Chapter 5

Data Analysis and Interpretation of the responses from

Teachers and Parents

Further, the second part of the data analysis and interpretation deals with responses from **Teachers of the schools**. This information is categorized as per following sections:

1. Demographic Details
2. School Infrastructure
3. School Enrolment Status
4. Availability of Scholarship programs for girls
5. Curriculum and independent learning programs

The responses received from the teachers are analyzed and interpreted to gain an elaborate views of the teachers regarding girls education. Total sample of 64 teachers were selected for the data collection. The teachers shortlisted for data collection are those teachers who are teaching in higher secondary classes. They are primarily teaching in the classes where there are majority of Muslim girls studying in the respective classes.

1. **Demographic Details of responses from Teachers**

1.1. Table showing education level of school.

Level of School	Frequency	Percent (%)
Primary, Secondary and Higher Secondary	32	50
Secondary and Higher Secondary	27	42
Only Higher Secondary	5	8
Total	**64**	**100**

It can be analyzed from the above table that out of 64 schools, 50% (32) schools are up to primary, secondary and higher secondary levels, 42% (27) schools are up to secondary and higher secondary levels and 8% (5) schools are only up to higher secondary level.

Majority of the school are primary, secondary and higher secondary schools which is an indicator that most of the students studying in the higher secondary classes have studied throughout in the school. The school here has a big responsibility of bringing out educational reforms from the very beginning so that strong foundation can be established.
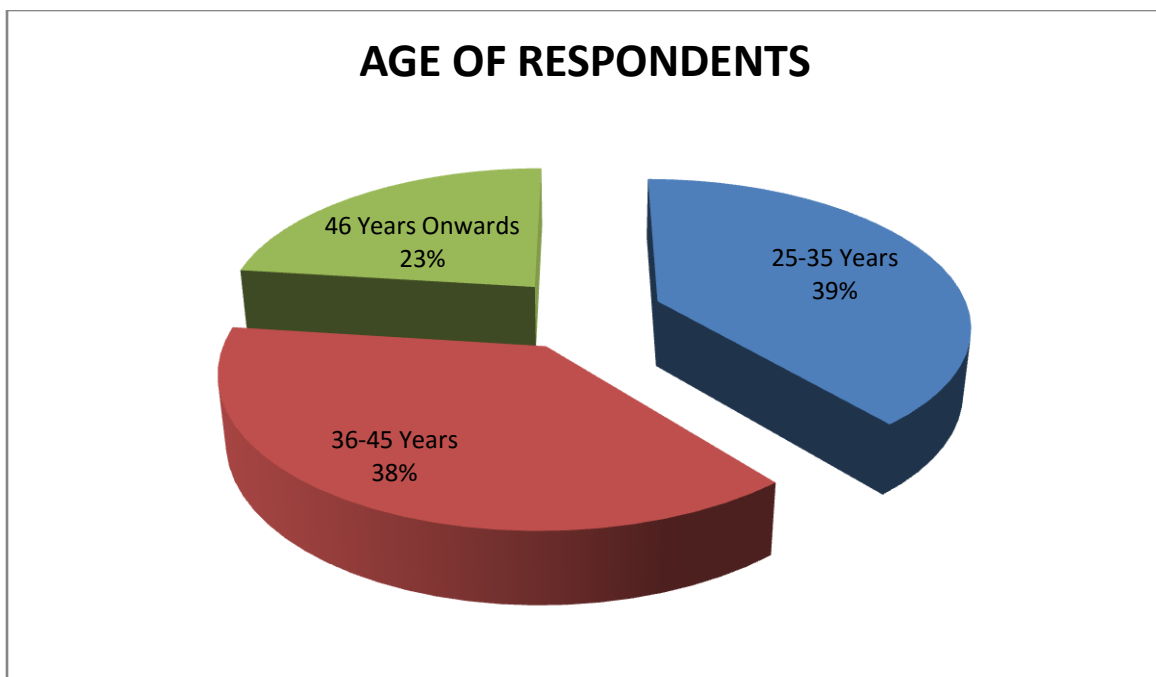
1.2. Table and Graph showing demographic details of respondents.

