Parents' Voices to Enroll Out of School Girls: A Case Study of a Village in Pakistan
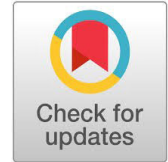
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ABSTRACT

This study investigates parents' attitudes and opinions of their daughters' education in a remote hamlet where girls are frequently absent from school. The study's goal was to obtain insight into the variables that impact parents' decisions to enroll or not enroll their daughters in school, as well as to understand the barriers to education they confront. Qualtiative methodology was used to have in depth views of parents about the reasons and lack of oppurtunities for the education of their girls. A close ended interview schedule was designed to collect data from 27 parents/families from Qila Sttar Shah Ferozewala Tehsil of Sheikhupura in Pakistan. The findings reveled the voices of parents. They reported that they confront a number of hurdles, including poverty, cultural beliefs, and restricted access to resources. The report emphasizes the necessity of including parents in their daughters' education and suggests solutions to solve the village's hurdles to girls' education. According to the study, integrating parents in their daughters' education is critical to establishing gender equality in school and enhancing the general well-being of girls in the village.

1. INTRODUCTION

Articles 38 (d), 37 (b), and 25-Aof Pakistan's 18th Constitution investigate that it is the obligation of the state to give all necessities of a day-to-day existence, including free and necessary schooling, without qualification of ideology or standing (Pildat Foundation Paper, 2011), however, universalization of essential training isn't accomplished because of neediness, an absence of mindfulness among Pakistanis of the significance of instruction, and social qualities. Based on the four areas of the empowering climate, supply, request, and quality, it likewise introduced a few clarifications for why a few young ladies exit school (Jabeen & Muhammad, 2021). Youngsters from poor country regions, those residing in struggle impacted regions, and young ladies from families are a few different gatherings of kids that are not in school ((Bukuluki et al., 2014). As indicated by Andrew et al. (2014), financial determinants that influence admittance to training incorporate parental instruction level, family pay, and actual school offices that help educate and learn. In Stromquist (2014) analyzed the reasons for young ladies' nonattendance at school. The root reasons of out-of-school young ladies, as per him, are social standards, destitution, orientation and identity, vagrant kids, living in struggle and post-struggle zones, road kids, handicaps, and the school environment. As per Vayachuta et al. (2016), the three essential issues that add to exiting school are a low quality of life, an absence of

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life and interactive abilities, and a penchant to take part in dangerous activities and crimes. In this review, out-of-school youngsters who are labeled as "never enlisted" or "exited" are the concentration. Girls s who are not in school are viewed as "out of school," while the people who have "exited" are the individuals who have decided not to go to for reasons unknown (or their families did). The public authority is accountable for guaranteeing that everybody experiences equivalent freedoms in education. Brown (2016) safeguarded the previously mentioned basic liberties by expressing that since training is an essential common freedom and each kid is qualified for it, there is a worldwide emergency in schooling that has terrible human and financial repercussions. Pakistan's schooling system has a few weaknesses when contrasted with other nations' frameworks; Kameyama (2018) reported that there were 5.1 million out-of-school students, or 1 of every 12 kids around the world, of whom 3 million were young ladies (UNESCO, 2012). In any case, as per the Service of Training (2015), there are 6.7 million out-of-school students in Pakistan, with young ladies making up 55% of this figure.

A superior school system can be built with additional assets, local area inclusion, and parental longing for top notch guidance. Each youngster needs fundamental training, so the public authority should attempt to furnish it to all kids with the guidance of different drives to accomplish the objective of universalizing schooling in Pakistan (Ammarah, 2015) .

One of UNESCO's two overall objectives starting around 2008 has been orientation correspondence. Better Life, Better Future, otherwise called the Worldwide Association for Girls ' and GIrls' Schooling, was presented by UNESCO in May 2011. That's what the assessment found, in spite of the fact that UNESCO's endeavors to further develop young ladies' and ladies' schooling are plainly lined up with SDGs 4 and 5, as well as extensively with the rule of abandoning nobody, there is at times a compromise between focusing on the hardest to reach and other contributor needs. Thus, UNESCO needs to all the more unequivocally position its endeavors to help young ladies' and ladies' schooling and its specialty in the 2030 Plan. To all the more likely guarantee manageability and to solidify components for coordination and data dividing between different mediations to exploit cooperative energies and work on authoritative getting the hang of, continuous endeavors should likewise be made to increase or potentially reproduce limited scope intercessions.(Sperling & Winthrop, 2015)

Objectives of the Study

This study intended to:

- Identify the reasons for out-of-school girls as reported by their parents in rural Punjab.

