

# Factors Affecting Girls' Education At Tertiary Level; A Case Study Of University Of Loralai

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## Abstract

The study was to explore the factors that affecting girls' education at tertiary level in Loralai. The study explores the cultural, financial, religious, parental, and academic factors that affect girls' education at tertiary level. All the female students studying in the Department of Education at University of Loralai comprises population of the study. The number of female students were one hundred twenty-two. Out of the total population 50 female students were randomly selected from University of Loralai. A close ended questionnaire containing 20 items on Likert scale was used as a tool for gathering information on the extent of problems faced by female students at tertiary level which assessed and validated. Collected data were analyzed with the help of percentage. Findings of the study concluded that majority of the participants agreed that kitchen related responsibilities hinder girls' education. Most of the subjects agreed that domestic chores impede girls' education. Many students agreed that early education impede girls' education. Greater number of the respondents agreed that threat to male dominancy impedes girls' education. Most of the participant agreed that financial problems of parents hinder girls' education. Most of the answerers agreed that expensive education hinder girls' education. More of the subjects agreed that lack of educational facilities hinder girls' education. Based on findings it was recommended that the parent might be guided that they encourage their daughters to manage kitchen and education in a balance way. The other members of family may help in domestic chores. The parents might take promise from the in-laws that their daughter will continue her education. The government may support girls financially in form of scholarships. School administration and parents both may provide enough facilities.

**Keywords:** Cultural factors, financial factors, religious factors, Parental factors, Academic factors.

## INTRODUCTION

### 1.1 Background of the study

The socioeconomic growth of a society is greatly influenced by the educational attainment of women. Education is regarded as one of the most significant institutions for shaping a person's behaviour in a positive

direction. It is also acknowledged that educating girls can boost a family's income, raise its level of living, and improve society as a whole. Since Pakistan gained its independence, there has been gender inequity, meaning that women are exploited in every aspect of life. In particular, women

in rural areas now face very significant obstacles to obtaining an education. Similar to this, females are denied their fundamental right to study at any level in Pakistan's most rural communities. Because tribal women are obligated to closely adhere to all social norms, cultural barriers are the main reasons why female education in these places is of a poor quality. The low ratio of female to male education is a result of social discrimination against women in the majority of tribal areas, and it is undeniable that the Baloch people strictly adhere to religious laws and the teachings of religious authorities who consistently forbid girls from attending educational institutions. Due to tribal traditions and the historically low rate of female education in former Balochistan, women there frequently experience social instability (Daraz et al., 2013).

According to Ullah (2020), in Pakistan, an estimated 22.8 million children between the ages of five and sixteen do not attend school. However, due to a number of obstacles including a lack of nearby schools, a lack of teaching staff and absenteeism, poor teaching practices, a poor learning environment, and cultural insecurity, weak governance and a lack of community involvement in educational matters are significant barriers to the education of women. In Pakistan, boys in rural areas complete primary education at a rate that is three times greater than that of girls.

### **1.2 Statement of the Problem**

Every society on the earth guarantees everyone the fundamental right to an education. It is thought to be the first stage of any action taken by a human. Female students in Balochistan's educational system still have to cope with a variety of problems at all academic levels, which is a shame. In order for girls to attend school and enhance

their education, there are various barriers that must be overcome. The conditions for female students' education in district Loralai are still insufficient to reach the desired level. Furthermore, not a single empirical study that has specifically attempted to investigate the causes influencing the education of girls in this field is currently accessible. This quantitative research is thus the first of its kind to investigate the prevailing determinants influencing females' tertiary education in district Loralai.

### **1.3 Objectives of the Study**

- a) To explore the cultural factors that affect girls' education at tertiary level.
- b) To discover the financial factors that affect girls' education at tertiary level.
- c) To determine the religious factors that affect girls' education at tertiary level.
- d) To investigate the parental factors that affect girls' education at tertiary level.
- e) To find out the academic factors that affect girls' education at tertiary level.

