

**Finding Out the Obstacles Faced by Girls in Their Pursuit of Higher
Education. Evidence from Upper Dir, KPK**



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2021



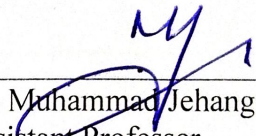
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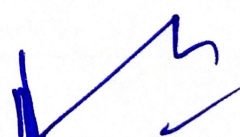
CERTIFICATE

This is to certify that this thesis entitled: "Finding out the obstacles faced by girls in their pursuit of Higher Education: Evidence from Upper Dir, KPK" submitted by Mr. Jawad Shaheen is accepted in its present form by the Department of Development Studies, Pakistan Institute of Development Economics (PIDE), Islamabad as satisfying the requirements for partial fulfillment of the degree in Master of Philosophy in Development Studies.


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Date of Examination: June 25, 2021

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ACRONYMS

EFA	Education for All
FETA	Free Education to All
SDGs	Sustainable Development Goals
MDGs	Millennium Development Goals
NGOs	Non-governmental Organizations
MOE	Ministry of Education
UBE	Universal Basic Education
UPE	Universal Primary Education
UN	United Nations
UNDP	United Nations Development Program
UNESCO	United Nations Education Science and Cultural Organization
UNICEF	United Nations International Children Emergency Funds
FGD	Focal Group Discussion

DECLARATION

Declaration by the student

I, Jawad Shaheen do admit and declare that this thesis work is carried out by me through out and is my original work. All the facts and figured mentioned are find and discovered by me or have been acknowledged with references in shape of primary and secondary research data process. Not any part of this research has been presented previously presented and shown in anywhere or in any university.

Jawad Shaheen (PIDE2018-FMPHILDS07)

Signature_____

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ACKNOWLEDGEMENT

First and foremost, I acknowledge the blessings of The Almighty Allah.

Then I am thankful to my supervisor Dr. Muhammad jehangir khan in supervising and helping me in my research work. specially thanks to my friend Sami u Rahman in guiding me the accurate way to complete my research in precious way and more proper. After that thanks to my brothers that give me the courage to do it and give me every financial support throughout my research work.

After that I am glad to meet my senior scholar Asif Hameed that help me to organize the proper pattern of university criteria of research work.

Thanks to MPA badsha Saleh pk 10 that guide me and inform me the efforts and hurdles face by district administration and thanks to MNA sahibzada sibghat ullah, NA 5 that inform me about the projects and struggles of government to solve girl's educational issues in the district.

At last I give thanks to all my respondents, educational official, political persons, and parent of dropout girls that helping me in data collection to achieve my goal.

DEDICATION

In the name of Allah who is most gracious and merciful. I dedicate this thesis to My Parents and elder brother who supported me throughout my student life and were always there to help and support me. Beside that there were many best colleagues and class fellows who also helped and gave their precious time and suggestions to me in this research work. Thank you all for your wonderful memories and lovely time that we spend together. God bless you all.

ABSTRACT

This study is delineated to investigate the main obstacles faced by females in pursuing higher level of studies in the locale upper Dir. The main objective of carrying out this study was to find out different socio-cultural practices which leads to drop out of many girls at secondary level; To investigate the factors due to which most girls drop-out in Upper Dir; To examine the role of stakeholders to cop up the problem of this increasing dropout rate and to find out the policies of government to increase the enrolment rate of girls in secondary level. Simply the basic aim of conducting this research was to find out the main obstacle which girls are facing in their persuading of the quest for higher education.

In conducting this study, descriptive research design was used and focus group discussion and semi structured interviews were conducted during data collection process. This study concluded with sample size consisting of total 59 participants from different tehsils and villages of upper Dir. The selection of the interviews with the above participant's were done using purposive and convenient sampling techniques based on the topic and locale where the research was being carried out. After the collection of data from the field then data was analyzed using memo writing and transcription and doing thematic analysis. The main uncovering result from this research showed that there lie some major obstacles like economic factors, educational factors and religious factors that are restricting girls in their pursuit of higher education at upper Dir tehsil. To counteract these major obstacles, it is recommended that government should make some immediate policy making, awareness campaign to sort out the issues in higher education for girls in the aforesaid district.

CHAPTER 1

Introduction

1.1 Background of the Study

In this modern era of science and technology, Education is considered as a basic fundamental rights and key to sustainable development for all human beings. For countries and societies education brings peace and stability in economic and different other sectors. According to United Nations convention on rights of education in 1948, article 26 states that.

Education is the basic rights to every citizen. Provision of education should be free for all at least in primary and secondary level. Beside primary and secondary education, professional and technical education should be accessible and available to all people.

Education plays vital role in shaping economic, social, and political of human development. For increasing the human development, pursuing quality level of education is basic human need.

In present world scenario, India is at the top of the list on number of children enrollment in schools and the ratio of girls is greater than boys. But the scenario of female education overall the world is less than 50% in all levels (WHO, 1999). The report of Education for all (EFA) 2003-04 highlights that promoting and increasing the female education can have positive impact on social development and economic growth of the country. In their early stage of human development, most of the developed countries focuses on basic education for all at their early stages of development.

For example, Japan achieved Universal Primary Education in 1842 while Sweden achieved universal Primary Education in 1942. Similarly, Denmark achieved their Universal level of education in 1914. Many other countries with 100% basic literacy level have witnessed capital income growth. According to report economists are in views that economic growth and level of education have positive relationship with each other (Abdi, 2010).

Jomtein Conference held in Kenya in 1990 on the issue of female education highlighted that in term of availability and accessibility of education girls and women are like minorities. As compared to boys and men, girls and women have fewer and limited access to education. Out of 90 million adults in two thirds ($\frac{2}{3}$) of them were girls and 60 million girls out of 100 million are having no access to secondary level of education in developing countries (Bagayoko, 2007).

Not just Pakistan but indeed every developing nation have realized the fact that education plays vital role in development of the nation including economic and social development. The countries have adopted free basic universal education for all policy to meet the requirement of millennium development goals (MDGs) and current Sustainable development goals (SDGs). Beside that copping and eradicating poverty and health diseases measure were taken by government of Pakistan and others to focus on diminishing basic issues related to education and health (UN, 2000).

Education makes people well aware and able to solve different issues and problems. It is widely believed that educated people are very sensitive to different issues and one of them is health. Educated people take a lot of care on their health by maintaining good diet as well as a result the fall less sick as compared to illiterate people. The healthier people are, the more they are productive in performing economic and monetary tasks which will eventually make them wealthier (MOE, 2007).

Unfortunately, the government of Pakistan is not doing justice in terms of provision of education for all of its citizens and Government is unable to invest heavily in education sector in annual budget. Less than ten percent of budget has been allocated for education sector of the country. As a result, gender disparity in education prevails and girl's education is mostly affected and neglected especially in rural areas where not much emphasize has been given to sort out the problem of girl's education and prevent girls from drop out from schools.

In case of Pakistan with various educational policies and efforts to promote free education to all (FEA), gender disparity in education still persist in all provinces of Pakistan but KPK and Baluchistan are mostly affected and not much effort has been taken to address the issues of gender disparities in education system (Fatima, 2001).

There has been greater gender disparity in education of girls in almost all levels but at secondary and higher secondary level the gap has broaden significantly. At secondary and higher level more drop out cases of girls occurs and less enrollment of girls in school due to various socio cultural and other various factors. These facts are revealed by the economic survey of Pakistan 2008-09. In the survey it is revealed that at primary level the enrollment rate of girls is as high as compared to boys in schools and dropout rate is very low. But as transitional period starts from primary to secondary the drop out and enrollment rate of girls decreases.

Mansory(2007) stated that premature divorces are the main cause of failure of marriage in Afghanistan because there is no tradition of female child education. The female who insist on education after marriage are divorced in Afghanistan. Awan (2014) measured the effects of early marriage on the life of teenage girls. He contends that teenagers faced different hardships after marriage because they had no prior experience of family life. He said that there is close relationship between early marriage and poverty.

Keeping all the above stated facts and aspects under consideration an immediate need of verdict was essential regarding girls drop out from secondary level education in Pakistan. Therefore, the researcher opted the issue as his field of research with study area of "Upper Dir". While conducting this study the researcher has concluded his work on the basis of field data collected through various tools from and respondents along with the existing official data. A number of recommendations have also been compiled for the concern stakeholders to take keen interest in the principal issues, and to facilitate the girls toward adequate education by sorting out their usual challenges toward girl's educational enhancement and future endeavors. This study also

recommending the education authorities to take proper steps toward sustainability of girl's education especially higher education. As it is a serious issue regarding the development of the nation, and a single study is not adequate enough to find out the overall reasons regarding girls drop out from higher education, therefore it is need of the hour for educational institute to sense the issue and conduct other studies of the sort within different ethnic, cultural, political, and social regions.

Layout of the study

A recurrent hypothetic-deductive pattern of developing thesis is essential for constructing results in research writing. In order to compile the thesis in a systematic pattern, the overall study has been drafted in three main categories comprised of the following headings.

- a. Front Matter
- b. Research Body
- c. End Matter

The distribution of the above stated classes was explained as under.

A. Front Matter:

The front matter is the very first part of the research framing the thesis work. The front matter of this research study comprises of.