- Investigate the fears of parents associated with the school enrollment of their girls.

- Rank major causes that may become a barrier to access education for girls

- Recommend measures to improve access to girls' education in rural areas.

Questions of the study

Following were the questions of the study:

- What are the reasons for girls not being enrolled in school, as described by their parents in rural Punjab?

- What types of fears do parents associate with the school enrollment of their girls?

- How school access for girls can be improved in rural areas of Punjab?

Research Design and methodology

The research is based on interpretivism Paradigm. Interpretivismportrays strategies that put areas of strength for an emphasis on the meaning of people's characters and contributions in both social and social life (Elster, 2007; Walsham, 1995). It shows that examination techniques that take the position that individuals' views of the world are social developments made by people are not legitimate, and this plainly rejects innate science research strategies n (Eliaeson, 2002; McIntosh, 1998).

The convenience of subjective information chasing after information is naturally advanced by interpretivism (Kaplan & Maxwell, 2005). Generally, this philosophical and logical worldview is keen on the disposition of a circumstance, which adds to the overall objective of context-oriented profundity (Myers et al., 1997)

So the examination configuration utilized in this study was qualitative. Researchers aimed to record the voices of out-of-school young girls in order to better understand the difficulties and issues that impacted parents' attitudes, perceptions, and perspectives about schooling. In one rural region of Punjab's Qila Sttar Shah Ferozewala Tehsil of Sheikhupura, parents of out-of-school girls were the participants of this study. in interviews and focused group discussions.

A subjective plan is more adaptable and subject-responsive. As per (Clarke & Braun, 2013), subjective information is accumulated as words, and in this review, the specialist means to understand and decipher the information in a manner that is more well defined for the area of the review. It infers that the information delivered by this exploration adds to more extensive understandings. Accordingly, subjective exploration plans produce restricted but rich and sagacious information (Bengtsson, 2016). The subjective methodology was picked by the analyst since it takes a gander at how and why, instead of when, where, and what.

Sample of the study

Purposive sampling is a common technique used in qualitative research, when researchers purposefully choose participants who are knowledgeable about or have first-hand experience with the key concept(s) being researched. Sample sizes are often small with the idea that a relatively small number of people may provide a significant quantity of specific, in-depth information that larger samples cannot. So, in this study the purpose was to choose those families whose girls never went to school or dropped out

at any stage for any reason. Moreover, the age group of girls falls between 7 to 17 years. The study used a sample of 27 families/ parents from the Qila Sttar Shah Ferozewala Tehsil of Sheikhupura in Pakistan.

Instrument of the study

Instrument of the study comprised on structure interview schedule. After an extensive review of related researches, a set of possible factors of reasons for being of school were presented to in a Focus Group Discussion in which 7 key stakeholders including parents, policy makers, teachers and a representative from school department participated. On the basis of key findings from this focus group discussion a set of 15 questions were designed in a structured interview. Further, the designed interview was validated from 5 eminent field experts. After this it was piloted on 5 families of the target area to confirm its reliability.

Data Analysis & Interpretation

The aim of the study was to record the voices of out-of-school girls in order to better understand the difficulties and issues that impacted parents' attitudes, perceptions, and perspectives about schooling. Data was collected through interview. Each interview was transcribed in exact language and then translate into English. Codes were made on data sheet and then from most common codes categories were developed and themes were formed. Researchers personally visited to the parents and collected data on prescribed interview schedule. Figures were generated on NVIVO software for the accuracy of data.

Findings of the study

Analysis was done by using NVIVO and 4 following themes were generated and findings were discussed accordingly.

