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**QLANTIC**  
 JOURNAL OF  
 SOCIAL SCIENCES

## A Cultural Transformation: Pakistani Girls Outperforming Boys in Education

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**Abstract:** *In this paper, we highlight and present a nuanced picture of girls' outperformance and boys' underperformance in education in the urban centres of Pakistan. This is a very interesting and remarkable gender reverse trend in education performance in the dominated socio-cultural context of Pakistan. The paper takes into account the annual results of two examination boards: a) Board of Intermediate and Secondary Education (BISE) Peshawar and b) Board of Intermediate and Secondary Education (BISE) Faisalabad, Pakistan. Employing content analysis techniques, we have examined young boys' and girls' educational performance in secondary school certificate (SSC) and higher secondary schools certificate (HSSC) examinations from 2002 to 2016. The paper takes into account the first three positions as an indicator of outperformance. The paper simply highlights the trend of structure transformation and does not inquire about reasons for boys' underperformance and girls' outperformance. The study findings suggest that girls are outperforming boys in the urban centres of Pakistan.*

**Key Words:** Gender, Outperformance, Structure Transformation, Educational Performance, Culture

### Introduction

In recent years, girls' outperformance and boys' underperformance in education have been observed across Pakistan. This is a very interesting and remarkable gender reverse trend in education performance in male-dominated socio-cultural environments. Girls' outperformance in school and college level examinations is a very significant change and needs to be closely examined. Before we give a detailed picture of girls' outperformance and boys' underperformance at school and college levels, we deem it important to outline the study context.

### The study Context

The Islamic Republic of Pakistan is one of the Muslim-dominated states situated in South Asia. Gender inequalities, like social class inequalities, in the country are vividly visible in almost all spheres of life. Men remain the principal possessors and controllers of social, economic, political and religious power. Men's hegemony in the public domain is believed to be divine and natural-resulting from biological and psychological differences between men and women (Ullah, 2013). The essentialist view of gender (gendered behaviours are due to inevitable biological differences) is deeply rooted and constantly reproduced in school textbooks, media and other forms of daily discourses (Ullah & Haque, 2016; Ullah & Khan, 2014). In a nutshell, it can be argued that gender inequalities pervade in almost all spheres of society, including education.

Despite some progress (today, more girls than ever attend school and college), girls continue to face multiple barriers based on gender, class, ethnicity and geographical location in access to education in general and quality education in particular (Noureen, 2011). There is a vivid gap in the number of educational institutions and facilities available to boys and girls. A total of 65,623 schools for boys and 63,129 schools for girls are functional in the country. Some 62,140 schools have co-education. Similarly, there are 1,987 colleges for boys and 1,697 colleges for girls. Two thousand five hundred sixty-seven

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colleges have co-education (Statistics, [2015-16](#)). Pakistan Education Statistics further reports the number of boys and girls ratio in schools and colleges. The total number of male students in schools is 16,559,585. The number of female students is 16,609,416. A total of 1,124,071 boys and 761,022 girls are enrolled in the aforementioned colleges. These statistics show that girls lack equality with boys: the number of educational institutions for boys is much higher than those that exist for girls. In the case of Khyber Pakhtunkhwa (KP), for example, there are 28,178 public schools -17649 for boys and 10,529 for girls (Shams, [2017](#)). Similarly, the total number of colleges in KP is 158 (94 for boys and 64 for girls). Official data reveal that male teachers are more in number and have better and higher qualifications than female teachers (Education, [2018](#)). Besides these numerical differences between boys' and girls' schools and colleges, a wide gap between male and female literacy persists. With an overall 58 per cent literacy rate, the female literacy rate is 48 per cent as compared to 70 per cent for males (Survey, 2017-18). It is worth mentioning that the lack of girls' schools, availability of qualified female teachers and absenteeism from school among girls is worse in rural areas of Pakistan than in the urban (Mustafa, [2012](#)). A complete picture of province, gender and year-wise enrollment for the year 2015-16 is presented in *Appendix A & B*. A cursory examination of the statistics in *Appendix A & B* shows that education, like all other social institutions, historically remained gendered. Despite political rhetoric and literacy programmes since 1947, the gap between female and male literacy and female and male access to quality education is still wide and needs to be understood with a historical lens.

