

**Socio Economic and Administrative Barriers to Female
Quality Education: A Case Study of Gilgit Baltistan**



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**Socio Economic and Administrative Barriers to Female
Quality Education: A Case Study of Gilgit Baltistan**



**By
Sehar Begum**

**A thesis submitted in partial fulfilment of the requirement for the
degree of Master of Philosophy in governance and public policy to
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This thesis has been read by me and has been found to be satisfactory regarding content, English usage, format, citations, bibliography style, consistency, thus the fulfill of qualitative requirement of the study. It is ready for submission to the department of Governance and Public Policy, Faculty of Management sciences for internal and external evaluation.

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CERTIFICATE

It is certified that the research work contained in this thesis titled: **Socio Economic and Administrative Barriers to Female Quality Education. A Case Study of Gilgit Baltistan**”, has been carried out and completed by **Sehar Begum** under my supervision during this MPhil in Governance and Public Policy at the department of Governance and Public Policy, Faculty of Management Sciences National University of Modern Languages Islamabad.

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DEDICATION

To my beloved parents

“Zeenat Shah & Shah Begum”

For their advice, patience, and faith because they always understood.

Abstract

GB population is growing to faces multiplying challenges and the main challenge is education. Big Evidence of GB education is complicated by issues related to language, religious values, urbanization, illiterate, low schooling rate, less reduction of Parents, less public higher institutions, uneducated population and increasing of climate change and less female education in Gilgit Baltistan. Socio Economic and Administrative Barriers to Female Quality Education is helpful to understand all the terms and issues in female education. This study of objectives to find out difference in quality of education in context of Gender, factors, low literacy, common administrative challenges in providing quality education, socio-economic factors effecting the female education in Gilgit Baltistan. The IV Income, late admission of child, Parents Unwellness, Cost of schooling, location of school and lack of basic facilities are directly affected to quality of education DV with gender difference. The qualitative approaches used to data collection in GB, data collected from student, teachers, and educationist's interviews with educational departmental sources with instruments used questionnaire and data collected to target population through interviews, focus group discussion by seven administrations members, seven teachers and education administration, three civil society activists and four general public members. Data analysis by Thematic Analysis and carry to provides a comprehensive research findings. The Government should provide more teaching resources at girl's schools of GB for betterment in girl's education. Female Students have to be conscious about their studies and motivated about their education in schools. Teachers should be highly educated and full of energy of motivation and deep concentration on female education in class.

CHAPTER 1

INTRODUCTION

Women play a very important role in the development of any society. Development is considered to increase living standards, improve property and community, and society plays an important role in community development. Women also play a key role in the social and economic development of a country. In addition, development is also related to the quality of employees in the company. The economic and social development of all societies directly reflects the educational status of men and women in society. It is clear that women are an irreversible part of society that cannot be denied. But illiterate women can do their work and lives more efficiently than illiterate women. In addition, the development of a country is highly dependent on the joint efforts of men and women in various developmental difficulties. That is why it is so important for us to educate both citizens and men. In addition, educating men and women leads to an increase in equal income in the future and an expansion of their opportunities for the future.

The gender gap in education is huge, high gender disparities characterize nearly all fields of life. And Pakistan is among the worst performers worldwide w.r.t gender equity. In GB girls are less likely to be enrolled at the higher level and receive lower per student investment in education. Girls in Eidgah and Astore are less likely to attend private schools, which are said to provide better quality education but are more expensive. Private tuition in English medium education is preferentially enabled for the boys in a household (Benz, 2014). The occupational situation for women is even worse. Since both the employment opportunities and the alternatives are fewer than for men. Employment is strongly restricted by cultural norms, which limit the scope of accepted fields for female professional employment to the health and education sectors and set narrow borders for women mobility. Future research is necessary to learn more about the processes and mechanisms of increasing social disparities in GB in the course of fragmenting development in general, and the role of formal education in particular. In situation of growing socio-economic disparities and growing inequalities of prospects for the rich and poor, targeted interventions are necessary to particular empower the household of the continuing poor and marginalized to improve their living condition. (BENZ,2014) The female literacy rate is 100 percent in a few villages dominated by the Ismaili sect. The major factor contributing to this is the awareness and promotion

of female education among the community members by their spiritual leader, late Sir Sultan Muhammad Shah Aga Khan III. His contribution included setting up of a chain of Diamond Jubilee Schools in remote villages. Although there are some areas in the southern part of Diamer district which do not even have a single female school, owing to traditional norms regarding women's status in the society, the situation is slowly improving because of the initiatives taken by some local NGOs.

So, this chapter of "Socio Economic and Administrative Barriers to Female Quality Education" is helpful to understand all the terms and issues in female education. This chapter also involves problem statement, research questions, research objectives and scope of study. In this way, all these headings are supportive to clear the concept about study.

1.1 Background of the Study

Although education for men and women is important for social development, this area has only recently been opened. Women's education is a message given by girls to build self-confidence and self-esteem (Suen, 2013). Alam (2017) shown that women's education is deeply rooted in the country's development. With this in mind, Mustafa, Khan, and Jameel (2016) argue that women have an important role to play in communities, developing countries, and ultimately community development.

Educated women do not participate in community development, but they do play a better role in raising children. Patrinos (2008) stated that educating girls in secondary schools is more important than social education.

Many scholars have studied the value of educating women (Patrinos, 2008; Rihani, 2006). For example, Glennerster, Kremer, Mbiti, and Takavarasha (2011) stated that education is an important factor in the development of human activities and one of the pillars of life and work. The benefits of women's education include good family finances, early marriages, better outcomes, fertility, and poorer health of children (Sperling & Winthrop, 2015). Shaukat (2016) states that educated women have more control over their own lives and have more power and control over family property than uneducated women. Educated women receive public support to help them understand the current situation and better know what is best for them and not for them. Popular language emphasizes the importance of teaching women that "if you raise a man, you raise everyone, but if you raise a woman, you create a family" (Suen, 2013). Education

has become strength of men, and women around the world; this right is not affected in many parts of the world. However, many problems have been identified in the education of women in developing countries. It is these barriers that have been identified by many scientists, such as economic problems, social problems, cultural problems, security, and education, etc.

For example, Mehmood, Chong, and Hussain (2018) find that in the context of developing countries, the first and most important obstacle is the lack of support and rejection of women's education from the family. Secondary factors are politics and culture. Accordingly, Lambert, Perrino and Barreras (2012) suggest that the main barriers to women's education are cultural, social, ill health, financial, geographical, and religious. Other significant barriers to women's education are education costs and gender discrimination against women. For example, Lambert et al. (2012) argue that girls in developing countries are worse off than boys and that their parents believe that investing in girls' education is worthless and a waste of time and resources. Generally, parents use it to pay off family debts. Kingdon (2002) also explains that parents do not pay the same dues for men and women. Likewise, Leung and Zhang (2008) found that one of the obstacles in educating women is that parents have the advantage of both boys and girls.

Lloyd, Mete, and Sathar (2005) found that school fees were a strong reason for girls to drop out of school at an early stage. Another obstacle to educating women is the fact that women generally have additional household work than men (Ersado, 2005).

Hopefully, experts have pointed out that some of the barriers to women's education are social, cultural and political, and that these factors are likely to support this status. Regarding Pakistan, Ambreen and Mohyuddin (2014) stated that the scarf has become a major barrier to women's education. Similarly, Lambert et al. (2012) found that poor social thinking was the main obstacle that usually undermined women's education. In the Pakistani context, Alam (2017) found that the negative perceptions of lawyers on women's education, social standards, and negative attitudes of teachers have a negative effect on women's education. The school environment also affects the education of boys and girls. Another factor that has a negative impact on women's education is social trust in teachers, which is somehow related to the cultural values of society. Apart from these factors, other barriers to women's education in developing countries include access to education, cost of education, female child labor, low quality teachers, learning environment, and traditional cultural factors (Chitrakar, 2009).

Some barriers to educating women about travel, learning opportunities, and well-being are positive. Shahzad (2017), for example, found that lack of travel, road fatigue, high travel costs, and wasted time affect women's education. Juneja (2001) also found that school length is a major factor influencing girls' education and often causes girls to drop out of school. Housing restrictions include boarding problems such as poor food, food prices and too many toilets. Other barriers to women's education include safety issues such as unsafe travel at work, fear of harassment and harassment, and excessive participation of men during schooling (Shahzad, 2017).

In the case of Pakistan, several studies have been conducted to determine the impact on women's education. Afridi (2010) conducted research with FATA and Khyber Pakhtunkhwa and found that many parents did not allow their daughters to go to school due to cultural constraints and illiteracy. Mustafa et al. (2016) stated that the situation for women in rural areas is not very good. They also stated that women are not treated well and are not respected by society.

The main problem in educating women is domestic violence related to the acidity and killing of girls, as well as the honor and pressure of their husbands. Noreen and Awan (2011) conducted a study in Pakistan where they identified barriers to child labor, poverty, and social systems as barriers to women's education. Although several studies have been conducted in Pakistan examining barriers to women's empowerment, not much research has been conducted on the perception of rural actors from different population perspectives such as gender, qualifications, land ownership and monthly income. This study, therefore, identifies and examines the "Socio Economic and Administrative Barriers to Female Quality Education of Gilgit Baltistan.

1.2 Problem Statement

Household income and socioeconomic background often determine whether a family is able to send their children to school. There are a lot of education staff in problem to check and pay their responsibilities in education and try to avoid their responsibilities in female education. Female only play an important role in cultivation of crop, domestic, education, cooking's washing, and cleaning etc. The big and alarming issue is the unusual and lack of resources. On the other hand, there is no proper management by officers causes and creates a difficult environmental condition for growing the female mentality with a limited natural resource. There are a lot of evidence present in this situation that shows the improper and less female education in GB. But in mostly areas

of Pakistan such as Gilgit Baltistan, there is no proper attention to female education. The reason behind this situation is that the education for female is very important to a whole society. An educated female can create an educated and literate family.

There are a lot of evidence present in this situation that shows the improper and less female education in Gilgit Baltistan. Mostly Gilgit Baltistan females are involved in domestic works. There is no proper rule by government is created for female education. On the other hand, people such as parents and society are also involved and work as a barrier in female education in Gilgit Baltistan. Parents didn't allow their daughters to go to school as well college due to illiteracy. In this way, the whole area or Gilgit Baltistan is elaborated in illiteracy for female education. Gilgit Baltistan need to quality of education for female and males and to give the equal right according to Punjab. There is tendency to generalize the restriction that Pakistani culture impose on education and particularly girls, education, whether on the ground of religious or tribal tradition. The biggest issue is that most of the girls do not attend school because lack of parent's consent. The parents do not want to expose young children and especially young girls to send the school because of culture problem. The majority of government school lack of basic facilities such clean water, bathroom, and boundary wall .in far flung areas the long journey to school is difficult if not impossible in the absence of safe and reliable transportation.

In GB no system accountability exists, government pay the teachers without checking and monitoring their activities, less parent teacher association is also a big issue. Government teachers do not fulfill their activities, since absent from classes leave the school sit in the staff room not checking homework. Male student enrolled in private schools and female are enrolled in government school.

1.3. RESEARCH OBJECTIVES

- ❖ To find out difference in quality of education in context of Gender.
- ❖ To find out the factors that responsible for low literacy among women in GB.
- ❖ To find the common administrative challenges in providing quality education to female in Gilgit Baltistan.
- ❖ To find the socio-economic factors effecting the female quality education.

1.4 RESEARCH QUESTION

In this research, I am primarily concerned with the impact of gender on quality of education. This study is governed mainly by the proposition that to investigate the

impact of gender on education. Beside this, I have three driving questions about this broader query. These are the following: -

- ❖ What are the possible reasons/ factors effecting the quality education in the context of gender?
- ❖ What are the common administrative challenges in providing quality education to female in Gilgit Baltistan?
- ❖ What is the difference between quality of education in context of Gender?
- ❖ What are the socio-economic factors effecting the female quality education?

1.5 SIGNIFICANCE OF THE STUDY

This study will be beneficial for the people of Gilgit Baltistan to understand the cost of schooling that prevents the parents to send their daughters to school and college. There are a lot of recommendations added in the study that would be helpful for parents, students and for government officials. Thorough this study, policy makers become easier to take the step for promoting female education in Gilgit Baltistan. Women across the world continue to suffer from gender inequality, including child- and forced marriage, gender-based violence, as well as barriers to participation in education and employment. Achieving gender equity globally is crucial to meeting development goals, reducing human suffering, and solving our biggest environmental problems. **(SDGs- Goal 4 and 5)**. Education is one of the most critical areas of empowerment for women. An educated woman has the skills, information, and self-confidence that she needs to be a better parent, worker and citizen. **(SDGs- Goal 5)**. Educational institutions need to continue to build family and community support to ensure that girls' enrolment and completion of schools equal that of boys. Cost of the schooling prevent the parents to send their children to school.

The government of Gilgit-Baltistan needs to have a strategic plan in place to develop female human resources which is mutually beneficial for the development of the whole society. people will need to increase their efforts to change their socioeconomic background practices and attitudes that prevent girls from going to colleges and universities and women for going to various jobs not only for teaching and nursing but others like banking, air force, engineering. Number of female education institutions is not equal to the number of male education institutions in the Gilgit. At the same time mostly, scholarships are not provided for intermediate and graduate level. Parents un-willingness (for girls) will not help the women to pursue leadership roles in

various development sectors. Educational institutions need to continue to build family and community support to ensure that girls' enrolment and completion of schools equal that of boys. Cost of the schooling prevent the parents to send their children to school. It's important to policy makers who make such type of policy which fruit is full for male and female both get equal opportunities and equal education.

The ultimate challenge for education in Gilgit Baltistan is whether this country's political and NGO education sector to develop special tools and measure focusing on the poorer section of the communities. Equal education opportunities have to create in the region ,with respect to socio economic status ,gender and geographical location. Mechanism of status reproduction must tackle with free education and scholarship programs for children from needy household. system cares about the future of the country. Thus far, while there are reasons to be hopeful, the overwhelming evidence suggests we have some distance to travel.IT is a future challenges and responsibilities for education policy planners and administration in the government.

1.6 Organization of study

The first chapter of “Socio Economic and Administrative Barriers to Female Quality Education” is helpful to understand all the terms and issues in female education. This chapter also involves problem statement, research questions, research objectives and scope of study. In this way, all these headings are supportive to clear the concept about study. In second chapter of “Socio Economic and Administrative Barriers to Female Quality Education”, the detailed study on related barriers is held that helps to finding and explaining the results in next section. The second chapter includes Quality Education, Socio-Economic Barriers and Administrative Barriers as the main and key term headings with theoretical framework. The third chapter describes the methods to explain and find out results of given study “Socio Economic and Administrative Barriers to Female Quality Education”. This chapter includes research design, research methodology, data collection and data analysis. The fourth chapter presents a detailed Thematic Analysis of the data collected to carry out the present study. This chapter also provides a comprehensive analysis and discussion of research findings. This chapter involves the discussion of whole study; this will be helpful to understand the purpose, research gap, methodology applied to find the results and main findings. On the other hand, recommendations and significance of the study are helpful for government, officials, and teachers and for the students of GB to understand that how they make the

female education better, and which kind of strategies are applied to overcome the discussed barriers.

1.7 Conclusion

This chapter concludes the introduction of Socio Economic and Administrative Barriers to Female Quality Education. All the aspects and important key terms are explained in this chapter. For the convenience of study, research questions and research objectives are created in this section.

CHAPTER 2

LITERATURE REVIEW

In this chapter of “Socio Economic and Administrative Barriers to Female Quality Education”, the detailed study on related barriers is held that helps to finding and explaining the results in next section. This chapter includes Quality Education, Socio-Economic Barriers and Administrative Barriers as the main and key term headings with theoretical framework.

2.1. Quality Education

Quality education is education that focuses on the general development, social, emotional, mental, physical, and intellectual development of each student, regardless of gender, race, nationality, economic well-being, or location. This prepares the child for life, not just tests. Quality education provides the tools and policies to ensure that all children are well-educated and well-educated; environmentally safe and emotional learning for students and adults; play an active role in the learning and coordination of the school with the general public; they have a learning style that is familiar and supported by learning for adults who care and are educated; they have academic problems and are willing to succeed in college or study and work and participate in the environment. Quality education brings the necessary results for the success of the people, the community and society. This allows schools to better integrate and connect with their communities and access a variety of services in a variety of areas designed to support the development of their students' education.

Quality education is based on three pillars: certifying that teachers are quality; approving the use of quality learning and professional development tools; and creating a reliable and sustainable environment. The declaration also explains the current state of education in the world and calls on educators to develop a common approach to pre-school education: the goals of sustainable development reflect the global consensus among our youth that education is a human right and future life is a benefit.

However, our world is a world of difficult challenges, as millions of students are at risk, disorganized and uneducated by conflict, and governments around the world are failing to fulfill their obligations to finance education, especially for the citizens of the poorest countries.

Education providers have a responsibility to promote policies that involve schools, communities and countries in systems that support the development of all children and

ensure that every student is healthy, safe, inclusive, supported and questioned. We need to ensure that quality education is only education that helps every child in a pedagogical and developmental way. Education that is integrated and structured to realize the potential of every child, regardless of location or economic condition, so that these words do not change the meaning of quality education for all. Modern studies show various aspects of facilitating and hindering views on women's education. In this context, a study by Hafeez (2007) on the perception of girls' education by mothers and fathers in six districts in Punjab province shows that both fathers and mothers attach great importance to general education, while many parents pay more attention, the importance of vocational training for both boys and girls.

