education but there are many reason behind it like the parents are not well educated that they understand the importance of education in this age, school distance, lack of resource like own house and financial condition like good job or earnings, population growth and the parental attitude interrupt women higher education in rural areas. In rural areas the practice of gender based inequality and discrimination remains very high and women do not attain higher education.

## **2.2 PATRIARCHY**

From the origin of human life, male and female are the two sexes (sex is a biological term, differentiate men and women) exist in the world. These two sexes have their role and worth in society, men remain prominent in the world throughout history (Begum, 2002). Society mention different rules for these sexes, society design tradition for social life, so the traditions of society create barriers for women, there are many reasons behind it. In tribal areas the women spend their life according to traditions, norms, values and customs, and the rural tradition do not gave permission to women for education. According to tradition the women is specific just for house work and men is specific for work. The traditions not strict for men but are crucial when girls are concerned.

Khan (2007) stated that in Pakistani societies mostly parents invest their resources on their boys' education and skills. They exist in the society in which the survival is difficult without education and skills. These parents mostly ignore their girls and deprived from their basic rights such as higher education and health. These reason effect the women literacy rate decreased and increased the infant and mother mortality rate in rural areas. The concept of rural parents about boys' education is that the men and boys are suitable for external environment and men exist in external society due to earning and education played a vital role in good earning so education is very necessary for men but women are suitable for internal environment if they get education through colleges so how they learn the household activities and how survive after marriage. These concepts occurred in the mind of the rural parents due to their cultural traditions which promote socio-cultural constraints for women education. Khan further states that according to the present and past research women get experience of gender based inequality and discrimination with in childhood age and cultural barriers always create problem for women and does not remain in favor of women education.

Khalid and Mukhtar (2002) observed during their research that the problems played a significant role in the restriction of women education. The parents does not take decision about their children future and mostly they prefer boys education instead of girls education because they think that the girls stay in their home is limited so they does not take step of women education. With the help of this concept the parents engage a girl in her initial age and give the household experience to their girls in the age of her academic career. In rural areas women get vocational education through a small level vocational training center and after the completion of their training the institute higher these girls for teaching in their institution. If the expenses of educational materials like books, copies, bag, tuition fees, uniform and pen, pencils are bearable but rural parents do not allowed



women education that their domestic duties very important instead of education so they allowed vocational education like sewing, embroidery and handicraft in small level.

### **2.3 SOCIAL & ECONOMIC CONSTRAINTS**

According to reports the women proportion in education always remains low as compared to men. The recently reports shows that the current literacy rate of the women in Pakistan is 45%. In urban areas the women literacy rate increase in last few years the women literacy rate is 74% this is satisfactory %age as compared to rural areas, in rural areas the women literacy rate is 48% (Gaida and Stephan 2004). This %age does not for higher educated in this %age all person include those known just reading and writing. There are many reasons behind it, such as, traditional constraints. Traditional society does not give permission to women for higher education. Their belief is that the women get negative aspects to education, just primary level education is suitable for girls and women. Higher education introduces modern ways of life, that girls get negative affects after getting higher education. The traditional society claimed that women and girls forget their traditions, cultural rules, regulations, values and customs after getting higher education. The traditional person always thinks that people will speak negative words against my decision. These types of discussion always create barriers for girls in higher education. There is no doubt that government make policies about women education but cultural tradition does not accept these policies.

Ramesh (2000) stated that in many societies in the world women and men have different duties. Men remain prominent in the societies because men have physical power so the duties of men was remain earning, hunting and gathering but women are considered physically week so women always remain in home and perform household duties. The women deliver new generation and protect them and feed them. These roles relate with

biological differentiation, men leave their child whole the day during their work time and women serve themselves in that time. According to tradition women are specific just for domestic work, so education is not necessary for women, hence tradition create many barriers for women education. The concept of traditional society is that if women get higher education so who protect the new born children. Domestic works are not fulfilled if women get education. According to traditional society women are specific just for domestic work so education is not an integral part for women's life, education is necessary for those person who have to survive outside home.

UNESCO (2008) reported that the literacy rate of Pakistan was 55.53% among the age group of 15 years and above, the male's ratio was 68.87 and female's ratio was 40.08%. The literacy rate among 15 years to 24 years was 71.11% and the male ratio was 79.42 and female's ratio was 61.25. Now we represent province literacy rate, in Punjab the total literacy rate was 58%, the male's ratio was 67% and female's ratio was 48%, in Sindh the total literacy rate was 55% and the male's ratio was 67% and the females ratio was 42%, in Baluchistan the total literacy rate was 42% and the male's ratio was 58% and the female's ratio was 22% and the KPK total literacy rate was 47% and the male's ratio was 67% and the female's ratio was 28%. Those people are considered educated who have "the ability to read and write a simple letter in any language". According to this report men are prominent in education sector and the gap between men and women is 18% among the age group of 15 years to above and the difference between men and women among the age group of 15 years to 24 years is 25%. This gap occurred due to traditional barriers and constraints which affects women education. In urban areas the women literacy rate is satisfactory but in all province of Pakistan the women literacy rate is very low, because the cultural constraints do not give permission to women in education especially higher education. Women deprived from higher education after their

completion of intermediate or graduation instead of intelligence, ability and desire. According to rural tradition the higher education not good and beneficial for women and they consider that the women higher education is the wastage of resources, time and money so they do not allowed higher education for women. Due to cultural constraints and barriers the literacy rate of Pakistan is low especially women literacy is low and the rural women literacy rate is low at horrible levels.

Just cultural constraints do not play a main role in women education there are many reason behind the barriers of women higher education. In rural areas the shortage of colleges played an important role against women education. The parents do not give permission of their girls and women for higher education through another city. They think that the adjustment in other city is very difficult for girls and women and the women survival in another city for education is very difficult. They think that after getting higher education the girls do not satisfy their parents' decision and they give suggestion about their marriage. The Parents concept is that the girls and women will prefer love marriage instead of arrange marriage after getting higher education and love marriage consider not good in rural traditional areas. These reasons make constraints against women higher education, but in rural areas mostly women face discrimination and gender based inequality due to traditions (Blom and Cheong 2010). The availabilities of colleges in native city perhaps change the concepts of parents about women higher education, may be parents give permission to the women or girls for higher education because in native city college the environment follow the native culture and traits. If the colleges were available in native city for girls or women education, the parents or traditions would allow higher education for girls and women because the women and girls will remain in the supervision of parents. Women can not face the survival problems in another city. The parents think about that the environment of the big cities is broad and different than the

small cities so the girls acquire bad impression to the broad environment and the problem is that the colleges and universities for higher education not available in small cities so parents do not trust on the environment of big cities so they and their traditional constraints do not allowed their women and girls to get education in another cities.

Saubia (2011) concluded that the rural norm and values are not in favor of women and their rights. These norm, values and mores are the product of rural culture and create constraints for women education because the education is the basic rights of women and these cultural products were not in favor of women rights. A national NGO Strengthening Participatory Organization (SPO) accompanied that these norms, values and mores always remain unfavorable about girls and their education. Just norms, values and mores are not responsible for low literacy rate the lack of facilities are also responsible for low literacy rate of the women. In some rural areas, the schools exist but the facilities of computer, library and labs are not available. These are the pillars of education because now a days the technical education is very necessary and preferable so women do not get education due to lack of facilities. The Pakistan government should be sincere in these types of issues because education played an integral part in development and eradication of old traditions, norms, values and mores those effect women rights and education through cultural constraints.

Fauziaa and Sidra (2012) stated that the rural girls face a challenge to get education from universities or colleges. In rural areas women literacy rate decrease because the rural constraints do not allowed higher education to women because there is no one who eradicates these types of constraints. Women face discrimination and gender based inequalities. According to research the cultural constraints based on stereotypes traditions and roles, they affect women rights. So, women face deprivation in their education. According to stereotypes traditions, values, norms, mores and constraints, the males

remain always prominent in rural areas and hold women according to stereotypes roles. A stereotype role does not remain favorable for women in past and women always face discrimination during their past to till now. According to rural people the environment of universities and colleges is not favorable for women so they do not send their women in universities or colleges for higher education. If a rural women get higher education through universities and colleges and follow her cultural roles and regulation and admire her parents decision so the restrictions and constraints can be reduced and the ways of education for women can be cleared because a female student change the people concept after getting higher education from universities and can be provided an educated environment for her family and area. The educational facilities like scholarships, favorable fees, easily accessible convince and suitable environment provide opportunities for women that they get education from their city or from neighbor city.

#### **2.4 SOCIAL & CULTURAL CONSTRAINTS**

Education is fundamental right for men and women and a key point in economic development. But in rural areas the traditions and socio-cultural constraints do not allowed education for women. Poverty is a socio-cultural constraints and poverty creates deprivation for girls in rural areas. Rural areas have limited resources for earning, and parents do not bear the educational expenditures like cost of textbooks, bag, tuition fees and transport and uniforms expenses so parents give first preference for education to their boys and girls are mostly deprived through socio-cultural constraints in educational rights (Sen and Batliwala, (2000). It is admitted fact that education is the key point in economic development and country development because educated women played an integral part in development. Educated women are best investment in society because they understand the term and condition of the modern age. Educated women earn money through employment, tuition and contribute their income and make their house economic

condition good. Education is a source of conscious and income, because after getting education women has sense about social life and eligible for earning, but In rural areas the women education are not considered as good and people do not give worth and value to the women education and create constraints and curb for women education and women face discrimination in education. The rural areas of underdevelopment and least development countries face infant mortality due to lack of knowledge and lack of education because women do not have knowledge about new diseases and cannot handle the serious situation. The traditional rural areas face horrible maternal mortality because the postpartum hemorrhage and anemia are the disease spread due to malnutrition and uneducated rural women those face discrimination and gender based inequality in education always remain busy in domestic and field works and do not care about their health face the bad results of these diseases.

Ministry of Health and Welfare, (2000) reported that women face discrimination and gender based inequality due old traditions. The women do not attend colleges or universities education due to socio-cultural constraints in Indian rural societies. The gender based inequality attaches with women before her birth. In India the discrimination with women and Gender based inequality increase with the passage of time because they give preference of the son to the daughter, these reason affect women status and women always face low status in her society. The Pre-Natal Diagnostic Techniques is very famous in Indian traditional areas during last decades of 21th century. This technique make sure that the expected children is boy or girl, if the expected children is girl so the discrimination starts from her birth, there is no care for mother because she give birth a girl and the girl is the symbol of humiliation and if the expected children is boy so there are many care for women because she give birth a boy and boy is the symbol of prestige. These cultural traditions make constraints and barriers in her basic rights for women in

her future. The cultural constraints those are against just for women basic rights like education and health facilities. In parental societies parents do not allowed higher education for women because they consider that the women get bad impression to higher education and the environment of the universities and colleges is not suitable for women so there are many women do not take higher education due to cultural constraints and barriers. Higher education gives a conscious sense to the person and the traditional parents never absorb that their women or girls get conscious sense.

Chanana (2004) claimed that from the start of the human life the men are always prominent and have a hold in the society. They play a main role in politics and handle the outer world while women remain in home. Women are always victim of the traditions and stereotypes values always remain with them. In India, society and tradition create societal classes for men and women, men have rights for education and women do not have rights for education because women is household and in future women should be remain household. Tradition always remains in favor of men, because men have rights and have authority for decision. Parents are always conscious about their sons and their future but for daughters, their thinking is not remain conscious and serious. Parents do not give permission to girls for education because their societal tradition do not allowed this. In many societies women do not get primary education because of traditional barriers, constraints and curb do not in favor of women education. Stereotype belief, values and customs remain dominant in tradition societies and women deprived from education. Traditional societal classes make a difference in between men and women, tradition give power and authority to men and women spend her life under men supervision. Stereotypes belief always affect women life and career, stereotypes make a women household and just for domestic duties, in her duties education not included.

Ministry of Education, (2011) reported that family environment played a main role in children education, if parents were educated so definitely the new generation will be educated but if the parents were not educated, there is little chance that the children will be educated. The educated parents give an educated environment to their children and mostly parent make equal distribution in resources like education and health instead of cultural barriers because they know about women rights and know what say about women rights in Hadith and Sunnah. But parents who are not educated, strictly follow the socio-cultural constraints and behave equally with girls and boys. They do not give permission to girls for education. Cultural constraints create barriers for women education, according to traditions women education spread social evils in society after getting education women want equal rights according to Islam. But rural people do not like equality in men and women. In rural areas women place is home boundary or fields where women do field work but they do not allowed education for girls. In Sri Lanka and Bangladesh societies do not feel hesitation that their women remain busy in tea field or paddy field and Pakistani societies do not feel same scenario when their women doing work in field like wheat, cotton and paddy field but they feel shame when their girls go to school or college. Their socio-cultural constraints no not give permission that they allowed education for their women and girls but their cultural tradition give permission that they allowed their women field work, these cultural constraints deprived women from their rights.

## **2.5 TRADITIONAL CONSTRAINTS AND RESTRICTIONS**

According to **Hadith** "it is obligatory for both men and women to seek knowledge". This hadith express the importance of knowledge, as a Muslim it is our moral religious duty that we follow this Hadith, but in our tribal areas people always follow traditions if tradition is against to Islam, Sunnah, Hadith and Holy Quran. In our rural areas women



deprived from education due to tradition, because tradition does not give permission for women education. Education is necessary of time, if mother is educated the new generation will be very sophisticated and healthy, because an educated mother known about the necessary of time and know about the rules of good socialization. A well-educated mother known about sanitized environment. But the tradition of tribal areas and rural societies does not allowed higher education to women.

Napoleon Bonaparte said that "Show me a family of readers, and I will show you the people who move the world". The European countries adopted our Hadith and Napoleon's quote and now they are well developed countries in the world, and our tradition remain same with our past. In our rural areas "Women are nothing but machines for producing children". Our traditional barriers, constraints and values do not give permission to women for higher education. This gender type discrimination is the part of our tribal societies, traditions and women always remain deprived to higher education. Education played a main role in development, if the both gender (men and women) are educated so country develops by leap and bound, because both gender (men and women) played their own role in country development. Women consider a good communicator and women handle the critical condition very good if she is educated. So it is clear that education is the right of women and there should be no barriers and constraints in the way of getting education, but our traditional constraints do not give permission to women and girls for education these reason our country consider a under development country because our women do not get education and do not contribute their service in development process due to traditional barriers, constraints and values those create problems for women (Pervert<sup>Y</sup>&8).

