

Effects of Problems on Female Education at Secondary School Level Innorth Wazirsitan Agency

Amer Parvez¹ Dr Sher Kamal² Mati Ullah³ M. Saqib Khan² Hamid Khan³

1. Department of Public Administration, Gomal University, Dera Ismail Khan

2. Department of Business Administration, Gomal University, Dera Ismail Khan

3. Department of Education & Research, Sub-Campus, Lakki Marwat, UST Bannu

Abstract

There are always negative effects of problems on female education at Secondary school level in the whole Pakistan but in Khyber Pakhtunkhwa especially in North Waziristan Agency (FATA), female students confront multifarious problems and dilemmas in their education. Most of the female students in North Waziristan Agency face the problems of social insecurity, limited opportunities to avail, economical problems and psychological harassment etc. Almost all the female students are passing through the trails and problems of cultural barriers, disempowerment, strict religious boundaries, domestic violence, ancestral-rites and suppression from illiterate saliferous community. Many female students are disturbed from fundamentalist groups in North Waziristan Agency and very limited female students avail the opportunities of tuition facilities. Gender differences and far flung and mountainous schools are also among big challenges for female students in North Waziristan Agency. The major purpose of the study was to examine the effects of problems on female education at Secondary school level in North Waziristan Agency. The main objective of the study was to determine the social, cultural, financial and religious problems faced by female students at Secondary level in North Waziristan Agency. The population of the study consisted of all female students at Secondary school level in North Waziristan Agency. Simple random sample technique was used for taking data from respondents. The population was divided into two strata i.e. rural and urban. 130 respondents were taken as sample from 10 Girls High Schools in North Waziristan Agency in which 65 respondents were selected from each stratum respectively. Data was collected by using five points Likert scale having options 'Strongly Disagree', 'Disagree', 'Undecided', 'Agree' and 'Strongly Agree' with values 5,4,3,2 and 1 respectively. The collected data was analyzed through simple percentage. The study was delimited to Secondary schools female students only. Major findings and results of the research study showed that there are negative effects of social, cultural, financial and religious problems on female students at Secondary school level in North Waziristan Agency. For better improvement, some recommendations were also given.

Keywords: Problems, Female Education, Secondary Level & North Waziristan Agency.

INTRODUCTION

Most of the parents in Khyber Pakhtunkhwa and especially in FATA do not allow their daughters to get education due to their cultural boundaries and illiteracy (Afridi, 2010). The ratio of female education in FATA is quite low because of some tribal traditional factors and minority female attend schools at secondary level in FATA because they always face social insecurity (Ebrahim, 2012). Females in mountainous regions either never avail their full educational opportunities or they avail very limited educational opportunities due to which they have no interest in their studies, educational activities and even most female only take admissions in their schools but they do not attend classes regularly due to social insecurity as well as less educational awareness and limited opportunities to avail (Khan, 2012). Most of people living in mountainous areas are poor and economically bankrupt and they are illiterate also. Those females who belong to such types of families confront educational trials and problems because they are not encouraged to get education due to poverty, illiteracy and pakhtun culture (Memon, 2007).. Girls mostly face transport problems; they are deprived of transport facilities due to which their parents do not allow them to go to their concerned schools in private buses and because of this problem their schooling badly suffer (Mehdi, 2007). As tribal areas of Pakistan are fully awkward educationally and according to tribal culture male gender is dominated on female gender; when female commit any mistake, crime or fault then they are psychologically harassed and traumatized which have negative impact on their all life activities (Heward, 1999).

Some cultural barriers are responsible for low ratio of female education in tribal areas because female in tribal areas are strictly bound to follow all the rules and regulations of their culture otherwise they are conceived degraded and of low and poor status (Evans & Davies, 1993). Females are socially discriminated in tribal areas and this is one the big problems for female because this social discrimination is one of the most fatal and important source of hindrance for educated female due to which most females are socially suppressed and depressed and they cannot develop educationally in FATA at all particularly the female living in mountainous regions (Khalid, & Mujahid-Mukhtar, 2002). All tribal areas are in the favor to obey religious rules and religious scholars (Molvis). Religious leaders avoid female education in tribal areas and even they are of the opinion that

school education is curse and cancer for female gender of the era of the day. So molvis in tribal areas do not allow female to get school education which is a big problem for female and it is very hard for female to adjust them in educational environment while living in such tribal society (Klasen, 2002).

