

## **Chapter 4**

### **Data Analysis of Responses from Students**

Present chapter deals with the analysis of the data received after exhaustive data collection from the different set of respondents. These results are an outcome of quantitative data gathered from various sources.

The tables presented in this chapter deals with profiling of different stakeholders of Muslim girls education. These stakeholders are held responsible for the factors affecting the education of girl child. These factors are understood in a more elaborative manner in the present chapter. Each stakeholder is studied with a different perspective hence, depicting a clear picture of status. There is systematic study of co relating factors as well as independent factors affecting the regularity of girl child education.

The first section of the data deals with **responses from Muslim girls** studying in class between 9 to 12<sup>th</sup> standard. Total 246 of the samples were selected to ascertain the complete picture. The data is presented in following manner:

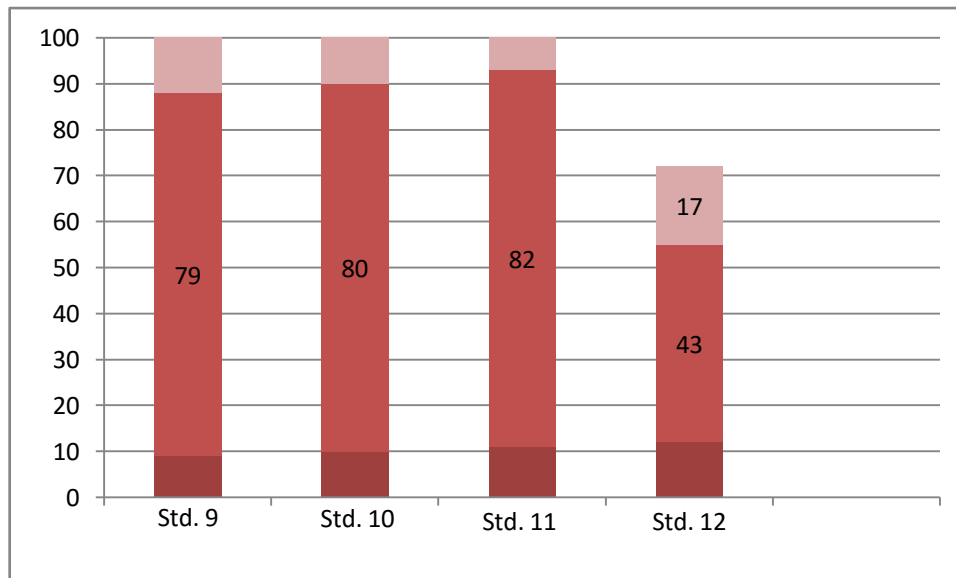
1. Demographic Details of the Respondents
2. Responses relating to school system and attendance
3. Current Status towards school
4. Future aspirations
5. Psychological aspect of education
6. Difficulties faced by girls in availing education
7. School Continuation Programs

This information is studied independently as well as by correlating to dependent and independent variables. Statistical tests are applied to study the correlation between each factors.

## 1. Table and Graph representing Demographic Profile of Respondents

Particulars		Frequency	Percent (%)
Age of Respondent	13 Years	19	8
	14 Years	78	32
	15 Years	66	27
	16 Years	48	19
	17 Years	26	10
	18 Years	1	1
	No Response	8	3
Total		246	100
Standard	9	79	32
	10	80	32
	11	83	33
	12	44	17
Total		246	100
Income Group	Below Rs 1,00,000	190	77
	Rs1,00,000-2,00,000	36	15
	Rs. 2,00,000 - 3,00,000	16	6
	No Response	4	2
Total		246	100

**Graph. 1 Graphical Representation of Distribution of Standard**



It can be observed from the above table that out of 246 Respondents, Majority of Respondents are into the age group of 14 Years which is 32%, whereas 66 Respondents that is 27% are falling into age group of 15 years. While only 1 Respondent is in the age group of 18 Years. Taking into consideration the age of the respondents is directly related to the standard in which they are studying. As per the data received, most of the respondents are falling into age group of 14-15 years, while most of the respondents are studying in Std. 11.

Another conclusion that comes out is that, Majority of Respondents are Studying in Std. 11 that is 82 (33%), whereas 80 Respondents that is 32% are studying in Std. 10 whereas 79 respondents that is 32 % are studying in Std 9.

Further it can be inferred that, Majority of Respondents are having annual income below Rs 1,00,000 that is 190 Respondents which percentiles to 77% whereas 4 (2%) respondents have not responded to the question. 23 Respondents that is 15% are between income group of Rs 1,00,000-2,00,000 and 16 Respondents that is 6 % is between income group of Rs 2,00,000-3,00,000.

The demographic profiling of the respondents clearly indicated that most of the respondents are from high risk age group which is Age 15-16 years and they are studying in Std. 11 and 12. The primary reason for selecting this age group is the fact that this age group holds high risk of dropping out from school. Another reason which makes this group more vulnerable is the income level of the family. Most of the respondents belongs to the family where family income is lower than Rs 1,00,000 per year. It draws out major risk because of multiple factors like:

- Girls belonging to the age group of 15-16 years
- Most of them are on the verge of completing their school as they are appearing for Std. 12 exams very soon
- Most of them belong to the lower income groups.

## 2. Responses relating to school system

### 4.2.1. Table showing Co-education status of school

Particulars		Frequency	Percent
	Coeducation	178	72
	Girls	17	7
	No Response	51	20
	<b>Total</b>	<b>246</b>	<b>100</b>

It can be interpreted from the above table that out of total respondents, 178 (72%) are studying in co educational schools, while 17 (7%) are studying in girls only school whereas 51 (20%) of respondents have not responded to the question.

It can be noted that in all the researcher has taken up total 07 schools wherein population of muslim students is high. Out of the total 07 Schools, only 02 Schools were only girls school, whereas rest 05 schools are coeducation schools.

It is interesting to know that the girls belonging to these coeducational schools have does not stay back in the performance level at school. Equal level of performance is found in both the groups, which is further analyzed.

## 2.2. Table showing number of siblings in family

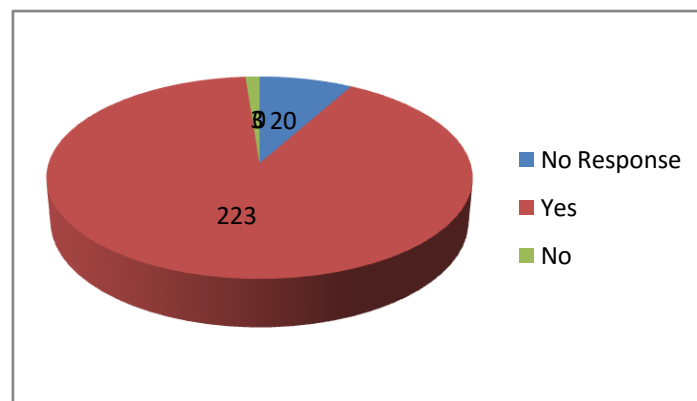
Particulars		Frequency	Percent
	between 1-3	157	64
	between 3-5	66	27
	No Response	23	9
	<b>Total</b>	<b>246</b>	<b>100</b>

It can analyzed from the above table that out of 246 Respondents, Majority of Respondents that is 64% (157) belongs to the family where number of Siblings are from 1-3 whereas 27 % (66) of Respondents are having siblings between the range of 3-5 while 9% of Respondents have not responded to the question.

Most of the respondents are having siblings between the range of 1-3, which means most of the respondents are belonging to small families and the girls have less burden of taking care of their younger siblings. However, they are pre occupied with their household chores which takes most of their time.

### 2.3. Table and Graph showing Respondent's views on liking of school and satisfaction towards schooling system.

Particulars		Frequency	Percent (%)
Liking of School	Yes	244	99
	No Response	2	1
<b>Total</b>		<b>246</b>	<b>100</b>
Satisfaction towards schooling	Yes	223	91
	No	3	1
	No Response	20	8
<b>Total</b>		<b>246</b>	<b>100</b>



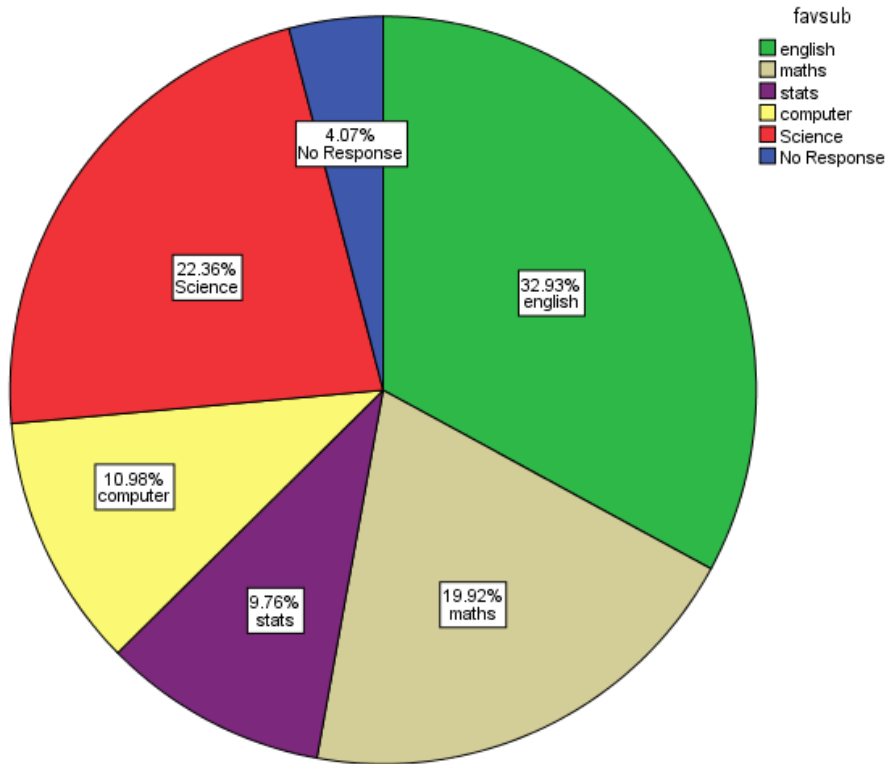
It can analyzed from the above table that out of 246 Respondents, mostly all the respondents 99% (244) like their schools whereas 1 % (2) have not responded to the question.

It can analyzed from the above table that out of 246 Respondents, most of the respondents that is 91% (223) are satisfied with their schools whereas 1 % (3) are not satisfied with school while 8% (20) have not responded to the question.

Students from across the schools are found satisfied with their schooling system, there is also a liking towards their overall schooling experience.

## 2.4. Table and Graph showing Respondent's view on Favorite Subject

Subjects		Frequency	Percent (%)
Subjects	English	81	33
	Mathematics	49	20
	Statistics	24	10
	Computer	27	11
	Science	55	22
	No Response	10	4
	<b>Total</b>	<b>246</b>	<b>100</b>



It can be concluded from the above table that out of 246 Respondents, 33 % (81) respondents like English subject the most followed by 22 % (55) for Science Subject, mathematics is liked by 20 % (49) of the Respondents while statistics and computer is liked by 10% (24) and 11%(27) respectively while 4% (10) have not responded to the question.

Most of the respondents are from Standard 11<sup>th</sup>, hence they have already chosen their Stream, large numbers of respondents are belonging to Commerce Stream. The most favorite subject amongst the respondents is English, whereas all the respondents are belonging to Gujarati Medium schools. Whereas second most favorite subject is Science followed by Mathematic, which shows inclination of girls towards technical subjects.

**2.5. Table showing Respondent's views on Importance of School for learning as perceived by respondents**

<b>Particulars</b>		<b>Frequency</b>	<b>Percent (%)</b>
	Yes	237	96
	No	3	1
	No Response	6	3
	<b>Total</b>	<b>246</b>	<b>100</b>

It can be interpreted from the above table that out of 246 Respondents, most of the respondents that is 96 % (237) believes that schooling is important for learning whereas only 1% (3) of the Respondents does not find it important whereas 3% (6) respondent have not responded to the question.

Majority of the respondents feels that school plays very important role in creating a learning atmosphere for the students.