Tembo and Fort (2008) highlighted that Pakistan literacy rate is down as compared to other countries of the world because in rural areas of Pakistan the women deprived to

higher education due to cultural constraints. In rural areas of Pakistan women face discrimination and gender based inequality in education. The rural people allowed higher education for boys due to outcome of education and do not allowed higher education for girls due to dispose of resources. The concept of rural people about women higher education is that women remain in home boundary after getting higher education so there is no benefits and outcome to the women education so they creates barriers for women higher education. The environment of rural areas of Pakistan is very congested about women education and the social and cultural context of rural areas is unfavorable for women education and basic rights. Pakistani society is patriarchal (male-controlled) society so the cultural values stable in society through men and male formulate cultural values, traditions, norms and mores so these cultural tools always used against women rights and creates barriers with the help of these tools for women education. Women face traditional constraints against their educational rights and many basic rights. According to the concept of rural people women played a procreative role in reserved field like home and men played a good role in communal setup for earning as employees in public ground.

Haque *et al.*, (2002) concluded that the dowry is an evil of our culture and this cultural evil creates constraints and barriers to women education. The parents those had limited resources always remain in favor of boys education. The concept of baraderi is the culture of Pakistan and the rural people admire this concept very strictly and consider the symbol of prestige, so the baraderi concept promote and encourage dowry tradition. The rural parents those lived in traditional societies and does not have limited resources so they do not allowed higher education to their women because they think that the resources should be spend on girls dowry instead of education. The other reason is threat of security that the schools and college distance creates barriers for women higher education. The women

and girls sexual abuse is another threat for parents and they feel insecure condition after sending their women for higher education in college so they does not remain in insecure condition and not allowed higher education for their women because schools and college not available in rural areas so daily traveling not in favorable for women and very expensive for parents so these reason creates constraints and barrier in higher education. The dowry, distance of institution and lack of resources are other reason with cultural constraints those are barriers and constraints for women education.

## **2.6 EARLY MARRIAGES**

Early marriage is a cultural tradition and problem in our rural areas. The early marriage creates many problems in the society, because the immature ages do not fulfil society requirements and many health problems occurred due to early age marriage. In rural areas early marriage consider a moral duty of the parents. Early marriage creates constraints and barriers for girls because after marriage girls responsibilities increase and they do not have enough time for education. Parents get respect after the marriage of their daughter, society give respect them (Sufiana, 2012).

The concepts of rural population those follow their cultural traditions strictly are that early marriage control the emotions of the both girls and boys. There are no rights for women in rural societies for education because their concept is that, if a girl gets education she has a sense after getting education about their rights. According Islamic education girls (women) have rights about their spou'se selection, if a girl (women) does not agree for marriage with someone; women cannot be forced for marriage with someone without her well. According to the saying of Prophet Mohammad (PBUH) men have no preference on women and women have no preference on men both have equal rights on each other's. But in rural areas women consider a husband property; there is no

one decision rights for women in home affairs and about her daughters and sons, all decision take her husband and her father in law. Cultural traditions encourage early marriage and early marriage create barriers, constraints and curb for women (girls) in education, so women literacy rate decreased with the passage of time These types of discrimination and inequality are based on illiteracy in rural areas due to traditional constraints.

## **2.7 THEORETICAL BACKGROUND OF THE STUDY**

Present study is based on the theory of Power through Knowledge by Michael Foucault. French postmodernist, Michel Foucault gave a new dimension to power which he related with knowledge. He defined the use of knowledge as an instrument of power. He said power is everywhere diffused and embodied in discourse knowledge and regimes of truth (Foucault, 1991).

He claimed that power is not only negative; it is also a major source of social discipline and conformity of social actions. He identified a new form of power which he termed disciplinary power. Foucault said it can be seen in the administrative systems and social services. He further says power creates its own boundaries similar to the boundaries of knowledge. He said power is in flux as the regimes of truth are the result of scientific knowledge and institutions which are reinforced and redefined constantly by education, political ideologies, economic ideologies and media. He used the term 'battle of truth' which is not absolute truth to be discovered and adopted to keep control over the societies and minds.

Foucault argued that knowledge generate power and then power keeps control over the knowledge. Power decided about the social segments which one can or cannot have access to knowledge. Gaventa (2003) stated that 'Foucault's work marks a radical

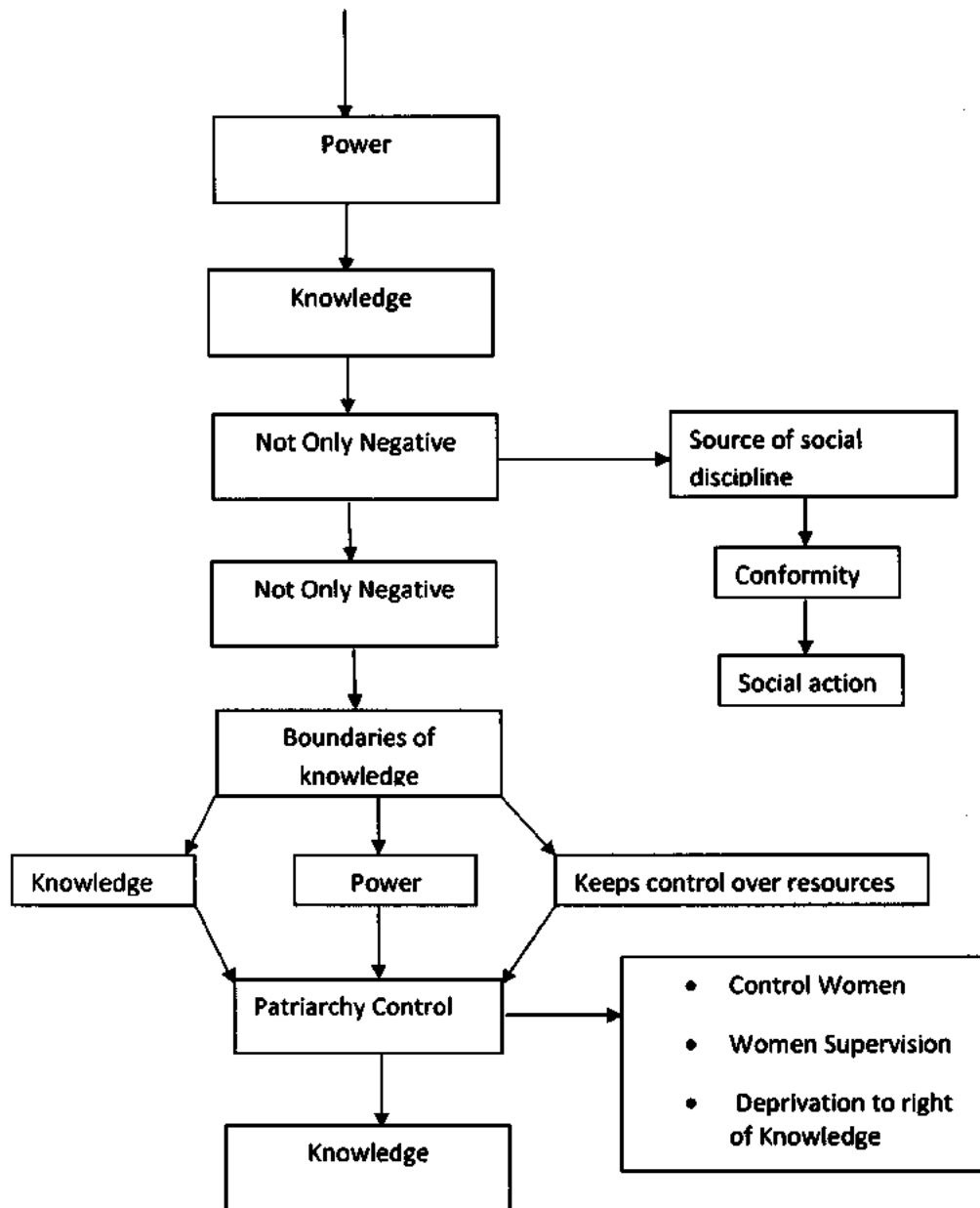
departure from previous modes of conceiving power and cannot be easily integrated with previous ideas, as power is diffuse rather than concentrated, embodied and enacted rather than possessed, discursive rather than purely coercive, and constitutes agents rather than being deployed by them'.

Similar situation has been found in the area of this study where patriarchy society has control over the scientific knowledge and uses this power to keep the women subjugated and deprived so that they would not be able to raise their voice to obtain the basic rights like health, education, reproductive health rights, property rights, rights of inheritance and right to live independently. The political regimes usually use religious knowledge to gain power over the deprived women by interpreting religious knowledge in their own ways to explain how men are powerful and women are not/less powerful in the definitions of religion. By this they gain not only the control over women but also over their all kinds of individual, political, social, economic and medical rights which they are subject to be provided otherwise.

Education is source of knowledge and Foucault defines knowledge as source of power. Patriarchal societies create discourse which creates barriers in female education. Basic purpose of this discourse is to keep the women away from knowledge and economic independency so that they could have no other option except being subjugated and live under the control of men. The study aimed to explore the popular discourses in the area of D. G. Khan to keep control over higher education of women. How women are having no access or very low access to higher education in the area. How this phenomenon affects the economic independency of women in the area. All the results of this study are given in the chapter of results and discussion.

## THEORY OF POWER THROUGH KNOWLEDGE

Micheal Foucault



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

The study was conducted as per the academic requirement for MS degree. Following technique and methodology was adopted by the researcher for the completion of this research.

The basic and main point of the study is to probe different research tools, process ,technique, statistical test and conceptual and operational definitions used in the research. The purpose of the study was to find the socio-economic and cultural constraints in getting higher education of females in district dera ghazi khan.

#### **3.1 UNIVERSE**

Universe is defined as the area or region from where population is taken for the study. The researcher selected the district Dera Ghazi Khan for her study. Universe of this study was consisting on all students of women colleges of Dera Ghazi Khan District. Focus was on the students of intermediate and graduation classes.

#### **3.2 POPULATION**

The selected population consisted of intermediate and graduated female students who were undergoing their studies in sampled colleges in district Dera Ghazi Khan. The sampled colleges included:-

- 1 .Government Degree College for Women, Dera Ghazi Khan
  
2. Model College for Women, Dera Ghazi Khan
  
- 2 Government Degree College for Women, Choti Zarin

3 Government Degree College for Women, Kot Chutta

4 Jinnah Degree College for Women, Mana Ahmedani

### **3.3 SAMPLING TECHNIQUE**

Sampling is a process of getting data from the respondents and it is difficult task to obtain data from all the universe for analysis in the study. So, researcher did choose simple random technique. In such a case each individual can get equal chance of selection for the propose of study. From the sampled colleges a number of students were selected by adopting random sampling technique. Among the sampled students, the researcher gave representation to all class/grades i.e. students of 1<sup>st</sup> year, 2<sup>nd</sup> year, 3<sup>rd</sup> year and 4<sup>th</sup> year.

### **3.4 SAMPLE SIZE**

Sample is the subset of the total population and present research consists of 400 students' respondents.

### **3.5 TOOLS FOR DATA COLLECTION**

The study was quantitative in its nature, so structured questionnaire as a tool for data collection was used for the study.

### **3.6 STRUCTURED QUESTIONNAIRE**

The tool used for 'data collection' in the present research was 'structured questionnaire. The questionnaire consisted of both open and closed ended questions. The structured questionnaire was designed with in the light of literature reviewed and the objectives of the study. The structured questionnaire was developed with the help and guidance of research supervisor. The questions were mainly closed ended however some of the open ended questions were also included to obtain the short statements of the respondents on



the issue. Open ended questions were not aimed for further probing but to know the view points of the respondents through different ways; and another purpose of such questions was to cross check the information given by each respondent during the interview.

### **3.7 CLOSE ENDED QUESTIONS**

Close ended questions are those questions in which respondents have multiple choices for answers. In these types of questions, categories are already pre-determined. In the present research, researcher used both open ended and close ended questionnaires.

### **3.8 OPEN ENDED QUESTIONS**

Open ended questions are those questions in which respondents can give their opinion openly and express their ideas.

### **3.9 PRE-TESTING**

A pretest exercise was held by the researcher to check the consistency and validity of the questions. The researcher interviewed 20 respondents during the pre-test. The pre-test was trial of tools and results of pre-test were used to finalize the tools and make changes as per the requirement of the tools. All the changes were made after discussing the pre-test results with supervisor.

### **3.10 DATA COLLECTION**

Data collection sources are very important in any research. For this research, data was gathered from secondary as well as primary sources. Further details are given below:

### **3.11 PRIMARY DATA COLLECTION**

The primary data was collected through structured questionnaire. The data was collected according to the research objectives. In the present research, structured questionnaire has

been used to collect the data for research. This structured questionnaire was based on close ended and open ended questions. This data was collected personally by the researcher through face to face interviews with the sampled respondents. The researcher kept in practice all ethical considerations during the data collection. The researcher spent first few minutes on rapport building before starting the formal interviews. The researcher followed all the local norms and values of interaction during the data collection. After the collection of data, statistical analysis through SPSS was applied to interpret the findings of the research.

### **3.12 SECONDARY DATA COLLECTION**

‘Secondary data’ is the data that have been already collected from readily available sources.

The secondary data for this research was gathered from published documents, literature books, journals, newspapers, research papers, concerned websites and different articles on relevant to the topic of research. Many libraries were also visited by the researcher for data collection. The researcher visited libraries of Islamic International University, Allama Iqbal Open University, Quid-e-Azam University, and Arid Agriculture University etc in search of secondary data.

### **3.13 CODING**

As the interview schedule was based on the closed ended questions, the codes of each closed ended question were already available in the schedule. However, the researcher gave code to the information and statements of open ended questions. Purpose was to make the data consistent and easy to handle.

### **3.14 DATA ENTRY AND TABULATION**

The process of placing classified data into tabular form is known as tabulation. A Graph is a symmetric arrangement of statistical data in rows and columns. Rows are horizontal arrangements whereas columns are vertical arrangements. In the present study, the data was entered into Statistical Package for Social Sciences (SPSS). The entered data was cleaned by using frequency tests to check the data collection as well as data entry errors. Once the data was cleaned, the researcher made the graphs of %age and frequency of the collected data along with the categories made in the questionnaires. As the responses of open ended questions were given codes, the responses and statements of the respondents were also analyzed by using frequency tables and graphs.

### **3.15 PERCENTAGE**

In present study, frequency tables were used to describe the variables, for the attainment of frequency distribution and %ages were calculated.

$$P = F/N \times 100$$

*Where*

$$P = \%age$$

$$F = \text{Frequency}$$

$$N = \text{Total number of frequencies}$$

### 3.16 CHI SQUARE

The researcher used chi square tests to check the association between variables. All the results and outcomes of the research are given in the next chapter. The chi-square was computed by the following formula.

