

## **"Status of Girls Primary Education in Balochistan Province of Pakistan"**

**Tahir Taj**\*

---

### **Abstract**

Education is the main driver of development for any country and the Constitution of Islamic Republic of Pakistan provides the right of education to all children. The present study was conducted in Balochistan province to analyze the problems and challenges of girls' education at primary level in Balochistan. Keeping in view the objectives of the study a sample of 10 parent's respondents and 10 female teacher's respondents were selected through random sampling technique. The data for this purpose was based on closed ended questionnaire, in which a 4 points scale was developed to test the perception of the respondents and their responses were evaluated. Data was collected on questionnaire managed by researcher through telephonic calls from the respondents. The perceptions of the experts from relevant field helped in finding out the gaps present in the formulation and implementation of the policies. The findings of the study shows that the main factors of low enrolment of girls in primary schools in Balochistan are poverty, long distance to schools, missing basic physical facilities, early marriages and the traditional local culture. It is suggested that the public may support the girls in primary schools through community participation, stipends, free books and uniform.

**Keywords:** Girls Education, Primary, Balochistan, Community, Women empowerment.

---

\* Deputy Director, Academy of Educational Planning and Management, Islamabad, Pakistan

## Chapter-1

### 1.1 Introduction

Education is very important for every child whether boy or girl. It is sorry to say that some communities still discriminate against the education of the girl child. Education is the key factor for girls' empowerment, prosperity, development and welfare. There is continued inequality and vulnerability of girls in all sectors i.e. Economic, Education, Social, Political, Health Care, Nutrition, Right and Legal etc. Girls demoralized in all spheres of life, they need to be empowered in all walks of life. Such strength comes from the process of empowerment and empowerment will come from the education, and rural transformation will come from girls' education (Sivakumar, 2012).

If you educate a man you educate an individual, however, if you educate a woman you educate a whole family. Women and girls in the developing world are often denied opportunities for education. Lack of education limits prospects, decreases family income, reduces health, puts women and girls at risk of trafficking and exploitation, and limits the economic advancement of entire countries. Education for girls and women is the single most effective way to improve the lives of individual families as well as to bring economic development to poor communities worldwide (Worah, 2014).

Education for girls can have the benefit of delaying marriage for young girls. Instead of a girl getting married before age 20 and often suffering abuse by her husband, girls who attend primary and secondary school are more likely to have a say in who they marry. Girls who attend school also are able to use more effective methods of family planning and therefore have fewer and healthier babies. An educated girl and woman will have learned about different diseases and protect their selves from getting the disease. Every year of schooling helps a woman to make better decisions for her and her family. Women who attended school often have healthier families. These women are more likely to seek medical help from clinics or doctors because they can read and literate girls can understand doctor's detailed instructions and follow up for help if needed (King, E. & Winthrop, R.-2015).

Education is a human right and is central to development, social progress and human freedom. Pakistan lies in the zone of the world which embraces 42% of the world's illiterate population, majority of whom are women which are 64.3% (world data Atlas 2015). On an average, literacy rate in Pakistan has been growing at the rate of 1%

or even less per annum. In tribal areas which are now called NMTDs the literacy rate as low as 9%, because due to local ritual, females are not allowed to attend the schools. Female literacy rate in Pakistan, particularly among rural women, is the lowest in the world and educational attainment of girls is far below than that of boys. It is unfortunate that education of women is not considered a mean for social change or a process by which they can learn to question, think and become agents of change. The gender gap is still quite high as percentage of literate males (59.0%) is higher than literate females (35.5%). Share of education as percentage of GDP has fallen from 2.4% in 1998-99 to 1.9% in 2016-2017 (PES 2016-17)

Like many other developing countries, the situation of the education sector in Pakistan is not very encouraging. The low enrolment rates at the primary level, wide disparities between regions and gender, lack of trained teachers, deficiency of proper teaching materials and poor physical infrastructure of schools indicate the poor performance of this sector. Lack of awareness about girls' education is a big issue. Parents do not see any economic benefit in girls' education. People in the rural community are not aware of the long-term benefits of female education. Rural population has very limited access to print or electronic media. Pakistan ranks 150th out of 189 countries in the human development rating. Statistics indicate there has been under investment in human capital. The situation is particularly alarming for women and those living in rural areas (Sabir and Abdullah 2003).

## **1.2. Statement of The Problem:**

Baluchistan is the largest province of Pakistan, occupying almost 43% of the country's land area. It is also the least populated province with only about 5% of the population residing there, 80% of whom area are scattered in small villages. These villages have remained largely untouched by the advances of the modern age, and largely ignored by the central authorities. Very few resources have been made available to these rural areas with the unfortunate result that education is under-funded, and the most seriously affected by this neglect are the girls. It is estimated that less than 2% of rural female in Baluchistan are literate. The low enrollment ratio of girls in primary education is a serious issue since long. This paper will also explain the main factors of low enrollment of girl's education in Baluchistan. The paper also emphasis on girl's education because it enables them to respond to the challenges in future, to confront their traditional role and for change their life.