- i. Title
- ii. Table of contents
- iii. Declaration
- iv. Acknowledgment
- v. dedication
- vi. Nomenclature and acronyms

B. Research Body:

Body is the second and more important part of the research work, in which we provide detailed introduction, narrative and analysis of the study. The body of this research comprises of the following contents.

- i. Introduction
- ii. Literature review
- iii. Methodology
- iv. Local description
- v. Data interpretation
- vi. Conclusion
- vii. Recommendations

C. End Matter:

End matter is the final part of the research report and is composed of referential materials too detailed to fit well in the main narrative of the study. The end matter of this work comprised of the following contents.

- i. Acknowledgements
- ii. Appendixes
- iii. Bibliography
- iv. Footnotes format

1.2. Problem Statement

According to Jezebell (2002), in many countries different cultural practice exist that keep the girls backward as compared to boys in education and other sectors. Such socio-cultural practices existed since colonial period due to which girls are lagging behind boys. The problem of inequality and inequity in education in many parts of Pakistan exists especially at secondary level. Millennium Development Goals two and three focuses on promoting girl's education and sorting out the problem in the education of girls.

The report of Research and Analysis Working Group highlighted that since 1990, the inequality in education of girls has worsen a lot. Some of the factor due to this inequality in educations are socio cultural factors, such as early marriage, poverty and distance to school and cultural practices that keeps girls away from schools (Kabeer, 2013).

This research focuses on finding out the answers as to what type of obstacles faced by girls of upper Dir in their pursuit of higher education. What policy measures should stakeholders adopt to ensure that girls in Upper Dir complete their secondary school and what factors are responsible for girls drop out at secondary level and how that can be prevented. What type of policies government should adopt in order to increase the enrollment rate of girls at higher level and preventing further dropout's cases? Thus, it will eventually make the girls complete their schooling at higher level and also performing better in their classes.

1.3 Research Questions

The research intended to answer the following questions:

1. What key factors affecting the education of girls in Upper Dir?
2. How these factors lead in consequential drop out of girls from higher education in Upper Dir?
3. How can the stake holders cop of the problem of this increasing dropout rate of girls at higher level?
4. What policy measure should government introduce to increase the enrollment rate of girls at higher level?

1.4 Objectives of the Study

This research focuses on the following objectives:

1. To evaluate different socio-cultural challenges regarding girl's education in Upper Dir.
2. To investigate the factors due to which most girls drop-out higher education in Upper Dir.
3. To examine the role of stakeholders to cop up the problem of this increasing dropout rate
4. To find out the policies of government to increase the enrolment rate of girls in secondary level.

1.5 Significance of the Study

This research will be of great significance not just for the people of Dir KPK but also for various stakeholders. They will be well aware of the different obstacles face by the girls of this locale in their pursuit of higher-level education. Conducting this research will highlight the main obstacles of girl's education and People will know the main obstacles and problems. The finding of this research will benefit the government, ministry of education. They will know different obstacles and will have to work to sort out these different challenges to prevent the drop out of girls at secondary level and thus increasing the enrollment of girls. Government will be well aware of different socio cultural and other practices that results in drop out of girls in Upper Dir and thus can make better policies to solve these different challenges of education and hence reduce the gender disparities in education of girls.

1.6 Definitions of key Terms

Drop out - Early withdrawal of students/pupils from school without completing the required school years with the concerned students failing to enroll back to school.

Gender discrimination – Refers to unequal or preferential treatment to individuals of groups based on their gender which result in reduced access to or control of resources and opportunities.

Gender disparity: Gender disparity means the unequal or difference in treatment of female and males in some sectors where one gendered is preferred more than the other.

Parental involvement – This refers to the active participation of parents in matters pertaining to the education of their children such as checking of their books, provision of basic learning materials and equipment and the prompt payment of school fees.

Sustainable Development: According to the United Nations definition, Sustainable development means meeting the need of present generation without compromising the future generations to meet their needs.

Higher Level: Throughout this research work, the word higher level has been used multiple times. The meaning of higher level is all about secondary level of education. In Pakistan secondary level is O-level and HSSC or eleventh and twelve class.

Millennium Development Goals: Millennium development goals (MGDs) are 8 goals presented in United Nations Millennium Summit 2000, with measurable targets and clear deadlines for improving the lives of world's poorest nations.

Socio Cultural: The combinations of social factors with cultural factors that are deeply ingrained and pass across generations.

Socio Economic: Socio economic factors are those factors by which the social life of a community is influenced by the economic activities.

Focus Group Discussion: A focus group discussion involves gathering of people from similar backgrounds and experiences to discuss a specific topic of interest.

Stakeholders: Stake holders are those agents that have an interest in an organization and can either affect or be affected by the operations of the organization.

CHAPTER 2

Literature Review

2.1 Introduction

This second chapter of this study include literature review which is based on the work already carried out and published by renowned scholars, authors and researchers on the related topic and issue under research. Review of these related literature help researcher to figure out that what work already has been find out and what is the direction and research gap to carry out this research. Throughout the history girls have faced many obstacles in their pursuit of higher education. Many studies and research have been carried out on this particular issue to figure out and sort out the obstacles and qualities of girl's education.

Research conducted by Africa Women Educationist revealed that girls face many obstacles in their pursuit of education. Some of the key factors are socio cultural factors, long distance to schools, cultural barriers, son biasness s, early marriages practice, lack of sanitation facilities for girls at school, school environment, separate washroom for girls, Presence of male teachers in girls' school and gender hostile attitude among many teachers (UNICEF, 1998).

Naveed et al (2012) emphasized that child marriages take place mostly on the pretext of poverty, illiteracy and gender inequality. The physical, social, psychological and economic consequences of child marriage are severe on girls, who are generally pulled out of primary/secondary education and more likely confront physical, emotional and sexual violence. Pakistan is in the midst of demographic transition and a big portion of the population comprises of children.

"Marriage is a precious bond formed between a bride and groom. In contrast, early marriages area challenge, especially for a girl. Sudden shift in roles, responsibilities and environment creates a stress. Their physical and psychological immaturity to deal with emerging issues leads to illnesses like; depression, sepsis, obstructed labor, HIV, etc. This issue is completely preventable, but its roots are deep. Social, cultural, economic,

and religious factors encouraging rural and semi-urban population of Pakistan for many decades. There is a need to review this practice. Educating girls and making them self-reliant is a key need.

According to the report, parents play major role in education of their girl children. In many areas including Pakistan, due to cultural values parents' conception about their girls are associated to performing household duties and work. In some cases, girls are allowed to attend school but when they returned from schools, they will get involved in performing man/y household tasks that they hardly get any time to their study and doing any homework and study time due to heavy household workload.

Usually in-home girls face many obstacles which will make it very difficult for them to attend school. Some of the household obstacles faced by girls at home are cooking, washing clothes, fetching water, taking care of animals at home and many more task which are the responsibility of girls to perform at home. Many parents' views on not sending their girls to get education are because mostly parents are poor, and they cannot afford to the education expenses and costs. In many cases during the study time girls get married even before the completion of their higher school. This means that for poor parents there is not any benefits of educating their daughters. Instead they prefer educating their sons because in many Pakistani culture sons are considered as the sole supporter and caretaker of parents when they get old. So, parents prefer spending more money and educating their sons so that they can take care of them in future in their old age (Sathar, 1996).

Due to socio cultural barriers in our society mostly parents are so sensitive that do not allow their daughters to attend schools after primary and middle schools. Parents think that it is their duty to protect their daughter in home so that she become safe in home. In many areas when schools are far at a distance then parents also have similar thoughts to keep their daughter at home instead of sending her that far distance to attend schools. Parents fear that their daughters may feel

unsafe and violence while going to attend schools when the distance is far from home. According to the report of UNESCO (1996), in many societies girls feel that they can have risk of attack and violence if they go outside their home or to attend school. Even if in some case parents agree to send their daughters to school but unfriendly and poor school environment are such obstacles in the way of girl's education.

Researchers are keen and take interest on lower secondary and upper secondary school dropouts but usually it is like impossible for children to dropout at primary level in developed countries. If any such case of drop out happen in developed countries, then parents will be penalties and charged if they do not send their children at school. So, cases of primary drop out are impossible to happen at developed countries. But in case of developing countries girl's faces drop out not just in upper secondary level but at all education levels. So, studying the obstacles and drop out incidents of primary and lower secondary are also necessary to be reviewed.

According to various studies, there exists strong link between drop out and gender usually in developing countries. Study carried out in Egypt (Lavy, Hanushek & Hitomi, 2008) revealed that female students are more vulnerable and likely to get drop out as compared to male students. Nearly 12% more cases of dropouts of females are reported in Egypt annually than males. Similar studies conducted in Nigeria (Stella & Regina, 2010) and Kenya (Mensch, Lloyd & Clark, 2000) found that the portion of female student drop out is more than male students. More female face drops out cases as compared to male students. These finding suggest that in Egyptian and Nigerian societies females have traditionally lower schooling opportunities.

In developing countries, family practices are associated with involvement of parents. Many studies have revealed that practices of social capital have effective impact on drop out. Studies carried out in Pakistan (Haq, 2000) finds that many parents have no concerned or attention towards the education of their children. This will lead to increase the tendency of more students getting drop out from schools

because they do not have any encouragement and motivation to focus on their education. According to similar studies done in Nigeria (Stella and Regina, 2010) pointed out that lack of social capital results in drop out of female students in Nigeria. Because there is no motivation and interaction of parent to their children about the importance of education.