Barriers to access to education for girls; Fears of parents associated with school enrollment of girls; Measure to improve access for girl's education; and Reasons of out of school girls.
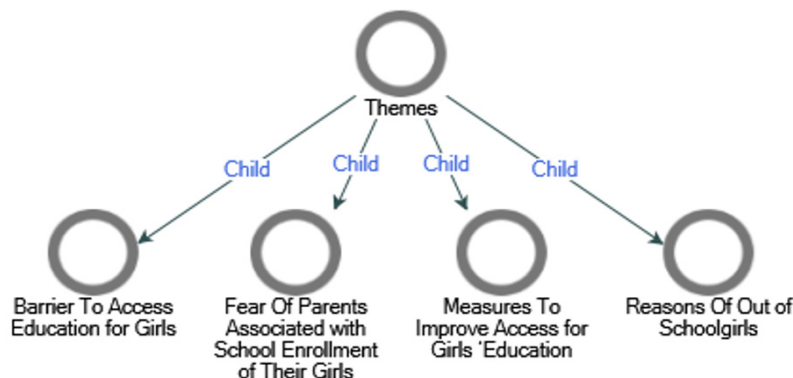

Figure 1 Hierarchy of Identified Theme Map regarding Voices of Parents

Four themes were discovered from the data analysis to organize a group of data like repeated words, attributes, and ideas by emerging them into their corresponding categories. First theme was the barriers to access education for girls, second was fear of parents associated with school enrollment of girls, third theme was measures to improve access for girl education and fourth was reasons of out of schoolgirls.

Findings on Objective 1

Identify the reasons for out-of-school girls as reported by their parents in rural Punjab.
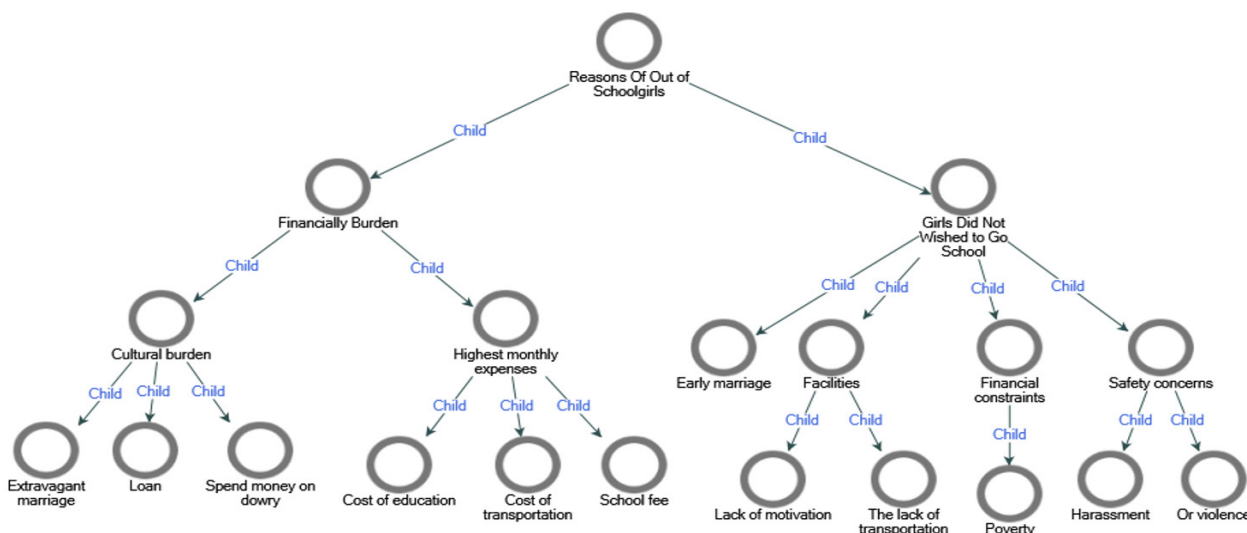

Figure 2 Theme 1: Hierarchy of Reasons of Out of School Girls

Figure 2 showed on the theme "reasons for out-of-school girls" which involves two categories. Figure elaborated those reasons school girls are a financial burden and girls did not wish to go school. Each category is defined below.