Female face problems due to conservative minded people also due to which they cannot attend schools peacefully and fruitfully because conservative minded groups are their opponents and they are strictly against female education (Yasmin, 2005). Lack of girls' secondary schools is also one the problematic factor for female students in FATA(Mathieu, 2006). Female students in FATA particularly in North and South Waziristan Agency are socially isolated; they are culturally imprisoned and politically disempowered (Marsh et al., 1988). Strict religious environment and conservative mullahs create problems for girls not to attend schools because they call it immoral and unmoral addictions (Marsh, 1989).Girls faces domestic violence also in FATA due to which they are kept mostly as folk-women at home not to educate them; similarly cultural challenges too creates big problems for their schooling, as a result they either avoid schools or get education privately (Robinson & Gellibrand, 2004).

REVIEW OF RELATED LITERATURE

(Latif, 2007) asserted that female students are totally deprived of extra educational facilities in FATA particularly in North and South Waziristan Agencies such as they cannot attend libraries outside their schools, they cannot avail tuition facility and they cannot attend educational seminars etc. as routine in their schools at Secondary level (Khan, 2007) illustrated that female have no opportunities to accommodate in school hostels for the purposes of learning because due to severe and strict cultural rules and regulations, females are bound to be restricted up to their homes only and they are not allowed to attend hostel for the purpose of accommodation while the qualities like tolerance, patience, mutual understanding, cooperation, hardworking, leadership, self-confidence, regularity, punctuality and awareness of self-responsibilities are all learned in hostel life but female in North Waziristan Agency are deprived of hostel facilities also.

(The Dawn, 2008) pointed out that those female students who belong to far-flung and mountainous areas confront big problems regarding education such as it is very difficult for them to provide transport facility for themselves as routine. Due to lack of pick and drop facilities in North Waziristan Agency, female students cannot show better educational performance and they do not attend their schools; they only take admission in their schools at Secondary level and at the end of the year or session appear for board examination in order to take matric degree or certificate without out proper learning. (Khalid & Mukhtar, 2002) investigated that the rifest problem for female students in North Waziristan Agency is that male students are always conceived superior to female students and female students cannot avail chances pertaining education in North Waziristan Agency.

(Lee & Marks, 1990) mentioned that female students cannot avail their educational facilities directly related to their learning performance such as either female students have no libraries in their schools at all or they are bound not to attend library on the basis of gender discrimination.(Hashmi, Zafar & Ahmad, 2008) claimed that in FATA, particularly in North and South Waziristan Agency, girls secondary schools are closed and non-functional because either mistress (female teachers) belong to far-flung areas or students are not allowed to attend their schools due to cultural hindrance and their puberty age (fiery age). (Talbot, 1998) mentioned that educated girls are still considered folk women and they are more busy in their domestic activities and works instead of taking interest in their education or studies which badly affect their academic as well as learning capabilities. (Pirzado, 2006) asserted that females face problems in FATA because fundamentalist groups target their female institutions especially at primary and secondary level; most of the female institutions are damaged and destroyed due to which female cannot attend schools regularly and they confront social insecurity. (Ministry of Education, 1998) described that there is lack of female experts in FATA and very limited female educationists belong to FATA and they too are settled in advanced districts of the country that's why female students have no such resources which facilitate them, as a result they always show poor academic grades.

(Zafar, 2004) found those females are given every low social status in FATA particularly in North and South Waziristan Agency. They are always subservient to male and there is full male dominancy in tribal areas; female are restricted up to their homes only and they are not allowed to take a single step without their elder male (Ahmad, 1984) illustrated that female education badly suffer due to local terrorism also. Some local religious groups do not permit young females to attend their schools and they threaten them to either to stop going school or face multifarious dilemmas and due to this reason they prefer to get education privately without taking regular classes which negatively affect their learning because as private candidates they may only pass but not well educated. (Tierney, 2000) pointed out that violation of female rights is another big problems for female students. (HRCF, 2011) investigated that most female left their schools either at middle level or at secondary level due to law and order situation in FATA particularly in North and South Waziristan Agency due to which have only limited access to quality education; for that reason they either fail or show very poor grades at school as well as board level. (Spain, 1963) claimed that the ratio of female education is very low in FATA and there

are more educational problems for female students than male students at all level in FATA especially in North Waziristan Agency as female students in FATA face social, political, economic and educational problems; their social, political, economic and educational status is very blight due to which they can't attend their schools freely and openly and they cannot avail their educational opportunities freely. (Shah, 2012) asserted that the most vital problem for female students is male dominancy. (Shah, 2012) described that due to religious misperception and misunderstanding, female students face immense educational problems