### 1.3. Research Questions:

The research explores, the existence education status in Baluchistan explains specific issues related to girls primary education in Baluchistan in order to advocate for a plan of action for girl's education both at policy and schools level.

The research addresses the following key questions:

- 1) What is the nature and low level of literacy in Baluchistan?
- 2) What are the causes of societal discrimination particularly to girl education in the study area?
- 3) How to make intervention and plan of action for girl's education at school level?

### 1.4. Objectives of the study:

- i. To investigate the current status of girl's primary education in Baluchistan.
- ii. To analyze the factors for lacking primary girl's education in the study area
- iii. To suggest measure to overcome this issue.

### 1.5. Significance of the Study

Globally 31 million girls of primary school age that are not in school and 1 in 9 girls in the developing world are married before the age of 15. There are 774 million illiterate people in the world and two-thirds are female. Offering girl's education at primary level is a way of giving them much greater power and understanding in daily life. The current enrollment of female education is very low in Baluchistan compare to the other parts of the country. The present study was conducted to analyze the problems and challenges of the girls' primary education in Baluchistan. This contribution can be considered as one of the additional attempts to understand the issue of education sector in Baluchistan province with facts and figures.

The study will attract the attention of the government and policy makers and will provide valuable information about the issue. The findings of the study will guide educational managers, academia and the Non-Government Organizations, the local government and community to enhance education ratio and to take steps for increase in the girls' enrollment at primary level.

## Chapter-2

### 2.1. Literature Review:

Ray (2000) explained that education plays critical role in the development of a country, reducing poverty, and helping to achieve better standards of living for its citizens. Without educating the female population, achievement of better and higher standards of living is not possible. It is now believed that female education increases child schooling. Girl education increases income, both at the individual as well as at the national levels. Women receive higher returns to their investment in schooling. Educated mothers are more likely to send their children to schools than uneducated ones and studies have found that educating girls leads to smaller and sustainable families.

Boissiere (2004) conducted research on primary school determinants and outcomes in developing countries. According to author, in today's world merely getting children to school is not enough; the government should also ensure that children complete their primary cycle to gain the basic knowledge and skills needed for their well-being and development as citizens. Many studies have been examined how total resources are devoted to education. Boissiere's research shows five main contributing factors to education effectiveness: curriculum, learning materials, instructions, teaching techniques and the learning capacity of students.

According to Rahman and Uddin (2009), education is a fundamental need of all human beings and crucial to any country's development. Education is the effort of state and government, who should do everything in their means, in keeping with national resources, to provide on-going funding. Pakistan has the highest concentration of illiterates of any country. Illiteracy is not only an individual disability but also has an impact on society. Democratic institutions and values can hardly flourish in a society where half of the adult population is illiterate and where the majority voters cannot access information or read newspapers. This is particularly the case for women and for those who living in rural areas. Literacy can not only lead to dependence, but it also allows people of different social and economic levels to participate in the decision-making process to the fullest.

Chaudhry and Rahman (2009) researched the impact of gender inequality on education in Pakistan. Gender refers to the social roles and responsibilities of women and men. The difference in the roles and responsibilities of women and men relate to our families, societies and cultures. The different social roles, rights and resources of

both genders are important determinants of the nature and scope of their inequality and poverty. Inequality of access to resources between women and men is most common in poor and developing countries. Gender is one of the principles of social organization in Pakistan. Men and women are thus conceptually divided into two separate spheres. Family resources favour sons; it creates their assigned roles and equips them with skills to compete for resources in the public arena. Education is the most important instrument in human resource development. According to Knowles and Maddison (2002), in developing countries, female education reduces fertility and infant mortality, while increasing children's education. Gender inequality in education directly and significantly affects economic growth.

## **2.2. Girls Education in Pakistan:**

The Constitution of Islamic Republic of Pakistan provides for equality of rights for all, regardless of gender and includes special provisions to protect the rights of children. The constitution of Islamic Republic of Pakistan under Article 25-A provides for provision of free and compulsory education to all children of Age 5-16 years as responsibility of the state. Moreover, the state religion Islam also accords a special place to women in society. Islam provides for equality, justice and harmony between the sexes and emphasizes that one is complementary to the other. Many of the socio-cultural practices are totally alien to the spirit of Islam. Contrary to theory, extant socio-cultural practices are a major detriment of the disparate situation of girls, reflected statistically in the development status of girls and adult women.