Findings on Objective 2

Investigate the fears of parents associated with the school enrollment of their girls.
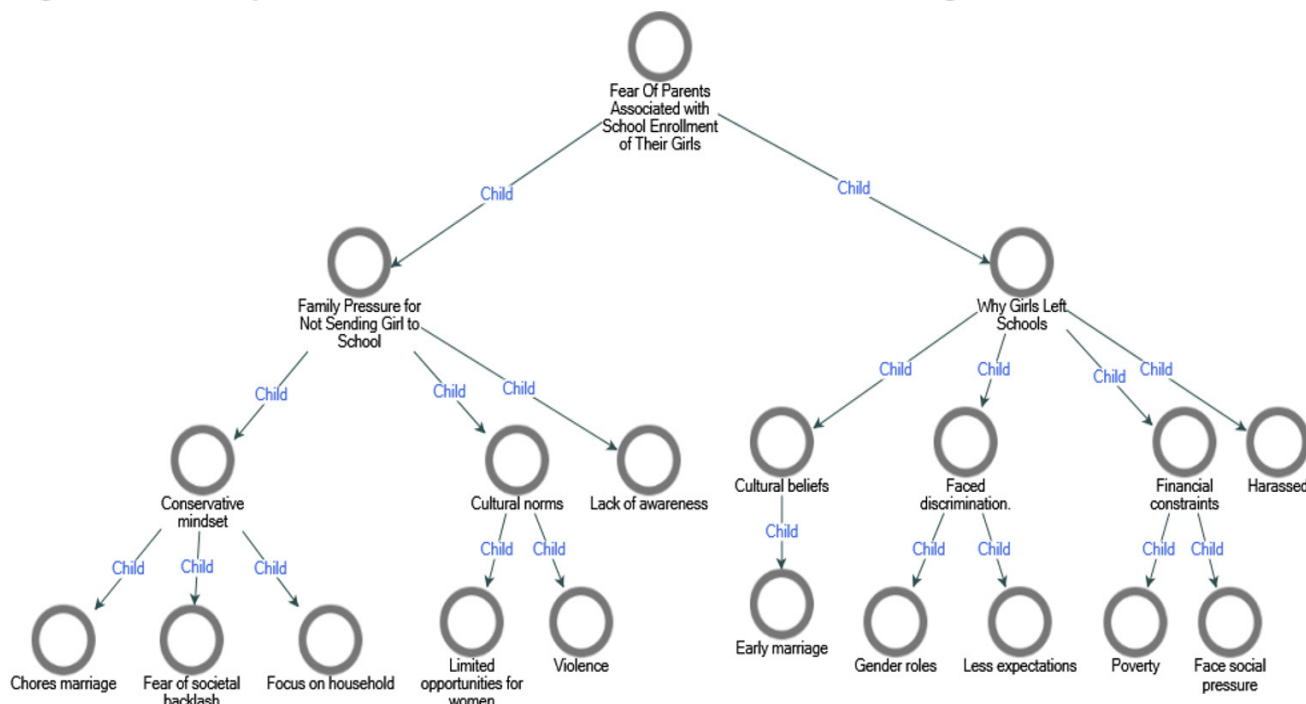

Figure 3 Theme 2: Hierarchy of Fear of Parents Associated with School Enrollment of Girls

Figure 3 illustrated the "fear of parents associated with school enrollment of girls". Figure showed that fear of parents associated with school enrollment of their girls include pressure for not sending girl to school and why girls left school.