## 2.6. Table Showing Respondent's Views on Quality of School

Particulars		Frequency	Percent (%)
	Poor	4	2
	Slightly Good	8	3
	Good	124	50
	Excellent	88	39
	Cant Say	11	4
	No Response	11	4
	<b>Total</b>	<b>246</b>	<b>100</b>

It can interpreted from the above table that out of 246 Respondents, half of the respondents that is 50% (124) finds the quality of school good, whereas 39% (88) of the respondents find it Excellent, 3% (8) finds it Slightly Good, 2% (4) finds it poor and 4% (11) have responded as cant Say and 4% (11) respondent have not responded to the question.

The responses for school liking ranges from Good to Excellent, very few students happen to dislike the quality of school in which they are studying.

**2.7. Table Showing Respondent's views towards satisfaction of school on part of their other friends or brothers/sisters**

<b>Particulars</b>		<b>Frequency</b>	<b>Percent (%)</b>
	Yes	220	89
	No	6	2
	No response	20	8
	<b>Total</b>	<b>246</b>	<b>100</b>

It can be derived from the above table that out of 246 Respondents, most of the respondents that is 89 % (220) believe that their friends or siblings are satisfied with their school while only 2% (6) respondents are not satisfied with school and 8% (20) respondent have not responded to the question.

Maximum number of girls are satisfied with the schooling system, also, majority of the girls have their siblings who are satisfied with the schooling system as well.

## 2.8. Table showing Respondent's views on ability to do homework at home

Particulars		Frequency	Percent (%)
Ability to do homework at home	Yes	229	93
	No	11	4
	No response	10	3
Total		246	100
Help received from others	Parents	37	15
	Neighbors	6	2
	Siblings	54	22
	Teachers	24	10
	No One	125	51
Total		246	100

It is observed from the above table that the respondents are able to do homework on their own. 93% (229) of the respondents have responded positively to the statement that they are able to do homework on their own, whereas, 4% (11) have responded negatively while 3% (10) chose not to respond to the statement.

Further, It is analyzed that out of 246 Respondents, 51% (125) of the respondents get help from no one for their homework at home, whereas 22% (54) of respondents receive help from siblings, 15% (37) receives help from parents while 10% (24) receives from Teachers and 2% (6) receives help from neighbors.

Most of the respondents are relying on their family members in taking help for their homework. Most of the respondents are not going to tuition classes to support their education, hence home study is the major source of learning rather than having a tuition. Having a tuition is an additional cost on the family which is usually not covered in the scholarship.

**2.9. Table showing respondent's views on School Drop out by Siblings or any other member of the community**

Particulars		Frequency	Percent (%)
<b>School Drop out by Siblings</b>	Yes	48	19
	No	194	79
	No Response	4	2
	<b>Total</b>	<b>246</b>	<b>100</b>
<b>school drop out by other girl within the community</b>	Yes	22	9
	No	213	87
	No Response	11	4
	<b>Total</b>	<b>246</b>	<b>100</b>

It can be derived from the above table that out of 246 Respondents, most of the respondents that is 79 % (194) have not witnessed school drop out on part of their siblings while 19% (48) respondents have siblings who have dropped from school and 2% (4) respondents have not responded to the question.

It can be concluded from the above table that out of 246 Respondents, most of the respondents that is 87 % (213) does not know any girl from the community who have dropped out from school while 9% (22) respondents knows girls from community who have dropped out while 4% (11) of respondents chose not to answer the question.

It is evident that most of the girls do not have anyone within their family or the community who have dropped out from the school. This shows that the parents are willing to send their daughters to the school. If one girl is studying in the school, there are chances that other girls of the families are also permitted to attend.

## 2.10. Table showing respondent's views on mode of transportation used by respondents

Particulars		Frequency	Percent (%)
	Walking	165	67
	Cycle	35	14
	Hired Auto Rickshaw	40	16
	Public Transport	4	2
	Others	2	1
	<b>Total</b>	<b>246</b>	<b>100</b>

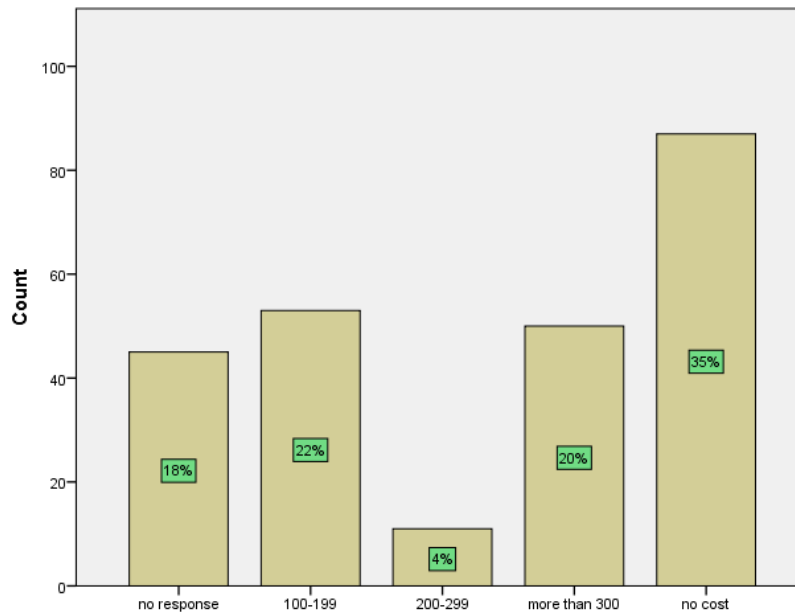
It can be derived from the above table that out of 246 Respondents, 67 % (165) respondents go to school by walking, 16% (40) go to school by Hired Auto rickshaw, 14 % (35) use cycle to reach to school, 2% (4) use public transport and 1% (2) have opted for other mode of transportation.

Majority of the respondents are coming to the school by walking whereas, another one to be used commonly is by hired auto rickshaw as well as by cycle. Very few respondents are using public transportation to commute to school. Most of the schools are located within the vicinity of the nearby locations, hence it is easier to travel to school.

## 2.11. Table and Graph showing respondent's views on cost of transportation

Particulars		Frequency	Percent (%)
	100-199	53	22
	200-299	11	5
	More than 300	50	20
	No Cost	87	35
	No Response	45	18
	<b>Total</b>	<b>246</b>	<b>100</b>

It can be derived from the above table that out of 246 Respondents, 35 % (87) of respondents does not incur any cost for the transportation to school, 22% (53) incur the cost between the range of Rs 100-199, 20% (50) incur more than Rs 300 per month, 5% (11) incur the cost between the range of Rs 200-299 while 18% (45) of respondents chose not to answer the question.



Most of the respondents do not incur any cost while commuting to school as they either attend school by walking or cycle their way to the school. However it is interesting to know that some of them owns the cycle while some of them have received these cycles by efforts of various NGOs working for upliftment of educational standards.

**2.12. Table showing respondent's views on risks faced by respondents while coming to school**

<b>Particulars</b>		<b>Frequency</b>	<b>Percent (%)</b>
	Yes	40	16
	No	200	81
	No Response	6	2
	<b>Total</b>	<b>246</b>	<b>100</b>

It can be obtained from the above table that out of 246 Respondents, most of the respondents that is 81 % (200) of respondents does not face any risk while coming to school, 16% (40) face the risk while coming to school while 2% (6) of respondents chose not to answer the question.

Majority of the respondents are not facing any threats while commuting to school, all the respondents are belonging to the urban schools, hence the response. Apart from this, most of the schools have the issue of water logging in the monsoon season, hence that becomes a challenge during the particular season.

**2.13. Table showing respondent's views on overall school expenses incurred by parents**

<b>Particulars</b>		<b>Frequency</b>	<b>Percent (%)</b>
	50-500	147	60
	501-1000	27	11
	More than 1000	45	18
	No Help	22	9
	Nothing	5	2
	<b>Total</b>	<b>246</b>	<b>100</b>

It can be derived from the above table that out of 246 Respondents, 60 % (147) of respondents incur the cost between Rs 50-500, 18% (45) incur the cost between the range of Rs501-1000, 18% (45) incur between more than Rs1000 per month, 9% (22) receive no help from parents while 2% (5) of respondents incur no expense at all.

Most of the parents are spending monthly expenses between the range of 500 Rs per month. And very few of them are spending more than 1000 Rs per month. Most of the expenses are shell out from the own pockets of the parents as there are no fixed scholarship schemes available for the girls.

#### **2.14. Table showing respondent's views on particulars of expenses**

<b>Particulars</b>		<b>Frequency</b>	<b>Percent (%)</b>
	Purchasing of Books	105	43
	Transportation	74	30
	School And Tuition Fees	5	2
	Others (Refreshments and stationary)	50	20
	No Response	12	5
	<b>Total</b>	<b>246</b>	<b>100</b>

It can be derived from the above table that out of 246 Respondents, 43% (105) of respondents incur major expenses on Purchasing Books, 30% (74) incur expenses on Transportation, 2 % (5) incur the expense on School and Tuition Fees, 20% (50) have opted for Others(Refreshments and stationary) and 5% (12) of respondents have not responded to the question.

Majority of the respondents have said that the monthly expenses for the schoolings is below Rs 500, and the major amount of the money is spent on purchasing of books, followed by transportation.



**2.15. Table showing Respondent's views on Promotion of education in the community**

<b>Particulars</b>		<b>Frequency</b>	<b>Percent (%)</b>
	Boys	82	33
	Girls	147	60
	Boys and Girls	5	2
	No Response	11	5
	<b>Total</b>	<b>246</b>	<b>100</b>

It can be derived from the above table that out of 246 Respondents, 60% (147) of respondents believes that Education of Girls is supported the most in their community, 33% (82) believes that education of Boys is supported more while 2% (5) believes that education of boys and girls are supported while 5% (11) have opted not to answer the question.

Most of the girls are positive that the community is promoting girls education, which is contrary to what their parents and school teachers feel. Most of the parents and teachers are of opinion that investing in higher education should be secondary for the girls. While on the other hand girls feel that the community is promoting their education.

**2.16. Table showing Respondent's views on aspiration after completing schooling**

<b>Particulars</b>		<b>Frequency</b>	<b>Percent (%)</b>
	Will pursue higher education	179	73
	Will start working	54	22
	Get Married	6	2
	No Response	7	3
	<b>Total</b>	<b>246</b>	<b>100</b>

It can be derived from the above table that out of 246 Respondents, 73% (179) of respondents would like to pursue higher education, 22% (54) would start working, 2% (6) would get married and 3% (7) have opted not to answer the question.

Large number of respondents would like to pursue higher education after completing school, whereas few girls would like to start earning so as to contribute to the family income. Most of the girls would like to pursue higher education as they want become independent in their life.

**2.17. Table showing Respondent's views on primary source of income in the family**

<b>Particulars</b>		<b>Frequency</b>	<b>Percent (%)</b>
	Fathers job	180	73
	Mothers job	13	5
	Both	33	13
	Other	15	6
	No response	5	2
	<b>Total</b>	<b>246</b>	<b>100</b>

It can be interpreted from the above table that out of 246 Respondents, 73 % (180) of respondents are dependent on father's job as source of income, 13% (33) have both father and mother working while, 5% (13) are dependent of mother's income, 6% (15) have other sources of income while 2% (5) have opted not to answer the question.

Majority of the respondents are having father's job as the primary source of income, whereas very few respondents have both the incomes, of mother and father. Most of the families are dependent on the father's income which is less than Rs 1,00,000. The entire family is dependent on one income which is usually very low.

## 2.18. Table showing Respondent's views on activities done prior to attending to school

Particulars		Frequency	Percent (%)
	Take care of younger siblings	12	5
	Cook food	8	3
	Cleaning and household chores	132	54
	Help parents in earning	23	9
	Nothing	52	21
	Others	18	8
	<b>Total</b>	<b>246</b>	<b>100</b>

It can be observed from the above table that out of 246 Respondents, 54 % (132) of respondents perform activities like cleaning and household chores before coming to school, 21% (52) do nothing before coming to school, 8% (18) are involved in other activities whereas 5% (12) take care of younger siblings, 3% (8) cook food before coming to school and 8% (18) have opted for others option.

It is observed that large number of respondents do the household chores of cleaning and other activities prior to coming to school, followed by girls who are not doing anything prior to coming to school.