Modern/Secular education, introduced by British rulers during colonial times, was dominantly imparted to men, especially to upper and middle-class boys (Saigol, [1997](#); Ullah, [2013](#)). Men's control and hegemony of the public domain, including education, continued after the independence of the country in 1947. After independence in 1947, education started flourishing in the urban centre of Pakistan and remained the right of boys, especially the elite's sons. The flourishing of education with the passage of time provided urban girls with an opportunity to attend school. However, their education was limited (up to secondary or higher secondary level). Similarly, their subject choice remained gendered (Ullah, [2013](#)). Men, being the controllers of social, political and economic power, are believed to be the breadwinner and, therefore, the real beneficiaries of education (Ullah & Ali, [2012](#); Ullah, Ali, & Ahmad, [2018](#)). Good education and educational achievement of boys were and are still associated with their bright future and the perpetuation of domestic ideology norms. Education for boys is believed to be instrumental. For women, education was considered an ornament to equip themselves with good manners (Saigol, [1997](#)). Women education was aimed to enable them to secure the title of best wife, sister and mother (Saigol, [1997](#); Ullah, [2007](#)). Girls were increasingly educated in exclusive female schools and colleges (dominantly in subjects and curriculum) that reinforced the boundaries of the domestic sphere. This belief in women's education kept women passive and less motivated in education (Ullah, [2007](#), [2013](#)). It can be argued here that this approach to education reproduced a symbolic form of masculinized privilege ensured through the exercise of social and cultural ideas and practices in education (Dillabough, [2006](#)).

The ground, however, is shifting. Pakistan's commitment to international treaties and conventions (i.e., UDHR, CRC, Education for All), the intervention of international agencies, i.e., UNESCO, UNDP, etc., and the indigenous feminists' voices have paved the way for young girls to quality education, especially in the urban centres of Pakistan. The increased access to equal education has enabled young Pakistani girls to compete with boys in education. Today, the ground is shifting, and girls are doing better than boys in education. This trend towards girls' outperformance in the urban centres of Pakistan is remarkably similar to the gender reverse trend in education that is taking place in a number of developed and developing countries.

Research studies from a number of countries show that girls outperform boys at school, college and university level examinations. McDowell ([2000](#)) and Hung, Yoong, and Brown ([2012](#)) in the United Kingdom; Peter and Hull ([1969](#)) and Bae, Choy, Geddes, Sable, and Snyder ([2000](#)) in the United States of America; Steele ([1997](#)) in Japan; Adler, Kless, and Adler ([1992](#)). and Whitney and Smith ([1993](#)) in Australia, Allen ([1992](#)) in Germany and Mickelson ([1989](#)) in France found that girls outperform boys in education. These and many more such studies in the global north have concluded that girls are outperforming boys in education. It is pertinent to mention here that a similar trend has also been observed in the global south. Evidence from Kenya, Jordan, Bangladesh, Turkey, Iran and India shows that female students perform

better than male students and secure good grades (Bauer, 2000; Buchmann & DiPrete, 2006; Datta, 2014; Good, Aronson, & Inzlicht, 2003; Rahman, 2005). The findings of these studies have established a convincing thesis that girls' outperformance and boys' underachievement in education has become a worldwide trend. This does not mean that another study focusing on gender difference in education achievement is useless. We believe that more and more studies in different socio-cultural environment are needed for an informed comprehensive understanding of the phenomenon.

This study, thus, aims to examine the recent trend of girls' outperformance and boys' underperformance in education in Pakistan. The intention of this paper is to give an overview of the gender reverse change in SSC and HSSC examinations performance. We believe that examining and highlighting girls' outperformance in education in Pakistan (where gender inequality is rampant and young women's place in the public domain, including education, is restricted and limited) is immensely important and interesting. It is noteworthy to mention here that, unlike the global north, girls and boys are educated in sex-segregated educational institutions. Male teachers taught boys in exclusive boys' schools, and female teachers taught girls in exclusive girls' schools. We believe that this study may be one of the first studies to challenge the essentialist understanding of gender and education performance. The findings may lead to a public debate that girls are as competent and intellectually smarter as boys, provided that they get equal chances and access to the public domain, including education.