Findings on Objective 3

Rank major causes that may become a barrier to access education for girls.
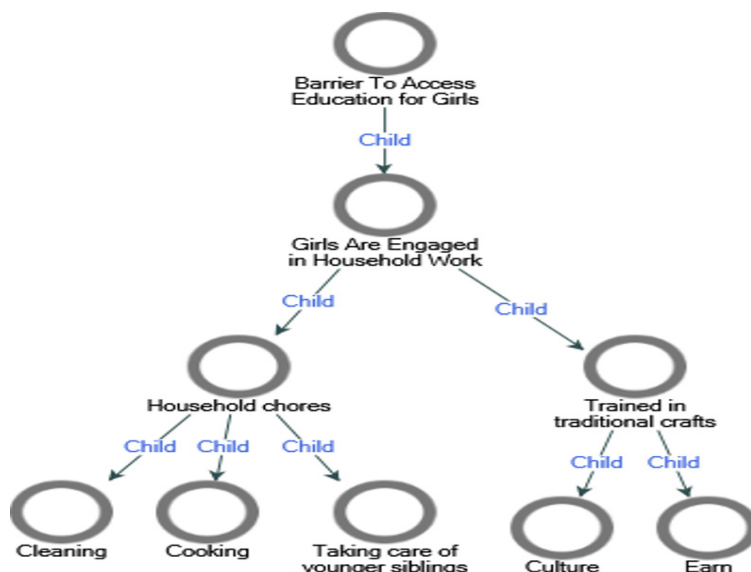
Figure 4. Theme 3: Hierarchy of Barrier to Access Education for Girls

Figure 4 indicated the hierarchy of barrier to access education for girls. This showed that the girls are engaged in housework that becomes a barrier to access education for girls. That include household chores such as cleaning, cooking, and taking care of younger siblings' other barrier was the influence of people is training for girls in traditional craft because of their culture and earning purpose.

Findings on Objective 4

Recommend measures to improve access to girls' education in rural areas.
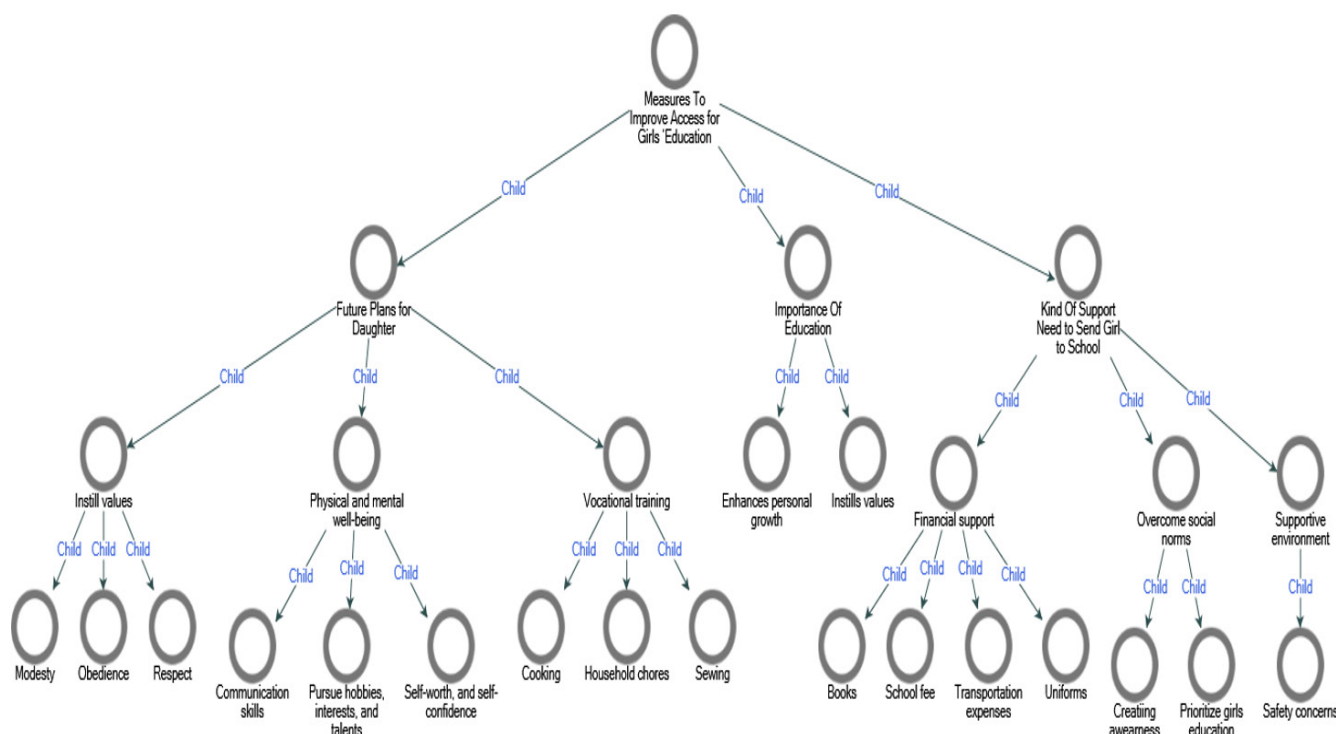