Study in Karnataka revealed different obstacles faced by girls and leads to drop out of females in Upper secondary level. The key findings of the study suggest that in rural areas and in villages separate schools for girls need to build and beside that female teacher appointment will result in increased the enrollment of girls in schools. Providing all facilities in school like separate washrooms and proper sanitations for girls can make the atmosphere more attracted in schools for girls and thus results in less drop out of girls (Saroja, 1999).

In accessing of education worldwide, girls face many obstacles and barriers which prevent girls from attending school. As a result, girls are deprived from having the equal chance like males in getting better opportunities and shaping their life in a better direction. This type of marginalization is linked with social injustice to girls and restricting their human rights and freedom. Unterhalter and Aikman (2007) discussed that in Africa girls face many obstacles in their pursuit of education and prevent them from completing their schooling years. Some of these obstacles are socio cultural, socio economic and school-based factors. In support of this Efua (1994) explains that socio cultural and economic factors work negatively and impact the persuasion of higher education of girls. Bunyi (2002) proclaimed that lack of school fees, early marriage and teenage pregnancy are some of the major obstacles faced by girls and thus results in drop out of most of the girls in African countries.

Further education statistics of Malawi revealed that nearly 0.1 percent of boy's students and 3.1 percent of girl's student drop out from school because of pregnancy, school factors and sickness and family support. 1.8 % of the girls get drop out due to early marriage and 0.8 % of the

girls drop out because of early pregnancy. 2.8 % of the boys get drop out because of lack of support and other reasons (MOEST, 2000).

The report by world education forum (2000) indicates that parents in many communities in Kenya see their girl children as a homemaker and believe that school is not place for them to go and study. According to them rights to education is only for male as they are the future household head, caretaker, and supporter when parents get old. Hence, equity and equality in education still prevails in unachieved in various societies, communities, and countries. The main reason of this inequality and inequity is due to the cultural and social factors keeping girls away from education.

Although education is free in public schools, most of the families have been jolted with massive poverty and are unable to educate their children. Families have very limited resources and yet they try their best to support their son to acquire education and skills because they are considered to be the source of income for the poor families in future. Thus, sons are considered as breadwinners and girls are known as housekeeper (Bunyi, 2008). The Human Rights Watch (2005) supported the argument by indicating that in developing countries parents in many cultures regarding the schooling give preferences to their sons over their daughters due to their traditional biases against educating girls.

According to Bunyi (2008) many socio-cultural practices in our societies such as teenage pregnancy, early marriages and other cultural and traditional practices are linked with drop out of many girls from schools before completion of their study.

UNICEF (2004) report carried out that in developing countries like Pakistan, it is traditional to marry girls at very young age and in some case even girls are 13 and 14 years or even at younger aged are married too early due to traditional practices. Such early marriages mean that these girls will leave the schools and face drop out after marriage and

even in some cases these young girls face early teenage pregnancy and leads to drop out from schools.

Such cultural paternalism girls are mostly unconscious and unaware of these gender and cultural inequalities. Girls in developing countries are used to these types of situations and these cultural practices are so much in common that girls accept a denial of their rights to leadership, decision making and to own property. Women themselves think that they are good as housewives and men are more knowledgeable as compared to women. This has enhanced the cultural view that women are weaker link and required male representative and their voices should be shared through male representative (Goel, 2004).

Addressing and sorting out the cultural barriers is seen as a key determinant for the empowerment of girls and women. These cultural barriers will lead to girls feeling weak, lesser, and insecure. In order to lessen the gap of this gender inequalities in education government need to propose policy which reduce these types of practices and such cultural beliefs which restrict females from having the opportunity to enroll in the schools (Qureshi, 2007). Mwanzia (2010) discussed various factors associated with out of school factors that restrict girls from participation in schools. These factors are cultural and social factors such as early marriages, early student pregnancies, son preferences, economic factors, and school-based factors.

Further study done UNICEF (2004) indicated that girls are most likely to get drop out from school without being able to complete their study while boys are likely to complete their school. Most of the girls in rural areas prefer sitting in home and waiting to be groomed soon for marriage and performing their in-law's responsibilities. Teenage pregnancy means that these girls will drop out soon from school permanently and most likely that they are never going to come back and complete their study because they have to raise the child and take care of him/her by staying at home. In many cases if girls are allowed by their parents to attend school and complete their education but stills

due to overburden responsibilities and household chores, they are unable to fully focus and give proper time to their studies.

The Centre for Study of Adolescence report published in 2008 highlights the practice of bride price is very common in developing countries where parents are keen to marry off their daughters to wealthy men. Even in some cases parent agree to marry their young teenage daughter to older men to get more bride money and other anticipated benefits from such marriages. (CSA, 2008). In African societies girls face more socio-cultural barriers related to traditional attitude of girls. Yet no policy brief or key steps taken to overcome and ban such cultural practices that do not give females their basic right to education, marriage etc.

Islam is a religion of peace (Bush, 2001), justice, and equality (Ji, Ibrahim, & Kim, 2009). However, there seems to be a growing distorted image of Islam around the globe. Among many other issues, Islam is viewed as a religion in which women are restricted from many basic rights, including education because of the persistent low girls' literacy rate among Muslim societies.

Megahed and Lack (2011) have attempted to compare women's status and gender-educational inequalities in the Arab (Muslim populated countries) world prior to and post colonialism. They quoted Michele Brandt and Jeffrey Kaplan, "Islamists have not produced a backlash against female education due to the fact that Islam stresses education, including religious education for both men and women" (Megahed & Lack, 2011, p. 407).

Alavi (2008) believes, "Islam, as one of the most important religions of the world, has particular and significant educational views" (p. 5). The Islamic definition of education encompasses all learning domains of human beings. It focuses on three key words: "to know (cognitive), to love (affective), and to act (psychomotor)" (Alavi, 2008, p. 6), which makes it in line with modern definitions of education.

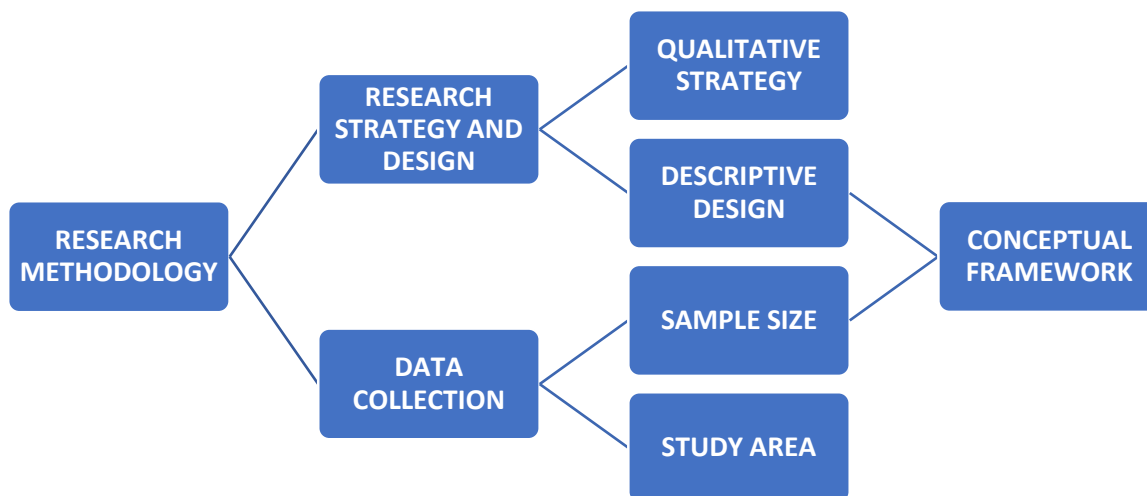
Human Rights Watch report highlights the important point linked to the education of female. Many children from poor families face many obstacles which restrict them from attaining quality education in schools. Such obstacles are school fees, uniform costs, books and bags costs, electricity, heater, water, and transportation costs which are considered as big burden on parents and thus put education out of reach for their children's. Human Rights Watch found that in more than dozens of countries these above-mentioned obstacles of different cost of education make education very expensive and out of reach and lead to drop out of millions of children from schools in different countries (Human Rights Watch, 2005).

Verma (2006) remarked that forms of exclusion vary for boys and girls since the boys are regarded to be carrying more economic value. They indicated that the financial and social costs of schooling, the low quality of learning and availability of schools are some causes of exclusion from schools for girls.

CHAPTER 3

Research Methodology

Keeping the fact of girls drop out under consideration an immediate need of verdict was essential regarding girls drop out from secondary level education in Pakistan. Therefore, the researcher opted the issue as his field of research with study area of “Upper Dir”. While conducting this study the researcher has concluded his work on the basis of field data collected through various tools from the respondents along with the existing official data. Primary data was collected from four major group of interest i.e. students, parents, teachers, and officials. Different data collection tools like questionnaire, interview schedules, interviews, and FGDs were adopted for primary data collection. Qualitative research strategy was adopted as the topic of the study as well as research questions were more concern with. As all of the primary data was in the form of statements and discussions, therefore descriptive research design was adopted for compilation of thesis. So the over-all methodology flow chart was likewise.