(Spain, 1963) investigated that extremist mullahs openly creates problems for female students which negatively influence females schooling and facing such circumstances female students can't perform well educationally and they always show poor academic grades in FATA especially in North and South Waziristan Agency. (Khan & Afridi, 2010) found that female students in tribal areas are highly disturbed due to domestic affairs because they are treated like mid-servant and slave in their homes and they can't ask for their own rights. They are bound and restricted only up to their homes and nothing. (Tierney, 2000) pointed out that extreme poverty is another factor for the increasing dilemma of female students in tribal belt. (Hashmi, Zafar & Ahmad, 2008) claimed that parda system is a big cultural problem for female students in FATA because according to tribal customs and traditions females are strictly advised by their elders to do parda and use veil when go their relatives or even hospital. Even in tribal areas male do refer their female patients to male doctors because of cultural boundaries.

STATEMENT OF THE PROBLEM

The study explored "Effect of Problems on Female Education at Secondary School Level in North Waziristan Agency". The researcher investigated all those problems due to which female education suffered a lot such as social problems; culture problems, religious problems and financial problems faced by female during getting education.

OBJECTIVES OF THE STUDY

The following were the objectives of the study:

- 1 To identify different problems faced by female students at Secondary School level in North Waziristan Agency.
- 2 To determine the effects of problems faced by female students at Secondary School level in North Waziristan Agency.
- 3 To give recommendations regarding problems faced by female students at Secondary School level in North Waziristan Agency.

RESEARCH QUESTIONS

1. What are the different problems faced by female students at Secondary school level in North Waziristan Agency?
2. How to determinethe effects of problems faced by female students at Secondary School level in North Waziristan Agency?

SIGNIFICANCE OF THE STUDY

The following is the significance of the study:

1. This study is highly significant for the government as well as for public because educated females play a vital role in society and culture.
2. Educated female can also play a key role in financial affairs of her family as well as in any department or organization.
3. After this study; every educated person will be able to know all the social, cultural, religious and financial problems faced by female students at secondary school level in North Waziristan Agency in order to prove the wise saying that "If male is educated only male individual will be educated if female is educated then the whole family will be educated and also that educated female is like a pure gold while illiterate female is like talmigold.

DELIMITATIONS OF THE STUDY

The study was delimited to Secondary schools female students only.

RESEARCH METHODOLOGY

Design of the Study

The study will be survey type in nature.

Population of the Study

The population of the study consisted of all female students at Secondary school level in North Waziristan

Agency.

Sampling

Simple random sample technique will be used for taking data from respondents.

Sample Size

The population will be divided into two strata rural and urban. 100% respondents will be taken as sample from 10 Girls High Schools in which 65 respondents will be selected from each stratum as shown in the table below:

Table 1: Respondents as Sample

N	Respondents taken as sample at Secondary schools level in North Waziristan Agency	
100%	Rural	Urban
	65	65

Note:

Total Numbers of Respondents = 100%

Sampled Girls High Schools in NWA = 10

Respondents taken from GGHS in rural areas = 65 (In Percentage $65/130 \times 100 = 50\%$)

Respondents taken from GGHS in Urban areas = 65 (In Percentage $65/130 \times 100 = 50\%$)

Instrumentation

Research data will be collected by using dichotomous questionnaire having options Yes, No and May be carrying values 3, 2 and 1.

Pilot Testing

For the purpose of validity and reliability of the instrument. It will be administered to 10 research experts and their suggestions will be sought. Their suggestions will be interpreted; and for reliability, the questionnaire will be given to 30 respondents. Data will be personally collected from the respondents. The selected data will be organized and tabulated by using simple percentage. Conclusions will be drawn on the basis of findings.

DATA ANALYSIS

Data will be analyzed by using Simple Percentage.