### **1.4 Research Questions**

- a) What are the cultural factors that affect girls' education at tertiary level?
- b) What are the financial factors that affect girls' education at tertiary level?
- c) What are the religious factors that affect girls' education at tertiary level?
- d) What are the parental factors that affect girls' education at tertiary level?

- e) What are the academic factors that affect girls' education at tertiary level?

### **1.5 Significance of the study**

The present study will be beneficial for all the stakeholders (female students, parents, teachers, policy maker, educationist, psychologist) belong to teaching learning process.

### **1.6 Delimitation of the study**

The study will be delimited to the girls' students at University of Loralai at Department of Education.

### **Review of Related Literature**

A review of related writing Girls' education is just as important as males' education. Islamic traditions assert that everyone has a duty to seek knowledge. It is clear that Islam accords education for both sexes the same value. Unfortunately, Muslim society has not prioritized girls' education. This explains why there are so few literate women in Muslim societies. Furthermore, no efforts have been made to develop the structure that would allow them to pursue a higher education. Furthermore, a variety of factors affect how educated girls are. Some of these factors include poverty, parental education, culture, tradition, parental attitudes, commute time to school, teacher absenteeism, a lack of basic school amenities, and inadequate teacher facilities (Abukari, 2014).

The likelihood of keeping females at home to look after younger siblings or work in family enterprises is also higher in poor and deprived families. Some poor families prefer to educate their sons over their daughters due to their precarious financial circumstances. Girls' education suffers significantly as a result. In 2000, PIHS found a substantial correlation between home

income and student attendance. Many parents send their sons to school instead of or before their daughters, especially those with large families and little means. Children engage in a range of activities to stay active because their families are in a horrible financial situation. Their academic career is ruined since they have to provide for their families. Girls and boys can help the financial stability of their families by participating in specific activities on their own (Toor & Parveen, 2004).

Girls often labor in fields related to agriculture in the majority of Pakistan's rural regions. They carry meals to their older relatives who are working in the fields and look after their younger siblings because their mothers and other females are also involved in agricultural-related duties. Along with these added duties, they also cook, deliver firewood, carry water, clean, wash, sweep, and take care of the animals. These actions have a significant negative impact on their girl's academic performance. Therefore, it is true to say that poverty is the main reason why girls face educational challenges (Hussain, 2003).

Parental views are a significant element that has a negative impact on females' educational opportunities. Most parents in Pakistan's rural and underdeveloped areas have negative and depressing attitudes toward their daughters' education. For them, the education of girls is unimportant. They believe that investing time and money in the education of girls is a waste because they would not gain anything from doing so. Additionally, they believe it to be against their tradition and culture. When choosing a boy or girl for education in a family, the parents will choose their sons. They base their choice on the fact that their son will be in charge of caring for the household's finances and helping out their

elderly parents. In the region of Khyber Pakhtunkhwa, it is highly usual for parents to forbid their daughters (Awan, 2011).

Herz and Sperling (2004) stated that women are expected to fully take on the roles of mothers and wives in Pashtun tradition and culture. Women are viewed as nurturing individuals who should take care of the home and the children. They are also anticipated to be submissive. They must also submit to the men's authority. Additionally, it is believed that women are less capable than men in all areas other than their acknowledged obligations, both physically and psychologically. Women are therefore thought to need the protection, direction, oversight, and leadership of men. Because of this, it is understood that men would have positions of leadership with the power to make decisions, while women would take on duties of support and caring. The majority of parents think that girls will only become wives and moms as adults.

According to Suleman et al. (2002), the majority of parents and community members think that girls can learn how to be mothers and wives from their moms and other community members and do not need formal schooling to do so. As a result, the majority of parents either refuse to enroll their daughters in school or withdraw them before they finish their education.