It is important to state here that we avoid engaging in exploring the underlying causes of girls' success and boys' failure. Similarly, we do not engage in the theoretical debate regarding differences in academic achievements and motivation for study between boys and girls. See Skelton and Education (2006), Gurian (2010), Bauer (2000), Biddulph (1998), etc. for the debate and discussion on boys underachievement. Nevertheless, one can read the biological/naturalistic explanation, cognitive/emotional explanation and socialization theories on boys' underperformance and girls' outperformance. It is, however, important to note that these explanation are neither conclusive nor final but in process.

## Methods

The data for this study come from SSC and HSSC examinations. Using a content analysis approach, we analyzed boys' and girls' performance in the SSC and HSSC examinations of the two selected boards from 2000 to 2016. The selected boards were: a) BISE-Peshawar, Khyber *Pakhtunkhwa*, and b) BISE-Faisalabad in the province of Punjab, Pakistan. These boards are located in the urban centres of Pakistan. It is pertinent to mention here that SSC and HSSC board examinations play a pivotal role in determining one's educational journey and career. Admission to good and reputed colleges banks on the SSC examination, whereas admission into professional colleges, i.e., medical colleges, professional institutions and universities, is based on HSSC examinations.

As mentioned earlier and reiterated here, we employed the content analysis technique on the results books of the aforementioned two boards from the years 2000 to 2016. We took the top three (1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup>) positions in SSC and HSSC examinations into consideration as indicators of outperformance. The analysis of results books from 2000 to 2016 revealed girls' outperformance in SSC and HSSC examinations. It will not be a sweeping statement to argue that girls' outperformance in these examinations paves their way to professional colleges, which, we believe, will provide them a gateway to professional careers in the public domain.

## Findings and Discussion

### Girls outperformed boys in SSC and HSSC Examinations

Girls in Pakistan do better than boys in school and college examinations. This paper gives an overview of gender differences in educational achievement in SSC and HSSC examinations in Pakistan. The statistics in Table 1 show the differences between boys' and girls' performance in the SSC and HSSC examinations conducted by BISE Peshawar and BISE Faisalabad. The table gives a succinct account of the top three position holders in SSC and HSSC examinations in the last 16 years. In KP, ten girls and only four boys secured 1<sup>st</sup> position in the SSC examinations conducted by BISE Peshawar. Similarly, 11 girls and only three boys got 2<sup>nd</sup> and 3<sup>rd</sup> positions from 2002 to 2016. Girls in the province of Punjab demonstrated almost similar results in the SSC examination of the BISE. Girls delivered better than boys by grabbing eight first



positions. Similarly, girls secured 8-second positions. Seven-second positions went to boys. 3<sup>rd</sup> position throughout these examinations was bagged by girls.

The statistics in Table 2 depict the outperformance of female students in the HSSC examination of BISE Peshawar and BISE Faisalabad. The female students outshined the boys by clinching 12 first positions, while only two boys stood first in the HSSC examination in the last sixteen years. Similarly, out of 16 years of results, the second positions for 14 years were secured by girls. Moreover, girls secured the 3<sup>rd</sup> position for 11 years while the same position was secured by boys only for three years. Boys outperformed girls in the results announced by the Faisalabad Board. Table 2 shows that the top 12 positions were bagged by boys and six by girls. However, as far as the second position is concerned, 9 out of 16 were secured by girls. The conclusion that we reach from the analysis is that girls are doing better than boys in education. A comprehensive picture of group-wise results of girls' and boys' performance in the HSSC examination from 2000 to 2016) is given in Appendix –C.