In addition to educating women in mathematics and science in Africa (FEMSA, 1997), there is another project to examine the attitudes of parents, boys, girls and teachers towards girls, especially in science, mathematics and their access to education, especially in these subjects. Manimekhani (2002), who tried to compare the relative roles of employed women, such as housewives, in domestic decision-making, found that women's education and employment opportunities improved the position of housewives with greater decision-making rights for women. This will improve the overall social status of women and achieve gender equality.

Within the framework of international commitments; universal basic education (UPE), EFA and the Millennium Development Goals, our country has launched various projects such as ESA 2001 to 2005 and NEPA, 2001 to 2015, with slight improvements seen in girls' education. These projects remain insufficient to meet the required objectives, as the current girl's education scenario requires urgent attention to this, and a number of other issues related to the goal of achieving UPE and girls' education. In addition, most parents are concerned about household responsibilities, which have an impact on the benefits of educating women.

Many parents also believe that homework is more important than educating women. Parents believe that security is the most important need for girls to choose education. Other factors include the lack of physical equipment such as classrooms, water, toilets, electricity, and walls which relate to women's safety. More importantly, the low quality of education is also a major problem hindering girls' education.

Other traditional factors, such as social and family pressure on women's mobility, have a significant impact on the decisions that women's families send to university. Likewise, the habits of adolescents in marriage affect women's education. In addition, the

existence of educational institutions in other castes or related housing areas is also a reason for completing university studies. Feudalism and the class system in some areas are also linked to girls' access to educational institutions. While women's education is rooted in state-building because it is rightly said that it nurtures men and you nurture individuals, nurture individuals, nurture women and nurture nations. The situation is due to some factors that we are all accustomed to experiencing in the negative attitude of parents towards the education of girls, who inhabit, among other things, cultural values and practices, religious values, poverty, and early marriage. Although religious practices also affect women's education, these experiences are observed indirectly. Religion is not considered to be an important direct factor in the problem of women's educational opportunities. However, this is demanded by some who want to limit the possibility of acting implicitly through perceived norms.

It would be useful for religious leaders to support the educational goals of girls. Women play an important educational role in society because they are responsible for the education of their children and strive to ensure their integrity and development throughout society. These factors can adversely affect student behavior and lead to higher levels of frustration among teachers and poor learning attitude among student (Mk pubbe, 2005). Investigator has shown that families create disturbance in female education in rural areas and have especially high-level pressure. They also have extra links with the exceptional necessities as compared to middle class female students with families with mild level poorness (Quittner et al., 2010).

So, this may affect the value of life and educational health of mom and dad of this children. Moreover, recommended in their study that the incidence of behavior issues in high hearing loss children.

Therefore, experience of parent's stress by families of this type of child's can be obviously high (Lederberg et al., 2002). Pure signal has been creating in results that childcare stress has effects on their child care style and parents health. But the outcome of stress on family's performance and value of child relationship with their parents is still doubtful. (Fonseca et al., 2012) said another type of childcare stress is its constancy and toughness at ended. But they may modify at different time period of the kid growth and cruelty differs according to the separate features of families. So, causing effect on behavior of parents differs according to these features of families. And the other study too suggests the families of disabled child's have many health issues, in shape of educational & physical issues. Family support and issues have a vital role in a student's

life by the social change, the gender roles are also changed; now students have to maintain a balance life, today female students are worried about their family life and studying, it also tells us how demand of studying and families are maintained by employers. Female students can face many hurdles in maintaining balance between education and family rules. The difficulties and hurdles that they face in keeping balance between family and education roles is referred as education-family engagement (Leineweber, Hasnon & Baltzer, 2013). Both domains of life are of different importance for different students. Some students prefer family life over education demands, other prefer education role and vice versa. Education is a source of financial support, social acceptance and it provides many people with an expanded social circle, self-efficacy, and opportunities for self-growth (Barnett & Hyde, 2001).

On the other hand, family is very important because it provides a secure environment; it creates more intimate and inter student relationship for a student in studying. The roles and demands of both domains of life are mismatched mostly and leave a student with stress and engagement. The demands related to families, which include caring for parents as well as children, needs of the family, household chores, other tasks related to socialization, to perform family roles there should be a proper time. Education related demands includes completion of a task before deadline, travelling issues and other extra duties (Merton, 1957).

But the rude behave in class or school of special children makes them far from studies and they got bored and didn't learn properly from that teacher. They should start the procedure of defiance and adaptation according to their situation. Because of many exceptional tasks can rise in children caring with hearing loss. The tasks have many suggestions in terms of health assessments, learning and communication plan for the families and their child's there is a lot of effect created in student's minds related to teacher's behavior. Some of them are given below in details: There are a lot of abnormalities found in human body during genes study, and almost for each in kids Prasad et al., (2019). The gender differences characterize nearly all fields of life. And Pakistan is among the worst performers in worldwide gender equity. In Gilgit Baltistan girls are less likely to be enrolled at the higher level and receive lower per student investment in education.

Private tuition in English medium education is preferentially enabled for the boys in a household (Benz, 2014). The occupational situation for women is even worse. Since both the employment opportunities and the alternatives are fewer than for women.

Employment is strongly restricted by cultural norms, which limit the scope of accepted fields for female professional employment to the health and education sectors and set narrow borders for women mobility. Future research is necessary to learn more about the processes and mechanisms of increasing social disparities in GILGIT BALTISTAN in the course of fragmenting development in general, and the role of formal education in particular. In situation of growing socio-economic disparities and growing inequalities of future prospects for the rich and poor, targeted interventions are necessary to particular empower the household of the continuing poor and marginalized to improve their living condition (BENZ, 2014). In female education, teaching by teachers is a spiritual profession which requires understanding of students for transmitting knowledge to the students of modern world.

In Pakistani context it is necessary to explore this important factor i.e. socio economic and administrative barriers to female quality education. Thus, this research project was planned to discover a study of barriers in female education. Teachers in school perform their duty under the supervision of head teacher and positive attitude of head teacher also influences teacher's commitment towards their duties, so they tried to make the students best in class as well as in their lives.

In this way they tried to handle normal students and middle-class students equally. In many respects, this thread is almost invisible, yet everyone experiences its influence. (Dudek et al., 2000) opined that it is external influences in the school that can influence academic performance of female students in education, irrespective of their intelligent quotient.

2.1.1 Proper Attention to Studies and GB Educational System

Gilgit Baltistan, Pakistan's outer region has a similar situation in other parts of rural Pakistan. Because this region is a very remote rural area, the availability of resources, especially educational opportunities, is very low. Although the region was officially reconciled with Pakistan in 1947, the region has always faced difficult conditions as a result of various disasters in the country, which have an impact on the availability of resources to boost the economy and ultimately to obtain education. The area consists of ten sub-districts; however, all sub-districts provide a different picture from the perspective of educational institutions, particularly in terms of women's education.

Some regions do not even have schools that can facilitate women's education. As a result, most people rely on agriculture to increase economic growth and reduce poverty and pay less attention to education. There are several other obligations that limit the education of women in Pakistan's Gilgit-Baltistan region. From a cultural point of view, all districts represent different practices, which encourage or disincentive.

These cultural and social practices also have deep-rooted effects in schools, and some remain the source of the increasing number of early dropouts. Apart from these various challenges, one of the most important challenges remains the historical perspective of education in Gilgit Baltistan, especially women's education. In this context, various studies show that women's education in Pakistan, particularly in Gilgit-Baltistan, faces many challenges in advancing women's education. Second, the study of barriers to access to women's education is extraordinary. Therefore, there is not enough literature to address this most important issue. Based on parents' perceptions of their children's education, this study suggests that due to changing economic and social conditions, children often drop out of school.

The study also found that parental love for boys also affects girls' education. According to women, they should buy less processed food; they also spend a lot of time looking for cheap food and fetching firewood and water. As the small amount of domestic works is supplied by women, this segregation of labor impairs women's participation in higher education. According to him, intellectuals, politicians, and monarchs were increasingly using Islam for their own purposes to enforce ban, power and action in the countryside.

There are many aspects of women's participation in universities. Cultural, cultural, student, cultural, and political barriers affected the city of Gilgit. Women and girls are affected by this family environment. Her studies show that Pakistan is a country where women respect not only the family but also society, many of whom are connected between the four walls of the building, which are good examples. But unfortunately, after graduation, they will not be allowed to work in the office, which means ruin, lack of resources and risk to the community, which could play an important role in economic development town.

Traditionally, such women should be encouraged to support themselves in order to promote family life as men, who undermine the social structure, where approximately

half of the populations are women, but unfortunately Pakistan is a beautiful country where women have no right to speak. Many contribute to the education of women in the form of Gilgit.

Many parents consider money out of school in the form of maintenance payments. The girls are considered guests who will get married sooner or later, as the boys will inherit and support the family. Note that the number of student dropouts, however, indicates that girls are often more likely than boys to be desired at certain events, such as finding younger siblings; doing household chores and assisting in agricultural work, such things contributed to their learning.

2.2 Socio-Economic Barriers

Girls are considered "strangers" in their parents' house, because they will eventually go to their husband's house. As might be expected, the notion that girls are "temporary strangers" often influences parents' attitudes toward their daughter's education. Social constraints are exacerbated by the Gilgit-Baltistan sub-conditions, which have a significant impact on women's access to education, especially higher education, as well as their control of mobility, as the majority of the population is young. Villages and hamlets are scattered over a large mountainous area. Despite these accusations, the situation in Gilgit-Baltistan is not dangerous for the world. Although women's education is deeply rooted in the development of the world, as has been said, you raise men, and you raise men, men, women, and the world. But despite all the efforts, women still lag behind in reading.

The situation is the result of certain things that we all have in the negative attitudes of parents towards girls' education, living within cultural norms and values, religious traditions, poverty, and early marriage, among others. Apart from one thing, there are other religions that also affect women's education, but this incident seems to be indirect. In terms of religion and law, this only has an indirect impact on women's higher education. Religion is not an important factor in the issue of women's access to education. Therefore, some of those who wanted to force the opportunity asked him to work as much as possible in a visible way. This will improve the living conditions of women and achieve gender equality.

Devakijain (1979) makes women want education, although domestic work is not recognized as a job, but at least data is needed to determine whether domestic work prohibits women from obtaining higher education, employment, and status. Most women do not pay their wages or try to market their services often because of the stress of working at home. Therefore, women cannot provide their services outside the market.

The lack of education for women directly affects life socially. According to a Kravdal study (2000), births are more prevalent in areas where there are more mature women. It is also argued that discrepancies within groups and between groups occur due to similar concepts. However, the main reason for the unreliable payment, which is technology, works by separating the processes into internal and external clusters. In addition, there are differences in results related to racial and gender differences, but these are often evaluated by group comparisons and should not be taken into account. The gender gap in education in China is narrowing; however, the education of women is still higher. All of these studies show that tribal relationships, such as gender or race, are broad and often divided by income, region, and family background. Therefore, differences in groups need to be explored.

Based on the views of parents in educating their children, research shows that dietary changes can increase expulsion from school. The study also found whether parental preference for boys also influenced girls' education. In fact, women have an important role in society, because they are responsible for educating their children, and they also influence other people in society to be responsible for them. The study by Bunwaree (1999) further explains the differences affecting women's education. He saw that women had to buy unfinished food; they also spend more time looking for cheap food and collecting wood and water. Because women determine oil and water so much, this department has influenced women's participation in higher education. There is extensive research on gender expression. King and Hill examined the challenges of educating women in developed countries and found that despite small gender differences, girls are still less educated than boys. One of the main reasons for this is the resolution related to girls' choices in school, and another is the cultural and cultural differences that affect women.

2.2.1. Rural Female and Financial Issues

There is also discrimination and exclusion in the workplace, which encourages women to choose a particular career and train for it. World Bank data show that girls are increasing in school. For example, enrollment of girls' high schools in low-income countries increased from 26% in 1990 to 41% in 2001. The enrollment rate for girls enrolling in the same country increased from 42% in 1990 to 51% in 2001. This shows convergence, but still a 10% difference between men.

Despite low investment in girls' education, return to school for girls is large. In some cases, the percentage of return to high school is higher for girls than for boys. As we can see from these studies, a number of factors can influence the educational decisions of boys and girls in different ways, leading to differences not only in women but also in men. Thus, identifying educational opportunities for girls is an effort, especially in countries where schools have significant economic and health benefits for this group.

2.2.2. Illiteracy and Poor Parents

The literacy rate in Gilgit-Baltistan is 37.8%. In addition to government efforts, non-governmental organizations such as AKES, the Marafi Foundation and the Pakistan Education Council (PEC); National Council for Education (NEF); Public schools in the U.S. and many other NGOs also provide education from a number of schools. "There are 441 schools in the private sector, AKES has established 256 schools in Gilgit Baltistan, including four secondary schools (DOE Conclusion, 2007) to provide quality education." The Pakistani military has also supported efforts to raise the standard of education in Gilgit-Baltistan by establishing military schools. At the heart of women's education is the education and discrimination of women.

For example, Lambert et al. (2012) argue that girls have a lower level of child development than boys, and that their parents believe that investment in girls' education cannot be ignored. Know and mean a lot of time and investment. Most parents use it to pay off their family debt. Similarly, Kingdon (2002) explains that parents do not spend money equally on men and women. Leung and Zhang (2008) also found that one of the ways women are taught is that parents give more preference to men than women and women equally. Lloyd, Mete, and Sathar (2005) identified education as one of the reasons women drop out of school too early. An additional barrier to women's education

is that more women are required to have extra work in the workplace than men (Ersado, 2005). Thus, women's legal education in Pakistan is still low and one of the lowest in the world. Women in Pakistan do not belong to the same race, and their education depends on who they belong to (Jayaweera 1997; Khan 2007). In rural areas, ancestral camps are often associated with poverty and access to women's education (Farah and Bacchus 1999).

In contrast, girls and young women in urban and middle-class cities have greater access to education and employment (Khan 2007). The role of higher education is a powerful tool and mediator in community change, recognized by Herz and Sperling (2004). But higher education in Pakistan is the smallest in the world; In 2005, only 2.9% were between 17 and 23 years old. Compare this to the inclusion of higher education in other developed countries, such as India and Korea, which are between 10 and 68% (Government of Pakistan 2005b).

One of the main reasons for the decline was the fact that Pakistan spent only 2.5% of its GDP (gross domestic product) on education (Pakistani government in 2006), which is the case in the south. Asia's share in UNESCO is 4%. Other factors include higher education and population.

2.3 Administrative Barriers

Dean (2007) estimates that the number of primary school girl's ranks 10th in the world. Number of students dropping out of secondary schools (SPARK 2006). At the level of citizens, gender inequality is high (UNESCO 2003). The current political agenda is not intended to promote women's education, but the cultural attitude towards girls' education remains discriminatory and remains unchanged.

Although in the past, government officials announced various measures to improve women's education, they were unable to translate their words into action due to their management and culture skills. As a result, legal education in Pakistan is still low and is one of the few in the world. Pakistani women are not part of the same gender group, and their education varies according to their gender (Jayaweera 1997; Khan 2007). In rural areas, ancestral gardens often combine poverty and little access to girls' education (Farah and Bacchus, 1999). On the other hand, middle- and upper-class girls in metropolitan areas have the opportunity to study and look for work (Khan 2007). The

role of higher education is a powerful way of transmitting change, as shown by Herz and Sperling (2004).

2.3.1 Improper Policies by Educationists and Demotivation of Female Students

Teachers play an important role with students both inside and outside the school. First, teachers can help students achieve their educational goals by preparing timely syllabuses and scheduled projects. They can also coordinate activities related to adult learning needs and related to life experiences or experiences. In addition, teachers can play a major role in building bridges to connect male and female students. They may consider setting specific tasks or drawing students who are connected in both groups. In addition, teachers can invite and encourage adult students to share their lives on special occasions. In this way, older students can not only build better relationships and work with adults, but also younger students who have the opportunity to gain practical knowledge on real issues.

Social support from teachers and peers will also have an impact on adult learning and can predict student satisfaction (Kirk and Dorfman, 1983; Petersen and Ebata, 1987; Petersen et al., 1991; Rice et al., 1993; Sand In Richardson, 1984). Lundberg (2003) explains that because of non-campus responsibilities, older students often have fewer friends at the center who can focus on academic discussions. Ouimby and O'Brien (2006) continue to urge older students to face challenges when they re-enter college as students and socialize with peers who are already young and have different values and priorities.

Inequality with traditional young men often makes older students feel abandoned and abandoned in the life of the institution (Padula, 1994). In addition, the quality of relationships between special students and their coaches will affect their learning (Coker, 2003). Studies suggest that they may need a flexible schedule when setting deadlines compared to younger students. Therefore, if the teacher understands their needs and is willing to help, it will have a significant impact on what they learn. In short, high commitment, low level of self-confidence, and inadequate support and social support for older women lead to more lines, stress, and more.

In addition, this stress can increase the risk of failing classes. Therefore, older students need to develop and accept outside help. Adults learn from past experiences (Crawford, 2004) and past experiences will be useful in education and learning as if they have more experience. Kennedy (2003) argues that experience and experience may have been an obstacle to gaining new knowledge. Therefore, older students, boys, and girls, need to develop and maintain self-confidence in educational activities. This group of students also needs support from family, friends, and school. Getting the right support is important for special students. Support from family, friends, school, and others will provide adults with safety, security, responsibility, and a well-rounded goal of managing students (Ouimby and O'Brien, 2006). They can be good and confident and win other learning experiences. In addition, the impact of older women in combining childcare activities with school performance can have an impact on their well-being and academic satisfaction (Ouimby and O'Brien, 2006).

