

AN EXPLORATORY STUDY ON LESS PARTICIPATION OF FEMALE IN EDUCATION IN RURAL AREAS OF DISTRICT LAYYAH, PAKISTAN

Naseer Ahmad, Ghulam Abbas, and Hassan Ghaffoor

Department of Sociology, Bahauddin Zakariya University,
Bahadur sub Campus Layyah, Pakistan

Copyright © 2014 ISSR Journals. This is an open access article distributed under the *Creative Commons Attribution License*, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

ABSTRACT: For the development of any country the education is necessary. Education is the right of both genders male and female. In the different rural areas of Pakistan it is a red signal that people deprived their female from education. Layyah is the backward district of Punjab where the literacy rate is comfortable as compare to as a whole but in the rural areas of this district the female participation is very low. This research was conducted in the three union councils of district Layyah. This is quantitative research because it was an exploratory study. These UCs were selected through systematic random sampling. A sample size of 150 respondents was selected through systematic random sampling. District Layyah was selected as the universe for the present research. Another reason for selecting this city was the easily accessibility of collecting data from rural area. Parents of girls who were illiterate were selected as respondent for the present research. Interview schedule was used as the tool for data collection. The reason was that the mostly people showed non serious behavior towards questionnaire and majority of respondents were illiterate. Before the collection of actual data, it was required to test the accuracy the work ability of information .For this purpose the interview schedule was pre-test to 10 respondents on the basis of response the interview schedule was finalized after introducing some modification in interview schedule to make it more relevant and understandable. The data was present in tabulated form with the percentage was used for data representation and SPSS was used for data analysis.

KEYWORDS: Female less Participation, Female Education problems, Layyah.

1 INTRODUCTION

Functional literacy is the basis for the realization of full potentials of individuals as it impacts strongly on every sphere of life. Acquisition of effective literacy skills is crucial for success not only in academics, but also in personality development, occupational growth and in domestic harmony Functional literacy which goes beyond the ability to read and write is a continuous process of training, retraining and reinventing self in order to sharpen one's attitudes and interests, so as to be able to come to terms with one, think critically, identify problems and take realistic measures to solve problems. In other words, functional literacy ensures that individuals are sufficiently motivated to achieve development; self-esteem and character that will enable them live functionally in the society and consequently, achieve economic emancipation. Succinctly put, it bestows on the recipients the ability and willingness to make the right choices, face the demands and challenges of everyday life and achieve higher level of self-control (Webster, 1999). Since the literacy level correlates with personality development and economic emancipation ,it implies that illiteracy causes poverty, low self-esteem, and underdevelopment Therefore, nations with high rate of illiteracy are poor nations, and to reduce their poverty level; functional and development orientated literacy is required (UNESCO, 2005). At the international scene, the situation is not any different. It has been revealed that girls who drop-out of primary school are more than boys by ten million (Action-aid, 2008) and that nearly two-thirds of the world's 780 million illiterates are women (UNESCO, 2005). Men have institutionalized the exploitation of women using, customs, education, socio- economic order and religious apparatus to relegate women to the background. In other words, it would appear that low literacy level of women is being used deliberately as a social control mechanism because if women are well informed they could harness their numerical strength and demand for their rights. But if women

are ignorant, poor and voiceless they will be easily controlled. Ironically, the consequences of high illiteracy level of the female gender on the family and the nation is more devastating than it is on the personality of the women because of its multiplier effects on every member of each woman's household. Direct victims of illiteracy- women -who still suffer discriminations, crude exploitation and oppression, are ignored, excluded and undermined in the scheme of things (Ochefu, 2007) Secondly, reduction in girls' enrollment into secondary school brings about increase in maternal mortality, child mortality, malnutrition a higher prevalence of depression and other mental illness Men who perpetrate gender inequality have had to lose their own lives to critical health problems because, their wives who have been subordinated to the point of being mentally colonized could neither take nor act on decisions immediately. Businesses and property labored for by men have also been lost this way at the demise of some men. (Muodumogu, 2007).

Female Literacy Ratio in Pakistan

Table 1. Pakistan Literacy Rate 2001 to 2009

Total	Male	Female
2001-02	58%	33%
2004-05	66%	41%
2006-07	67%	42%
2007-08	68%	46%
2008-09	69%	45%

Source: <http://pakistanandculture.wordpress.com/2011/06/08/literacy-rate-of-pakistan-in-2009>

These tables show the % of literacy rate among male and female year wise. In 2001-02 the male literacy was 58 % and female literacy was 33%.in 2004-05 the male literacy was 66% and female literacy was 41%.in 2006-07 the male literacy was 67% and female literacy was 42%.only 1 % literacy rate increase and ratio was same in male and female. In 2007-08 the literacy was 68% in male and 46% in female. But in 2007-08 the ratio of female literacy increased by 4% but male literacy was remain constant only 1%.in 2008-09 the male literacy was increase only 1% and became 69% and female literacy decreased for 1% and became 45%.