### 2.19. Table showing Respondent's views on activities done after going from school

Particulars		Frequency	Percent (%)
	Take care of younger siblings	17	7
	Cook food	23	9
	Cleaning and household chores	89	36
	Help parents in earning	25	10
	Nothing	53	21
	Others	38	15
	<b>Total</b>	<b>246</b>	<b>100</b>

It can be derived from the above table that out of 246 Respondents, 36 % (89) of respondents perform activities like cleaning and household chores after coming from school, 21% (53) do nothing after coming from school, 10% (25) help parents in earning, 21% (53) do nothing, 9% (23) cook food, 7% (17) take care of younger siblings and 18% (38) have opted for others option.

It is observed that large number of respondents do the household chores of cleaning and other activities after coming to home, followed by girls who are not doing anything prior to coming to school. There are very few girls who are not doing any household activity after coming back from school. All the household chores are usually daily errands concerning to cleaning and other tasks at home.

## 2.20. Table showing Respondent's views on when do they do homework

Particulars		Frequency	Percent (%)
	After completing all the household chores	176	72
	After taking care of siblings	10	4
	Never	5	2
	Others	51	21
	No response	4	2
	<b>Total</b>	<b>246</b>	<b>100</b>

It can be derived from the above table that out of 246 Respondents, 72 % (176) of respondents complete their homework after completing all the household chores, 21% (51) are involved in other tasks, 4% (10) completes their homework after taking care of their younger siblings, 2% (5) said they do not do their homework, while 2% (4) have not responded to the question.

Almost all the girls are doing their homework after completing their household tasks, which is a clear indicator that studying is a second priority for the girls when it comes to household tasks. In the case of others, the reason which is stated is that girls are completing their homework after they help their parents in economic activities as well as once they are done with the cooking work.

### **3. Current Status towards school**

#### **3.1. Table showing Respondent's views on enjoyment of studies and willingness to study further**

<b>Particulars</b>		<b>Frequency</b>	<b>Percent (%)</b>
<b>enjoyment of studies</b>	Strongly Agree	185	75
	Agree	54	22
	Undecided	3	1
	Disagree	3	1
	No Response	1	1
	<b>Total</b>	<b>246</b>	<b>100</b>
<b>willingness to study further</b>	Strongly Agree	173	70
	Agree	54	22
	Undecided	12	5
	Disagree	4	2
	Strongly Disagree	3	1
	<b>Total</b>	<b>246</b>	<b>100</b>

It can be interpreted from the above table that out of 246 Respondents, 75 % (185) of really enjoy their studies, 22% (54) agree to the statement, rest 1% disagree to this, or have not responded or is undecided about the statement.

It can be concluded from the above table that out of 246 Respondents, 70 % (173) of respondents strongly agree to the statement that they would like to study further, 22% (54) have agreed to the statement of studying further, 5% (12) have not decided about continuing the education, 2% (5) would not like to study further and 1% (3) have strongly declined to the statement.

Most of the responses relating to enjoyment of studies as well as that of willingness to study further are found to be positive responses. These responses ranges somewhere between agree to strongly agree, which is a clear indicator that girls are interested in studies and they do want to explore more opportunities to study further.

**3.2. Table showing Respondent's views on willingness of parents in continuation of studies as well as no importance of studies for their growth**

<b>Particulars</b>		<b>Frequency</b>	<b>Percent (%)</b>
<b>willingness of parents in continuation of studies</b>	No Response	5	2
	Strongly Agree	132	54
	Agree	53	22
	Undecided	31	13
	Disagree	6	2
	Strongly Disagree	19	8
	<b>Total</b>	<b>246</b>	<b>100</b>
<b>No importance of studies for their growth</b>	No Response	2	1
	Strongly Agree	28	11
	Agree	8	03
	Undecided	32	13
	Disagree	53	22
	Strongly Disagree	123	50
	<b>Total</b>	<b>246</b>	<b>100</b>

It can be concluded from the above table that out of 246 Respondents, 54 % (132) of respondents strongly agree to the statement that their parents are willing to let them study further, 22% (53) have agreed to the statement of parents willingness, 13% (31) have not decided about continuing the education, 2% (6) have no willingness from their parents, while parents of 8 % (19) respondents have strongly declined to the statement.

It can be interpreted from the above table that out of 246 respondents, 50% (123) strongly disagreed to the statement that studies would not help them to grow in future, 22% (53) have disagreed to the statement that studies would not help them to grow in future, 13% (32)

respondents have not decided about importance of studies for their growth, 3% (08) of the respondents agreed that studies would not be helpful in future, 11% (28) of the respondents strongly agreed to the statement, 1% (02) have not responded to the question.

Most of the responding girls have stated that education is very important for their overall development and they feel that their parents are supportive towards their education. Whereas when this question was asked to the parents, it was observed that most of them feel that education does not play very important role for the development of their girls.



#### **4. Future Aspirations**

##### **4.1. Table showing respondent's view on being demotivated due to lack of proper guidance to study further.**

<b>Particulars</b>		<b>Frequency</b>	<b>Percent (%)</b>
	No Response	5	2
	Strongly Agree	17	7
	Agree	26	11
	Undecided	47	19
	Disagree	66	27
	Strongly Disagree	85	34
	<b>Total</b>	<b>246</b>	<b>100</b>

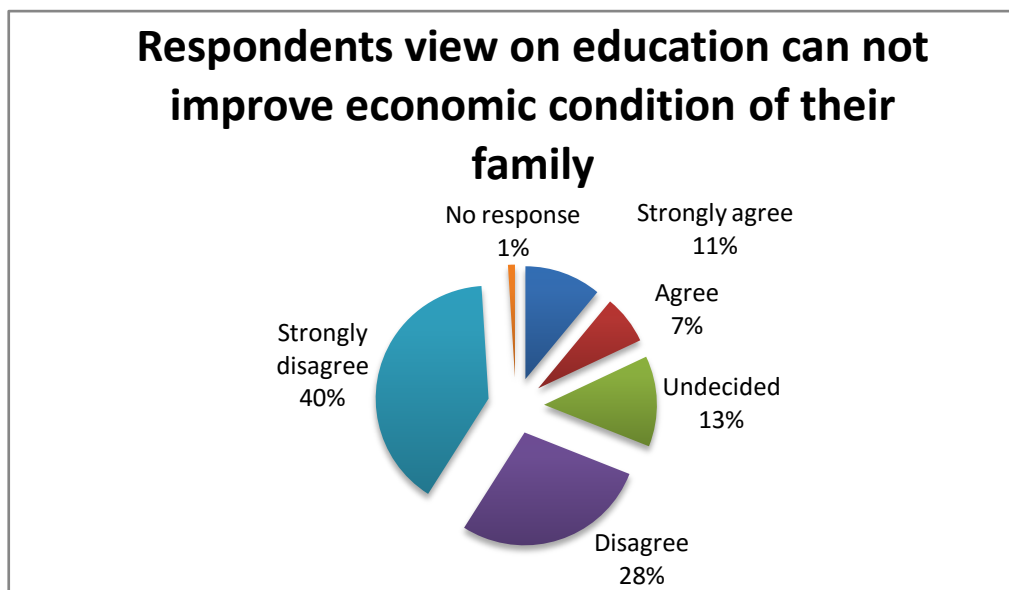
It can be analyzed from the above table that out of 246 respondents, 34% (85) of respondents strongly disagreed to the statement that they got demotivated due to lack of proper guidance to study further, 27% (66) of the respondents disagreed to the statement, 19% (47) of the respondents have not decided about the statement, 11% (26) of the respondents agreed to the statement, 7% (17) of the respondents strongly agreed to statement that they being demotivated due to lack of guidance to study further and 02% (5) have not responded to question.

It can be observed that most of the respondents do not agree that they get demotivated to study further due to lack of proper guidance. Most of the girls are dependent on their parents in terms of getting guidance for the education related concerns. And they feel that the guidance received from their parents is satisfactory. It can be noted here that most of the parents are primary school educated as a result possessing high knowledge of higher education is often a challenge.

**4.2. Table and Graph showing respondent's view on education can not improve economic condition of their family.**

Particulars		Frequency	Percent (%)
	No Response	3	1
	Strongly Agree	26	11
	Agree	18	7
	Undecided	31	13
	Disagree	70	28
	Strongly Disagree	98	40
	<b>Total</b>	<b>246</b>	<b>100</b>

It can be concluded from the above table that out of 246 respondents, 40% (98) of the respondents strongly disagreed to the statement that education could not improve economic condition of their family, 28%(70) of the respondents disagreed to the statement that education could not improve economic condition of their family, 13% (31) of the respondents undecided to the statement, 7% (18) of the respondents have agreed to the statement and 11% (26) of the respondents have strongly agreed to the statement that education could not improve economic condition of their family, 1% (3) of the respondents gave no response to the statement.



Most of the girls are aware about the fact that education is the major source for bringing about changes in their economic pattern. They feel that economic condition of their family can be changed when they will study further. It is analyzed that one of the primary reason for girls to study further is that they want to bring changes in the economic condition of their family and they are aware about the fact that education is the strongest medium for that.

**4.3. Table showing respondent's view on expectations of parents of doing something else, other than going to school.**

<b>Particulars</b>		<b>Frequency</b>	<b>Percent (%)</b>
	No Response	3	1
	Strongly Agree	22	9
	Agree	7	3
	Undecided	26	10
	Disagree	58	24
	Strongly Disagree	130	53
	<b>Total</b>	<b>246</b>	<b>100</b>

It can be derived from the above table that out of 246 Respondents, 53% (130) of the respondents strongly disagreed to the statement that their parents expected them to do something else other than going to school, 24% (58) of the respondents disagreed to the statement, 10% (26) of the respondents have undecided to the statement, 3% (7) of the respondents agreed that their parents expect them to do something else other than going to school, 9% (22) of the respondents strongly agreed to statement and 1% (3) of the respondents have not responded to the statement.

Most of the students believe that their parents wish to send them to school in future as well. They feel that their parents want them to study further which is contrary to what parents have responded. Parents feel that getting an education till HSC is enough for the girls.

**4.4. Table showing respondent's view on their completion of studies because of parent's expectation of participating in the economic activities.**

<b>Particulars</b>		<b>Frequency</b>	<b>Percent (%)</b>
	No Response	4	2
	Strongly Agree	29	12
	Agree	20	8
	Undecided	34	14
	Disagree	44	18
	Strongly Disagree	115	46
	<b>Total</b>	<b>246</b>	<b>100</b>

It can be concluded from the above table that out of 246 Respondents, 46% (115) of the respondents have strongly disagreed to the statement that they would not complete their studies because their parents wanted them to participate in economic activities, 18% (44) of the respondents have disagreed to the statement, 14% (34) of the respondents have undecided to statement, 8% (20) of the respondents have agreed to statement, 12% (29) of the respondents have strongly agreed to the statement, 2% (4) of the respondents have not responded to statements.

Most of the respondents do not feel that they will have to drop out of the school as their parents want them to participate in the economic activities. Very few students have stated that they will drop out of school as they will participate in the economic activity. Most of the girls want to do job in future but only after getting higher education they would want to proceed to do a job.

**4.5. Table showing respondent's view on the statement that they will not be able to complete their studies because they have to take care of younger siblings.**

<b>Particulars</b>		<b>Frequency</b>	<b>Percent (%)</b>
	No Response	5	2
	Strongly Agree	20	8
	Agree	12	5
	Undecided	15	6
	Disagree	49	20
	Strongly Disagree	145	59
	<b>Total</b>	<b>246</b>	<b>100</b>

It can be interpreted from the above table that out of 246 Respondents, 59% (145) of the respondents have strongly disagreed to the statement that they would not be able to complete their studies as they have to take care of their younger siblings, 20% (49) of the respondents have disagreed to the statement, 6% (15) of the respondents have undecided to the statements, 5% (12) of the respondents have agreed to the statement, 8% (20) of the respondents have strongly agreed to the statement while 2% (5) of the respondents gave no response to the statement.

Most of the respondents will not drop of their education because of the reason that they will have to take care of the younger siblings. It can be noted here that most of the respondents are from the family where there are siblings between the range of 1 and 3, hence there is no responsibility of the younger siblings.

#### 4.6. Table showing respondent's view on discrimination faced by them at the school

Particulars		Frequency	Percent (%)
	No Response	14	6
	Strongly Agree	51	21
	Agree	18	7
	Undecided	18	7
	Disagree	37	15
	Strongly Disagree	108	44
	<b>Total</b>	<b>246</b>	<b>100</b>

It can be analyzed from the above table that out of 246 Respondents, 44% (108) of the respondents have strongly disagreed to the statement that they faced discrimination in school, 15% (37) of the students have disagreed to the statement, 7% (18) of the respondents have undecided to the statement, 7% (18) of the respondents agreed to the statement, 21% (51) of the respondents have strongly agreed to the statement that they faced discrimination in the school and 6% (14) of the respondents have not responded to the statement.