**Table 1**  
Girls and boys performance in the SSC examinations (2000-2016)

Year	Khyber Pakhtunkhwa				Punjab			
	Overall Positions			Out Performed	Overall Positions			Out Performed
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>		1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	
2000	Data not available				B	G / B	G / G	G
2001	Data not available				B	G	G	G
2002	G	B	B	B	B	B	B	B
2003	G	G	G	G	Data not available			
2004	G	G	G	G	G	G	Boy	G
2005	B	G	B	B	G	B	B / B	B
2006	G	G	G	G	G	G	G	G
2007	G	G	G	G	G	B / B	G	B / G
2008	G	G	G	G	Data not available			
2009	G	B	G	G	Data not available			
2010	B	G	G	G	B	B	B	B
2011	G	G	G	G	B / G	G	G	G
2012	G	G	G	G	G	B / B	G / G	G
2013	G	G	G	G	G	Girl	G / G / G	G
2014	B	G		G	B	B	B	B
2015	B	B	B	B	G	G	G	G
2016	G	G	G	G	B	B	G	B
Out Performed: Girls (G)=80%, Boys (B)=20%				Out Performed: Girls (G)=60%, Boys (B)=40%				
Source: BISE Peshawar				Source: BISE Faisalabad				

The data further reveal the overall performance of boys and girls in the SSC examination held from 2002 to 2016 (Appendix D). In the year 2002, a total of 74677 boys appeared in the SSC examination. Only 29053 boys passed the examination. The pass percentage of boys was 38.9. In the same year, a total of 24412 girls appeared in the SSC examination. Thirteen thousand two hundred two girls successfully qualified for the exam and outshined boys by attaining a 54.1 pass percentage rate. Similarly, the statistics for the year 2003 also depict a high success rate for girls. Similarly, 29102 boys appeared in the examination conducted in the year 2004. Fifteen thousand one hundred seventy-two boys were declared successful with a passing percentage of 52.1, which is less than that of female students passing percentage, which was 57.7. The exam result of the year 2005 shows the outperformance of the female students -41.4 % of girls and 64.6% of boys passed the examination. In the 2006 examination, the passing rate of girls was 58.5 per cent, while that of boys was 53 per cent. In the examination held in the year 2007, the success rate of the female students was 65.4 per cent, while that of the male students was 57.2 per cent. The result of the year 2008 reveals that girls have shown good results as compared to boys. Similarly, the result of the examination held in the year 2008 presents that the passing percentage ratio of female students is 73.8 per cent, whereas the passing percentage of male students is 66.9. The success rate of female students in the 2009

examination was 84.4 per cent, whereas that of boys was 80.5. This represents a significant difference between girls' and boys' success in the examination held in 2010. 83.5 per cent of girls qualified for their exams successfully, and the boys' success ratio was 81.1 per cent. The statistics of the examination for the year 2011 indicate that 83.2 per cent of girls have passed their exam as compared to 79.5 per cent of boys. Likewise, in 2012, the passing ratio of female students was 86.5 per cent, while that of the male students was 83.1 per cent. The statistics for the 2013 year show that 88.7 per cent of girls and 87.1 per cent of boys qualified for their SSC exam successfully. The data in the table further show that girls have done well in the examination taken in the year 2014. The statistics of 2014 reveal that the qualifying ratio of the girl students is 84.7 per cent, whereas the boys' passing ratio is 81.1 per cent in the same exam. Similarly, the result of the examination held in the year 2015 and 2016 also shows outstanding performance of female students, which represents girls' good performance.

Table 2 describes girls' and boys' performance in the HSSC examination from 2000 to 2016. As stated earlier and reiterated here, the first three positions were fixed as indicators of outperformance. In the examination held in the year 2002, girls outclassed boys by claiming the top first three positions (1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup>). However, boys did well in the examination held in the year 2003. Boys shared two positions, i.e., 1<sup>st</sup> and 3<sup>rd</sup>, with girls. Girls did better than boys by securing the first two positions in the examination conducted in the year 2004. The examinations held in the year 2005, 2006 and 2007 were totally dominated by girls and clinched all the positions. However, in the HSSC examination in 2008, boys outperformed girls and bagged all three positions. Girls outshined boys in the examination conducted in 2009 by grabbing all the positions. The result statistics of the year 2010 and 2011 show outstanding performance of girls. Girls whitewashed boys and grabbed all three top positions in the examinations conducted from 2012 to 2016. These statistics suggest that girls have been outperforming boys in education in *Khyber Pakhtunkhwa*. Looking at the boy's and girls' educational performance in the province of Punjab, we came to know that boys are doing better than girls in the overall results. Nevertheless, girls are performing better than boys in many disciplines (*Appendix E*).