		Frequency	Percent (%)
Religion	Islam	55	86
	Hindu	9	14
	Total	**64**	**100**
		Frequency	Percent (%)
Age	25-35 Years	25	39
	36-45 Years	24	38
	46 Years Onwards	15	23
	Total	**64**	**100**

It can interpreted from the above table that out of 64 Respondents, majority of the respondents are Muslim which is 86% (55), where as 9 respondents which is 14% are following Hindu religion.

It can be observed from the above table that out of 64 respondents, 39% (25) teachers are in to the age group of 25-35 years, 38% (24) teachers are in to the age group of 36-45 years, and 23% (15) teachers are in to the age group of 46 years onwards.

It is very evident that majority of the school teachers are following muslim religion, and they are falling into the age group between 25-35 years. Very few school teachers are above 46 years of age.

1.3. Table showing responses relating to school type.

	Response	Frequency	Percent (%)
Type of School Management	No Response	2	3
	Government Aided	43	67
	Private Aided	19	30
	Total	**64**	**100**
Type of School	No Response	1	2
	Girls	32	50
	Co- Education	31	48
	Total	**64**	**100**

It can be inferred from the above table that out of 64 respondents, 67% (43) teachers responded that their schools are Government aided, 30% (19) teachers responded that their schools are Private aided, 3% (2) teachers give no response.

It can be derived from the above table that out of 64 respondents, 50% (32) of the teachers responded that their schools are only for girls, 48% (31) of the teachers responded that their schools are for Co-Education and 2% (1) teachers give no response.

It is noted that most of the schools are Government aided schools wherein all the support is received from the government, moreover, the fees for these schools is very low too. Whereas regarding status of education, it's a balanced combination of coeducation and only girls school.

1.4. Table showing respondent's view on Medium of Instruction

Response	Frequency	Percent (%)
No Response	17	26
Gujarati	44	69
English	3	5
Total	**64**	**100**

In can be observed from the above table that out of 64 respondents, 69% (44) of the teachers responded that their schools are Gujarati Medium, 5% (3) of the teachers responded that their schools are English Medium and 26% (17) of the teachers give no response to the above the above statement.

Almost all the schools are having Gujarati as the medium of instruction, very few schools are having English as medium of instruction.

