

## EFFECTS OF PROBLEMS ON FEMALE EDUCATION AT SECONDARY SCHOOL LEVEL IN NORTH WAZIRISTAN AGENCY

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**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, economic 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 [1]. 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 [2]. 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 [3]. Most of the 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 Pashtun culture [4]. 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 suffers [5]. 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 a negative impact on their all life activities [6].

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 [7]. Females socially discriminate in tribal areas and this is one the biggest 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. 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 [8]. 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 [9]. 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 [10]. Lack of girls' secondary schools is also one the problematic factor for female students in FATA [11]. Female students in FATA particularly in North and South Waziristan Agency are socially isolated;

they are culturally imprisoned and politically disempowered [12]. Strict religious environment and conservative mullahs create problems for girls not to attend schools because they call it immoral and unmoral addictions [13]. 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 [14].

### REVIEW OF RELATED LITERATURE

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 [15]. 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. 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. [16]. 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 the board examination in order to acquire matric certificate without proper learning [17]. Female students cannot avail their educational facilities directly related to their learning performance, such as either female student have no libraries in their schools at all or they are bound not to attend library on the basis of gender discrimination [18]. 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). 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. [19]. Educated girls are still considered folk women and they are busier 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 [20]. 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 school regularly and they confront social insecurity [21]. 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 [22].

Educated females are given very low social status in FATA particularly in North and South Waziristan Agency. They are always subservient to male and there is full male dominance in the tribal areas; female are restricted up to their homes only and they are not allowed to take a single step without their elder male [23]. Female education badly suffers 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 [24]. Violation of female rights is another big problem for female students. Extreme poverty is another factor for the increasing dilemma of female students in tribal belt [25]. 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 [26]. The ratio of female education is very low in FATA and there are more educational problems for female students than male students at all levels 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. Extremist mullahs openly creates problems for female students, which negatively influence female schooling and facing such circumstances female students can't perform educationally well and they always show poor academic grades in FATA especially in North and South Waziristan Agency [27]. The most vital problem for female students is male dominance and due to religious misperception and misunderstanding, female students face immense educational problems [28].

### 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 determine the 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 as well.
2. Educated female can also play a key role in financial affairs of her family as well as in any department or organization.
3. The study is very helpful for every educated person who easily yearns to know all the social, cultural, religious and financial problems faced by female students at Secondary School level in North Waziristan Agency.
4. The study is very important for all those people who are unaware as well as careless of female problems regarding their education as it is clearly narrated in the Holy Quran and Ahadith that “Seeking of knowledge is obligatory upon both male and female and it is also obviously mentioned that learned and unlearned can’t be equal.

**DELIMITATIONS OF THE STUDY**

The study was delimited to Secondary schools female students only.

**RESEARCH METHODOLOGY**

The study was survey type in nature. 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 rural and urban. One hundred and thirty respondents were taken as sample from 10 Girls High Schools in which 65 respondents were selected from each stratum as shown in the table below:

**Table 3.4.1: Respondents as Sample**

N	Respondents taken as sample at Secondary schools level in North Waziristan Agency	
	Rural	Urban
130	65	65

**Note:**

Total Numbers of Respondents = 130  
 Sampled Girls High Schools in NWA = 10  
 Respondents taken from GGHS in Rural Areas = 65  
 Respondents taken from GGHS in Urban Areas = 65

**INSTRUMENTATION**

Research data was collected by using five points Likert scale ‘Strongly Agree (SA), ‘Agree (A), Undecided (UD), Disagree (DA) and Strongly Disagree (SDA) carrying values 5,4,3,2 and 1.

**PILOT TESTING**

For the purpose of validity and reliability of the instrument. It was administered to 10 research experts and their suggestions were sought. Their suggestions were interpreted and for reliability, the questionnaire was given to 30 respondents. Data was personally collected from the respondents. The selected data was organized and tabulated through simple and obvious responses like ‘Strongly Agree Agree, Undecided, Disagree, Strongly Disagree carrying values 5,4,3,2 and 1 respectively. Conclusions were drawn on the basis of findings.

**DATA ANALYSIS**

Data was analyzed by taking students’ opinions through ‘Strongly Agree, Undecided, Disagree, Strongly Disagree options having values 5,4,3,2 and 1; then all these responses were organized and analyzed in the form of table.

**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 shows that out of 130 respondents 70 respondents strongly agree with the statement that students’ educational careers badly influence due to no parental permission to attend their schools alone, 20 respondents agree, 10 undecided, 20 disagree with 4 respondents strongly disagree with the statement that no parental permission to attend schools alone negatively influence students education and it is a big problem for female students in North Waziristan Agency; in the same way students’ views about problem of social insecurity for female students are (Strongly Agree = 60 respondents, Agree = 40, undecided = 5, Disagree = 10 and Strongly Disagree = 15). Respondents responses regarding limited opportunities for female students in North Waziristan Agency are: SA=50, A=60, UD, 4, DA=6 while SDA=10 respectively. Respondents’ remarks about the effects of economic crisis on female education in North Waziristan are 45 = SA, 50=A, 05=UD, 16=DA and 14= SDA. Students’ views about lack of transport facilities and its effects on female education in North Waziristan Agency are: (n=60,

**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	70	20	10	20	4	130
Effects of Social Insecurity on Female Education	60	40	5	10	15	130
Effects of Limited Opportunities on Female Education	50	60	4	6	10	130
Effects of Economic Crisis on Female Education	45	50	5	16	14	130
Lack of Transport Facilities and its Effects on Female Education	60	30	10	14	16	130
Effects of Psychological Harassment on Female Education	70	30	5	13	12	130
Effects of Cultural Barriers on Female Education	45	55	5	11	19	130
Effects of Religious Hindrance on Female Education	51	22	13	18	26	130
Effects of Worse Tribal Traditions as well as Conservative Society on Female Education	73	16	12	16	13	130
Effects of Domestic Violence and Socio-Cultural Challenges on Female Education	54	19	8	25	24	130

Strongly Agree; n= 30, Agree; n=10, Undecided; n=14, Disagree; n=16, Strongly Disagree). Respondents' views regarding the effects of psychological harassment on female education are: (SA=70, A=30, UD=5, DA=13 and SDA=12). Out of total respondents 45 respondents strongly agree with the statement that cultural barriers badly influence female education in North Waziristan Agency; 55 respondents agree, 05 undecided, 11 disagree while 19 respondents strongly disagree with the statement that cultural barriers negatively influence female education in North Waziristan Agency. In the same way, out of 130 respondents, 51 respondents strongly agree, 22 agree, 13 undecided, 18 disagree and 26 strongly disagree with the statement that religious hindrance is a big problem for female students in North Waziristan Agency. Similarly, 73 respondents strongly agree, 16 agree, 12 undecided, 16 disagree while 13 students strongly disagree with the statement that worse tribal traditions as well as a conservative society negatively influence female education in North Waziristan Agency. Out of 130 respondents, 54 students strongly agree with the statement that domestic violence and socio-cultural challenges are other key problems for female students in North Waziristan Agency; 19 respondents agree, 8 undecided, 25 disagree and 24 strongly disagree with the statement that domestic violence and socio-cultural challenges are among key problems which negatively influence female students in North Waziristan Agency.

### CONCLUSION

On the basis of the 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.

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