Table 2. Pakistan millennium development report 2009

Total Year distribution	Urban Male Female		Rural Male Female	
	Male	Female	Male	Female
2001-02	71%	56%	50%	22%
2004-05	78%	61%	58%	29%
2006-07	79%	65%	61%	31%
2007-08	82%	64%	64%	34%
2008-09	80%	66%	64%	32%

Millennium development report 2010(rural and urban literacy rate)

Source: <http://pakistanandculture.wordpress.com/2011/06/08/literacy-rate-of-pakistan-in-2009>

This table shows the year wise distribution of rural and urban literacy ratio among male and female. in 2001-02 the urban male literacy was 71% and female literacy was 56% and rural male literacy was 50% while female literacy was only 22% which was below than half of male literacy. In 2004-05 the urban male literacy was 78% and female literacy was 61% and rural male literacy was 58% while female literacy was only 29%.in 2006-07 the urban male literacy was 79% and female literacy was 65% and rural male literacy was 61% while female literacy was only 31%. In 2007-08 the urban male literacy was 82% and female literacy was 64% and rural male literacy was 64% while female literacy was only 34%. In 2008-09the urban male literacy was 80% and female literacy was 66% and rural male literacy was 64% while female literacy was only 32%. According to the official definition, the literacy rate is that percentage of the population ten years and above which is able to read and write in any language. Though more than half of the rural population is illiterate, the ratio improved by over half a percentage point to 49.2 per cent by June 30, 2010 due to an increasing number of women and girls who can read and write. The female literacy ratio improved to 34.2 per cent, a progress of 0.8 per cent in a year. In rural areas, the 63.6 per cent male literacy rate improved by only 0.4 per cent in comparison. The literacy rate in urban areas marginally declined due to a dip in

the number of men who qualify as literate. The urban literacy ratio decreased 0.1 per cent to 73.2 per cent, due to a fractional reduction in the male literacy rate. At present more than eight out of ten urban males are educated but the ratio is below that of 2008-09. In terms of level of education, near four out of ten literate people are not even matriculates. Another one out of ten is below intermediate, the survey reveals. Only 4.7 per cent of the total literate population has cleared intermediate but not bachelor's and just 4.3 per cent have a bachelor's or above. Even today over four out of ten Pakistanis are illiterate according to official figures. (Samad 2011)

Importance of education

All human beings come in this world without knowing that what will be done with him/her in future. It is the education which makes him/her a respectable person of society. Education provides the human being all those traits through which he/she can survive in the society

Significance of study

Each and every living organism has its self respect as well as rights of freedom in which all facilities are included. In these rights the right of getting education is also include and this right equally facilitate to both sexes gender wise. No one can resist them from getting education anyhow in different regions and areas in this world, some people are discriminated from this right. Mostly in India and Pakistan this trend was alarming in the world before the partition. The reason behind this practice was that Hindus and Muslims were living together but they were totally against to each other and always try to tease to each other. They fear from the rape with daughters though they didn't send to school. Now in Pakistan in some areas the female literacy is low as compare to male. This study is going to conduct for the investigation of causes behind the female illiteracy which can be helpful to eradication of this problem.

Objectives of the study

- To find out the socioeconomic level of people living in district Layyah.
- To investigate the hurdles in the way of female literacy
- To find out the causes of female illiteracy

2 THEORETICAL FRAMEWORK

The Functionalist Theory

Education produces knowledge, skills, information and many more things which are the basic need of human beings. These things are transformational which can be transfer from one generation to the next. Educations also well socialize the children. In the socialization of children mother plays an important role. If the mother is educated then she can produce good citizens of society. Mother provide aware the children with all of the norms, values, Cultural traditions. This all traits transfer to a child through mother's interaction. Educated mother transfer it properly according to current situation of society. An educated woman knows about her rights and duties. She can perform her duties properly and secure her rights if she is educated. By this condition the chance of exploitation decrease and a social control remain in society. A country can get progress if there will be a social control in the country and this control can be only through education. Female education can preserve the culture and it also changes the culture.