Government of Pakistan has also officially endorsed the global consent on gender equity and looking forward strategies for the advancement of women (Nairobi, 1985), convention on elimination of all forms of discrimination against women and 4<sup>th</sup> conference on women in Beijing, 1995 and the UN Millennium Declaration 2000. Quality education and gender equality are also included among Sustainable Development Goals (SDGs), passed by United Nations in 2015. Primary education, being the first and arguably very crucial rung of the educational ladder, has been a focus of all the education policies of Pakistan since its creation. More recently, Pakistan's Vision 2025 has envisaged increasing the primary school enrolment and completion rate to 100 percent in 2025.

Sabir and Abdullah (2003) Pakistan is one of those countries where inequalities in access to education between boys and girls. There are social, cultural, and economic factors that are responsible for placing girls at disadvantage with regard to access to education and completion. One approach to address this issue is through public

spending. Those who support this approach argue that more expenditure on primary education can alter the situation for females with regard to their access to education and their economic empowerment

Women's lives in Pakistan do not form a homogeneous entity. The uneven patterns of development and education have meant that a Pakistani woman's life can have remained terrified for centuries or have been deeply misrepresented by the dramatic events of history. Depending on her geographical location, Pakistani women can find herself in a tribal, feudal or urban environment. Birth of a son is celebrated as a festivity and that of a daughter a source of disappointment. It is a common thinking that men are stronger and intellectually superior, a view that many women themselves hold. The physical security of the girl is the greatest concern to her family. She is assigned domestic and a dependent role which leads to increasingly restricted mobility and segregation. She has limited or no choice to education, employment, in her general life. This limited decision-making power, keeps the level of her awareness rights low and develops a poor self-concept and aspirations in life. The greater levels of deprivation of women and girls are reflected in their lower nutritional status, higher mortality and lower levels of education. Early marriages are still frequent, particularly in rural and in tribal areas of the country.

Decision making role of women has been nominal due to their lack of access and control over resources including finances, lower educational and skill levels, limited mobility due to cultural restrictions and heavy requirements of domestic roles. The educational status of women in Pakistan is also unacceptably low. The research survey reveals wide disparities between boys and girls. Some 67 % of women compared with 41% of men are deprived of education. Unfortunately education is seen by the parents as a means to earn an income while other benefits to personal and human development are overlooked. She can be a highly qualified and self-confident professional or a modest domesticated housewife, she can lead an extremely isolated life cut off from all decisions and information in either urban middle class or tribal belts or she can be a central figure of authority in the limited circle of influential women in government and business circles(3). Pakistan twice had a female Prime Minister, many women hold the office of Cabinet Ministers or Special Advisor to the Prime Minister, representation of women is also evident in central and provincial legislatures, and women have also entered the civil service and have taken up other professional career lines. Despite achievements, primitive thinking still prevails and is more pronounced in rural parts of the country, where two thirds of the population of the 149 million Pakistanis reside.



Malik (2007) analyzed that improving girls' education is a complex issue. There are many internal and external factors that are responsible for the production of this important public value. Government policies, resource allocation, political and social support, capacity of the implementing agencies, and management style are some of the key factors. Government has introduced many national education policies and special plans to improve education indicators. Like other developing countries, Pakistan is also faced with resource gap. Foreign aid agencies have provided substantial amount of foreign aid over the years for the improvement of education indicators. Asian Development Bank, World Bank, IMF, Canadian International Development Agency, UK's Department for International Development, AusAID, and European Commission are some of the major donors in the education sector of Pakistan

Moore's (1995) pointed out that operational capacity is an important component of strategic triangle. Female teachers are essential for girls' schools. In a country where female population is more than the male population, more female teachers are required to cater for the education needs of the female population. Research in other developing countries has shown that having female teachers encourage girls' enrolment. Fewer female teachers mean larger classes and poor quality of education. Quality of education is an important issue because parents' decision about girls' education is sometimes dependent on the provision of good quality education (Alderman et al 2001). Quality comes with small class size, trained teachers, and provision of classroom materials. The class size should be 40 students, which is manageable and ensures quality education.



## Chapter -3

### Methodology

Considering the scope and objectives of the study, the following data sources has been used:

- Primary data
- Secondary data

The study is descriptive and survey type of research in nature. Detail of research methodology is as under:

#### 3.1 Population of the study:

The study was designed to explore the factors of low enrolment rate of girls in primary schools in Baluchistan. Parents of the children and all female teachers of the province were the respondents of this study. A focus Group is also a part of the study as the education experts have been significant role in the formulation, implementation and process of the educational policies regarding girl's education.

#### 3.2 Sample size of the study:

In order to draw the samples, random sampling technique was employed in order to collect the primary data. Keeping in view the objectives of research study, two types of questionnaire were designed for the collection of relevant data through convince sampling (Known as grab sampling, accidental sampling, opportunity sampling) as a type of non-probability sampling that involved the sample being drawn from that part of the population that is close to hand. Therefore 10 respondents were the parents of the children and 10 female girls' primary school teachers are randomly selected from Baluchistan. One focus group discussion at APEAM's participants from Baluchistan province from the *16<sup>th</sup> four week National Training Workshop on Educational Leadership and Institutional Management from April 1-26, 2019, Islamabad* were also a part of this study.