**Table 2**

*Girls and boys performance in the HSSC examinations (2000 -2016)*

Year	Khyber Pakhtunkhwa				Punjab			
	Overall Positions			Out Performed	Overall Positions			Out Performed
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>		1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	
2000		Data not available			B	B	B	B
2001		Data not available			G	G	G	G
2002	G	G	G	G	B	B	B	B
2003	B	G	B	B	B	B	B	B
2004	G	G	B	G	B	G	B / B	B
2005	G	G	G	G	B	G	G	G
2006	G	G	G	G	B	B	G	B
2007	G	G	G	G	B	B	G / G	B / G
2008	B	B	B	B	B	G	B	B
2009	G	G	G	G	B	B	B	B
2010	G	G/	B	B	B	G	B	B
2011	G	G/B	G	G	G	G	G	G
2012	G	G	G	G	G / B	B	B	B
2013	G	G	G	G	B / G	B	B / B	B
2014	G	G	G	G	G	G	G	G
2015	G	G	G	G	G	G	G	G
2016	G	G	G	G	B	G	G	G

Out Performed: Girls (G)=80%, Boys (B)=20%  
Source: BISE Peshawar

Out Performed: Girls (G)=38.9%, Boys (B)=61.1%  
Source: BISE Faisalabad

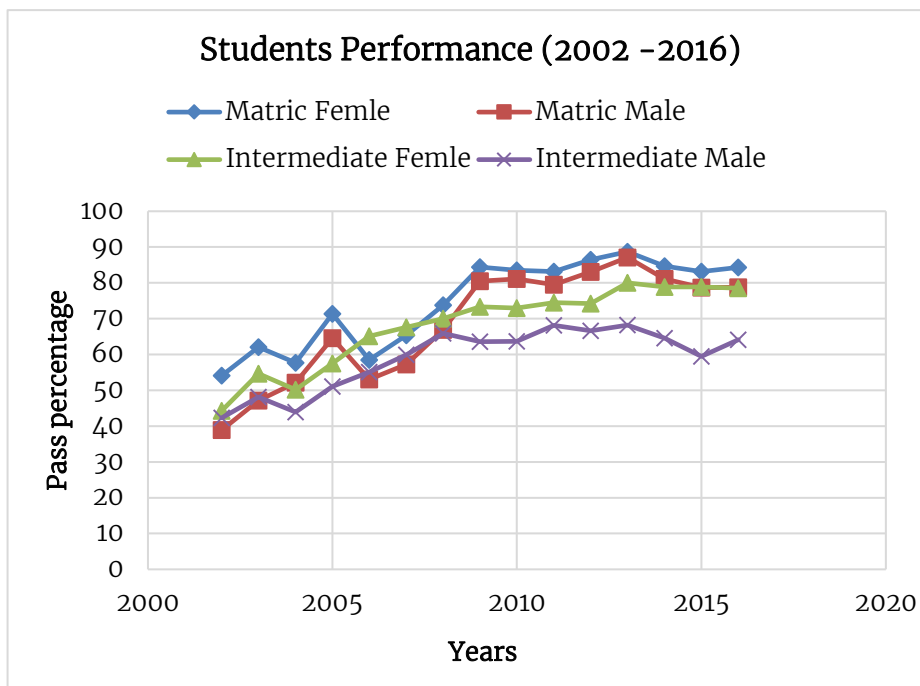
The data show girls' and boys' performance in the HSSC examination from 2002 to 2016 (*Appendix F*). In the year 2002, a total of 26400 boys appeared in the HSSC examination. Only 11160 boys (42.3% per cent



