Impact of Social Institutions on Female Literacy: Evidence from District Layyah

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by

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CERTIFICATE

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Further, I have revealed and acknowledged all those sources from which I have acquired assistance and have properly cited those in the references.

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DEDICATION

I am dedicating this dissertation to my family and friends. I want to offer my wholehearted

gratitude to my loving parents, brothers, and sisters for their unconditional love and tried and

trusted support.

Abstract

This research study aims at investigating and exploring social institutions and their impact on female education in District Layyah. Various social institutions that exist and persist in the study locale are discriminatory towards females and have negatively contributed to the developmental outcomes such as female education. Research questions of the study have been formulated and designed based on reviewing available literature. The methodology of the study is such that mixed research methods or both qualitative and quantitative research methods have been employed to achieve study objectives. For quantitative data questionnaire was administered for 170 units of data collection including illiterate females, parents, and girls who are studying and for qualitative data focused group discussions were chosen for teachers and head-teachers including 20 teachers. Different statistical techniques such as frequencies and percentages and detailed reports of focused group discussions have been used for data analysis. Findings of the study show that various social institutions that are discriminatory towards females, such as son-biasness, early marriages, household decision-making authority, physical integrity, civil liberties, and access and ownership of resources are deeply rooted in the study area and creating serious hindrance for female education.

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Abbreviations and Acronyms

SIGI	social institutions and gender inequality
MDGs	millennium development goals
OECD	organization for economic cooperation and development
COL	Common wealth of learning
UNFPA	the United Nations Population Fund

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CHAPTER I

INTRODUCTION

1.1   Background of the study

In the prolonged history of mankind, women occupied a dominant position before the urbanization. In the ancient era, the notion of a goddess was prevalent instead of god. Due to urbanization and globalization, the dynamics of the society changed, and work classes generated like artisans, merchants, and agricultural laborers. Also, the power dynamics of the society changed and male is considered as the head of the household. This change in societal power dynamics gave authority and power of decisions making related to all family affairs to men Ahmed (1992).

Social institutions are the behavioral and relationship patterns that are highly entrenched in society and are responsible for the major functions of society. For example institutions of education are responsible for the production of knowledge and skills. Institutions of governance are responsible for administrative and executive purposes. And in the last cultural and institutions further, play a key role in the household decision making and value orientation. According to North (1992) and Sen (2007), social institutions are the formal and informal laws, social norms, and social practices that develop the behaviors, choices, and decisions of groups and communities. Social institutions are of two types, Formal social institutions, and informal social institutions. Formal social institutions are written laws, constitutions, and regulations that are imposed by some of the authorities. While the informal social institutions are the unwritten laws, norms, believes and the regulations of the society according to which whole members of the society operate (leftwich & sen, 2010).

MARTIN, (2004), denoted "Gender" as a social institution, additionally encouraged the sociologists to study gender as a social institution. Institutions are strongly social and created by collectivities of the groups and people who link, associate, and interact together. (Barnes 2001), equates social institutions with practices, and Tuomela (2003), views social-institution

as "norm-governed social practices. Social institutions are not fixed and they set parameters for the gender roles and are also responsible for the acceptance of the roles in the society (Jutting et al 2018). Social institutions are not good or bad in it selves, they are good or bad when they distribute inequality.

According to (Varma, 2006), women can't meet their opportunities as men, and also they can't allocate their time for work and enjoyment as men. Women are also unable to fulfill their basic rights like education. Also (Bista, 2004), asserts that parent's attitudes towards female education are discriminatory due to the social norms and religious beliefs. This general deprivation of women is more significant in rural areas. In Pakistan especially in the rural areas of Pakistan women are illiterate and are deprived of their basic rights like education. Various arguments have been developed to explain this specific deprivation of women from education. For instance, the deprivation of women from education is can be explained by early marriages and discriminated family codes and also due to the misconception of religious thoughts (Jameel & Mustafa, 2016).

In the words of Nelson Mandela, "Education is the most powerful weapon you can use to change the world". According to (Ashraf & Ismat, 2016), education is a broad term and it is not only the name of getting certificates and degrees but it creates and enhances self-empowerment. It is the major factor in changing and improving the behavior of humans. The change in behavior must be in social, mental, and economic human behavior. The importance of education can also be highlighted from the Islamic perspective that the first revelation on (P B U H) was about education. Also (Ashraf & Ismat, 2016), argue that education creates knowledge and awareness to meet the opportunities and increasing one's self-empowerment.

The female literacy rate varies between developed and developing countries due to improved and well established social institutions. (T. LE & Miller, 2010), in advocacy of this stance argued that female enrollment in Australia gained a significant increase in primary and secondary and higher education over the past years. The reason for this improvement is due to giving equal value to females in family-related decisions and also giving them productive value in the markets. In contrast, developing countries bear low female enrollment in primary and higher education it is due to giving less value to females in family decisions and also decisions

related to education. In Nepal, the females are busy doing household chores and care of their siblings and on the other hand, they have no authority to taking decisions related to education, property, and other resources. Parents have the responsibility and authority to make decisions of all family-related matters and also matters related to their education (Basnet, 2013).

Considering Pakistan a developing country, female literacy is low. According to (UNESCO, 2018), female literacy in Pakistan is 48% and it is due to the reason for the increased population. Education minister regarding this low rate of female enrollment argued that it is due to lack of resources and poor conditions of the parents. A study conducted by (Noreen & Awan, 2011), in Pakistan, argues that hurdles the women face in getting their education sare male dominancy in the society, their goddess nature in family decisions, the societal norms, and cultural values and beliefs. Pakistani society is a patriarchal society, so all the decisions and authority are given to the male body. Women are deprived of their basic rights like education due to the male dominancy, close-mindedness of the people, and social institutions like early marriages (Jameel & Mustafa, 2016).

Females are the building blocks of society. Females are playing a vital role in the economy. Fulfilling their basic rights is necessary for society. According to the United Nations, the provision of basic rights like education and health provision is necessary for all humans. Ban Ki-Moon, secretary-general, United Nations in favor of female education said that "There is no more valuable investment than in a girls' education." In the 21st century, women are aware of their rights like education. In a study of global economy and development conducted by (King & Winthrop, 2015), a rural young girl from Malawi claimed that "If only I can get educated, I will surely be the president." But social institutions and change dynamics of power and patriarchal dominancy are the main hurdles in the way of female empowerment.

Pakistani society is highly demarcated as a male-dominated society. It exists on the deep-rooted ideas and concepts of the patriarchy. Identified roles for both genders have structured the society. These gender roles create large gender differences across all social, economic, and political aspects. These demarcated gender roles result in men as providers and women as dependent on men and restricted to the boundary of the house. Abusive hierarchal management structures, conflicts between the domestic and work responsibilities, and disrespect from the male part of

the society are the major gendered based problems that female face in Pakistani society (Mumtaz, Salway, Waseem, & Umer, 2003). The institutions of the son biasness provides further support to the male part of the over female part and gives more value to son than daughter. Thus parents wish for having a boy or girl and devalue daughters. Son is preferred because of having socially constructed value, family honor and means of economic support for the parents in their old age. So boys get more educational, health and other development opportunities than girls. A study conducted by (Winkvist & Akhtar, 2000) in Punjab Pakistan argues that women of Pakistan had a very little control over their lives and most the women want a boy child because of economic reasons and women subordinate position in the society.

Also, the institution of early marriage is wide spread in Pakistan, which keeps women dependent in her whole life, first at their parent house and then on their husbands. Girls mostly are prepared in their early ages that how to care the family and engaged in household works which results in future wife. In Pakistani society majority of girls marry early (before the age of 18) and these are directly linked with the supporting social institutions and behavior, resulting in spousal violence. Spousal violence is directly linked with the early marriages (Nasrullah, Zakar, & Zakar, 2014). The institution of purdah gives further restriction and discrimination to female. This is directly linked with the honor and morality of the female portion of the society, which results in restriction of female mobility in public and private space. Research conducted by (Mumtaz & Salway, 2005) argues that women mobility in Pakistan and especially rural areas (pind) is highly restricted and purdah is considered essential and is seen to be biradri and girls honor. In Pakistan the family is the only and a very strong unit. Family is based on the patriarchal ideas and eldest male has the authority to make decisions of the family. And women are considered as inferior and any disobedience consider as religious and ethical obligation. A study conducted by (Hakim & Aziz , 2014) argued that Pakistan traditional and social norms which discriminate women in the field of mobility, decision making, political and resource and entitlements. Similarly the patriarchal decisions regarding major issues and matters of the house hold are considered vital and women have very little access to make decisions of the house hold. In rural areas of the Pakistan women have a large influence in rearing, caretaking and management. They are involved in the cutting grass, feeding and watering animals, but they have a very little involvement in making decisions regarding animal buying and which crop to cultivate. Mostly these decisions are made by the males and women have very strong belief in

norms and traditions which prevail in the society like "husband is Majazi khuda hai" (S, Randhawa, & Mehmood , 2010).

Women is stimulated to perform the role of a good mother and housewife within the four wall of the house rather than to become an educationist, socialist or community leader to work for the well-being of their society in Pakistan. In the study locale the female is restricted socially by the norms, practices and attitudes prevailed in the society. Women's social relations and their position in social structure is discriminated by social norms and practices. The stereotypic roles restrict females to the boundary of the house doing household chores affecting negatively the development outcomes like education. Females have no access to the public spaces and due the negative factors of the society their contribution to society is restricted and discriminated. Due to the social norms and practices honor is only attached to women, so they only have to do household chores and stay at home to protect the honor of the family. Also pardah institutions restrict the women role as community leader or SAR panch of the village. Pardah is considered compulsory in the study locale and it effects negatively on the social empowerment of the women at the study locale. Also the norms, attitudes and practices make women dependent on men, so they always have to obey the men. Sometimes norms and practices gain space in the religion and are als responsible for the low status of the females of the society. These factors restrict women not to participate in the community making and to develop the community. Thus socialization of children, hopes of the family and society, and religious and political limitations cheer lower status of women and high fertility.

This research study demonstrates that how social institutions influence the female literacy in the rural area of Pakistan especially layyah. Many NGOs and government organizations are working to empower the females especially in the area of education. But still the ratio of female enrollment is low in the Pakistan and it severe in the rural areas of Pakistan. So purpose of this study is to understand how social institutions are influencing the female literacy in rural area of Layyah.

1.2   Research questions
Educational policies are often designed without considering the significant impact of social institutions on female education. For instance, educational polices often do not take into account

child marriages, status of girls in the family, the opportunities and constraints faced by her in the family and sexual harassment in the school environment which are of course falls into the category of social institutions. The consideration of social institutions at the time of policy making can discover a lot of avenues where resources can be targeted to promote gender equality, female literacy rate, poverty reduction and development. Therefore, this research study focused on one main question.

- What types of gendered based social institutions prevails in districts of layyah?
- How gendered based social institutions are influencing girl's education?
- How policies regarding girl's education will be influential in the presence of gendered based social institutions?

1.3   Objective of the study
Following are the objectives of this research questions.

- To explore various types of prevailing gendered based social institutions in district of Layyah.
- To explore the relationship between social institutions and female education in district of Layyah.

1.4   Significance of the study
In developing countries and especially in Pakistan women's empowerment is of great importance, where 23% of people are living under the poverty line, child mortality is high and also the discrimination against female is high and women are exploited in all fields of the life (Amnesty International, 2008). The third Goal of Millennium Development wishes the attainment of gender equality and women's empowerment. Therefore, in order to fulfill the global promise, women's empowerment is vital. As stated earlier different programs and projects

are launched and actions are taken in order to advance the status of women but still different world reports show that the status of women in Pakistan is less adequate. Therefore, for improving the status of women a lot of research work is needed to explore the factors that can bring fast upgrading in the status of women.

In present study primary data was obtained by designing the own questionnaire and also formulating the focused group discussion and further the validity of the data is ensured by experts restrict supervision. In many past studies related to female empowerment and education geography, economic stats and religious believes were considered as their economic status was considered as a tool for measurement. . Therefore, in present study the empowerment and literacy of females is measured directly by operationalizing the concept of social institutions and developing indicators on the social intuitions and gender inequality index 2017. It is not easy to empower women in true sense. It needs the involvement of dedicated personals, dedicated people, large funding agencies and robust political will. Therefore, in order to draw the attention of these people and agencies, some empirical evidences and linkage between different social institutions and female education are needed to build. This end can be finding out by conducting scientific studies on gendered based social institutions, which are deep rooted in the societies.

The present study is not an end in itself; rather it is an attempt to explore the impact of various gendered based social institutions on female that can be used as guide line for the policy concerned and future researchers of this field.

1.5 Organization of the study

The recent study is concluded in five different chapters. First chapter of the study includes introduction of the study, research questions of the study, research objective and significance of

the research. Second chapter of the study is based on existing literature and include the review of previous work related to topic of the study. Third chapter is the research methodology which explains the overall methodology of the research. Over all research strategy and whole the procedures adopted for this study are described in this chapter. The subclasses contain research strategy, research design, and target population, locale of the study, methods of data collection, sample size, and sampling techniques. Also, methods used in the study locale are justified in this chapter. Fourth chapter describe the presentation of data, findings of the study and interpretation of those findings. The last chapter of the study consists of the conclusion of the study based on the findings of the study and policy recommendations of the study.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

Literature review provides knowledge and instruction to researchers concerning their research topic. It portrays the previous published work of scholars and researchers in the related field (Sekaram, 1992). The present review is an attempt to encircle the social institutions with respect to female literacy indicated in previous studies and works conducted by different scholars. This chapter consists of two sections. First section of the chapter present the thematic review of the literature. Different themes are constructed for this review considering the research topic including understanding the meanings of social institutions, importance of social institutions, importance and status of female education in Pakistan and link between social institutions and female literacy. The last section of the chapter includes the literature gap.