Therefore, the support of the family and the community is very important. This group of students will have more time to complete school activities and will not be too worried if their classmate agrees to do the homework when they do not. It's also good if siblings, other siblings, or the community wants to take care of you from time to time. In addition, it is important that caregivers work closely with these students.

2.3.2. Lack of Support and Assistance by Teachers

Education not only helps older students trust their education, but also helps them connect with more students and resources at school. In this way, the students of these students will become more accustomed to life at school and develop better friendships faster and more fully. From the beginning, most school services for adult students have been counseling and career opportunities (Thon, 1984). Benshoff and Lewis (1992) then describe several programs that can better meet the needs of adult students, such as separate enrollment, teaching, and teaching. Several evening and weekend courses help specialize with financial assistance and guidance to professors and staff.

The research results above explain that the campus includes new facilities, educational materials, standards, and so on. For student re-enrollment, allowing older students not only to improve themselves but also ability and refresher. Learn skills, including time management and other school resources (Benshoff, 1993).

Because peers in schools have played an important role in student learning so far (Astin, 1993; Pascarella and Terenzini, 2005), it would be very helpful if schools could provide adult education with careers and professional lives. Education not only helps older students to trust their education, but also helps them connect with more students and resources at school. In this way, the students of these students will become more familiar with life at school and develop better friendships more quickly and more fully.

Since its inception, most of the school's services for adult students have been counseling and career opportunities (Thon, 1984). Benshoff and Lewis (1992) then describe several services that can better meet the needs of adult students, such as decoupling, counseling and guidance, offering more evening and weekend courses, providing special financial assistance, and educating schools and staff for this population. In particular, staffs are specially trained for the special treatment of adult female students, as they face obstacles and challenges that distinguish them from male adult students. Therefore, special assistance, such as family work and school balancing strategies, should be offered to this particular group of students. Schools and universities may also offer programs or courses, such as first-year seminars for adult men and women.

In this way, this population will have more opportunities to study and acquire knowledge and skills during the semester or transition period so that they can better prepare themselves for future study and campus life.

2.3.3 Poor System and School

Current data show that all student bodybuilders adhere to a standardized approach to teaching women. Because their rites are not governmental, they use a variety of methods to improve women's education. Interestingly, the participants in the schools are really girls, thus giving girls more freedom to use their talents without difficulty. In addition, the school has its own vision and mission. Both statements are crucial to the education of women. Teachers and other staff are trained on an ongoing basis to fulfill their vision and responsibilities. During school hours, they develop activities that continue to serve as models in improving the diversity of students. Re-discussing this practice, one participant expressed his opinion: our teachers are knowledgeable and equal. They create beautiful works; we love working with our teachers. Although most

of my teachers are male, I do not agree with my teachers. They have given us a place to encourage ourselves to have fun during school hours.

In the classroom, we always want to present our curriculum to all classes. This increases our belief. We are fortunate to have such wonderful teachers who the students involved are curious about the culture and health that prevail around them. They do the work of human beings is one of the greatest ways in finding women's education. According to them, the advancement and growth of public education is due to the performance of human beings. If people encourage women to choose education and work in more places, a country can prosper. They think that the place they are studying is unfortunately another way. Women are considered different from men.

These factors can adversely affect student behavior and lead to higher levels of frustration among teachers and poor learning attitude among student (Mk pubbe, 2005). Investigator has shown that families create disturbance in female education in rural areas and have especially high-level pressure. They also have extra links with the exceptional necessities as compared to middle class female students with families with mild level poorness (Quittner et al., 2010).

So, this may affect the value of life and educational health of mom and dad of this child's. Moreover, recommended in their study that the incidence of behavior issues in high hearing loss children.

Therefore, experience of parent's stress by families of this type of child's can be obviously high (Lederberg et al., 2002). Pure signal has been creating in results that childcare stress has effects on their childcare style and parents' health. But the outcome of stress on family's performance and value of child relationship with their parents is still doubtful. (Fonseca et al., 2012) said another type of childcare stress is its constancy and toughness at ended. But they may modify at different time period of the kid growth and cruelty differs according to the separate features of families. So, causing effect on behavior of parents differs according to these features of families. And the other study too suggests the families of disabled child's have many health issues, in shape of educational & physical issues. Family support and issues have a vital role in a student's life by the social change, the gender roles are also changed; now students have to maintain a balance life, today female students are worried about their family life and studying, it also tells us how demand of studying and families are maintained by

employers. Female students can face many hurdles in maintaining balance between education and family rules.

The difficulties and hurdles that they face in keeping balance between family and education roles is referred as education-family engagement (Leineweber, Hasnon & Baltzer, 2013). Both domains of life are of different importance for different students. Some students prefer family life over education demands, other prefer education role and vice versa. Education is a source of financial support, social acceptance and it provides many people with an expanded social circle, self-efficacy, and opportunities for self-growth (Barnett & Hyde, 2001).

On the other hand, family is very important because it provides a secure environment; it creates more intimate and inter student relationship for a student in studying. The roles and demands of both domains of life are mismatched mostly and leave a student with stress and engagement. The demands related to families, which include caring for parents as well as children, needs of the family, household chores, other tasks related to socialization, to perform family roles there should be a proper time. Education related demands includes completion of a task before deadline, travelling issues and other extra duties (Merton, 1957).

But the rude behavior in class or school of special children makes them far from studies and they get bored and didn't learn properly from that teacher. They should start the procedure of defiance and adaptation according to their situation. Because of many exceptional tasks can arise in children caring with hearing loss. The tasks have many suggestions in terms of health assessments, learning and communication plan for the families and their child's there is a lot of effect created in student's minds related to teacher's behavior. Some of them are given below in details: There are a lot of abnormalities found in human body during genes study, and almost for each in kids Prasad et al., (2019).

The gender differences characterize nearly all fields of life. And Pakistan is among the worst performers in worldwide gender equity. In Gilgit Baltistan girls are less likely to be enrolled at the higher level and receive lower per student investment in education. Private tuition in English medium education is preferentially enabled for the boys in a household (Benz, 2014). The occupational situation for women is even worse. Since both the employment opportunities and the alternatives are fewer than for women.

Employment is strongly restricted by cultural norms, which limit the scope of accepted fields for female professional employment to the health and education sectors and set narrow borders for women mobility. Future research is necessary to learn more about the processes and mechanisms of increasing social disparities in GILGIT BALTISTAN in the course of fragmenting development in general, and the role of formal education in particular. In situation of growing socio-economic disparities and growing inequalities of future prospects for the rich and poor, targeted interventions are necessary to particular empower the household of the continuing poor and marginalized to improve their living condition (BENZ, 2014).

2.3.4 Lack of Involvement of Educationists in Female Education

Many scholars recognize complaints such as economic issues, social issues, cultural issues, security, sharing issues, and so on. For example, Mehmood, Chong, and Hussain (2018) found that in developed countries, the first backbone is a lack of support and opposition from educators.

Another important factor is politics and culture. Researchers have identified eight key issues for lower levels of women's education, namely social and cultural; inaccessible for use in college; early marriage; less money; several local and international conferences; insufficient knowledge of teaching staff; extracurricular activities; and customs issues. Another important impact on women's education is the cost of education and gender discrimination. For example, Lambert et al. (2012) acknowledged that girls in developed countries are inferior to boys and that their parents have found that investing in children's education does not cause anger and wastes time and resources. . It is usually used by parents to pay for family expenses. Kingdon (2002) explains that parents do not pay the same for men as for women.

Similarly, Leung and Zhang (2008) also found that one of the disadvantages of women's studies is that parents give homosexuality a greater advantage than men and women. Lloyd, Mete, and Sathar (2005) found that tuition is a good reason for women to drop out of school early. An additional barrier to educating women is that women are more likely to have additional family roles than men (Ersado, 2005). Some barriers to women's education relate to transport, safe access to education and quality. For example, Shahzad (2017) found that lack of transportation; transportation fatigue, high

transportation costs, and loss of travel time negatively affect girl's education. Also, Juneja (2001) found that school distance is a major factor influencing teenager's education and generally causes girls to drop out of school.

Barriers associated with hostels include problems with hostels such as poor food quality, high hostel prices, and insufficient sanitation. Other major barriers to women's education include security issues such as unsafe trips to institutes, fear of sexual and physical abuse, and boy's play during higher education (Shahzad, 2017). In the Pakistani context, much research has been done to identify problems in women's education. Afridi (2010) conducted research at FATA, Khyber Pakhtunkhwa, and found that most parents do not allow their daughters to go to school due to cultural constraints and illiteracy. Mustafa et al. (2016) argue that the situation of women in rural areas is very inadequate. They further argue that women are not treated well and are not respected by society.

2.4 Literature Gap

For the most part of human history, women have never been more educated than men. In the past, women's education had many limitations or was still ignored: when reading and reading of men in early Europe began to rise between the 16th and 18th centuries, education was rightly allowed girls and women who were divided into royal, small. The elite, ordinary parties, low-skilled people, with business classes such as merchants or traders are included in highest lists of toppers. Content and learning difficulties also vary by gender: in education, girls are usually taught only basic reading, writing and math skills, and many values are given allows some women to study such as handicrafts, sewing and housework.

Only with the continued increase of modern business growth in the last two years has there been an expansion of the campus area developed by the early regions of Western Europe and the United States (Morrison and Murtin 2009). Accordingly, Lambert, Perrino and Barreras (2012) suggest that the main barriers to women's education are cultural, social, ill health, financial, geographical, and religious. Other significant barriers to women's education are education costs and gender discrimination against women. For example, Lambert et al. (2012) argue that girls in developing countries are worse off than boys and that their parents believe that investing in girls' education is

worthless and a waste of time and resources. Generally, parents use it to pay off family debts. Kingdon (2002) also explains that parents do not pay the same dues for men and women. Likewise, Leung and Zhang (2008) found that one of the obstacles in educating women is that parents have the advantage of both boys and girls.

However, starting to expand the educational process has benefited many boys. It was not until the 19th century that women's education increased, with the transition to male education starting in the early 20th century, with the modernization and improvement of the economy. Early assessments of educational and academic statistics, disaggregated by sex, are rarely found in historical records prior to 1820. In the longstanding period since World War II from 1820 onwards, the global gender shift in education can be summarized as follows. They have a human capital structure. Starting with reading skills, that is, a small proportion of the population, by the mid-19th century almost all gender equality was achieved in France, Prussia (Cipolla 1969) and America (Perlmann and Shirley 1991) and in 1900 in Great Britain (1978 West), Ireland, northern France and most of Austria, Czech Republic, Slovenia and Latvia (Hippe and Perrin 2017).

Gender equality is defined by the United Nations Research Institute and the United Nations Educational, Scientific and Cultural Organization (UNESCO) using the Gender Equality Index (GPI), which compares outcomes for women and men. humans, where 1 represents full equality gradually increasing to southern Mediterranean countries, such as Spain, Portugal and southern Italy, and limited to low prices in Eastern Europe and the Balkans.

It turns out that most gender in the European context almost existed in the mid-19th century, first in England, Belgium and Prussia, followed by the Netherlands and Italy, while many other countries, such as Spain, operated (Bertocchi and Bozzano). 2016).

Italy does present the same GPI standards for registration, mainly because of regional differences that give it various dimensions, including human resource creation: between 1861 and 1911, when there was higher and higher gender equality, both in enrollment and reading, was noted in the north. , there are extremely low prices and inconsistencies in the countries of the central South, the path to the injustices accepted by special

organizations and their educational policies until 1861 (Bozzano and Cappelli 2019; Cappelli and Vasta 2019; Ciccarelli and Weisdorf 2018).

In contrast, in Ireland, differences in gender participation have existed since 1880 and those who registered to attend them in 1901 (Blum et al. 2017). On the other side of the Atlantic, in the United States, mass identification has evolved since the early 1800's in the same way for men and women, both when it comes to comparing enrollments and the school year. Then, between 1870 and 1950, male and female graduates were exchanged for graduates (Goldin 2005).

Author, title & year	Theory/concept	Research design	strand of literature	subject & study area	Main results
Ahmed, S. (2012). Universal Quality Education, A challenge to the Whole world. Islamabad : National Book Foundation.	Universal Quality Education, A challenge to the Whole world.	In this study mixed method design is used to gather both quantitative and qualitative data	Democratic governance	Pakistan have not been able to deliver services to the general public, provide basic education, maintain a rule of law and establish a model of good governance in the country since 1947 (Ahmed, 2012).	The results of the study indicate that existing curricula, pedagogical practices and examination systems significantly impact professional life and qualities of leadership in the students

<p>Saman Naz and Firuza Pastakia 25 MILLION BROKEN PROMISE S The crisis of Pakistan's out-of-school children.2 012</p>	<p>For the purposes of our study, two data sources are combined to calculate an estimate of the number of Oost in Pakistan</p>	<p>data on the characteristics of Oost and the number of children who have never been to school are taken from the household -based Pakistan Social and living Standards Measurement Survey</p>	<p>Gender discrimination</p>	<p>OOSC AND REMOTE AREAS OD COUNTRY</p>	<p>To get Pakistan's 25.02 million OOSC into school, a concentrated and coherent Pakistan-owned, Pakistan-led, Pakistan-driven process of reform is required. Politicians must generate a national narrative for education, establish clear and ambitious targets, and transform the data regime to pave the way for a</p>
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					determined leadership to address an issue on which the future of 200 million people depends
Mr. Mehboob Ali Khan, Mr. Akbar Shehzad, Mr. Shafa Ali, Mr. Ghulam Mehdi, and Mr. Darwash(2008 to 2014) Ali GILGIT-BALTISTAN EDUCATION STRATEGY 2015–2030	main thrust of the strategy is to improve the quality of education for Gilgit-Baltistan, within the framework of the National Education Policy. The overall objectives are to: □	The Working Group first carried out an analysis of the current situation regarding the education system in Gilgit-Baltistan and put this in the context of national policies. They discussed ideas for a vision and	Equitable education for all, regardless of gender, ethnicity, religion, race or disability.	GILGIT-BALTISTAN EDUCATION STRATEGY ...GB	1000 stakeholders from all walks of life throughout Gilgit-Baltistan were consulted to ascertain their views regarding the development of education in the region. This vision and strategy were gradually refined through

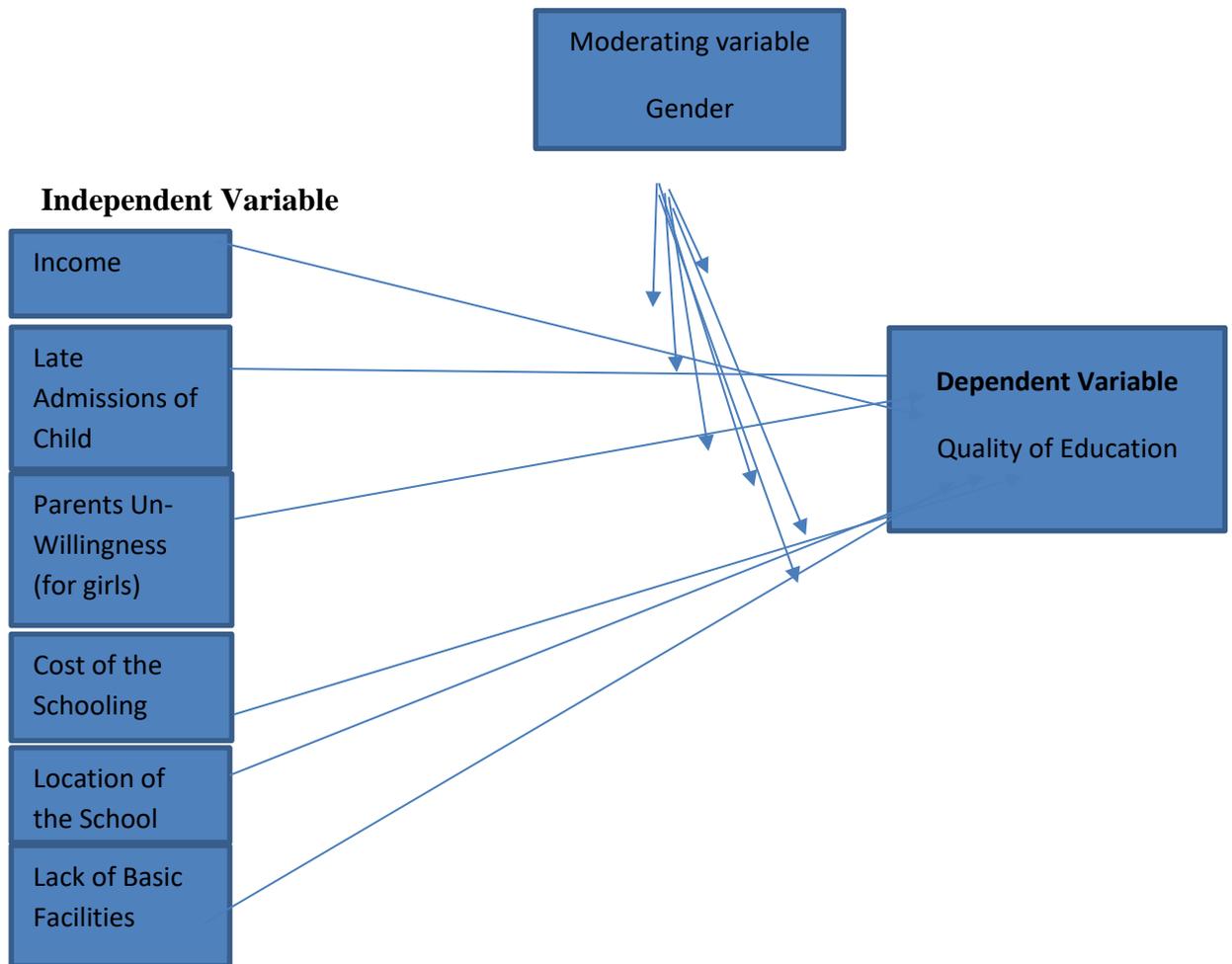
		identified several objectives and strategies, aimed to feed into the later consultation processes.			internal discussions and further consultations with all stakeholders, including representatives from the original public consultation exercise, and officials at Gilgit-Baltistan and federal level
Mola Dad Shafa April 2011 Getting the girls to school: The community schools project in Gilgit-Baltistan of Pakistan	This paper reviews a ten-year, two-phase educational project that, amongst its main aims, attempted to increase significantly the enrolment of girls in schools	The paper examines the reasons for these trends and suggests that, contrary to some expectations, many parents are willing to send their	generally believed that Gilgit Baltistan is one of the least advantaged areas of Pakistan, it is difficult to find objective data to support	Getting the Girls to School.GB	we observe that if and when the increased presence of girls in schools begins to generate benefits, there will inevitably be demands for more extensive,

		girls to school, but only under strictly controlled and monitored conditions .	the assertion.		more varied, and better facilities to allow even more girls to attend school to higher levels.
Andreas Benz. Education for developing in northern Pakistan 2006	Theoretical perspective on education and development. Opportunities and constraints for rural areas	Structure of secondary sources on education in Gilgit Baltistan. dynamics of live hood changes in GB	Female education and empowerment	Education for development in northern Pakistan o	Access to quality education has to secured especially for girls

2.5 Conceptual Framework

This section of theoretical framework talks about the variables and their role in the research area. For more explanation, it is shown that quality of education if dependent on the income of parents, late admission of child, Cost of schooling, location of school and lack of basic facilities. Moderating variables change the results . All the variables are really affecting the quality of education. On the other hand, the gender is also dependent on the quality of education due to different thinking levels. The model is supported by the theory “Structure Influences Behavior,” which is not only the domain of the educational world (Art and Practices of Learning Organization), but also tested in real world behaviors - beer game (Senge, 1994. According to this theory, different types of educational system in Gilgit cause (“systems cause their own crises as well as external forces or individuals' mistakes”) the deficiencies (effects) in students in terms of their professional career, contribution to civil society and qualities of leadership.