passing rate) passed the examination. In the same year, a total of 12007 girls appeared in the HSSC examination. Five thousand three hundred twenty-five girls qualified for the exam and outclassed boys by attaining a 44.3 pass percentage rate. The results of the years 2003 and 2004 reveal a remarkable success rate for girls. Thirty-two thousand seven hundred forty boys appeared for an examination held in the year 2005, and 16725 qualified for their exam with a passing percentage of 51.1, which is less than the girls' passing percentage, which was 57.5. The statistics for the year 2006 reveal the outperformance of female students. 65.1 per cent of girls and 55.1 per cent of boys passed the examination. The success rate of female students is 67.6 per cent, whereas that of the male students is 59.9 per cent for the examination conducted in the year 2007. The results of the examination held in the year 2008 show an excellent performance of girls. Girls outshined boys in the examination taken in the year 2009 by attaining a 73.3 passing percentage, whereas boys passing percentage rate is 63.6. Girls continued their good performance in the examination held in the year 2010 and outclassed boys (73 per cent of girls and 63.7 per cent of boys qualified for the examination). The statistics indicate that 74.5 per cent of girls have passed their examination while the passing percentage of the boys is 68.1 per cent for the examination held in the year 2011. This vividly represents the good performance of the female students. Likewise, in the year 2012, the passing ratio of female students was 74.2 while that of male students was 66.6 per cent. The data in the mentioned table reveal that female students have performed well in the examination taken in the year 2013. The statistics of the same year show that 80 per cent of the female students have passed their exams while the passing ratio of the male students is 68.2 per cent. The table further shows that girls have done well in the examination taken in the year 2014. As the statistic of the said year reveals, the qualifying ratio of the girls' students is 78.9 per cent, while that of the boys, the passing ratio in the same year is 64.6 per cent. Similarly, the results of the examination held in the year 2015 and 2016 also shows good performance of the girl. Figure No. 1 substantiates the aforementioned argument. Figure No. 1 presents the data trends of metric and intermediate-level examination performance of girls and boys from 2002 to 2016 in the SSC and HSSC examinations.

**Figure 1**

*Girls and boys performance in the SSC and HSSC examinations (2002-2016)*



**Conclusion**

The overall conclusion that we reach from the analysis of boys' and girls' educational achievements in SSC and HSSC examinations in the two provinces (KP & Punjab) of Pakistan is that girls are doing better than boys at school and college levels. The study findings unpack the trend of girls' outperformance in education. We believe that this is a very significant change in the dominant cultural context of Pakistan.

The point that needs to be highlighted and celebrated is that girls' outperformance in education, despite vivid inequality in access to quality education, may challenge the stereotypical belief that boys/men are inherently smarter and more intelligent than girls/women. We believe that these findings when communicated through media (newspapers and television) to the larger public in the country, may communicate a strong message that girls are as intelligent and good as boys, provided that they get the same access to education available to boys.

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### Appendix-A

Table 3

Enrolment (public, other public, private sector) by province, stage, gender and location (2015–16)

Province/ Region	Stage	Urban			Rural			Total			
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
Punjab	Pre Primary	844,690	771,941	1,616,631	1,745,298	1,510,250	3,255,548	2,589,988	2,282,191	4,872,179	
	Primary	1,760,550	1,658,828	3,419,378	3,516,988	3,052,057	6,569,045	5,277,538	4,710,885	9,988,423	
	Middle	832,060	797,552	1,629,612	1,154,464	958,511	2,112,975	1,986,524	1,756,063	3,742,587	
	High	568,481	541,691	1,110,172	525,783	413,300	939,083	1,094,264	954,991	2,049,255	
	Higher Sec.	186,973	240,605	427,578	190,326	169,064	359,390	377,299	409,669	786,968	
	Degree	-	-	-	-	-	-	-	-	-	749,482
	Total	4,192,754	4,010,617	8,203,371	7,132,859	6,103,182	13,236,041	11,325,613	10,113,799	22,188,894	
KP	Pre Primary	85,733	69,769	155,502	604,064	492,999	1,097,063	689,797	562,768	1,252,565	
	Primary	318,371	220,775	539,146	1,540,892	1,058,950	2,599,842	1,859,263	1,279,725	3,138,988	
	Middle	156,900	101,582	258,482	545,456	275,479	820,935	702,356	377,061	1,079,417	
	High	84,732	55,604	140,336	245,929	110,031	355,960	330,661	165,635	496,296	
	Higher Sec.	80,213	25,864	106,077	237,605	36,282	273,887	317,818	62,146	379,964	
	Degree	16,425	14,883	31,308	10,641	4,122	14,763	27,066	19,005	46,071	
	Total	742,374	488,477	1,230,851	3,184,587	1,977,863	5,162,450	3,926,961	2,466,340	6,393,301	