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

Where

**O** = Observed frequency

**E** = Expected frequency

$\Sigma$  = Sum of observation

To know the significance of association between attributes, the calculated value chi-square was compared with succeeding corresponding tables at 0.05 level of significance at a given degree of freedom was calculated as:

$$a.f=(r-1)(c-1)$$

Where “r” and “c” are the numbers of rows and columns respectively

### 3.17 CONCEPTUALIZATION AND OPERATIONALIZATION OF KEY TERMS

There are several definitions of the key terms to be used in this study. These definitions have been given by the experts who they tried to define these terms as per the linkages of the terms with their areas of interests. However the researcher agreed with the following definitions of key terms to be used in this research:

### **3.17.1 SOCIO-ECONOMIC STATUS**

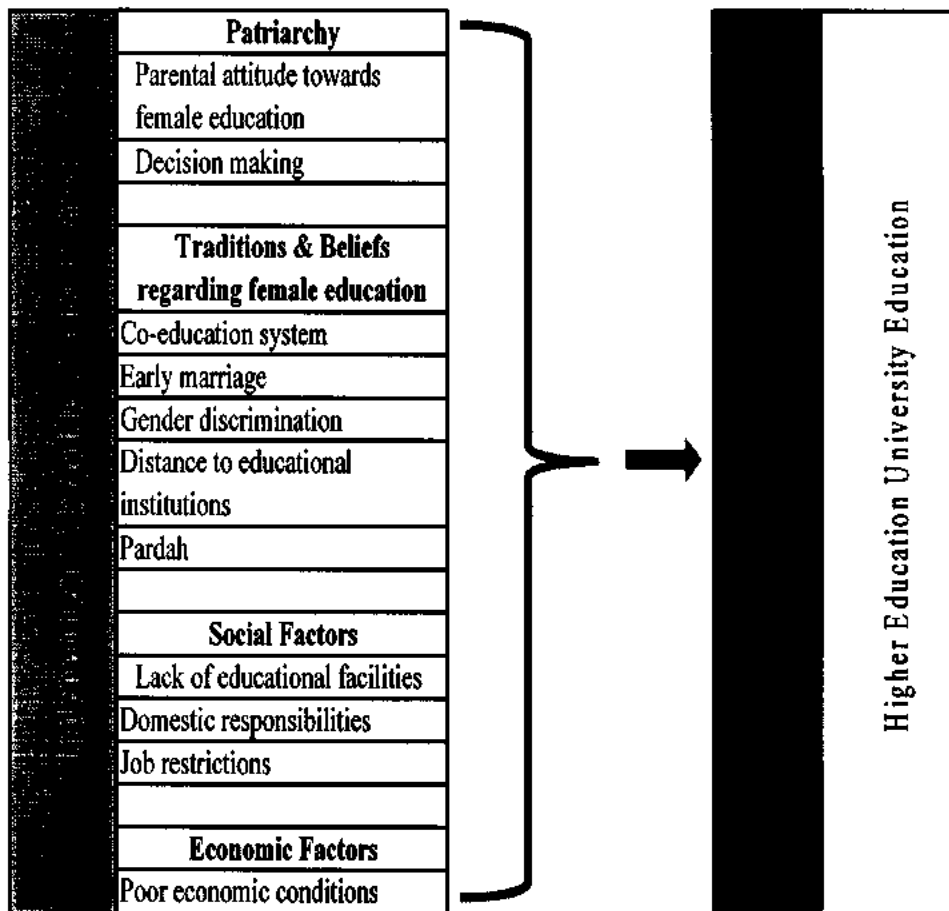
“Socio-economic status is commonly conceptualized as the social standing or class of an individual or group. It is often measured as a combination of education, income and occupation. Socioeconomic status is a measure of an individual’s or family’s economic and social position based on education, income, and occupation”.

### **3.17.2 CONSTRAINTS**

A Constraint is the threat or use of force to prevent, restrict, or dictate the action or thought of others. Researcher in this study has used the term that there is some rules, customs and trend in society which do not allow moving ahead.

### **3.17.3 HIGHER EDUCATION**

Education is a source by which everyone can learn knowledge through the education the change happen in the society, behavior of individual and in a society. Higher education means university level education to obtain bachelors, masters, and doctorate and/or post doctorate degree.



## CHAPTER FOUR

### DATA COLLECTION AND ANALYSIS

#### 4.1 Socio-Economic Characteristics of the Respondents

In socio-economic characteristics the researcher aimed to find the respondent's age, education, his/her parents' education level and their qualification, because these characteristics were necessary to be known to the researcher for a comprehensive research, and definitely, these characteristics have strong effects on higher education of the respondents.

**Table 1: Age of Rrespondent**

Category	Frequency	Percentage
16-20	244	61.0
21-25	156	39.5
<b>Total</b>	<b>400</b>	<b>100.0</b>

Above table shows the age of respondents, 61.0% of the respondents were between 16 to 20 years and 39.5% of the respondents were 21 to 25 years old. Eligibility to appear in the examination of graduation (BA/BSc) in Pakistan is 18 years. Candidates below 18 are not allowed to appear in the exams. The later age group indicates the late schooling and/or spending more than one year in single class during education career. It also indicates that the concentration of parents is low to some extent towards the education of daughters.

**Table 2: Marital Status**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Married	13	3.3
Unmarried	387	96.8
<b>Total</b>	<b>400</b>	<b>100.0</b>

Above given table shows the marital statuses of the respondent as only 3.3% of married and 96.8% of unmarried. Majority of respondents were found unmarried and they wanted to get higher education and did not wish to marry that early; whereas, besides that, most of the students were found engaged and probably would marry very soon after some period but before achieving further education because of the tangible responsibilities after marriage. Researcher observed female students who got married during their studies, face many problems.

Early age marriages is a common practice in rural areas, due to which married females get involved in domestic responsibilities and remain busy in fulfilling their household tasks and ultimately get deprived of getting higher education. Whereas, few families allow their females to continue their studies even after getting married, (Susiana, 2012).



**Table 3: Type of Family**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Single	216	54
Joint	184	46
<b>Total</b>	<b>400</b>	<b>100</b>

As above figures show the percentage of the respondents who were living in nuclear system and those who were living in joint family system. In joint family system respondents were living with their parents, grandparents, uncles or some others relatives. 54.0% of the respondents were living in single family system and researcher observed majority of such respondents getting education and continuing higher education. They usually faced fewer problems and cultural constrains than joint family. Whereas, those who belonged to nuclear family system. There were many factors influence when many people lived together so, 46.0% of the respondent answered they were living in joint family and deprived to get higher education.

Nuclear family is better than joint family because in nuclear family parents give full concentration in education of their children and siblings also cooperate with each other in education similarly they focus only on their welfare but in joint family there are more chance of fight on many issues and parents cannot give attention to education of their children and other wishes (khatoon, 2007).

**Table 4: Parent's Education**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Father's Education</b>		
Yes	278	69.5
No	122	30.5
<b>Mother's Education</b>		
Yes	165	41.3
No	235	58.8
<b>Total</b>	400	100.0

The figure represents the education of the respondent's father education. According to table 69.5% of the respondent's father was educated and 30.5% of respondent's father was uneducated. Researcher observed that because of male dominated society, males were found educated and according to table 69.5% of the respondent's father were educated and only 30.5% respondents were uneducated. The respondent's mother education according to table only 41.3% respondent's mother were educated and 58.8% were uneducated .Female always remained deprived from education because people thought it was useless to spend money on female education.

Ministry of Education, (2011) reported that family education environment influence in child education, if parents are educated absolutely their child will take interest in education. Educated parents are successful people and they want their child to be successful too, so educated parents know the importance of education.

**Table 5: Qualification of Parents**

Category	Frequency	Percentage
<b>Qualification of Father</b>		
Primary	32	8.0
Middle	44	11.0
Secondary	104	26.0
Intermediate	50	12.5
Graduation	27	6.8
Master	21	5.3
Illiterate	122	30.5
<b>Qualification of Mother</b>		
Primary	30	7.5
Middle	38	9.5
Secondary	48	12.0
Intermediate	28	7.0
Graduation	15	3.8
Illiterate	241	60.3
<b>Total</b>	<b>400</b>	<b>100.0</b>

Sclafani, 88 asked in her research that educated parents are more concerned about education of their children than uneducated parents because educated parents are more sensitive in their children's education.

Above table shows qualification of the respondent's parents, first researcher tells about the qualification of father. 7.7% of the respondent's father got primary level education, 10.8% got middle level, 26.2% got secondary level, 6.9% got graduation level and 5.4% got master level education. 30.8% respondent's fathers were uneducated.

Similarly qualifications of respondent's mothers were these. 7.7% respondent's mothers got primary level education, 9.2% got middle level, 12.3% got secondary level, 6.9% got graduation level and 3.8% got master level education. 60.0% respondent's fathers were uneducated.

It is right that if parents are educated definitely parents are aware of importance of education and they are more sensitive to their children's education, they wish for their children to get higher education than unqualified parents because they are not aware about higher education (Gratz, 2006).

#### **4.2 Socio-economic Constraints Faced by Females in Access to Higher Education.**

The researcher found the constraints which female face in getting higher education like lack of educational facilities, students cant access library ,computer lab facilities and do not have options of course offering and enough female staff, similarly lack of hostel facilities and students deprive from getting higher education.

Kishwar and Akhtar(1982 )said that females cannot move alone they feel difficulty to go out even if the institution where they go for getting education is far from home they face problem to move from home to institution.

Domestic responsibilities are other main constrain in getting higher education because female students involve in domestic responsibilities and cannot concentrate on their studies and always remain deprive from getting higher education. Secondly many females cannot reach to higher education because their parents do not allow for job or those females also don't want to do job, hence they do not get higher education because they cannot achieve job opportunities. When all these constraints occur, many female cannot get higher education.

In the whole world females are performing many domestic works (Ramesh,2000).

**Table 6: Facilities' Available in College**

Category	Frequency	Percentage
<b>Library</b>		
Yes	250	62.5
No	150	37.5
<b>Computer lab</b>		
Yes		
No	400	100.0
<b>Hostel</b>		
Yes	90	22.5
No	310	77.5
<b>Female staff</b>		
Yes	400	100.0
No		
<b>Course offering</b>		
Yes	364	91.0
No	36	9.0
<b>Total</b>	400	100.0

Table shows 61.5% of the respondents answered "yes" they had library facility in their college. 38.5% of the respondents answered "no" they did not have library facility the reason was that library building was present in college but students were not allowed to go in library only senior students could go and use library facility. 100% of the respondents answered "no" they were deprived from facility of computer lab in their college. Computer lab was available only for those students who did keep computer subject in their course. According to above table shows 23.1% of the respondents answered "yes" they had hostel facility and 76.9% of the respondents answered "no" they

did not have hostel facility. Hence it was a big problem for students that because of hostel facility they were not able to get education. 100% of the respondents answered "yes" female staff were available in their college. 90.8% of the respondents answered "yes" there were not problem of course choice but it was fact students could choice only those courses, whose staff were present in college although they were not able to keep that cources.9.2% of the respondents answered "no".

Generally students are not much satisfied with facilities of educational institution like library facilities and other physical structure of institution; lack of these facilities students cannot continue their studies (Malik, 2002).

**Table 7: Respondents Regarding, Cannot Go for Higher Education Because of Limited Course Offering**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	142	35.4
Agree	170	42.5
Disagree	88	22.0
<b>Total</b>	<b>400</b>	<b>100.0</b>

Above table shows that 42.5% of the respondents answered “agree” they cannot go for higher education because of limited course offering, they wanted to study in their favorite subject if that subject would not in higher educational institution which were present in there are because they could go another city for getting higher education so they would not continue their study. only 35.4% of the respondents answered “strongly agree” and 22.0% of the respondents answered “disagree” that respondents were not agree with limited course offering they would be continue their study with any other subjects and could continue higher education because they were allowed to do any other institution in any city so they were not restricted for limited course offering.



**Table 8: Lack of Hostel Facilities is Main Barrier in Higher Education**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
To great extent	324	81.0
To some extent	55	13.8
Not at all	21	5.3
<b>Total</b>	<b>400</b>	<b>100.0</b>

The given chart describes the problem of respondents who cannot go for higher education due to lack of hostel facilities. According to respondent it is a constraints in higher education that there is no enough hostel with universities that they go easily and live in out of city for higher education.81.0% of the respondent answered “to great extent”, it was a big issue that they could not be able to continue their higher education just because of no enough hostel facilities and they were not afford expenditure of private accommodation in another city so that respondents deprived from getting higher education. Only 13.8% of the respondents answered “to some extent” and 5.3% of the respondents answered “not at all” the reason was that some parents could afford all expenditure of accommodation in another city and sent their children out of station for getting higher education.

In rural areas parents are more conscious about distance to educational institution especially for girls, parents do not like that their daughters suffer long distance for education .so it is big factor in low participation of female in education (Gratz, 2006).

**Table 9: Opinion of the Family Regarding for Females Higher Education**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Supportive	391	97.8
Non-supportive	9	2.3
<b>Total</b>	<b>400</b>	<b>100.0</b>

Table shows 97.8% of the respondent's family were supportive regarding for female higher education and parents did want their daughters should get higher education but some of them parents were not able to give higher education to their daughters because of limited resources and high educational expenditure so they were not able to support to their daughters for getting higher education, similarly 2.3% of the respondent's family were not supportive for female higher education because they were facing many issues and constraints regarding female education.

**Table 10: Family Members motivate Females for Higher Education**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Father</b>		
To great extent	296	73.8
To some extent	90	22.5
Not at all	15	3.8
<b>Mother</b>		
To great extent	309	77.3
To some extent	88	22.0
Not at all	3	.8
<b>Brother</b>		
To great extent	267	66.8
To some extent	62	15.5
Not at all	15	3.8
No brothers	56	14.0
<b>Sister</b>		
To great extent	316	79.0
To some extent	33	8.3
Not at all	3	.8
No sisters	48	12.0
<b>Teacher</b>		
To great extent	349	87.3
To some extent	51	12.8
Not at all	0	0
<b>Friend</b>		
To great extent	346	86.5
To some extent	51	12.8
Not at all	3	.8

<b>Others</b>		
To great extent	120	30.0
To some extent	170	42.5
Not at all	110	27.5
<b>Total</b>	<b>400</b>	<b>100.0</b>

Above table indicates how much parents and others motivate to respondents for higher education. 73.8% of the respondents answered "to great extent" their father motivate them, 22.5% of the respondents answered "to some extent" and 3.8% of the respondents gave answer "not at all" their father did not motivate them because of less resources for education. 77.3% of the respondents answered "to great extent" "respondent's mothers did motivate to their daughters for higher education because mothers were more conscious about daughters education. 22.0% of the respondents answered "to some extent" "motivate them, there could be many reasons like lack of resources, high educational expenditure and domestic responsibilities, due to that reasons mother less motivate their daughter some time and .8% of the respondents answered "not at all".