- This study is for secondary level education of female students



2.6 Conclusion

At the end of this chapter, all the headings, subheadings and theoretical framework explained the barriers and important concepts of Socio Economic and Administrative Barriers to Female Quality Education. In the presence of literature and articles of different journals, the outcomes are properly explained and determined.

CHAPTER 3

METHODOLOGY

This chapter describes the methods to explain and find out results of given study “Socio Economic and Administrative Barriers to Female Quality Education”. This chapter includes research design, research methodology, data collection and data analysis.

3.1 Research Methodology

The methodology that used in this study is basically based on analysis of qualitative data. On the other hand, data is collected from student, teachers, and educationist’s interviews with educational departmental sources. So, this can be termed as qualitative data is collected through face-to-face interviews. The aim of using qualitative method is to do effective research on the addressing topic. Clearly, I will visit various libraries to consult primary and secondary sources.

3.2 Research Design

An interview based on authentic questions is designed to get the data and the designed research is based on quantitative method of data collection. On the other hand, research design is an assembly of planned activities to carry out to research work. Research design actually based on the characteristics of research activities which are determine to the methodology and strategy for the collection and analysis to statistics and facts. Research design also specify to time frame, types of setting the categories and analysis mentioned in these sections further to collect demographics information which are including to gender , age, background and academic qualifications.

3.2.1 Research Strategy

A Research Strategy is a step-by-step plan of action that gives direction to your thoughts and efforts, enabling you to conduct research systematically and on schedule to produce quality results and detailed reporting. Research strategy provides the overall direction of the research including the process by which the research is conducted. Case study, experiment, survey, action research, grounded theory and ethnography are examples for such research strategies.

3.3 Data Collection

In this qualitative method, data is collected through interviews and focus group discussion by seven administrations members, seven teachers and education administration, three civil society activists and four general public members. We also include politicians form collection of data. I also involved focus group discussion for collection of data. Ever else, the structured type of interview is conducted to get the data.

3.3.1 Primary Data Collection

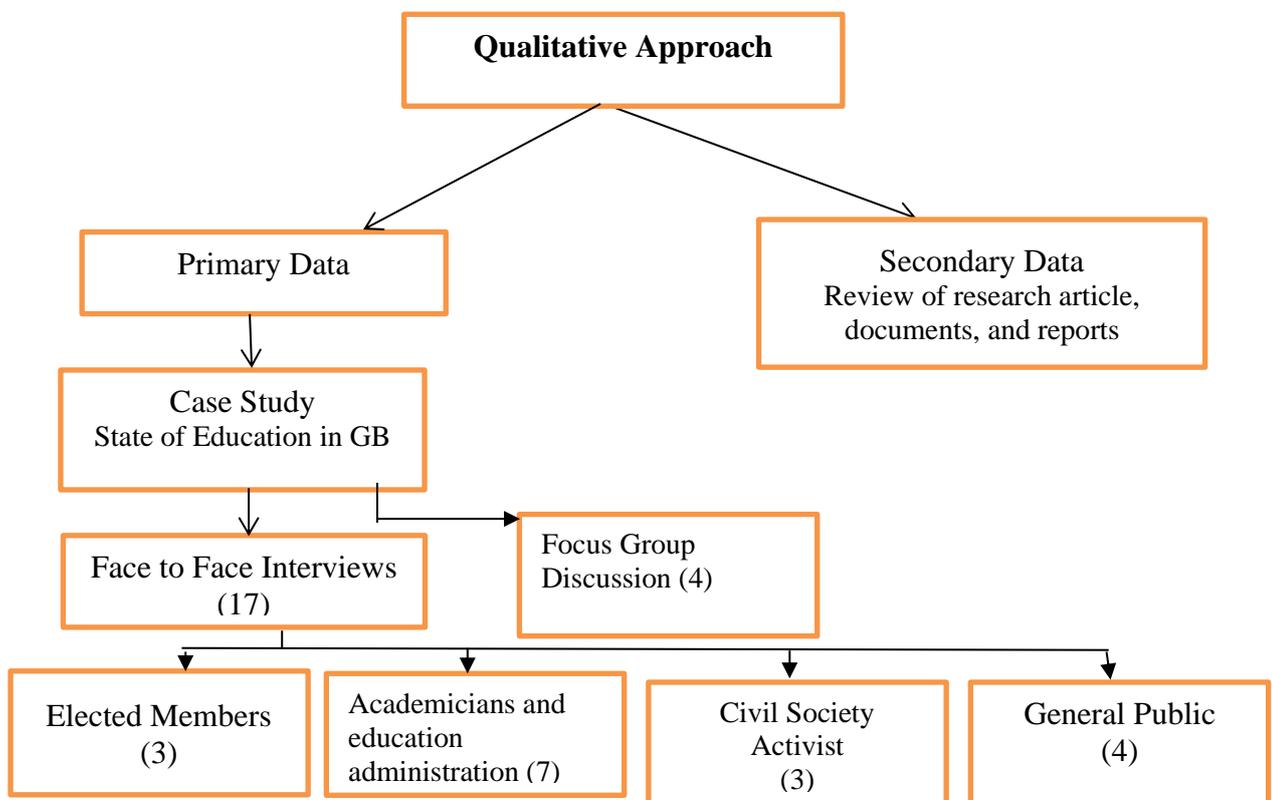
After completing the interview and with the agreement of supervisor the researcher herself visited the sampled school and collected data. A number of factors in socio-economic characteristics and all factors have more numerous guides. Each culture according to its rules and ethics controls socio-economic features of individual. The main information collection is conducted through face-to-face interviews. The interview schedule will be comprised of open-ended question to amass the relevant information and data.

3.3.2 Face to Face Interviews

- Seven (7) face to face interviews are conducted from academicians and education administration such as academicians, researcher means and teachers
- Three (3) interviews were conducted from appointed members
- Four (4) face-to-face interviews was conducted from general public

This figure shows the whole qualitative method

- We are following APA-VII format
- Permission for data collection was sort by getting institutional letters signed by the authorities of concerned institutes.
- The participants were ensured of the confidentiality of the information provided by them.
- A formal consent form was signed by each participant before they become part of the research.
- All the participants were brief about the purpose and nature of the research.



3.4 Data Analysis

The interviews that fulfill from the teachers, educationists, students, and other officials next go for testing through different processes. Different modules are created to make the study easier for understanding. The analysis of given study under teacher's views shown the real concept when female educations is very difficult and full of problems in Gilgit Baltistan.

3.5 Conclusion

At the end of this chapter, all the factors are clearly explained. Study of this chapter elaborates the research design, data collection method and data analysis. This chapter also elaborated the qualitative data collection method.

CHAPTER 4

FINDINGS

This chapter presents a detailed Thematic Analysis of the data collected to carry out the present study. This chapter also provides a comprehensive analysis and discussion of research findings.

4.1 Data Analysis

4.1.1 Qualitative Analysis:

Collecting qualitative data is largely based on translation. This means that it needs a lot of explanation for the data. Because they also collect a lot of qualitative data. Furthermore, there is no difference between data collection and analysis. Similarly, according to the researchers, qualitative data analysis is a process of analyzing qualitative data to obtain an explanation for a certain event. The analysis of eligible data provides an understanding of research objectives by revealing patterns and themes in that data. It is becoming increasingly clear that clear practical guidance is needed on how to conduct subjective analysis. Such centers need better and more relevant research on the subject with suggestions for authenticity in preparation for the investigation.

This article offers the possibility to directly perform topical exams using cases used from educational studies and analyzes. These build on properties we have created to meet our students' acquisition aspirations and have used them effectively over the years.

4.1.2 Thematic Analysis:

Thematic analysis is the process of analyzing data for qualitative analysis. It is considered a valid diagnostic procedure that includes explanation. This is a detailed systematic review. In this study, the researcher creates articles based on data according to their frequency and then links them to all the content. Qualitative research enables researchers to collect data from different angles and their perceptions (Marks and Yardley 2004).

STEP ONE: Developed Aware with the Data:

At this stage, the researcher knows all the data and how much data goes further. In addition, solid texts were written.

Demographics of respondents:

The data were received from real focus groups, seven academicians and education administration and 3 designated providers and four members of the general public. We also included a data set on politicians as part of a survey that examined respondents' perspectives on academic contributions. This summary takes approximately 30 minutes from the interview and is available in Appendix 1. Data is recorded with notes.

STEP TWO: Generate initial codes

In this step, the information is organized in an important and orderly manner, reducing the field of coding information to small pieces of meaning. This research deals with the tendency to answer specific research questions and analyze information with that intelligence. So, instead of an inductive examination, a hypothetical local examination is then performed. With this in mind, every piece of information is coded to be important around the headline of the investigation or to capture it. Not every content is coded. However, more inductive checks were carried out at that point, coding line by line and coding all possible application lines. Open coding used; this means the code is generated and modified as is done by setting up the encoding.

Process of Coding:

After completing Step 1, we get an initial idea of the code, meaning that some ideas related to the academic and educational aspect of the code are developed. The encoding of the transcript takes place under each question separately. Each transcript goes through a different coding transmitted by each piece of content that appears to be relevant or accurately answers the research question. If code comparisons are wrapped, they are checked, and it is determined how many hours are transferred to the remaining transcript. First, we did it manually; with paper and marker we made printed copies of the transcript.

Data gathered through Interviews:

Module 1: Factors effecting the provision of women education in GB

Codes:

There are some factors some of which are affecting women education in GB.

- 1-lack of parent's interest in female education
- 2-lack of schools in the area
- 3-The co-education is not recommended in GB by some religious groups
- 4- Lack of resources like Books, copies and school infrastructure.

There are many factors which are affecting women education in GB like Poverty, High cost of Education, Early Marriages, social and cultural norms, insecurity. Gilgit Baltistan is a landlocked area with limited facilities for education, being so scattered mountainous are its very hard to ensure all facilities which enhance education, in case of female education there are certain elements, which directly affecting the development of the rate plus quality in the region.

Lack of facilities for female education. Lack of appreciation for female education because of traditional family bindings. Non welcoming attitude of female education specially in stereo societies like Diamir, where educating female is considered a useless

act even in 2020, in 2018 many schools of the area burnt by extremists' youth on orders of extremist's religious figures of area, who have background of religious studies without understanding.

Lack of opportunities in the area for female. Lack of empowerment of females in the region, an NGO in Baltistan region HRDP is working on women Empowerment including education and decision-making process inclusion in all spheres of life to ensure empowerment same initiative to be adopted in other parts of the area. Need to changed attitude of male as family as co-worker, as human being to foster education and female empowerment. There are many factors which are affecting women education in Gilgit Baltistan some of the major Factors are as under:

Social, Religious, political, poverty, uneducated parents, Early Marriages. There may be many factors which could restrain in the provision of women education. As we can observe that parents give less priority to the women education than man from early education to the higher studies. On other hand government/state has not given importance to women education in its polies and budget allocations. Due to mountains region GB has its specific geographical factors which may restrain women mobility to get education. Poverty is also the factor which effecting the provision of education. Following are the factors, Poverty, Male dominating Society, cultural and religious aspects, workload at household level, women insecurity, and unsafe environment well the reasons are different in variable areas of GB, In some areas mind set of non-educating women's, in some areas poverty and non-availability of resources and facilities.

There are many factors which are affecting women education some of them are as under National policies, Cultural constraints, Poverty. Girls' education has been a debate all

over the world where there are the factors that effects the girl's education around globe
Several factors affect the provision of girl's education in GB some of them are
Geographical, socio-culture, health, economic, religious, legal,
political/Administrative, educational and initiative factors.

This situation is due to some factors that affect all of us, including the negative attitude
of parents towards girls 'education, living in values and traditions, poverty, poverty and
early marriage. Gilgit Baltistan due to having a remote area has always been suffered
in the field of education. Especially women education has always been neglected.
Poverty and illiteracy is core factors, but Lack of educational facilities are also effecting
women education.

Module 2: School infrastructure and accessibility effect on women education

Codes:

Infrastructure and accessibility have always played keen role inn girls' education. There
are far from areas in Gilgit Baltistan where there are no schools for women and some
schools are very far from village which are not accessible for them. Infrastructure is too
important for girls' education because if they had better facilities of Infrastructure than
they will be attracted towards education.

School infrastructure and accessibility effects women education at a very large scale
especially in the areas of where people have customs not to send their daughters far for
education or distance learning. In Developing countries like Pakistan have not so many
schools or educational institutions for girls in ruler areas and this effect the women
education. It is one of the main reasons where proper infrastructure and schooling
system is missing especially in Government educational institutions. Yes, in far and
back ward areas of GB distance matters and lack of infrastructure and distance badly

effects girl's education. Infrastructure and accessibility have always played a key role in girls' education. There are far from areas in Gilgit Baltistan where there are no schools for women and some schools are very far from village which are not accessible for them. Yes, infrastructure also affects women education, building laboratories and equipment are crucial elements for learning environment in school and universities, Quality infrastructure facilitates better instructions and improve student outcome. The major obstacle in GB for progress of female education is physical facilities in the area, GB has very low infrastructure for educational activities as political figures doing business with development schemes, so quality and suitability of projects always ignored for the lust of next election and vote, this caused misused of resources at peak level. Need to reduce this problem to enhance female quality education in the region.

Module 3: Discrimination in behavior towards women by the family

Codes:

Well, the factor exists in all the societies and also in Gilgit Baltistan. Women education has always been ignored by the families and they are always focusing on boy's education. But somehow this factor is now decreasing, and women are encouraged by majority of families except some traditional and uneducated ones. To some extent there is a discrimination behavior towards in all matters regarding property education and others. There are people with different mindsets not everyone is discrimination in behavior towards women but majority of them have the discrimination in behavior towards women and that also affects their education.

Yes, family is the primary institution of socialization. In some parts of GB yes there is discrimination by family because of norms but in some parts of GB not. I can say yes in context of GB but situation in Ghizer and Hunza are different, and they encourage women towards education. Somehow the mindset of people is changing now and due

to the advancement of world. Yes, many of girls in ruler areas of GB are not at school because of family discrimination although girls want to learn education and to help their families, but they are treated as second class and are exploited and abused in some areas of GB.

Situation in Ghizer and Hunza are different, and they encourage women towards education. Somehow the mindset of people is changing now and due to the advancement of world. Yes, there is even elderly women cannot support females I have observed it personally women are facing discriminatory behavior from both male and females of society as seniors. Yes, to some extent there is discrimination in behavior by family especially in ruler areas of GB women facing discrimination issues like to follow their norms and values and not to go outside home like boys and only focus on boys and think that boys are the source of income and girls and source of Expense (Expense in sense of Arranging marriage Dower etc) Yes, there is discriminative behavior toward women in families. Most of domestic work doing by women, parents prefer man education for the quality education.

STEP THREE: Searching of themes

Braun and Clarke (2006) explain that there are strict rules about how to make a topic. A topic that is often illustrated by its importance. The table above shows the first code identified from the retrieval response. The table below shows the highlighted words (topics) along with their associated codes. These lines are presented in accordance with their relevance and importance to the ideas during the response. In addition, if an idea is promoted in a response, it will not be emphasized by others if it has the same idea or theme.