2. <u>School Infrastructure</u>

2.1. Tableand Graph showing respondent's view on facilities available at school

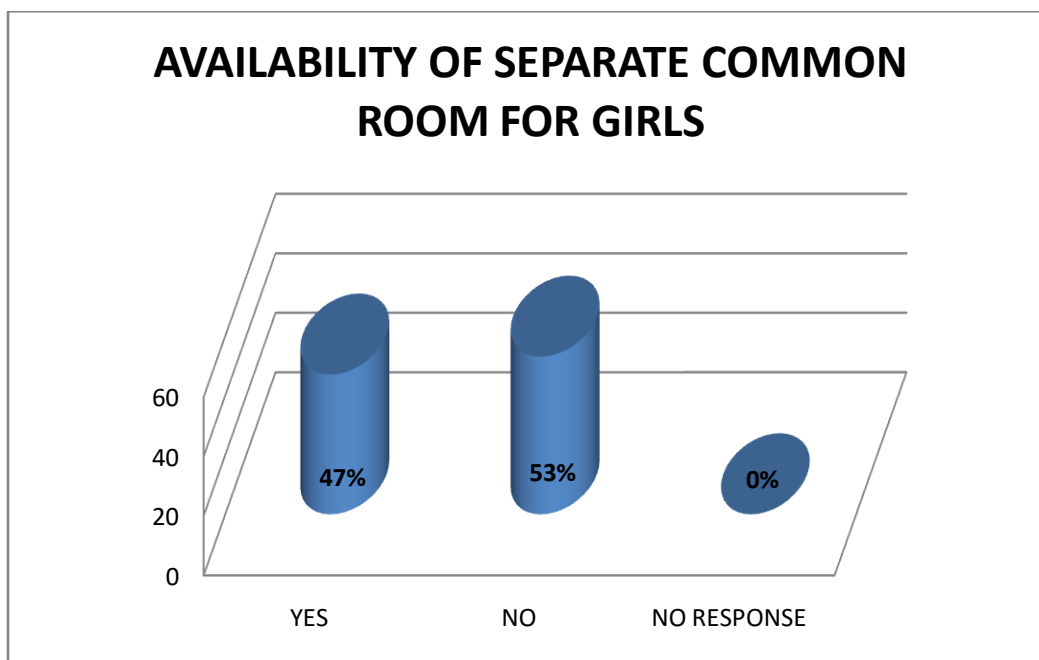|	Response	Frequency	Percent (%)
whether school is approachable by all weather roads	No Response	27	42
	Yes	1	2
	No	36	56
	Total	**64**	**100**
complete set of free text books is received by students.	No Response	27	42
	Yes	1	2
	No	36	56
	Total	**64**	**100**
Teaching Learning Exercise available for each grade.	No Response	36	56
	No	28	44
	Total	**64**	**100**
Play material, games and sports equipments are available for each grade.	No Response	29	45
	Yes	6	10
	No	29	45
	Total	**64**	**100**
Availability of separate room for Asst. Head Master/ Vice Principal.	No Response	2	3
	Yes	45	70
	No	17	27
	Total	**64**	**100**
Availability of Separate common room for Girls	**Response**	**Frequency**	**Percent (%)**
	Yes	30	47
	No	34	53
	Total	**64**	**100**

It can be interpreted from the above table that out of 64 respondents, 56% (36) of the teachers responded that school is not approachable by all weather roads, 2% (1) of the teachers responded that school is approachable by all weather roads and 42% (27) of the teachers give no response.

It can be analyzed from the above table that out of 64 respondents, 56% (36) of the teachers responded that complete set of free text books is not received by the students, 2% (1) of the teachers responded that complete set of free text books is received by the students and 42% (27) of the teachers give no response to the above statement.

It can be derived from the above table that out of 64 respondents, 44% (28) of the teachers responded that Teaching Learning Exercise is not available for each grade and 56% (36) of the teachers give no response to the above statement.

It can be concluded from the above table that out of 64 respondents, 45% (29) of the teachers responded that Play material, games and sports equipments are not available for each grade in the school, 10% (6) of the teachers responded that play materials, games and sports equipments are available for each grade in the school and 45% (29) of the teachers give no response to the above statement.

It can be interpreted from the above table that out of 64 respondents, 70% (45) of the teachers responded that separate room for Asst. Head Master/Vice Principal is available in the school, 27% (17) of the teachers responded that separate room for Asst. Head Master/Vice principal is not available in the school and 3% (2) of the teachers give no response to the above statement.

AVAILABILITY OF SEPARATE COMMON ROOM FOR GIRLS

60	
40	47% 53% 0%
20	
0	
	YES NO NO RESPONSE

It can be interpreted from the above table that facilities like separate rooms for girls and rooms for playing and sports activities are not available for the girls. Also, schools are not approachable by all roads, which means schools are not accessible in all the weathers despite of the fact that all of them are in vicinity of city area. It may be noted that most of the girls are coming to school either by walking or by cycling their way, in case of bad weather conditions attending school will become a big challenge.

Also, book sets are not available for the girls, wherein most of the girls are coming from Below Poverty Line (BPL) background, and maximum of the expenses are incurred on purchasing book set and note books.