2.2 Social institutions

Social institutions are the structural components of the societies. They are the long lasting and interlinked patterns of behavior and association that are interlinked and maintain the society. They shape and order the behaviors of the members of the society (leftwich & sen, 2010). Similarly, according to (Denzau & North, 1994) social institutions are the formal or informal laws, norms or perform that set parameters for the choices and behaviors and choices of the groups and members of the society. Term social institution in twentieth century sociology is defined as "institutions are persistent and are not temporary. Also, institutions are macro, external and contain qualities and equality with main societal realms such as family, religion, education and polity. Institutions also meet the basic societal goals and needs and are important for the societal existence. Some authors like (Berger & Luckmann , 1966) describe society as "a collection of institutions" and they challenged the prevailing definition of social institutions by

the functionalist view as "positive" or necessary and linked it with the power issues. Berger and Luckmann highlight social institutions as "coercive power" and claim that elites claim and justify the rightness and necessity of social institutions for their benefits.

Social institutions play the core functions of the society. Social integration is only possible when social institutions are playing properly the basic functions of the society. According to the social institution's encyclopedia in quality of life research social institutions are important and have the basic position for the existence of the modern societies. Social institutions like other institutions regulate and control the behavior of the members of the society. Societies consist of a wide range of the institutions which facilitate human life and perform specific roles like institutions of the family, education, institutions for the labor market and institutions for the governance and law.

Sociological theories, functionalist approaches, Marxist-inspired conflict-oriented explanations, and neo-institutionalist approaches have the different imposing points regarding social institutions. Functionalist approaches in the belief of Durkheim and Parsons highlight the importance of social institutions for the maintenance of social systems. While the conflict oriented approach school of thought take social institutions as instruments of the realization of power and hegemony for the stabilization of the modern society due to prevailing inequalities and conflicts in the modern societies. The thinkers of the Neo-institutionalist theory Powell, DiMaggio and Williamson argues that institutions are important for the performing of the routine actions and also institutions make the environment of the societies more favorable and predictable for the members of that society. Institutions for education are involved in the production of skills and knowledge. Framing social institutions in term of facilitating and constraining practices depicts the structures of the institutions and its relations to power.

Institutions create constraints between the group members in choices and actions. Institutions show qualities of controlling characters. According to Luckmann and Berger, 1966 social institutions are the prevailing ideas of the elites and dominant class of the society which they use for their own benefits. Endorsing the above mentioned concept of social institutions (Giddens, 1984) argued people are the active actors who organize and reorganize the social institutions and also they decide that how they "maintain" and "changed".

Different forms of social institution exist and persist in various societies. These social institutions comprise on son biasness, early marriages, household decision making, physical integrity, civil liberties and access to resource and entitlements. These are proposed by social institutions and gender inequality index (SIGI).

2.2.1 Son bias social institution

Son biasness social institution is relating to giving preferential behavior for sons and devaluation to daughter. Son biasness is worldwide prevailing institution and it affects negatively on female development outcomes and well-being. According to (Pandy, 2003) parents invest less in daughter's health and nutrition causing gender gaps in breastfeeding and high mortality rates for daughters in childhood that generate negative impact on female health. This institution also creates different support for girls and boys in the way of getting education and the productive sphere. Son is considered as more productive and also consider as the old age economic security. Also associated with less resource allocation for the girls and creates constraints of the family and social expectations (Wang, 2005).

In the developing countries the ratio of male-female is high and is observed in many studies. Household shows more inclination to sons and more investment in son's health which results in not only less survival of the daughters but also it results in the less nutrient intake for

them and has severe effects on their health whole life (Barcellos, Helena, S, & Carvalho, 2014). Due to societal norms boys are considered as important for the continue family name and linage and have more opportunities in the labor market and are considered as the old age security for the parents. Endorsing this (Zhou & Yuan, 2014) argue that the risk for drop out and low enrollment foe girls is higher than boys so parents prefer son and give more value to them in the way of education and other development outcomes.

2.2.2 Early marriage institutions

Social norms and practices are the major factors that comprise and drive the complex process of the early marriages. Family value given to girl and the community expectation for the girl when he is ready for the marriage and also failed marriage laws are the most common practices and norms that are the major causes of the early marriages. Existing literature claimed that in most communities' parents think that educating girls is mere wastage of the time hence married her early is appropriate. A study conducted by (Lloyed & Mensch, 2008) early marriage is the result of the laws that fail to set the minimum age of marriage and the adolescent pregnancy and childbearing profile the outcomes of the girls. Also, the study claims that these indicators are directly linked to low female enrollment and high drop out.

Aftermaths of early marriages are not only limited to girl's education but also these are directly linked with the health and mental conditions of the affected portion of the society. The causes of early marriages are societal norms about female less productive role, low economic status, perception of girl's protection from, economic gains from the marriage and social status gained from marriage. The girls marry adolescent are unaware of the marriage life and conceive pregnancy early. They cannot appropriately handle the case of pregnancy and are at higher risk of the death (Jain & Kurz, 2007).

An early child marriage continues to be a strong social norm, particularly for girls. Young women and their offspring bear a number of poor social and physical outcomes due to early marriages. Exciting literature shows that early marrying girls besides of low schooling, have lower status in the families and husband, are at the risk of high maternal mortality, victims of domestic violence and have less reproductive control. Also early marriages results in a number of large social consequences, containing higher population growth, vast and rapid spread of diseases and increases the incidence of orphans (Field & Ambrus, 2008). Also (Otoo-Oyortey & Pobi, 2010) explore the connection between poverty and the early marriages. The author argued that both economic and social factors are responsible for the poverty. Early marriages negatively affect the development outcomes like education and health and results in the prevalence of the poverty.

2.2.3   *Family decision making institution*

In the recent era family is considered as the major block of security and emotional attachment. Historic changes in the structures of the society shift power dynamics in the family towards patriarchy. According to (Hakim & Aziz , 2014) in developing countries like Pakistan family is considered as the basic functional unit and these based on the dominant patriarchal ideas. Author argued that Pakistan is pure patriarchal society and conventional believes and norms that drive the society gave low value to women and girl in development outcome like education, health, population growth and making decisions relating to child rearing, education and making purchases for the family.

Participation of male and female in making decisions of the household determines the equality of the distribution of the resources for the girls and boys. Households based on egalitarian basis are less likely to discriminate between girls and boys. Various scholars have

argued that the household resource division prefers boys more than girls (Sen & Sengupta, 1983). The unitary model given by (BECKER, 1993) also known as "common preference" model, is grounded on the idea that decisions made by the single member of household are good for the well-being of the entire household and all the resources distributed by the head of the household are well distributed. But in a patriarchal society where male are dominant decisions regarding well-being of children related to their education, health and other development outcomes it creates gender biasness. And as a result, boys get more allocation of resources than girls. Women when take part in the decision making these are less gendered biased or prefer girls too. Intellectuals argued that women are more altruistic than men, and when only father take part in decision making they favor boys more than girls in allocation of resources (Thomas, 1994).

In view of these household issues decisions regarding household expenditures, decisions regarding children schooling attainment and decisions regarding health expenditure show the level of fathers and mothers' involvement in the household decision making and the involvement effect on the children development outcomes. However, existing literature claims that less egalitarian decision making in the household contributes to gender inequality which results in less schooling. For instance, (Song , 2008) argued that household expenditure patterns are linked with the bargaining power of the women at the household. Research explored that expenditures patterns are discriminatory towards female.

2.2.4 *Physical integrity institution*
In order for the existence gender related social-order domestic violence is the tool used by the family, society and state to silence the resistant voices of the female. It makes sure that women in order to maintain family, society and state will admit the gender hierarchies of production and reproduction and keep alive their lioness. According to a report of UNFPA, 2004 domestic

violence is the most common gendered based violence and is justified practice in most of the developing countries. Beating wife is the most common norm and it is accepted by the society and also is justifiable in developing countries like India and Malawi and other countries (UNICEF, THE STATE OF THE WORLD'S CHILDREN 2007, 2007). Less severe form of Domestic violence that most of the women face constitute pushing, hitting and slapping. For instance, (Stets & Straus, 1990) argued that most the intimate family partner violence victims do not require medical treatment. Instead, a lot of physical health complaints like severe pain or fatigue, eating disorders and urological disorders.

Intimate partner violence is worldwide problem of both developed and developing countries and is deeply rooted in the societal norms. Domestic violence and education have a causal relationship. Study conducted by (Erten & Keskin, 2016) in turkey suggests that rise in schooling year led to an increase in self-reported physical, psychological and economic mechanism behavior. Patriarchal beliefs are rooted in developing countries which regulates the subordinated position of women. Male dominancy over women is a through the institutionalized limiting behaviors, norms and the gender ideology which only connect the honor of family and to female virtue. For instance a study conducted by (Hadi, 2017) suggests Religious connotations are given to such immoral, unethical and hurtful norms and practices which target at maintaining the low status of the women in the society. Odd and dishonorable customary observes in Pakistan involve rape, domestic violence, honor killing sexual and verbal harassment and forced marriages.

Female not only face violence and harassment in home and community but they also face violence, sexual and psychological harassment and bullying in school by the male teachers, male students and the staff. For instance, according to the report given by (IACHR, 2011) girls,

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particularly adolescent girls, are more victims of the discriminated norms of the school. School based violence restricts the girl's freedom of the movement and sexual violence and harassment committed by male teachers and students.

2.2.5 Civil liberty institution

This institution captures the participation of the both genders in the public and political sphere. For the sake of the equitable development and social justice the voice and participation of both genders is in public and political sphere is mandatory. Civil liberties are considered to be the most basic individual right including freedom of voice, freedom of expression, freedom of movement and the right to information. According to the international deceleration of the human right, 1948 civil and political rights are major source to protect the civil liberties.

In the resent male dominant society women are restricted and discriminated towards the basic individual right of freedom to political and social sphere. Developing countries girls are at higher risk of being excluded socially and politically. For instance, a study conducted by (Hallman & Roca, 2007) suggests that women and girls are mainly excluded socially and politically from the age of puberty and early marriages. Also, the research argues that this phenomenon of excluding the girls is most common in the developing countries and is deeply rooted in the customs, norms and traditions of the society. Endorsing the above notion (Lewis & Lockheed, 2007) socially excluded girls are mostly from the developing countries and it is due to the interaction between the gender, culture and norms. Also, poverty, ethnic groups, religious and racial minority societies give more power to men and less to women, that's why women have limited access to public and political sphere.

(Brady, Assaad, Salem,, Salem, & Zibani, 2007) Argues that that restricting and excluding women propagates poverty and negatively affects the development outcomes.

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Restriction of girls from public and social spheres means limiting their access to education, markets, services, resources and decision making. Restricting women civil liberties means power in all the matters is given to the male part of the society which ultimately affect the self-esteem negatively. Also, it defines the gender roles and boys are given the freedom of movement and women are restricted to the four wall of home and always busy in doing household chores. In line with this study (Mensch, Ibrahim, & El-Gibaly, 2003) claimed that stereotypic gender roles and development outcomes are connected with the restricted civil liberties. In developing world social practices and norms discriminate girls more than boys; hence boys freely got access to the public and political places and are economically productive. Point of the researcher here is that because boys contribute more in the house hold economy, so boys get more investment and resources compared to girls in the way of education and health.

Consequences of restricting female mobility are wide spread economic, political and social on the female, family and on country level. Excluding a large portion of the society and limiting them only for a non-paid work purposely (societal norms, traditions and believes) or unintentially (to protect female from evil doing) has negative impact on the female education, individual economic well-being, household well-being and over all country economic growth. According to a council research controlling female mobility not only has materialistic affects. Also, they have less peer network (Amin , Mahmud, & Huq, 2002) .

2.2.6   *Institutions for the resource and entitlements*
Owing resources and entitlements is a well-organized and widely accepted truth to compete with the barriers of life like illness, natural tragedies and other weaknesses. The laws and rules control and regulate both the access and right to both natural resources and land. According to (Jones, Harper, & Watson , 2010) social institutions observes the right, access and entitlements to

natural resources and other resources like land and capital for all the genders. Also, the study shows that ownership and access to land is important for the men and women well-being. Extensively research studies indicate a direct link between the increased poverty and the lack of owning resources. Improving life of the individual, household and for gaining economic and political power, it is important for a men and women to own resources and have equal access to resources (Deere & Doss, 2006) .

Observing the gender magnitudes of the asset's ownership and access to resources studies show that men has more control over assets ownership and access. Ownership of natural resources, land, house, livestock and other productive resources men has the power to control and regulate while women has a very little or no influence to control these kind of assets and also access to these assets (Doss , Grown, & Deere, 2008). In the patriarchal societies not only, there is gender discrimination and women are at higher disadvantage of not being owned and access to resources but also there are unequal patterns for distribution and consumption of the income. Men save and consume income according to their own will on individual and household level, but women can't save and consume according to their own will. According (Quisumbing & Maluccio, 2003) that men and women make use of money differentially and there are many incongruities in using and owing assets differentially. The author also claims that owning resources and having free access to those resources correlates to more power in the household and prominent spousal status and identification.

The literature given above indicates the social institution that discriminate the girl and women from resource and entitlements and access to these resources and entitlements. Also, various studies have been conducted to highlight the causes of these kinds of discrimination and their consequences on girls and overall household. In most of the developing countries the first

the girl's parents' family male sibling or male parent control and regulate the assets and resources and after marriage husband control and regulate the assets. Social norms, customary marital and inheritance laws that prevail in the societies and have more recognition than the legal frame work are the main cause that are hurdle in the way of the female control over assets and resources. The In line with previous statement (Deere & Doss, 2006) argued that throughout the life cycle girl's wealth and assets are patterned by the institutions of the family, state and community market. Also, the scholars point of argument is that due to prevailing norms and traditions the labor markets and productive firms are discriminatory towards women, so they are less productive compared to their male peers and hence restricted access over assets and have lack of ownership of assets. According to (Agarwal , 1994) ownership of land authorized women through becoming them fruitful in the market, raises gender equality and work for the well-being of the individual and household ultimately decreasing the poverty dimensions. Women having no or little access and control over resources socially excluded from the society and hence are considered as less productive and unable to get education. studies show that women having control and access to resources either they are shared with husband and other male members contribute a higher proportion to the household well-being. Also, the study claims that there is a positive relation with the women control and access over resources and female schooling (Katz & Chamorro, 2003).