#### 3.3 Research Instruments

Prior to the selection and development of instruments, a thorough study of the relevant documents, reports and secondary data was done, which were particularly focused on the topic of the research. After a telephonic interview with the respondents and collection of primary data the statements were then converted into closed ended items comprising 4 point rating scale in which 1 represents Strongly Agree, 2 represent Agree, 3 represent Disagree and 4 represents Strongly Disagree points of the

continuum. The results of the data were presented in tabulation form corresponding to their frequencies and percentage.

## Chapter-4

### Data Collection and Analysis:

In this chapter, the focus has been given on the analysis and presentation of the relevant primary data collected from the respondents. The data is presented in tabulation and analyzed by using percentages.

#### 4.1 Institutional Level:

The province of Baluchistan has total number of 13845 institutions in public sector of education. Out of these 9838 institutions are for boys and 4007 institutions are for girls. Primary institutions comprise the lion's share of total institutions indicating 11627 out of 13845 institutions. The detail of these institutions is mentioned below in table no 4.1.

**Table 4.1: Public Institution by Level**

| Gender       | Primary | Middle | High | H. Sec | Total |
|--------------|---------|--------|------|--------|-------|
| Boys         | 8455    | 736    | 620  | 27     | 9838  |
| Girls        | 3172    | 535    | 285  | 15     | 4007  |
| <b>Total</b> | 11627   | 1271   | 905  | 42     | 13845 |

Source; Pakistan education statistics 2016-17

#### 4.2 Enrolment by Stage:

The total enrolment for Baluchistan is from primary to higher secondary level is 730385. The highest enrolment recorded in primary level is 528102 following by 137626 at middle level. The detail of enrolment is given below in table 4.2

**Table 4.2: Enrolment by stage**

| Gender | primary | Middle | High   | H.Sec | Total  |
|--------|---------|--------|--------|-------|--------|
| Boys   | 316,203 | 87,623 | 42,049 | 138   | 446013 |
| Girls  | 211,899 | 50,006 | 22,254 | 213   | 284372 |

|              |        |        |       |     |        |
|--------------|--------|--------|-------|-----|--------|
| <b>Total</b> | 528102 | 137629 | 64303 | 351 | 730385 |
|--------------|--------|--------|-------|-----|--------|

Source: Pakistan education statistics 2016-17

#### 4.3. Teachers by Level:

Total number of teachers in Balochistan is 45881. The number of male teachers is 30594 while female teachers are 15287 in number. Breakup of teachers level wise and gender wise is given below in table 4.3

**Table 4.3: Teachers by level**

| Gender        | Primary | Middle | High  | H.Sec | Total |
|---------------|---------|--------|-------|-------|-------|
| <b>Male</b>   | 12003   | 6846   | 11038 | 707   | 30594 |
| <b>Female</b> | 4975    | 4179   | 5401  | 832   | 15287 |
| <b>Total</b>  | 16878   | 11025  | 16439 | 1539  | 45881 |

Source: Pakistan education statistics 2016-17

#### 4.4. Missing Facilities:

Missing facilities of building, drinking water, electricity and toilets in Baluchistan at primary level are given in the following table 4. Table indicates that electricity ranks first in missing facilities as it is available only in 9266 out of 11627 primary schools followed by toilets as 2<sup>nd</sup> in rank is comprising 8315 out of 11627 primary schools. 3<sup>rd</sup> missing facility is boundary wall that is not available in 6993 out of 11627.

**Table 4.4 Missing Facilities at Primary Level in Baluchistan**

| Indicators            | Available | Not available | Not reported | Total |
|-----------------------|-----------|---------------|--------------|-------|
| <b>Building</b>       | 9273      | 1815          | 541          | 11627 |
| <b>Drinking water</b> | 5920      | 4836          | 871          | 11627 |
| <b>Electricity</b>    | 1733      | 9266          | 628          | 11627 |
| <b>Toilets</b>        | 2213      | 8315          | 1099         | 11627 |
| <b>Boundary wall</b>  | 4093      | 6993          | 541          | 11627 |

Source: Pakistan education statistics 2016-17

#### **4.5. Teachers Preference:**

Two different types of interview schedules were designed for the parents and teachers. Interview schedules were designed in Pashto and Balochi. After gaining informed consent from participants and assuring them of anonymity and confidentiality, interviews were conducted. All interviews were recorded and subjected to further analysis.