Majority of the respondents do not face any discrimination at the school and very few of the respondents agree that they feel discrimination. It could be noted here that majority of the school teachers feels that it is not very important to invest in girls education, even then girls do not feel that they are being discriminated at the school on the grounds of gender.

**4.7. Table showing respondent's view on desire to study further.**

<b>Particulars</b>		<b>Frequency</b>	<b>Percent (%)</b>
	Strongly Agree	193	78
	Agree	41	17
	Undecided	8	3
	Disagree	1	1
	Strongly Disagree	3	1
	<b>Total</b>	<b>246</b>	<b>100</b>

It can be concluded from the above table that out of 246 Respondents, 78% (193) of the respondents have strongly agreed to statement that they wanted to study further, 17% (41) of the respondents have agreed to statement, 3% (8) of the respondents have undecided to the statement, 2% (4) of the respondents have disagreed or strongly disagreed to the statement.

Majority of the respondents have shown desire to study further and nearly no respondent has stated that they are not interested in studying further. Most of the girls have stated multiple reasons for studying further which ranges from community pride to the pride of the family.

**4.8. Table showing respondent's view on desire to study further because they want to fulfill the dreams of their parents**

<b>Particulars</b>		<b>Frequency</b>	<b>Percent (%)</b>
	Strongly Agree	188	77
	Agree	45	18
	Undecided	6	2
	Disagree	6	2
	Strongly Disagree	1	1
	<b>Total</b>	<b>246</b>	<b>100</b>

It can be interpreted from the above table that out of 246 Respondents, 77% (188) of the respondents have strongly agreed to the statement that they wanted to study further to fulfill their parents dream, 18% (45) of the respondents have agreed to the statement, 2% (6) of the respondents have undecided about the statement, 3% (7) of the respondents have disagreed or strongly disagreed to the statement.

Most of the respondents aspire to study further as they want to fulfill the dreams of their parents. Girls feel that they want to give back to their family. Most of the parents are having lower educational background, hence they want to study further in a desire to contribute to the development of their family.



**4.9. Table showing respondent's view on reason for studying further.**

<b>Particulars</b>		<b>Frequency</b>	<b>Percent (%)</b>
<b>Respondent want to become independent</b>	No Response	7	3
	Strongly Agree	169	69
	Agree	53	21
	Undecided	11	4
	Disagree	5	2
	Strongly Disagree	1	1
	<b>Total</b>	<b>246</b>	<b>100</b>
<b>Respondent want to make their family proud</b>	No Response	1	1
	Strongly Agree	184	74
	Agree	44	18
	Undecided	11	4
	Disagree	4	2
	Strongly Disagree	2	1
	<b>Total</b>	<b>246</b>	<b>100</b>
<b>Respondent want to get educated husband</b>	No Response	4	2
	Strongly Agree	109	44
	Agree	48	20
	Undecided	60	24
	Disagree	11	4
	Strongly Disagree	14	6
	<b>Total</b>	<b>246</b>	<b>100</b>
<b>Respondent want to contribute to the community</b>	No Response	3	1
	Strongly Agree	119	48
	Agree	79	32
	Undecided	30	12

	Disagree	4	2
	Strongly Disagree	11	5
	<b>Total</b>	<b>246</b>	<b>100</b>
<b>Respondent parents want them to study further</b>	No Response	1	1
	Strongly Agree	152	62
	Agree	61	24
	Undecided	17	7
	Disagree	4	2
	Strongly Disagree	11	4
	<b>Total</b>	<b>246</b>	<b>100</b>

It can be analyzed from the above table that out of 246 Respondents, 69% (169) of the respondents have strongly agreed to the statement that they wanted to study further to become independent, 22% (53) of the respondents have agreed to the statement, 4% (11) of the respondents have undecided about the statement, 3% (6) of the respondents have disagreed or strongly disagreed to the statement and 3% (7) of the respondents didn't give any response to the statement.

It can be derived from the above table that out of 246 Respondents, 74% (184) of the respondents have strongly agreed to the statement that they wanted to study further to make their parents proud of them, 18% (44) of the respondents have agreed to the statement, 4% (11) of the respondents have undecided about the statement, 3% (6) of the respondents have disagreed or strongly disagreed to the statement and 1% (1) of the respondents have not responded to the statement.

It can be interpreted from the above table that out of 246 Respondents, 44% (109) of the respondents have strongly agreed to the statement that they wanted to study further to get educated husband, 20% (48) of the respondents have agreed to the statement, 24% (60) of the respondents are undecided about the statement, 4% (11) of the respondents have disagreed to the statement, 6% (14) of the respondents have strongly disagreed to the statement and 2% (4) of the respondents gave no response to the statement.

It can be concluded from the above table that out of 246 Respondents, 48% (119) of the respondents have strongly agreed to the statement that they wanted to study further to contribute to their community, 32% (79) of the respondents have agreed to the statement, 12% (30) of the respondents undecided about the statement, 2% (4) of the respondents have disagreed to the statement, 5% (11) of the respondents have strongly disagreed to the statement and 1% (3) of the respondents gave no response.

It can be analyzed from the above table that out of 246 Respondents, 62% (152) of the respondents have strongly agreed to the statement that their parents wanted them to study further, 24% (61) of the respondents have agreed to statement, 7% (17) of the respondents are undecided about the statement, 2% (4) of the respondents have disagreed to statement, 4% (11) of the respondents have strongly disagreed to the statement.

To conclude the responses received from students, it is observed that primary reason why girls study is to make their family proud of them, which is later followed by the reason that they want to become independent. The least favored response is that because they want to get an educated husband, girls would like to study further.

**4.10. Table showing respondent's view on the statement if their parents wish to discontinue their studies they will not mind**

<b>Particulars</b>		<b>Frequency</b>	<b>Percent (%)</b>
	No Response	3	1
	Strongly Agree	36	15
	Agree	26	11
	Undecided	47	19
	Disagree	53	21
	Strongly Disagree	81	33
	<b>Total</b>	<b>246</b>	<b>100</b>

It can be concluded from the above table that out of 246 Respondents, 33% (81) of the respondents have strongly disagreed to the statement that they would not mind if their parents wished to discontinue their studies, 21% (53) of the respondents have disagreed to the statement, 19% (47) of the respondents have decided not to comment on this statement, 11% (26) of the respondents have agreed to the statement, 15% (36) of the respondents strongly agreed to the statement, and 1% (3) of the respondents have not responded to the statement.

Most of the respondents have stated that they will mind if their parents wish for them to discontinue their studies. They have responded negatively to the statement that they will not mind if their parents wish for them to discontinue their studies. Although they have stated that they would raise a voice if they are asked to discontinue their education, however, major reason why girls wish to study further is because they want to make their family proud of them or because they want to live the expectations of their parents.

## **5. Psychological Aspects**

### **5.1. Table showing respondent's view on the statement that they are weak in studies.**

<b>Particulars</b>		<b>Frequency</b>	<b>Percent (%)</b>
	Strongly Agree	17	7
	Agree	27	11
	Undecided	23	9
	Disagree	88	36
	Strongly Disagree	91	37
	<b>Total</b>	<b>246</b>	<b>100</b>

It can be interpreted from the above table that out of 246 respondents, 37% (91) of the respondents have strongly disagreed to the statement that they are weak in studies. 36% (88) of the respondents have disagreed to the statement, 11% (27) of the respondents have agreed to the statement, 7% (17) of the respondents strongly agreed to the statement and 9% (23) of the respondents have not decided to comment on statement.

Most of the respondents do not agree to the statement that they are weak in studies. And very few girls agree that they are weak in studies. Most of the girls are average performers at the school which is why they can place themselves in the category between higher performers and lower performances.

**5.2. Table showing respondent's view on the statement that respondents feel that they are weak in studies that is the reason they are not interested in studying further**

<b>Particulars</b>		<b>Frequency</b>	<b>Percent (%)</b>
	No Response	1	1
	Strongly Agree	5	2
	Agree	14	5
	Undecided	25	10
	Disagree	86	35
	Strongly Disagree	115	47
	<b>Total</b>	<b>246</b>	<b>100</b>

It can be observed from the above table that out of 246 respondents, 47% (115) students strongly disagree with the above statement, 35% (86) students disagree with the above statement, 10% (25) students are undecided about the above statement, 5% (14) students agree to the statement, 2% (5) students strongly agree to statement and 1% (1) students give no response to above statement.

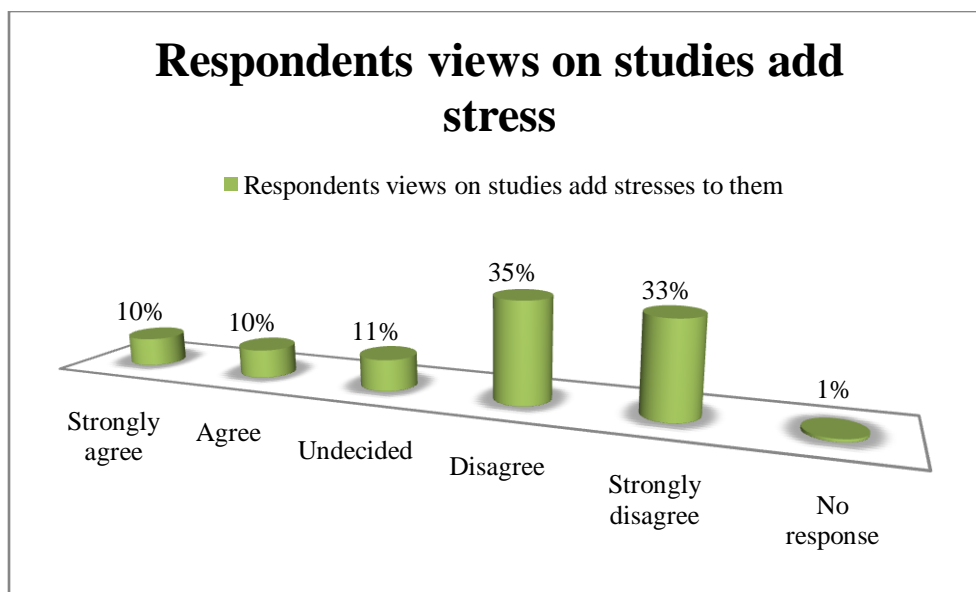
Majority of the respondents do not feel that they are weak in studies and hence they are not interested in studying further. Most of the girls do not feel that they are weak in studies and most of them are interested in studying in further.

### 5.3. Table and Graph showing respondent's view on the statement that study add stress

Particulars		Frequency	Percent (%)
	No Response	1	1
	Strongly Agree	24	10
	Agree	24	10
	Undecided	29	11
	Disagree	86	35
	Strongly Disagree	82	33
	<b>Total</b>	<b>246</b>	<b>100</b>

It can be concluded from the above table that out of 246 respondents, 35% (86) students disagree to the statement that studies add stresses to them, 33% (82) students strongly disagree with above statement, 11% (29) students are undecided about the above statement, 10% (24) students agree with the above statement, 10% (24) students strongly agree with the above statement, 1% (1) student gives no response to above statement.

Most of the responding girls are of opinion that studies do not add extra pressure on them. They find school education system conducive to their needs, making them less stressed about the education. Most of the girls are satisfied with the school system, hence no stress is generated for them.



**5.4. Table showing respondent's view on the statement that Disturbance in family makes them loose interest in the studies**

Particulars		Frequency	Percent (%)
	No Response	1	1
	Strongly Agree	18	7
	Agree	10	4
	Undecided	16	7
	Disagree	80	32
	Strongly Disagree	121	49
	<b>Total</b>	<b>246</b>	<b>100</b>

It can be inferred from the above statement that out of 246 respondents, 49% (121) students strongly disagree to the statement that disturbance in family makes the loose interest in the studies, 32% (80) students disagree with above statement, 7% (16) students are undecided about the above statement, 7% (18) students strongly agree with above statement, 4% (10) students agree with the above statement, 1% (1) student gives no response.