2.3. **Importance of Female Education and Worldwide Level of Female Education**
Education is considered as major factor of success. Education generates knowledge that helps to understand the environment and nature. Education brings the way to learning and awareness both are helpful in every aspects of the life. Nature and nurture both are understood by the knowledge generated by education but not only studying books (King & Winthrop, 2015). Education is important for both male and female portion of the society. Investing in the female education is

much better investment for the community, society and also for the family. Educating a girl is also kick-start for the vicious cycle of the development. Ban Ki moon the general secretory of united nation in the favor of girl's education said, "there is no more valuable investment than investing in girl's education".

(Fatima, 2011) Claims in favor of female education that females are the prominent part the country and the education of females have significant role in the GDP and overall economic growth of the country. Also endorsing the importance of female education, the author argues that women's education is very vital for the well-being of the society as household's well-being is an important key for the community development. An unidentified scholar has said men and women both are important for the well-being, so give what is for men and given women that is her. Education is considered as the major factor of the "empowerment" and improving overall well-being. For instance, endorsing this (Hulton & Furlong, 2000) argues that empowerment is important for all and especially male dominated society's empowerment for girls is more important. Education from primary to higher level is a key for the empowerment and economic and agricultural productivity.

Despite knowing the importance of the female education, facts and figures of the both developed and developing countries gender gaps in education still persists and especially gender gaps in developing countries show a very awful discrimination for females. (Verner, 2005) Argues that female education is the world is very low compared to the male education. also, the author clarifies that 95% of the world population is out of schools due to high population growth rate, poverty and low quality of schools and about 70% out of them are females. Level of female education in developed countries like Australia is higher than that of developing countries. Reasons for this increase in the female education are both social and economic. The family status

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is significant and stable the in the market women pay equal as per their qualifications (Le & Miller, 2014). Various studies still show that adult women are at higher level of illiteracy, study claims that in developing countries the ratio of the female literacy is lower than the male literacy. Many literacy programs are working to promote the female education and also in the recent era female education got too much attention because female education is important for the social and economic development. But still female literacy is hindered by the factors such as child care, lack of time, religious and traditional norms that restrict women's activities to domestic boundaries (Wetheridge, 2016).

The situation of the female education especially in the Asia is very disgusting. Gendered biasness is at its peak that's why most of the women are bounded at home and unable to get education. (Toor & Parveen, 2004) Claims that Asia carries a large proportion of the females that even can't read and write properly, and it is shameful. Gender disparities in education are higher in the south and west Asia. According to a report of (UNICEF, A fair chance for every child ; The State of the World's Children 2016, 2016) A very high literacy gap persist in male and female literacy as compared to the global literacy gap in these specific areas. Girls comprise a major portion of the society who is unable to get education, 15 million school age-girls who wanted to read and write and have wish for their bright futures have never gone to school (Galguera, 2015).

2.3.1 Status of Female education in Pakistan

Pakistan is included in the developing countries with high growing population rate. Currently the country is facing a lot of problems including low economic growth, political instability and other problem is growing population. Pakistan is included in the countries of low literacy ratio of both genders' male and female, and the literacy of female is still very low in the country. A person

who is able to read and write his/her name is included in the list of literates, but despite of this criterion the literacy rate is very low. A literature provided by (Mustafa & Khan, 2016) shows that women are less educated than males in Pakistan. Also, the study suggests that a higher portion of population contains young males and females, but still they are unable to get education and women in this situation are at higher disadvantage. Male dominating society, men thinking and people's non-serious behaviors towards female education are the main factors that deprive women from their basic right of getting education. (Noureen & Awan, 2011).

A study conducted by (Mehmood & Hussain, 2018) claim that despite giving importance to the education of both genders by developed and developing countries, female education in the developing countries is neglected and same is the case for Pakistan. Also, the study stated that female participation in education in Pakistan is increasing at a very slow speed. It has been improved from o.276 million during 2001-02 to 1.298 million during 2014-15. But the female statistics are very low due to the socio-economic and cultural reasons. In the list of the higher young illiterate population Pakistan is included in the list of the top ten countries. And studies suggests that this situation will be most worst till the end of the 2015, still the country is unable to achieving the target of 95% female enrollment in the primary education (UNESCO, 2012). Also, according to the facts and figures provided by the Pakistan bureau of statistics 2015, there is a huge difference between the education of male and females. Male enrollment ratio is 56% and the female enrollment ratio is 38%, which is very low.

The existing literature proclaims the negative impact of the social institutions on female literacy. Although empowering women is the center of many studies and programs, but still social institutions pose significant barriers in empowering women. Norms, values and traditions, i.e. early marriages, physical integrity, son biases and domestic violence hinders female

education and other opportunities. (Cerise, Francavilla, Loiseau , & Tuccio, 2013). Similarly, revealed that the early pregnancy and school dropouts are linked with early girls' marriages.

Son bias is also negatively associated with female education because son is socially considered as the main source for the future financial support (Wang, 2005). There are more chances of girl's mortality as compared to boys under the age of five years. Also, there is less investment in girl's health and nutrition as compared to boys (Pandy, 2003). Similarly, a research is conducted in a hilly village of the china named "diandong" by (Li & Lavely, 2003). This particular research finds that there is a higher birth planning and also son preference is high. Women status is low as compared to men and education shows this difference in a better way. There is a big difference in education of men and women. More women are illiterate or semi-literate as compared to men. Son preference in Chinese culture is well documented and is in some respects archetypal, its intensity varies with social, economic, and cultural circumstances. This research finds that most of the respondent think son as a source of their old age financial support.

Inheritance laws also discriminate women and devalue them and also make them dependent on men. Due to such social institution women deprive from education and become victim of the domestic violence .for example according to World Bank report (2010) due to inheritance laws Which are rooted in the social norms women have no inherited financial assets like land and capital, so they are dependent on men and also have less decision making power in the household.

The research paper is drawing on the SIGI data. Gender gap in primary school education is analyzed with the SIGI and its sub-indices. A linear regression model is estimated, controlling for country income level and urbanization. The SIGI bears a significant and negative relationship

with gender gap in secondary school enrolment (Cerise, Francavilla, Loiseau , & Tuccio, 2013). A similar research was conducted to analyze the relationship between the social institutions and female education. Very impressive work has to done to close gender gaps in primary school enrollment but still gender gaps remain in the secondary school enrollment in some part of the world (OECD, 2012).

Not only social institutions influence girls' access to education, they also influence their subject choices. A study conducted by (Baeman, Duflo, & Pande, 2012) shows that chances of women enrollment in engineering and biology subjects are greater in countries having less discrimination and vice versa.

Although the agenda of MDG 2015 gives importance to eradicate gender inequalities and focuses on the indicators that are the cause of women lacking behind in every field. But it does not tell us about the social institutions which are the main cause of the gender discrimination in education and other development outcomes. This research study reveals and tells the gender discrimination indicators which are crucial for the post-2015 development agenda. It tells about the disjuncture between the laws and attitudes of the population. For example, inheritance laws are there but due to the norms, values and attitudes they are failed to implement. Social institutions related to gender inequality gives additional tools to understand the level of discrimination faced by the women in any dimension of the country and region (Cerise & Francavilla, 2012). Similarly, UNFPA (2007) report shows regional differences in the dimension of son bias. In this case the region of south Asia shows the highest level of discrimination as compared to Europe and central Asia, Middle East and North Africa.

Education is the basic right for both the male and female, as included in the Convention on the Rights of the Child (1989). Early marriages deprive women from their basic right like education. Furthermore, (Sekine & Hodgkin, 2017) shows that child marriage and school dropout are connected with each other and have vast impact on the girls. This study identifies the grade at school on which girls face more risk to drop out from school. Risk of school dropout is its peak when girls enter to their 8th and 9th grade. Study shows that more married girls are out of school than their unmarried peers.

Literature also shows that social institutions are the major factors that explain the development outcomes. Gender roles are defined by the social institutions so that they should be considered while measuring gender inequality outcomes apart from geography, political system, religion and level of economic development. Social institutions deprive women from their autonomy and decision making power in the household and also increase cost for girl's investment. They are negatively associated with female education (Branisa, Klasen, & Ziegler, 2010).

Social institutions also affect the return to education both for boys and girls. Girls have lesser return to education then boys, so it negatively affects their education. A similar study was conducted by (Mussa, 2009) that due to market labor restrictions and wage gaps for girls and boys in the labor market parents less educate and less invest in their daughters. Also, it is socially accepted that boys are the old age security for the parents. And after marriage girls have to leave the parents' home and also it gives loss to family labor. Parents expect low return to education from girls, so they do not invest in girl's education.

Investment in female and male education is also based on the rate of return to that investment. Parents prefer male education investment compared to female because of high rate of returns. Similarly, Beker's theory of human capital argued that educational decisions are made on the basis of cost and benefits. Australian bureau of statistics shows that there is more female enrollment than males. This rising level of female education in Australia is due to the well-established and non-discriminatory social institutions like family characters (Le & Miller, 2014).

Mix of policies is required to lessen these effects of social institutions that deprive women from their education. Awareness among the peoples, community programs and harmonization of laws and economic incentives for girls are some practices that can break this false wall. For example, a program *Apni Beti Apna Dhan* program was started in India to give cash incentives to those girls who remain unmarried till age of 18. So due to this program parents increased their investment in daughter human capital (SINHA & YOONG , 2009).School based programs should be start at the schools, aimed at girls delayed marriages. These programs should be started at fifth grade because this grade level is more risky for girls to drop out from school (Sekine & Hodgkin, 2017).

2.4 Literature gap

To change social institutions is difficult because it is the mindset of the people, so this study suggests lessening this effect of the social institutions state should make polices and introduced such programs which are in favor of females. State should implement such laws which fight against discrimination and also subsidies should give to mothers to empower them (Branisa, Klasen, & Ziegler, 2010). Policies that promote the women status should lessen the preferences for son. More education for the women, more economic opportunities, and exposure to the world beyond the village will erode son preference in long run.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter of research study consists of the description of overall research process that determines that the research will be conducted. Over all research strategy and whole the procedures adopted for this study are described in this chapter. The subclasses contain research strategy, research design, and target population, locale of the study, methods of data collection, sample size, and sampling techniques. Also, methods used in the study locale are justified in this chapter. Above mentioned procedures and techniques will help the researcher in gauging his results and leading to conclusion.

3.2 Theoretical framework

History of mankind, particularly after the advent of agriculture is devoted to gender discrimination. The pre-agricultural world was ascribed by fair division of labor1, therefore; the practice of gender discrimination is post-agricultural phenomenon. For instance, as argued by Ritez (2000) the patriarchal dominancy has created inequality in opportunities and paves the way for gender discrimination. Women, the half-population of the world have been discriminated by men and in a reaction, familiarized the world with concepts and ideologies such as Feminism in order to bring equality in human society. Feminism is a range of ideologies, political and social movements that advance voice for the equality of both the sexes Men and Women. Apart from other demands that Feminism put forward, equal opportunities in the domain of education is the most concerned one. As far as education is concerned, liberal feminist theory takes in to account equal opportunities, socialization, sex roles and discrimination. However, women have been

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[1] Marx coined the sexist term for this fair distribution of work as natural division of labor. It was natural because women's were busy with ''gathering stuff'' as their natural endurance did not support what men were doing "Hunting".

deprived of their basic right to education especially in developing part of the world. The discriminated gender demands equality as necessary for their survival. This inequality can be eradicated by changing the pattern of the division of labor, key institutions, and especially social institution.

Liberal feminism aimed at protection of equal opportunities for both Men and Women. According to this ideology, the existence of biological differences of both sexes cannot be avoided but the prevailing gender discrimination is not on the basis of biological differences alone but sources of gender discrimination also came from social domain. That is, social institutions like early marriages, house hold decision making and son bias are the creators of gender discrimination. The advocates of Liberal feminism mainly focus on the elimination of such institutional bias and give importance to the implication of the gender equality laws (Naz, 2011). Similarly, Bell (1984) has focused on the liberal feminist theory and highlighted various issues such as, reproductive abortion rights, sexual harassment, voting, and education.

Social institutions can affect Development outcomes such as education and health. The impact of social institution on education has been analyzed in various studies. Social institutions if developed in a discriminatory way can have strong negative effect on female education. For instance (Branisa, Klasen, & Ziegler, 2010) shows that the underlying social institutions like early marriages, family codes, son bias and prohibited property rights can reduce women potential in the domain of education. Early marriages are the basic cause of female dropout in high school. There are no opportunities for girls to carry on their educational carrier in case of early marriages. For instances, Lissovoy & Hitchcoc (1965) have shown that, at high school due to early marriages the dropout rate of girls is higher than that of boys. In other words, early marriages negatively affect female education compared to women.

Son preference is the wide spread phenomenon in developing countries especially in backward areas. This practice is more common in families characterized by low socioeconomic status. For instance, Arnold (1987) revealed that the trend of son biases is very common in south and Asia, East Asia, Middle East and North Africa. In these countries, son is preferred on the basis of future benefits that are conditionally associated with son and family can only enjoy those benefits if the son is preferred compared to daughters. Due to scarcity of resources, son bias is more common in backward region and thus becomes a norm in these regions. Consequently, there can be observed less investment on female education in developing countries. For instance, Filme (2005) argued that son is preferred due to the roles that are given to them. Sons are considered as the financial security of their old age parents and found evidences for more investment on male education compared to women.

Social institutions like early marriages, house hold decision making and son bias can largely impact female education. Eileen Byrne (1979) argued that separate provision of education for girls provide inferior facilities and less opportunities for girls. If this rhetoric persists then in the labor market boys and girls are treated differentially. Socialization of both sexes is crucial for inclusive growth of the society. Socialization for both boys and girls is necessary to be developed by the family, media and school because the traditional attitudes and orientations limit their futures by constructing the unnecessary professional and family stereotypic roles. (Serbin, Poulin-Dubois, & Sen, 2001) Argue that 'sex differences' have always been a concern within American educational research. Mostly the educationalist researchers are men and very few are women and this pattern is because of sex differences.

