

**GENDER INEQUALITY IN STUDENTS' MONTHLY ALLOWANCE IN  
UNIVERSITY LEVEL  
(A CASE STUDY OF TAKHAR AND BAGHLAN UNIVERSITIES - AFG)**

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**Abstract**

*As gender inequality is one of the major burdens towards social integration and economic activities. There are lots of research in this field, but we do lack of research in the university level. In this context Afghan women in compare to other part of the world, face more discrimination as a result of 40 years of war. The aim of this study is to analyze the differences between boys and girls in family's monthly allowance to them as university students. In this study 331 questionnaires' have been collected from both Takhar (151 questionnaires) and Baghlan (180); Universities' with gender composition of 81 girls and 250 boys. The results from gender divided data shows, that every AFN increase in household income, increases the monthly allowance about 0.038 for girls while boys will experience 0.056 AFN increase, both parameters are in %99 confidence level. Also every additional year of education of father has a positive impact on allowance to girls but the household size affects in negative direction. The results shows that in both universities the girls are facing a discrimination in receiving the monthly allowances. In both Universities the girls are receiving 1052AFN (\$14 as of Jan 2019) less money than boys. Every AFN increase in households' income increase the amount of allowance by 0.014 AFNs. The girls are facing discrimination because of their sex.*

**Keywords:** Gender inequality, Afghanistan, Monthly allowance, Gender Discrimination

**ÜNİVERSİTE DÜZEYİNDE HARÇLIK ÖDENEKLERİİNDE TOPLUMSAL  
CİNSİYET EŞİTSİZLİĞİ ( AFGANİSTAN'IN TAKHAR VE BAGHLAN  
ÜNİVERSİTELERİNDE BİR UYGULAMA)**

**Özet**

*Toplumsal Cinsiyet eşitsizliği iktisadi ve sosyal entegrasyona karşı büyük bir engel olarak görülmektedir. Bu konuya ilgili çok sayıda araştırma bulunduğuna rağmen üniversite düzeyinde çok az inceleme yapılmıştır. Bu bağlamda Afgan kadınları geçen 40 yıllık savaş nedeni büyük oranda dünyanın diğer ülkelerine kıyasla daha fazla ayrimciliğa maruz kalmışlardır. Bu araştırmanın amacı kız ve erkek çocukların ailelerinden aldığı aylık ödeneklerinde toplumsal cinsiyetin etkisinin incelenmesidir. Araştırmada toplam 331 anket, Takhar üniversitesi (151 anket) ve Baghlan üniversitesi (180 anket)'den, 81 kız ve 250 erkek olarak toplanmıştır. Verileri toplumsal cinsiyete*

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ayran analizlerin sonuçlara bakılırsa her iki üniversitede kızlar ailelerin aylık ödeneklerinde ayrımcılığa uğramaları görülmektedir. Kızlar için aile gelirinin bir birim yükselmesi aylık ödemeyi 0.038 birim artırırken, erkekler içinse 0.056 birim artışı %99 anlamlılık düzeyinde göstermektedir. Babaların eğitim düzeyi, kızların aileden aldığı parayı olumlu etkilerken aile sayısı bu durumu olumsuz etkilemektedir. Her iki üniversite için yapılan analizlerin sonucu ise kızların aylık ödemelerinde erkeklerle kıyasla 1052 AFN (14\$ Ocak 2019) daha az ödeme elde ettikleri görülmektedir. Yani kızlar cinsiyetleri için ayrımcılığa maruz kalmaktadırlar.

**Anahtar sözcükler:** Toplumsal Cinsiyet Eşitsizlik, Afganistan, Harçlık Para, Toplumsal Cinsiyet Ayrımcılık

## 1. Introduction

Discrimination against women are covering a wide range of social and individual life in most countries. The women are in a disadvantage position against their male counterparts, as they are receiving less income with same jobs, they have less opportunities to compete with men in order to take jobs, and they are in more vulnerable positions against men when the countries are the less developed ones (Qin, et al., 2016). They are contributing in income (Sheheli, 2012), food security of their household (McCarney, 1991), economic development (Ayferam, 2015), improving livelihood in rural areas (Ahmed, Siwar, & Hj. Idris, 2011), and etc.

Women are contributing to households' income and wellbeing of the family with their economic activities. Their economic activities are fostering the economic growth and income increase in family level (Sheheli, 2012). But despite their positive role in the economy they are receiving much less care and opportunity in the process of skill development in the early stages of their lives. As they are facing discrimination while attending school and support from the families during the education period both financially and psychologically (Akseer, et al., 2018).