RESULTS AND DISCUSSION

The results and discussion of the research study obviously showed that female students were badly suffered due to multifarious problems they were facing at Secondary level in North Waziristan Agency such as they were not permitted to attend their schools alone; social insecurity, limited opportunities, economic crisis, lack of transport facilities, psychological harassment, cultural barriers, religious hindrance, worse tribal traditions as well as conservative society, domestic violence and cultural challenges were all the problems which negatively affected their education.

Table 2: Effects of Problems on Female Education at Secondary Level in North Waziristan Agency

Problems for Female Students at Secondary Level in North Waziristan Agency	Respondents' Responses Through Five Points Likert Scale					
	SA	A	UD	DA	SDA	Cumulative
No Parental Permission for female students to Attend Schools Alone and its Effects on their Education	80%	7%	3%	6%	4%	100%
Effects of Social Insecurity on Female Education	60%	20%	5%	8%	7%	100%
Effects of Limited Opportunities on Female Education	62%	18%	4%	6%	10%	100%
Effects of Economic Crisis on Female Education	60%	12%	08%	09%	11%	100%
Lack of Transport Facilities and its Effects on Female Education	70%	6%	4%	12%	8%	100%
Effects of Psychological Harassment on Female Education	80%	7%	3%	6%	4%	100%
Effects of Cultural Barriers on Female Education	65%	10%	5%	8%	12%	100%
Effects of Religious Hindrance on Female Education	45%	16%	07%	12%	20%	100%
Effects of Worse Tribal Traditions as well as Conservative Society on Female Education	67%	10%	6%	10%	7%	100%
Effects of Domestic Violence and Socio-Cultural Challenges on Female Education	48%	13%	2%	19%	18%	100%

Table 2 shows that problems like no permission for female students to attend their schools alone, social insecurity, limited opportunities, economic crisis, lack of transport facilities, psychological harassment, cultural barriers, religious hindrance, worse tribal traditions as well as conservative society, domestic violence and socio-cultural challenges badly influence female education at Secondary School level in North Waziristan Agency.

CONCLUSION

On the basis of findings, conclusion was drawn in which it was clarified that factors like social insecurity, limited opportunities, economic crisis, psychological harassment, cultural barriers were highly responsible for female low and poor education in North Waziristan Agency. Some other factors such as domestic violence, female alone going to school also disturbed female education in North Waziristan Agency. Religious hindrance, tribal traditions as well as conservative society lack of transport facilities were also the factors which had influenced female education at Secondary level in North Waziristan Agency.

RECOMMENDATIONS

The following were the recommendations of the study:

1. The parents as well as the government both may assure social security for female students in North Waziristan Agency.
2. The government and other responsible saliferous may provide a lot of educational opportunities to female students in North Waziristan Agency.
3. The government may wash out the economic crisis of female students at all angles concerning education.
4. Female psychological harassment, cultural barriers for female, female socially and culturally disempowerment may be discouraged so that female students may not be superstitious about it.
5. The government and educated people may strictly stop domestic violence and they may also avoid ancestral-rites regarding female educational blockage, gender differences and domestic-religious boundaries about female and their education.
6. Parents and the government may provide open opportunities to avail tuition facilities and fundamentalist groups may be discouraged in this sense.