Table 4.5 shows that 50% of teacher respondents have the opinion that shortage of teaching staff is the factor behind lack of girl's education while 40% of respondents strongly disagree that primary female teachers is absent from their duty.

60% of teachers responded that a frequent transfer of female teachers is also the main cause of girl's low enrolment. When asked from teachers about corporal punishment, they explained that government has strictly applied the policy of avoiding physical punishment in schools. Now teachers are adopting new teaching methods. In some far off areas there is the possibility of corporal punishment but at a primary level 70% of teachers disagreed with the factor.

Balochistan is a vast province of Pakistan and the people residing in very scatter areas. The requirement of female staff to girl's school is become difficult when local staff is not available. 70% of teachers responded that teachers avoid to be posted in remote areas hence shortage of teaching staff in far flung areas is prominent factor behind girl's education.

Safe and secure building is need of the people and society especially for female students and staff. 50% of the teachers respondents agreed that non-availability of proper building and boundary wall is the reason for girl's low enrolment.

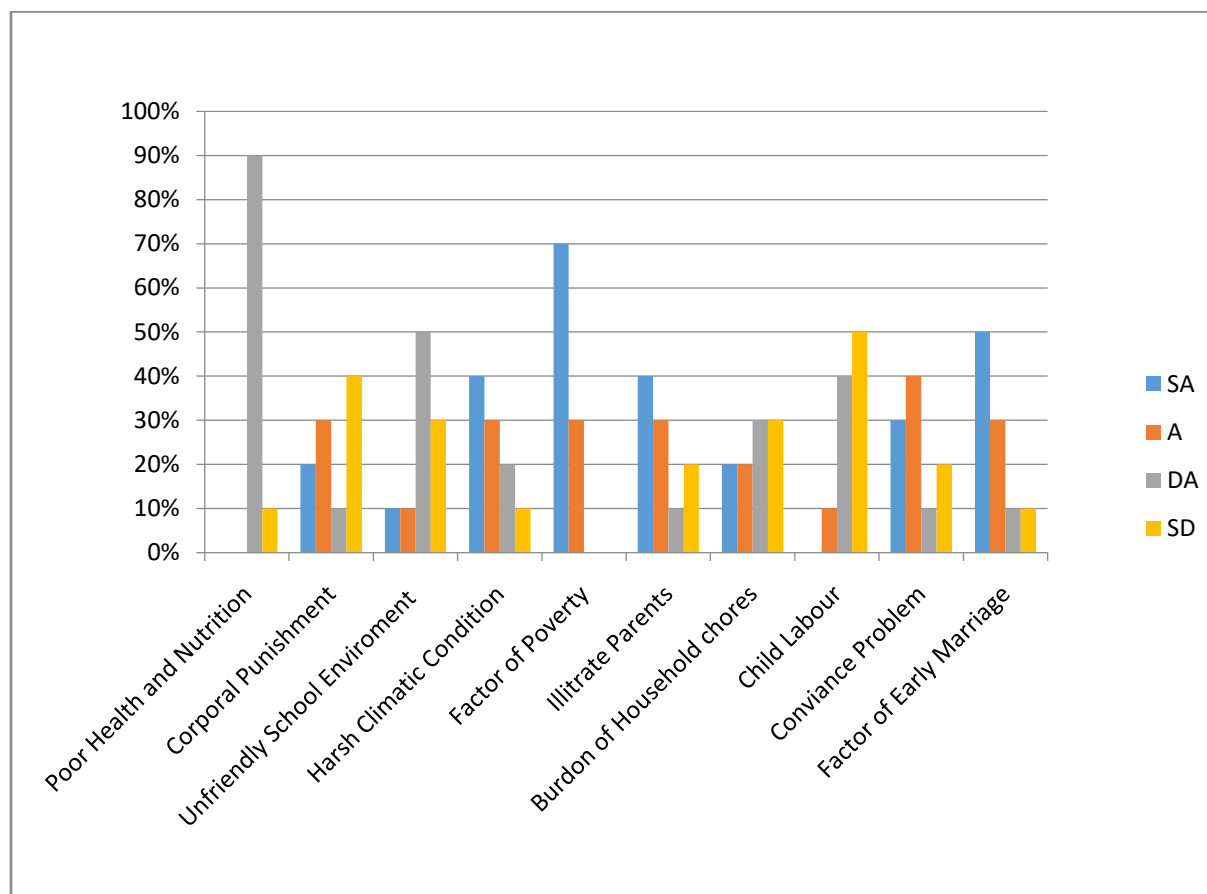
70% teachers agreed that lack of toilet facility in girl's primary schools in Baluchistan is an obstacle for girl's education while 50 % of respondents pointed out

scarcity of clean drinking water in girls primary schools. The details responses of female teachers are given below in table 4.5