Data gathered through Interviews:

Codes of Responses from teachers:

<p>Q: 1 What are the Factors effecting the provision of women education in GB</p> <p>Codes:</p> <p>Gilgit Baltistan due to having a remote area has always been suffered in the field of Education. Especially women education has always been neglected. Poverty and illiteracy is core factors, but Lack of educational facilities are also effecting women education.</p> <p>The situation is a result of certain factors which are common to all of us in negative attitude of parents to the education of girls, inhabiting culture values and practices,</p>	<p>Q: 2 To what extend school infrastructure and accessibility effect on women education</p> <p>Codes:</p> <p>For the women education infrastructure and accessibility is very important. In our society women mobility is restricted, they cannot travel alone anywhere. Due to accessibility issues women cannot get education properly.</p> <p>If schools and colleges are nearer it would be easy for parents to educate their children.</p> <p>Infrastructure is also a major factor which is affecting women education in GB</p>	<p>Q: 3 Do you think there is discrimination in behavior towards women by the family</p> <p>Codes:</p> <p>In context of GB but situation in Ghizer and Hunza are different, and they do not encourage women towards education. Somehow the mindset of people is changing now and due to the advancement of world.</p> <p>GB are not at school because of family discrimination although girls want to learn education and to help their families, but they are treated as second class and are</p>
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<p>religious values poverty, and early marriages among others.</p> <p>As we can observe that parents give less priority to the women education than man from early education to the higher studies. On other hand government/state has not given importance to women education in its polies and budget allocations.</p> <p>Due to mountains region GB has its specific geographical factors which may restrain women mobility to get education. Poverty is also the factor which effecting the provision of education.</p>	<p>because in some areas there is none availability of building structure and also non availability of Colleges after middle so women can't continue education and in some areas there is also lack of schools.</p> <p>Accessibility is also a major factor because in remote areas parents don't allow their girls to go to school which are on long distance.</p> <p>There are far from areas in Gilgit Baltistan where there are no schools for women and some schools are very far from village which are not accessible for them.</p>	<p>exploited and abused in some areas of GB.</p> <p>In some parts of GB yes there is discrimination by family because of norms but in some parts of GB not.</p> <p>To some extend there is a discrimination behavior towards in all matters regarding property education and others.</p> <p>Well, the factor exists in all the societies and also in Gilgit Baltistan. Women education has always been ignored by the families and they are always focusing on boy's education. But somehow this factor is now decreasing, and women are encouraged by majority of families except some traditional and uneducated ones.</p>
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<p>Q: 4 Do you think that parents don't have enough resources because they are living in backward areas is also a reason in less girl's education?</p> <p>Codes:</p> <p>Yes lacks resources are also creating problems in girl's education. Poor and backward families always focus on boy's education rather than girl's education.</p> <p>In Gb there are less recourses especially in rural areas due to that parent do not send their girls to schools and colleges. There are more financial problems.</p> <p>It is one of the main reasons where proper infrastructure and schooling system is</p>	<p>Q: 5 To what extend you think that government is responsible for less girl's education? And how?</p> <p>Codes:</p> <p>Yes, Government is the main shareholder to provide schools and colleges but it fails to provide just because of Government political influence and also lack of check and balance by federal authorities.</p> <p>Government is a main pillar in women education and with strong policies they can enhance the flow of women education and by investing in remote areas where there is less participation of women.</p>	<p>Q: 6 To what extend gender discrimination is a reason in women education and how?</p> <p>Codes:</p> <p>Gender Discrimination is Very common in rural areas of GB, Girls are suffering most of the negative impact of rigid gender norms and roles they are more likely to experience restrictions of their freedom and mobility girls face violence and harassment and have few opportunities to choose how to live their lives</p> <p>Families always prefer male education and women education is being ignored.</p> <p>Such discrimination always creates a flaw in the ways of women education.</p>

missing especially in Government educational institutions.	Government is also responsible for less girl's education in GB, Government should provide education sessions in ruler areas, but government fails to do anything especially for girl's education.	Well, it has little impact as preference and security issues related to females in sending to down Country as there is no facilities near to the villages in most of the rural settlements of GB.
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In this table the results shown that the there is no facilities in the GB villages areas. No schools available for girls and mostly school available for the boys and not equal right for women in GB. In Gb there are less recourses especially in rural areas due to that parent do not send their girls to schools and colleges. There are more financial problems. Families always prefer male education and women education is being ignored. Such discrimination always creates a flaw in the ways of women education.

Codes of Responses given by Parents

<p>Q: 1. What are the Factors effecting the provision of women education in GB</p> <p>Codes:</p> <p>There are many factors which are affecting women education in Gilgit Baltistan some of the major Factors are as under</p>	<p>Q: 2. To what extend school infrastructure and accessibility effect on women education?</p> <p>Codes:</p> <p>For the women education infrastructure and accessibility is very important. In our society</p>	<p>Q: 3. Do you think there is discrimination in behavior towards women by the family</p> <p>Codes:</p> <p>The real issues and the rules and procedures through which these issues can be brought</p>
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<p>1 Social, Religious, political, poverty, uneducated parents, Early Marriages</p> <p>There may be many factors which could restrain in the provision of women education. As we can observe that parents give less priority to the women education than man from early education to the higher studies. On other hand government/state has not given importance to women education in its polies and budget allocations.</p>	<p>women mobility is restricted, they cannot travel alone anywhere.</p> <p>Due to accessibility issues women cannot get education properly.</p> <p>If schools and colleges are nearer it would be easy for parents to educate their children.</p>	<p>forward into the attention of the appointed school's staff</p> <p>The strong check and balances on the working of the school's management and teacher's motivation to their students will increase transparency and build the students trust to influence active engagement of female students.</p> <p>The mentality of working only for oneself needs to be changed so that parent's interest is above the personal interest and gaining the ownership of the region will be the catalyst for active engagement of students</p>
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In this table the results shown that the strong check and balances on the working of the school's management and teacher's motivation to their students will increase transparency and build the students trust to influence active engagement of female students. There may be many factors which could restrain in the provision of women education. As we can observe that parents give less priority to the women education

than man from early education to the higher studies. On other hand government/state has not given importance to women education in its polies and budget allocations.

Codes of Responses given by Politicians for female education

<p>Q: 1 What are the Factors effecting the provision of women education in GB?</p> <p>Codes:</p> <p>We had a sense of confidence as well as trust for our students for better performance and for sure everyone for better struggle for education</p> <p>We think education is the need of everyone belongs to rural or urban areas. So, government should plan to make strict policies against the inhibitors of female education</p>	<p>Q: 2 To what extend school infrastructure and accessibility effect on women education?</p> <p>Codes:</p> <p>There is no need to persuade people. In this era people are aware of education and its need and can better judge an educated person’s authority.</p> <p>School’s officials and educationists and school’s management that their objections will be handled, and their demands will be met, then they not only participate themselves.</p> <p>The rules and procedures through which these issues</p>	<p>Q: 3 Do you think there is discrimination in behavior towards women by the family?</p> <p>Codes:</p> <p>Lack of economic conditions for education is the ends of education for females in GB.</p> <p>The educationists and school’s management which is sometimes due to lack of education and proper training to understand the rules and procedures.</p>
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	can be brought forward into the attention of the appointed school's staff.	
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STEP FOUR: To Review Themes

Does that make sense? We read the data related to each topic and consider whether that data really supports them. The next step is to determine if the topic will work in context throughout the data set. The topics must be clear and different from each other. The research questions are written separately, and the topics and subtopics under each question are discussed in each table below each question.

RQ 1: What is the socio economic factors effecting the female quality education?

<p>Parents lack involvement:</p> <p>Sub themes:</p> <p>i. Permission Parents didn't allow to their daughters in rural areas.</p> <p>i. Developmental work</p> <p>Codes: Development in the rural areas is much important. People are illiterate. They have not much</p>	<p>Rural and old thoughts of societies:</p> <p>Sub themes:</p> <p>i. Underdevelopment Due to under developing areas, the thoughts of parents and societies are not much advance and in the side of education.</p> <p>ii. Motivation Students and educated senior students go as representatives to their schools or areas, get in</p>	<p>Not proper motivation and guideline:</p> <p>Sub themes:</p> <p>i. Uneducated society The real issues and the rules and procedures through which these issues can be brought forward into the attention of the appointed school's staff</p> <p>ii. Lack of Awareness</p>
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<p>ideas and thoughts about education.</p> <p>ii. Illiteracy</p> <p>It was illiteracy. If we find any parent not sending their child to school.</p> <p>iii. Rural vs. urban areas</p> <p>Codes:</p> <p>Urban people are much educated on their facilitation of schools while in rural areas people are not much known to schools and other facilitation of education. Rural areas or least developed areas have less awareness, and their minds are persistent.</p>	<p>touch with them and known as promoter of their schools.</p> <p>iii. Consciousness</p> <p>There is no need to persuade people. In this age people are aware of education and its need and can better judge an educated person's authority.</p>	<p>Media is not involved in this situation. Infact, it's the critical situation of our country.</p> <p>iii. Management of School's</p> <p>Its biased judgments obviously influences school's position in the other's eye</p> <p>Schools' management is powerful tool to make the people such as parent's preferences motivated and aware.</p>
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Table 1 Main themes and sub themes under RQ: 1

In this table the result shown that the due to under developing areas in the GB in different cities Villages, the thoughts of parents and societies are not much advance and in the side of education and not available of female's institute. The real issues and the rules and procedures through which these issues can be brought forward into the attention of the appointed management of the institute and to operation the institute. Its biased judgments obviously influence school's position in the other's eye Schools'

management is powerful tool to make the people such as parent’s preferences motivated and aware. Urban people are much educated on their facilitation of schools while in rural areas people are not much known to schools and other facilitation of education. Rural areas or least developed areas have less awareness, and their minds are persistent.

RQ: What are the common administrative challenges in providing quality education to female in Gilgit Baltistan?

<p>Old thoughts:</p> <p>Sub themes:</p> <p>i. Culture</p> <p>I will use family culture in this regard. We can say the historical perspective and norms. I would persuade my peers on the basis of our persevering culture of female education.</p> <p>People have historically determined preferences. Their preferences are based on the preferences of their ancestors. This is culture.</p> <p>ii. Family Influence</p> <p>They education of females on the basis of family etc. while urban people have awareness, and they send their child to school on the basis of performance.</p>	<p>Not proper teachers in schools</p> <p>Sub themes:</p> <p>i. Insincerity</p> <p>Insincerity is actually one of the main factors that affect the female education in schools by teachers.</p> <p>ii. Administrative status</p> <p>Administrative or powerful illiteracy system is an important factor. A student’s image is built through the schools to which he/she studied to whether it has good status or not.</p>
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<p>Family background is an important factor. Family background of both the students and the teachers play their role in quality education</p> <p>iii. Awareness</p> <p>More awareness about education of females is needed, students and teachers are in the situation for more sensible decision it will become</p> <p>I will discuss the strategy with my friends, of course creating awareness about parent's involvement in motivation to their daughters.</p>	
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Table 2 Main themes and sub themes under RQ 2

In this table the results shown that the GB culture is different culture. GB would persuade my peers on the basis of our persevering culture of female education. They education of females on the basis of family culture etc. while urban people have awareness, and they send their child to school on the basis of performance. Family background is an important factor. Family background of both the students and the teachers play their role in quality education. In the GB there is no awareness of the female's education. More awareness about education of females is needed, students and

teachers are in the situation for more sensible decision it will become. I will discuss the strategy with my friends, of course creating awareness about parent's involvement in motivation to their daughters.

RQ 3: What is difference between qualities of education on context of gender?

<p>Old thinking</p> <p>Sub themes:</p> <p>i. Females are inferior</p> <p>In our rural areas, it is considered that the females are inferior, and they have not equal rights like male. This kind of old thinking creates disturbance in the quality education.</p> <p>We had a sense of confidence as well as trust for our students for better performance and for sure everyone for better struggle for education</p> <p>We think education is the need of everyone belongs to rural or urban areas. So, government should plan to make strict policies against the inhibitors of female education</p>	<p>Mutual Separation</p> <p>Sub themes:</p> <p>i. Education for male</p> <p>The trust of students in the school's officials and educationists and school's management that their complaints will be handled and their demands will be met, then they not only participate themselves but also the source of motivating others and create awareness for others to ensure participation.</p> <p>The real issues and the rules and procedures through which these issues can be brought forward into the attention of the appointed school's staff</p>
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Table 3 Main themes and sub themes under RQ 3

STEP FIVE: Define Themes

This is a recent refinement of the topic, and its aim is to "recognize" the essence of "the individual content of the topic: (Braun & Clarke, 2006, p. 92). What is the topic? If there are subtopics, how do they interact and relate to the main topic? How are the topics related? The trust of students in the school's officials and educationists and

school's management that their complaints will be handled and their demands will be met, then they not only participate themselves but also the source of motivating others and create awareness for others to ensure participation.

Map: RQ No. 1

What is the socio-economic factors effecting the female quality education?

Three main themes are Parents lack involvement, Rural and old thoughts of societies and not proper motivation and guideline. Under the main theme "Parents lack involvement" there are four further sub themes: permission, developmental work, rural VS urban areas and illiteracy. Similarly, second main theme, "Rural and old thoughts of societies" consists of two sub themes: Underdevelopment and consciousness. The third main theme, "not proper motivation and guideline" constitutes three sub themes: uneducated society, lack of awareness and management of school.

RQ 1: What is the socio economic factors effecting the female quality

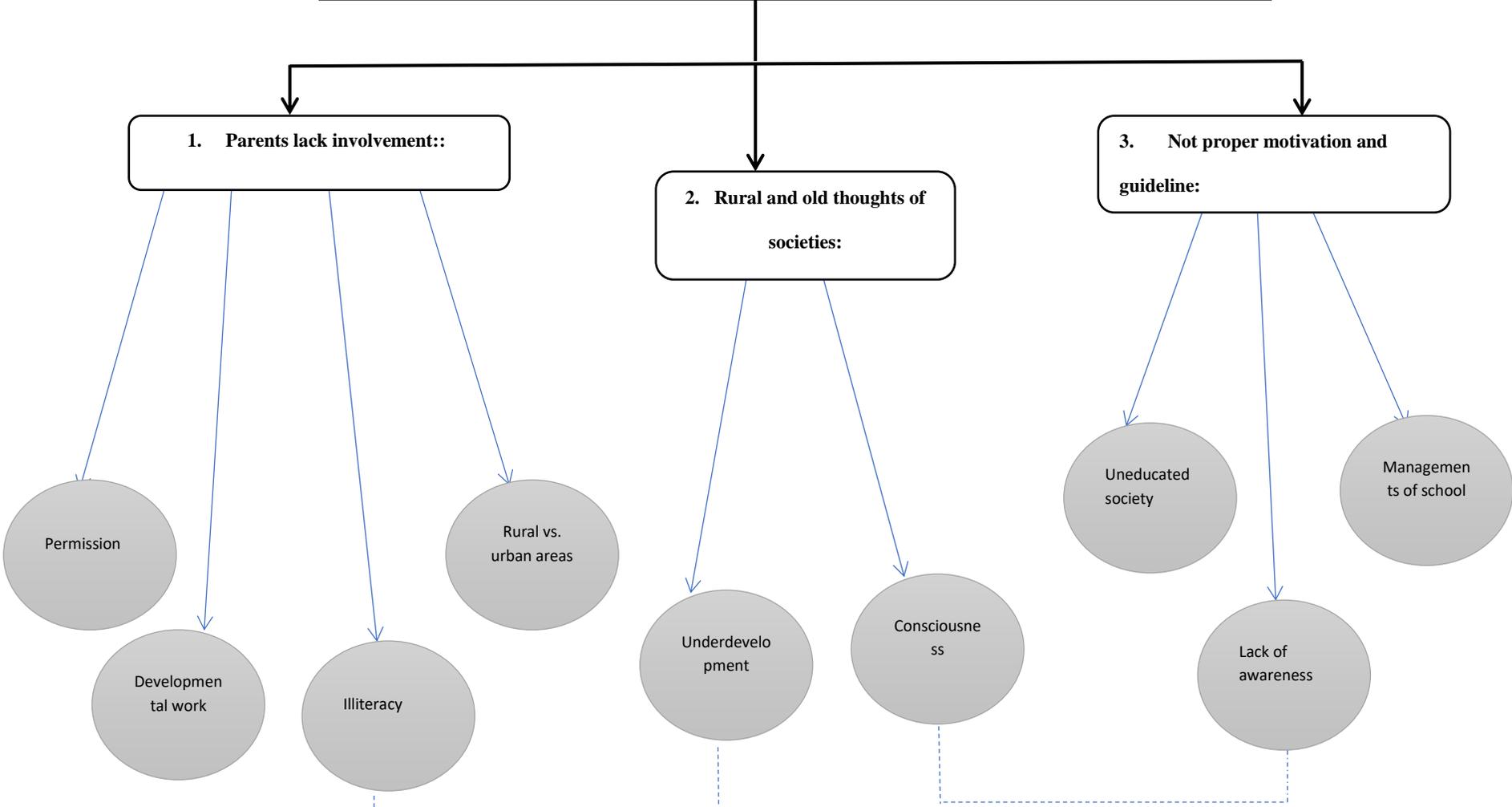


Figure 1 Thematic Map of RQ 1

RQ No. 2

What are the common administrative challenges in providing quality education to female in Gilgit Baltistan?

Three main themes are Old Thoughts and not proper teachers in school. There are three other themes entitled “Parental Involvement”: culture, family emotions, and awareness. The second topic, “inappropriate teachers in school,” has two aspects: a lack of honesty and a way of leading. The diagrams in the diagram show the relationship between subtitles in one subject and subtitles in another.