Majority of the respondents do feel that they lose interest in studies because of disturbance in their family. However, for certain respondents this is a phenomenon which makes these girls lose out interest in the studies. Most of the respondents are not having disturbed environment within the family which is why this does not act as a barrier for them.

**5.5. Table showing respondent's view on the statement that they get demotivated to study because upbringing of school colleagues is different from them**

<b>Particulars</b>		<b>Frequency</b>	<b>Percent (%)</b>
	No Response	1	1
	Strongly Agree	5	2
	Agree	9	4
	Undecided	25	10
	Disagree	77	31
	Strongly Disagree	129	52
	<b>Total</b>	<b>246</b>	<b>100</b>

It can be analyzed from the above statement that out of 246 respondents, 52% (129) students strongly disagree to the statement that they get demotivated to study because of upbringing of school colleagues is different from them, 31% (77) disagree with the above statement, 10% (25) students are undecided about the above statement, 4% (9) students agree with the above statement, 2% (5) students strongly agree with the above statement and 1% (1) student gives no response.

Most of the respondents have stated that school colleagues does not matter them, however it can be noted that most of the students are studying in the schools where they have students from the similar background, hence most of the school colleagues will have same level of upbringing.

**5.6. Table showing respondent's view on the statement that Presence of male teachers makes it difficult for respondents to study comfortably**

<b>Particulars</b>		<b>Frequency</b>	<b>Percent (%)</b>
	No Response	2	1
	Strongly Agree	7	3
	Agree	7	3
	Undecided	17	7
	Disagree	68	27
	Strongly Disagree	145	59
	<b>Total</b>	<b>246</b>	<b>100</b>

It can be interpreted from the above table that out of 246 respondents, 59% (145) students strongly disagree to the statement that presence of male teachers makes it difficult for respondents to study comfortably, 27% (68) students disagree with the above statement, 7% (17) students are undecided about the above statement, 3% (7) students strongly agree with the above statement, 3% (7) students agree with the above statement, 1% (2) students give no response.

Most of the respondents do not have any concerns with the presence of male staff, and it may be noted that most of the schools have presence of male teachers in the school. Students have shown complete level of satisfaction towards the school system as well as their school teachers, hence gender of the school teachers makes no difference to them.

**5.7. Table showing respondent's view on the statement that Teacher's scolding discourages them to go to school and concentrate on the studies**

<b>Particulars</b>		<b>Frequency</b>	<b>Percent (%)</b>
	No Response	3	1
	Strongly Agree	18	7
	Agree	11	5
	Undecided	29	12
	Disagree	56	23
	Strongly Disagree	129	52
	<b>Total</b>	<b>246</b>	<b>100</b>

It can be concluded from the above table that out of 246 respondents, 52% (129) students strongly disagree to the statement that teacher's scolding discourages them to go to school and concentrate on the studies, 23% (56) students disagree with the above statement, 12% (29) students are undecided about the above statement, 5% (11) students agree with the above statement, 7% (18) students strongly agree with the above statement, and 1% (3) students gave no response.

Most of the students have shown liking towards school teachers at large and the overall school experience. Hence they are not troubled by the teachers scolding. Also teachers have stated that girl students are sincere about the studies and their education, hence there will be no scolding for them.

**5.8. Table showing respondent's view on the statement that Higher educated girls are considered as liability for families, hence they do not get motivated to study further**

Particulars		Frequency	Percent (%)
	No Response	3	1
	Strongly Agree	13	5
	Agree	12	5
	Undecided	25	10
	Disagree	64	26
	Strongly Disagree	129	53
	<b>Total</b>	<b>246</b>	<b>100</b>

It can be observed from the above table that out of 246 respondents, 53% (129) students strongly disagree to the statement that higher educated girls are considered as liability for families, hence they don't get motivated to study further, 26% (64) students disagree with the above statement, 10% (25) students are undecided about the above statement, 5% (12) students agree with the above statement, 5% (13) students strongly agree to the statement and 1% (3) students give no response.

Girls do not feel that educated girls are considered as a liability in the family or society at large, they want to study further so that they can prosper themselves. Contrary to the belief about the marriage that higher the education, difficult it is to get an educated boy for marriage.

**5.9. Table showing respondent's view on the statement that Studies adds extra pressure on them, apart from family crisis or any other issues which requires priority**

<b>Particulars</b>		<b>Frequency</b>	<b>Percent (%)</b>
	No Response	4	2
	Strongly Agree	10	4
	Agree	10	4
	Undecided	21	8
	Disagree	66	27
	Strongly Disagree	135	55
	<b>Total</b>	<b>246</b>	<b>100</b>

It can be inferred from the above table that out of 246 respondents, 55% (135) students strongly disagree to the statement that studies adds extra pressure on them, apart from family crisis or any other issues which requires priority, 27% (66) students disagree with the statement, 8% (21) students are undecided about the statement, 4% (10) students agree with the above statement, 4% (10) students strongly agree with the above statement and 2% (4) students give no response.

Since most of the girls are satisfied with the educational pattern and the system, they do not find education as a burden. Most of the girls are not having family crisis and belongs to the family where there are pre defined roles and structure.

**5.10. Table showing respondent's view on the statement that they do not want to do any job in future, hence they are not interested in studying further**

<b>Particulars</b>		<b>Frequency</b>	<b>Percent (%)</b>
	No Response	2	1
	Strongly Agree	4	2
	Agree	4	2
	Undecided	16	6
	Disagree	70	28
	Strongly Disagree	150	61
	<b>Total</b>	<b>246</b>	<b>100</b>

It can be analyzed from the above table that out of 246 respondents, 61% (150) students strongly disagree with the statement that they do not want to do any job in future, hence they are not interested in studying further, 28% (70) students disagree with the above statement, 6% (16) students are undecided with the above statement, 2% (4) students agree with the above statement, 2% (4) students strongly agree with the above statement, 1% (2) students gave no response.

In terms of aspirations to study further, most of the girls want to study so that they can bring about positive changes in the family condition. Hence, most of the girls are planning to do job in future and that is the reason they want to study further. They are intending to do job so that they become independent.

**5.11. Table showing respondent's view on the statement that they believe girls are not accepted in the society when they go to college**

<b>Particulars</b>		<b>Frequency</b>	<b>Percent (%)</b>
	No Response	3	1
	Strongly Agree	8	3
	Agree	15	6
	Undecided	20	8
	Disagree	58	24
	Strongly Disagree	142	58
	<b>Total</b>	<b>246</b>	<b>100</b>

It can be interpreted from the above table that out of 246 respondents, 58% (142) students strongly disagree to statement that they believe girls are not accepted in the society when they go to college, 24% (58) students disagree with the above statement, 8% (20) students are undecided with the above statement, 6% (15) students agree with the above statement, 3% (8) students strongly agree with the above statement, 1% (3) students gave no response.

Girls would like to go to college to avail higher education irrespective to what society hold a belief. Most of them want to study further for various reasons.

**5.12. Table showing Students relation with parents**

<b>Particulars</b>		<b>Frequency</b>	<b>Percent (%)</b>
<b>Parents show little understanding for their problems in school.</b>	No Response	3	1
	Strongly Agree	6	2
	Agree	20	8
	Undecided	17	7
	Disagree	74	30
	Strongly Disagree	126	52
	<b>Total</b>	<b>246</b>	<b>100</b>
<b>Respondents fight with their parents because their opinion differs</b>	No Response	3	1
	Strongly Agree	4	2
	Agree	12	5
	Undecided	12	5
	Disagree	61	25
	Strongly Disagree	154	62
	<b>Total</b>	<b>246</b>	<b>100</b>
<b>Respondents can't talk with their parents comfortably</b>	No Response	2	1
	Strongly Agree	11	4
	Agree	10	4
	Undecided	15	6
	Disagree	70	29
	Strongly Disagree	138	56
	<b>Total</b>	<b>246</b>	<b>100</b>
<b>Respondents parents don't have time for them or their studies.</b>	No Response	2	1
	Strongly Agree	11	4
	Agree	13	5
	Undecided	22	9
	Disagree	65	27
	Strongly Disagree	133	54



	<b>Total</b>	<b>246</b>	<b>100</b>
<b>It's difficult to pursue their own interests because they don't want to disappoint their parents</b>	No Response	4	2
	Strongly Agree	19	8
	Agree	30	12
	Undecided	20	8
	Disagree	64	26
	Strongly Disagree	109	44
	<b>Total</b>	<b>246</b>	<b>100</b>

It can be concluded from the above table that out of 246 respondents, 52% (126) students strongly disagree to the statement that their parents show little understanding for their problems in school, 30% (74) students disagree with the above statement, 7% (17) students are undecided with the above statement, 8% (20) students agree with the above statement, 2% (6) students strongly agree with the above statement, 1% (3) students gave no response.

It can be observed from the above table that out of 246 respondents, 62% (154) students strongly disagree to the statement that they fight with their parents because their opinion differs, 25% (61) students disagree with the above statement, 5% (12) students are undecided about statement, 5% (12) students agree with the above statement, 2% (4) students strongly agree with above statement, 1% (3) students give no response.

It can be inferred from the above table that out of 246 respondents, 56% (138) students strongly disagree to the statement that they can't talk with their parents comfortably, 29% (70) students disagree with the above statement, 6% (15) students are undecided with the above statement, 4% (10) students agree with the above statement, 4% (10) students strongly agree with the above statement, 1% (2) students gave no response.

It can be analyzed from the above table that out of 246 students, 54% (133) students strongly disagree with the statement that their parents don't have time for them or their studies, 27% (65) students disagree with the above statement, 9% (22) students are undecided with the above statement, 5% (13) students agree with the statement, 4% (11) students strongly agree with the above statement and 1% (2) students gave no response.

It can be interpreted from the above table that out of 246 respondents, 44%(109) students strongly disagree to the statement that it's difficult for them to pursue their own interests because they don't want to disappoint their parents, 26% (64) students disagree with the statement, 8% (20) students are undecided with the above statement, 12% (30) students agree with the above statement, 8% (19) students strongly agree with the above statement, 2% (4) students gave no response.

The above mentioned factors are the clear indicator that the respondents share healthy relationship with their family members especially parents. Parents are the advocate of education for these girls, hence these girls share healthy relationship with their parents. Right from amalgaming the interest of their parents with their own interest, by and large girls are confident in sharing their concerns with the parents.

**5.13. Table showing respondent's view on the statements relating to relation with their friends**

<b>Particulars</b>		<b>Frequency</b>	<b>Percent (%)</b>
<b>Respondents hardly have friends</b>	No Response	7	3
	Strongly Agree	28	11
	Agree	44	18
	Undecided	8	3
	Disagree	47	19
	Strongly Disagree	112	46
	<b>Total</b>	<b>246</b>	<b>100</b>
<b>Respondents are having difficulties combining their interest with those of their friends</b>	No Response	6	2
	Strongly Agree	17	7
	Agree	19	8
	Undecided	20	8
	Disagree	66	27
	Strongly Disagree	118	48
	<b>Total</b>	<b>246</b>	<b>100</b>
<b>Respondents don't have a real friend to talk about problems</b>	No Response	7	3
	Strongly Agree	16	7
	Agree	30	12
	Undecided	14	6
	Disagree	60	24
	Strongly Disagree	119	48
	<b>Total</b>	<b>246</b>	<b>100</b>
<b>Household activities leaves no time for them to hang-out with friends</b>	No Response	7	3
	Strongly Agree	19	8
	Agree	12	5
	Undecided	11	4
	Disagree	64	26

	Strongly Disagree	133	54
	<b>Total</b>	<b>246</b>	<b>100</b>
<b>Colleagues in school have different upbringing than them</b>	No Response	7	3
	Strongly Agree	19	8
	Agree	20	8
	Undecided	19	8
	Disagree	54	22
	Strongly Disagree	127	51
	<b>Total</b>	<b>246</b>	<b>100</b>

It can be concluded from the above table that out of 246 respondents, 46% (112) students strongly disagree to the statement that they hardly have friends, 19% (47) students disagree with the above statement, 3% (8) students are undecided with the above statement, 18% (44) students agree with the above statement, 11% (28) students strongly disagree with the above statement, and 3% (7) students give no response.

It can be observed from the above table that out of 246 respondents, 48% (118) students strongly disagree to the statement that they are having difficulties combining their interest with those of their friends, 27% (66) students disagree with the above statement, 8% (20) students are undecided with the above statement, 8% (19) students agree with the above statement, 7% (17) strongly agree with the above statement, 2% (6) students give no response.