The Conflict Theory

In our country both societies are existed socialism and capitalism. Capitalism for those people who are consider as superiors and elite through their economy and wealth, and the socialism for those who were considered as middle and lower class people. As the sorting of schools on the base of this economic discrimination similarly the sorting and grouping of school is on the base of gender inequality. In our society the condition of "Haves and Have not" is present. Boys are consider as haves and girls are consider as have not because girls are mostly consider as the property of other home where she will be marriages. The parents invested mostly on their sons rather than daughters. They can afford all the expense of education for their boys but they show resistances at the time of spend money on female.

The Symbolic Interaction Theory

In our society each and every school has male workers in the different forms like teachers, sweepers, drivers, peons, gate keeper and security guard. The interactions of male teachers depend on the mental level of teachers as well as female student. If the polite and soft way of talking towards the female is for the positive means but parents and students interpret

it negative means then it becomes a difficult foe female to get education. The attitude and behavior of male workers towards female can be the reason of their illiteracy.

3 RESEARCH METHODOLOGY

The researchers adopted quantitative research design because the respondents of present research were easily available. Population of district Layyah was selected as the universe for the present research because Layyah was one of the cities in South Punjab where the female literacy ratio was low. Parents of girls who were illiterate were selected as respondent for the present research. In 1st stage researchers select a tehsil Layyah from district Layyah through simple random sampling. In 2nd stage researchers select 19 rural area Ucs out of 23 union councils in Tehsil Layyah and finally 3 UCs were selected where the female literacy was low at least and female population was more than male population. These UCs selected through systematic random sampling. In the present research 150 parents of girls selected through simple random sampling and Interview schedual was used as the tool for data collection. The reason was that the mostly people showed non serious behavior towards questionnaire and majority of respondents were illiterate. The interview schedule was pre-test to 10 respondents on the basis of response the interview schedule was finalized after introducing some modification in interview schedule to make it more relevant and understandable and SPSS was used for data analysis.

4 ANALYSIS OF THE DATA

Quantitative analysis was used for presenting and interpreting the Numerical data.

Variable	Frequency	Percentage
Age		(%)
20-30 years	3	2.00
31-40 years	26	17.30
41-50 years	69	46.00
Older than 50 years	52	34.70
Total	150	100.00
Gender		
Male	147	98.00
Female	3	2.00
Total	150	100.00
Education		
Literate	8	5.30
Illiterate	142	94.70
Total	150	100.00
Occupation		
laborer	65	43.30
farmer	75	50.00
shop keeper	9	6.00
housewife	1	0.70
Total	150	100.00

This table shows that 2% respondents were in the range of 20-30 years old and 17.3% respondents were in the range of 31-40 years old, 46% respondents were in the range of 41-50 years old, 34.7% respondents were at the age of more than 51. According to this situation maximum respondents were old, 98% respondents were male while only 2% respondents were female. Father participation shows that there is a patriarchy system in the rural area of district Layyah, 5.3% respondents were literate and 94.7% respondents were illiterate. This shows that the illiteracy of parents itself is the major reason of female illiteracy. This show that over all literacy rate is low. People know nothing about the literacy as well as female education. How can an illiterate person know about the advantages of education and 43.3% respondents were laborers by profession, 50% respondents were farmers, 6% respondents were shop keepers, .7% respondents were housewife. Cammish (1994), the owners of the schools collected a lot of revenue from the parents of the students which were learning there. The rules and regulations in the matter of fees and revenue were very strong and strict. Parents were bound to pay the fees and other dues on time. And these dues were very heavy which were difficult to pay for parents. So, many of the parents left

their daughters from the school because they cannot pay these expenses. This was the reason that increased the female illiteracy

Table 3. Distribution of respondents regarding income

Categories	Frequency	Percent
1000-5000	26	17.3
6000-10000	101	67.3
11000-15000	21	14.0
More than 16000	2	1.3
Total	150	100.0

This table shows that 17.3% respondents earn only Rs.1000 to Rs. 5000 monthly.67.3% respondents earn Rs.6000 to Rs.10000 monthly.14% respondents earn 11000 to 15000 monthly. And only 1.3% respondents earn more than 16000 monthly incomes. It means mostly respondents are hand to mouth and they are living in difficult economic condition.