3.1 Introduction

This chapter of research methodology consists of all the methods which will be used to conduct this study. A brief overview about research strategy, research design, Units of data collection, sampling size, sampling techniques and procedures has been discussed below.

3.2 Research Strategy and Design

The research strategy or research method is usually determined by seeing the subject under research and the nature of the study (Denzin & Lincoln, 2005). Seeing the nature of my topic, I have adopted qualitative research strategy for conducting this research. This method suited the nature of my research questions and topic under study which were based on collecting in depth information and knowledge related to education of girls at higher level.

Furthermore, designing a research is a crucial part in social science research study. As research design guides the researcher in figuring out the research issues and different solutions available. Considering the nature of the topic which was “FINDING OUT THE OBSTACLES FACED BY GIRLS IN THEIR PURSUIT OF HIGHER EDUCATION”, descriptive research design has been adopted in order to get enrich information from the respondents under study, as according to Lawson (1971), descriptive research design is more focused on the situation that already prevails and exist. Beside that different conditions and processes that are modern developing and trending.

3.4 Data Collection Method

There are a number of tools and techniques regarding data collection for social science research such as interviews, interview schedule, questionnaire, FGDs etc. For conducting this study both primary and secondary data was collected. For collection of primary data, unstructured and semi-structured interviews were conducted from the participants. Secondary data was collected from internet, articles, books, and organizations working on education which supported the primary data in compilation this study.

3.5 Units of Data Collection

Following are the units from which the data will be collected.

UDC1: Parents

UDC2: Teachers

UDC3: Drop out Girls

UDC4: Government Officials

3.6 Sampling Procedure and Sampling Size

3.6.1. Sampling Procedure

Peter (1996) believed that in a descriptive research, the sample enable the research to gain in depth insight and knowledge about different population. For conducting this research, I will use multi-stage sampling techniques. For UDC 1 and 2, I have use stratified random sampling. This technique is selected because of participants who are sharing some characteristics or attributes. For drop out girls of UDC 3 snowball sampling techniques have be best option to adopt while from government education officials I have use purposive sampling techniques or judgmental sampling which is used based on some of the characteristics.

3.6.2. Sample Size

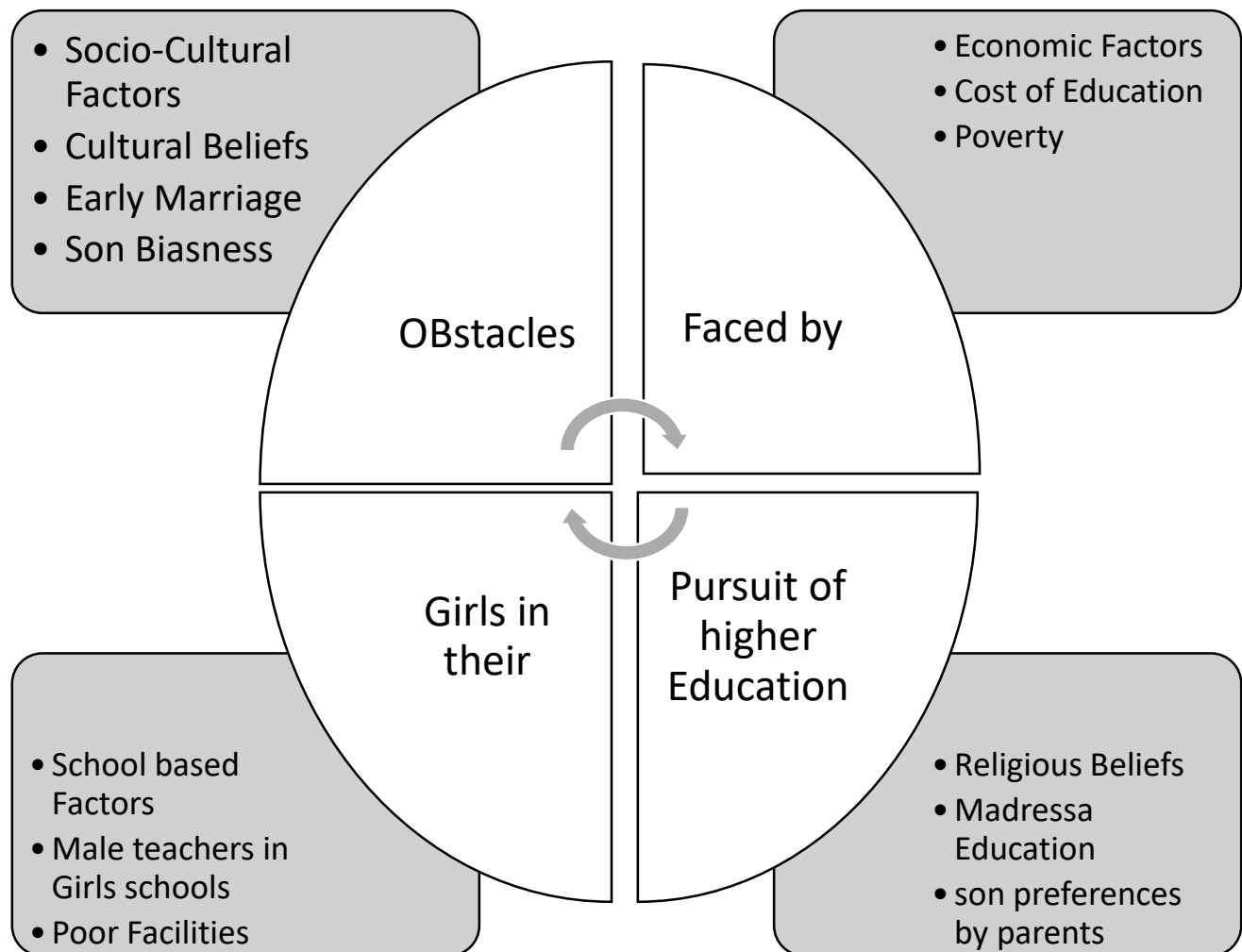
This study was based on finding out the obstacles faced by girls in their pursuit of higher education. For this purpose, I want to collect in-depth maximum information and data from various targeted units of this study as mentioned above. Therefore, sample size for this research study was 59 comprises of 50 random respondents and 9 officials, 3 from three sub-division office of Dir, Wari and Sheringal.

3.7 Locale

This research has been conducted in Upper Dir which is district and part of Malakand division in KPK Province. The town of Dir is the district headquarter of Upper Dir. At the time of independence Dir was a princely state and it was ruled by Nawab Shah Jehan Khan. It was established and merged into Pakistan in 1969 and in 1970 it was given

the status of as a district. Later on, in 1996 this place was bifurcated into lower and upper Dir districts. The district is located in northern areas of the country. It borders with Afghanistan in one side while on the other side its border connects with Chitral in north side and in northwest it connects with Swat district. According to the (Census PBS,2017), the total population of Upper Dir is 946,42. Urban population of the district is 44,165 while rural population is nearly 902,256. The population density is around 260/km. There are six tehsils in district Upper Dir. Around 94 percent population of Dir speak native Pashto language. The place is very famous for cold weather and variety of dry fruits. It is also attraction spot for tourists. The overall literacy rate of Upper Dir is 36.10 % and female literacy rate is as low as 6.10%. Which is very low as compared to most areas in KPK province. Thus, these statistics motivated me to carry out this research.

3.8 Conceptual Framework



3.9 Explanation of Conceptual Framework

Based on the topic of obstacles faced by girls in their pursuit of higher education. The above conceptual framework has been modified to see the relationships. Some of the main obstacles that prevent girls from having opportunities of higher education are mentioned here. The Main obstacles are socio cultural practices and different cultural believes that do not permit girls to achieve higher education in schools beside that economic factor like poverty and cost of education are some obstacles due top which many parents can't afford to send their children in schools. Some other obstacles like school-based factor and religious