Source: Pakistan Education Statistics 2015–16

### Appendix-B

Table 4

Enrolment by stage, gender and location (public sector) 2015–16

Level	Stage	Punjab									
		Urban			Rural			Total			
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
High	Class 9	172,291	160,750	333,041	215,852	141,896	357,748	388,143	302,646	690,789	
	Class 10	129,076	142,373	271,449	170,247	122,449	292,696	299,323	264,822	564,145	
	Total	301,367	303,123	604,490	386,099	264,345	650,444	687,466	567,468	1,254,934	
High Sec.	Class 11	8,720	14,860	23,580	15,909	14,593	30,502	24,629	29,453	54,082	
	Class 12	6,973	12,876	19,849	11,476	11,836	23,312	18,449	24,712	43,161	
	Total	15,693	27,736	43,429	27,385	26,429	53,814	43,078	54,165	97,243	
Khyber-Pakhtunkhwa	High	Class 9	24,547	20,367	44,914	101,811	50,524	152,335	126,358	70,891	197,249



	Class 10	19,853	17,822	37,675	83,529	40,314	123,843	103,382	58,136	161,518
	Total	44,400	38,189	82,589	185,340	90,838	276,178	229,740	129,027	358,767
High Sec.	Class 11	3,665	4,210	7,875	15,730	6,881	22,611	19,395	11,091	30,486
	Class 12	2,384	2,716	5,100	11,028	4,546	15,574	13,412	7,262	20,674
	Total	6,049	6,926	12,975	26,758	11,427	38,185	32,807	18,353	51,160
G. Total		367,509	375,974	743,483	625,582	393,039	1,018,621	993,091	769,013	1,762,104

Source: Pakistan Education Statistics 2015-16

### Appendix-C

Table 5

Girls and boys performance group-wise in the SSC examinations (2000-2015)

Year	Science Group				General Group			
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	Overall Outperform	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	Overall Outperform
2000	B	G / B	G	B / G	G	G	G	G
2001	B	G	G	G	G	G	G	G
2002	B	B	B	B	B	G	G	G
2003	*				*			
2004	G	G	B	G	G	G	G	G
2005	G	B	B	B	G	G	G	G
2006	G	G	G	G	G	G	B	G
2007	G	B	G	G	G	G	G	G
2008	*				*			
2009	*				*			
2010	B	B	G	B	G	G	G	G
2011	B / G	G	G	G	G	G	G	G
2012	G	B	G	G	G	G	G	G
2013	G / B	G	G	G	G	G	G	G
2014	B	B	B	B	G	G	G	G
2015	G	G	G	G	G	G	G	G

Out Performed: Girls (G)=64.3%, Boys (B)=35.7%      Out Performed: Girls (G)=100%, Boys (B)=00%

Source: BISE Faisalabad

### Appendix-D

Table 6

Girls and boys performance in the SSC examinations (2002-2016)

Year	Gender	Appeared	Passed	Percentage Rate
2002	Male	74677	29053	38.9
2002	Female	24412	13202	54.1
2003	Male	34157	16096	47.1
2003	Female	11679	7250	62.1
2004	Male	29102	15172	52.1
2004	Female	11169	6445	57.7
2005	Male	27609	17839	64.6
2005	Female	12422	8871	71.4
2006	Male	29407	15599	53
2006	Female	12041	7045	58.5
2007	Male	38245	21887	57.2
2007	Female	14154	9261	65.4
2008	Male	38593	25831	66.9
2008	Female	15143	11185	73.8
2009	Male	31114	25052	80.5