REFERENCES

- Afridi, S. (2010). Land Ownership and Pukhtun Women in Tribal Area (FATA) and NWFP. *Area Study Centre Journal, University of Peshawar*. 4(3), 22-29.
- Ahmad, N. (1984). *Evaluation Process in Education System*. AIOU, Islamabad, Pakistan. 65-72.
- Ebrahim, Z. (2012). Pakistan's Fata area reports significant increase in school enrolment. *Guardian*. 2(1), 60-74.
- Evans, J., & Davies, B. (1993). Equality, equity and physical education. In J. Evans *Equality, Education and Physical Education*, 11-27.
- HRCF. (2011). Taliban fear forcing tribal girls to join seminaries: The Dawn.
- Hashmi, N., M. I. Zafar & M. Ahmad. (2008). "Cultural Determinants of Female Educational Attainment in Rural Jhang, Punjab, Pakistan." *Pakistan Journal of Agricultural Sciences*, 45, 1.
- Heward, C. (1999). Introduction: the new discourses of gender, education and development. In C. Heward and S. Bunwaree (Eds), *Gender, Education and Development: New York: Zed Books. Beyond Access to Empowerment*, 1-14.
- Khan, R. (2012). Extremism Terrorism in the Name of Islam in Pak: Causes & Counterstrategy. Unpublished PhD dissertation submitted to University of Peshawar.
- Khan, S., & Afridi, S. (2010). Patriarchal Social and Administrative Practices in the Federally Administered Tribal Areas (FATA), Pakistan: A Case for Gender Inclusive Reforms. China, CentralAsia, University of Peshawar. *Journal of Area Study Centre Russia*, 65.
- Khan, A. (2007). *Gender Issues in Higher Education in Pakistan*. Maktaba Jaded press, Islamabad, Pakistan.
- Klasen, S. (2002). Low Schooling for Girls, Slower Growth for All? Cross Country evidence on the Effect of Gender Inequality in Education on Economic Development. *The World Bank Economic Review*, 16(3), 245-373.
- Khalid, H.S. and E.M. Mukhtar. (2002). The Future of Girls Education in Pakistan. *A Study on Policy Measures and other Factors Determining Girls' Education*. 4(1), 38-45.
- Latif, A. (2007). Alarming Situation of Education in Pakistan. World Education Forum, news and views. Grassroots stories Pakistan. *Grassroots*, 4 (11), 79-84.
- Lee, V.E., & Marks, H. M. (1990). Sustained effects of the single-sex secondary school experience on attitudes, behaviors, and values in college. *Journal of Educational Psychology*, 82(3), 578-592.
- Ministry of Education. (2009). National Education Policy Revision and Implementation Program; Islamabad, Government of Pakistan.
- Memon, G. R. (2007). Education in Pakistan: The Key Issues, Problems and New Challenges. *Journal of Management and Social Sciences*, 3(1), 47-55.
- Mehdi, R. (2007). *Gender and Property law in Pakistan*, Maktaba Jadeed Press: Lahore, Pakistan. 3(3), 61-70.
- Mathieu, A. (2006). Reaching the Girls in South Asia: Differentiated Needs and Responses in Emergencies. Issues Paper. *Kathmandu: UNICEF ROSA/UNGEI*. 2(5), 32-41.
- Ministry of Education (1998). Report on Commission on National Education, Islamabad, and Government of

- Pakistan, 25-28.
- Marsh, H.W. (1989). Effects of attending single-sex and coeducational high schools on achievement, attitudes, behaviors, and sex differences. *Journal of Educational Psychology*, 81(1), 70-85.
- Marsh, h. W., & Smith, i. D., & Marsh, M., & Owens, I. (1988). The transition from single-sex to coeducational high schools: effects on multiple dimensions of self- concept and on academic achievement. *American Educational Research Journal*, 25(2), 237-269.
- Pirzado, P. (2006). *Exclusion of Girls from Education in Rural Pakistan*. EENET Asia Newsletter (2), 24-25.
- Qureshi, R. & Ravieya F.A.J. (2007). *Gender and Education in Pakistan*, Oxford University Press inc.UK, London. 7(3), 89-98.
- Robinson, W. P. & Gellibrand, E. (2004). Single-sex teaching and achievement in science. Research report. *International Journal of Science Education*, 26(6), 659-67.
- Shah, W. A. (2012, January 2012). *Women-Related Laws Not Applicable in Tribal Areas*. 7 (2), 34-41.
- Spain, J. W. (1963). *The Pathan Borderland*. Hague: Mouton & Co. 7 (2), 12-19.
- The Dawn (2008, March 29). Urgent attention needed state of Education in KPK and tribal agencies. 4(3), 56-64.
- Tierney, S. (2000). Accommodating National Identity: New Approaches in International and Domestic Law (21 ed.), Martinus Nijhoff. *Approaches to International and Domestic Laws*, 5(3), 80-93.
- Talbot, I. (1998). Pakistan, A modern History (Revised Ed.). *Palgrave Macmillan*, 4(1), 71-76.
- Yasmin, S. (2005). *Impact of Higher Education in Understanding of Social Recognition in Women*: PhD Thesis, Pakistan Research Repository, Higher Education Commission: Islamabad.
- Zafar, F. (2004). *Gender Review of Education*. UNICEF, Lahore, Pakistan. 1(2), 77-89.