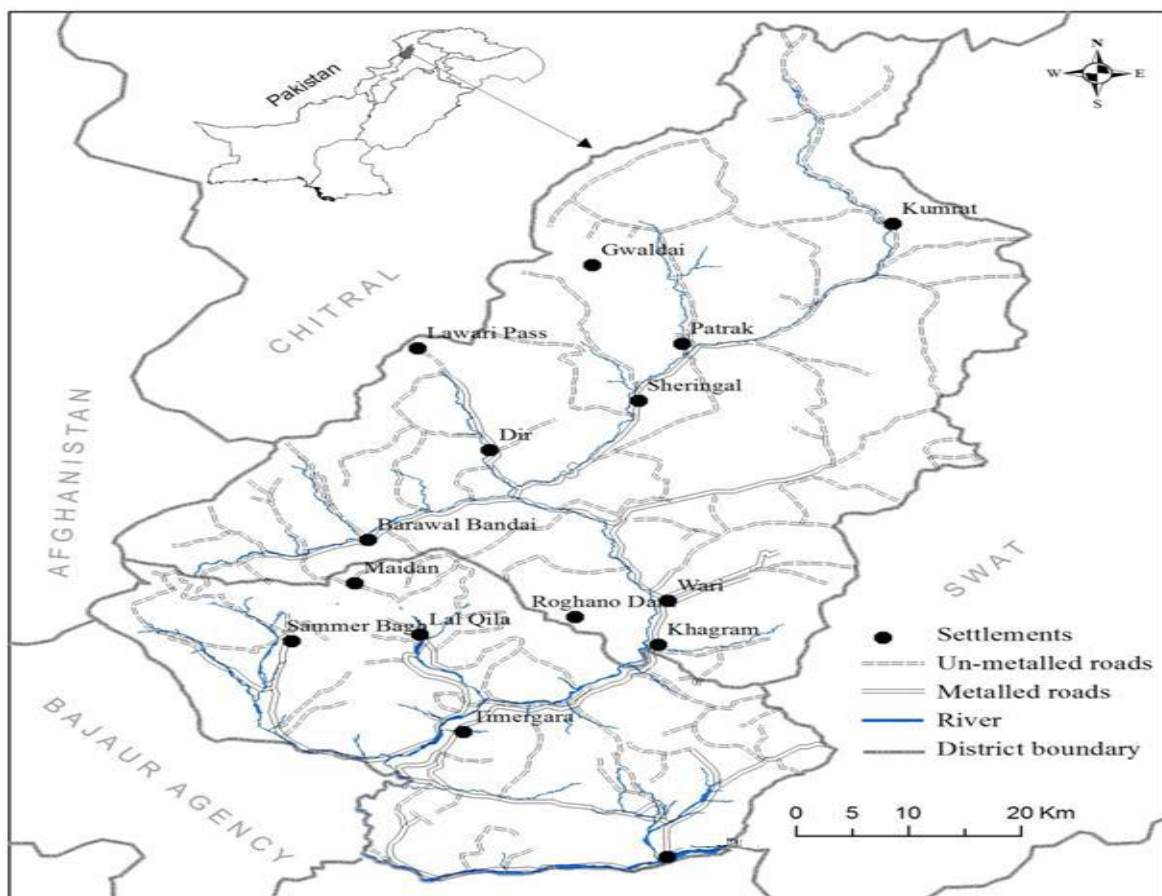
beliefs of parents to only allow their children to get education in Madrassa are there to be found out in this research in later stages.

Chapter- 4

Locale Description

4.1 Introduction

This chapter is brief description about Dir valley where this research was undertaken. Even though Dir valley for centuries has been the center of many religious and spirituals aspects with a wide rich history but still it was unlike the neighboring areas like Gilgit, Swat and Chitral, very little written materials were available on Upper Dir.



source from Wikipedia

Perhaps due to the movement and restrictions in the past and influence from external and internal isolation was the main cause of this unavailability of literature on this locale.

British where the 1st expeditors and writers who started jotting down about the Pashtun civilization and about Swat, Gilgit and Chitral valleys because they often use to travel along these routes and while

traveling, they also used to stay in these places. As a result, while traveling in these mountainous regions the officials of government of British and the traveler experience many things about these places, people and different cultures. So, they started writing their views and experiences about these places in their biographies, reports and different books.

In British Era, Dir was considered an easy route which connected Peshawar with Chitral, and other northern areas but there was the unfriendly nature and weather that was not welcoming for the British officials and traveler and thus restricted them and other travelers and officials from coming on this route and exploring and writing about its past and hiding it from the historian, writers, and explorer to note down about this place. Durand who was the agent of British during that time expresses his views about Dir valley while traveling there in his paper (2001: 112, 182) *“in Dir we got no support. There was not any place for sport there. And soon general ordered me to return to India via the route of Kashmir and advised me not to travel through the road of Dir valley”*.

4.2 Name of ‘Dir’ valley and its history

Many writers and elders have different contradictions and opinions regarding the name given to this valley ‘Dir’. According to some writers Dir from the past has been the center of different religious and hub of various civilizations and spirituals. Many civilizations had passed through this area. Hence the name has been used by people from time to time and with different meanings. Some elders have their opinion on the name of ‘Dir’ that the name in the ancient times has been given to this place. At the beginning time of ancient, the name was used first in civilization of Buddhist in the valley of Panikora by Yaghistan, Masaga, Goraiy and Biloristan (Shahid, 2005).

4.3 District Upper Dir – At a Glance

Dir is a district of Khyber Pakhtunkhwa and lies in a remote area and connect Peshawar with Chitral and other northern areas of the country. The district headquarter of Dir is known as Upper Dir where this research has been carried out to see the obstacles faced out by the girls in their pursuit of higher education. The Area of Dir valley consist of 3699 Square Kilometers and Dir valley consists of many tehsils and Union Councils i.e. Deslor Chaper, patrak, Wari Ganshal, Toormang, Khal Sheringal, Bibi our, Chukiatan, Tarpatar, Darora, Palam, NE hag, Pashta, Swanai, Chapper Barawal, Wari Akhagram, Barawal Bandi, Dir, Kalkot. Many ethnic groups are situated in Dir but some of the major ethnic groups are known as Pashtun of Swati, Mishwani and Yousafzai.

4.4 Brief overview of Literacy and Education in ‘Dir’

With the help of net enrolment and gross enrolment rate, usually educational assess to people can be calculated with respect to certain age group. In countries education enrolment rate differ from many countries on particular age group. For example, in some countries age group of 10 to 14 and in some countries, it is calculated on age group of 5 to 9. In Pakistan, age group of 5-9 years are traditionally taken for calculation of net enrolment rates in primary levels and 10-14 years are taken for secondary level calculation of enrolment rates in education, respectively. Therefore, when documenting the status of education enrolment and out of school children in governments, privates and religious schools, these age group children were taken. The statistics of education in district Dir has presented to see the gross enrolment of children in primary, secondary and in middle level that attended schools and those who were unable to ever attend any schools in the mentioned locale. In this regards the following were the statistics revealed from Pakistan Social and Living Standards Measurements(PSLM) survey conducted in 2012-2013, regarding the overall literacy rate of Upper Dir.

The level of Education in Dir District

Serial Number	Percentage
People of Dir who attended any type of School	46
Gross Enrollment of Student in primary Level	87
Gross Enrollment of Student in Middle Level	45
Gross Enrollment of Student in secondary Level	40
The population of people in percentage who are educated (Age group below 15 years)	50
The population of people in percentage who are educated (Age group above 15 years)	42

Source IPSLM Survey, 2012-13

The Upper Dir official report of department of education revealed that there are nearly 25 schools for girls in secondary level and approximately nine higher secondary schools, one Govt and a couple of private girl's colleges, and one public university are available for girls in the district. For boys, the number of schools were far greater in numbers than girls. The number of female teachers available to teach girls were only 36 while majority of the girl schools lacked basic facilities like clean drinking water, washrooms, electricity, boundary walls and quality teachers. Thus, there lied a wide gap in education inequalities and opportunities for girls in Upper Dir.

Meanwhile the report of household survey conducted by (PSLM, 2013) revealed that in Upper Dir, there is not much significance has been given to the private schools where only 2% of the children are enrolled in private institutions. This shows that in the local not many parents favor sending their children in private schools. Meanwhile in the (PSLM, 2013) report both in public and private schools very high level of gender discriminations were identified and there has no data that suggests any data of enrollment in non-governmental organizations and in religious institutions.

The level of education or net enrollment in education varies with distribution of age group at all over the globe. Likewise, the overall literacy rate and education status of the study area also varying with distribution of age group. According to the PSLM survey the statistics of variation of enrollment rate in District Upper Dir was as under.

The status of education of children from age group 5-9

{The distribution of data in percentage %}

Serial Number	% Girls	% Boys	% Overall
Children who are out of School	62	46.0	54.1
Public Schools enrolled students	36	50.4	43.7
Private Schools enrolled students	0.6	3.4	2.1
Students enrolled in NGOs schools	0.0	0.0	0.0
Students enrolled in Madrasa schools (Religious School)	0.0	0.0	0.0

Source 2 Household Level Data of PSLM, 2012-13

The status of education of children from age group 10-14

{The distribution of data in percentage %}

Serial Number	% Girls	% Boys	% Overall
Children who are out of School	43.91	46.0	27
Public Schools enrolled students	49.89	50.6	67.9
Private Schools enrolled students	3.46	3.4	4.39
Students enrolled in NGOs schools	0.0	0.0	0.0
Students enrolled in Madrasa schools (Religious School)	0.0	0.0	0.0

Source 3: PSLM, 2012-13 household level data

4.5 Women's Status in Upper Dir

People of Dir follow the basic principles of Islam and do follow all the concept and duties of the religion. The norms and value are very conservative and traditional, and people follow Islamic values and principles.

In the communities of KPK including Dir district people have the concept of hospitality, Purdah, honor, shame, segregation of gender which are common all over the province. The women traditionally are the caretaker of household duties and dealing the domestic life matters while man is the bread winner and are the responsible for earning of income and money for the household. Without permission no women can go to public places and only few women get permission to work on job and go out in public domain. 95 % of the women are not allowed to go to the public domain and cannot have permission to go to markets and shopping centers.

4.6 The Population Ratio of Dir district

The population of Dir remained skewed toward male during 1981 to 1998 in upper Dir, while in 1981 in Lower Dir the gender ratio were 100 females per 110 males and later on in 1981 the above ratio decreased to 100 women per 106 men. In Upper Dir and Malakand the decreasing trend were experienced where the male ratio increased with respect to female.