RQ 2: What are the common administrative challenges in providing quality education to female in Gilgit Baltistan?

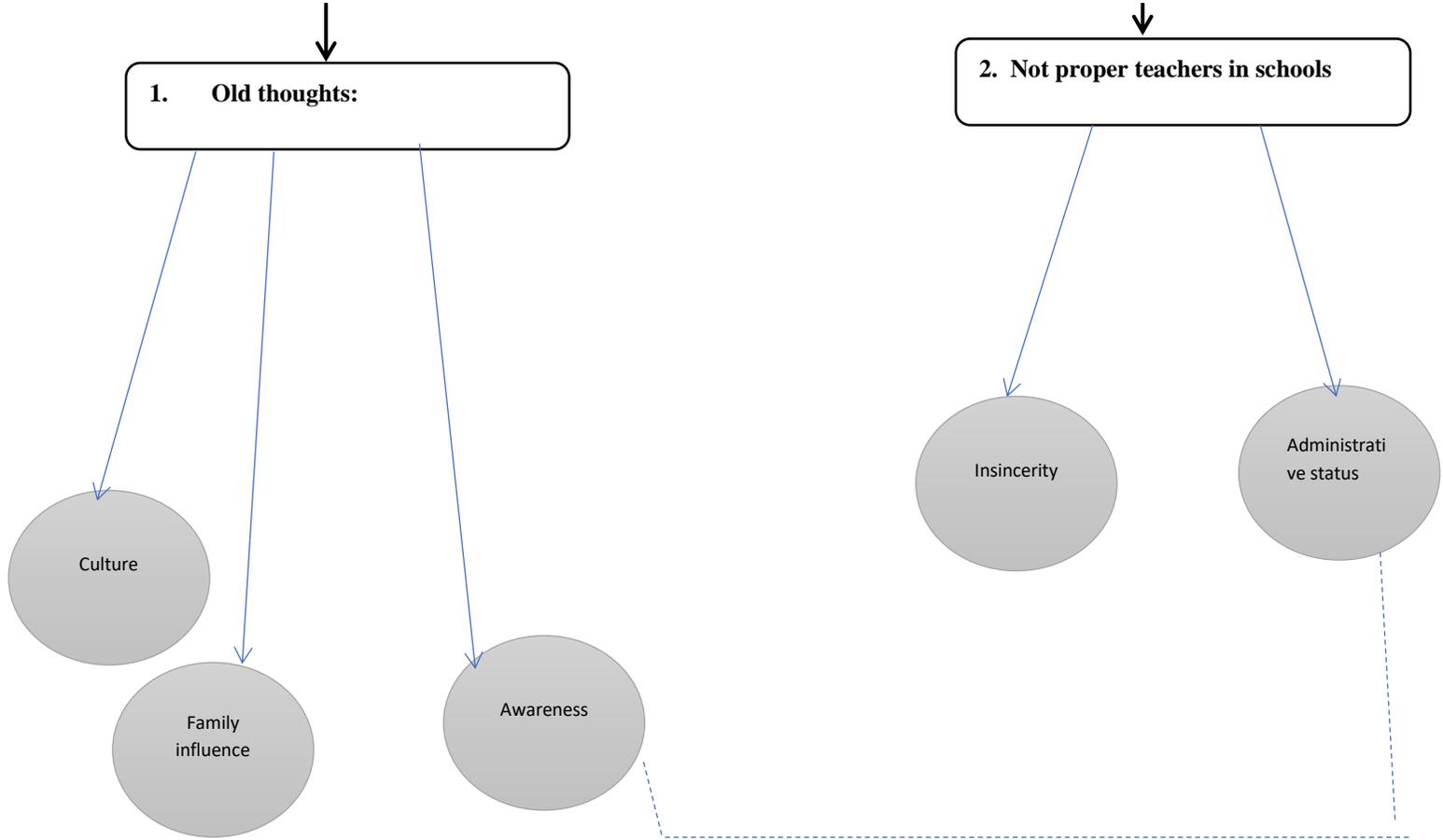


Figure 2 Thematic Map of RQ 2

RQ No. 3

What is difference between qualities of education on context of gender?

Three main themes are Old thinking and Mutual Separation. Under the main theme “Old thinking” there is only one sub themes: females are inferior. Similarly, the second theme, “Department,” has a smaller theme: education for men. The dashed line on the diagram shows the relationship between the subtitles of one main subject and the subtitle of another main subject.

RQ 3: What is difference between qualities of education on context of gender?

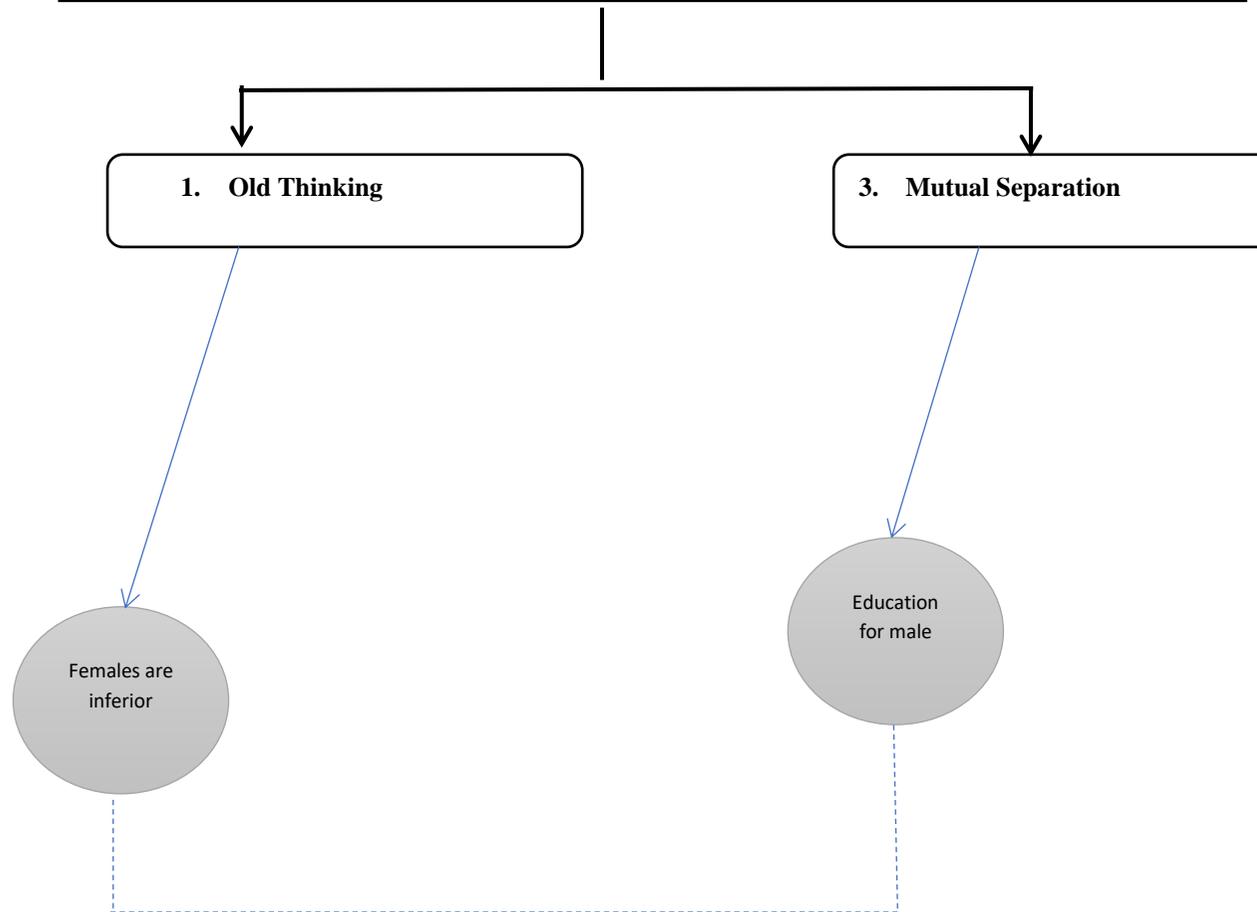


Figure 3 Thematic Map of RQ 3

STEP 4: Write up (Discussion of findings)

RQ 1: What are the socio-economic factors effecting the female quality education?

Main Theme 1: Parents Lack Involvement

As might be expected, the notion that girls are "temporary strangers" often influences parents' attitudes toward their daughter's education. Social constraints are exacerbated by the Gilgit-Baltistan sub-conditions, which have a significant impact on women's access to education, especially higher education, as well as their control of mobility, as the majority of the population is young. Villages and hamlets are scattered over a large mountainous area. Despite these accusations, the situation in Gilgit-Baltistan is not dangerous for the world. Although women's education is deeply rooted in the development of the world, as has been said, you raise men, and you raise men, men, women, and the world.

The situation is the result of certain things that we all have in the negative attitudes of parents towards girls' education, living within cultural norms and values, religious traditions, poverty and early marriage, among others. Apart from one thing, there are other religions that also affect women's education, but this incident seems to be indirect. In terms of religion and law, this only has an indirect impact on women's higher education. Religion is not an important factor in the issue of women's access to education. Therefore, some of those who wanted to force the opportunity asked him to work as much as possible in a visible way. It would be helpful if religious leaders supported the care of girls. This will improve the living conditions of women and achieve gender equality.

Devakijain (1979) makes women want education, although domestic work is not recognized as a job, but at least data is needed to determine whether domestic work prohibits women from

obtaining higher education, employment and status. Most women do not pay their wages or try to market their services often because of the stress of working at home.

Therefore, women cannot provide their services outside the market. The lack of education for women directly affects life socially. According to a Kravdal study (2000), births are more prevalent in areas where there are more mature women. It is also argued that discrepancies within groups and between groups occur due to similar concepts. However, the main reason for the unreliable payment, which is technology, works by separating the processes into internal and external clusters. In addition, there are differences in results related to racial and gender differences, but these are often evaluated by group comparisons and should not be taken into account. The gender gap in education in China is narrowing; however, the education of women is still higher. All of these studies show that tribal relationships, such as gender or race, are broad and often divided by income, region, and family background. Therefore, differences in groups need to be explored. Based on the views of parents in educating their children, research shows that dietary changes can increase expulsion from school. The study also found whether parental preference for boys also influenced girls' education. In fact, women have an important role in society, because they are responsible for educating their children, and they also influence other people in society to be responsible for them.

The study by Bunwaree (1999) further explains the differences affecting women's education. He saw that women had to buy unfinished food; they also spend more time looking for cheap food and collecting wood and water. Because women determine oil and water so much, this department has influenced women's participation in higher education. There is extensive research on gender expression. King and Hill examined the challenges of educating women in developed countries and found that despite small gender differences, girls are still less educated than boys.

Sub theme: Permission

In Gilgit Baltistan girls are less likely to be enrolled at the higher level and receive lower per student investment in education. Private tuition in English medium education is preferentially enabled for the boys in a household (Benz, 2014). The occupational situation for women is even worse. Since both the employment opportunities and the alternatives are fewer than for women. Employment is strongly restricted by cultural norms, which limit the scope of accepted fields for female professional employment to the health and education sectors and set narrow borders for women mobility. Future research is necessary to learn more about the processes and mechanisms of increasing social disparities in GILGIT BALTISTAN in the course of fragmenting development in general, and the role of formal education in particular. In situation of growing socio-economic disparities and growing inequalities of future prospects for the rich and poor, targeted interventions are necessary to particular empower the household of the continuing poor and marginalized to improve their living condition (BENZ, 2014). But on the other hand school's setting plays a vital role in shaping students' abilities, behaviors, performance and health.

They promote health and safety in schools, where institutions include environments for physical education and learning, care for physical and mental health, and establish a curriculum for all students and teachers (Mick & Zais et al., 2011). School systems, teachers and students agree, and badges are closely linked to women's education. Female education is an important feature of educational development for normal as well as illiterate parent's children in schools and the facilities are well utilized and maintained much teaching and learning may not be effective. In female education, teaching by teachers is a spiritual profession which requires understanding of students for transmitting knowledge to the students of modern world. In Pakistani context it is necessary to explore this important factor i.e. socio economic and administrative barriers to female quality education. Thus, this research project was planned to discover a study of barriers in female education. Teachers in school perform their duty under the supervision of head teacher and positive attitude of head teacher also influences teacher's commitment towards their duties, so they tried to make the students best in class as well as in their lives.

Sub theme: Developmental Work

It will help religious leaders support girls' educational goals. Women play an important educational role in society because they care for the education of their children and strive to ensure their integrity and development throughout the community. These factors can negatively affect student behavior and cause a high level of frustration among teachers and poor student behavior (Mk pubbe, 2005). Investigator has shown that families create disturbance in female education in rural areas and have especially high level pressure. They also have extra links with the exceptional necessities as compared to middle class female students with families with mild level poorness (Quittner et al., 2010). So, this may affect the value of life and educational health of mom and dad of these children. Moreover, recommended in their study that the incidence of behavior issues in high hearing loss children.

Therefore, experience of parent's stress by families of this type of child's can be obviously high (Lederberg et al., 2002). Pure signal has been creating in results that child care stress has effects on their child care style and parents health. But the outcome of stress on family's performance and value of child relationship with their parents is still doubtful. (Fonseca et al., 2012) said another type of childcare stress is its constancy and toughness at ended. But they may modify at different time period of the kid growth and cruelty differs according to the separate features of families.

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(Fonseca et al., 2012) said another type of childcare stress is its constancy and toughness at ended. But they may modify at different time period of the kid growth and cruelty differs according to the separate features of families. So, causing effect on behavior of parents differs

according to these features of families. And the other study too suggests the families of disable child's have many health issues, in shape of educational & physical issues. In the same way other investigator have too presented that child with abnormal loss affect the value of life of their families since, they want to devote extra time to see their childcare necessities, especially if disability degree is severe.

Family support and issues have a vital role in a student's life by the social change, the gender roles are also changed; now students have to maintain a balance life, today female students are worried about their family life and studying, it also tells us how demand of studying and families are maintained by employers. Female students can face many hurdles in maintaining balance between education and family rules. The difficulties and hurdles that they face in keeping balance between family and education roles is referred as education-family engagement (Leineweber, Hasnon & Baltzer, 2013). Both domains of life are of different importance for different students. Some students prefer family life over education demands, other prefer education role and vice versa. Education is a source of financial support, social acceptance and it provides many people with an expanded social circle, self-efficacy and opportunities for self-growth (Barnett & Hyde, 2001).

On the other hand, family is very important because it provides a secure environment; it creates more intimate and inter student relationship for a student in studying. The roles and demands of both domains of life are mismatched mostly and leave a student with stress and engagement.

Sub theme: Illiteracy

The difficulties and hurdles that they face in keeping balance between family and education roles is referred as education-family engagement (Leineweber, Hasnon & Baltzer, 2013). Both domains of life are of different importance for different students. Some students prefer family life over education demands, other prefer education role and vice versa. Education is a source of financial support, social acceptance and it provides many people with an expanded social circle, self-efficacy and opportunities for self-growth (Barnett & Hyde, 2001).

On the other hand, family is very important because it provides a secure environment; it creates more intimate and inter student relationship for a student in studying. The roles and demands of both domains of life are mismatched mostly and leave a student with stress and engagement. When a student tries to keep a balance between both spheres of life, he faces many engagements

and these strains are inevitable outcome of education-family role demands. There is an immense concern about education-family roles.

The demands related to families, which include caring for parents as well as children, needs of the family, household chores, other tasks related to socialization, to perform family roles there should be a proper time. Education related demands includes completion of a task before deadline, travelling issues and other extra duties (Merton, 1957).

But the rude behavior in class or school of special children makes them far from studies and they get bored and didn't learn properly from that teacher. They should start the procedure of defiance and adaptation according to their situation. Because of many exceptional tasks can arise in children caring with hearing loss. The tasks have many suggestions in terms of health assessments, learning and communication plan for the families and their child's there is a lot of effect created in student's minds related to teacher's behavior. Some of them are given below in details: There are a lot of abnormalities found in human body during genes study, and almost for each in kids Prasad et al., (2019). Special child families specially mom and dad are seriously affected by loss of hearing in child and after the early responses to finding of dull students: Now the children of these child's should study to create results according to scientific plans, choosing suitable medication plans to treat and handle with their monetary issues because of having middle class students (Quittner et al., 2010).

Many children of disabled child are faced with psychological issues, mentally and emotionally reactions to understanding about depression and misunderstanding (Bailey et al., 2007). The single features of these kids with hearing loss look in many types, with emotional, behavioral, and academic. Moreover, in several cases, faults and limitations in these areas have wonderful effects on Value of life, bodily and emotionally health of the children. Investigators who have studied the psychological issues between teachers of disabled child have described a high degree of health issues like, and common psychological issues in moms of this type of child as compared to normal child moms also have described on the high ratio of pressure, psychological and physical health issues between moms of child's with incapacity that's why the moms to face stresses and extra desires than other moms.

This shows high tasks in areas necessities about health care of these child's and the moms doing to establish the kid's daily activity in conditions linked to the educational institutes and families (Al-Kandari, 2006).

Quittner et al., (1990) says, Child born with hearing loss also has several dangerous things on the families of the kid and generates many issues for them. Stress is another issue affecting the value of life of the families of hearing loss children. Investigator has shown that families of hearing loss children have especially high-level stress. Moreover, recommended in their study that the incidence of behavior issues in high hearing loss children. Therefore, experience of parent's stress by families of this type of child's can be obviously high. Lederberg et al., (2002) so, this may affect the value of life and psychological health of mom and dad of this child's.