**Table 4.5 Responses from Teachers**

| Statement                                  | SA  | A   | DA  | SD  |
|--|-----|-----|-----|-----|
| Non- Availability of female Staff          | 50% | 30% | 0%  | 20% |
| Absenteeism among Female Teacher           | 10% | 30% | 40% | 20% |
| Frequent Transfer of Female Teachers       | 40% | 20% | 30% | 10% |
| Corporal Punishment                        | 10% | 20% | 50% | 20% |
| Posting of Female Teachers in Remote Areas | 20% | 50% | 10% | 20% |
| Non-Availability of Building               | 10% | 50% | 20% | 20% |
| Lack of Electricity                        | 20% | 20% | 30% | 30% |
| Insufficient Furniture                     | 0%  | 40% | 40% | 20% |
| Missing of Toilets                         | 0%  | 70% | 10% | 20% |
| Non-Availability of Drinking water         | 10% | 40% | 50% | 0%  |

Source: Field Survey 2019



#### 4.6 Responses of Parents:

One of the mothers told: *“In our family girls are not allowed to get an education but boys can go to school. My father-in-law says that religious education is enough for girls”.*

When the question was asked from the parents that due to weak health condition you are not sending the girls to school, 90% of the respondents reject the statement and labeled disagree with our question.

Teachers’ harsh behavior and corporal punishment is a cause of low enrollment of girls in school. The government has strictly applied the policy of avoiding physical punishment in schools. 50% of the parents disagree with our remarks that is corporal punishment is a reason of low enrolment of girls in primary schools. The details of parent’s responses are given below in table No.4.6

**TABLE 4.6: Responses of Parents**

| <b>Statement</b>              | <b>SA</b> | <b>A</b> | <b>DA</b> | <b>SD</b> |
|-------------------------------|-----------|----------|-----------|-----------|
| Poor Health and Nutrition     | 0%        | 0%       | 90%       | 10%       |
| Corporal Punishment           | 20%       | 30%      | 10%       | 40%       |
| Unfriendly School Environment | 10%       | 10%      | 50%       | 30%       |
| Harsh Climatic Condition      | 40%       | 30%      | 20%       | 10%       |
| Factor of Poverty             | 60%       | 20%      | 10%       | 10%       |
| Illiterate Parents            | 40%       | 30%      | 10%       | 20%       |
| Burdon of Household chores    | 60%       | 10%      | 20%       | 10%       |
| Child Labour                  | 0%        | 10%      | 40%       | 50%       |
| Convince Problem              | 30%       | 40%      | 10%       | 20%       |
| Factor of Early Marriage      | 50%       | 30%      | 10%       | 10%       |

Source: Field Survey 2019

The parents also rejected the question that there is unfriendly environment in the girls' primary schools. 80% of the parents disagree with statement and explained that due to local people and customs we respect each other and our children follow the elder in the same manner. 40% of the parents agreed that due to deserts and mountainous area we prefer for our girls to recite Holy Quran at home rather than sending them to a far away area for schooling.

The main reason highlighted was poverty. Participants said that parents cannot afford the expenses because of low income. 60% of the respondents' opinion was that poverty affects education and to earn the livelihood, girls sometimes drop schools. The participants were of the opinion that sons are preferred over daughters and whenever a financial crisis occurs their girls have to leave the school rather than boys

The guidance of the parents also plays a vital role in the children education. When the questioned were asked from the parents about their girl's education, they explained with different remarks. 40% of the uneducated parents explained that we educate our girls in homes therefore no need to go to schools. While the 20% of low educated parents support girl's education.

The low enrollment of girls in primary schools is also due to domestic responsibilities and burden of care. In rural areas, females have more household responsibilities and they are the ones who are supposed to take care of sick and elderly members of the house. In our study 60% of our respondents were strongly agree that our girls are working in the homes and they support their mothers in the domestic work.

Working girls in the other's homes in Baluchistan is very low therefore 50% of the respondents explained that our girls working in their own homes and strongly disagreed that due to local traditions and customs we prefer to perform domestic responsibilities as one mother says that