There was research done on girls' education in rural areas. They claimed that although parents agreed that both boys and girls should have a basic education, they stressed that boys' education should take precedence because they are typically responsible for the family's finances. Fathers and mothers agreed that boys with high socioeconomic level provide higher quality of life for their parents. Most parents hope for their kids to have a stable financial future as well as a prestigious and acceptable social

status. Despite all of this, the level of education, particularly for women, remains quite low. Additionally, informed parents frequently stop by the school to keep themselves updated on their kids' academic development. They assist their kids in doing and finishing their schoolwork. They send their kids and daughters to school because they understand how important education is. Parental illiteracy has a bad impact on children's education, particularly their daughter's education. Anant Sadashiv Altekar an ancient historian and archaeologist said that "studying the history of the status of women in society is one of the best ways to comprehend the spirit of civilization, to appreciate its excellence and accept its limitations". The importance of higher education in boosting women's confidence cannot be overstated. The standing of women in society and the family is raised by higher education. Women can better comprehend their fundamental rights through higher education. Women's self-confidence will increase as a result of higher education, as will their reliance on others for the betterment of their children. In addition to improving women's social mobility, higher education will do so by providing them with contemporary professional choices (OECD, 2012).

Almina Pradhan claims that in Upper Chitral, the majority of households do not let their daughters to attend school because they view it as going against social, cultural, and religious norms. This is one of the challenges that women confront in their scholastic lives. She has also emphasized how even educated women are discouraged from attending festivals and other events and are forbidden from going to bazaars and other public areas, which is socially and culturally unacceptable (Pradhan, 2005).

Abadi (2022) highlights the ways in which social conventions and cultural restraints have an adverse impact on women's better upbringing. The social fabric of the entire nation will be impacted by societal and familial circumstances that prevent women from having decent jobs, obstructing pathways to peace and prosperity.

Women who want to pursue higher education encounter many obstacles, including the pressure of household duties, job harassment, sociocultural misunderstandings, and financial limitations. Women's education and empowerment in northern Pakistan are hampered by a lack of economic resources, the burden of household religious misinterpretations, and a lack of educational resources (Murtaza, 2012).

Shah (2015) highlights Women's concerns and difficulties in higher education are prevalent in Chitral, where female students have numerous difficulties. Women have obstacles in their educational lives due to social taboos, financial restraints, and distance from educational facilities.

The major obstacles to women's education in northern Pakistan are inadequate housing options for both female teachers and students, a lack of funding, a shortage of teaching staff, and a weak monitoring and support structure (Kanji & Ali 2006).

The issues with girls' education start at home. Girls receive education at this level in the community in a different way than boys. Parents, siblings, family members, and even neighbours recognize that girls and boys are essentially different from one another. They hold the belief that boys are the family's greatest asset and that if they receive an education, they will increase the wealth and reputation of their families. The idea that guys are more essential in society than girls because they are brighter, adept, skilled, and responsible is untrue. Despite growing up

together at home and in the community, boys and girls. Even though some restricting practices are still used in the community, girls are nonetheless subject to constraints and are required to develop differently. They don't get the same chances as males to fulfil their potential and develop their abilities. Girls consequently grow up thinking that they are drastically behind boys simply because they are female. Social discrimination against girls in education will continue as long as gender bias is prevalent in society. (Gitonga, 2009).

The socially learned pattern of behaviour and the psychological or emotional displays of views that distinguish between men and women in society are collectively referred to as gender. Such behaviour and performance are acquired through socialisation in the community and at school. The girl child has been impacted by this socialisation in terms of access to education, success, and accomplishment. Girls are made to feel inferior, their status is degraded, and they are given less weight than boys. As a result, girls won't be motivated or interested in pursuing activities that are typically associated with boys. They won't try to achieve better than the guys in anything, including academics, for fear of being shunned by the community for defying the norm (Gitonga, 2009).

Geographical significant spatial variations and occasionally insufficient institutional support even at the elementary level directly translate to issues with physical access, which adversely affect females more than boys. There is a complete and profound dichotomy between urban and rural areas that favours urban areas, particularly when it comes to secondary education and specifically single-gender, girl-friendly provisions. Migration also has an impact on educational availability and uptake, again

generally disadvantageous to women, and in some instances, extremely challenging physical conditions like flooding and other threats. Only a more thorough and multivariate spatial analysis of educational demands and the planning and execution of integrated development initiatives will be able to mitigate the effects of these factors (Alabi, & Alabi, 2014).