Institutions whatever it takes form can reduce uncertainties in the overall structure of the society by providing incentives. Institutional development both at formal and informal level

varies from society to society. Developing countries are again behind in the race of institutional improvement because intuitions in those parts of the world are providing incentives that are extractive in nature. The evolution path of Gendered based institutions starts from family relationships. Such gendered based social institution provides incentives to make the women weaker and weaker. Indeed, by maintaining the women illiterate, society can normalize the gendered based social institutions into the society. It is the case that, in developing countries the gendered based social institutions are playing a fundamental role in women education. Again, in the case of developing countries the girl's enrolment is low compared to boys. There is a possible connection between gendered based institutions and female education because both of the phenomenons prevail in developing countries. This study is devoted to firstly, to explore the gendered based social institutions in the district of Layyah Pakistan and secondly it will explore the possible connection between the gendered based social institutions and female education in Layyah.

3.3 Definition of Key terms
Following are the definition of the important terms which are used in the research.

Social institutions

Social institutions are the patterns of behavioral and relationship that are highly interlinked and function across whole the society. According to North (1992), social institutions are the rules of the society. They shape the behavior of the society.

Gender equity

It refers to equal treatment to both the genders so that they can enjoy the equal basic rights.

Drop out

Drop out means not to complete the schooling.

Son bias

Son bias is defined as giving values to sons and devaluing daughters.

Physical integrity

It gives importance and emphasizes to the autonomy to the human body.

3.4   Research strategy

Research strategy is basically considered as glow stick for the research. Research questions and nature of the subject which is under investigation determined the research strategy (Denzin & Lincoln, 2005). Therefore, the layout of research used in the course of examination should be witnessed as an instrument to answer the research questions. In this research study researcher have opted mix method to examine and investigate the research questions keeping in view the nature and of the research questions.   Both quantitative and qualitative methods of data collection are used to obtain the information. Quantitative methods of data collection are used for UDC 1, UDC2 and UDC 3 and for UDC 4 qualitative methods are used to extract formations.

3.5   Research design

Research design is consider as the guide and plan for the researcher to help researcher in finding and answering the research issues, research questions and make researcher able to meet the objectives and aims of the research. Research design purposes to building exploration which helps to classify variables and relationships prevailing among those variable (S Wang, 2012). A research design is consider as glue that holds all elements of the research together (Kombo &

Tromp, 2006). This research study is based on descriptive research design to describe the impact of social institutions on female literacy. This research design is appropriate because it describes the phenomenon well and sought give correct description of that phenomenon. Descriptive research design is opted to examine and explore the impact of social institutions on female literacy. The reason behind choosing this research design is that because the research entailed research questions that concerned with "what" rather than "why". This research design is appropriate for the research study, because it deals with the exploration of the social institutions and their relationship with female education.

3.6   Data collection methods

Research methods talk about all the methods which are involved in conducting the research study. Research methods comprises of all the methods which are used by the research in conducting the research (Kothari, 2004). Different researchers used different research methods for the collection of the data, but in social sciences most commonly used instruments for the collection of the data are questionnaires, interview schedules, focus group discussion and other observational forms. The current research includes both the quantitative and qualitative methods of the data collection. Data was collected from both the primary and secondary sources. In this research study data collected from secondary sources comprises of different governmental and non-governmental organizations and offices which are specially working for the female education and also are working for the betterment of the female education. Primary data of the current study has been collected with the following different techniques,

In this study following data collections is used for the sake of obtaining deep insight in to the problem under study;

- Questionnaire with closed ended questions

- Focus group discussion

Collecting information from a large and diverse population a questionnaire is good instrument. Also questionnaire is inexpensive, time saving, confidential, less biased and reliable tool for collecting information (MWANZA, 2014). The focus group discussion was used to collect in-depth data and to make understanding what the respondents think and feel about the particular phenomenon. The reason behind using these two different instruments of data collection is to cross check the information and data obtain from these research instruments.

3.6.1   Questionnaire

The researcher has conducted a survey questionnaire of 150 respondents including illiterate females of age 20-30, school going girls of age 13-17 and parents to complete the questionnaire. Structured questionnaire was used to collect data from the respondents, because this type of questionnaire is easy to administer and inexpensive. In line with this (Kothari, 2004) indicated that that structured questionnaires are relatively very simple and easy to manage and also are presented in the same wording to respondents and are easy to analyze. In constructing and developing the questionnaire the researcher has gathered information and data from previous studies and different case studies. The aim behind using questionnaire was to validate and cross check data obtained from focus group discussions. Researcher opted simple statistics such as frequencies and percentages to analyze data obtained from respondents.

3.6.2   Focus group discussion

The current study contained focus group discussion as second instrument to extract in-depth information from the study population. According to (Henink, 2014), a focus group discussion

(FDG) is a research instrument used in qualitative studies to obtain in-depth and extensive information using a well-organized and controlled discussion. Focus group discussions usually involve a group of the people to discuss the certain prevailing phenomenon. The research objectives and questions are well described and guided by the researcher and the moderator in front of the respondents and using social dynamics the respondents reveal important facts, attitudes, believes, perceptions and about the certain issue and topic which is under investigation (Gibson,2012). Focus group discussion can produce the in-depth and a continuous series of data in a very short span of time and help the researcher to understand more deeply the research issue. In social sciences the ideal size of the group discussion involves 8-10 respondents (Hennessy, 2002). Considering all the criterion of the focus group discussion the current research consist of 2 focus group discussions. Teachers and head teachers are the respondents of the focus group discussion, because they have in-depth and detailed information regarding social institutions and female education.

3.7   Units of data collections

Units of data collection are vital and play a very important role while conducting a research. While choosing the respondents from target population for collection of data for current research, researcher made a very careful and meaningful approach. For collecting primary data through closed ended questionnaire and focus group discussion researcher has opted following four different units of data collection. Because the aims and objectives of the current research are exploring the various types of social institutions and their impact and relationship with female education, so researcher has chosen participants of following different types;

1. Illiterate females of age 20-30

2. Girls of age 13-17who are studying

3. Parents

4. Teachers

The data collected from secondary resources comprises of different governmental and non-governmental organizations working for the sake of improving female education and social institutions, books and districts and tehsils educational offices.

Explanation for UDCs;

UDC-1: Illiterate females of age 20-30;

Including illiterate female as a unit of data collection will uncover the real facts and problems that why they have not got education and how social institutions treat them in the society where they are living. According to commonwealth of learning women of the age 20 marry in their younger age and have one or two children when they reach the age of 20 or 20 plus. Also because they are married they have to be dependent on their husbands to pursue education, any income generating activity or to pursue their carrier. So this reason to include illiterate females as a unit of data collection to understand the relationship between social institutions and female literacy. Also a research conducted by (Sanumaiya Bhandary, 2011) in Nepal with a topic of understanding some cultural barrier to female education used illiterate female as a unit of data collection.

UDC-2: girls of age 13-17 who are studying;

Girls who are studying are important unit of data collection because they have the knowledge about social institutions and have experienced these institutions on the way of their education. The reason behind this particular age gap is that when going to school parental fear and attitude towards their teenage daughters. According to C.O.L teenage girls are more likely to get early or

forced marriage. And the girls of age 20 plus are more victims of stereotypic roles and views in the society that there is no need much of education when they are going to get married and have children. Also (WABUTI PRISCAH, 2014) used girls who are studying as a unit of data collection while conducting a research on the factors influencing the girl's dropout rate in Kenya.

UDC-3: Parents

Taking parents as a unit of data collection will give us the in depth information about the prevailing of the social institutions as they are the head of the family. Being the head of the family they have experience and knowledge about society and social institutions. They are head of the family and to know their attitude and believes about female education is another reason to include parents as unit of data collection (Ahmad, Abbas, & Ghaffoor, 2014).

UDC-4: Teachers

Including head teachers of the school as a unit of data collection will give the overview of the female literacy ratio. Data collected from teachers will help us to understand more precisely the impact of female literacy on female literacy (MWANZA, 2014).

3.8   Sampling Technique

Sampling is a very small portion of the whole population which represents the whole population. It is very difficult and sometime impossible to collect data from whole population that is why to make research possible sampling has to be done. Choosing sample for larger population is necessary because of lessening and ruining the randomization and also the researcher has limited resources (Alkassim, 2016).   For conducting current research various kinds of sampling

techniques can be used. But the researcher has followed the simple random sampling, purposive sampling and convenient sampling to complete the process of data collection. For girls of age 13-17 who are studying researcher opted simple random sampling to collect data. The reason behind choosing simple random sampling is, firstly it is unbiased method of data collection and second girls due to cultural restrictions feel hesitation to interact with male part of the society. So I used simple random sampling and collect data from randomly chosen girls where I grant permission to obtain data. For illiterate females of age 20-30 I used convenient sampling. The reason behind using convenient sampling technique is, the locale area of the research study is basically rural and due to cultural restrictions and barriers female mostly stay at home and is nearly impossible for a female to meet anyone out of family for any reason.   For parents and teachers I have opted purposive random sampling. Purposive random sampling comprises of some basic characteristics. In this sampling the researcher only chooses that respondents which have some higher educational status, political background or have in-depth information (Sulaiman, & Alkassim, 2016). On these bases I have opted purposive sampling for parents and teachers and head teachers.

3.8.1   Sample size

Sampling is that part of the research which shows that how objects are to be selected for the surveillance. Sample size is that portion of the whole population which is selected for observation and represents the whole population (singelton & straits, 2002). The data collected for current research study meets the criterion of the mix-method research strategy and enough for answering the questions of the study and to fulfill the research objectives. Considering the locale of the research as a universe 150 is final sample size for the quantitative portion of the research

and 20 is sample size for qualitative portion of the study. These are the final sample size of the study because the over lapping of the information and data started.

Table 3.1: Summery Table of Data Collection

Sr. #	Unit of Data Collection (UDC)	Sampling Technique	Sampling Size	Instrument for Data Collection
1	girls of age 13-17 who are studying	Simple random sampling	50	Questionnaire
2	Illiterate females of age 20-30	Convenient sampling	50	Questionnaire
3	Parents	Purposive sampling	50	Questionnaire
4	Teachers	Purposive sampling	20	Focused group discussion
			170	

3.9   Procedure of data collection

After getting the approval from the Pakistan institute of development economics the researcher approached the units of data collection. To carry out the study, permission was taken from all the units of data collection, and also, they were believed to make their identity anonyms. Obtaining data from girls who were studying the authorities of the schools were informed and after their permissions the respondents were given questionnaires. For illiterate girls and parents (who were illiterate) questionnaire was read in their native language and was filled by researcher.

For focus group discussion all the respondents were given the basic information regarding the topic of the research study and research questions to extract relevant information from them. Questions were asked by the researcher and noted down by researcher and

moderator, which was also a qualified and experienced. The researcher used notes and follows the thematic written questions to stay focused and extract relevant data. The built points of the answers were noted and written in order to make sure that he did not miss out anything during the interview. the extra data was taken from school's attendance registers and educational offices.

3.10   Data analysis

For data analysis both qualitative and quantitative techniques were used. Data obtained from questionnaires was edited for completeness and then categorized according to the themes of the research questions. The presentation of the quantitative data is done by constructing frequency and percentage tables using Microsoft excel sheet. For analyzing data obtained from focus group discussion qualitative data analysis techniques were used. Also, data is edited, and themes were developed according to the objectives of the study. The qualitative data is presented by using narratives in accordance to the mass of the respondents.

3.11   Locale description

The research study is conducted in the district of Layyah Punjab Pakistan. Layyah is the southern city of the Punjab located at 30°45' to 31°24' North longitude and 70°44' to 71°50' east longitude. District Layyah is bounded by Bhakkar on north and Jhang on south. Layyah got the status of district on July 1, 1982. It was first tehsil of district Muzaffargarh. Before this Layyah was the part of the Dera Ismael khan. So, these arrangements had socio-political and cultural impact on the Layyah. Majority of the population is based on the agriculture for the livelihood. In the context of agriculture, the land is divided into following zones

- Pacca Nasheb

- Katcha Nasheb

- Layyah Thal Jandi and Karor Thal Jandi

3.11.1 Administrative Division, demography and population

Administratively Layyah is divided in to 3 Tehsils, 44 union councils and 720 revenue units.

Choubara is the vast Tehsil in term of the area that covers 44% of the total area of the district.

According to census 2017 total population of District Layyah is 1824230. In Total population

males are 925333, female is 898817 and she male / Transgender are 80.

Table 3. 2: Detail population of district Layyah 2017 census

	Rural	Urban	Total
Population	1502725	321505	1824230
Male	762399	162934	925333
Female	740300	158517	898817
Transgender	26	54	80
Household	232310	49619	281929

3.11.2 Education and literacy

The recent official statistics shows that Layyah has made significant progress in the educational

sector. According to Pakistan bureau of statistics 2017 Literacy rate of district Layyah is 66.70

percent and Female literacy rate is 30.39% which is also low in the rural part of the district.

However, some major issues still exist which are troubling the education. According to rural

development policy institute (RDPI) 2010 half of the population age 15 years old are above and

43% of population of age 10 are out of school and are illiterate. And only 45% of the population

has completed the primary or high level education. 24% of rural girls/women and 60% of the

urban women have completed primary or higher level of education. Also, statistics shows that

even the higher number of elementary institutions for girls than for boys failed to bring girls as

par boys in term of literacy.

Table 3. 3: Number of boys and girl's government schools

Category	Boys	Girls	Total
Govt primary schools	422	538	960
Govt middle school	76	111	187
Govt high school	55	29	84

Source; Punjab development statistics

Table 3.8.1 gives a glance at the total number of schools for boys and girls at district of Layyah. Table indicates that at primary level more schools 538 for females and 422 schools for boys are there in layyah and at middle level schools for girls are 111 and for boys are 76. But high schools are more for boys 55 and less for girls 29. This fluctuation of numbering in school creates difference of enrollment rate.