4.7 Law and order situation in ‘Dir’

4.7.1 Background

In some recent years, law and order situation in Dir was not satisfactory. There were many suicides and terrorists’ attacks where many people died, and hundreds were injured. In just Dir district, there were 13 terrorist attacks in which nearly 287 people were injured, and 75 people lost their lives. Still the situation of Dir is vulnerable with growing number of military operations and militants who are residing in the district. Militant group such as “Tehreek-e-Taliban” were prevailing and behinds these attacks where 401 people were killed and more than 1500 people got injured. Beside these terrorist attack, in years 2009 due to militant clash in cross border more than 30 levies personal were martyred and this attack led to deployment of more than one lakh military troops in border to control the near areas. In current years due to military operations the law an order situation is satisfactory, but no one knows that when and from where the next attack and target killing in going to occur.

4.7.2 Law Enforcement Agencies operating in ‘Upper Dir’ District

Following are the law agencies working in Dir district.

In upper Dir, the executive branch of the government is led by the Deputy Commissioner is the in charge who conduct the management, development and business with help other public departments and also supervises the armed force, levies force and as well police.

The responsibility of the entire security of the district is in the hand of police department and the DPO (District Police Officer) is the in charge of the department of police. Under DPO nearly more than ten police station lies also in different villages and towns as well beside that District Police Officer works closely with other law enforcement department and with judicial system on many security matters. The DPO always have good relationship with session judge and public advocates in upper Dir.

In Upper Dir, the law enforcement agencies consist of three main branches,

- 1) The Forces of army, for example Pakistan army and Scouts. These two forces play a very significant role on the matter of law-and-order situation in area.
- 2) Levies forces are local and known as tribal force and can speak the native local language. These forces are directly under the supervision of the district police officer.
- 3) Lastly, the police force which include the special and regular police force working tirelessly in the districts to keep the law-and-order situation stable are also under the direct command of the Deputy Commissioner and all these forces have played a very significant role on fighting war against the militancy.

4.8 Livelihood The inhabitants of the area have different livelihood sources for their income. A proportion of the population are serving in different govt institutions and are doing as government employs. Beside government services another

prominent source of livelihood is agriculture, while doing agriculture they also depend on farming, livestock, and poultry. A major proportion of the male population are serving in abroad and are doing in foreign countries of gulf, far east and middle east. Trading and commerce are also one of the major livelihood sources but due to rural nature the business market of the area is not predictable and sustained. Laboring in different industries is also one of the livelihood sources in hilly areas.

CHAPTER 5

DATA ANALYSIS, PRESENTATION, AND INTERPRETATION

5.1 Introduction

In this chapter of data analysis, the finding of the primary and secondary data is done on the data collected about “Finding out the obstacles faced by the girls in their pursuit of higher education in Upper Dir”. During the data collection in field I was able to conduct fifty-seven interviews which were semi-structured. The main respondents of my study were Udc1 Parents, Udc2 Teachers, Udc3 Drop out girls, Udc4 Government officials. After the collection of semi-structured interview, the data was descriptively written and presented. Beside primary data, with the help of a friend I managed out to be visit district education office where I got some secondary data as well that I have analyzed in further chapters and in findings. With details I have explain the obstacles due to which girls get drop out and that the girls in Upper Dir are facing in their pursuit of higher education.

This study consists of the following four main research questions. What factors affect the education of girls in Upper Dir? How these factors lead in consequential drop out of girls from higher education in Upper Dir? How can the stake holders cop of the problem of this increasing dropout rate of girls at higher level? And what policy measure should government introduce to increase the enrollment rate of girls at higher level? Beside that this study intends to the following four specific objectives which are to find out different socio-cultural factors that results in the drop out of girls in secondary level, to investigate the factors due to which most girls drop-out in Upper Dir, to examine the role of stakeholders to cop up the problem of this increasing dropout rate, and to find out the policies of government to increase the enrolment rate of girls in secondary level.

Through this study, I became able to find out different approaches and obstacles faced by the girl in their pursuit of higher education in Dir and I have categorized them in detail in this chapter.

5.2. Cultural Practice

5.2.1. Early Marriage

Usually in the lives of people, there are three main rite of passage which are known as Death, marriage, and Birth. From these rites, birth and death are in the hand of anyone but marriage is something that is done with the choice and willingness to living and spending the life with that person. But still in conservative societies where we are living majority of girls have no right to choose their partners and even in many cases boys also have no chance to select their choice of partners. In Pakistan's rural areas in Baluchistan and Khyber Pakhtunkhwa young girls are married at an early age and have no rights to choose their life partners. Wherever the parents want they decide and marry their daughters without asking them their choice and consent.

From the field interview the findings reveal that the practice of early marriage is very common among people and many respondents do agree that the daughters are not given any chance to pick the right partner for themselves and hence their parents do not take their consent. During the semi structured interview with a respondent about the main obstacles faced by girls in their education in the upper Dir district. The respondent revealed that *the main factor in the Upper Dir was the culture of the people living there. He pointed out that the practice of early marriage and infant betrothal are very common in the area and are one of the major obstacles of girl's education, beside that exchange marriage practice is very common in the area and is a big obstacle.* During the field interview one of the respondents were a parent and he indicated that his *neighbors and some friends usually mock him and use bad word for him because he is giving education to his daughters and instead of getting them early marriage, he has been sending his*

daughters to schools that's why people mock him because he refuses to give her daughter hands for an early marriage.

One of the respondents who was at the mid-20s explained the obstacles that she faced and is not getting education at currently. She revealed that

"In our family and society parents give more value to early marriage than education. When I was at the age of 13 my parents married me and thus, I stopped going to schools anymore. Because after the marriage it was not an easy for me going to schools. My husband was not willing and favoring for my education and I was very busy in doing household activities. I was very intelligent student and I wanted to be a doctor one day but the culture of no higher education for girls hunted me badly and now I don't have time to think about education instead, it will be good for me to concentrating on doing household chores like cooking food, washing all clothes to make my parents happy".

Linking these views of an early married girl, during the field interview I visited one of the public middle school headmasters of Upper Dir and he expresses some similar views and thought linked with previous respondents and pointed out that early marriages of girls is a major obstacle in pursuit of education for girls. He asserted that:

"I am the head of middle school in Upper Dir and as the head of school I am well aware of all the obstacles which girls faced in their pursuit of higher education. Beside that as the educated member of the society I also know about many obstacles in the way of girl's education. As far as my knowledge in this schools I have seen many girls getting early marriage and dropping out from school and not returning back to schools after the marriage. Many girls after an early marriage get pregnant and they don't want to go schools back and many of them feel ashamed and shy that they are mother of child at an early age and thus to my point of view their educational career will be over once the girls in Khyber Pakhtunkhwa get married". Beside early marriage there are many obstacles like domestic work, household chores and conservative societies are also of the obstacles which girls faced here and due to

these obstacles, many girls drop out from school without being able to complete their schooling.

The experience of the above respondent who was a head teacher in one of the schools of

the locale revealed that for many girls, early marriage is a great obstacle seen to affect the schooling of the girls and hence lead to their drop out before being able to complete their schooling.

Similarly, identical point was discussed by a govt official from Larjam tehsil that one of the leading obstacles is early marriage in the Upper Dir. He stated *“In our conservative areas early marriage is one of the main obstacles in the way of higher education for girls. Usually, large number of girls in this locale do complete their middle and secondary level without any hurdle and obstacle but once they complete their matric then after that most of the girls either do not join colleges for higher level of education and many of them will be restricted to home because parents now make preparation of their marriage. So as a result, the drop out ratio of girls at higher level increase dramatically”*.

The basic rights to the girl’s education are inevitably denied because of the early marriage by the parents. At the school going age they are marrying their daughters and restricting their schooling which is not good for their personal development and the development of the society as well. These girls if get proper education instead of getting an early marriage can be very vital for their wellbeing in future and as well the wellbeing of their families and society as a whole. The girls who abandoned their education and sit in homes will be victims of poverty and their future will be jobless because they do not have enough education and professional skills that can help them getting a good job for their living instead, they will get to work like babysitting, cooking, cleaning, and washing clothes in the houses.

5.2.2 Traditional roles of Gender

There is different gender role in our areas and societies. In our traditional societies usually, women do all the household activities like childcare, what family eat in breakfast, dinner and lunch, washing and cleaning stuff are all with the domain of women in our societies. While on the other hand cooking and renovating the house are all in the domain of women and usually, they do these stuffs incase if there are no women present in the house or they are gone to outside then maybe the man in the house does the cooking or they maybe take the help of the neighbors in such cases to save him from such social stigma. In cases where there are not any girls around then boys do most of the works. In Upper Dir and surrounding areas, it can be seen that as the boys and girls grow older than they share the workload of their parents, respectively. The girls do all the household chores and boys do all the works outside home to fetch food, ration and all the thing required for house. While the men are working in different professions like some are doing public job like teaching, clerks while many are working on their agriculture land to grow crops and fruits. Some portions of the men are working in labor force to feed their children three times meals. During the field work I have interviewed different respondents and find out the traditional gender roles in the locale Upper Dir and as result of such roles many girls are out of schools and doing household chores. While interviewing a respondent who was a parent of a girl child replied to me about a questioned asked about the burden of domestic work the girls are doing. He said that:

“Girls usually in rural areas and place like Dir have the biggest role of doing all the household chores from morning till late night. In our traditional societies from childhood age parents teach their children about doing small household stuff like washing clothes, cooking food, taking care of younger children and gradually these girls when get adult then they will take all the responsibility of doing household activities. Sometime the burden of works is so huge that they even do not get enough time to take rest. In these such circumstances how they can focus and give time to their studies? On the other side parents feel

very happy to see their girl children doing these household stuffs. They do not care to their education. They think that girl child should not focus on higher education because at an early age they get marry and thus move to them in laws. So, the girls need to learn and master the art of cooking and doing all household chores in order to make their in-laws very happy”.