As reported (James, 1999) Parents and other members of society are important in motivation of getting education. Parents play main role in motivation because they advice them and give proper guidance in study. Siblings also encourage in study, similarly friends also provide input but not always.

As 66.8% of the respondents answered "to great extent" their brothers did motivate them for higher education behind the reason was that their brothers also in touch with studies and acknowledge about higher education. 15.5% of the respondents answered "to some extent" and 3.8% of the respondents answered "not at all" because they considered to females only for domestic chores and did like female remain at home. 14.0% of the respondents did not

have brothers so they did not give any answer. 87.3% of the respondents answered "to great extent" their teachers did motivate them for higher education, they said it is necessary and basic right for girls that they get higher education. 12.8% of the respondents answered "to some extent" they did motivate for higher education. Above table describe 86.5% of the respondents answered "to great extent" their friends encourage them for higher education. 12.8% of the respondents answered "to some extent" and .8% of the respondents answered "not at all"

According to above table others mean some relatives, friends and other people who are living in same area and know each other. Only 30.0% of the respondents answered "to great extent" Others people motivate them for higher education and 42.5% of the respondents answered "to some extent" motivate them for getting higher education. Hence 27.5% of the respondents gave answer "not at all" other people never motivate them for higher education.

**Table 11: Involvement in Domestic Responsibilities**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
To great extent	216	54.0
To some extent	157	39.3
Not at all	27	6.8
<b>Total</b>	<b>400</b>	<b>100.0</b>

The table documents the number of respondents those could not well perform in the education and their studies effected due to domestic responsibilities ,as previous table show different types of domestic work which respondents did perform in their homes and because of domestic work load respondents could not give full time to their study so 54.0% of the respondents answered “to great extent “it shows majority of students were involved in domestic responsibilities because in rural areas females performed all domestic task after and before their marriage so they deprived from getting higher education and only 39.3% of the respondent answered “to some extent “they involved in domestic responsibilities because those did work on weekend or when they free or when they wish to work at home so it was depend on their daily routine if they were free and agree to do work then they did otherwise they were not restricted to fulfill all domestic works and just minority 6.8% of the respondents answered “not at all” they did not involved in any domestic responsibilities the reason was that they had short family they did not need to work by self, secondly those respondents were belong from rich families and could afford servant for performing all domestic duties.

Females cannot take any decision about their education and marriage, after their marriage they have to obey husband and perform all domestic responsibilities, they are not allowed

for job and higher education because of domestic tasks (Ali, Fani, Fazal and yaseen, 2010). There may be many reason in rural areas that female cannot attain education. Typically more girls involve in domestic responsibilities because of they cannot give proper time to their education (mirggen, 2012).

**Table 12: Domestic Responsibilities of Respondents**

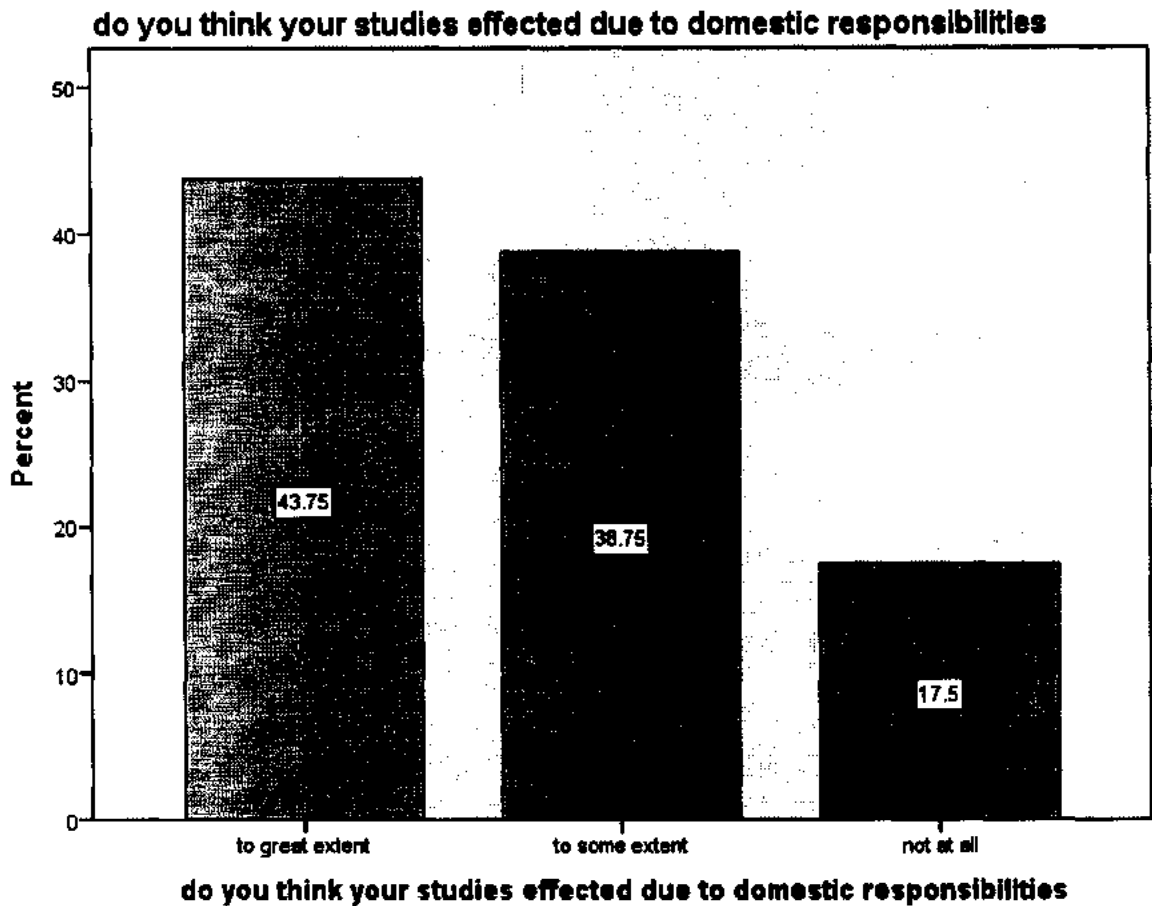
<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Cleaning</b>		
Yes	370	92.5
No	30	7.5
<b>Washing clothes</b>		
Yes	285	71.3
No	115	28.7
<b>Stitching</b>		
Yes	161	40.3
No	239	59.8
<b>Cooking</b>		
Yes	294	73.5
No	106	26.5
<b>Child look after</b>		
Yes	274	68.5
No	126	31.5
<b>Domestic chores</b>		
Yes	339	84.8
No	61	15.3
<b>Any Others</b>		
Yes	385	96.3
No	15	3.8
<b>Total</b>	<b>400</b>	<b>100.0</b>

Many respondents involved in different domestic responsibilities, 92.5% of the respondents said "yes" they were performing cleaning and 7.5% of the respondents did not perform cleaning duty at home. 71.3% of the respondents did wash clothes, 28.7% of



the respondents said “no” they did not involve in that responsibility. Stitching was enough time taking and difficult work so only 40.3% of the respondents could stitch and 59.8% of the respondents did not do that work. Cooking is one of major work in home,73.5% of the respondents involved in cooking and did cook for whole family,26.5% of the respondents did not cooking. Mostly respondents had younger siblings, niece and nephews so, 68.5% of the respondents did look after them and 31.5% of the respondents did not look after the children. Totally domestic chores like above all kind of work majority of respondents involved in them 84.8% of the respondents performed all domestic chores and 15.3% of the respondents did not involve. Any others work did mean little kind of works like some time guest serving, siblings caring, help in kitchen with mother or domestic work on weekend etc 96.3% of the respondents involved in any others work and 3.8% of the respondents did not involve even in any others work. Many females like to remain at home and engage in almost domestic chores and also they look after the children at home. (Jalal, Munir, 2008).

**Graph 13: Study Effectuated Due to Domestic Responsibilities**



Graph shows 43.8% of the respondents answered "to great extent" their studies effected due to domestic responsibilities because mostly respondents involved in all domestic works and could not give proper concentration on study and gave more time in home and they were hardly able to give short time to their study .It was majority of respondents those could not do proper study because of domestic responsibilities and 38.8% of the respondents answered " to some extent" their study were affected because of performing domestic responsibilities because they did manage time between their study and home tasks only 17.5% of the respondents answered "not at all" because those respondents did

not involve in domestic chores and their study were not affected due to domestic responsibilities.

Mostly Indian females said that their parents did want they should involve in domestic responsibilities and look after other younger siblings, females did perform all those work and could not give proper time to study and their education was badly affected due to domestic responsibilities (Rajika, smith, 1997).

**Table 14: Permission of Parents for Job**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
To great extent	196	49.0
To some extent	155	38.8
Not at all	49	12.3
<b>Total</b>	<b>400</b>	<b>100.0</b>

The given table explains that 49.0% of the respondents answered “to great extent” their parents gave permission to do job after getting higher education because job was necessary to fulfill their basic needs and respondents also said that if their parents did give permission for getting education, then they were allowed to do job and 38.8% of the respondents answered “to some extent” their parents allowed for job and may be some time they did not allow for job because of many social and cultural hurdles .Only 12.3% of the respondents answered that they were “not at all” allowed to do job because in their family there was no trend for females to go outside for job so females stayed at home and performed domestic responsibilities and only male went outside to earn money.

**Table 15: What Kind of Job Parents Like for You**

Category	Frequency	Percentage
<b>Public</b>		
Yes	269	67.3
No	131	32.8
<b>Private</b>		
Yes	161	40.3
No	239	59.8
<b>Only with female</b>		
Yes	279	69.8
No	121	30.3
<b>Total</b>	<b>400</b>	<b>100.0</b>

The above figure depicts that 67.3% of the respondents said “yes” they were permitted only for public job because public job was usually permanent and people feel secure in public job so respondent’s parents gave permission to their daughters for public job and 32.8% of the respondents said “no”, it was not necessary that job must be public. While 40.3% of the respondents answered “yes” job must be private because according to the respondents in private job they could leave job easily when they wished, 59.8% of the respondents answered “no” because they did not like private job. 69.8% of the respondents answered “yes” job must be with females, as their parents did not allow them any job with male colleagues because in rural areas females observed *pardah* and parents did not give permission to do job with male staff, female were permitted to do job with female colleagues. Only one third (30.3%) answered “no” they were not restricted to work with female only but they could work with both male and female staff.

**Table 16: Favor of Job after Higher Education**

Category	Frequency	Percentage
<b>Female must do job</b>		
To great extent	340	85.0
To some extent	48	12.0
Not at all	12	3.0
<b>Female should do job to utilize knowledge</b>		
To great extent	187	46.8
To some extent	179	44.8
Not at all	34	8.5
<b>Female should do job if need arise</b>		
To great extent	153	38.3
To some extent	160	40.0
Not at all	87	21.8
<b>Female should not do job and stay at home</b>		
To great extent	27	6.8
To some extent	77	19.3
Not at all	296	74.0
<b>Total</b>	<b>400</b>	<b>100.00.</b>

Above table shows that majority (85.0%) of the respondents answered “to great extent” female

must do job after their higher education. Respondents did support their answer that after higher education job should be must to fulfill their needs of life. Twelve% of the respondents answered “to some extent” female must do job because it would not be

necessary that female get job after higher education and only three% of the respondents gave answer “not at all” because they were getting education not for doing job.

Similarly, 46.8% of the respondents said that female should do job after higher education to utilize their knowledge. One student said,

*I want to get higher education because I have a plan to open school for children in my area and I will give free education.(Saleema Mukhtar)*

And 44.8% of the respondents answered “to some extent” female should do job only to utilize their knowledge. There could be many reasons to do job and only 8.5% of the respondents answered “not at all” as it was not necessary that after getting higher education females can utilize their knowledge only by doing job.

*Female can utilize their knowledge even remaining at home like to look after their children to teach their siblings at home so it is not necessary to go out for a job and utilize their knowledge.(Noor Bano)*

38.3% of the respondents answered “to great extent” only female should do job if need arise otherwise female should not do job and 40.0% of the respondents answered “to some extent” female may or may not be job after higher education if those female feel they have do job to fulfill their need then they must do job .21.8% of the respondents said “not at all” female should not do job even if they feel need.

Only 6.8% of the respondents answered “to great extent” female should not do job because it is not essential requirement for female that if they are getting higher education then job is necessary, so female should stay at home. Similarly 19.3% of the respondents answered “to some extent” female should not do job and stay at home but majority

**(74.0%) of the respondents answered that female should “not at all” do job and stay at home because staying at home is more necessary instead of doing job.**



**Table 17: Reasons of Getting Higher Education**

Category	Frequency	Percentage
<b>To secure job</b>		
To great extent	202	50.5
To some extent	165	41.3
Not at all	33	8.3
<b>For knowledge</b>		
To great extent	379	94.8
To some extent	21	5.3
Not at all	0	0.00
<b>To be respectable in society</b>		
To great extent	379	94.8
To some extent	18	4.5
Not at all	3	.8
<b>Its need of time</b>		
To great extent	126	31.5
To some extent	139	34.8
Not at all	135	33.8
<b>To educated spouse</b>		
To great extent	256	64.0
To some extent	135	33.8
Not at all	9	2.3
<b>To achieve good standard of life</b>		
To great extent	339	84.8
To some extent	58	14.5
Not at all	3	.8
Total	400	100.0

Half (50.5%) of the respondents answered “to great extent” they were getting education to get secure job because in this period security for female is main issue, female are always deprived from many rights as well as basic needs so, respondents said they were getting education to secure Job in future While less than half (41.3%) of the respondents answered “to some extent” they were getting education because they did not want to secure their job.

*It is my wish to get higher education because I am more conscious about my future, in our area there are no enough resources for female that female fulfill their needs so in future I will try to get job after my higher education to fulfill my basic needs. Shelah Munir*

Similarly, 8.3% of the respondents answered “not at all” they were not getting education only to secure job while high majority (94.8%) of the respondents answered “to great extent” they were getting education for knowledge because they did want to get educated status in society, many respondents said in this period every one especially females should be educated. If female are educated many problems can be solved. Similarly, 5.3% of the respondents answered “to some extent” they were not getting education only for knowledge, but there were many others reasons like; they did want to get job and good standard of life etc. None of the respondents answered “not at all”. High majority (94.8%) of the respondents said “to great extent” they were getting education because respondents want to get respectable status in society, because if they were educated and aware about daily issues then they could easily get good and respectable status in the society. Similarly 4.5% of the respondents answered “to some extent” they were getting education so they could be able to get respectable status in the society. It is confirmed if they could be able to achieve good education automatically they would get good and respectable

status in society and only eight% of the respondents said “not at all” they were not getting education to win of the respectable status in society.