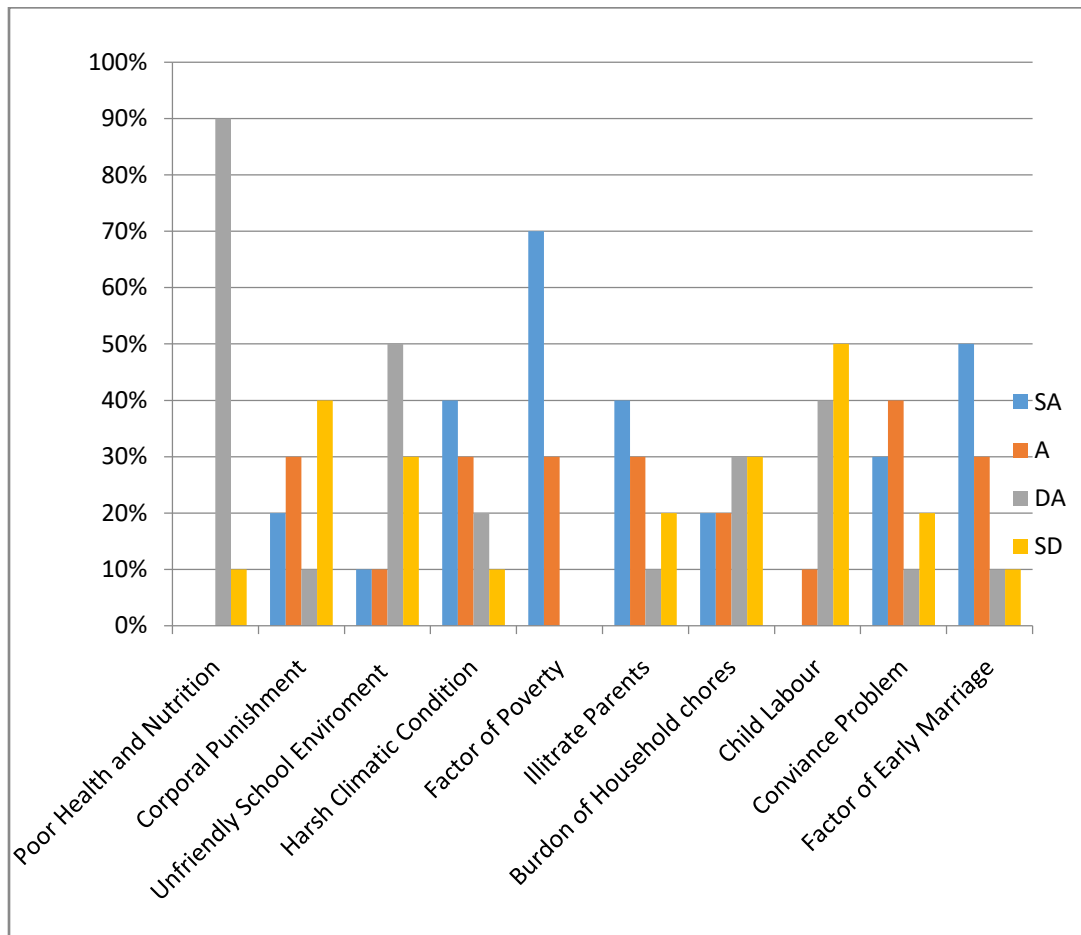
*"My husband and brothers forced me not to educate my daughters and keep them in the home because there was no need of sending them outside the home".*

Long distances from school are also causing the low enrollment girl's enrollment of primary school in Baluchistan. Parents have limited resources and it is not possible for them to arrange to pick and drop facilities for their daughters, so they prefer them to stay at home and do the household chores. In our findings 40% of the respondents



agreed that the girls' schools are in remote areas and far away from our homes therefore it is not possible to arrange transport facility for girls.

The participants of our study cleared the fact that early marriages of girl are also the hindering factors in girl low enrollment in primary schools. 50% of our respondents strongly agree that in our local rural society early marriages of girls is one of the main responsibilities of parents.



## Chapter-5

### Conclusion:

In a nutshell, there appear to be many reasons for the low enrollment of girls in primary schools of Baluchistan with gender discrimination, poverty and family's and social attitude were main reasons for that.

Findings of the study showed that girls' education is not considered important. With the passage of time and because of the efforts of government, media and non-profitable organizations things are getting better. Teachers shared during interviews that government has taken some steps for the betterment of education for example Refresher courses for improvement in teaching methods, door to door surveys by teachers for increase in enrollment rate, compulsion at headmasters or mistresses for maintaining the 1:40 ratio for teacher to students and active involvement of district education officer in implication of all these rules. It brings hope that after some years there would be a better picture of student enrollment and sustenance. Moreover, the girls who were interviewed during this research project expressed feelings of sadness, regret and despair after dropout which gives hope that they will not let this happen with their own daughters.

### 5.1. Recommendations:

1. Parental and community involvement -- Families and Communities are important partners in the children's development, they must be included in developing curriculum and managing children's education.
2. Low-cost and flexible timetables -- education should be free or cost may be very small. Where possible, there should be stipends and scholarships to compensate families for the loss of girls' household labour. Also, school hours should be flexible so children can help at home and can attend classes in easy way.
3. Schools close to home, with women teachers -- Many parents feel worries about girls travelling for long distances on their own. Many parents also prefer to have daughters taught by women. So, more primary girl's schools should be open near to the residences.
4. Preparation for school--girls do best when they receive early childhood care, which enhances their self-esteem and prepares them for school.