Such is the traditional role of men and women in district Dir. Parents think that if their daughters do not be responsible and learn all the household chores that in front of their in-laws it would be disrespect of parents that they have not taught their daughter anything. They do not want educated girls because they think that educated girls are (bigheddi hui) not of good character and will not do all the domestic work of their in-laws.

5.2.3 Religious restrictions on female education

There are hundreds of books and many debates among scholars available from centuries about the secular education system and weather in Islam religion is such education encouraged or not. We will not dig into that debate here. But some important points here should be mentioned are that the acquisition of knowledge is a basic fundamental requirement and hence every Muslims should follow, believe and act according to these principles. When the holy Quran Majeed was revealed on Prophet (PBUH), the first word was “Iqra” which’s literal meaning is to “Read”. Many experts discuss that in order to better understand God’s revelations, Muslims need to pursue quality education and knowledge. That is why Muslims in early centuries build schools and universities and innovated many fields of medicine, philosophy, mathematics, and poetry. These highlights the importance of persuasion of education and knowledge in old era.

During the interview session with respondents about female education and religious restrictions in Upper Dir, one respondent expressed that:

“In our societies there exists religious restrictions in families which don’t allow girls to get education. That is why many parents are not do allow girls to attend school. They want that their daughters should sat

in home and wear scarf and do hijab and do not go outside the boundary wall”.

Some synonymous arguments were expressed by an interviewee about the religious restrictions as:

“In our society parent think that western education is not good for them. They believe that western education does not benefit them at all. They do not realize that if they get ill and any other disease then go directly to meet the doctor for checkups. I think they need to realize that like Islamic education, western education is also important to survive in this rapid-growing global world”.

Due to such belief Muslims face criticism that they do not adequately provide quality education to their children. One faculty member on same issue discussed that:

“Most of the elders in our areas think about old traditions and in their time, there was not any concept of western education. They link girl’s education matters of honor, respect, and prudency. I think there is lack of knowledge and perception are there in our elders and such perceptions and taught should be change in order so that they realize and know the importance of western education. This can be done by organizing seminars, workshops where these elders should be preached and make understand that in Islam there is no restriction and prohibition on the education of girls. Beside that they should be made assured that by sending their daughter for getting higher education, there honor and respect will not be less but indeed if they get good job and be an educated in near future then all the respects and honors will be not just for her but for her father and whole family”.

Thus it is concluded that religiosity has strong influence on girl’s education at the study area which involve misconception and little knowledge about Islam that’s lead to dropout of girls at higher level.

5.3 Educational Factors

5.3.1 No intractability between teachers and students

The interaction between teachers and students plays significant role and is very vital for many reasons. The interaction between students and teacher can help to boost the skills of the students to perform much better in their studies and can be highly influence able. A familiar study carried out by (Pianta, 1999) revealed that those students who have good interaction and cooperation with teacher learn a lot in school and are less likely to get drop out from school. One of the parents while giving interview about no good cooperation between students and teacher in Upper Dir schools remarked as.

“In our schools there is not any good cooperation between the teachers and students. I think for good classroom environment there should always be good interaction between the teacher and students. Because in such case student feels more active and focused. Unfortunately, in our school’s teachers do not have good cooperation with students and the other major thing is that most of the girls present in the class feel very shy and they do not interact with the teachers at all. Even though many of them don’t understand the lectures which teachers is delivering but still the keep mums and don’t ask anything”.

Beside pointing out these interesting remarks. One main thing here is to be mention is that undoubtable the interaction between the student and teacher has very positive impact on growth and learning for all.

In addition to this one of the teachers Khurshid (common name) during the interview revealed that:

“The interaction in class leads to mental, social and emotional growth of the student but unfortunately most of the girl’s student in class show shyness and don’t interact with the teachers in class. I think this is a big obstacle and good steps are needed to be taken to resolve the issue of shyness because during the lectures there arise many terms and topics which students can’t pick and understands so if they don’t ask

the teacher then how come they become able to know that term and topic”.

In addition to these above similar remarks by the respondents regarding the interaction between the teachers and students. One of the respondents who was currently enrolled in school revealed some interesting divergent remarks regarding the teachers in class:

“I don’t believe that all students are shy in class. Yeah, many are there who feel very shy in front of the teachers, and I am not one of them. According to my point of view there is lack of interaction between teachers and students and if I gave you my example, I am not shy and when in class I do not understand anything then I will ask the questions to teachers but unfortunately many times teacher did not answer my questions and instead asked me to keep quiet and do not ask question. In such scenario I will blame the teachers not the students. I think teacher should be more interactive and cooperative in the class. If the teachers do not allow us to ask question and not allow us to do question making, then how other shy girls will be motivated and learn in class. Instead, they will be happy to be quiet.

5.3.2 Lack of facilities for disable students at School

Their lies variety of obstacles in pursuit of education and disability is one of those. The disable children usually do not enroll in the schools where there are not any basic facilities for them such as transport from home to school, elevators, lack of ramps and inaccessible toilets for them. Beside that in class, disable students also faces many difficulties in the class. Because there is various type of disability like eyes, ear, hand etc. Disable people are also human beings like us and they have equal opportunities to live their life like us. They are not to be discriminated at any cost. They have basic right to access of equal education at primary, secondary and higher secondary level as well. Like us they also have equal right to enroll in school and enjoy the and also participate in all activities of the schools. In this regard, a father expresses his remarks on particular issue of disability:

“I have a daughter who is 14 years old, and she is hard of hearing(deaf). She is very intelligent and wants to be educated but unfortunately there is not any facilities and accommodation available for such disable students in our public and private schools. I think government should look such matters and needs to provide the basic facilities to these disable students in public school. They are also human being and not less special than others.

Having said that disable children need more attention and focus on schools and at home as well. When asked about the facilities available to disable students in school. One of the interviewees who was a teacher in a public school in Sheringal tehsil stated that:

“There are one or two disable students in our school but to be truth with you, there are not any facilities available to these special children and neither teacher give more focus and attention towards them. That is why disable children either do not enroll in schools and many of them if join then don’t stay for a long time than. Soon they will drop out from school seeing there is not any taking care and attention from the faculty”.

Talking about facilities available for disable children, during the interviewees with many respondents who realized the lacking aspects of facilities available to children at schools. Some important point shared by one of the disable girls who was studying at a public school in Larjam tehsil:

“I have vision impairment problem since I was born. I love getting education and coming to schools. I understand all the lectures which our teachers teach during their periods. About the available facilities to special students like me is that there is not much to facilitate and encourage students like me to come and get education in schools. I am here because of my cousin who take care of me all time in school, and she also take me to home. But on teachers and government side there is not much to encourage and support us”.

5.3.3 Dearth of Teachers and Parents meeting

In the context of children education growth, parents and teachers meeting is very vital. In such meetings teachers and parents discuss about the progress report of different children and problem related to student's behavior and academic as well. Beside that in such meetings report card of the academic performance of the students is showed to the parents and discussion about the weakness and strengths of students in different subjects. One main point here is to be mentioned that most of these parents and teachers' meetings are conducted in the absence of the students. Acquiring about the parents and teachers meeting in the public schools in Upper Dir, one of the interviewees who was staff member of the Larjam school revealed that:

"We as a teacher know that parents and teachers' meetings are good and it should be conducted if not in every month then at least two or three time in a year should be conducted but unfortunately, we have tried our best in many times to conduct such session in our schools to sit and discuss with parents about their children study report but parents in our areas are not interested to come here in school and discuss about the education of their girl's children."

In such supporting argument other teacher who was from Wari tehsil expressed same opinions as mentioned by the above respondent:

"Many times, we have tried to call parents to come in school for meetings and they did not show up and even though we have informed the students in our schools to call your parents to come in school but still parents did not show up in school".

These arguments suggest that teachers want to conduct parents' teacher meeting but on the other side parents are not interested to come in schools and ask about the performance and academic report of their children. Perhaps according to their perception female education is not so important that is why they do not take it seriously. In such case government should take some immediate actions like conducting workshops, seminars and awareness program which can be useful for the parents to understand the importance of parents and teachers meeting.

5.3.4 Unavailability of transportation facilities

There is a famous phrase that lack of transportation facilities means lack of education it shows that for the pursuit of higher education how the transportation facilities are important for both boys and girls. Especially in case of rural areas like upper Dir where the population are living scattered. In such cases providing public transport at schools and colleges is the only way to attract more students getting enrolled in schools. Regarding the lack of transport facility available to student at Barawal Bandi tehsil. One of the respondents stated that:

“The main obstacle which girls faces in this tehsil is the lack of transportation facilities available to the students. These are mountainous region and schools are near for some students but very far for most of the population. Many parents want to send their children for getting higher education but due to unavailability of transport facilities they are not sending their daughters to schools. Because they can’t just send their girls to school on foot where schools are at a very far distance and they fear that going on foot is not safe for their girls instead it is better they sit in home and help their mother by doing household activities”.