It can be inferred from the above table that out of 246 respondents, 48% (119) students strongly disagree to the statement that they don't have a real friend to talk about problems, 24% (60) students disagree with the above statement, 6% (14) students are undecided with above statement, 12% (30) students agree with the above statement, 7% (16) students strongly agreed to the above statement, 3% (7) students give no response.

It can be analyzed from the above statement that out of 246 respondents, 54% (133) students strongly disagree to the statement that household activities leaves no time for them to hang-out with friends, 26%(64) students disagree with the above statement, 4% (11) students are undecided with the above statement, 5% (12) students agree with the statement, 8% (19) students strongly agree with the above statement and 3% (7) students give no response to above statement.

It can be interpreted from the above table that out of 246 respondents, 51% (127) students strongly disagree to the statement that colleagues in school have different upbringing than them, 22% (54) students disagree with the above statement, 8% (19) students are undecided with the above statement, 8% (20) students agree with the above statement, 8% (19) strongly agree to the above statement, 3% (7) students give no response.

Most of the respondents share healthy relationship with their friends, who are dwelling from the same background. There are hardly any issues concerning to different family background as they share commonality of family background. The schools selected are the ones where students from all the religions are studying, despite of this there are hardly any issues relating to diversified family background.

## **6. Difficulties faced by girls**

### **6.1. Table showing respondent's view on the statement that Respondents get demotivated to study further in case they fail or secure less marks in the exam**

<b>Particulars</b>		<b>Frequency</b>	<b>Percent (%)</b>
	No Response	7	3
	Strongly Agree	35	14
	Agree	49	20
	Undecided	27	11
	Disagree	51	21
	Strongly Disagree	77	31
	<b>Total</b>	<b>246</b>	<b>100</b>

It can be observed from the above table that out of 246 respondents, 31% (77) students strongly disagree to the statement that they get demotivated to study further in case they fail or secure less marks in the exam, 21% (51) students disagree with the above statement, 11% (27) students are undecided with the above statement, 20% (49) students agree with above statement, 14% (35) students strongly agree with the above statement and 3% (7) students gave no response.

Girls are usually not demotivated when they secure fewer marks in the examination. Most of the girls continue to work hard even while they under perform. Girls do not succumb to circumstances like these.

**5.15. Table showing respondent's view on the statement that parents are supportive towards education**

<b>Particulars</b>		<b>Frequency</b>	<b>Percent (%)</b>
	No Response	8	3
	Strongly Agree	140	57
	Agree	59	24
	Undecided	10	4
	Disagree	12	5
	Strongly Disagree	17	7
	<b>Total</b>	<b>246</b>	<b>100</b>

It can be concluded from the above table that out of 246 respondents, 57% (140) students strongly agree to the statement that their parents are supportive towards education, 24% (59) students agree with the above statement, 4% (10) students are undecided with the above statement, 5% (12) students disagree with the above statement, 7% (17) students strongly disagree to the above statement and 3% (8) students gave no response.

Responding girls agree that their parents are supportive towards their education, hence they chose to study further. Most of the girls are of belief that their parents want them to study further, however there is no clarification in terms of higher education that they expect from their parents. Higher education could also mean studying till HSC for their parents.

**6.2. Table Representing respondent's views on constant distraction by surrounding area to study further**

<b>Particulars</b>		<b>Frequency</b>	<b>Percent (%)</b>
	No Response	7	3
	Strongly Agree	18	7
	Agree	24	10
	Undecided	35	14
	Disagree	68	28
	Strongly Disagree	94	38
	<b>Total</b>	<b>246</b>	<b>100</b>

It can be inferred from the above table that out of 246 respondents, 38% (94) students strongly disagree to the statement that they are constantly distracted by surrounding area to study further, 28% (68) students disagree with the above statement, 14% (35) students are undecided with the above statement, 10% (24) students agree with the above statement, 7% (18) students strongly agree with the above statement and 3% (7) students gave no response.

Disturbances in the families play very important role in creating a positive bent of mind for the girls. If there are any disturbances in the family ties, it is bound to create a rippling effect on the minds of the girls. Fortunately these girls do not feel any such sort of disturbances in their family life.



### 6.3. Table showing respondent's view on the school related factors

Particulars		Frequency	Percent (%)
<b>teachers of schools are not up to the mark</b>	No Response	7	3
	Strongly Agree	10	4
	Agree	5	2
	Undecided	16	6
	Disagree	69	28
	Strongly Disagree	139	57
	<b>Total</b>	<b>246</b>	<b>100</b>
<b>Respondents are asked to bring or prepare lots of assignments and projects for studies, hence they do not get interested to study further</b>	No Response	8	3
	Strongly Agree	16	7
	Agree	6	2
	Undecided	12	5
	Disagree	57	23
	Strongly Disagree	147	60
	<b>Total</b>	<b>246</b>	<b>100</b>
<b>Respondents are completely satisfied with overall experience at school</b>	No Response	11	4
	Strongly Agree	94	38
	Agree	75	31
	Undecided	31	13
	Disagree	16	6
	Strongly Disagree	19	8
	<b>Total</b>	<b>246</b>	<b>100</b>

It can be analyzed from the above table that out of 246 respondents, 57% (139) students strongly disagree to the statement that teachers of schools are not up to the mark, 28% (69) students disagree with the above statement, 6% (16) students are undecided with the above statement, 2% (5) students agree with the above statement, 4% (10) students strongly agree to the statement and 3% (7) students gave no response.

It can be interpreted from the above table that out of 246 respondents, 60% (147) students strongly disagree to the statement that they are asked to bring or prepare lots of assignments and projects for studies, hence they don't get interested to study further, 23% (57) students disagree with the above statement, 5% (12) students are undecided with the above statement, 2% (6) students agree with the above statement, 7% (16) students strongly agreed to the above statement and 3% (8) students gave no response.

It can be observed from the above table that out of 246 respondents, 38% (94) students strongly agree to the statement that they are completely satisfied with overall experience at school, 31% (75) students, agree to the above statement, 13% (31) students are undecided with the above statement, 6% (16) students disagree with the above statement, 8% (19) students strongly disagree with the above statement and 4% (11) students gave no response.

Overall school experience is satisfactory to the girls of the school, their responses ranges from agree to strongly agree regarding school experience. Another reason which parents often complain about the schools is heavy reliance on projects and assignments which adds to the expenses. But it is interesting to know that students are satisfied with these assignments and tasks which are given to them. Students have also shown liking towards the quality of teachers assigned to them.

**6.4. Table showing respondent's view on the statement that their parents think it is difficult to get educated boys for marriage, hence they should not study further.**

<b>Particulars</b>		<b>Frequency</b>	<b>Percent (%)</b>
	No Response	7	3
	Strongly Agree	15	6
	Agree	7	3
	Undecided	24	10
	Disagree	55	22
	Strongly Disagree	138	56
	<b>Total</b>	<b>246</b>	<b>100</b>

It can be concluded from the above table that out of 246 respondents, 56% (138) students strongly disagree to the statement that their parents think it is difficult to get educated boys for marriage, hence they should not study further, 22% (55) students disagree with the above statement, 10% (24) students are undecided with the above statement, 3% (7) students agree with the above statement, 6% (15) students strongly agree with the above statement, 3% (7) students gave no response.

This table shows that a new change is emerging with reference to children - parents perception and views about the importance of education. Excessive and irrational weightage accorded by parents to girls marriage and its prospects being damaged by more higher education among girls is not the belief shared by their girl children. This may be true of non Muslim parents too. Parents belief too could be collective experience based.

## **7. School Continuation**

### **7.1. Table Representing respondent's views on source of guidance relating to studies**

<b>Particulars</b>		<b>Frequency</b>	<b>Percent (%)</b>
	No Response	21	8
	Parents	127	52
	Siblings	89	36
	Neighbors	7	3
	Others	2	1
	<b>Total</b>	<b>246</b>	<b>100</b>

It can be inferred from the above table that out of 246 respondents, 52% (127) students take guidance related to studies from their parents, 36% (89) students take guidance from their siblings, 3% (7) students take guidance from neighbors, 1% (2) students take guidance from others and 8% (21) students give no response to the above statement.

Parents are the great source of motivation for the girls, in the present scenario respondents look upto their parents and siblings in the families for any sort of guidance. It can be noted that these students are not taking tuition classes, hence they are mostly dependent on parents or siblings where it may happen that they are not completely aware about the practices.

**7.2. Table showing respondent's view on the statement that Respondents have major difficulty in access of infra structure for studies**

<b>Particulars</b>		<b>Frequency</b>	<b>Percent (%)</b>
	No Response	59	24
	Books	44	18
	School uniforms	29	12
	Stationary	18	7
	Nothing	96	39
	<b>Total</b>	<b>246</b>	<b>100</b>

It can be interpreted from the above table that out of 246 respondents, 39% (96) students does not find any difficulty in accessing any infrastructure facilities for studies, 18% (44) students have major difficulty to access books, 12% (29) students have major difficulty to access school uniforms, 7% (18) students have major difficulty to access stationary and 24% (59) students gave no response.

Large numbers of girls are having issue in access of books and school uniforms, however majority of the girls have responded that they do not find any difficulty in access of any school related infra structure.

## Cross Variable Analysis of the Data

### 1. Data Showing Correlation between Students' Willingness to study further with their age.

Age of Respondent	Aspiration to Study Further					
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
	Count	Count	Count	Count	Count	Count
No Response	12	6	2	1	0	21
13	19	0	0	0	0	19
14	64	12	1	0	1	78
15	56	6	4	0	0	66
16	32	13	1	0	2	48
17	9	4	0	0	0	13
18	1	0	0	0	0	1
<b>Total</b>	<b>193</b>	<b>41</b>	<b>8</b>	<b>1</b>	<b>3</b>	<b>246</b>

#### Pearson Chi-Square Tests

		Aspiration to Study Further
Age	Chi-square	37.953
	df	24
	Sig.	.035 <sup>*,b,c</sup>

\*. The Chi-square statistic is significant at the .05 level.

#### Hypothesis testing

Ho: There is no significant association between age and willingness to study further

H1: There is significant association between age and willingness to study further

The above table is an indicator that the Chi-Square is significant as p-value is less than  $\alpha=0.05$  therefore there is a significant association between Age of Respondents and their aspirations to study further. At the age 15, maximum number of respondents that is 64 respondents strongly

agrees that they would like to study further, significantly low age aspiration is found in the girls who are elder as compared to younger girls. 9 girls from the age of 17 years agree that they would like to study further.

The statistical representation indicates that the aspiration to study further is higher at the young age, as the age advances, aspiration gets lowered down. This phenomenon is observed owing to the fact that young girls are not fully aware about the realities of the life, as and when age advances they become aware.

## 2. Data Showing Correlation between Aspirations of girls to study further with the household chores done by them.

Particulars			Aspirations to Study Further						
			No Response	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Chores	No response	Count	0	1	0	0	0	0	1
		Table N %	0.0%	0.4%	0.0%	0.0%	0.0%	0.0%	0.4%
	Take care of younger siblings	Count	0	11	0	0	0	1	12
		Table N %	0.0%	4.5%	0.0%	0.0%	0.0%	0.4%	4.9%
	Cook food	Count	0	5	2	0	0	1	8
		Table N %	0.0%	2.0%	0.8%	0.0%	0.0%	0.4%	3.3%
	Cleaning and household chores	Count	0	94	32	4	2	0	132
		Table N %	0.0%	38.2%	13.0%	1.6%	0.8%	0.0%	53.7%
	Help parents in Earning	Count	0	16	3	4	0	0	23
		Table N %	0.0%	6.5%	1.2%	1.6%	0.0%	0.0%	9.3%
	Nothing	Count	0	34	12	4	2	0	52
		Table N %	0.0%	13.8%	4.9%	1.6%	0.8%	0.0%	21.1%
	Others	Count	0	12	5	0	0	1	18
		Table N %	0.0%	4.9%	2.0%	0.0%	0.0%	0.4%	7.3%
	Total	Count	0	173	54	12	4	3	246
		Table N %	0.0%	70.3%	22.0%	4.9%	1.6%	1.2%	100.0%

### Pearson Chi-Square Tests

		Enjoyment of Studies
Performance of household chores	Chi-square	22.765
	df	24
	Sig.	.534 <sup>a,b</sup>

### Hypothesis testing

Ho: There is no significant association between household chores performed by girls with the willingness to study further

H1: There is significant association between household chores performed by girls with the willingness to study further

The above table represents that maximum number of respondents that is 38% are doing household chores at home and they are willing to study further. Whereas 16% of the girls are helping their parents in income generating activities, however it is found that these girls are interested in studying further too.