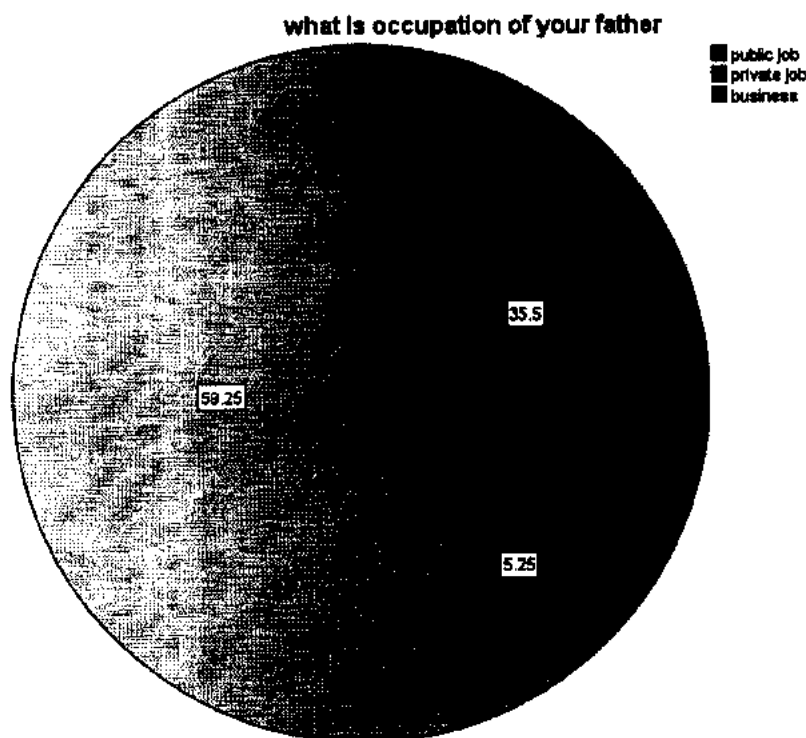
31.5% respondents answered “to great extent” they were getting education because it was a big need of time, everyone should be well educated, if they could get excellent education then they could be able to fulfill many needs of time, 34.8% of the respondents answered “to some extent” they were getting education because it was a need of time. They could not survive in society without getting good education, so to some extent it was necessary for the respondents to get education. Similarly ,one third (33.8%) of the respondents answered “not at all”.

More than half 64.0% of the respondents answered they were getting education “to great extent” so that afterwards they could achieve respectable status and honorable position in society, and according to the respondents, good education was necessary to marry a good person. While one third (33.8%) of the respondents answered “to some extent” they were getting education so that they could marry a good person. Table shows that majority of the respondents answered it was true that they were getting education to get good life partner for spending good life. Similarly, minority of the respondents (2.3%) gave answer “not at all” they were not getting education to get good spouse in their life.

Majority of the respondents were living in rural areas where they could not get basic needs of life for survival. According to that condition, table shows that majority (84.8%) of the respondents answered “to great extent” they were getting education just for achieving good standard of life which could only become possible through good education.. Few (14.5%) of the respondents answered “to some extent “ they were getting education because of achieving good standard of life and only eight% of the respondents

answered “not at all” they were not getting education only for achieving good standard of life. They were already enjoying basic needs of life.

**Graph 18: Occupation of Father**



According to the above pie-chart 35.5% of the respondent's fathers were working in public sector, 5.3% of the respondent's fathers were working in private sector while most of the respondents (59.3%) answered that their fathers were running own "business" and mostly were involved in irrigation or were doing small level business which was not enough for educational expenses.

Poverty is the main cause of lower participation in female education. Parents give more importance to son and invest money on son's education than daughters because son provides facilities in future and daughters remain in home and it is most secure place for them (James, 1999).

**Table 19: Parents Can Afford Expenditure of Higher Education**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
<b>To great extent</b>	76	19.0
<b>To some extent</b>	195	48.8
<b>Not at all</b>	129	32.3
<b>Total</b>	400	100.0

Respondents were asked if their parents afford expenditure of higher education in response to which 19.0% of the respondents answered “to great extent” as those respondents belonged to well settled families and were not facing any financial problems. Little less than half (48.8%) of the respondents answered “to some extent” while 32.3% of the respondents answered “not at all” because those respondents had financial problems and cannot get higher education because of high expenditure in higher education system.

In rural areas many families are poor and poverty is prominent constraint in female education and most of the families cannot send their daughters for getting education because education costs them high and they prefer their sons to get education instead. (Ahmad et al, 2007).

According to another research, those females who complete their primary education, most of them are not able to continue their further studies, because the reason is high expenditure of education. So females are deprived to get education (Lange, 2007).

**Table 20: Difficulties for Getting Education**

Category	Frequency	Percentage
<b>Educational expenditure</b>		
To great extent	252	63.0
To some extent	93	23.3
Not at all	55	13.8
<b>Transport problem</b>		
To great extent	298	74.5
To some extent	62	15.5
Not at all	40	10.0
<b>Unfavorable attitude of parents</b>		
To great extent	6	1.5
To some extent	128	32.0
Not at all	266	66.5
<b>Unfavorable attitude of in-laws</b>		
Respondents do not have in-laws	390	97.5
To great extent	7	1.8
To some extent	3	.8
<b>Unfavorable attitude of husband</b>		
Respondents do not have husband	390	97.5
To great extent	3	.8
To some extent	7	1.8
<b>Domestic responsibilities</b>		
To great extent	27	6.8
To some extent	121	30.3
Not at all	252	63.0
<b>Total</b>	<b>400</b>	<b>100.0</b>

More than half (63.0%) of the respondents answered "to great extent" educational expenditure could create difficulties in their education, in rural areas almost parents could not afford educational expenditure of their children because irrigation was source of income and it was not enough to fulfill the family basic needs and also high educational expenditure. while 23.3% of the respondents answered "to some extent" they were facing difficulties in getting education because of educational expenditure. Respondent's parents either were doing own business or had enough property that parents could afford educational expenditure and 13.8% of the respondents answered "not at all" they were not facing any problem because of educational expenditure.

In rural areas females were restricted in mobility. They could not move easily anywhere or without man females could not go outside. Majority (74.5%) of the respondents answered "to great extent" they were facing problem in getting education because of transport problem. Long distance from home to educational institution especially for girls is main problem in getting education (oxaal, 1997). Only 15.5% of the respondents answered "to some extent" transport problem might be a hurdle in getting education because they said if no one could drop them in educational institutions they could hire any other source of transportation while ten% of the respondents answered that transport was "not at all" a problem in getting education.

Parents attitude was some time unfavorable for the children education, particularly parent's attitude could be negative for daughter's education (Khan, 2007.) There are many reasons which change parent's attitude toward their children's education, like parents spend more property on son's education and give preference to daughters in domestic work. A small%age (1.5%) of the respondents answered "to great extent" their parent's attitude were unfavorable, 32.0% of the respondents answered "to some extent



“and more than half (66.5%) of the respondents answered “not at all” parents attitude was not unfavorable towards their education.

The respondents who were married and getting education were asked if they were facing problem in their education because of unfavorable attitude of in-laws and husbands, in response to this a high majority (97.5%) of the respondents were not married and 1.8% of the respondents said “to great extent” in-laws attitude was unfavorable towards their education because their expectations were so high and demand that girl should involve in whole domestic responsibilities because of that respondents could not study and were facing problem in getting education,. Only eight% of the respondents answered “to some extent” their in-laws attitude was negative but some time they did favor them in education .Similarly .8% of the respondents answered “to great extent” their husband’s attitude was unfavorable towards their getting education. They do not like their study and want their wives to stay at home and perform work and only 1.8% of the respondents answered “to some extent” their husband’s unfavorable attitude create problem in getting education.

Females are mostly performing their domestic work instead of males; these domestic responsibilities can create many problems in their studies. Only 6.8% of the respondents answered “to great extent”, 30.3% of the respondents answered “to some extent” and more than half (63.0%) of the respondents answered “not at all” domestic responsibilities were not creating problems in their getting education.

#### **4.3 The constraints faced by female in access to higher education due to patriarchal system.**

Patriarchal system is dominated in our Pakistani society. Man has a key role in a house as all matters are in the hand of man even all decisions are taken by his agreement .So female higher education cannot properly grow up under the patriarchy system. Almost all parents acknowledge higher education of girl but do not give them opportunity of higher education, because females have to move to another home after marriage so, it's worthless to give them higher education. Hence sons are more preferred for higher education. Developing countries females face inequality in every field of life from the early of age (Rizvi, 1980).

**Table 21: Preference of Family Regarding Institution for Education**

Category	Frequency	Percentage
<b>At home</b>		
To great extent	157	39.3
To some extent	105	26.3
Not at all	138	34.5
<b>At educational institution</b>		
To great extent	161	40.3
To some extent	111	27.8
Not at all	128	32.0
<b>At madarsa</b>		
To great extent	162	40.5
To some extent	168	42.0
Not at all	70	17.5
Total	400	100.0

Above table mentions the choice of institution for getting education. According to the results 39.3% of the respondents answered “to great extent” their family prefers to get education at home instead of any educational institution , 26.3% of the respondents answered “to some extent” they can get education at home and 34.5% of the respondents answered “not at all”. About 40.3% of the respondents answered that “to great extent” their family prefers to get higher education in educational institution, 27.8% of the respondents answered “to some extent” and 32.0% of the respondents answered that they were “not at all” allowed educational institution for getting higher education. Less than half (40.5%) of the respondents answered “to great extent” their parents want them to get Islamic education at *madarsa*, 4.0% of the respondents answered “to some extent” while 17.5% said “not at all”.

**Table 22: Parents Acknowledge About the Girls Higher Education**

Category	Frequency	Percentage
to great extent	220	55.0
to some extent	180	45.0
Total	400	100.0

Above table describes that little more than half (55.0%) of the respondents answered “to great extent” their parent acknowledged about the girl’s higher education while 45.0% of the respondents answered “to some extent”. Here majority of the parents acknowledge their girls higher education but they could not give them resources for getting higher education because of many problems and high educational expenditure which they could not afford.

*I am student of 2<sup>nd</sup> year and my parents always encourage and motivate me for higher education and also acknowledge about higher education of female but I know my parents can't give me chance to get higher education because my father can't afford expenditure of higher education, secondly there is no separate institution in our area and my parents do not like co-education system.(Gull noor)*

According to research motivation and interest of parents can be constructive in their children’s education (Chenhaung and mason, 2008).

**Table 23: Preference of Parents for Higher Education**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Son</b>	110	27.5
<b>Daughter</b>	15	3.8
<b>Both</b>	275	68.8
<b>Total</b>	400	100.0

Above table shows that 27.5% of the respondents answered their parents gave preference to son for higher education because parents only wanted to invest money on their son's education, 3.8% of the respondents answered that their parents gave preference to daughters while more than half (68.8%) of the parents gave preference to both, hence son was more preferred for higher education.

Gender disparity and parent's less attitude in the direction of daughters education is main constrain in lack of participation of females in higher education. They spend their money on son's education but not on daughter's education because they would marry to another home and only perform all domestic responsibilities so, it's useless to invest money on their higher education.(Ahmad,Akhtar,Rashid and Zia, 2013).

In many families, more parents do not invest money in daughter's education because parents think daughters remain at home and look after family members before and after marriage so, parents spend money in son's education because they sons are responsible for parents and whole family in future. (Fauzia, Sidra and Raza, 2012).

**Table 24: Cause of Preference of Son**

Category	Frequency	Percentage
<b>For better job</b>		
To great extent	328	82.0
To some extent	66	16.5
Not at all	6	1.5
<b>For good pay</b>		
To great extent	297	74.3
To some extent	94	23.5
Not at all	9	2.3
<b>For getting respectable status in society</b>		
To great extent	382	95.5
To some extent	9	2.3
Not at all	9	2.3
<b>For secure future</b>		
To great extent	368	92.0
To some extent	23	5.8
Not at all	9	2.3
Total	400	100.0

Above table shows that majority (82.0%) of the respondents answered “to great extent” their parents gave preference to son in education than daughters because son was considered a strong person, in future son would get good job and also help their parents in old age. Only 16.5% of the respondents answered “to some extent” their parents gave preference to son that they could get education because of achieving better job in future. Table shows that majority of the respondents gave answers that their parents want that

their son would get better job in future but less respondents said “not at all” their parents did not want better job for their son because those were landlord and did not need any future planning for their son. Table shows majority of the respondents (74.3%) answered “to great extent” parents want their son to get education and in result of good education they would be able to achieve good job with handsome salary.

*My parents want my elder brother to get admission in a good institution because then he would get good education and in future he will obtain better job with handsome pay which will lead their family to survive in a better way .According to their parents son always remain with them and are main pillar of family.(Noreen Iqbal)*

Similarly, 23.5% of the respondents answered “to some extent” their parents gave preference to son in education because their son would get good pay, it was not more necessary for them that son get education for only good job but also handsome salary, 2.3% of the respondents answered “not at all” their parents gave education preference to son only for getting good pay.

In the rural areas it is common that parents invest money on son because in future he would be managing all domestic responsibilities and will be giving all facilities like food, security, dresses, and health treatment to his parents when they become old, hence parents do not invest on daughter’s education because they will get marry to someone in other home (Shekh, 2003).

**Table 25: Cause of Preference of Daughter**

Category	Frequency	Percentage
<b>For better job</b>		
To great extent	144	36.0
To some extent	125	31.3
Not at all	131	32.8
<b>For knowledge</b>		
To great extent	258	64.5
To some extent	32	8.0
Not at all	110	27.5
<b>For getting respectable status in society</b>		
To great extent	278	69.5
To some extent	12	3.0
Not at all	110	27.5
<b>Giving preference to daughter interest</b>		
To great extent	231	57.8
To some extent	56	14.0
Not at all	113	28.2
<b>For marriage in good family</b>		
To great extent	215	53.8
To some extent	75	18.5
Not at all	110	27.5
<b>Total</b>	<b>400</b>	<b>100.0</b>

Above table shows that 36.0% of the respondents answered “to great extent” their parents preferred daughter’s education that they would get good job after their higher education because job was very necessary to fulfill their needs and it is only possible after higher education, 31.3% of the respondents gave answer “to some extent” their parents wanted



that job was necessary after higher education so, respondents were not conscious about job, similarly 32.8% of the respondents answered “not at all” they were not getting education for job and their parents also do not want their daughters to do job after higher education. Hence, majority of respondent’s parents wanted that their daughter would get job after higher education.

More parents prefer daughter’s higher education because their daughters can obtain good jobs and secure their future similarly they can achieve satisfaction and superior standard of living in the society (Malik, 2002).