In financial part there is a tendency especially in Afghan society against girls. Their schooling largely affected just by their gender. The widespread idea among Afghan families is that, the girls will leave the father's house and financing the education and any other expenses in them will be wasted, as the families are not directly benefited from their income and economic activities in their future life. This unfair judgment against girls schooling and education is forcing them to be treated as second priority in financing their education period (Akseer, et al., 2018). So, the question is this: there is a discrimination going on against girls, what is the depth of it, when it comes to monthly allowances especially among university students? This paper is going to analyze this

question. For this purpose two public universities namely, Takhar and Baghlan from Northeast of Afghanistan has been chosen for implementing this research.

In the upcoming sections, literature review, data and methodology is described, the empirical findings are in the third section and the paper ends with a conclusion.

## **2. Literature Review**

In Afghanistan, girls have less opportunities to go to school (Akseer, et al., 2018), to find a job and to grab a chance to make a position for herself in the society, which has been managed through centuries by men. In this environment it is hard to be a women (Maletta, 2003). The schooling and education not just related to gender at all, but it has been affected by it. In developing countries the percentage of boys and girls are enrolling in the schools are very low, the drop out are in staggering numbers, and worsen of, if the gender side gets in (Birdsall, Levine, & Ibrahim, 2005).

In global scale there is a tendency towards uncovering the differences between male and female, and discrimination against women; in academic environment. In China, which has experienced a huge migration to the cities in 20<sup>th</sup> century, the female migrants are earning %26 less than their male counterparts. Alongside that, %88 of wage differences between genders are resulting from discriminatory action against women (Qin, et al., 2016).

The governments are setting law and passing it through legislative institutions in order to level situation and help women for being treated in the public and work place equally. Yet the differences between men and women in the work place still exists. They earn less than man, even it is not legal but, have been marginalized by such kind of behavior. Despite laws, still there is a pay gap and income inequality based on gender exist (Kelsey, 2013).

There have been less research on the field of monthly allowance. The Halifax survey of pocket money in 2015 shows that boys (81%) receive more money than girls (74%) on their weekly money spending. Also boys as weekly average receive more money £6.25 than girls £6.14. But the gap between genders is narrowing from 5% in 2014 to around %1.25 in 2015. Alongside the differences in sex, the survey reveals a regional differences in pocket money too. Children from London receive more money than their counterparts in any corner of the country when the children of midland receive less than others (Halifax-Press-Team, 2015). Which is quit supporting the findings of Furnham and Thomas (1984) about the existence of differences in pocket money because of child's sex.

As it is obvious that there is problems with girls' inclusion in the higher education, the international community has helped the afghan women to stand tall to overcome such gender discrimination handicaps. As an example the Asia Foundation initiated a program of financing the girls with higher scores in the higher education institutions to encourage them to carry on their lessons and financially leveling them with their counterparts (boys) in terms of financing of them.

In this research the other side of the discrimination coin has been analyzed in order to know the reality which exist in every corner of this planet especially in Afghanistan. Despite many problems which women face in Afghanistan, there is a movement through inclusion of them in the society by leveling the path for them to enter to the higher education and universities. The research is aimed to analyze if there is any discrimination against girls in financing their study period in the university.

### **3. Data and Methodology**

The data for this research is gathered from both Takhar and Baghlan University students in September 2017. The total number of the questionnaire is 331 which 180 is from Baghlan University and 151 is from Takhar University. The gender composition of the questionnaires are 81 girl responders and the rest is boys. The OLS method have been used and the results tested in %90, %95 and %99 confidence levels.

In total there are 8 independent variables like gender, household income, household size, father's education, mother's education, number of students in the family, marital status and age. The independent variable in this article is the monthly allowance which students' receive.

In order to do the analysis the following model has been used:

$$Y = \beta_0 + \beta_1 income + \beta_2 HHsize + \beta_3 M.status + \beta_4 age + \beta_5 dadedu + \beta_6 momedu + \beta_7 numstudent + Var.province + \epsilon$$

In the model 1, Y stands for monthly allowances of the families (in Afghanis) regressed by, household income (monthly income in Afghanis), household size, marital status (dummy variable married = 1 and 0 otherwise), age of the student (in years), father's education (in years), mother's education (in years) and number of students of each family for both boys and girls in separate models. With this model the research is trying to uncover the differences between boys and girls in mentioned independent variables. Also to know the depth of the gender discrimination the model 2 has been used too as follow:

In this model 2 gender (dummy variable as female=1 and 0 otherwise) is added in order to detect the difference between boys and girls in both universities. The lifted parts are as model 1. The interest parameter from the above model is  $\beta_1$  which will show the level of the effect of the gender in monthly allowances of the families to their students.

$$H_0: \beta_1 = 0$$

$$H_1: \beta_1 \neq 0$$

If the null hypothesis accepted, it shows that there is no significance relation between gender and monthly allowance of the families. If the null hypothesis rejected and the alternative one is accepted, it will show that there is significant relationship between gender and monthly allowances of the families. The null hypothesis in other words shows that the discrimination is not existed while the alternative concludes that there is a discrimination going on in under research society. From 1<sup>st</sup> model up to 4<sup>th</sup> model every time new variable has been added to them in order to clearly indicate the level of effects of everyone one of the variables. In the 4<sup>th</sup> model beside independent variables, the dummies for the students' permanent residence area has been added in order to detect the geographical differences between responders. Also for revealing the inequality between genders the data has been analyzed based on gender too, and the regression results will be reported in two models, one for girls another for boys. The aim of this dividing is to uncover the most affecting variables.

#### 4. Empirical Findings

The empirical findings are reported in this section as descriptive statistics, the regression results based on two different models one for girls and another for boys and the regression results from combined dataset.

As clearly been indicated in the table 1 the mean monthly allowance for girls is 2417 AFN while for boys its 3872 AFN. This show that there is a clear difference exist between them. Also the distribution of monthly allowances between girls and boys are very different. When the boys are concentrated around 4000 AFN the girls are in area around 3000 AFN. There are few girls in 10000 AFN level while the boys are somehow receive nearly 16000 AFN in some cases.

Over %60 of the households whom has been interviewed have 20000 AFN (\$300) as monthly income. This income is roughly covering the \$1 threshold of UN as the average household size is nearly 9.5. The average household in the research is 9.5 person per family which above the national level of 7.4 person per family. A big proportion of the

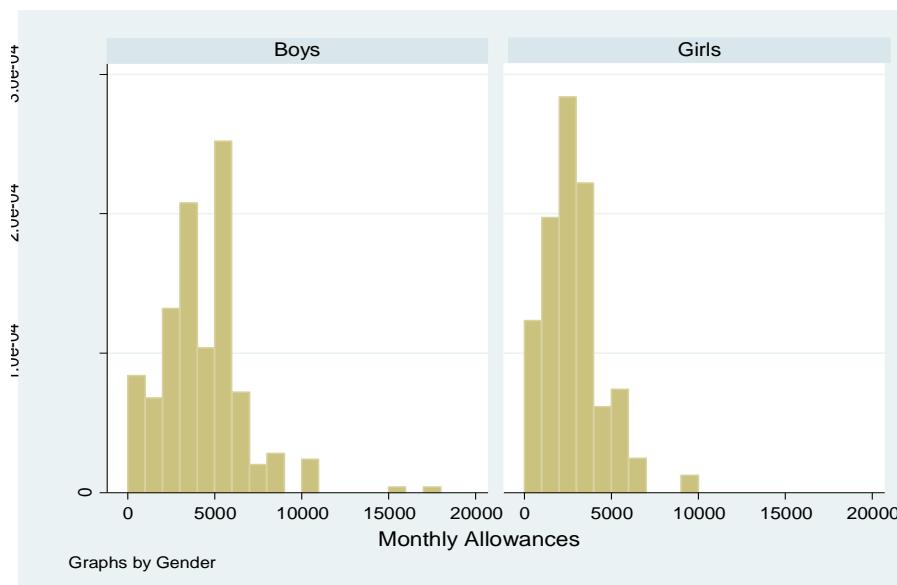
families have one or two students currently. Having less students per family (as Afghans have big families) indicates that in the research area there is a very low tendency towards investing in education. Afghanistan have one of the youngest populations in the world, but as it is clearly indicated in the figure this young generation is receiving much less education care which is not good for the future of the country. Over %49 of the population is under age 15 (Central Statistics Organization, 2014) but up to %70 of the families are having just two of their children as students either in school or higher education.