Table 3. 4: Enrollment per 1000 (Source: Punjab development statistics)

Category	Boys	Girls	Total
Govt primary school	49	53	102
Govt middle school	20	18	38
Govt high school	31	17	48

The table above indicates the enrolment figures for male and female students. At primary level more girls 53000 and 49000 boys are enrolled and at middle level table shows that girls are less 18000 are enrolled and more boys 20000 are enrolled. Also, the table also shows at high school level girls' enrollment is 17000 and boy's enrollment is 31000. This fluctuation of girl's enrollment at high school level due to the discriminated norms and cultural believes that prevail

in the society. According to rural development policy institute (RDPI) 2010 the schools numbering is enough for the females but the prevailing social norms and believes are the major factors that keeps women enrolment low.

CHAPTER 4

DATA PRESENTATION, FINDINGS AND INTERPRETATION

4.1   Introduction

This chapter deals with the presentation of data which basically have been obtained through close ended questionnaire and focused group discussions. Initially, quantitate portion of the data has been presented through frequencies and percentages using table and charts, and major findings have been discussed and interpreted subsequently. Basically, this was a requirement of the current study as it is first objective is; to explore gendered based social institutions in the locale therefore researcher has opted for such statistical tools. Throughout this section, researcher has explored various types of gendered based social institutions such as; Son bias, female role in household decision, female owned resources and entitlements, physical integrity against women, early marriages, and civil liberties. Researcher has used two indicators of each above discussed gendered based social institution (GBSI) to further illustrate and explain these types of GBSI. Well-designed questions related to these indicators have been asked from three UDC's with their special characteristics are school going girls of age (13-17), illiterate females of age (20-30), and female parents. Responses to each indicator then have been presented in the form of frequencies and percentages using table and charts. This chapter contains two major parts. First part of this chapter describes the demographic information of the respondents which were engaged in answering the questionnaire and focus group discussion second part describe the findings of the whole study. Findings of the study are presented according to the research questions of the study.

Fertility preference as an indicator of son bias is prevalent in the study locale, as per the respondents. More than half of the respondents from each UDS's have observed situations of fertility preferences which are more inclined towards male gender. Similarly, one indicator of female role in household decision making is determining own health care but again more than

half respondents from each UDC's are of the view that they cannot determine their own health care but dependent on some other services of male family member. Early marriage is another such prevalent type of GBSI in the study locale. More than 70% of respondents both among illiterate females of age (20-30) and female parents have agreed upon that majority of women in the locale marry before the standard age of marriage which is 18 years. In the same way, female access to land and public spaces is restricted and female often confronted themselves in the face of domestic violence and oral harassment in the study locale, according per the respondents.

Secondly, after exploring that GBSI are prevalent in the locale, researcher has analyzed the qualitative portion of data which has been collected by using two FGD's. In order to achieve second objective of the study, that is to explore the relationship between GBSI and female education in the locale, researcher has provided a detailed report of two FDG'S and analyzed how GBSI can negatively affect female education in District Layyah. In particular, by using FGD's with teacher's researcher has investigated that how these GBSI can affect female education in the study locale. Results of the study are similar to those previous studies which have been conducted in this domain and which have been further validated through proper referencing. In order to achieve first objective of the study, below researcher has enlisted various prevalent types of gendered based social institution in the locale.

4.2   Demographic information of the respondents

In the focus group discussions 20 respondents participate and these respondents were different in sex, belongs to different schools, teach different subjects and with different qualification.

Table 4. 1: Demographic Characteristics of the Teachers

Variable	Frequency
Sex	
Males	13
Females	7
Total	**20**
Subjects	
Science	5
Arts	9
Computer	6
Total	**20**
Qualifications	
Diploma	5
Graduates	11
Masters	4
Total	**20**

The table given above shows the demographic characters of the teacher respondents that participated in the focused group discussion.

Table 4. 2: Demographic Characters of Parents

Variable	Frequency
Age	
20-30	10
31-40	25
41-50	10
50 above	5
Total	**50**
Gender	
Male	38
Female	12
Total	**50**
Education	
Literate	30
Illiterate	20
Total	**50**
Occupation	
Govt job holders	15
Laborer	20
Farmer	10
Shopkeeper	5
Total	**50**
Income	
Under 10000	4
11000-20000	10
21000-30000	25
30000 above	11
Total	**50**

Table above shows the demographic characters and the frequency of the parent respondents that participated in the data collection.

Table 4. 3: Demographic Characters of the Illiterate Females of Age 20-30

Variable	Frequency
Marital status	
Married	35
Unmarried	5
Informal union	10
Total	**50**
Household income	
Under 10000	5
11000-20000	10
21000-30000	25
30000 above	10
Total	**50**
Occupation	
Paid Workers	5
House wives	45
Total	**50**

Table above shows the different demographic characters and frequencies of the respondents illiterate females of age 20-30.

4.3   Data presentation and interpretation

4.3.1   Son Bias in the study locale

Son Bias has been discussed as gendered based social institutions in (Lin, Sun, & Xing, 2018). As per the researcher, it refers to the practice where a son is preferred over daughter by their parents. Son bias can reduce educational opportunities for female students in the society. In this study, two indicators of son biasness have been used which are fertility preferences and allocation of food and resources among girls and boys. Social Institution and Gender Inequality index (SIGI index) have commonly appreciated these two indicators to measure son biasness; therefore, researcher has opted for these standard indicators. Both fertility preferences and allocation of resources are biased towards male gender in the study locale, according to the study findings.

Table below presents these findings in the form of frequencies and percentages obtained for our two indicators of son bias. There are four columns in the table. In the first column, researcher has enlisted three UDC's with their special characteristics. Respondents of three different categories, school going girls of age (13-17), illiterate females of age (20-30), and parents, and both frequencies and percentages of responses are been given in third and fourth column respectively. In the next two sub-headings, researcher has provided a detail account on these two indicators, fertility preferences and allocation of food and resources among girls and boys.

Table 4. 4: Frequency and Percentage Distributions of Respondents on Giving Preferences to Sons in Fertility and Food and Resource

	Variables (Indicators)	Frequencies		Percentages	
	-	Yes	No	Yes	No
School Going Girls (13-17)	Preferring son in fertility choices by parents	30	20	60%	40%
	Preferring son in Allocation of food and Resources	35	15	70%	30%
Illiterate females (20-30)	Preferring son in fertility choices by parents	33	17	66%	34%
	Preferring son in Allocation of food and Resources	43	7	86%	14%
Parents	Preferring son in fertility choices by parents	36	14	72%	28%
	Preferring son in Allocation of food and Resources	35	15	70%	30%

4.3.1.2 Fertility Preferences in the study locale

Preferences regarding fertility are divergent among families as well as in the community. Various causes such as greater future socio-economic benefits are attached to male child, which prioritize the birth of male child over female child, and this phenomenon has been found in the study locale. In order to explore preferences regarding fertility, close ended questionnaire has been deployed in each UDC's. From the table, for instance, it can be seen that out of 50 school going girls of age (13-17), 30 female students responded yes that implies fertility preferences in their community is biased towards male members of the society.

What does it mean that 60% children responded "yes" when they have been asked to express their observations on family fertility choices to determine that, do families were likely biased towards having boys? Specifically, 60% school going girls of age (13-17) responded "yes" to questions such as; do you think that your parents admire your brother efforts more than that of yours? Do you think that other families or in the village birth of a male child is normally considered as an honor? Obviously, she can observe these phenomenon's in his own family or in a community where she can realize extra happiness on the faces of parents particularly after the birth of a male child. What she can differentiate is visible to her that her existence as well as the new comer is not the same. He is some superior kind of creature and it is a fact in most of the patriarchal societies that male is socially being created superior than their female counter parts.

It means more than half of the respondents among school going girls of age (13-17) are of the view that families preferred their sons over their daughters. In the same way, boys are getting more opportunities as far as opportunities related to education are concerned. Because more than half of the respondents among school going girls of age (13-17) responded that their academic grades in last year exam were less than that of their male counterparts. However, a question can be raised that how credible these observations of teenagers are to explore fertility preferences in any society. Therefore, researcher has moved towards gathering information's based on some matured observation of illiterate females (20-30) and parents. Similarly, from the table, it can be seen that 66% illiterate females of age (20-30), and 72 % of parents are of the same view regarding the prevalence of fertility preferences in the study locale. In other words, more than half of the respondents from each UDC's have observed cases where birth of a female child is not considered as much good and valuable as that of a male child and are not much celebrated in the same fashion as the community celebrates the birth of a male child.

4.3.1.3 Allocation of food and resources among male and female in the study local

Material allocation among boys and girls such as food, books, computer and other required stuff can tell us the degree of son biasness in their respective families as well as in the study locale. Allocation of food and other resources has been found biased towards male gender in the study locale. It can be seen from the table that out of 50 school going girls of age (13-17), 35 female students responded yes that implies allocation of food and other resources in their community is biased towards male gender. They have responded to questions such as; Do you think your brother take more pocket money than you/have more toys than you/ using more expensive smartphone or Laptop than you/allowed to use internet and other social media accounts but not you? In other words, 70% of the school going girls of age (13-17) are of the view that they have been discriminated in terms of food and other resources relative to their male counter parts. Alternatively, only 30% percent school going girls of age (13-17) have either equal or greater access to food, books, uniforms and computers relative to their male counterparts.

Similarly, 86% of illiterate females (20-30) have responded "yes" to questions such as; if you got married would you like to have a son as your first child? or they have responded "yes" when they have been asked, is that hurt when you see your brother is going to school while you cannot manage and afford to go to school? In other words, more than 80% of illiterate females of age (20-30) are of the view that allocation of food and resources in their respective families as well as in their village is inclined towards male members of the society. And which further implies that son bias is prevalent in the study locale in the form of greater allocation of food and resources to the male members of the society.

These findings of the study are in line with (Li & Lavely, 2003) who argued that in rural china people prefer boys than their daughters, because they consider boys as their old age financial security and invest more in boys than girls. Giving preference to son is negatively associated with the education of the daughters. Also a research conducted in India (Mukherjee, 2014) shows that giving value to son over daughter is related with more investment in son in the area of health, education and other development outcomes.

4.3.2   Role of female in household decision making in the study locale

Decision making power is often held by the dominant gender group in society and dictates those who are subordinate. For instance as (KATZ , 2015) argued that in male dominant societies it is the male member of a family who has deciding power in most of the household decision making process. In this study, two indicators of Household decision making have been used which are the ability of female in determining own health care and household purchases. Social Institution and Gender Inequality index (SIGI index) have commonly appreciated these two indicators to measure household decision making power; therefore, researcher has opted for these standard indicators. Table 4.2 presents the results in the form of frequencies and percentages obtained for our two indicators of household decision making power.

Table 4. 5: Frequency and Percentage Distributions of Respondents on Discrimination Against Females in Household Decision Making

	Variables (Indicators)	Frequencies		Percentages	
		Yes	No	Yes	No
School Going Girls (13-17)	discrimination against females in making decisions regarding own health cares	34	16	68%	32%
	Discrimination against females in making decisions regarding large household purchases	31	19	62%	38%
Illiterate females (20-30)	discrimination against females in making decisions regarding own health cares	36	14	72%	28%
	Discrimination against females in making decisions regarding large household purchases	39	11	78%	22%
Parents	discrimination against females in making decisions regarding own health cares	45	5	90%	10%
	Discrimination against females in making decisions regarding large household purchases	44	6	88%	12%

There are four columns in the table. In the first column, researcher has enlisted three UDC's with the same details as above, and both frequencies and percentages of responses are been given in third and fourth column respectively. In the next two sub-headings, researcher has provided a detail account on these two indicators, role of female in determining their own health care and in household purchases.

4.3.2.1 Role of female in determining their own health care in the study locale

As it is a common practice in most of the patriarchal societies that female cannot decide by their own when it comes to visit hospital for health related issues, it is thus imperative particularly when someone is investigating female role in household decision making, therefore researcher has investigated the role of female in determining their health care related issues. It has been found that majority of female in the study locale do not have authority to visit hospital or clinic without permission of any male member in the family. It can be seen from the table that out of 50 school going girls of age (13-17), 34 female students responded yes that implies that majority of female children in the study locale cannot decide by their own of issues related to health. They have responded to questions such as; who takes decisions about what food to prepare for the family? Do you have personal authority in deciding what to eat? In other words, 68% of the school going girls of age (13-17) are of the view that they have been discriminated in terms of taking decisions related to health relative to their male counter parts. Alternatively, only 32% percent school going girls of age (13-17) have agreed upon that they can choose food and enjoy other health related services by their own without any permission of male family member.

Similarly, 72% of illiterate females (20-30) have responded "yes" to questions such as; does your husband/partner take your consult while making decisions regarding children or your own health? or they have responded "yes" when they have been asked, Will your husband have an object on you if you visit your friends without his permission? In other words, more than 70% of illiterate females of age (20-30) are of the view that decision making power regarding health in their respective families as well as in their village is inclined towards male members of the society.

4.3.2.2 Role of female in household purchases decision in the study locale

Role of female regarding household purchases decision is another indicator which can tell us the prevalence of patriarchal dominancy in the study locale generally and more specifically it indicates the prevalence of GBSI in the study locale. Household purchases decision in the study locale takes form such as; who and how to use household income? Who can make decisions about purchasing expensive things like cow or horse or vehicle? Who choice prevails in the family or who takes major decisions in the family? As it is a common practice in most of the patriarchal societies that female cannot decide by their own when it comes to make decisions regarding household purchases, it is thus imperative particularly when someone is investigating female role in household decision making, therefore researcher has investigated decision making power of female in household purchases.

From the table it can be seen that majority of the respondents from each UDC's have responded "Yes" which implies that more than half of the respondents don't have authority to participate in decision making related to house hold purchases. For instance, 78% of illiterate females (20-30) have responded that female members in their respective families cannot decide by their own when it comes to buy stuff related to house hold. Neither they have any glimpse of household income nor are they allowed to move from outside home in order to purchase stuff related to household. Despite of the fact that female is the sole contributor in household activities but again when it comes to decide what and how to buy objects of for household, they indeed lack decision making power.