Sub theme: Rural VS Urban Areas

In research, families of child freshly identified with developing disability were examined to take a family drill activity and for organized behavior medication for 20 weeks. Proof openly shows that parent stress and mental issues of families have shocking impact on family's childcare style and health, one intervention program aims was decrease stress and increase feelings of parent ability in parents with child having developing disability.

The outcomes presented that initial intervention for families having developing disability decreased stress for families and high parent's ability in childcare. The condition may modify times of the kid growth and the impact fluctuates according to the separate faces of families; these can affect the parent behavior degree differently. On the other hand, efficacy of the effect of childcare stress on behavior of families and the value of relationship of mom dad and child is yet doubtful.

Another type of behavior of parent's stress is constancy and strength ended. So, the main reason is to support and help these families in avoiding some condition by happening to recreate stability in the family. Therefore, to handle with the issues of special child successfully to manage with stress and mental issues related with their growth and sensual disability, different types of education of parents and interface necessities to be used. Thus, the current study meant to calculate the effective behaves of parents to decrease the stress level and for betterment the psychological health of moms of hearing loss children (Wisbren et al., (2004).

So, you should discover in childhood when child born, important thing is developing the best cure as initial as possible. If you know about disorder level, you may get your kid special needs, thus child's can play or learn and other activities enjoy with normal children (WebMD Help for parents of children with hearing loss, (2019).

So, causing effect on behavior of parents differs according to these features of families. And the other study too suggests the families of disabled child's have many health issues, in shape of educational & physical issues. Family support and issues have a vital role in a student's life by the social change, the gender roles are also changed; now students have to maintain a balance life, today female students are worried about their family life and studying, it also tells us how demand of studying and families are maintained by employers. Female students can face many hurdles in maintaining balance between education and family rules. The difficulties and hurdles that they face in keeping balance between family and education roles is referred as education-family engagement (Leineweber, Hasnon & Baltzer, 2013). Both domains of life are of different importance for different students. Some students prefer family life over education demands, other prefer education role and vice versa. Education is a source of financial support, social acceptance and it provides many people with an expanded social circle, self-efficacy and opportunities for self-growth (Barnett & Hyde, 2001).

On the other hand, family is very important because it provides a secure environment; it creates more intimate and inter student relationship for a student in studying. The roles and demands of both domains of life are mismatched mostly and leave a student with stress and engagement. The demands related to families, which include caring for parents as well as children, needs of the family, household chores, other tasks related to socialization, to perform family roles there should be a proper time. Education related demand s includes completion of a task before deadline, travelling issues and other extra duties (Merton, 1957).

This may take practice since teachers tend to be natural multi taskers. According to (Yim et al., 1996) Very first response of families may not be accepted because they can't accept the realism. Families may sense irritation, distress or guilt. Another author (Van der Veek, Kraaij , & Garnefski , 2009) says, After some time they might pick up to guilt their baby as she or he is, however, they feel fear about tasks and facing Life-course in their life.

Main Theme: Rural and Old thoughts of societies

In Pakistani context it is necessary to explore this important factor i.e. socio economic and administrative barriers to female quality education. Thus, this research project was planned to discover a study of barriers in female education. Teachers in school perform their duty under the supervision of head teacher and positive attitude of head teacher also influences teacher's

commitment towards their duties, so they tried to make the students best in class as well as in their lives.

But the rude behavior in class or school of special children makes them far from studies and they got bored and didn't learn properly from that teacher. They should start the procedure of defiance and adaptation according to their situation. Because of many exceptional tasks can rise in children caring with hearing loss. The tasks have many suggestions in terms of health assessments, learning and communication plan for the families and their child's there is a lot of effect created in student's minds related to teacher's behavior. Some of them are given below in details: There are a lot of abnormalities found in human body during genes study, and almost for each in kids Prasad et al., (2019). The gender differences characterize nearly all fields of life. And Pakistan is among the worst performers in worldwide gender equity. In Gilgit Baltistan girls are less likely to be enrolled at the higher level and receive lower per student investment in education.

In Pakistani context it is necessary to explore this important factor i.e. socio economic and administrative barriers to female quality education. Thus, this research project was planned to discover a study of barriers in female education. Teachers in school perform their duty under the supervision of head teacher and positive attitude of head teacher also influences teacher's commitment towards their duties, so they tried to make the students best in class as well as in their lives.

Sub theme: Underdevelopment

These factors can adversely affect student behavior and lead to higher levels of frustration among teachers and poor learning attitude among student (Mk pubbe, 2005).

Investigator has shown that families create disturbance in female education in rural areas and have especially high level pressure. They also have extra links with the exceptional necessities as compared to middle class female students with families with mild level poorness (Quittner et al., 2010). So, this may affect the value of life and educational health of mom and dad of this child's. Moreover, recommended in their study that the incidence of behavior issues in high hearing loss children.

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(Fonseca et al., 2012) said another type of childcare stress is its constancy and toughness at ended. But they may modify at different time period of the kid growth and cruelty differs according to the separate features of families. So, causing effect on behavior of parents differs according to these features of families. And the other study too suggests the families of disable child's have many health issues, in shape of educational & physical issues.

Sub theme: Consciousness

Family support and issues have a vital role in a student's life by the social change, the gender roles are also changed; now students have to maintain a balance life, today female students are worried about their family life and studying, it also tells us how demand of studying and families are maintained by employers. Female students can face many hurdles in maintaining balance between education and family rules. The difficulties and hurdles that they face in keeping balance between family and education roles is referred as education-family engagement (Leineweber, Hasnon & Baltzer, 2013). Both domains of life are of different importance for different students. Some students prefer family life over education demands, other prefer education role and vice versa. Education is a source of financial support, social acceptance and it provides many people with an expanded social circle, self-efficacy and opportunities for self-growth (Barnett & Hyde, 2001).

On the other hand, family is very important because it provides a secure environment; it creates more intimate and inter student relationship for a student in studying. The roles and demands of both domains of life are mismatched mostly and leave a student with stress and engagement.

Main Theme: Not proper motivation and Guideline

The demands related to families, which include caring for parents as well as children, needs of the family, household chores, other tasks related to socialization, to perform family roles there should be a proper time. Education related demand s includes completion of a task before deadline, travelling issues and other extra duties (Merton, 1957). But the rude behave in class or school of special children makes them far from studies and they got bored and didn't learn properly from that teacher. They should start the procedure of defiance and adaptation according to their situation. Because of many exceptional tasks can rise in children caring with

hearing loss. The tasks have many suggestions in terms of health assessments, learning and communication plan for the families and their child's there is a lot of effect created in student's minds related to teacher's behavior. Some of them are given below in details: There are a lot of abnormalities found in human body during genes study, and almost for each in kids Prasad et al., (2019).

Sub theme: Uneducated society

The gender differences characterize nearly all fields of life. And Pakistan is among the worst performers in worldwide gender equity. In Gilgit Baltistan girls are less likely to be enrolled at the higher level and receive lower per student investment in education. Private tuition in English medium education is preferentially enabled for the boys in a household (Benz, 2014). The occupational situation for women is even worse. Since both the employment opportunities and the alternatives are fewer than for women. Employment is strongly restricted by cultural norms, which limit the scope of accepted fields for female professional employment to the health and education sectors and set narrow borders for women mobility. Future research is necessary to learn more about the processes and mechanisms of increasing social disparities in GILGIT BALTISTAN in the course of fragmenting development in general, and the role of formal education in particular.

In situation of growing socio-economic disparities and growing inequalities of future prospects for the rich and poor, targeted interventions are necessary to particular empower the household of the continuing poor and marginalized to improve their living condition (BENZ, 2014).

Sub theme: Lack of awareness

In female education, teaching by teachers is a spiritual profession which requires understanding of students for transmitting knowledge to the students of modern world. In Pakistani context it is necessary to explore this important factor i.e. socio economic and administrative barriers to female quality education. Thus, this research project was planned to discover a study of barriers in female education. Teachers in school perform their duty under the supervision of head teacher and positive attitude of head teacher also influences teacher's commitment towards their duties, so they tried to make the students best in class as well as in their lives.

In this way they tried to handle normal students and middle-class students equally. In many respects, this thread is almost invisible, yet everyone experiences its influence. (Dudek et al.,

2000) opined that it is external influences in the school that can influence academic performance of female students in education, irrespective of their intelligent quotient.

Sub theme: Management of Schools

Investigator has shown that families create disturbance in female education in rural areas and have especially high-level pressure. They also have extra links with the exceptional necessities as compared to middle class female students with families with mild level poorness (Quittner et al., 2010). So, this may affect the value of life and educational health of mom and dad of this children. Moreover, recommended in their study that the incidence of behavior issues in high hearing loss children. Therefore, experience of parent's stress by families of this type of child's can be obviously high (Lederberg et al., 2002).

RQ 2: What are the common administrative challenges in providing quality education to female in Gilgit Baltistan??

Main Theme: Old Thoughts

Private tuition in English medium education is preferentially enabled for the boys in a household (Benz, 2014). The occupational situation for women is even worse. Since both the employment opportunities and the alternatives are fewer than for women. Employment is strongly restricted by cultural norms, which limit the scope of accepted fields for female professional employment to the health and education sectors and set narrow borders for women mobility. Future research is necessary to learn more about the processes and mechanisms of increasing social disparities in GILGIT BALTISTAN in the course of fragmenting development in general, and the role of formal education in particular. In situation of growing socio-economic disparities and growing inequalities of future prospects for the rich and poor, targeted interventions are necessary to particular empower the household of the continuing poor and marginalized to improve their living condition (BENZ, 2014). In female education, teaching by teachers is a spiritual profession which requires understanding of students for transmitting knowledge to the students of modern world.

Sub theme: Culture

Likewise, the habits of adolescents in marriage affect women's education. In addition, the existence of educational institutions in other castes or related housing areas is also a reason for completing university studies. Feudalism and the class system in some areas are also linked to girls' access to educational institutions. While women's education is rooted in state-building because it is rightly said that it nurtures men and you nurture individuals, nurture individuals, nurture women and nurture nations.

Sub theme: Family Influence

For example, Lambert et al. (2012) argue that girls have a lower level of child development than boys, and that their parents believe that investment in girls' education cannot be ignored. Know and mean a lot of time and investment. Most parents use it to pay off their family debt. Similarly, Kingdon (2002) explains that parents do not spend money equally on men and women.

Leung and Zhang (2008) also found that one of the ways women are taught is that parents give more preference to men than women and women equally. Lloyd, Mete, and Sathar (2005) identified education as one of the reasons women drop out of school too early. An additional barrier to women's education is that more women are required to have extra work in the workplace than men (Ersado, 2005). Thus, women's legal education in Pakistan is still low and one of the lowest in the world. Women in Pakistan do not belong to the same race, and their education depends on who they belong to (Jayaweera 1997; Khan 2007). In rural areas, ancestral camps are often associated with poverty and lack of female education (Farah and Bacchus 1999).

Sub theme: Awareness

In female education, teaching by teachers is a spiritual profession which requires understanding of students for transmitting knowledge to the students of modern world. In Pakistani context it is necessary to explore this important factor i.e. socio economic and administrative barriers to female quality education. Thus, this research project was planned to discover a study of barriers in female education. Teachers in school perform their duty under the supervision of head teacher and positive attitude of head teacher also influences teacher's commitment towards

their duties, so they tried to make the students best in class as well as in their lives. In this way they tried to handle normal students and middle-class students equally. In many respects, this thread is almost invisible, yet everyone experiences its influence. (Dudek et al., 2000) opined that it is external influences in the school that can influence academic performance of female students in education, irrespective of their intelligent quotient.

Main Theme: Not proper teachers in school

Female education can also be considered as a major factor in teaching and learning for different types of females in different areas with different thinking of people (Okeke, 2001). Hence, the female education remains an important way that should be used and well managed to enhance the performance of normal female students as well as village female students (Frazier 2002). The physical facilities in female education in the school have a variety of effects on teachers, students and the learning process. These factors can adversely affect student behavior and lead to higher levels of frustration among teachers and poor learning attitude among student (Mk pubbe, 2005).

Investigator has shown that families create disturbance in female education in rural areas and have especially high level pressure. They also have extra links with the exceptional necessities as compared to middle class female students with families with mild level poorness (Quittner et al., 2010). So, this may affect the value of life and educational health of mom and dad of this child's.

RQ 3: What is difference between qualities of education on context of gender?

Main theme: old thinking

Family support and issues have a vital role in a student's life by the social change, the gender roles are also changed; now students have to maintain a balance life, today female students are worried about their family life and studying, it also tells us how demand of studying and families are maintained by employers. Female students can face many hurdles in maintaining balance between education and family rules. The difficulties and hurdles that they face in keeping balance between family and education roles is referred as education-family engagement (Leineweber, Hasnon & Baltzer, 2013). Both domains of life are of different importance for different students. Some students prefer family life over education demands, other prefer education role and vice versa. Education is a source of financial support, social acceptance and it provides many people with an expanded social circle, self-efficacy and opportunities for self-growth (Barnett & Hyde, 2001).

On the other hand, family is very important because it provides a secure environment; it creates more intimate and inter student relationship for a student in studying. The roles and demands of both domains of life are mismatched mostly and leave a student with stress and engagement. When a student tries to keep a balance between both spheres of life, he faces many engagements, and these strains are inevitable outcome of education-family role demands. There is an immense concern about education-family roles. The demands related to families, which include caring for parents as well as children, needs of the family, household chores, other tasks related to socialization, to perform family roles there should be a proper time. Education related demands includes completion of a task before deadline, travelling issues and other extra duties (Merton, 1957). But the rude behave in class or school of special children makes them far from studies and they got bored and didn't learn properly from that teacher. They should start the procedure of defiance and adaptation according to their situation.

Sub theme: Females are inferior

Generally, parents use it to pay off family debts. Kingdon (2002) also explains that parents do not pay the same dues for men and women. Likewise, Leung and Zhang (2008) found that one of the obstacles in educating women is that parents have the advantage of both boys and girls. Lloyd, Mete, and Sathar (2005) found that school fees were a strong reason for girls to drop out of school at an early stage. Another obstacle to educating women is the fact that women generally have additional household work than men (Ersado, 2005).

We hope that experts have shown that some barriers to educating women are social, cultural and political factors and that these factors can support this situation. Regarding Pakistan, Ambreen and Mohyuddin (2014) stated that scarves have become a major barrier to women's education. Similarly, Lambert et al. (2012) found that a negative attitude towards relationships is a major barrier to women's education. In the case of Pakistan, Alam (2017) found that lawyers 'negative perceptions of girls' education, social norms, and teacher violations negatively affect women's education. The school environment also affects the education of boys and girls. Another negative impact on women's education is social trust, which is in some way related to social norms. In addition to these factors, other barriers to girls 'education in developing countries include access to education, tuition, women's employment, poor teachers, the learning environment, and cultural heritage (Chitrakar, 2009).

Some barriers to educating women about travel, learning opportunities, and well-being are positive. Shahzad (2017), for example, found that lack of travel, road fatigue, high travel costs, and wasted time affect women's education. Juneja (2001) also found that school length is a major factor influencing girls' education and often causes girls to drop out of school. Housing restrictions include boarding problems such as poor food, food prices and too many toilets. Other barriers to women's education include safety issues such as unsafe travel at work, fear of harassment and harassment, and excessive participation of men during schooling (Shahzad, 2017).

Main theme: Mutual Separation

The main problem in educating women is domestic violence related to the acidity and killing of girls, as well as the honor and pressure of their husbands. Noureen and Awan (2011) conducted a study in Pakistan where they identified barriers to child labor, poverty, and social systems as barriers to women's education. Although several studies have been conducted in Pakistan examining barriers to women's empowerment, not much research has been conducted on the perception of rural actors from different population perspectives such as gender, qualifications, land ownership and monthly income.

Sub theme: Education for male

Inequality with traditional young men often makes older students feel abandoned and abandoned in the life of the institution (Padula, 1994). In addition, the quality of relationships between special students and their coaches will affect their learning (Coker, 2003). Studies suggest that they may need a flexible schedule when setting deadlines compared to younger students. Therefore, if the teacher understands their needs and is willing to help, it will have a significant impact on what they learn. In short, high commitment, low level of self-confidence, and inadequate support and social support for older women lead to more lines, stress, and more.

In addition, this stress can increase the risk of failing classes. Therefore, older students need to develop and accept outside help. Adults learn from past experiences (Crawford, 2004) and past experiences will be useful in education and learning as if they have more experience. Kennedy (2003) argues that experience and experience may have been an obstacle to gaining new knowledge. Therefore, older students, boys and girls, need to develop and maintain self-confidence in educational activities. This group of students also needs support from family, friends and school. Getting the right support is important for special students. Support from

family, friends, school, and others will provide adults with safety, security, responsibility, and a well-rounded goal of managing students (Ouimby and O'Brien, 2006). They can be good and confident and win other learning experiences. In addition, the impact of older women in combining childcare activities with school performance can have an impact on their well-being and academic satisfaction (Ouimby and O'Brien, 2006).

Therefore, the support of the family and the community is very important. This group of students will have more time to complete school activities and will not be too worried if their classmate agrees to do the homework when they do not. It's also good if siblings, other siblings, or the community wants to take care of you from time to time. In addition, it is important that caregivers work closely with these students.