Yousaf and Schmiede (2017) focused on the investigation into the difficulties and challenges faced by women in academic fields. It's critical to build additional educational institutions in order to reduce the gender education gap. The study discovered that although making up half of the global population, women do not have the right to an education. The biggest obstacles to women's education, according to many, are poverty, family constraints, and cultural considerations. Governments in several poor nations also allot insufficient funds for the education of women. The male-dominated society does not value female education and places less value on it. Education in developing nations is of lower quality than it is in developed nations because the basic needs of the various educational disciplines cannot be met by these institutions.

## Research Methodology

### 3.1 Research Study Nature

The current study was descriptive in nature, and the researcher gathered information about the subject's current situation.

### 3.2 Population of the study

All the female students studying in the Department of Education at University of Loralai comprises population of the study. The number of female students were 122.

### 3.3 Sampling if the study

Out of the total population 50 female students were randomly selected from University of Loralai.

### 3.4 Research Instrument

A close ended questionnaire containing 20 items on likert scale was used as a tool for gathering information on the extent of problems faced by female students at tertiary level which assessed and validated by the students themselves. The structured items measured the individual responses to clarify the objective responses and at the same time, increase preparation of recommendations of the study.

### 3.5 Data Collection

The researcher personally met to the sampled students for data collection and distributed the questionnaire among the respondents.

### 3.6 Analysis of Data

The collected data was analyzed by using the percentage as a statistical tool.

## Cultural Factors

Table 4.1 Kitchen related responsibilities hinder girls' education.

	SA	A	N	DA	SDA
Frequency	13	27	5	4	0
Percentage	26	54	10	8	0

Table 4.1 described 80% of the participants agreed that kitchen related responsibilities hinder girls' education.

Table 4.2 Domestic chores impedes girls' education.

	<b>SA</b>	<b>A</b>	<b>N</b>	<b>DA</b>	<b>SDA</b>
Frequency	8	27	10	3	2
Percentage	16	54	20	6	4

Table 4.2 elaborated 70% of the subjects agreed that domestic chores impede girls' education.

Table 4.3 Early education impedes girls' education.

	<b>SA</b>	<b>A</b>	<b>N</b>	<b>DA</b>	<b>SDA</b>
Frequency	25	16	3	2	5
Percentage	50	32	6	4	10

Table 4.3 defined 82% of the students agreed that early education impedes girls' education.

Table 4.4 A threat to male dominancy impedes girls' education.

	<b>SA</b>	<b>A</b>	<b>N</b>	<b>DA</b>	<b>SDA</b>
Frequency	12	20	11	6	0
Percentage	24	40	22	12	0

Table 4.4 delineate 64% of the respondents agreed that threat to male dominancy impede girls' education.

### **Financial problems**

Table 4.5 Financial problems of parents hinder girls' education.

	<b>SA</b>	<b>A</b>	<b>N</b>	<b>DA</b>	<b>SDA</b>
Frequency	17	29	3	1	0
Percentage	34	58	6	2	0

Table 4.5 showed 92% of the replier agreed that financial problems of parents hinder girls education.

Table 4.6 Expensive education hinder girls' education.

	<b>SA</b>	<b>A</b>	<b>N</b>	<b>DA</b>	<b>SDA</b>
Frequency	15	24	8	1	1
Percentage	30	48	16	2	2

Table 4.6 decided 78% of the answerers agreed that expensive education hinder girls' education.

Table 4.7 lack of educational facilities impedes girls' education.

	<b>SA</b>	<b>A</b>	<b>N</b>	<b>DA</b>	<b>SDA</b>
Frequency	17	19	3	7	2

Percentage	34	38	6	14	4
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Table 4.7 denominated 72% of the participants agreed that lack of educational facilities hindered girls' education.

Table 4.8 low income impedes girls' education.