It is observed that household chores and income generating activities bear no impact on the aspirations of the girls. Their aspiration to study further is not impacted by either involvement in household chores or income generating activities. The location in which these girls are staying has major business of kite making or domestic maids, hence it is observed that these girls are sometimes involved with their parents in making of kites or helping their mothers in domestic maid services.



### 3. Data Showing Correlation between Enjoyment of Studies with the household chores done by them.

Particulars		Enjoyment of Studies					
		No Response	Strongly Agree	Agree	Undecided	Disagree	Total
		Count	Count	Count	Count	Count	Count
Chores	No response	0	1	0	0	0	1
	Take Care of Younger Siblings	0	10	0	1	1	12
	Cook food	0	6	2	0	0	8
	Cleaning and Household Chores	1	99	30	0	2	132
	Help parents in Earning	0	19	4	0	0	23
	Nothing	0	35	15	2	0	52
	Others	0	15	3	0	0	18

#### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	22.765 <sup>a</sup>	24	.534
Likelihood Ratio	22.618	24	.542
Linear-by-Linear Association	.016	1	.899
N of Valid Cases	246		

The above table represents that maximum number of respondents that is 99 are doing household chores at home and they are enjoying the studies. Whereas 35 respondents do nothing at home and they are enjoying the studies as well.

Household chores and errands have no impact on the enjoyment of the studies on part of girls. Despite the fact that these girls are running at the two ends of their life, they do not find education as a burden to them.

**4. Table Showing Correlation between age of respondents and their overall school satisfaction**

School Satisfaction Parameters			Age									%
			No Respo nse	13	14	%	15	16	17	18	Total	
Importance of School	No Response	Count	1	0	1	0.4%	2	2	0	0	6	2.4%
	Yes	Count	20	18	75	30.5%	64	46	13	1	237	96.3%
	No	Count	0	0	0	0.0%	0	0	0	0	0	0.0%
	Don't Know	Count	0	1	2	0.8%	0	0	0	0	3	1.2%
	<b>Total</b>	<b>Count</b>	<b>21</b>	<b>19</b>	<b>78</b>	<b>31.7%</b>	<b>66</b>	<b>48</b>	<b>13</b>	<b>1</b>	<b>246</b>	<b>100%</b>
Satisfaction of School	No Response	Count	1	0	5	2.0%	11	0	3	0	20	8.1%
	Yes	Count	20	19	71	28.9%	54	48	10	1	223	90.7%
	No	Count	0	0	2	0.8%	1	0	0	0	3	1.2%
	Don't Know	Count	0	0	0	0.0%	0	0	0	0	0	0.0%
	<b>Total</b>	<b>Count</b>	<b>21</b>	<b>19</b>	<b>78</b>	<b>31.7%</b>	<b>66</b>	<b>48</b>	<b>13</b>	<b>1</b>	<b>246</b>	<b>100%</b>
Favorite Subject	No Response	Count	1	0	2	0.8%	5	2	0	0	10	4.1%
	English	Count	5	9	22	8.9%	23	16	6	0	81	32.9%
	Maths	Count	0	5	28	11.4%	12	3	1	0	49	19.9%
	Statistics	Count	5	0	0	0.0%	2	15	2	0	24	9.8%
	Computer	Count	4	1	12	4.9%	7	3	0	0	27	11.0%
	Others	Count	6	4	14	5.7%	17	9	4	1	55	22.4%
	<b>Total</b>	<b>Count</b>	<b>21</b>	<b>19</b>	<b>78</b>	<b>31.7%</b>	<b>66</b>	<b>48</b>	<b>13</b>	<b>1</b>	<b>246</b>	<b>100%</b>
Overall School Quality	No Response	Count	1	0	6	2.4%	2	1	1	0	11	4.5%
	Poor	Count	0	1	1	0.4%	2	0	0	0	4	1.6%
	Slightly Good	Count	0	0	4	1.6%	1	2	1	0	8	3.3%
	Good	Count	12	11	39	15.9%	33	26	2	1	124	50.4%
	Excellent	Count	7	7	24	9.8%	24	18	8	0	88	35.8%
	Cant say	Count	1	0	4	1.6%	4	1	1	0	11	4.5%
	<b>Total</b>	<b>Count</b>	<b>21</b>	<b>19</b>	<b>78</b>	<b>31.7%</b>	<b>66</b>	<b>48</b>	<b>13</b>	<b>1</b>	<b>246</b>	<b>100%</b>

Pearson Chi-Square Tests		
		Age
Importance of School	Chi-square	7.932
	df	12
	Sig.	.790 <sup>a,b</sup>
Satisfaction of School	Chi-square	19.585
	df	12
	Sig.	.075 <sup>a,b</sup>
Favorite Subject	<b>Chi-square</b>	<b>78.030</b>
	<b>df</b>	<b>30</b>
	<b>Sig.</b>	<b>.000<sup>a,b,*</sup></b>
Overall School Quality	Chi-square	21.237
	df	30
	Sig.	.880 <sup>a,b</sup>
*. The Chi-square statistic is significant at the .05 level.		

It can be interrelated from the above table that there is a positive correlation between age of respondents towards the overall liking of the school. Age 14 has a strong correlation between the overall school liking. It can be stated that at the age of 14, aspirations of girls are very high and also, they have strong liking towards the school. Also, mathematics and English stands to be the favorite subject of the respondents. School satisfaction level is very high at the age of 14 years, also girls are satisfied with the entire school system.

Chi Square statistics states that there is a significant correlation between age of the girls and the liking towards a subject. As the age advances, girls develop liking towards a subject and in majority of the case, the favorite subject is English. Most of the girls aspire to learn English as a language, despite of the fact that all of the respondents are in Gujarati Medium Schools.

**5. Table showing correlation between income of the respondents and sources of expenses**

Sources of Expenses		Income					
		No Response	below 1,00,000	1,00,000-2,00,000	2,00,000 - 3,00,000	More than 3,00,000	Total
		Count	Count	Count	Count	Count	Count
Mode of transportation	No Response	0	1	0	0	0	1
	Walking	19	137	7	1	1	165
	Cycle	5	23	7	0	0	35
	Hired Auto	12	24	4	0	0	40
	Public Transport	1	2	0	1	0	4
	Others	0	1	0	0	0	1
	<b>Total</b>	<b>37</b>	<b>188</b>	<b>18</b>	<b>2</b>	<b>1</b>	<b>246</b>
Cost of transportation	No Response	2	38	4	1	0	45
	100-199	9	41	2	0	1	53
	200-299	1	7	3	0	0	11
	More than 300	12	37	0	1	0	50
	No cost	13	65	9	0	0	87
	<b>Total</b>	<b>37</b>	<b>188</b>	<b>18</b>	<b>2</b>	<b>1</b>	<b>246</b>
Risks of school going	No Response	15	39	5	1	0	60
	Yes	22	146	13	1	1	183
	No	0	2	0	0	0	2
	Don't Know	0	1	0	0	0	1
	<b>Total</b>	<b>37</b>	<b>188</b>	<b>18</b>	<b>2</b>	<b>1</b>	<b>246</b>
Amount of Pocket Money	50-500	24	112	8	2	1	147
	501-1000	5	20	2	0	0	27
	More than 1000	5	33	7	0	0	45
	No Help	3	19	0	0	0	22
	No Response	5	6	1	0	0	12
	<b>Total</b>	<b>37</b>	<b>188</b>	<b>18</b>	<b>2</b>	<b>1</b>	<b>246</b>
Sources of Expenses	Purchasing of books	9	86	9	1	0	105
	Transportation	10	56	7	1	0	74
	School And Tuition Fees	1	4	0	0	0	5
	Others	12	36	1	0	1	50
	<b>Total</b>	<b>37</b>	<b>188</b>	<b>18</b>	<b>2</b>	<b>1</b>	<b>246</b>

	Fathers Job	27	136	14	2	1	180
Source of Income	Mothers job	1	12	0	0	0	13
	Both	5	27	1	0	0	33
	Other	3	10	2	0	0	15
	No Income	1	1	1	0	0	3
	No Response	0	2	0	0	0	2
	<b>Total</b>	<b>37</b>	<b>188</b>	<b>18</b>	<b>2</b>	<b>1</b>	<b>246</b>

Pearson Chi-Square Tests		
		Income
Mode of Transportation	<b>Chi-square</b>	<b>51.928</b>
	<b>df</b>	<b>20</b>
	<b>Sig.</b>	<b>.000<sup>*,b,c</sup></b>
Cost of Transportation	Chi-square	25.743
	df	16
	Sig.	.058 <sup>b,c</sup>
Risks of school going	Chi-square	8.412
	df	12
	Sig.	.752 <sup>b,c</sup>
Amount of Pocket Money	Chi-square	11.601
	df	16
	Sig.	.771 <sup>b,c</sup>
Sources of Expenses	Chi-square	20.852
	df	16
	Sig.	.184 <sup>b,c</sup>
Source of Income	Chi-square	9.910
	df	20
	Sig.	.970 <sup>b,c</sup>
*. The Chi-square statistic is significant at the .05 level.		

It can be interpreted from the above table that there is a significant association between income of the family and the mode of transportation used. Girls from the family income less than Rs 1,00,000 comes to the school by walking.

Most of the expenses incurred by the girl child are on the purchasing of the books which is usually incurred by the parents and with no assistance from the scholarships at school.

**6. Table showing correlation between Age of the Respondents and enjoyment of the studies**

Enjoyment of the Studies		Age							
		0	13	14	15	16	17	18	
		Count	Count	Count	Count	Count	Count	Count	
Household Chores	No Response	1	0	0	0	0	0	0	0.4%
	Take care of younger siblings	1	0	6	4	1	0	0	4.9%
	Cook food	0	1	1	4	1	1	0	3.3%
	Cleaning and household chores	12	9	41	32	28	9	1	53.7%
	Help parents in earning	1	4	10	4	3	1	0	9.3%
	Nothing	4	3	17	16	10	2	0	21.1%
	Others	2	2	3	6	5	0	0	7.3%
	<b>Total</b>	<b>21</b>	<b>19</b>	<b>78</b>	<b>66</b>	<b>48</b>	<b>13</b>	<b>1</b>	<b>100%</b>
Chores After School	No Response	0	0	0	0	1	0	0	0.4%
	Take care of younger siblings	1	2	6	1	5	2	0	6.9%
	Cook food	0	0	3	8	8	4	0	9.3%
	Cleaning and household chores	9	4	26	32	14	3	1	36.2%
	Help parents in earning	0	4	15	2	2	2	0	10.2%
	Nothing	8	3	17	13	10	2	0	21.5%
	Others	3	6	11	10	8	0	0	15.4%
	<b>Total</b>	<b>21</b>	<b>19</b>	<b>78</b>	<b>66</b>	<b>48</b>	<b>13</b>	<b>1</b>	<b>100%</b>
Time for homework	No response	0	0	0	1	0	1	0	0.8%
	After completing all the household chores	11	11	58	51	34	10	1	71.5%
	After taking care of siblings	0	0	1	4	4	1	0	4.1%
	Never	1	1	0	2	1	0	0	2.0%

	Others	9	7	18	8	8	1	0	20.7%
	<b>Total</b>	<b>21</b>	<b>19</b>	<b>78</b>	<b>66</b>	<b>48</b>	<b>13</b>	<b>1</b>	<b>100%</b>
Enjoyment of the Studies	No Response	0	0	0	0	1	0	0	0.4%
	Strongly Agree	7	16	67	59	27	9	0	75.2%
	Agree	14	3	9	5	19	3	1	22.0%
	Undecided	0	0	1	2	0	0	0	1.2%
	Disagree	0	0	1	0	1	1	0	1.2%
	Strongly Disagree	0	0	0	0	0	0	0	0.0%
	<b>Total</b>	<b>21</b>	<b>19</b>	<b>78</b>	<b>66</b>	<b>48</b>	<b>13</b>	<b>1</b>	<b>100%</b>
Aspiration to Study further	No Response	0	0	0	0	0	0	0	0.0%
	Strongly Agree	10	17	60	51	25	10	0	70.3%
	Agree	6	2	10	11	21	3	1	22.0%
	Undecided	2	0	6	3	1	0	0	4.9%
	Disagree	3	0	1	0	0	0	0	1.6%
	Strongly Disagree	0	0	1	1	1	0	0	1.2%
	<b>Total</b>	<b>21</b>	<b>19</b>	<b>78</b>	<b>66</b>	<b>48</b>	<b>13</b>	<b>1</b>	<b>100%</b>

Pearson Chi-Square Tests		
		age
Household Chores	Chi-square	31.053
	df	36
	Sig.	.703 <sup>a,b</sup>
Chores After School	Chi-square	57.734
	df	36
	Sig.	.012 <sup>a,b,*</sup>
Time for homework	Chi-square	39.606
	df	36
	Sig.	.312 <sup>a,b</sup>
Enjoyment of the Studies	Chi-square	63.477
	df	24
	Sig.	.000 <sup>a,b,*</sup>
Aspiration to Study further	Chi-square	53.782
	df	24
	Sig.	.000 <sup>a,b,*</sup>
*. The Chi-square statistic is significant at the .05 level.		