## REFERENCES

- 1) Alderman, H., Orazem, P., & Paterno, E. (2001). School quality, school cost, and the public/private school choices of low-income households in Pakistan. *Journal Of Human Resources*, 304--326.
- 2) King, E. & Winthrop, R. (2015). Today's Challenges for Girls' Education. Global Economy and Development Program at Brookings.
- 3) Malik, R. (2007). Aid Effectiveness and the Role of Donor Intervention in the Education Sector in Pakistan: A Review of Issues and Literature (No. 6). RECOUP Working Paper.
- 4) Moore, H. M. (1995) *Creating Public Value: Strategic Management in Government*, Harvard University Press, Cambridge.
- 5) Ray, R. (2000). Analysis of child labour in Peru and Pakistan: A comparative study. *Journal of Population Economics*, 13(1), 3-19.
- 6) Sabir, M., and Abdullah, T. (2003). Gender and Public Spending on Education in Pakistan: A Case Study of Disaggregated Benefit Incidence. *The Pakistan Development Review*, 41(4), 477-493.
- 7) Sivakumar, M. A. (2012). Education and Girl Children in Puducherry Region: Problems and Perspective. *International Journal of social science & Interdisciplinary Research*. Vol.1, P.P (175-184).
- 8) Worah, H. (2014). Best practices by the States for girl child education. *The prosperity and welfare of India* P.P. (1-50)

## AN ANALYSIS OF GIRLS PRIMARY EDUCATION IN BALOCHISTAN PROBLEMS AND CHALLENGES

### QUESTIONNAIRE FOR PARENTS

Name \_\_\_\_\_ Place \_\_\_\_\_

Education \_\_\_\_\_ Profession \_\_\_\_\_

Some factors have been identified regarding lacking Girls Primary Education in Balochistan, you are requested to categorize these according to your own choice:-

**Note: Number 1 Stands for “Strongly Agreed”, 2 for “Agreed” 3 for Disagreed and 4 for “Strongly disagree”**

| S. No. | Statements   | SA | A | DA | SD |
|--------|--|----|---|----|----|
| 1.     | Due to poor health and mal nutrition Girls are unable to go to School.             |    |   |    |    |
| 2.     | Due to corporal punishment Girls don't go to school                                |    |   |    |    |
| 3.     | Unfriendly school environment is the cause for low girls Education.                |    |   |    |    |
| 4.     | Climatic conditions and insecurity is the reason for not sending girls to schools. |    |   |    |    |
| 5.     | Parents don't send their daughters to school due to poverty.                       |    |   |    |    |
| 6.     | Parents don't send their daughters to school because they are illiterate.          |    |   |    |    |
| 7.     | Due to household chores, Girls are unable to go to school.                         |    |   |    |    |
| 8.     | Child labour is the reason for girls not attending the school.                     |    |   |    |    |
| 9.     | Do you think that conveyance facility is the hurdle for Girls Education.           |    |   |    |    |
| 10.    | Do you think Early marriage of girls is a factor of not attending the school.      |    |   |    |    |

**Any suggestions**

\_\_\_\_\_  
\_\_\_\_\_

Signature \_\_\_\_\_

## AN ANALYSIS OF GIRLS PRIMARY EDUCATION IN BALOCHISTAN PROBLEMS AND CHALLENGES

### QUESTIONNAIRE FOR TEACHERS

Name \_\_\_\_\_ Designation \_\_\_\_\_

Qualification \_\_\_\_\_ Experience \_\_\_\_\_

Some factors have been identified regarding lacking Girls Primary Education in Balochistan, you are requested to categorize these according to your own choice:-

**Note: Number 1 Stands for “Strongly Agreed”, 2 for “Agreed” 3 for Disagreed and 4 for “Strongly disagree”**

| S. No. | Statements  | SA | A | DA | SD |
|--------|---|----|---|----|----|
| 1.     | Female Teachers are not provided according to requirements.                       |    |   |    |    |
| 2.     | Female Teachers absenteeism is the factor of lack of girls education.             |    |   |    |    |
| 3.     | Parents don't trust to send girls to school due to frequent transfer of Teachers. |    |   |    |    |
| 4.     | Corporal punishment is also a reason for preventing girls to get Education.       |    |   |    |    |
| 5.     | Female Teachers are not willing to service in remote areas.                       |    |   |    |    |
| 6.     | Proper building is not available in schools to meet the requirements.             |    |   |    |    |
| 7.     | Basic facilities like electricity is not available in schools.                    |    |   |    |    |
| 8.     | Non availability of furniture is the reason of low girls enrolment.               |    |   |    |    |
| 9.     | Toilets are not available in schools.   |    |   |    |    |
| 10.    | Clean drinking water is not available in schools.                                 |    |   |    |    |

**Any suggestions**

\_\_\_\_\_

\_\_\_\_\_

Signature \_\_\_\_\_