Year	Gender	Appeared	Passed	Percentage Rate
2009	Female	15130	12767	84.4
2010	Male	36650	29717	81.1
2010	Female	15932	13314	83.5
2011	Male	39841	31663	79.5
2011	Female	16717	13916	83.2
2012	Male	41589	34571	83.1
2012	Female	17854	15456	86.5
2013	Male	43495	37903	87.1
2013	Female	18171	16130	88.7
2014	Male	47372	38431	81.1
2014	Female	19142	16222	84.7
2015	Male	47927	37732	78.7
2015	Female	20283	16879	83.2
2016	Male	49271	38811	78.8
2016	Female	21104	17798	84.3

Source: BISE Peshawar

### Appendix-E

Table 7

Girls and boys performance group-wise in the HSSC examinations (2000 -2015)

Year	Medical Group				Engineering Group				Humanities Group				Commerce Group			
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	Overall Outperform	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	Overall Outperform	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	Overall Outperform	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	Overall Outperform
2000	B	B	G	B	B	B	B	B	G	G	G	G	B	G	B	B
2001	B	G	B	B	G	B	B	B	G	B	B	B	B	B	B	B
2002	G /G	B	G	G	B	B	B	B	B	B	G	B	B	B	B	B
2003	G	G	G	G	B	B	B	B	G	G	B	G	B	B	G	B
2004	B	G	B	B	B	B	B	B	G	G	G	G	B	B	B	B
2005	B	G	G	G	B	B/G	B	B	B	B	B	B	B	B	B	B
2006	G	G	G / B	G	B	B	B	B	G	G	G	G	B	B	G	B
2007	G /G	G	G	G	B	B	B	B	G	G	G	G	G	G	G	G
2008	B	G	G /G	G	B	B	B	B	G	G	B	G	B	G	G	G
2009	B	G	G	G	B	B	G	B	B	G	G	G	G	G	G	G
2010	G	B	B	B	B	B	B	B	G	G	G	G	G	G	G	G
2011	G	G	G	G	B	G/B	G	B / G	G	G	G	G	G	G	G	G
2012	G	B	G/B	G / B	B	B	B	B	G	G	G	G	G	G	G	G
2013	B	B	G	B	B	B	B	B	G	G	G	G	G	G	G	G
2014	G	G	G	G	B	G	G/B	B / G	G	G	G	G	G	G	G	G
2015	G	G	G	G	B	B	G	B	G	G	G	G	G	G	G	G
Out Performed:					Out Performed:				Out Performed:				Out Performed:			
	Girls (G)=64.7%, Boys (B)=35.3%				Girls (G)=11.1%, Boys (B)=88.9%				Girls (G)=81.2%, Boys (B)=18.8%				Girls (G)=56.2%, Boys (B)=43.8%			

Source: BISE Faisalabad

### Appendix-F

Table 8

Girls and boys performance in HSSC examinations BISE Peshawar (2002 -2016)

Year	Gender	Appeared	Passed	Percentage
2002	Male	26400	11160	42.3
2002	Female	12007	5325	44.3
2003	Male	26779	12874	48.1

Year	Gender	Appeared	Passed	Percentage
2003	Female	13699	7481	54.6
2004	Male	30461	13374	43.9
2004	Female	15645	7859	50.2
2005	Male	32740	16725	51.1
2005	Female	16427	9441	57.5
2006	Male	35591	19627	55.1
2006	Female	18197	11846	65.1
2007	Male	36125	21665	59.9
2007	Female	18309	12382	67.6
2008	Male	40424	26641	65.9
2008	Female	18779	13143	70.0
2009	Male	45764	29102	63.6
2009	Female	21729	15929	73.3
2010	Male	49138	31290	63.7
2010	Female	24565	17928	73.0
2011	Male	52726	35933	68.1
2011	Female	25923	19329	74.5
2012	Male	58407	38911	66.6
2012	Female	26792	19894	74.2
2013	Male	62755	42793	68.2
2013	Female	42030	33182	80.0
2014	Male	65532	42355	64.6
2014	Female	28522	22498	78.9
2015	Male	67846	40394	59.5
2015	Female	28257	21728	78.9
2016	Male	68878	44158	64.1
2016	Female	28672	22520	78.5

Source: BISE Peshawar