	SA	A	N	DA	SDA
Frequency	16	25	4	2	2
Percentage	32	50	8	4	4

Table 4.8 elaborated 82% of the cooperators agreed that low income hinder girls' education.

Table 4.9 Girls child labour impedes girls' education.

	SA	A	N	DA	SDA
Frequency	15	22	11	2	0
Percentage	30	44	22	4	0

Table 4.9 designated 74% of the students agreed that girls child labour hinder girls education.

### Religious factors

Table 4.10 Misunderstanding of the position of Islam impedes girls' education.

	SA	A	N	DA	SDA
Frequency	15	24	7	4	0
Percentage	30	48	14	8	0

Table 4.10 detailed 78% of the respondents agreed that misunderstanding of Islam hinder girls education.

Table 4.11 Veil is a barrier to female student.

	SA	A	N	DA	SDA
Frequency	3	15	6	10	4
Percentage	6	30	12	20	8

Table 4.11 determined 36% of the participants agreed that veil is the barrier to female education.

Table 4.12 Misusage of Mimer by mullahs to brain wash the mind of parents about girls' education.

	SA	A	N	DA	SDA
Frequency	9	22	9	5	2
Percentage	18	44	18	10	4

Table 4.12 elucidated 62% of the subjects agreed that misusage of Mimer by Mullahs about girls' education hinder girls' education.



### Parental factors

Table 4.13 Parents are not in favour of their daughter education.

	<b>SA</b>	<b>A</b>	<b>N</b>	<b>DA</b>	<b>SDA</b>
Frequency	15	25	5	2	4
Percentage	30	50	10	4	8

Table 4.13 illustrated 80% of the repliers agreed that some parents do not invest in their female education hinder girls' education.

Table 4.14 Uneducated parents

	<b>SA</b>	<b>A</b>	<b>N</b>	<b>DA</b>	<b>SDA</b>
Frequency	20	21	5	3	4
Percentage	40	42	10	6	8

Table 4.14 interpreted 82% of the subjects agreed that uneducated parents hinder girls' education.

Table 4.15 Parents prefer their sons' education to daughter.

	<b>SA</b>	<b>A</b>	<b>N</b>	<b>DA</b>	<b>SDA</b>
Frequency	20	18	1	7	4
Percentage	40	36	2	14	8

Table 4.15 represented 76% of the participants agreed that parents believe that boys provide better financial support then girls hinder girls' education.

### Academic factors

Table 4.16 Lack of self confidence

	<b>SA</b>	<b>A</b>	<b>N</b>	<b>DA</b>	<b>SDA</b>
Frequency	16	24	4	6	1
Percentage	32	48	8	12	2

Table 4.16 labeled 80% of the cooperators agreed that lack of self-confidence hinder girls' education.

Table 4.17 Medium of instruction

	<b>SA</b>	<b>A</b>	<b>N</b>	<b>DA</b>	<b>SDA</b>
Frequency	7	18	12	5	3
Percentage	14	36	24	10	6

Table 4.17 expounded 50% of the participants agreed that medium of instruction hinder girls' education.

Table 4.18 Rigid curriculum

	SA	A	N	DA	SDA
Frequency	3	20	13	8	6
Percentage	6	40	26	16	12

Table 4.18 prescribed 46% of the answerers agreed that rigid curriculum hinder girls' education.

Table 4.19 Lack of teacher support

	SA	A	N	DA	SDA
Frequency	9	23	5	4	8
Percentage	18	46	10	8	16

Table 4.19 translated 64% of the respondents agreed that lack of teacher support hinder girls' education.

Table 4.20 Lack of adequate effort and carelessness

	SA	A	N	DA	SDA
Frequency	9	24	8	4	5
Percentage	18	48	16	8	10

Table 4.20 specified 66% of the participants agreed that lack of adequate effort and carelessness hinder girls' education.