More than half (64.5%) of the respondents answered “to great extent” they were getting education for knowledge because good knowledge is very necessary for life survival .According to the respondent’s parents knowledge through education is very important, eight% of the respondents answered “to some extent” they were getting education for knowledge and 27.5% of the respondents answered they were “not at all” getting education only for knowledge because there were many other resources for getting knowledge, education is not the only source of knowledge.

Above table shows that 69.5% of the respondents answered “to great extent” they were getting education because parents wanted their daughters to get respectable status in the society and it will only be possible through higher education, three% of the respondents answered that “to some extent” they were getting education to get respectable status in society after higher education, because they can also earn respectable status by doing vocational activities. Similarly, 27.5% of the respondents answered “not at all” it is not necessary that only because of education they would get respectable status in the society.

Little more than half of the respondents (57.8%) answered “to great extent” their parents gave preference to daughter education. If their daughters want to get education they do

not create any problems in their education and respondents could get higher education if they had interest, 14.0% of the respondents answered "to some extent" their parents preferred their daughter's interest in education and 28.2% of the respondents answered "not at all", their parents did not give preference to education after intermediate or graduation.

Above table shows that little more than half (53.8%) of the respondents answered "to great extent" they were getting education because their parents wanted their daughters to marry in a good family and it was possible only when respondents get higher education. Researcher observed that education is a main tool to find good proposal for marriage because if female was educated it would be easy for parents to find better life partner for their daughters, 18.5% of the respondents gave answer "to some extent" it was necessary that they were getting education for getting married in a good family because if respondents had other skills like being conscious about domestic responsibilities and taking good care of family members after their marriage then education was not necessary, While 27.5% of the respondents answered "not at all" education was not important for marriage because often respondents had been engaged during their educational period so respondent's parents didn't care about their daughter's education for marriage in good family.

**Table 26: Choice of Higher Education**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
To great extent	158	39.5
To some extent	49	12.3
Not at all	193	48.3
<b>Total</b>	<b>400</b>	<b>100.0</b>

Above table shows that 39.5% of the respondents answered “to great extent” they chose to get higher education, they were not restricted for getting higher education but sometimes they are not able to getting higher education because of some social and cultural constraints but mostly respondents could get higher education easily by their own choice .Little less than half (12.3%) of the respondents answered “to some extent” they had choice to get higher education because there were many causes which created hurdles in their higher education So, they had choice to some extent for getting higher education while only 48.3% of the respondents answered” not at all” they did not had choice of getting higher education because there was no trend in their family that females could continue their study for higher education.

**Table 27: Choice to Select the Subject According to Your Interest**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
To great extent	263	65.8
To some extent	122	30.5
Not at all	15	3.8
<b>Total</b>	<b>400</b>	<b>100.0</b>

Above table describes that 65.8% of the respondents “to great extent” had the choice to select the subject according to their choice , 30.5% of the respondents “to some extent” could keep subject according to their choice while only 3.8% of the respondents answered “not at all” they did not have choice to select subject .

#### **4.4 The Restrictions which Create Obstacles in Access to Female Higher Education**

Some restrictions which create obstacles in access to female higher education can be lack of higher educational institution especially separate institution for female is main hurdle in access to female higher education. In rural areas of Pakistan females are restricted for observing *pardah* and they also do not wish to study with boys. Females need separate institution and female staff for higher education. Mostly parents do not like co-education system and they desire that their daughters get higher education in separate institution where only females get education. Hence, parents do not like to send their daughters to another city for higher education because security of girls is also a big issue for the parents.

Jacobs (1996) said that many females cannot continue education because of long distance parents feel fear to send their daughters to another area for getting education.

Trend of early marriage in Pakistani society create barrier in female higher education. Parents arrange their daughter's marriage before completion of education and after marriage female completely gets involved in domestic responsibilities and take away from higher education hence they wish to study further but they cannot fulfill their wish.

Because of all these obstacles, females are always deprived from getting higher education.

Yeomen (1987), Perveen (2008), Rihani (2008) and Yeoman (1987) said that early marriage is a main cause which restricts females for getting education because after marriage domestic responsibilities are increased and they become busy to fulfill all the responsibilities.

**Table 28: Restrictions in Getting higher education**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Domestic reason</b>		
To great extent	92	23.0
To some extent	138	34.5
Not at all	170	42.5
<b>Economic reason</b>		
To great extent	252	63.0
To some extent	99	24.8
Not at all	49	12.3
<b>No interest of parents</b>		
To great extent	3	.8
To some extent	192	48.0
Not at all	205	51.2
<b>Self no interest</b>		
To great extent	3	.8
To some extent	40	10.0
Not at all	357	89.3
<b>Family restrictions</b>		
To great extent	111	27.8
To some extent	194	48.5
Not at all	95	23.8
<b>No awareness</b>		
To great extent	220	55.0
To some extent	123	30.8
Not at all	57	14.2
<b>Long distance</b>		

To great extent	252	63.0
To some extent	105	26.3
Not at all	43	10.8
<b>Total</b>	<b>400</b>	<b>100.0</b>

Above table shows that 23.0% of the respondents answered "to great extent" domestic reason was a main restriction that they could not get higher education because respondents performed a lot of work in home secondly some time because of mother illness they could not leave her alone at home and many other reasons restricted them to continue their education, 34.5% of the respondents answered "to some extent" domestic reasons create restriction in getting higher education because in rural areas there were many domestic problems and reasons and females were deprived from higher education while 42.5% of the respondents answered "not at all" domestic reasons did not restrict them for getting higher education.

Similarly, 63.0% of the respondents answered "to great extent" economic reason was a main restriction in their higher education because they belonged to poor families and expenditure of higher education was not affordable for their parents, 24.8% of the respondents answered "to some extent" economic reason created restrictions in their higher education. Mostly respondents who could continue their higher education have given many sacrifices. Some of those respondents (12.3%) who were well established and their parents could afford their higher education expenditure, answered "not at all" economic reason restrict them from getting higher education.

Above table shows that 0.8% of the respondents answered "to great extent" their parents did not take interest that their children could continue higher education, parents just want that their children got school education and it was enough.

*My father and mother both say me that I finish my study after intermediate and do not get higher education because there is no trend in our family that females continue further education so my parents follow this trend and do not allow me for higher education. (sadia nazeer)*

Little less than half (48.0%) of the respondents answered "to some extent" their parents may not take interest in their getting higher education and that situation could restrict them for getting higher education, Little more than half (51.2%) of the respondents answered "not at all" no interest of their parents in education could restrict them for further higher education.

Similarly above table shows that 0.8% of the respondents answered "to great extent" they have no wish to get higher education, only ten% of the respondents answered "to some extent" they did not want to get higher education, sometime their parents did want that their daughters should get further education but respondents did not want so lack of interest of the respondents created hurdle in their higher education. While majority (89.3%) of the respondents answered "not at all."

Family restrictions also create many problems in higher education of female like many families are more conscious about girls and they do not send them for higher education to other cities and trend of early marriage is also considered in family restrictions and many more. Less than half (27.8%) of the respondents answered "to great extent" family restrictions created many obstacles in their higher education because females were bound to follow all the family restrictions, Less than half (48.5%) of the respondents answered "to some extent" while 23.8% of the respondents answered "not at all" there were no any family restriction which created difficulties in their higher education.

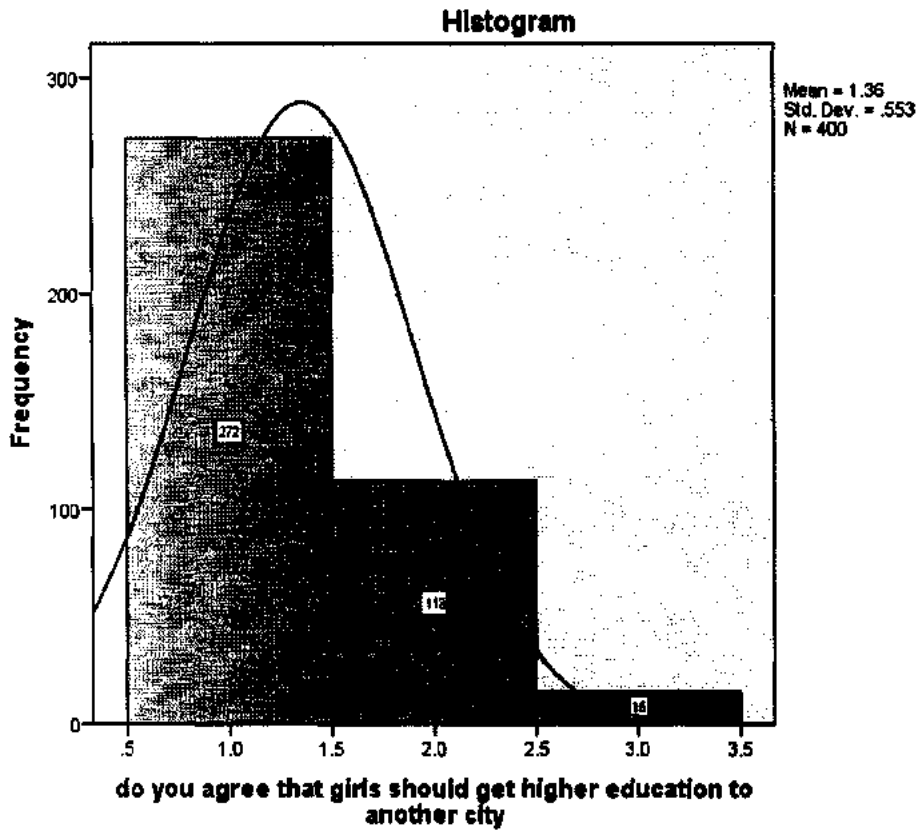


In rural areas many students remain deprived from higher education because of lack of awareness about education that where universities are, when admissions are open, which courses are offered in which university and many more . Little more than half of the respondents (55.0%) answered "to great extent" it was absolutely correct that they were deprived of awareness about higher education, 30.8% of the respondents answered "to some extent" while 14.2% of the respondents answered that lack of awareness "not at all" created any restrictions because those respondents belonged to educated families where all people were getting education in different universities and they got all information about education very easily.

Long distances is another main impediment in female higher education .Many parents do not send their daughters very far for higher education because there is no any university in rural areas where female can go easily and get higher education so, parents feel fear to send their daughters to other cities and long distance to educational institution can create restriction in female higher education. Most of the respondents (63.0%) answered "to great extent" they were facing difficulties in their higher education because there was no university in their area where they get higher education and they were not allowed to stay in hostel so long distance from home to university could create restriction in their higher education, 26.3% of the respondents gave answer "to some extent" they could face problems for getting higher education because of long distance while only 10.8% of the respondents answered that distance is "not at all" an issue for getting higher education, they could move with their family to other cities for getting higher education. so In rural areas many parents do not agree to send their daughters for education because they think female should remain at home and perform all domestic work hence parents give preference to their sons for education. Some cultural factors are also involved in less participation of female in education that parent do not send their daughters to distant

institutions because in rural areas female are restricted for *pardah*. Early marriage is also another main reason that creates restriction for female to get education (Country Wid Profile, 1999).

**Graph 29: Girls Should Get Higher Education to another City**



According to graph (68.0%) of the respondents were agreed to go to another city for getting higher education because they wanted to continue their studies if they did not have opportunity in their own city for higher education, 28.2% of the respondents were strongly agreed to move to other city for getting higher education because they did like to get higher education while only 3.8% of the respondents those were restricted in mobility on behalf of their family and respondents also did not wish for further study and did not like to go to another city so those respondents were disagree to go another city . .

**Table 30: Support of Family Regarding Co-education**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
To great extent	39	9.8
To some extent	155	38.8
Not at all	206	51.5
<b>Total</b>	<b>400</b>	<b>100.0</b>

Above table describes that 9.8% of the respondents answered “to great extent” their family support co-education system and allowed their girls for getting higher education in co-education. It was not necessary that educational institution should be separate for females, 38.8% of the respondents answered “to some extent” they could get higher education with boys in co-education system but some families did not prefer co-education system for females and wanted their daughters to get education in separate educational institutions .Little more than half (51.5%) of the respondents answered that they were “not at all” allowed to study in co-education system for higher education. They could leave their education if separate institutions were not available because there was no trend in their family that females study in co-education system for getting higher education.

Parents give more preference to separate institution for female education. Society pattern and norms also do not allow and like co-education system. So, parents feel more comfort that their daughters get higher education in separate institution (Malik, 2008).

**Table 31: Willing to Study in Co-education System for Higher Education**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	21	5.3
Agree	258	64.5
Disagree	121	30.3
<b>Total</b>	<b>400</b>	<b>100.0</b>

Table shows that 64.5% of the respondents agreed that higher education should be with boys in co-education system and 5.3% respondents were strongly agreed that they did like to get higher education in co-education system but those respondents were less in number and only 30.3% of the respondents disagreed to study in co-education system for higher studies because those respondents did not wish to continue their higher education in co-education system due to family trend of observing *pardah*. Hence, majority of the respondents agreed that higher education should be in co-education system.

Because of customary Pakistani society, mostly students denied to study in co-education system even though they themselves liked co-education system and they did fear “no one marry me in our society”

**Table 32: Respondents Regarding “Support of Family towards Co-education”**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Father</b>		
To great extent	70	17.5
To some extent	104	26.0
Not at all	226	56.5
<b>Mother</b>		
To great extent	70	17.5
To some extent	118	29.5
Not at all	212	53.0
<b>Brother</b>		
To great extent	40	10.0
To some extent	102	25.5
Not at all	258	64.5
<b>Sister</b>		
To great extent	76	19.0
To some extent	127	31.8
Not at all	197	49.3
<b>By self</b>		
To great extent	97	24.3
To some extent	182	45.5
Not at all	121	30.3
<b>In-laws</b>		
Do not have in-laws	369	92.3
To great extent	3	.8
To some extent	28	7.0
<b>Others</b>		

To great extent	16	4.0
To some extent	93	23.3
Not at all	291	72.8
<b>Total</b>	<b>400</b>	<b>100.0</b>

Only 17.5% of the respondents answered "to great extent" their fathers support their daughters in co-education system, their father did not create hurdles in getting co-education, 26.0% of the respondents answered "to some extent" their father like or support their daughters to study in co-education system but more than half of the respondents (56.5%) answered that their fathers "not at all" allow them to get education with boys. Respondent's fathers did not like that their daughters get education in co-education system.

*A students who was in 4<sup>th</sup> year said that it is my last year in college and I am not sure that I could continue my studies in university because often universities offer co-education system and my father do not like it ,so he will not give me permission to get education in co-education system. (Munaza Kabeer)*

When it was asked to the respondents if their mother support co-education system then 17.5% of the respondents answered "to great extent" "This percentage shows both fathers and mothers have same interest to support their daughters towards co-education system, 29.5% of the respondents answered "to some extent" their mothers support co-education system, similarly 53.0% of the respondents that their mother "not at all" support them for getting education in co-education institutions.