Table 4. Distribution of respondents regarding number of daughters

Categories	Frequency	Percent
1-2	27	18.0
3-4	85	56.7
5-6	38	25.3
Total	150	100.0

This table shows the number of daughters living in a family.18% respondents had range of 1 to 2 daughters.56.7% respondents had 3 to 4 daughters. And 25.3% respondents had 5 to 6 daughters. Maximum rang of daughters was 3 to 4 daughters. . These figures show that the families are large but the income is low. So how can it possible that the children of a poor person get education.

Distribution of respondents regarding their perception about female education

Categories	Frequency	Percent
Strongly Agree	31	20.7
Agree	51	34.0
Neutral	33	22.0
Disagree	14	9.3
Strongly Disagree	21	14.0
Total	150	100.0

This table shows that 20.7% respondents replied that male education is more important than female education, 34% respondents were agreed that male education is more important than female education.22% respondents were neutral.9.3% respondents disagree with this statement while 14% respondents were strongly disagreed with this statement that male education is more important than female education. Marilee K (1995) Inequality is the common practice in different societies which is the great barrier in the way of female education. People remain stop at home their daughters and didn't send to school. Parents invest their money only on their male offspring. They think that boys are that the boys are the key of business for them but they consider the female as the property of other home where she will be marry. So, they think it will be the loss of money to invest on girls.

Table 5. Distribution of respondents regarding enrollment of their daughters

Categories	Frequency	Percent
Yes	36	24.0
No	114	76.0
Total	150	100.0

This table shows that 24% respondents replied that they sent their daughters to school while 76% respondents replied that they didn't send their daughters to school. This makes it clear that the majority of people don't send their daughters to school. They were hesitating to send their girls to school.

Table 6. Distribution of respondents regarding fee structure of schools in their area

Categories	Frequency	Percent
Self finance	99	66.0
Free of cost	51	34.0
Total	150	100.0

This table shows the fee structure of schools in rural areas. 66% respondents replied that fee structures of schools in their areas are self paid. Only 34% respondents replied that the schools in their areas are free of cost.

Table 7. Distribution of respondents regarding school distance

Categories	Frequency	Percent
1-2km	119	79.3
3-4km	31	20.7
Total	150	100.0

This table shows that 79.3% respondents replied that the school distance of their daughter was near to home and only 20.7% respondents replied that the school distance was some far from the house. This made it clear that school distance is not an issue in the target area.

Table 8. Distribution of respondents regarding early marriage as a reason of illiteracy

Categories	Frequency	Percent
To great an extent	25	16.7
To some an extent	60	40.0
Not at all	65	43.3
Total	150	100.0

This table shows that 16.7% respondents replied that early marriage is a reason of not sending their daughters to school. 40% respondents also not sent their daughters to school due to reason of early marriage. While 43.3% respondents replied that it was not a reason. Panos (2003) in the educational sector as the issue of public health, human rights and the educational constraint. This report stress to address the problem vigorously where it happens and also ensure that curricular and extracurricular opportunities allow young people to expose there sexual lives with violence and which can never effect on the education

Table 9. Distribution of respondents regarding perception about their daughter as she is property of other house

Categories	Frequency	Percent
To great an extent	67	44.7
To some an extent	43	28.7
Not at all	40	26.7
Total	150	100.0

This table shows that 44.7% respondents think that their daughters will serve to other house when she will get marriage. Similarly 28.7% respondents think as this while only 26.7% respondents replied that it was not a reason. So we can say that people's negative thinking is also a reason of less participation of female in education.

Table 10. Distribution of respondents regarding the domestic activities of their daughters

Categories	Frequency	Percent
Yes	142	94.7
No	8	5.3
Total	150	100.0

This table shows that 94.7% respondents replied their daughters perform domestic activities. While only 5.3% respondents replied that their girls do not perform domestic activities. Marilee K (1995) Girls are often considered as a source of household labor that will leave their families upon marriage and become part of the labor force of another family. Boys, on the other hand, are expected to provide support to their families of origin when they become adults. When this is the case, it is economically sounder to invest in the education of boys than in that of girls, particularly where money for education and basic necessities is scarce.

Table 11. Distribution of respondents regarding their opinion about female education

Categories	Frequency	Percent
I want to provide education to girls but society creates hurdles	48	32.0
Islam does not allowed female to get education	57	38.0
Women remain in the boundary wall	20	13.3
It is immoral that women come out of house	10	6.7
Female become over clever and do not obey the parents after getting education	7	4.7
Due to bad situation of environment through wandering boys	3	2.0
Because of coeducation	5	3.3
Total	150	100.0

This table shows the opinion of those people who were against the female education.32% respondents told that I want to provide education to my daughters but the people of society cannot bear it.38% respondents told that Islam does not allowed the female to get education. They have misperception about the Islamic education.13.3% respondents replied that women should remain only within the house four wall. Similarly 6.7% respondents replied that it is immoral that women come out of house to get education.4.7% respondents replied that female become over clever after getting education and don't obey the parents.2% respondents replied that they don't sent their daughters out of house to get education due to bad situation of environment by wandering boys. 3.3% respondents replied that they are against the coeducation system.