Figure 5. Theme 4: Hierarchy of Measures to Improve Access for Girls

Table 5 illustrated the measures to improve access for girls. That helps to give some measures future plan for daughters, importance of education according to their parents and kind of support need in send girls in school. Each category is described below.

Findings & Discussion

The first reason for school girls was a financial burden which incorporates cultural burdens such as extravagant marriage, loan system, and spending money on dowry and the second was the highest monthly expenses like the cost of education, cost of transportation, and school fees.

Jones and Education (2011) was quick to note how educational policies designed to create gender parity in education are failing in his study on how women's empowerment framework impact girls' secondary education in Uganda. Although there are policies in place to influence how females learn in school, relatively little has been accomplished thus far (Jones & Education, 2011). Over the years, we have urged a revision of educational policy on a local and global level, but the problem has persisted (Dewey, 1986). However, it is still evident that we require new regulations to deal with the problems posed by female school abandonment. It should originate from both the females themselves and the community's conservative forces (Baum et al., 2014).

Second reason was girls did not wish to go to school because of early marriage, less facilities such as lack of motivation and lack of transportation, financial costraints which include poverty, and safety concern like harrsemnet and violence.

Similar effects of early marriages on females were also documented by (Smith et al., 2012). They assert that the girls lack the money and union experience necessary to care for their children. As the family grows and the husband is the only source of income, the strain on him grows. As a result, there is tension within the family, which can culminate in assault and divorce (Smith et al., 2012). (Smith et al., 2012) created a model of women's educational determinants targeted at postponing girls' marriage as a way to help stop girls dropping out of school. They emphasized the need of maternal education. They had the opinion that a woman who is educated will have a favorable impact on her children's education (Smith et al., 2012).

Most of the girls did not go to school because of the family pressure that contains conservative mindset of families which includes chores marriage, fear of societal backlash and focus of girls on household and second was cultural norm in society such as limited opportunities for women and violence, lack of awareness was also obstacle for not sending girls to school.

The general consensus is that if we ignore girls' education, we would be doing a big damage to the prosperity of our country. Danjuma et al. (2011) proposed adopting the experiences of girls who dropped out as a model for how to address the issue of females falling out of school. Researchers have identified a number of factors, including culture and gender inequalities against women, as reasons why girls drop out of school. Women sacrifice their schooling to get into young marriages since society

expects them to do so (Alika & Egbochuku, 2009). The family feels that they shouldn't spend money on the girl's education if she would eventually work in another family's kitchen (Alika & Egbochuku, 2009).

People prefer their girls to engaged in household chores for cleaning house for better life. Cooking to manage their home and taking care of younger sibling. It is culture in backward areas to train girls in traditional crafts that also become the source of earning. Families also support to teach their girls such things that help them to earn for their home.

Recommendations

While this study has added to our understanding of out-of-school females in rural Punjab, Pakistan, there exists a great deal of research to be accomplished in this area.

- It is recommended that launch public awareness efforts to educate rural people about the negative repercussions of early marriage, such as higher mother and child mortality and health concerns.
- Build more schools, provide scholarships, and encourage enrollment to promote and facilitate girls' education. A well-educated female is more likely to postpone marriage and make informed decisions.
- Create scholarship programmers aimed specifically at girls from low-income households to cover the costs of education, such as school fees, uniforms, and books.
- Set construct community-based schools in remote areas that are easily accessible to girls, lowering travel distances and making it easier for them to attend.
- Conduct public awareness efforts to emphasize the value of girls' education and to persuade communities and parents to priorities it.
- Conduct public awareness campaigns emphasizing the importance of girls' education and challenging gender conventions. Advocate for girls' education with community leaders and influencers.

Conflict interests

The authors has declared that no competing interests exist.

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