Above table shows ten% of the respondents answered "to great extent" their brothers support co- education system, one fourth (25.5%)of the respondents answered "to some extent" their brother' support their sisters to get education in co-education system, while

majority of the respondents (64.5%) said their brothers "not at all" support co-education system .

*My bother did not allow me that I get education in co-education system. The main reason was that we live in rural area and my brother was not aware about education regarding female. He preferred female should remain at home and did not get education especially in co-education system(Hina Mushtaq)*

education system, 31.8% of the respondents answered "to some extent" their sisters support co-education system, while little less than half (49.3%) of the respondents answered "not at all" their sisters did not support co-education system, the reason was that respondent's sisters did not have option to send their sisters to any other educational institution for further studies.

When that same question was asked to the respondents that do you support co-education system then 24.3% of the respondents answered "to great extent" they support co-education system ,many respondents said we could learn more in co-education system and became confident in daily routine so they support co-education system. Less than half (45.5%) of the respondents answered "to some extent" they support co-education system and 30.3% of the respondents answered "not at all".

A high majority (92.3%) of the respondents were unmarried who were getting education so they did not reply that their in-laws support co-education system and .8% of the respondents were married so they answered "to great extent" their in-laws support co-education system. They were not bound that they could get education only in separate institution. They could continue their study in co-education system while only seven% of the respondents answered "to some extent" their in-laws support co-education system.

Four% of the respondents answered "to great extent" other people like their friends and relatives support co-education system, 23.3% of the respondents answered "to some



extent" other people support co-education system while 72.8% of the respondents answered that their relatives and friends "not at all" support co-education system.

**Table 33: Trend of Early Marriage in Family?**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
To great extent	105	26.3
To some extent	175	43.8
Not at all	120	30.0
Total	400	100.0

Above table describes that 26.3% of the respondents answered “to great extent” there is trend of early marriage in their family. Researcher observed that early marriage was a common trend in rural areas because many parents wanted that their daughters to get married as soon as possible after intermediate or graduation, 43.8% of the respondents answered “to some extent” there was trend of early marriage in their family so they could get higher education if they wanted to continue education and only 30.0% of the respondents answered “not at all” there is no trend of early marriage in their family.

It is a common trend of early marriages in many societies and many females cannot get education and after marriage females have to fulfill all domestic responsibilities which create hurdles in female education (Onyinye, Belinda, 2004).

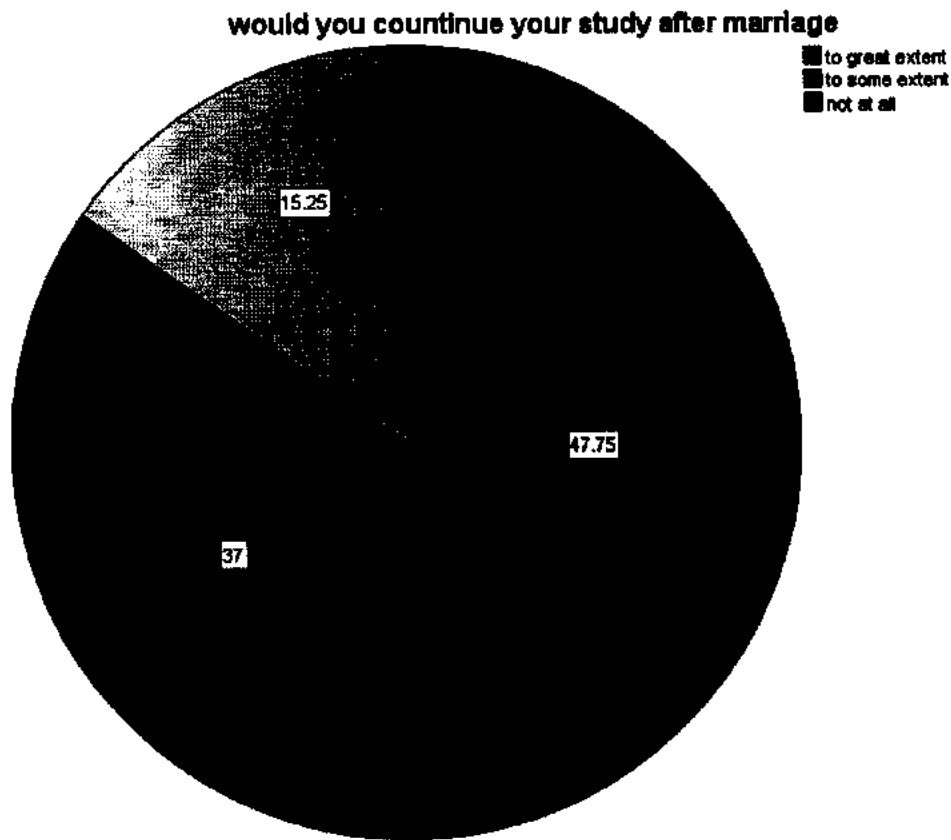
**Table 34: Marriage is a Constraint in Getting Higher Education**

<b>Category</b>	<b>Frequency</b>	<b>%age</b>
To great extent	273	68.3
To some extent	114	28.5
Not at all	13	3.3
<b>Total</b>	<b>400</b>	<b>100.0</b>

Above table shows that 68.3% of the respondents answered “to great extent “marriage is a constraint in getting higher education if they did wish to continue study but their parents did not allow them for getting higher education and they did marry them after intermediate or graduation, similarly 28.5% of the respondents answered “to some extent” marriage was a hurdle in their higher education because if they did marry after intermediate or graduation and wanted to continue higher education then their family would be support them for getting higher education . Only 3.3% of the respondents answered “not at all“ marriage would not create hurdles in their higher education because they could get higher education easily if they did marry. Hence the majority of respondents gave answer that marriage is a big constraint in getting higher education and they could not continue their study.

Early marriage is cause of ending female education because many society patterns and their husbands wish that their wives remain at their own home and completely involve in domestic chores and look after their children. Hence, due to lack of opportunities these females cannot get education (James, 1999).

**Graph 35: Continue Your Study After Marriage**



According to above table 47.8% of the respondents answered “to great extent” they would continue study after their marriage those respondents did want to continue study after marriage and 37.0% of the respondents answered “to some extent “ they would continue their study for higher education after marriage because after marriage they would go another home and totally dependent on their decisions and family environment if they would get chance to continue their study then those respondents would continue their study after marriage and if they could not get chance to get higher education then respondents would leave their education and 15.3% of the respondents answered “not at all” they would not continue their study after marriage because they were already engaged with someone and knew about their in-laws environment and financial position. Hence majority of respondents wanted to get higher education after marriage but there

would be many reasons because of they could not get higher education. Trend of early marriage in developing countries is cause of low level of education in females (Field and Ambrus, 2008). Early marriage is a big barrier in female higher education because after marriage domestic responsibilities increase and they cannot give proper time to study and eventually leave study because marital status is more respectable in society (Sufiana, 2012).

**Table 36: Source of Transportation**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Private	280	70.0
Public	15	3.8
Hiring	38	9.5
Walking	67	16.8
Total	400	100.0

Above table describes that 70.0% of the respondents used private transport, they came college by own vehicles like motor-cycles, cycles or cars with their fathers or brothers. Hence 3.8% of the respondents used public transport and 9.5% of the respondents did hire any source of transport for going college like rickshaw or van etc. Similarly 16.8% of the respondents used to come by walk.

**Table 37: Support of Parents to Send in Other City for Higher Education**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
To great extent	76	19.0
To some extent	172	43.0
Not at all	152	38.0
Total	400	100.0

Table shows 19.0% of the respondents answered “to great extent” their parents supported to send them in other city for higher education, 43.0% of the respondents answered” to some extent” their parents did not have wish to send them to other city but lack of higher educational facilities they sent them in other city for getting higher education and 38.0% of the respondents answered “not at all” their parents did not support to send them in other city for higher education and females could not get higher education just because of long distance and respondents parents did not ready to send them another city for getting higher education .

In Muslim societies of the world, the females of urban areas who belong to financially stable families and to educated parents they do not face any difficulty to get higher education at anywhere in city and out of city. But fathers specially who belong to rural areas they are more conscious about their daughters that education system should be single-sex and must be female staff to teach them and they also do not favor to send them out of town (seven developing country). Distance to educational institution is also a big barrier in getting education, especially for females because security issues can be raised and parents feel fear to send their daughters to another city (Oxaal, 1997).

**Table 38: Restrictions of Family For Observing *Pardah***

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
To great extent	340	85.0
To some extent	48	12.0
Not at all	12	3.0
<b>Total</b>	<b>400</b>	<b>100.0</b>

Above table shows that 85.0% of the respondents answered “to great extent” they were restricted of observing *Pardah* by their family because of *Pardah* they could not move easily anywhere and they were facing problem for getting higher education and 12.0% of the respondents answered “to some extent “their family were restricted *pardah* and only 3.0% of the respondents answered “not at all”. Hence greater part of respondents answered their family were restricted in observing *Pardah* and they were observing *Pardah* when they went outside.

Women cannot move easily outside the home. She is restricted to observance of *Pardah*. *Pardah* is symbol of family honour (Amin, 1997:219).

Similarly another researcher also agreed that Pakistani Muslim females are hardly restricted for observance *Pardah* (sarhad, 2008).



**Table 39: To Observe *pardah***

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	364	91.0
No	36	9.0
<b>Total</b>	<b>400</b>	<b>100.0</b>

Table No. 42 shows that 91.0% of the respondents answered “yes” they did observe *Pardah* because there was a trend that females were restricted for *Pardah* and they had done *Pardah* when they did move outside and 9.0% of the respondents answered “no” they did not observe *Pardah*, it was minority of respondents who were not restricted for *Pardah* and they did go outside without observing *Pardah* even when they went to college they did not conscious about *Pardah*. Hence, majority of respondents answered in yes.

**Table 40: Respondents About Choice of Pardah**

Category	Frequency	%
Your own choice	78	19.5
Family choice	51	12.8
Both	271	67.8
<b>Total</b>	<b>400</b>	<b>100.0</b>

Table shows that 19.5% of the respondents answered “own choice” they observed *Pardah* when they went outside or they went to college, 12.8% of the respondents answered “family choice” they did not wish that they observed *Pardah* but respondents were restricted for *Pardah* by their family and when they went to college respondents did observe *Pardah* and 67.8% respondents answered “both” it meant both family and respondents wished they did observe *Pardah*. In Pakistani society approximately many families are restricted to observing *Pardah* and it continues from generation to generation and females automatically observe *Pardah* due to family pressure and it has become common in society that when females grow up they observe *Pardah* while moving outside because they know it is a necessary part of life.

**Table 41: Respondents Regarding” *pardah* Create Hurdle During Studies in Educational Institution”**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
To great extent	206	51.5
To some extent	116	29.0
Not at all	78	19.5
<b>Total</b>	<b>400</b>	<b>100.0</b>

Above table describes that 51.5% of the respondents gave answer” to great extent” *Pardah* created hurdle during studies in educational institution because they could not move easily in institution and they could not interact with teaching staff and class fellows, and 29.0% of the respondents gave answer “to some extent” they faced any problem because of *Pardah* and only 19.5% of the respondents gave answer “not at all” it did not create hurdle. They could easily get education in *Pardah*. Hence, majority of respondents said *Pardah* create hurdle during studies in educational institutions.

**Cross tabulation between parental attitude toward education and higher education of female**

**H1:** There is association between parental attitude toward education and higher education of female

**H0:** There is no association between parental attitude toward education and higher education of female

	Parental Attitude		Higher Education of Female	
	To great extent	To some extent	Not at all	Total
Son	149	91	39	279
Daughters	9	6	10	25
Both	42	38	16	96
Total	200	135	65	400
Chi - square= 135.261		df= 4	level of significance=0.01	

Information which is revealed in the above table represents the relationship between choice to get higher education and to whom parents give preference for higher education .the majority of respondents 149 answered to great extent their parents give preference to son for higher education.

There is many societies in Pakistan those give preference to son for higher education because parents want to invest money on their son not on daughters, they think that daughters will get married to another home but son will remain with them for whole life and he will earn money for them they feel secure and relaxed to spend money on son's education.

Pande and Astone, 2001 stated that parents like to spend money on son than daughters and wish he get higher education when he will avail education then parents can get secure

future with him because after getting education son would get good job and support them financially.

The statistical details of the data in the

As  $p=0.01 < 0.05$

At  $\alpha=0.05$

&df=4

Where  $n=400$

From the statistical analysis the  $H_0$  is rejected and we will accept the  $H_1$ , which declare that there is association between to whom, parents give preference for higher education and choice to get higher education of female.

**Cross tabulation between poverty and higher education of female**

**H1: There is association between poverty and higher education of female**

**H0: there is no association poverty and higher education of female**

Poverty		Higher Education Of Female		
	To great extent	To great extent	Not at all	Total
to great extent	52	21	3	76
to some extent	89	83	15	187
not at all	97	9	31	137
Total	238	113	49	400
Chi - square= 97.523		df = 4	level of significance=0.02	

Information which is exposed in the above table represents the relationship between choice to get higher education and parents affording expenditures for higher education. The majority of the respondents 97 answered not at all, their parents cannot afford their expenditure of higher education because of low income status.

In rural areas people are deprived of basic needs like they are not able to afford a proper diet for their children and themselves and they cannot approach health facilities even if they want to give good education to their children they cannot afford expenditure of education specially girls are victim of this situation. Parents are not ready to give higher education of their daughters. In this society where basic needs are also not available girls remain quiet and do not wish and choice to get higher education.

Many females cannot get higher education in Pakistan because there are many constraints which create hurdles in their education especially economic reasons are main

cause and parents cannot afford expenditure of education and females are unable to achieve further education (Nayak and Nair, 2005).

The statistical details of the data in the

As  $p=0.02 < 0.05$

At  $\alpha=0.05$

&df=4

Where  $n=400$

From the statistical analysis P value= $0.00 < 0.05$  so we can reject the  $H_0$  and accept  $H_1$ , which declare that there is association between parents cannot afford higher education expenditure and choice to get higher education of respondents.

## **CHAPTER FIVE**

### **5.1 MAJOR FINDINGS**

Education level of parents plays a key role to understand the importance of females' education and its importance motivates parents to provide their daughters with the opportunity of higher education. During the survey, majority of respondents' mothers (60%) were found illiterate while 30% fathers of the respondents were found illiterate. The ratio amongst fathers and mothers showed that education graph in women was comparatively lower. Even amongst the literate mothers only 3.8% were reported graduate while none of them was master degree holder.