Null Hypothesis: Negative attitude of community people about female education has no effect upon the ratio of female enrollment in school.

Alternate Hypothesis: Negative attitude of community people about female education has effect upon the ratio of female enrollment in school.

Hypothesis testing 1

Table 12. Cross tabulation between the negative attitude of people towards female education and less enrollment of girls to school.

If the answer is b then to what an extent you think that this behavior of the people is the reason of female illiteracy	Total	
	Yes	No
People of your area are in the favor of female education		
great an extent	22	41
some an extent	27	35
not at all	16	9
Total	65	85

Level of Significance = 0.05, Level of Confidence = 0.95, Degree of freedom=2

$$\text{Chi-Square Test} = \chi^2 = \sum \frac{(fo - fe)^2}{fe} = 6.165, \text{ Tabulated Value} = 5.99$$

Calculated value 6.165 was greater than the tabulated value 5.99. So, the alternate hypothesis is true. Thus it was proved that Negative attitude of community people about female education decrease the ratio of female enrollment in schools. The null hypothesis agreed that there was no relationship between two variables. The alternate hypothesis agreed that there was relationship between two variables. Thus the alternate hypothesis accepted that Negative attitude of community people about female education has an effect upon the ratio of female enrollment in school. The value of chi square was 6.165 and the tabulated value was 5.99 the difference between the observed frequency and the expected frequency was very large and thus the null hypothesis rejected. It was the opinion of the majority of the respondents that they didn't sent their daughters to schools for getting education. When the researcher asked the reason behind this answer then they replied that they want to send their daughters to school but the negative behavior of the people toward female education hesitate them to send their daughters to school. Some people had misperception of Islamic ideas about female education.

Hypothesis testing 2

Null Hypothesis:A long distance of school from the houses has no effect upon the enrollment ratio of girls in school.

Alternate Hypothesis:A long distance of school from the houses has an effect upon the enrollment ratio of girls in school.

Table 13. Cross tabulation between the school distance and less enrollment of girls in school.

How many distance of girl's school from your house? To what an extent you think that the distance of the school is the reason of not sending her to school?	Total	
	1-2km	3-4km
great an extent	10	19
some an extent	29	11
not at all	80	1
Total	119	31

Level of Significance = 0.05, Level of Confidence = 0.95, Degree of freedom=2

$$\text{Chi-Square Test} = \chi^2 = \sum \frac{(fo - fe)^2}{fe} = 55.374, \text{ Tabulated Value} = 5.99$$

The calculated value of Chi-Square 55.374 > Tabulated value 5.99, so we rejected the null hypothesis at .05 level of significance. Thus it was proved that long distances of school from the houses decrease the enrollment ratio of girls in school. The null hypothesis agreed that there was no relationship between two variables. The alternate hypothesis agreed that there was relationship between two variables. Thus the alternate hypothesis accepted that Long distances of girl's school decrease the participation rate of female in education. The value of chi square was 55.374 and the tabulated value was 5.99 the difference between the observed frequency and the expected frequency was very large and thus the null hypothesis rejected. The opinion of the parents was that they have no spare time in which they pick and drop their girls to school more over they cannot trust any other person who agree to facilitate their daughters to pick and drop them because of the fear of rape, illegal sex and pregnancy. During their comments researcher absorb that the people of these areas were financially weak and hand to mouth and they spent their most of time in their earning and had no time for their daughters. So they prefer illiteracy rather than education.

5 CONCLUSIONS & MAIN KEY FINDINGS OF THE STUDY ARE THE FOLLOWING

In the UCs jamman shah ,thal jandi and sreshta thal regions girls indeed drop out of schools, but the Prevalence of the event is less for UC jamman shah and higher for ,thal jandi and sreshta thal when a comparison is made in relation to the national statistics. Findings revealed that more systematic efforts are apply to reduce the female illiteracy jamman shah. The highest proportion of female illiteracy in the study is unmarried. As far as the parental background of girls is concerned, most of the household heads included in the samples are females, in UC jamman shah and, thal jandi and sreshta thal. In, thal jandi and sreshta thal and the UC jamman shah, parents whose daughters dropped out are engaged in low income and misperception of Islamic education.