Education not only helps older students trust their education, but also helps them connect with more students and resources at school. In this way, the students of these students will become more accustomed to life at school and develop better friendships faster and more fully. From the beginning, most school services for adult students have been counseling and career opportunities (Thon, 1984). Benshoff and Lewis (1992) then describe several programs that can better meet the needs of adult students, such as separate enrollment, teaching, and teaching. Several evening and weekend courses help specialize with financial assistance and guidance to professors and staff.

The research results above explain that the campus includes new facilities, educational materials, standards, and so on. For student re-enrollment, allowing older students not only to improve themselves but also ability and refresher. Learn skills, including time management and other school resources (Benshoff, 1993).

Because peers in schools have played an important role in student learning so far (Astin, 1993; Pascarella and Terenzini, 2005), it would be very helpful if schools could provide adult education with careers and professional lives. he. Education not only helps older students to trust their education, but also helps them connect with more students and resources at school. In this way, the students of these students will become more familiar with life at school and develop better friendships more quickly and more fully.

Since its inception, most of the school's services for adult students have been counseling and career opportunities (Thon, 1984). Benshoff and Lewis (1992) then describe several services that can better meet the needs of adult students, such as decoupling, counseling and guidance,

offering more evening and weekend courses, providing special financial assistance, and educating schools and staff for this population. In particular, staffs are specially trained for the special treatment of adult female students, as they face obstacles and challenges that distinguish them from male adult students. Therefore, special assistance, such as family work and school balancing strategies, should be offered to this particular group of students. Schools and universities may also offer programs or courses, such as first-year seminars for adult men and women.

In this way, this population will have more opportunities to study and acquire knowledge and skills during the semester or transition period so that they can better prepare themselves for future study and campus life. Current data show that all student bodybuilders adhere to a standardized approach to teaching women. Because their rites are not governmental, they use a variety of methods to improve women's education. Interestingly, the participants in the schools are really girls, thus giving girls more freedom to use their talents without difficulty. In addition, the school has its own vision and mission. Both statements are crucial to the education of women. Teachers and other staff are trained on an ongoing basis to fulfill their vision and responsibilities. During school hours, they develop activities that continue to serve as models in improving the diversity of students. Re-discussing this practice, one participant expressed his opinion: our teachers are knowledgeable and equal. They create beautiful works; we love working with our teachers. Although most of my teachers are male, I do not agree with my teachers. They have given us a place to encourage ourselves to have fun during school hours.

In the classroom, we always want to present our curriculum to all classes. This increases our belief. We are fortunate to have such wonderful teachers who the students involved are curious about the culture and health that prevail around them. They do the work of human beings is one of the greatest ways in finding women's education. According to them, the advancement and growth of public education is due to the performance of human beings. If people encourage women to choose education and work in more places, a country can prosper. They think that the place they are studying is unfortunately another way. Women are considered different from men.

These factors can adversely affect student behavior and lead to higher levels of frustration among teachers and poor learning attitude among student (Mk pubbe, 2005). Investigator has shown that families create disturbance in female education in rural areas and have especially

high-level pressure. They also have extra links with the exceptional necessities as compared to middle class female students with families with mild level poorness (Quittner et al., 2010). So, this may affect the value of life and educational health of mom and dad of this child's. Moreover, recommended in their study that the incidence of behavior issues in high hearing loss children. Therefore, experience of parent's stress by families of this type of child's can be obviously high (Lederberg et al., 2002). Pure signal has been creating in results that childcare stress has effects on their child care style and parents health. But the outcome of stress on family's performance and value of child relationship with their parents is still doubtful. (Fonseca et al., 2012) said another type of childcare stress is its constancy and toughness at ended. But they may modify at different time period of the kid growth and cruelty differs according to the separate features of families. So, causing effect on behavior of parents differs according to these features of families. And the other study too suggests the families of disable child's have many health issues, in shape of educational & physical issues. Family support and issues have a vital role in a student's life by the social change, the gender roles are also changed; now students have to maintain a balance life, today female students are worried about their family life and studying, it also tells us how demand of studying and families are maintained by employers. Female students can face many hurdles in maintaining balance between education and family rules. The difficulties and hurdles that they face in keeping balance between family and education roles is referred as education-family engagement (Leineweber, Hasnon & Baltzer, 2013). Both domains of life are of different importance for different students. Some students prefer family life over education demands, other prefer education role and vice versa. Education is a source of financial support, social acceptance and it provides many people with an expanded social circle, self-efficacy and opportunities for self-growth (Barnett & Hyde, 2001).

On the other hand, family is very important because it provides a secure environment; it creates more intimate and inter student relationship for a student in studying. The roles and demands of both domains of life are mismatched mostly and leave a student with stress and engagement. The demands related to families, which include caring for parents as well as children, needs of the family, household chores, other tasks related to socialization, to perform family roles there should be a proper time. Education related demand s includes completion of a task before deadline, travelling issues and other extra duties (Merton, 1957).

But the rude behave in class or school of special children makes them far from studies and they got bored and didn't learn properly from that teacher. They should start the procedure of

defiance and adaptation according to their situation. Because of many exceptional tasks can rise in children caring with hearing loss. The tasks have many suggestions in terms of health assessments, learning and communication plan for the families and their child's there is a lot of effect created in student's minds related to teacher's behavior. Some of them are given below in details: There are a lot of abnormalities found in human body during genes study, and almost for each in kids Prasad et al., (2019).

The gender differences characterize nearly all fields of life. And Pakistan is among the worst performers in worldwide gender equity. In Gilgit Baltistan girls are less likely to be enrolled at the higher level and receive lower per student investment in education. Private tuition in English medium education is preferentially enabled for the boys in a household (Benz, 2014). The occupational situation for women is even worse. Since both the employment opportunities and the alternatives are fewer than for women. Employment is strongly restricted by cultural norms, which limit the scope of accepted fields for female professional employment to the health and education sectors and set narrow borders for women mobility. Future research is necessary to learn more about the processes and mechanisms of increasing social disparities in GILGIT BALTISTAN in the course of fragmenting development in general, and the role of formal education in particular. In situation of growing socio-economic disparities and growing inequalities of future prospects for the rich and poor, targeted interventions are necessary to particular empower the household of the continuing poor and marginalized to improve their living condition (BENZ, 2014). Many scholars recognize complaints such as economic issues, social issues, cultural issues, security, sharing issues, and so on. For example, Mehmood, Chong, and Hussain (2018) found that in developed countries, the first backbone is a lack of support and opposition from educators.

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On the other hand, family is very important because it provides a secure environment; it creates more intimate and inter student relationship for a student in studying. The roles and demands of both domains of life are mismatched mostly and leave a student with stress and engagement. When a student tries to keep a balance between both spheres of life, he faces many engagements, and these strains are inevitable outcome of education-family role demands. There is an immense concern about education-family roles.

The demands related to families,

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norms, which limit the scope of accepted fields for female professional employment to the health and education sectors and set narrow borders for women mobility. Future research is necessary to learn more about the processes and mechanisms of increasing social disparities in GILGIT BALTISTAN in the course of fragmenting development in general, and the role of formal education in particular. In situation of growing socio-economic disparities and growing inequalities of future prospects for the rich and poor, targeted interventions are necessary to particular empower the household of the continuing poor and marginalized to improve their living condition (BENZ, 2014). Many scholars recognize complaints such as economic issues, social issues, cultural issues, security, sharing issues, and so on. For example, Mehmood, Chong, and Hussain (2018) found that in developed countries, the first backbone is a lack of support and opposition from educators.

Another important factor is politics and culture. Researchers have identified eight key issues for lower levels of women's education, namely social and cultural; inaccessible for use in college; early marriage; less money; several local and international conferences; insufficient knowledge of teaching staff; extracurricular activities; and customs issues. Another important impact on women's education is the cost of education and gender discrimination. For example, Lambert et al. (2012) acknowledged that girls in developed countries are inferior to boys and that their parents have found that investing in children's education does not cause anger and wastes time and resources. . It is usually used by parents to pay for family expenses. Kingdon (2002) explains that parents do not pay the same for men as for women.

Similarly, Leung and Zhang (2008) also found that one of the disadvantages of women's studies is that parents give homosexuality a greater advantage than men and women. Lloyd, Mete, and Sathar (2005) found that tuition is a good reason for women to drop out of school early. An additional barrier to educating women is that women are more likely to have additional family roles than men (Ersado, 2005). Some barriers to women's education relate to transport, safe access to education and quality. For example, Shahzad (2017) found that lack of transportation; transportation fatigue, high transportation costs, and loss of travel time negatively affect girl's education. Also, Juneja (2001) found that school distance is a major factor influencing teenager's education and generally causes girls to drop out of school.

Discussion

The purpose of this study on socio-economic barriers is to examine the socio-economic aspects of feminism and education with a view to determining the direct or indirect impact of feminism on women's decisions by examining the impact of distance. or isolated in a good education, select and determine the level of their education. The inclusion and inclusion of women in school education is considered negative and negative in GB. A standardized procedure is recommended to achieve this goal; data were collected from interviews using qualitative procedures and analyzed by Thematic Analysis. The findings of this study show that it has a major impact on women's education in the UK and other rural areas. These subjects are included in the article and their topic. Broad topics in these categories include community support or demands, conditions, example, parental influence, historical, political and economic conditions, foundations of addition and separation. Subjects within the above topics that affect girls' education include the need for new foundations, development work, religion, rural-urban diversity, honesty, trust, events, social problems, old traditions, family feelings, poor understanding of education, financial resources and parents do not contribute to the child's education and higher education. In girls' education, teaching teachers is a spiritual activity that requires the understanding of female students in order to give today's world students' knowledge. In Pakistani context it is necessary to explore this important factor i.e. barriers in female education and its influence on teachers, parents and society's performance.

Teachers in school perform their duty under the supervision of head teacher and positive attitude of head teacher also influences teacher's commitment towards their duties, so they tried to make the students best in class as well as in the life. In this way they tried to motivate the students equally. Women's education can also be a key factor in teaching and learning for this type of student, where space has the potential to organize and promote positive relationships between students in different areas, such as the development of rural and urban women with children, to promote choice and programs and ability promotion of different types of social learning and influence. Women's education, including classrooms, libraries, art galleries, laboratories, teacher diplomas, school management, teaching methods, peers, and more, are various changes that affect students. In other words, the education of women remains an important process that is used and effectively manages to improve student achievement. The physical behavior and education of girls in schools have different effects on teachers, students

and the curriculum. These factors can negatively affect student behavior and lead to high levels of frustration among teachers and poor behavior toward students.

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CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

This chapter involves the discussion of whole study; this will be helpful to understand the purpose, research gap, methodology applied to find the results and main findings. On the other hand, recommendations and significance of the study are helpful for government, officials, and teachers and for the students of GB to understand that how they make the female education better, and which kind of strategies are applied to overcome the discussed barriers.

5.1. Conclusion

In this research to conclusion the GB education systems not working properly. Mostly schools and colleges not upgraded for the women. Mostly colleges to prefer the males' students and not equal chance for the women. In GB, there is no system of proper education for females exist. In Pakistan Government does not develop the universities and not to upgrade the colleges for the women. Basically, Government responsibility for the education improvement and to equal opportunities for females. Government teachers do not pay their jobs in GB. This creates a big and alarming effect on female's education. That's why; this study is design to check the "Socio Economic and Administrative Barriers to Female Quality Education". This study has an aim to show the barriers in front of officials and other government authorities to provide the quality education to females in GB. This study has a few gap during investigation, someone of them are also given here. Mostly teachers, parents and government officials didn't allow taking the interviews. On the other hand, the collected is data is not 100% true; the reason is that teachers in GB and some officials were not serious in this issue. They just fulfilled the formality to provide their answers in the form of interview. In this study, data is collected from student, teachers, and educationist's interviews with educational departmental sources. So, this can be termed as qualitative data is collected through face-to-face interviews. In this qualitative method, data is collected from seven administrations members, seven teachers and education administration, three civil society activists and four general public members. I also involved focus group discussion for collection of data.

In the GB mostly females are very talented and to doing something for our country, but Government not properly focus on the education. The study finds out that the rural residency and illiterate parents are the most important and key factors that effect on female education in GB. On the other hand, females are also involved in domestic works, so, they also have no interest in education. But someone of the females are interested in education are inhibited by

their society due to shortage of government and school's facilities for them. It's very important for policy makers who have the authority to make such type of policies that fulfills for both male and female to get equal opportunities and equal education in schools. There are other important considerations such as location of the school and the lack of basic facilities that are essential for quality education. It is a future challenges and responsibilities for education policy planners and administration in the government and NGO education sector to develop special tools and measure focusing on the poorer section of the communities. Equal education opportunities have to create in the region with respect to socio economic status, gender and geographical location. Mechanism of status reproduction has to tackle with free education and scholarship programs for children from needy household. In this way, this study will be beneficial for the people of Gilgit Baltistan to understand the cost of schooling that prevents the parents to send their children to school. There are a lot of recommendations added in the study that would be helpful for parents, students and also for government officials. Thorough this study, policy makers become easier to take the step for promoting female education in Gilgit Baltistan.

5.2 Recommendations

Keeping in view the conclusions of the study, these are the recommendations for this study:

For Government and Head of Schools:

The Government should provide more teaching resources at girl's schools of GB for betterment in girl's education. The Head of primary schools of GB should motivate teachers towards collaboration work to improve the good comprehensive education at schools. The Government should facilitate the general education in girl's schools and provide facilities for students as well for teachers to promote inclusive education. The Government and policy makers and Head of the primary school should try to provide electronic devices and other equipment for deep concentration of the students towards studies. Providing school facilities, opening of new schools, bringing schools within easy reach of the children, starting girls' section in boys' schools, and condensed course for adult women etc

For Students:

Female Students have to be conscious about their studies.

Female Students should be motivated about their education in schools.

For Teachers:

Teachers should be highly educated and full of energy of motivation.

Teachers have to give a deep concentration on female education in class.

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Focus Group Discussion

Questions for Discussion:

For the initiation, you have to provide me the help regarding your known experience related to barriers of socio-economic and administrative in quality education of Gilgit Baltistan's females.

- What are the major and most important factors creating or becoming the barriers in GB females?
- What are the effects of these barriers on the quality education of females?
- Probes:
- Do you know that how these factors affecting on female education?
- What are the main issues for creating these barriers in female education in GB?
- How the illiteracy and social issues by societies and administrators effect on education's quality for females?

Ask the group the following questions and sub-questions. First try to get the different views and then try to arrive at some sort of common viewpoint if possible.

- Question 1: How are decisions about schooling in the household? Who pays for girls going to lower secondary school and from what source?
- Question 2: What do parents think about sending their daughters to lower secondary school? (Probe for women and afterwards ask if there are differences and why)

Discuss this question: Let people give their views and discuss but it is not necessary to come to a consensus.

- Question 3: Do you think that girls have a 'right' to go to school? Is this the same for girls and boys? What is your responsibility as a parent?

Discuss this question: Let people give their views and discuss but it is not necessary to come to a consensus.

- Question 4: What do you think about the conditions in the secondary schools in your community?

Do you feel your girls are secure going to school? (Ask separately for boys and girls). Please explain.

Discuss this question. Let people give their views and discuss but it is not necessary to come to a consensus.

Opinion on the female education faced barriers by teachers

1. It is OK
2. It is OK under certain circumstances
3. I am against it

Finally discuss the following question

- Question 5: What would help you as male/female parents most to keep your girls in school?

Finalize and thanks

Thank the participants for their time and effort, and explain once more that their answers will help us know the study to “**Socio Economic and Administrative Barriers to Female Quality Education**”. The title is chosen to check the related issues and their barriers in the way of female education. Beside this, I have three driving questions about this broader query. Also explain that there will be a report back to the community later on when all information has been gathered and analyzed.

Any Remarks

INSTRUCTION SHEET FOR QUESTIONNAIRE

Assalam o Alikum

Dear Respondent!

This questionnaire is in pursuance of M.PHIL research on socio economic and administrative barriers to female quality education in Gilgit Baltistan. The responses will be highly confidential. By accurately replying to the question, you are helping in the better provision of women education in GB.

You can also ask queries (if any) at seharbatool04@gmail.com

YOUR PARTICIPATION IS HIGHLY APPERICIATED.

Sehar Begum

NUML

ISLAMABAD

Name and signature _____

Thanks

Interview Details

Department: _____ Interviewer(s): _____

Tehsil Name: _____ Name of the Institution: _____

Location: _____ Date: _____

Start of the interview: _____ End of the interview: _____

Introductory Statement

Thank you very much for taking the time for this interview! I appreciate it a lot. First, let me introduce myself. I am Sehr, MPhil student from National University of Modern Languages, Islamabad.

The research study I am engaged seeks to find out the following enquiries:

Sr. No.	Questions
1.	What are the factors effecting the provision of women education in GB?
2.	Do you think that women education is influenced by external factors?
3.	Is poverty the main issue in girl's education?
4.	To what extend traditional viewpoints put impact on women education?
5.	Do you think there is discrimination in behavior towards women by the family?
6.	What is your opinion on parent's education? Do you think that if the parents are educated they will also educate their girls?
7.	To what extent resources are important in women education? Do you think if the parents have resources they will educate their girls also?
8.	Are the women helping in households and field is also a reason of lack of women education?
9.	Do you think there is lack of interest in education by women?
10.	To what extend school infrastructure and accessibility effect women education?
11.	Do you think that parents don't have enough resources because they are living in backward areas is also a reason in less girl's education?
12.	To what extend you think that government is responsible for less girl's education? And how?
13.	Due to the societal criminal acts women's don't want to go to schools what do you think about that?
14.	Do you think that child marriage is also a reason in less girl's education?
15.	To what extend gender discrimination is a reason in women education and how?