These findings of the study are consistent with (Song , 2008) argued that household expenditure patterns are linked with the bargaining power of the women at the household and

explored that expenditures patterns are discriminatory towards female. Similarly (Hakim & Aziz , 2014) argued that conventional believes and norms that drive the society gave low value to women and girl in development outcome like education, health, population growth and making decisions relating to child rearing, education and making purchases for the family.

4.3.3   *Female owned resources and entitlements in the study locale*
Resources and entitlements are basic elements of social life. In simple words, both access and right to use natural resources such as land and capital are being carried in societies under some certain specified rules and regulations which are often termed as Resources and entitlements. Extensive research studies have identified that poverty is directly related to the level of resources and entitlements. Some researchers such as (Deere & Doss, 2006) argued that gender gap in resources and entitlements have affected women badly. In patriarchal societies, female members are often been deprived of such resources & entitlements, and which is one of the many reasons of why female members are not being able to change their fate in such societies. For instance, improving life of the individual, household and for gaining economic and political power, it is important for a men and women to own resources and have equal access to resources (Jones, Harper, & Watson , 2010).

In this study, researcher has used two indicators for resources and entitlements. Social Institution and Gender Inequality index (SIGI index) have commonly appreciated access to land and other economic and natural resources. Table 4.3 presents the results in the form of frequencies and percentages obtained for our two indicators of resources and entitlements. Indicators such as access to land and ownership of economic and resources are not related to children therefore researcher has excluded school going girls of age (13-17) as unit of data collection.

Table 4. 6: Frequency and Percentage Distributions of Respondents on Discrimination Against Females in Access to Land and Economic and Natural Resources

	Variables (Indicators)	Frequencies		Percentages	
		Yes	No	Yes	No
Illiterate females (20-30)	Discrimination against females towards access to land	37	13	74%	26%
	Discrimination against females towards economic and natural resources	42	8	84%	16%
Parents	Discrimination against females towards access to land	30	20	60%	40%
	Discrimination against females towards economic and natural resources	40	10	80%	20%

There are four columns in the table. In the first column, researcher has enlisted three UDC's with the same details as above, and both frequencies and percentages of responses are been given in third and fourth column respectively. In the next two sub-headings, researcher has provided a detail account on these two indicators, access to land and ownership of economic and other natural resources.

4.3.3.1 Female access to land in the study locale

Land ownership as famously depicted as the base of discrimination and exploitation in many societies. If any society is operated on the basis of patriarchal dominancy; where male is more stronger than female and dominates the later, then it is easy to predict the nature of land distribution in that particular society. In other words, female have less access to land ownership in most of the patriarchal societies and lacked behind in a number of domains. Researcher has

observed that, in the study locale female do not have access to land ownership as well as cannot participate in any income generating activities. Those who have access to land ownership or have property of their own can only transfer it to their heirs is the only option they can choose but cannot sell their property they own.

For instance, from the table it can be seen that 74% illiterate female of age (20-30) respondents "yes" for little access to land in the study locale. Similarly, 60% female parents also hold the same view regarding access to land. Overall, more than half of the respondents from each UDC have agreed upon that female have little access to land in the study locale. Those who have access to land and can own property again not fully independent in dealing with her property. In simple words, those females who have access to land and can own property cannot sell their property to somebody else without any male family member permission. Social norms such as customary martial and lack of "inheritance law" implementation is common in the study locale have blocked the way of the female control over assets land and other properties.

4.3.3.2 Female ownership of economic and other resources in the study locale

Apart from access to land, female run business in agricultural such as livestock or in services sector also determine female owned resources and entitlements. Female run business can increase economic power of a most marginalized section of the society, but it is unattainable in the presence of patriarchal dominancy. Family norms such as female member should retain herself inside home is an obstacle and prevents female to embark upon such business. Researcher has found that parents in the study locale have negative opinion with regard to female run business and they never want to see their daughters to engage in any income generating activity.

For instance, from the table it can be seen that 84% illiterate female of age (20-30) respondents "yes" for little access to ownership of economic and other resources in the study locale. Similarly, 80% female parents also hold the same view regarding access to ownership of economic and other resources. Overall, more than half of the respondents from each UDC have agreed upon that female have little access to ownership of economic and other resources in the study locale. Majority of female respondents in the study locale have shown interest to start a business of their own but they are not in a position to resist against their male counterparts.

These findings are consistent with the outlined literature that ownership of resources such as land, house, livestock and other productive resources are biased towards men in most of the societies. For instance, according to (Doss , Grown, & Deere, 2008) there is high gender inequality in resources and entitlements and argued that wealth and assets are patterned by means of family, state and community market. Family, society, state and market has produced discriminatory institutions towards women. Access to market for women is blocked by some prevailing norms and institutions and hence restricted access to some important assets. Some studies show that women having control and access to resources either they are shared with husband and other male members contribute a higher proportion to the household well-being. Also, the study claims that there is a positive relation with the women control and access over resources and female schooling (Katz & Chamorro, 2003).

4.3.4   *Early Marriages in the study locale*

Early child marriage continues to be a strong social norm and practice particularly for girls. Despite of poor social and physical outcomes associated with it, an early child marriage as a practice is common in most backward regions of the world for various reasons. According to (Field & Ambrus, 2008), early marriage of a child as a practice is being justified through

arguments such as lower productivity of female, lower economic status, perception of girls protection, and economic and social gains attached with the marriage. Early child marriage has many negative outcomes for girls such as they cannot appropriately handle the case of pregnancy and are at higher risk of the death (Jain & Kurz, 2007). In this study, researcher has used two indicators to represent early marriage. Social Institution and Gender Inequality index (SIGI index) has commonly appreciated standard age of marriage and median age of marriage as an indicator of early marriage. Table 4.4 presents the results in the form of frequencies and percentages obtained for our two indicators of early marriage. The respondents are school going girls of age 13-17, illiterate females of age 20-30 and parents. From the table it can be seen that 44% of schools going girls of age 13-17 have responded "yes" for standard age of marriage is less than 18 years. It means almost 56% of that 44% of schools going girls of age 13-17 are of the view that standard age of marriage is not less than 18 years. It implies that standard age of marriage in the locale is more than 18 years, according schools going girls of age 13-17.

Table 4. 7: Frequency and Percentage Distributions of Respondents on Early and Forced Marriages of Females

	Variables (Indicators)	Frequencies		Percentages	
		Yes	No	Yes	No
School Going Girls (13-17)	Discrimination against females towards legal minimum age of marriage right	22	28	44%	60%
	Early and forced marriage against females	27	23	54%	46%
Illiterate females (20-30)	Discrimination against females towards legal minimum age of marriage right	36	14	72%	28%
	Early and forced marriage against females	29	21	58%	42%
Parents	Discrimination against females towards legal minimum age of marriage right	37	13	74%	26%
	Early and forced marriage against females	38	12	76%	24%

Similarly, , from the table it is observable that 72% of illiterate females age 20-30, responded "Yes" for standard age of marriage is less than 18 years. It implies that early marriage as a practice is commonly believed in the locale because most of the respondents agreed that standard age of marriage is less than 18%. These findings are similar to those as identified by (Psaki , 2015) that most of the girls age 20-30 in south Asian countries marry before the age of 18. For instance, according to the author, 50 to 60 percent girls in Bangladesh marry before the age of 18. In the same way, (Ram, 2010) have found that 63% of the girls in India marry early before the age of 18.

These findings revealed the persistence of early marriage in the locale. There may be a number of consequences associated with an early marriage but the most obvious is child education. Straightforward implications of early marriages are less years of female schooling. For instance, existing literature shows that early marriages are linked with low female schooling, high risk of maternal mortality, and victims of domestic violence and have less reproductive control (Field & Ambrus, 2008), containing higher population growth, vast and rapid spread of diseases and increases the incidence of orphans (Field & Ambrus, 2008), and poverty (Otoo-Oyortey & Pobi, 2010). Early marriage can reduce years of female schooling. For instance, (CHAPONDA, 2016) argued that that in Nigeria parents due to early marriage practices don't want to send their female child to school and hence the female education is still low and delayed marriages can increase female years of schooling. Also (Field & Ambrus, 2008) argued that each additional year in education is positively associated with delayed additional marriage year.

4.3.5 *Physical integrity against female in the study locale*

According to the report of UNFPA (2004) domestic violence as a form of physical integrity is the most common gendered based violence and justified practice in most of the developing countries. Pushing, hitting and slapping are some notable form of domestic violence. For instance, (Stets & Straus, 1990) argued that most the intimate family partner violence victims do not require medical treatment. Instead, a lot of physical health complaints like severe pain or fatigue, eating disorders and urological disorders. In most of the cases women and girls are the victims of both domestic violence and oral harassments. Both domestic violence and oral harassments are universal phenomenon which prevails in all cultures, countries and regions effecting female health, well-being, education and other development outcomes.

In this study, researcher has used two indicators for physical integrity. Social Institution and Gender Inequality index (SIGI index) have commonly appreciated domestic violence and oral harassment against women. Table 4.5 presents the results in the form of frequencies and percentages obtained for our two indicators of physical integrity. There are four columns in the table. In the first column, researcher has enlisted three UDC's with the same details as above, and both frequencies and percentages of responses are been given in third and fourth column respectively.

Table 4. 8: frequency and percentage distribution of respondents regarding prevalence and attitude towards harassment and domestic violence against females

	Variables (Indicators)	Frequencies		Percentages	
		Yes	No	Yes	No
School Going Girls (13-17)	Prevalence and attitude towards oral harassment against females	37	13	74%	26%
	Prevalence and attitude towards domestic violence against females	28	22	56%	44%
Illiterate females (20-30)	Prevalence and attitude towards oral harassment against females	27	23	54%	46%
	Prevalence and attitude towards domestic violence against females	32	18	64%	36%
Parents	Prevalence and attitude towards oral harassment against females	34	16	68%	32%
	Prevalence and attitude towards domestic violence against females	31	19	62%	38%

Findings based on table 4.5 indicate that both domestic violence as well as cases of oral harassment against female is normal phenomenon in the study locale. Females are the most oppressed creatures not only inside of their homes, but they have also been orally harassed in their community in the next two sub-headings, researcher has provided a detail account on these two indicators, domestic violence and oral harassment against women.

4.3.5.1 Domestic violence against female in the study locale

In order to explore that domestic violence is operating in the study locale participants have responded to questions such as; do your husband/ father/ brother beat you or shout on you when household meal is not satisfactory? Does your husband/partner ever beat you, gave threat of divorce or shout on you when you visit your female friend home or relative without his consent? From the table it can be seen that 56% of schools going girls of age 13-17 have responded "yes" to such questions. It means only 44% of schools going girls of age 13-17 are of the view that domestic violence against female in the study locale has been reduced. It implies that domestic violence is prevalent in the locale and which has enormous repercussions on girl's education. Similarly, 64% of illiterate females of age (20-30) and 62 percent female parents have responded yes to the stated questions above. It means more than half of the female participants in the study locale have faced domestic violence. Male members of the society are mostly illiterate and consider women as not much worthy compared to them. When household responsibilities are unfinished in time, for instance, particularly cooking and food are such important cases where there is a greater chance to turn the situation in to domestic violence. Findings are huge and indicate that domestic violence is an important issue in the study locale, and which confirms that physical integrity of women in the study locale is not satisfactory.

4.3.5.2 Oral harassment against female in the study locale

Oral harassment can simply take form such as passing comments on girls. It is particularly a common phenomenon in places such as market, hospital, school and colleges. In this study, participants have responded to question such as; do you think that due to the fear of being harassed emotionally or physically people not send their daughters to school? When you go to

school or market do boys/men tease you, say offensive words to you or whistle you or follow you? Have your any friend being physically or orally abused in the school/ institute by male teachers or students? Researcher has found that more than half of the respondents in each UDC's have observed cases of oral harassment in their community and elders are more conscious the prevalence of oral harassment in the study locale.

For instance, from the table it can be seen that 74% of schools going girls of age 13-17 have responded "yes" to such questions. It means only 26% of schools going girls of age 13-17 are of the view that domestic violence against female in the study locale has been reduced. It implies that oral harassment is prevalent in the locale and which has enormous repercussions on girl's education. Similarly, 54% of illiterate females of age (20-30) and 68 percent female parents have responded yes to the stated questions above. It means more than half of the female participants in the study locale have faced cases of oral harassment. Findings are huge and indicate that oral harassment is an important issue in the study locale, and which confirms that physical integrity of women in the study locale is not satisfactory.

These findings are consistent with the following studies. For instance, a research in 2009 conducted in Lebanon shows that 51.7% school going girls face oral or verbal abuse in the school or family and 35% face physical abuse (El Bcheraoui, Kouriye, & Adib, 2009). In Uganda a reports results shows that women are highly discriminated in the physical liberty domain. Most approximately 60% of the married women face lifetime domestic violence than their male spouses (OECD, 2015). Also, research report shows that in Pakistan domestic violence is endemic problem and the lowest reporting problem. According to PDHS report only 608 cases of violence by intimate partners were reported in 2009. Also results shows In Pakistan

32% of women experienced physical violence and also in the province of Khyber Pakhtunkhwa where the rate is highest and 57% of females face physical violence (jamal, 2017).

4.3.6   *Female Civil liberty in the study locale*

This institution captures the participation of the both genders in the public and political sphere. For the sake of the equitable development and social justice the voice and participation of both genders is in public and political sphere is mandatory. Civil liberties are considered to be the most basic individual right including freedom of voice, freedom of expression, freedom of movement and the right to information. According to the international deceleration of the human right, 1948 civil and political rights are major source to protect the civil liberties. Consequences of restricting female mobility are wide spread economic, political and social on the female, family and on country level. Excluding a large portion of the society and limiting them only for a non-paid work purposely (societal norms, traditions and believes) or unintentially (to protect female from evil doing) has negative impact on the female education, individual economic well-being, household well-being and over all country economic growth. According to a council research controlling female mobility not only has materialistic affects. Also, they have less peer network (Amin , Mahmud, & Huq, 2002).