- 1- Majority of respondents was in the range of 41-50 years old. . According to this situation maximum respondents were old. In the early age of Pakistan the overall literacy rate was very low and people knew nothing about the education. They have misperception about the female education according to Islamic educations.
- 2- Majority of respondents were male while only 2% respondents were female. This figure shows that there is a patriarchy system in the rural area of district Layyah. This result shows that there is patriarchy system in the rural areas of district Layyah because people were disagree that any person talk with their females.
- 3- Majority of respondents was illiterate. This shows that the illiteracy of parents itself is the major reason of female illiteracy. This show that over all literacy rate is low. People know nothing about the literacy as well as female education. How can an illiterate person know about the advantages of education?
- 4- Majority of respondents earn Rs.6000 to Rs.10000 monthly. It means mostly respondents are hand to mouth and they are living in difficult economic condition. So how can they provide costly education to their daughters?
- 5- In mostly houses head of families were father. This figure shows that there is a patriarchy system in rural areas of district Layyah.
- 6- Majority of the respondents replied that they sent their boys to school while only 34% respondents replied that they didn't sent their boys to school. This makes it clear that the people send their boys to school while they are hesitate to send their girls to school. So, we can say that it is gender discrimination.
- 7- The standard time duration in Punjab is 6 working hours but due to lose monitoring system each school has its own tome function. This factor affect on people that they think that there is a little study in the schools. Due to this situation they do not send their offspring to schools.
- 8- Mostly people don't send their daughters to school due to the male teaching and other staff working in female school. People are threatening about the rape with her daughter and illegal pregnancy.
- 9- Some parents threaten about the teacher's punishment over to their daughters. They bring up their daughters with great love and cannot accept any stress on their daughters but when they go to school they punished by the teacher which is unbearable by the parents. So this is also a reason.
- 10- Mostly parents think that teachers get some personal work from their daughters like foot and head massage, engage their children etc. They think that their daughters go to school only for the service of teachers. So they don't send them to school.
- 11- Mostly people of those areas are poor and hand to mouth. They cannot afford the expenses of boarding. This is also a major reason.

- 12- It is a trend of those areas that they married their daughters in early age. So they don't provide education while in her practical life she will not continue her study. So this little education is nothing for her. They think that it is better for her to still home while go to school.
- 13- A very dangerous and negative thinking is found in those areas. They think that their daughter is the properties of the other house where she will be go after marriage. So it is a total loss for them. Due to this reason they don't send them to school.
- 14- Domestic work and crop field work is considered as the major and responsible work in those areas. People engaged their daughters in the domestic and crop field works.
- 15- Mostly people of those areas were illiterate and were aware less about the advantages and right of female education. They were disagreeing about the female education.
- 16- It was a huge patriarchy system in those areas which was against of female education due to illiteracy.
- 17- Some people respond that they are in the favor of female education and they also want to provide education to their daughters. But the people of society cannot accept this. They told that govt should provide awareness to the illiterate people about the advantages and right of female education.
- 18- Some people commented that girls become over clever after getting education and they forget their norms value and attempt to shout on their parents. Girls feel that they have more thinking as compare to their parents after getting education and they neglect the respect of their parents.

REFERENCES

- [1] Cammish NK and Broke c. (1994).state status and status, Que. factors affecting the education of girls in Cameroon: international Journal of education Development
- [2] Marilee.K.(1995).Women and Empowerment Participation and Decision Making. Literacy and access to formal education: United Nations, The World's Women
- [3] Muodumogu.C.(2007). Literacy empowerment for functional living. In S.An Andema & K. Adoo- Adeku (Eds.), Literacy for development in Africa: Some issues and concerns. Ghana: Ghana Reading Association (pp.191-199).
- [4] Ochefu.Y.A.(2007). "Men work harder but women work longer: An analysis of gender relations, labor and production in Idoma and Tiv societies. In O.O. Okpeh, & D.P. Sha (Eds), Gender, power and politics in Nigeria. Makurdi: Aboki Publishers (pp 57-72).
- [5] Samad.N.(2011).Knowledge in rural areas, particularly in female Published in the Express Tribune, February 15th, 2011.
- [6] UNESCO.(2005).Institute for Statistics and adult literacy rates and illiterate population by region and gender. United State
- [7] Webster.A.(1999).Functional versus Critical Literacy in the rehabilitation of offenders. International Journal of lifelong Education 18 (1) 49-60.