Variables	Girls		Boys		t-test
	Mean	Std. Dev.	Mean	Std. Dev.	
Pocket money	2417.284	1686.327	3872.6	2400.063	<b>5.0648</b>
income	20475.31	16088.41	24144	22367.4	1.3655
Household size	9.864198	3.077146	10.532	3.974944	1.3832
Marital status	0.1358025	0.3447132	0.164	0.3710184	0.6046
Age	20.87654	2.7856	22.104	2.167018	<b>4.1159</b>
Father education	8.37037	6.690375	8.14	6.568178	-0.2731
Mothers education	4.123457	6.366676	2.98	5.502427	-1.5623
Number of Students	2.592593	1.587276	2.12	1.403381	<b>-2.5488</b>

**Table 1 Mean Comparison Between Boys and Girls**

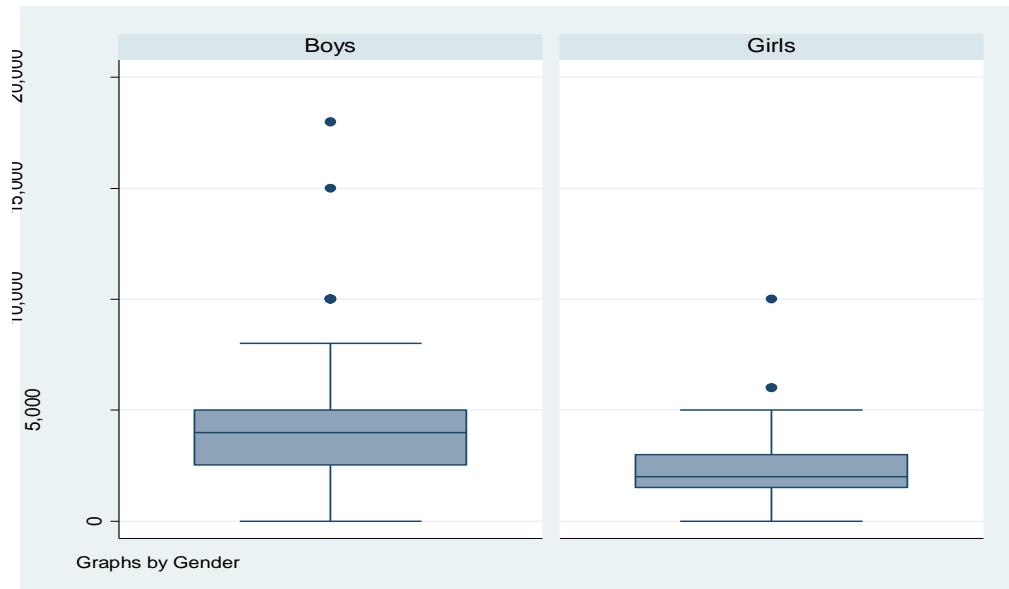
Source: Research's Findings

As shown in table 1 there are differences between girls and boys in monthly allowances from their families. Also there is a significant difference between girls and boys in age and number of students of each family. In other variable there is no statistically significant difference between boys and girls and in conclusion they are the same in listed variables.



*Figure 1 The distribution of Monthly allowances among boys and girls*  
Source: research Findings

As it is clearly indicated in figure1 and figure2 there is an obvious difference between means of monthly allowance of girls and boys. The mean monthly allowance for boys are nearly 3900 AFN when for girls it is 2420 AFN. In conclusion there is a very wide gap between boys and girls as the later receives less money as monthly allowance which will affect the future professional live of them with weak professional endowment.



*Figure 2 Mean Comparison of Monthly Allowance between Girls and Boys*

Source: Research's Findings,

As shown in the **Table 2**, the differences are in household income, household size and father's education. As indicated clearly in the table, every AFN increase in household's income will increase the allowance for girls about 0.038 AFN in contrast in the boys it will increase 0.056 AFN in %99 confidence level as monthly average. In household size, if the families are one member bigger, it will affect the allowances for girls about 115 decrease in monthly allowance as this conclusion is not the boys' case. The families are kind of sacrificing the quality (better education environment for girls) for quantity. The good news is that if there is an increase in father's education, it will increase the monthly allowance for girls about 62AFN. This conclusion is rational one, as more educated fathers are taking more care about their daughters. It is a good news for masculine oriented society of Afghanistan. Which is kind of a positive discrimination against girls.