In supporting the argument of the above respondent, one of the students from Wari tehsil revealed that:

“According to my opinion lack of transport is the main obstacle which girls face in their pursuit of higher education. Due to the far-flung areas most of the girls do not get admission in higher level because they know that their parents will not allow them to go to those schools which are very far from them. Beside that if some girls get admission then they make much absenteeism because they cannot come to very far schools every day so that’s why they miss many days in schools”.

Going on with the ongoing debate of lack of transportation facilities available to students of upper Dir, one interviewee elaborated some similar remarks as:

“Not just students but we teachers also face a lot of difficulty of transportation coming from home to school. I live very far from school, and these is no transportation available to me. My salary is not hefty

that I can come every day on taxi. If, I do then it will cost me more than half of my monthly salary. And beside that if I come on foot than it is not easy for me to travel 5 km walk to reach the school”.

One respondent has some divergent remarks on the topic of transportation facilities available to teacher and students in school. He expressed the following:

“Due to the far distance of school, we all are suffering badly and as a result our education is being effected. Many new teachers are recruited and enlisted in this school but there are not doing their duties. They do not come to school because of the far distance of school from their home. Maybe they will come on one or two days in a week. This shows serious concerned that if teachers come just one or two days in week than how can the students be regular in school. The new teachers are also not to be blamed because at the start their salaries are very low and if the come regularly on taxies then their all salary will finish giving the rent of the cars”.

5.3.5 Unexperienced and shortage of teachers

The shortage of teachers in upper Dir is one other major obstacle which most of the students faced at schools and colleges. In public schools’ shortage of teachers is growing rapidly and largely. Especially in rural and backward areas the availability of teachers at public schools are worse to think. Beside that if some teachers are available in schools then most of them are unexperienced and possess no great knowledge. In some schools for 5 classes, there are only two teachers available to teach them. Talking about the shortage of teachers, one participant expressed his opinion as:

“In our areas majority of schools are separate for girls and boys. Mostly schools are not of coeducation system like western. The shortage of teachers in our schools are of a big concern. If you visit some schools, you will be shocked to see that for 300 girls only two teachers are available to teach. In such case anyone can guess what the

condition of students will be. They won't get any knowledge in class which consist of more than 150 students in one class”.

In a supporting remark about shortage of teacher in schools, one parents revealed that:

“Yes, shortage of teachers in public schools are big concerns for girls. That is why parents are not interested to send their girls in higher level studies because they know that in schools there is not any advance knowledge and learning which will benefit their daughters. Hence, they feel that it is better that they sit at home and help their mother in doing household chores”.

Regarding the unexperienced teachers who are teaching in public schools and colleges, one respondent who was a college student remarked that:

“It is sad to see that in our college and schools there are not any good, experienced teacher available from whom we can learn good chunk of knowledge about our main subjects. Many teachers in our college have completed B.A and F.A degree and they are teaching the students of FSC and F.A. these teachers do not possess good enough knowledge of subject and are neither subject specialist. These are remainder who are spending our precious times here”.

One more informant responded in similar passion regarding the inexperienced teachers available in public schools.

“Actually, to be true with you, the government has recruited some good quality teachers in schools and colleges in our area, but the biggest problem is the case of ghost teachers. Many teachers in our area either do not come to schools every day and some of them are out of town with their husbands who are doing jobs outside the Dir district and these teachers have hired someone from Dir who are Matric or FA pass so that they can go to school and teach the student in their place. I think due to this ghost teacher issue we have most of the unexperienced teacher in our colleges because the senior teachers are not coming to schools, and they will give ten to fifteen percent of their salaries to the facilitator who are taking the class in their absence”.

CHAPTER 6

CONCLUSION AND POLICY RECOMMENDATIONS

6.1 Introduction

This concluding chapter, in the wake of finding consist of some important summary, main findings and concluding remarks which can be very helpful in doing further studies in future about such similar topic related to obstacles faced by girls in their pursuit of higher education. Solving these obstacles of girls in higher education are dire need of this 21st century of modernization in every sector of life. some key points and recommendations are expressed below in this chapter.

6.2 Conclusion

This research study was consolidated on the obstacle faced by girls in their pursuit of higher education in district upper Dir. The study eventually concluded on the following points which was about figuring out the obstacles faced by girls in their pursuit of higher education, A case study of upper Dir district. Since it was figured out that early marriage was one of the major obstacles which leads to girl's exclusion from schools and colleges. Most of the girls due to the reason of early marriage do not pursuit their education at higher level. Beside those early marriages often lead to pregnancy which is also linked with the drop out of many girls from schools. Such environment where these girls get an early marriage followed by early pregnancy needs to be addressed by the government and concerned authorities. Such incidence of early marriages consists of all-round aspects and elements which are responsible for such practice. Culture belief and restriction are prevailing in in different units where data was collected. Such culture beliefs of people lead to approaches which do not support the higher-level education of girls. Parents have views that allowing their girls to attend college and universities is opposite of prudency and matter of disrespect for them. Such negative pensiveness of parents needs to be disannulled through more awareness campaign, seminars, and

workshops through which the positive image of Islam and impetration of the need of attaining western knowledge should be told. Hence it should be demonstrated that western knowledge is necessary for everyone in this globalization world and attaining western education will not lead to any diminution in respect and honor of anybody. Beside that due to economic factors such as poverty many parents are not in position to send their girls for attainment of education at higher levels. It should not be false to say that higher education of girls is inversely proportion to the poverty level of the parents. Due to economic factors parents favor only giving education to their sons but they cannot afford to give equal education facilities to their daughters due to their poor economic conditions. So, poverty leads to more drop out and illiteracy of girls in upper Dir. The other main obstacles which girls face are linked with educational factors which all students required in their schools. Transportation facilities to students and faculty encourages more people getting education and providing experience teachers at all levels will lead to attract more parents in sending their daughter for getting higher level education. There are also many children who are disable by birth or have been disable after their birth, these students are very specials and also deserve to be educated and compensated. In all schools there is not any facilities available to disable students to encourage them to enrolling in public schools. Lastly schools and colleges in most areas of the district have very few teachers available to teach the students. Much effort is needed by the government to increase the number of teachers in all public institutes. A few immediate policies and actions should be adopted by government and other education related organizations to eradicate all the major obstacles which girls face in their pursuit of higher education in district upper Dir.

6.4 Recommendations

During the field work, conducting interviews and discussion with all the participant from different areas of upper Dir. Major findings were developed and discussed in the above sections. Beside that many respondents in this study like teachers, parents, government officials and some others have also shared some important recommendation regarding the obstacles of girl's higher-level education in the district. Some of these below mentioned recommendations are very meaningful and paramount in fixing all the major obstacles of girl's education at higher level.

- 1) Government and non-governmental organizations should stride to conduct more workshops and seminars about the importance of education for girls and they should make sure that most of the parents should be invited in such seminars.
- 2) Transportation issues in colleges and schools are of big concerns specially for girls' students who cannot come at a long to attend school. So, government should provide transportation facilities to all female institutions to encourage more girls enrolling in schools.
- 3) Government should make strict laws and policies that prevent early marriages and should intervene to eliminate such practices by the locals.
- 4) It is very vital that good cooperation between the teachers and students should be maintained in class for better learning experience. Teachers should cooperate with all students and should allow them to ask any types of question regarding the lecture which he is studying.
- 5) Parents and teachers meeting should be conducted in at least every 3 months. And if the parents do not respond positively and did not attend these meetings then the teacher should involve district education officials and other elders of the community in this matter to attract parents attending such meetings.

- 6) The problem of lack of teachers available at schools and colleges should be addressed immediately to fill the reduce the big gap of 1 teacher per 200 students.
- 7) There are many unexperienced teachers who have just FA and BA degree, and they are teaching in different institution of the district. These teachers do not possess any experience and expertise. Beside that government should see the issue of ghost teacher problem which is also prevailing a lot in many public institutes where the experience teacher either do not come to school or they have hired someone unexperienced in their place to teach the students.
- 8) The NGOs and government need to create more jobs and economic opportunities for parents in the locale. This will lead to more employment opportunities available to parents and hence reduce the socio-economic factor that hindrance in the way of higher education for girls.
- 9) Parents should be preached that education is very vital for the development of family and country as well. No religion prohibits getting good quality education and living a better life. Through attainment of quality education our society can get develop and economic status of families will be better if the children get higher education.
- 10) DIR district is more religious oriented society so the people mostly respect, believe and obey the ulema instructions for that There should be a proper channel and cooperation between government authorities and ulema at the region to remove the misconception about girl's education and religiosity in the people mind.



Picture 2: Local girls hold a rally to demand primary school in Chinar Khwar area of Upper Dir



Picture 1: Govt Primary School Dhub Darra



HIGHER SECONDARY SCHOOL GANDIGAR



Government degree collage Dir upper





GOVERNMENT HIGHER SECONDARY SCHOOL MOHALLAH SHAW



GOVERNMENT GIRLS MIDDLE SCHOOL DOBANDO

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