The above table depicts that there is a significant correlation between the age of the respondents with the enjoyment of the studies. Younger the age, higher the enjoyment level of the studies. In terms of aspirations to study further, it is observed that young girls have more aspiration to study further, whereas as age advances, the aspiration to study further decreases. The majority of the work done by the girls is pertaining to the chores of cleaning.

#### 7. Table representing respondents views on the expectations of their parents

Particulars		Parent's Aspirations							
		No Response	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total	
		Count	Count	Count	Count	Count	Count	Count	
Study Further	Strongly Agree	1	134	33	11	4	10	193	78.5%
	Agree	0	14	26	0	0	1	41	16.7%
	Undecided	0	0	2	6	0	0	8	3.3%
	Disagree	0	1	0	0	0	0	1	0.4%
	Strongly Disagree	0	3	0	0	0	0	3	1.2%
	<b>Total</b>	<b>1</b>	<b>152</b>	<b>61</b>	<b>17</b>	<b>4</b>	<b>11</b>	<b>246</b>	<b>100%</b>
Achieve my Dreams	No Response	0	0	0	0	0	0	0	0.0%
	Strongly Agree	1	138	31	6	2	10	188	76.4%
	Agree	0	10	29	4	1	1	45	18.3%
	Undecided	0	2	1	3	0	0	6	2.4%
	Disagree	0	1	0	4	1	0	6	2.4%
	Strongly Disagree	0	1	0	0	0	0	1	0.4%
	<b>Total</b>	<b>1</b>	<b>152</b>	<b>61</b>	<b>17</b>	<b>4</b>	<b>11</b>	<b>246</b>	<b>100%</b>
Study further to make them proud	No Response	1	0	0	0	0	0	1	0.4%
	Strongly Agree	0	138	24	11	2	9	184	74.8%
	Agree	0	8	31	2	1	2	44	17.9%
	Undecided	0	4	4	3	0	0	11	4.5%
	Disagree	0	1	2	0	1	0	4	1.6%



	Strongly Disagree	0	1	0	1	0	0	2	0.8%
	<b>Total</b>	<b>1</b>	<b>152</b>	<b>61</b>	<b>17</b>	<b>4</b>	<b>11</b>	<b>246</b>	<b>100%</b>
<b>Study further to get Educated husband</b>	No Response	1	3	0	0	0	0	4	1.6%
	Strongly Agree	0	83	12	8	2	4	109	44.3%
	Agree	0	15	29	2	1	1	48	19.5%
	Undecided	0	39	14	6	1	0	60	24.4%
	Disagree	0	7	1	1	0	2	11	4.5%
	Strongly Disagree	0	5	5	0	0	4	14	5.7%
	<b>Total</b>	<b>1</b>	<b>152</b>	<b>61</b>	<b>17</b>	<b>4</b>	<b>11</b>	<b>246</b>	<b>100%</b>
<b>Study further for Community</b>	No Response	1	1	1	0	0	0	3	1.2%
	Strongly Agree	0	91	13	6	2	7	119	48.4%
	Agree	0	41	31	5	1	1	79	32.1%
	Undecided	0	14	13	3	0	0	30	12.2%
	Disagree	0	2	1	1	0	0	4	1.6%
	Strongly Disagree	0	3	2	2	1	3	11	4.5%
	<b>Total</b>	<b>1</b>	<b>152</b>	<b>61</b>	<b>17</b>	<b>4</b>	<b>11</b>	<b>246</b>	<b>100%</b>

Pearson Chi-Square Tests		
		Parent's Aspirations
Study Further	Chi-square	102.741
	df	20
	Sig.	.000 <sup>*,b,c</sup>
Achieve my Dreams	Chi-square	115.997
	df	20
	Sig.	.000 <sup>*,b,c</sup>
Study further to make them proud	Chi-square	343.925
	df	25
	Sig.	.000 <sup>*,b,c</sup>
Study further to get Educated husband	Chi-square	138.571
	df	25
	Sig.	.000 <sup>*,b,c</sup>

Study further for Community	Chi-square	136.841
	df	25
	Sig.	.000 <sup>*,b,c</sup>
*. The Chi-square statistic is significant at the .05 level.		

It can be interpreted from the above table that according to the girls, their parents have different level of aspirations from them. Majority of the respondents have stated that the aspiration of their parents is to let them child study further. There is a significant correlation between parent's aspirations to let them study further, study further to get an educated husband, study further for the development of the community.

#### 8. Table representing views of the respondents on the reasons why they are weak in studies.

Reasons for being weak in Studies		Weak in Studies						
		Strongly Agree	Agree	Undeci ded	Disagree	Strongly Disagree	Total	
		Count	Count	Count	Count	Count	Count	
No Interest in the studies	Strongly Agree	1	2	0	1	1	5	2.0%
	Agree	4	9	0	0	1	14	5.7%
	Undecided	2	7	10	4	2	25	10.2%
	Disagree	5	4	5	70	2	86	35.0%
	Strongly Disagree	5	5	7	13	85	115	46.7%
Study Stress	No Response	0	1	0	0	0	1	0.4%
	Strongly Agree	8	4	0	3	9	24	9.8%
	Agree	2	10	1	7	4	24	9.8%
	Undecided	1	8	11	5	4	29	11.8%
	Disagree	2	3	8	64	9	86	35.0%
	Strongly Disagree	4	1	3	9	65	82	33.3%
Disturbance in family	No Response	0	0	0	0	1	1	0.4%
	Strongly Agree	5	4	2	3	4	18	7.3%
	Agree	3	3	0	3	1	10	4.1%
	Undecided	1	2	7	4	2	16	6.5%
	Disagree	1	7	7	59	6	80	32.5%

	Strongly Disagree	7	11	7	19	77	121	49.2%
School Colleagues	No Response	0	0	0	0	1	1	0.4%
	Strongly Agree	3	0	0	0	2	5	2.0%
	Agree	1	4	1	0	3	9	3.7%
	Undecided	3	5	8	6	3	25	10.2%
	Disagree	2	7	6	56	6	77	31.3%
	Strongly Disagree	8	11	8	26	76	129	52.4%
Presence of Male teachers	No Response	0	0	0	0	2	2	0.8%
	Strongly Agree	4	1	0	0	2	7	2.8%
	Agree	0	1	2	4	0	7	2.8%
	Undecided	2	6	5	4	0	17	6.9%
	Disagree	3	8	4	46	7	68	27.6%
	Strongly Disagree	8	11	12	34	80	145	58.9%
Teachers Scolding	No Response	0	0	0	0	3	3	1.2%
	Strongly Agree	3	4	1	5	5	18	7.3%
	Agree	1	3	0	6	1	11	4.5%
	Undecided	4	4	8	7	6	29	11.8%
	Disagree	1	6	3	36	10	56	22.8%
	Strongly Disagree	8	10	11	34	66	129	52.4%
Studies add extra pressure for the family	No Response	0	0	0	0	3	3	1.2%
	Strongly Agree	3	7	0	1	2	13	5.3%
	Agree	2	4	0	5	1	12	4.9%
	Undecided	1	2	9	8	5	25	10.2%
	Disagree	1	7	3	44	9	64	26.0%
	Strongly Disagree	10	7	11	30	71	129	52.4%
Studies are not important	No Response	0	1	0	1	2	4	1.6%
	Strongly Agree	1	4	0	5	0	10	4.1%
	Agree	3	3	1	2	1	10	4.1%
	Undecided	0	2	9	7	3	21	8.5%
	Disagree	3	3	4	48	8	66	26.8%
	Strongly Disagree	10	14	9	25	77	135	54.9%
	<b>Total</b>	<b>17</b>	<b>27</b>	<b>23</b>	<b>88</b>	<b>91</b>	<b>246</b>	<b>100%</b>

Correlations									
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
No Interest in the studies (1)	Pearson Correlation	1	.534**	.369**	.371**	.286**	.343**	.299**	.400**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000
	N	246	246	246	246	246	246	246	246
Study Stress (2)	Pearson Correlation	.534**	1	.422**	.283**	.237**	.242**	.401**	.315**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000	.000
	N	246	246	246	246	246	246	246	246
Disturbance in family (3)	Pearson Correlation	.369**	.422**	1	.523**	.399**	.333**	.301**	.447**
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.000	.000
	N	246	246	246	246	246	246	246	246
School Colleagues (4)	Pearson Correlation	.371**	.283**	.523**	1	.545**	.435**	.458**	.490**
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000	.000
	N	246	246	246	246	246	246	246	246
Presence of Male teachers (5)	Pearson Correlation	.286**	.237**	.399**	.545**	1	.453**	.446**	.479**
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000	.000
	N	246	246	246	246	246	246	246	246
Teachers Scolding (6)	Pearson Correlation	.343**	.242**	.333**	.435**	.453**	1	.379**	.504**
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000	.000
	N	246	246	246	246	246	246	246	246
Studies add extra pressure for the family (7)	Pearson Correlation	.299**	.401**	.301**	.458**	.446**	.379**	1	.447**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000		.000
	N	246	246	246	246	246	246	246	246
Studies are not important (8)	Pearson Correlation	.400**	.315**	.447**	.490**	.479**	.504**	.447**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	
	N	246	246	246	246	246	246	246	246

Pearson Chi-Square Tests		
		Reasons for being weak in Studies
No Interest in the studies	Chi-square	262.643
	df	20
	Sig.	.000 <sup>*,b,c</sup>
Study Stress	Chi-square	226.839
	df	20
	Sig.	.000 <sup>*,b,c</sup>
Disturbance in family	Chi-square	149.767
	df	20
	Sig.	.000 <sup>*,b,c</sup>
School Colleagues	Chi-square	136.697
	df	20
	Sig.	.000 <sup>*,b,c</sup>
Presence of Male teachers	Chi-square	118.350
	df	20
	Sig.	.000 <sup>*,b,c</sup>
Teachers Scolding	Chi-square	66.499
	df	20
	Sig.	.000 <sup>*,b,c</sup>
Studies add extra pressure for the family	Chi-square	123.629
	df	20
	Sig.	.000 <sup>*,b,c</sup>
Studies are not important	Chi-square	125.094
	df	20
	Sig.	.000 <sup>*,b,c</sup>
*. The Chi-square statistic is significant at the .05 level.		

From the above correlation matrix it can be observed that the top row showed correlation coefficient, the number below it represents the two tailed p value for correlation and bottom rows below it shows sample size as per respondents i.e. N=246.

From above table it can be interpreted that the linear positive correlation between all the variables of stress in the studies that is No Interest in the studies, Study Stress, Disturbance in family, School Colleagues, Presence of Male teachers, Teachers Scolding, Studies add extra pressure for the family, Studies are not important it is statistically significant as the p-value is less than 0.05.

The results of inter-correlation between parameters showed that:

There is linear positive correlation between Study Stress with no interest in the study. The correlation coefficient is. 0.534\* and is statistically significant as the p-value is less than 0.05.

\*. Correlation is significant at the 0.01 level (2-tailed).

There is linear positive correlation between School Colleagues and presence of male teachers in the class. The correlation coefficient is. 0.545\*\* and is statistically significant as the p-value is less than 0.05.

\*\*. Correlation is significant at the 0.01 level (2-tailed).