**Table 2 Table Regression Results Based on Gender**

Monthly Allowance	Girls	Boys
Income	0.038 (0.011)***	0.056 (0.006)***
Household size	-115.797 (59.513)*	-42.160 (35.428)
Marital status	-591.348 (556.357)	-464.509 (368.067)
Age	-67.955 (80.033)	44.556 (64.731)
Fathers education	61.789 (27.052)**	-33.957 (22.454)
Mothers education	-20.654 (30.549)	35.691 (27.628)
Number of students	-151.140 (113.273)	-143.275 (103.718)
Constant	6,460.851 (1,840.163)***	3,205.938 (1,921.842)*
<i>R</i> <sup>2</sup>	0.39	0.38
N	81	250

Source: Research's Findings, SEs are in brackets \*  $p<0.1$ ; \*\*  $p<0.05$ ; \*\*\*  $p<0.01$

As it is obvious from the **Table 3**, in the 1<sup>st</sup> model the girls receive less allowance than boys monthly. The difference is that girls receive 1346 Afghanis less than boys with statistically significance of 99%. This level of significance doesn't changes up to 4<sup>th</sup> model. But the difference decreases to 1052 Afghanis. Also the income of the family is another variable which affects the level of the monthly allowance to the students. Every Afghani increase in income of the family has a positive impact in monthly allowance to the students nearly 0.014 Afghanis.

**Table 3 Regression Results from Both Universities**

Monthly Allowances	1 <sup>st</sup> Model	2 <sup>nd</sup> Model	3 <sup>rd</sup> Model	4 <sup>th</sup> Model $\psi$
Gender	-1,346.020 (281.37)***	-1,352.548 (283.11)***	-1,306.383 (293.52)***	-1,052.666 (294.52)***
Household income	0.015	0.015	0.015	0.014

	(0.004)***	(0.004)***	(0.004)***	(0.004)***
Household size	32.599 (28.866)	33.778 (29.042)	41.061 (29.653)	33.921 (29.772)
Father's education		6.612 (19.653)	12.801 (20.069)	11.351 (19.784)
Mother's education		4.982 (22.630)	5.202 (22.595)	13.394 (23.245)
Number of students			-148.938 (87.408)*	-109.315 (89.256)
Marital Status			-378.262 (346.162)	-478.869 (342.321)
Age			-15.381 (53.891)	-72.813 (54.597)
Constant	3,134.052 (341.32)***	3,054.139 (382.54)***	3,638.492 (1,221.6)***	4,674.737 (1,851.38)**
<i>R</i> <sup>2</sup>	0.13	0.13	0.14	0.25
<i>N</i>	331	331	331	331

Source: Research's Findings, SEs are in brackets \*  $p<0.1$ ; \*\*  $p<0.05$ ; \*\*\*  $p<0.01$

<sup>Ψ</sup> In the fourth model the dummies for provinces has been added in order to detect the geographical differences.

The larger the number of the students, the families squeeze spending for individuals in model 4<sup>th</sup> in 90% confidence level. But according to the last model, which has more variables included such as dummies for provinces, the number of the students has no statistically significant impact on pocket money.

## 5. Conclusion

The discrimination against women are in wide range and exist in every corner of this planet, the matter gets worse when the countries are less developed ones. As a less developed country, women in Afghanistan are facing major obstacles than men in every aspect of their life. This paper have analyzed one part of these problems that women are face to face with it. Today's women are at better position than they have been 18 years ago, but still there is problems like discrimination going on against them when going to school or university. This paper have searched for differences in financing the education period in universities among boys and girls.

The two under researched universities namely Takhar and Baghlan Universities are public and located in North-eastern of Afghanistan. The data has been collected randomly from both universities and analyzed with OLS method in STATA14.

The findings of the research supports the alternative hypothesis and unveils the existence of discrimination against girls. In both universities the girls are receiving less money as monthly allowance than their counterparts.

The regression results from the first models analysis, which the data divided into two parts by gender, indicates that every increase in household monthly income raises the monthly allowance for girls about 0.038 AFN while for boys the increase is about 0.056 AFN and both parameters are at %99 significance level. Although the difference for genders are very obvious. Also household size has a negative impact in the girls' part (at %90 significance level) and neutral in boys. Another result worth mentioning is that every improvement in fathers' education level will increase the monthly allowance for girls. This means that educated dads are helping their daughters' more in their higher education life.

When the dataset analyzed as combination of both universities the gender parameter remains negative at %99 confidence level in favor of boys. In this case the value of parameter -1052 shows that girls are receiving this amount of money less as monthly allowance than boys. The impact of household income parameter is 0.014, which means every increase in income raises the monthly allowance by 0.014AFN in %99 confidence interval. The number of students also have a statistically significant impact on monthly allowance, although by controlling for geographical differences, it deletes out.

The research findings are the same as findings of Halifax survey (2015) and Furnham & Thomas (1984), and shows the presence of discrimination against girls. Also the research reveals another side for existence of discrimination against girls (women in general) in Afghanistan.

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