Availability of hostel facility by the college administration plays a vital role to convince the parents to let their daughters allow their daughters to get admission for higher education in distant educational institutes. 'Institutional hostels' are more reliable as compared to the 'private hostels' especially for female students. This study shows that 81% of the respondents were of the view that non-availability of 'institutional hostel' is a great barrier for the higher education of female students in the area.

Parents play a key role in the education of females in the remote areas like Dera Ghazi Khan. Majority (97.8%) of the respondents mentioned that role of their parents always proved to be supportive in their education. Comparatively, male students have advantage to go out from the home and get benefits from "learning & earning" facilities as they do not have mobility issues while it is not possible for women to get higher education due to mobility restrictions and other socio-cultural barriers. Main motivation sources reported by the respondents were mothers (77.3%), sisters (79%), and friends (86.5%). And the logical reason of this motivation is the sisters, friends and others who do not want to let their daughters/sisters/friends face the problems which they themselves had faced due to



lack of education actually. It shows that female community members have best understanding about the problems of female family members.

Domestic responsibilities are also a barrier for the higher education of females. Large family size, joint or extended family system, non cooperation of male family members in domestic works like cooking (reported by 71.5% of the respondents), cleaning (reported by 92.5% of the respondents), clothes washing (reported by 71.3% of the respondents), sewing (reported by 40.3% of the respondents), care of children (younger brothers/sisters/nephews/nieces or other children in the family (reported by 68.5% of the respondents) are also creating barrier for female students to get higher education. The survey found only 6.8% respondents who were engaged in domestic responsibilities. Another reason to keep the young girls (teenagers) involved in the household work in certain areas is to make them able to learn/ manage house independently as it is a great requirement of the regional typical traditions for the marriage of a female. '*Sughar Pann*' (a girl's capability/training to manage a house) is considered as the very basic requirement for a daughter-in-law. People of these areas believe that nobody will accept a girl as 'daughter-in-law' if she is not trained or skilled in managing a household, cooking, sewing/embroidery or does not have good aesthetic sense. In other words, involving young females in domestic responsibilities is part of their preparation for marriage. It also results in "early marriages" as once the 'community' or 'family interaction groups' feels that if a girl is *sughar*, proposals for her marriage start coming; and after the engagement, that girl is also bound to follow the restrictions of her in-laws which are usually 'not to study more' and/or 'no permission for job'. Domestic activities affect education of the females as they have to give time to domestic work. Majority (43.8%) of the respondents said that domestic responsibilities affected their education to a great extent while 38.8%

said that domestic responsibilities affected their education to some extent. Only 17.5% said that domestic activities did not affect their education.

Limited 'career choice' is also a barrier in females' education in the rural areas. Majority (69.8%) of the respondents said that their parents gave them permission to do job; but only, with females. This is also a social dilemma that female members of the society are not allowed to interact with male folks. Working with male members in the society is criticized and it is considered as a 'character issue' and 'dishonor' for the family. Politically constructed issue of honor/dishonor only applies on the middle class or lower middle class families; it is amazingly not applied on the elite class of the society or political feudal, as they have exemption from such concepts. Sending female family members out of city or country for education is not issue for political/ elite class.

Early marriage is a major barrier in the female higher education in the study area. Among the respondents, 68% said they are strongly agreed that early marriage is a barrier in female higher education on the study area.

## CHAPTER SIX

### SUMMARY AND CONCLUSION

#### 6.1 Summary

The current study was conducted in district Dera Ghazi Khan to understand Socio-Economic and Cultural Constraints in Higher Education of Females in Pakistan. The study was conducted by using quantitative research methods. Structured questionnaire was developed in the light of study's objectives; and review of literature was used for the data collection after a pre-test activity to check the sequence and applicability of questions. Data was collected from public girls' colleges by taking a random sample of 400 female students from 4 categories of educational classes i.e. 1<sup>st</sup> year, 2<sup>nd</sup> year, 3<sup>rd</sup> year, and 4<sup>th</sup> year.

The collected data was entered in Statistical Package for Social Sciences (SPSS) and was analyzed by using frequency tables and cross-tables to check the co-relations of different variables and to test the hypothesis of the study.

The study's findings show that the main barriers in the female's higher education in the study area are literacy rate of parents, income of parents, customs and traditions of the area and socio-cultural restrictions like mobility restriction for females, *pardha*, access and/or affordability of public transport, family permission to use the public transport. Co-education system for higher education in the available higher education institutes in the area is also a major barrier as parents do not want to send their daughters to co-education institutes due to the orthodox concept of honor. Parents also do not want to send their daughters to other cities for higher education. Domestic responsibilities are also a great hurdle for women of the area to get higher education. Domestic responsibilities demand a

bulk of time daily, and giving large portion of the time to domestic work results in getting poor grades in the classes which restrict women to get admission in higher education institutions or even to continue their studies.

'Affordability' is another barrier in shape of high fee, hostel charges, transportation fares and cost of books & accessories etc. Such expenditures are not affordable for the people who have low income. The results show that majority of respondents who were current students of the colleges were from business class families. A businessman or even a shop keeper having regular income can afford the education expenditure of his daughter but a family with low income cannot afford the same. Job restriction from in-laws' side is also another barrier. Parents prefer to save some money for the marriage of their daughter rather than spending that money on her education. The materialistic social values bound the parents to give along some sort of daily use materials/ things in shape of 'Jahez' in the eve of their daughter's marriage just to abide by the social customs of the area. Marriage without dowry 'Jahez' is not acceptable even among the highly educated families as it is considered as the social status symbol.

## **6.2 Conclusion**

The study was conducted in Dera Ghazi Khan District to understand the situation of female higher education in the area. The findings show that limited resources, deprived access to basic facilities, large family size, low income, deep rooted customs and traditions are cause of low literacy among the women of the area. Strong normative behavior of patriarchy is major cause of low literacy rate which also restricts female access to higher education. Patriarchal society resists female folks to get higher education which can help women of the area to get awareness about their rights and to raise voice against the customs subjugating women of the area. Tribal mindset does not allow people of the area to give higher education to their daughters. Highly politicized institutions also

restrict them to get higher education. Economic limitations include low income of majority of population, less access to resources, high expenses of higher education. These hurdles can be erased by facilitating women through exclusive legislation for free education and higher education scholarships for them. Early marriages should be discouraged and materialistic demands of society in terms of dowry should be uninvolved so that the most vulnerable group (women) could have good access to higher education. Their participation in higher education may help to increase GDP of the country and may support their family income. It would also help decreasing social disorder and promote a society with equal rights.

### **6.3 Recommendations**

Here are some recommendations which can help the policy makers to improve females' higher education in Pakistan and other areas of the world where there are similar socio-economic and cultural settlements:

- Separate higher education institutions for males and females should be established to address the barriers like *pardah*, traditional criticism on co-education etc.
- Higher education institutions should have facility of girls' hostels to accommodate 100% of their female students.
- Special funds should be specified for higher education institutions by federal and/or provincial governments.
- Special arrangements should be made for transportation/pick & drop of all female students at least within the circle of 10-15 kilometers of their living areas.
- Need based scholarships should be promoted to give opportunity to female students who belong to poor families so that they can equally get chances of higher education.
- Free choice for subject selection should be offered to female students to create interest among them for getting higher education.
- Separate cafeterias, library sitting arrangements, and play grounds should be arranged in the higher education institutions where there is co-education system.

- Media awareness campaigns would prove to be a useful tool to create awareness among the parents regarding female higher education. Media messages and videos should be finalized by cultural experts (sociologists/anthropologists) to make them culturally appropriate and the language so used should be local and easy to understand for all social groups of focused areas.
- Employment opportunities should be increased for women and they should given choice for the selection of work stations/posting places so that they may feel comfortable and it will also encourage the parents to permit their daughters for higher education and job.

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**Socio-Economic and Cultural Constraints in Higher Education of Female in  
Pakistan**

**A Case Study of Dera Ghazi Khan**

**1: To study the socio-economic characteristics of the respondents.**

I	Date of Interview		iv	District	
	Name of Respondent			Age of Respondent	
ii	Town name(where from candidates belong)		v	College name	
iii	Education of the respondent		vi	Married	
			vii	Unmarried	

**2: Type of Family?**

- a. Single
- b. Joint
- c. Extended

**3: Are your father educated?**

- a. Yes
- b. No

**4: Are your mother educated?**

- a. Yes

b. No

**5: What is qualification of your father?**

a. Primary

b. Middle

c. Secondary

d. Intermediate

e. Graduation

f. Master

g. Any other

**6: What is qualification of your mother?**

a. Primary

b. Middle

c. Secondary

d. Intermediate

e. Graduation

f. Master

g. Any other

**2: To identify the socio-economic constraints faced by females in access to higher education.**

a) **Social Factor**

- Lack of educational Facilities
- Domestic Responsibilities
- Job Restrictions

**Lack of educational Facilities**

**7: Are there enough facilities of education in your college?**

<b><u>FACILITIES</u></b>	<b><u>YES</u></b>	<b><u>NO</u></b>
<b>Library</b>		
<b>Computer Lab</b>		
<b>Hostel</b>		
<b>Female Staff</b>		
<b>Course offering</b>		

**8: Do you agree you cannot go for higher education because of limited course offering?**

- a) Agree
- b) Strongly agree
- c) Disagree

**9: Do you think, lack of hostel facilities is main barrier in your higher education?**

- a) To great extent
- b) To some extent
- c) Not at all

**10: What is opinion of your family regarding for females higher education?**

- a) Supportive
- b) Non supportive

**11: Who motivates you for higher education?**

<u>Who Favor</u>	<u>To great extent</u>	<u>To some extent</u>	<u>Not at all</u>
Father			
Mother			
Brothers			
Sisters			
Teacher			
Friends			
Others			

**Domestic Responsibilities**

**12: Are you involved in Domestic responsibilities?**

- a) To great extent
- b) To some extend
- c) Not at all

**13: What kind of domestic responsibilities do you have?**

<u>Domestic Responsibilities</u>	<u>YES</u>	<u>NO</u>
Cleaning		
Washing clothes		
Sticing		



Cooking		
Child look after		
Domestic chores		
Any other		

**14: Do you think your studies effected due to domestic responsibilities?**

- a) To great extent
- b) To some extend
- c) Not at all

**Job Restrictions**

**15: Do your parents give permission to do job?**

- a) To great extent
- b) To some extent
- c) Not at all

**If yes, what kind of job your parents like for you,**

<b>JOB</b>	<b>YES</b>	<b>NO</b>
<b>Public job</b>		
<b>Private job</b>		
<b>Only with females</b>		

**16: Do you favor of job after higher education?**

<b>Favor of job</b>	<b>To great extent</b>	<b>To some extent</b>	<b>Not at all</b>
Female must do job			
Female should do job to utilize knowledge			
Female should do job if need arise			
Female should not do job and stay at home			

**17: Why do you want to get higher education?**

<b>getting higher education</b>	<b>To great extent</b>	<b>To some extent</b>	<b>Not at all</b>
To secure job			
For knowledge			
To be respectable in society			
Its need of time			
To get educated spouse			
To achieve good standard of living			
To get educated spouse			

a) **Economic Factor**

**18: What is occupation of your father?**

- a) Public job
- b) Private job
- c) Business

**Parental attitude**

**21: Do your family prefer female education in which institution?**

<b>Institution</b>	<b>To great extent</b>	<b>To some extent</b>	<b>Not at all</b>
At Home			
At educational institution			
At Madarsa			

**22: Do your parents acknowledge about the girls higher education?**

- a) To great extent
- b) To some extent
- c) Not at all

**23: To whom, your parents give preference for education?**

- a) Son
- b) Daughter
- c) Both

**Please explain, why give prefer to son**

<b>Preference</b>	<b>To great extent</b>	<b>To some extent</b>	<b>Not at all</b>
<b>For better job</b>			
<b>For good pay</b>			
<b>For getting respectable status in society</b>			
<b>For secure future</b>			

**Please explain, why give prefer to son**

<b>Preference</b>	<b>To great extent</b>	<b>To some extent</b>	<b>Not at all</b>
<b>For better job</b>			
<b>For Knowledge</b>			
<b>For getting respectable status in society</b>			
<b>Giving preference to daughter interest</b>			
<b>For marriage in good family</b>			
<b>For getting respectable status in society</b>			

### **Decision Making**

**24: Do you have choice to get higher education?**

- a) To great extent
- b) To some extent
- c) Not at all

**25: Do you have choice to select the subject according to your interest?**

a) To great extent

b) To some extent

c) Not at all

**4: To investigate the restrictions which create obstacles in access to female higher education?**

**Traditions and beliefs regarding female education**

- Gender Discrimination
- Co-education system
- Early Marriage
- Distance to Educational Institution
- Pardah

**Gender Discrimination**

**26: What do you think what restrictions in getting higher education are?**

<b>getting higher education</b>	<b>To great extent</b>	<b>To some extent</b>	<b>Not at all</b>
Domestic reason			
Economic reason			
No interest of parents			
Self no interest			
Family restrictions			

No awareness			
Long distance			
Others			

**27: Is there separate institution or university for female students in your area?**

- a) Yes
- b) No

**28: Do you agree that girls should get higher education to another city?**

- a) Agree
- b) Strongly agree
- c) Disagree

**Co-education system**

**29: Do your families support co-education system?**

- a) To great extent
- b) To some extent
- c) Not at all

**30: Do you agree to study in co-education system for higher education?**

- a) Agree
- b) Strongly agree
- c) Disagree

**31: Who is more supportive towards your higher education in co-education system?**

<b>More supportive</b>	<b>To great extent</b>	<b>To some extent</b>	<b>Not at all</b>
Father			
Mother			
Brother			
Sister			
By self			
In Laws			
Others			

**Early Marriage**

**32: Is there trend of early marriage in your family?**

- a) To great extent
- b) To some extent
- c) Not at all

**33: Do marriage is a constraint in getting higher education?**

- a) To great extent
- b) To some extent
- c) Not at all

**34: Would you continue your study after marriage?**

- a) To great extent
- b) To some extent
- c) Not at all

**Distance to Educational Institution**

**35: What is the source of transportation to reach educational institution?**

- a) Private
- b) Public
- c) College transport
- d) Hiring

**36: Are your parents supportive to send you in other city for higher education?**

- a) To great extent
- b) To some extent
- c) Not at all

**Pardah**

**37: Is your family restricting in observing pardah?**

- a) To great extent
- b) To some extent
- c) Not at all



**38: Do you observe pardah?**

a) Yes

b) No

**If yes then whose choice?**

a) Your own choice

b) Family choice

c) Both

**39: Do you think pardah create hurdle during studies in educational institution?**

a) To great extent

b) To some extent

c) Not at all

**40: Please give suggestions to improve the female higher education in Pakistan?**

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