## 5.1 Findings

1. Table 4.1 described 80% of the participants agreed that kitchen related responsibilities hinder girls' education.
2. Table 4.2 elaborated 70% of the subjects agreed that domestic chores impede girls' education.
3. Table 4.3 determined 82% of the students agreed that early education impedes girls' education.
4. Table 4.4 delineate 64% of the respondents agreed that threat to male dominance impedes girls' education.
5. Table 4.5 showed 92% of the replier agreed that financial problems of parents hinder girls' education.
6. Table 4.6 decided 78% of the answerers agreed that expensive education hinder girls' education.
7. Table 4.7 argued 72% of the respondents agreed that lack of educational facilities hinder girls' education.
8. Table 4.8 elaborated 82% of the cooperators agreed that low income hinder girls' education.
9. Table 4.9 revealed 74% of the students agreed that girl's child labour hinder girls' education.
10. Table 4.10 described 78% of the respondents agreed that misunderstanding of Islam hinder girls' education.
11. Table 4.11 showed 36% of the participants agreed that veil is the barrier to female education.
12. Table 4.12 elucidated 62% of the subjects agreed that misuse of mamber by mullahs about girls' education hinder girls' education.

13. Table 4.13 illustrated 80% of the repliers agreed that some parents do not invest in their female education hinder girls' education.
14. Table 4.14 interpreted 82% of the subjects agreed that uneducated parents hinder girls' education.
15. Table 4.15 narrated 76% of the participants agreed that parents prefer boys' education to girls.
16. Table 4.16 described 80% of the cooperators agreed that lack of self-confidence hinder girls' education.
17. Table 4.17 expounded 50% of the participants agreed that medium of instruction hinder girls' education.
18. Table 4.18 described 46% of the respondents agreed that rigid curriculum hinder girls' education.
19. Table 4.19 showed 64% of the participants agreed that lack of teacher support hinder girls' education.
20. Table 4.20 elaborated 66% of the participants agreed that lack of adequate effort and carelessness hinder girls' education.

## 5.2 Conclusion

Majority of the participants agreed that kitchen related responsibilities hinder girls' education. Most of the subjects agreed that domestic chores impede girls' education. A large number of the students agreed that early education impedes girls' education. Greater number of the respondents agreed that threat to male dominancy impedes girls' education. Seniority of the subjects agreed that financial problems of parents hinder girls' education. Most of the participants agreed that expensive education hinder girls' education. More of the respondents agreed that lack of educational facilities hinder girls' education. Mass of the students agreed that low income

hinder girls' education. Best part of the students agreed that girls' child labour hinder girls' education. Plurality of the respondents agreed that misunderstanding of Islam hinder girls' education. Less than half of the participants agreed that veil is barrier to female education. Greater number of the subjects agreed that misuse of mullahs about girls' education hinder girls' education. Most of the repliers agreed that some parents do not invest in their female education hinder girls' education. Superiority of the subjects agreed that uneducated parents hinder girls' education. Bulk of the participants agreed that parents believe that boys provide better financial support than girls hinder girls' education. Most of the participants agreed that lack of self-confidence hinder girls' education. Half of the participants agreed that medium of instruction hinder girls' education. Less than half of the answerers agreed that rigid curriculum hinder girls' education. More than half of the respondents agreed that lack of teacher support hinder girls' education. Superiority of the participants agreed that lack of adequate effort and carelessness hinder girls' education.

## 5.3 Recommendations

Based on findings the following recommendations were made.

1. The parent might be guided that they encourage their daughters to manage kitchen and education in a balance way.
2. The other members of family may help in domestic chores.
3. The parents might take promise from the in-laws that their daughter will continue her education.
4. The government may support girls financially in form of scholarships.

5. School administration and parents both may provide enough facilities.
6. Rich members of community may help the poor people specially funded for education.
7. Every parent may study the Islam deeply and know the rights of girls about every aspect of life specially education.
8. The Ullamas may play their role in the promotion of girls' education in society.
9. Parents may provide equal educational opportunity to both sons and daughters.
10. Teacher may be supportive in and outside of class and always be present to solve their psychological and academic problems.

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