In this study, researcher has used two indicators to represent Civil liberty. Social Institution and Gender Inequality index (SIGI index) has commonly appreciated access to public places and political voice as an indicator of Civil liberty. Table 4.6 presents the results in the form of frequencies and percentages obtained for our two indicators of Civil liberty. There are four columns in the table. In the first column, researcher has enlisted three UDC's with the same details as above, and both frequencies and percentages of responses are been given in third and fourth column respectively.

Table 4. 9: Frequency and Percentage Distributions of Respondents on Discrimination Against Females in Access to Public Space and Political Sphere

	Variables (Indicators)	Frequencies		Percentages	
		Yes	No	Yes	No
School Going Girls (13-17)	Restrictions against females in freely and equal access to public space	33	17	66%	24%
	Discrimination against women with respect to political participation and voice	46	4	92%	8%
Illiterate females (20-30)	Restrictions against females in freely and equal access to public space	31	19	62%	38%
	Discrimination against women with respect to political participation and voice	48	2	96%	4%
Parents	Restrictions against females in freely and equal access to public space	30	20	60%	40%
	Discrimination against women with respect to political participation and voice	45	5	90%	10%

Findings based on table 4.5 indicate that both female access to public space as well as female political voice is restricted in the study locale. Female access to public space such as hospital, market and school is restricted because of some established norms in the locale. In the next two sub-headings, researcher has provided a detail account on these two indicators, domestic violence and oral harassment against women.

4.3.6.1 Female access to public spaces in the study locale

Islamic beliefs and cultural constraints have reduced female access to public spaces in the study locale. Females are not allowed to visit alone places such as market, hospital and school or

colleges because of security and honor related issues. A single male family member must be compulsory for any female to visit such places in cases of emergency. Participants have responded to questions such as; Have you been in places alone such as school, hospital, market? Are you permitted to ride on rickshaw or any other public transport alone? Do you go to market to purchase your personal things without the consent of your husband? Do you think that daughters should not give the liberty of thinking and wearing clothes?

From the table it can be seen that 66% of schools going girls of age 13-17 have responded "yes" for that they do not have access to public places such as market, friend's home, to visit hospital etc. Alternatively, only 34% of school going girls can alone go to their school without support of any male member. . Similarly, 66% of illiterate females of age 20-30 and 60% female parents have do not access to public places mentioned above. More than half of the female respondents in the study locale lack access to public spaces and dependent on the services of some male member. Findings indicate that female autonomy is at stake in the study locale

4.3.6.2 Female political participation in the study locale

Female participation in political activities is another indicator to measure female civil liberty in the study locale. Lack of ownership and lower public access to spaces in the study locale has reduced opportunities for female political participations. Participants in this study have responded to questions such as; Female members are born for only household management and they have nothing to do with politics, economy and society? Female voters turn out is far less than male voters turn out? On the basis of findings based on table 4.6, it can be said that female political participation is low in the study locale.

For instance, it can be seen from the table that 96 % illiterate females of age 20-30 and 60% female parents have never been participated or voiced politically. More than half of the female respondents have not casted vote in the last general election. These findings show that women and girls in layyah are highly discriminated through civil liberty institution measuring women and girl's participation in public and political life. Women and girls are socially marginalized and hence less power full, that does create hurdle in the way of female education. The results of the study are in line with the existing literature. Most of the societies and cultures restrict girl's mobility when they reach the age of puberty due to safety and security reasons and results in gender ideologies of family honor and restrict females to home. Restriction of female at home results in lack of socialization and engagement in house hold chores and preparation them as future wives (Jones, Harper, & Watson , 2010). Also a research conducted by (Hallman & Roca, 2007) who argued that girls face restriction in their early life and hence excluded socially, politically and economically that create disparities in education, health and economic life.

4.7   Focused Group Discussions (FDG's)

The first objective of this study is achieved particularly after finding that GBSI exists and persists in the study locale through tabulation. In order to achieve second objective of the study, that is to explore the relationship between gender-based social institutions and female education in the locale, researcher has provided a detailed report of two FDG'S and analyzed how GBSI can negatively affect female education in District Layyah. Focused group discussions (FGD's) have been used in the literature to extract in depth information from key informants on any issue. Especially, in explorative studies the use of FGD's is common as it is economical compared to its counterparts, therefore, researcher has conducted two FGD's while focusing on gendered based social institutions and status of female education in the study locale. Special attention has

been made in the selection of key informants for the two FGD's and participants details are available in demographic section.

4.8   Gender based social institutions and female education in the study locale

Developmental outcomes such as Gender equality in education have yet to be achieved particularly in third world countries and Pakistan is not an exceptional case in this regard. It is an admitted fact that, in Pakistan female literacy rate is low compared to the literacy rate of their male counterparts for various reasons. Various determinants have been identified for lower female literacy rate in Pakistan. For instance, the prevalence of GBSI has been enlisted as one of the major determinants of gender inequality in education. GBSI can take forms such as Son biasness, early marriages, domestic violence, and lack of access to public spaces which can block educational opportunities for female members of a society, and ultimately widen the gender inequality in education.

For instance, persistence of Son biasness reduces the probability of education completion or increases drop out cases and majority of the victims are women. In other words, Son biasness as a type of GBSI reduces the opportunities to achieve developmental outcomes such as Gender equality in education across the world. Early marriages of women also have contributed to lower female literacy rate and caused to increase the gender inequality in education. Various cases of early marriages have been discussed in the discussion, and in all cases the respective female students have to quit their school in the middle. High dropout cases if rampant due to persistence of GBSI such as early marriages can pose serious threats to educational gender equality in the study locale.

The discussion was started with a basic description of selected major and sub-themes. In earlier part of the discussion, researcher put forth the idea of gendered based social institution as

participants have already been familiarized with these types of (GBSI). For instance, while in discussing son biasness, researcher noted down that almost each of the participants has observed the prevalence of son biasness in their respective school environment and community. During the discussion, majority of the teachers agreed that this issue (referring to the son biasness) is observable in our society especially when they have been asked to express their general perception in the society regarding the prevalence of Son biasness. However, some of the teachers are of the view that son biasness has been reduced in the community because of social awareness and women empowerment efforts throughout the country. (Respondents)

. One of the teachers proclaimed that;

"Son biasness was a common local issue in old days. It is an observable phenomenon both in society as well as in school environment that female child's compared to male child lacked behind in a number of matters. For instance, female child not the male child has to quit her carrier in the middle of course when her family in case can only afford a single child educational expenditure. Relative importance of male child education is high for the parents compared to female child education. Parents are only interested in academic performance of male child and often investigate about their academic performance. However, at the same time parents are not much attracted towards assessing their female child's educational performance. I have been engaged for a long time with meeting parents in order to fix academic issues of students but most of the parents are only interested in discussing issues related to their male child. According to the respondent, this is also admitted by the rest of the teachers that, lack of interest on the part of parents to discuss academic issues of their female child indicates that parents are biased towards their son's. And this could be the reason of lower female literacy rate compared to literacy rate of their male counterparts".

In the same way another teacher stated that;

"So many of my female students in each class room remains absent and while interrogation some excuses are common that; due to serving the guests, domestic household works like washing and cleaning, younger brother was not feeling well so I had to care him etc. Are these excuses available to male child? Off course not, so gender inequality in household work distribution leads to higher absenteeism on the part of female students and it is all happening due to the prevalence of son biasness. Parents are not the only supporter of son biasness but the entire communities incentivized son biasness for various reasons."

Some biological and cultural causes are best to explain the prevalence of Son bias in the study locale. From the discussion soon it was clear that parents are indeed transmitting biases about gender roles to their daughters; including the acceptance of male dominancy in the society which is a kind of biological causes of the persistence of GBSI. Later, passive or zero resistance against these GBSI provides little room for female to avail maximum available opportunities. Patriarchal dominancy as a result of feudalism has hampered women from acquiring basic education in most of the rural areas of Pakistan.

The alternative explanation is that there are cultural views that affect the way boys and girls are being raised. For instance, Sapienza (2008) found that the gender gap differs widely around the world, with girls performing better relative to boys in societies where women possess the same opportunities as their male counterparts are enjoying. Cultural barriers and some specific norms block the opportunities for female students and prevalence of such norms can pose a serious threat to female education. Early marriage is another type of GBSI which exists and persist in the study locale and have reduces opportunities for female child to pursue her

educational carrier. If one is married in early childhood, she has to sacrifice a lot in terms of health, education and other personal aspirations. Various cases of early marriages have been discussed in the discussion, and in all cases the respective female students have to quit their school in the middle.

As one of the teachers proclaimed that;

"Early marriage and high female dropouts are interlinked in the locale. Many of our female students are now in the category of drop outs that have stopped their education due to early marriage. In every year of my teaching I have experienced that at least one female student leaves out the school without completing their educations and in most of the cases it is due to early marriage of that female children. In the second year after they got married due to pregnancy cases most of my female student only attempted final exam without taking regular classes. With the passage of time, higher responsibilities and commitment to new home make them prone to quit their educational background".

In the same way, another teacher argued that;

"Education of a female child is not being incentivized by the prevailing discriminatory social institutions in the locale. As one of the many causes of early marriage is the low expected benefits attached to them therefore it is better to married her in early age. This behavior on the part of parents is normal in the locale and has affected female education badly. Too many times, I have been engaged with parents in such cases of early marriages, but in all instances, it is the same logic of low economic return attached to females is the main cause of early marriage. However, educating a girl is one of the best investments in any family. Because more educated girls, for example, marry later, have healthier children, earn more money that they invest back

into their families and communities, and play more active roles in leading their communities and countries".

Female education in the locale is also affected by the range of securities offered by both her community and school. For instance, it is possible that either in the school or in community that the girl is being is tormented or orally harassed and such activity is often equated with honor. It means when there are greater chances for girls to be orally harassed, and then there are lower chances that parents would send their children to school or other public spaces.

   Another teacher argued that;

"Parents are too much afraid of such situation when there is a great threat female student in the form of oral harassment. In such cases, parents prefer not to send their daughters to schools or other public spaces. Most of the female students in the locale are much less confident relative to their male counter parts and it is because they have not been in a competitive environment to get that much confidence. It is either school or other public places where elements of proper socialization are available for both genders. However, female students in the locale are much more restricted to such places compared to their male counter parts."

4.9 Conclusion
Social institutions that discriminate women have been labeled as GBSI in this study. GBSI such as Son bias, female early marriages, lack of female authority in household decision making, lack of female owned resources and entitlements, domestic violence against women, and bounded civil liberty are prevalent in the study locale. Female literacy rate cannot be satisfactory in the

presence of such gendered based social institutions and it is the case with District Layyah that female literacy rate is low compared their male counterparts. Through focused group discussions with teachers, researcher has identified the link between GBSI and female education in the study locale. Researcher has investigated various female drop out cases due the prevalence of these GBSI.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.1   Conclusion

Social institutions that discriminate women have been labeled in this study as Gendered based social institutions. The existence as well as persistence of such types of GBSI has negatively contributed to the developmental outcomes i.e. Gender equality in education. In this study, researcher has attempted to answer questions such as (1) what types of gendered based social institutions prevails in Layyah? (2) How they are influencing girl's education? (3) How policies regarding girl's education will be influential in the presence of gendered based social institutions? Alternatively, the basic objective of this study is. (1) To explore various types of prevailing gendered based social institutions in Layyah. (2) To explore the relationship between social institutions and female education in Layyah.

As far as research methodology that is employed to achieve study objectives is concerned, researcher has opted for mix research methodology. In other terms, researcher has achieved study objectives by using both qualitative and quantitative research methodology. Descriptive and exploratory research design is suitable for this study as the nature of this study is both descriptive and explorative that is to explore the relationship between GBSI and female education. Data collection methods for this study are questionnaire with closed ended questions and focus group discussion. Well-designed questions related to these indicators have been asked from three UDC's with their special characteristics are school going girls of age (13-17), illiterate females of age (20-30), and female parents. Research strategy of this study is such that we have used initially table and charts to explore GBSI in the study locale and secondly conducted two FGDs in order to establish a link between GBSI and female education.

In the first section of the study, researcher has explored various types of gendered based social institutions such as; Son bias, female role in household decision, female owned resources and entitlements, physical integrity against women, early marriages, and civil liberties. Researcher has used two indicators of each above discussed gendered based social institution (GBSI) to further illustrate and explain these types of GBSI. Responses to each indicator then have been presented in the form of frequencies and percentages using table and charts. For instance, fertility preference as an indicator of son bias is prevalent in the study locale, as per the respondents. More than half of the respondents from each UDS's have observed situations of fertility preferences which are more inclined towards male gender.

Similarly, one indicator of female role in household decision making is determining own health care but again more than half respondents from each UDC's are of the view that they cannot determine their own health care but dependent on some other services of male family member. Early marriage is another such prevalent type of GBSI in the study locale. More than 70% of respondents both among illiterate females of age (20-30) and female parents have agreed upon that majority of women in the locale marry before the standard age of marriage which is 18 years. In the same way, female access to land and public spaces is restricted and female often confronted themselves in the face of domestic violence and oral harassment in the study locale, according per the respondents. Secondly in order to achieve second objective of the study, researcher has provided a detailed report of two FDG'S and analyzed how GBSI can negatively affect female education in District Layyah. In particular, by using FGD's with teacher's researcher has investigated that how these GBSI can affect female education in the study locale. Results of the study are similar to those previous studies which have been conducted in this domain and which have been further validated through proper referencing. In order to achieve

first objective of the study, below researcher has enlisted various prevalent types of gendered based social institution in the locale.

5.2   Recommendations of the study

Firstly, gender equality in education will not be achieved unless we challenge harmful social norms about women's role in society.

Normally in the community people think that it is more important for a boy to go to school than a girl. And girls are twice as likely to be involved in child domestic work as boys. We have to ensure the provision of affordable and accessible child care facilities to relieve girls of sibling care responsibilities. We have to empower girls and women, educate boys and men and identify new role models if we are to successfully challenge the status quo. In addition to social norms and values, institutions can include or exclude women as regards resources and activities and can protect them from or expose them to discriminatory practices. Such influences, present at work or in family, do impact on opportunities in education.

Secondly, change has to also come from the top. Laws are needed to change the status quo:

There must ban of child marriage and let pregnant girls go to school. All appropriate measures to end sexual harassment in the School, public places and in communities including awareness and prevention campaigns and actions by employers and unions. Complementary empowerment and awareness-raising programs for girls, including those that promote their retention in school, prevent early marriage and enable access to reproductive health education and services and economic empowerment initiatives.

Thirdly, not only legislation but effective enforcement mechanism must make sure their plans match their targets to tackling education inequality.

The most popular policy being implemented to tackle gender inequality was cash and in-kind transfers, featuring in three out of four plans. Curriculum and textbook reforms are crucially important in this regard. Initiatives which engage with men to promote more gender-egalitarian family planning decision-making processes and parenting practices.

Finally, enhancing girls' and women's use, ownership and control of assets and income

We have to strengthen their perceived value in the household and community and will contribute to reducing the preference for sons over daughters. we have to invest in psychosocial and economic empowerment programs for girls in order to reduce their vulnerability to gender-based violence.

5.3   Limitations of the study

. This study is solely devoted to exploring the impact of social institutions that produce discriminatory outcomes for female education in District Layyah. Though, these Gendered Based social institutions hampered female in many dimensions such as education, health and working status. This study ignores the impact of GBSI on female health and working status and heavily emphasized the impact of GBSI on female education. Future possible directions need to focus on the role of these GBSI on female health and working status.

Appendix

Questionnaires for School going girls of age 13-17;

I am a student of M-Phil Development studies at Pakistan Institute of Development Economics (PIDE) Islamabad. I am pursuing my research thesis on *"Impact of Social Institutions on Female Literacy Evidence from District Layyah"* as per the requirement of my degree. The data provided in this regard would not be used for any other purpose(s), and the information provided would be kept highly confidential. Your kind support in this regard is highly valued.

Personal information;

   a) Name_____

   b) Age_____

   c) Education_____

   d) Marital Status   (married/Unmarried/ informal union)

Questions related to son bias

1- Do you think your brother?

A) Take more pocket money from you?   yes/no

B) Have more toys than you?   Yes /no

C) Is using smart or more expensive cell phone than you?   Yes/no

D) Is allowed to use internet but you are not allowed?   Yes/no

1- Do you think that our society is male-dominated and son is usually preferred than daughter?

   a) Yes b) no

2- Do you think in your home both female and male members receives equal educational opportunities?

   a) Yes b) no

3- What were your grades in last class?

A) Good   yes/no

B) Fair   yes/no

C) Excellent   yes/no

D) Week   yes/no

4- What were your brother's grades in last class?

A) Good   yes/no

B) Fair   yes/no

C) Excellent   yes/no

D) Week   yes/no

5- Do you and your brother have tuition facility in your home? Does he?

a) Yes b) no

6- Do you think boys get more opportunities and resources for education than girls?

a) Yes b) no

Questions for Early marriages;

1) Which of the following is the standard range of female marriages in your family, community?

a) 17 or less   yes/no

b) 18 or more   yes/no

2) Do you know what early marriage is?

a) Yes b) no

3) Have you meet any early married child? Or heard about any child bride?

a) Yes b) no

4) By chance, if you got married early what do you think, can you continue with your studies?

a) Yes b) no

5) Child or early marriages is prevalent in our society? What do you think?

a) yes b) no

6) The marriage of female member is more important and repeated issue in the family than the marriage of male members?

a) Yes b) no

Questions for Household decision making;

1) Do you think that in your family, community only male have the authority to make decisions regarding household management

a) Yes b) no

2) Do you think that in your family, community only senior male have the authority to decide what kind of food is to buy and prepared?

a) Yes b) no

3) Do you think that you have no authority to take decide what to eat and what to wear without the permission of brother or any male member of the family?

a) Yes b) no

4) What do you think who take decisions related to children schooling and health care?

a) Father   yes/no

b) Mother   yes/no

5) Do you think that in your society only boys has the right to pursue paid job after studies?

a) Yes b) no

6) Do you think that in your society females can't take decisions while visiting hospitals without the permission of the male member of the society?

a) Yes b) no

Questions for Physical integrity;

1- When you go to school or market do boys/men tease you, say offensive words to you or whistle you?

a) Yes b) no

2- Do you think that due to these negative elements of the community some parents do not send their daughters to school alone?

a) Yes b) no

3- Do you think in the society girls can't move freely and without the fear of sexually or emotionally harassment?

a) Yes b) no

4- Have you any friend being physically or orally abused in the school/ institute by male teachers or students?

a) Yes b) no

5- Do you ever followed by a person or persons when going to school alone or moving alone in the village?

a) Yes b) no

Questions for Civil liberties;

1- Have you been in these places alone?

 a) School   yes/no

 b) Visit friend or relatives family   yes/no

 c) Hospitals for checkup   yes/no

2- Are you allowed to attend any community program

a. Cultural events   yes/no

b. Religious events   yes/no

3- Do you feel safe when going to school alone?

a) Yes b) no

4- Have you ever participate in the school elections or class elections?

   a) Yes b) no

5- After studies if you get the opportunity to participate in the politics. Do you think your parents will allow you to do so?

a) Yes b) no

6- Do you think that people in your village/community think that girls should be allowed to study in college even if it is far away?

   a) Yes b) no

Questionnaire for illiterate females of age 20-30

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1. Personal identification:

 a) Name_____

 b) Age_____

 c) Marital Status (Married/unmarried) _____

 d) Religion_____

 e) Village_____

Questions related to son bias;

1) Do you want son as you're first child? a male child is necessary for the family?
 a) yes b) no
2) Do you think son should be fed first?
 a) yes b) no
3) Do you think that boys should get more opportunities than girls?
 a) Yes b) no
4) Is there any regret when you see your brother is going to school while you cannot manage and afford to go to school?
 a) Yes b) no
5) Do you think in society parents invest more in boy's education than in girls?

 a) Yes b) no

6) If you got married would you like to have a son as your first child?

a) Yes b) no

Questions related to early marriages

1- When you got married?

a) Below 18 b) 18 or above 18

2- Do you know what the legal age of marriage is?

a) Yes b) no

3- Do you think that early marriage is an obstacle to pursue your education?

a) Yes b) no

4- Do you think in locality after marriage if a women wants to involve in any income generating activity will her husband allow her?

a) Yes b) no

5) Do you think in the locality parents prefer their daughters marriage over education?

a) Yes b) no

6) Do you think in locality early marriages are preferred mostly?

a) Yes b) no

House hold decision making questions:

1- Does your husband/parent share with you the household income to know how and where to use family income?

a) Yes b) no

2- Do you think that you the have autonomy to make decisions about purchasing expensive things like cow or horse or vehicle?

a) Yes b) no

3- If you wanted to buy for yourself a small item of jewelry, bangle or clothes would you feel free to do it without the permission of the husband, parents or any other male family member?

a) Yes b) no

4- If you wanted to buy a small pair of gift for your parents or friends would you feel free to do it without consulting with husband or any other male family member?

a) Yes b) no

5- Does your husband/partner take your consult while making decisions about children education?

a) Yes b) no

6- Does your husband/partner take your consult while making decisions regarding children health?

a) Yes b) no

Questions related to Physical integrity:

1) Do your husband/parents ever beat you or shout on you when household responsibilities are not completed?

a) Yes b) no

2) Do your husband/parents ever beat you, or shout on you when you visit your female friend home or relative without consent?

a) Yes b) no

3) Do your husband/parents insult you, make fun of you or abuse in front of children, your friends or other family members?

a) Yes b) no

4) Does your husband/partner ever make unpleasant remarks on your physical appearance (ugly,)

a) Yes b) no

5) Do you think you can't use public transport, hospital or public spaces without a fear of being harassed, followed by someone stranger or being theft?

a) Yes b) no

6) Do you think that in locality women can't move freely or use public transport alone from the fear of being harassed?

a) Yes b) no

Questions related to Civil liberties

1- Are you permitted to ride on rickshaw or any other public transport alone?

a) Yes b) no

2- Do you go to market to purchase your personal things without the consent of any male member of the family?

a) Yes b) no

3- Are you permitted to visit hospital, agricultural fields or school of your children without the consent of your husband or male member of the family?

   a) Yes b) no

4- Do you think in the society women have the right to become the head of the panchait?

a) Yes b) no

5- Do you think women in the locality are allowed to participate in any kind of community development activity?

a) Yes b) no

6- Do you think women in locality are allowed to participate in election?

a) Yes b) no

Question related to Resource and entitlements

1- Do you ever involve in any income generated activity (agricultural or non-agricultural) or in the family business?

a) Yes b) no

2- Do you own any land, cattle or any other expensive property?

a) Yes b) no

3- Do you think you can sell the property you own or money you earned without the consent of any male member of the family?

a) Yes b) no

4- Do you think your husband / parents will allow you if you wanted to run a business of your own or to cultivate some land?

a) Yes b) no

5- Do you ever take loan from bank to run a business of your own?

a) Yes b) no

6- Do you have access (which crop to cultivate, how much land to use) to the land you and your spouse or parents owned or take on lease?

a) Yes b) no

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1- Personal information's

Age

Gender

Education

Occupation

Income

Questions related to Son bias

1- Do you think that upbringing of Daughter in your family is more challenging than upbringing of Son?

a) Yes b) no

2- Do you consider your Son as the only symbol of the family?

a) Yes b) no

3- Do you think that the continuity of family traditions and standards are associated with Son and Son can bring more happiness than Daughter?

a) Yes b) no

4. Is it true that your son can only be the old age security guarantee?

a) Yes) no

5. Do you prefer that in your family meal should be served firstly to the male member's?

a) Yes b)no

6. Do you prefer that both your son and daughter should be educated and high income earner?

a) Yes b) no

7. Do you think educating a son is better than educating a daughter?

a) Yes b) no

Questions related to early marriages

1- What you think is the standard age for daughters to marry?

a) Below 18 b) 18 or above

2- Do you think that spending on girls education is wasteful and to her early marriage will save family scarce resources?

a) Yes b) no

3- Do you think educated women do not give respect to her husbands?

a) Yes b) no

4) Do you think parents should marry their daughters early without caring their career wishes?

a) Yes b) no

5) Do you think when a girl is getting education she becomes too old and can't find a good groom? So marrying early is good for them?

a) Yes b) no

Questions related to House hold decision making

1) Do you think that parents should involve daughters while deciding what food to buy?

a) Yes b) no

2) Do you think that parents should take opinions from daughters while addressing important household problems and decisions?

a) Yes b) no

3) Do you think parents should daughters while deciding for daily shopping?

a) Yes b) no

4) Do you think that parents should discuss their matters with daughters?

a) Yes b) no

5) Do you think that parents should take opinions of daughters while making decisions regarding their health care?

a) Yes b) no

Questions related to Physical integrity;

1- Is it common in your community to torture wife/daughter if the household management is incomplete?

a) Yes b) no

2) Do you think that if a husband or brother punishes his wife or sister, it is okay?

a) Yes b) no

3) Do you think it is important for a man/husband to show female/wife that he is the boss?

a) Yes b) no

4) Do you as a parent ever feel feared when your daughter go alone to the market, hospital or school in the presence of chaos in the society?

a) Yes b) no

5) Do you think that due to the fear of being harassed emotionally or physically people not send their daughters to school?

a) Yes b) no

Questions related to Civil liberties

1- Do you think that girls or daughters should not go to parks or other public spaces for recreational activities?

a) Yes b) no

2- Do you think that daughters should not give the liberty of thinking and wearing clothes?

a) Yes b) no

3- Female members are born for only household management and they have nothing to do with politics, economy and society. What do you think?

a) Yes b) no

4- Do you think that parents should not allow daughters to go to relative or friends house alone without permission?

a) Yes b) no

5- Do you think that daughters should stay at home instead of participating in community development activities?

a) Yes b) no

6- Do you think that parents should not allow their daughters to participate in politics?

a) Yes b) no

Questions related to Resource and entitlements

1) Would you allow your daughter to engage in an income generating activity?

a) Yes b) no

2) Do you think that women should have the power to determine the size of the land used for farming?

a) Yes b) no

3) Do you think that daughters should be given a chance to work in agricultural fields to earn income for household?

a) Yes b) no

4) Can female family members take loans from the banks to run a business of her own or to invest in her education?

a) Yes b) no

5) Do you as Parent will allow your daughter to do job for house hold income outside home?

a) Yes b) no

6) Do you think people in locality will allow their daughters to job after getting education from out of city or village/

a) Yes b) no

Appendix B

Focused group discussion for teachers

Section A:

I welcome you to this focused group discussion, be assured of the confidentiality and information's will only be used for academic purposes.

Section B:

Personal information's

Sex

Subject

Qualification

Section c:

Theme:

Perception and understanding of the prevailing gendered based social institutions in the study locale and how these gendered based social institutions block opportunities for female education in the study locale.

Questions:

1- Do parents in the community hold equivalent views about their son and daughter?
2- Do parents invest in their daughter's education?
3- What are the views of parents regarding early marriages of girls in the locale?
4- How early marriage of a girl can affect her educational carrier? Discuss any case study?
5- What is the status of self-autonomy among girls in the locale?
6- How do you think that self-sufficiency in decision making influence girls education (like decision taking in subject choices)?
7- Do any of your students faced cases of verbal or oral harassment in the community?
8- What is the attitude of parents to send their daughters to school because of community discriminatory behavior?

9- How the stereotypic roles of the genders influencing the girls education? (like doing work in home , and caring siblings)

10- How the discriminatory norms and practices in the locale influence the female's mobility?

11- What is the status of political awareness among female student? And how the parent's view their daughter's involvement in these kinds of activities?

12- How the community does views women involvement in income-generating activities? (Agricultural or non- agricultural) and how it influencing their empowerment?

Thanks

Appendix C

List for formal and informal organizations working in district of Layyah for the empowerment of female education

1. participatory welfare services
2. Awami development organization
3. Amina Educational Welfare Society Jaman Shah
4. Bilal Welfare Organization ChowkAzam

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