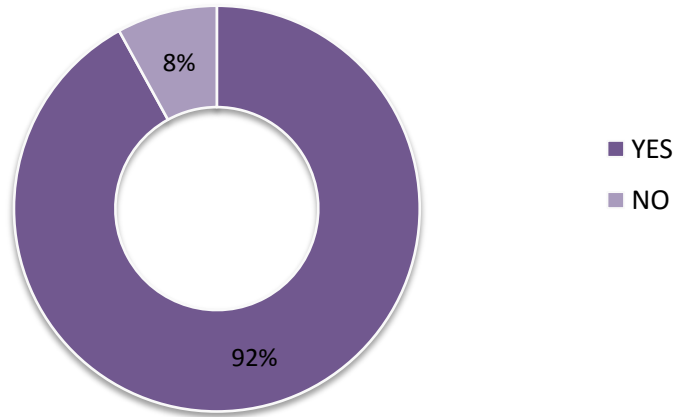**2.2. Tableand Graph showing respondent's view on availability of facilities for Teachers.**

	Response	Frequency	Percent (%)
Availability of Staffroom for Teachers	Yes	58	91
	No	6	9
	Total	**64**	**100**
Availability of ICT Lab	No Response	4	6
	Yes	13	20
	No	47	74
	Total	**64**	**100**
Availability of Computer room	Yes	59	92
	No	5	8
	Total	**64**	**100**

It can be observed from the above table that out of 64 respondents, 91% (58) of the teachers responded that staffroom for Teachers is available in the school, 9% (6) of the teachers responded that staffroom for Teachers is not available in the school.

It can be derived from the above table that out of 64 respondent, 74% (47) of the teachers responded that ICT Lab is not available in the school, 20% (13) of the teachers responded that ICT Lab is available in the school and 6% (4) of the teachers give no response to the above statement.

It can be concluded from the above table that out of 64 respondents, 92% (59) of the teachers responded that Computer room is available in school, 8% (5) of the teachers responded that Computer Room is not available in the school.

AVAILABILITY OF COMPUTER ROOM IN THE SCHOOL

8%

92%

■ YES
■ NO

Most of the schools have computer laboratories in the school, even then students are not aware about the current computer practices. In case they want to do jobs like Office Assistant, they have to take up the special courses for the same. Laboratories in the school need to be proportionate of the size of the students. Often it is observed that the number of computers are less which makes it difficult for the students to access the facility.

2.3. Table showing respondent's view on availability of Co-curricular/activity room/arts and craft room for students.

Response	Frequency	Percent (%)
Yes	59	92
No	5	8
Total	**64**	**100**

It can be inferred from the above table that out of 64 respondents, 92% (59) of the teachers responded that Co-curricular/Activity room/Arts and Craft room is available in school, 8% (5) of the teachers responded that Co-curricular/Activity room/Arts and Craft room is not available in school.

2.4. Table showing respondent's view on availability of Staff quarters (including residential quarters for Head Masters/Principal and Asst).

Response	Frequency	Percent (%)
Yes	5	8
No	59	92
Total	**64**	**100**

It can be interpreted from the above table that out of 64 respondents, 92% (59) of the teachers responded that Staff quarters (including residential quarters for Head Master/Principal and Asst.) are not available, 8% (5) of the teachers responded that Staff quarters (including residential quarters for Head Master/Principal and Asst.) available.

Most of the school teachers are from same vicinity of the school, hence they are not required to have residential facilities. However for the school which are located in the outskirts of the city, needs to have residential facility. In the absence of residential quarters, time spent on traveling for the teachers increases tremendously, hence impacting on the quality of teaching.

2.5. Table showing respondent's view on availability of Head of Department.

Response	Frequency	Percent (%)
No Response	6	9
Yes	27	42
No	31	49
Total	**64**	**100**

It can be observed from the above table that out of 64 respondents, 49% (31) of the teachers responded that Head of Department is not available in the school, 42% (27) of the teachers responded the Head of Department is available in the school and 9% (6) of the teachers give no response to above statement.

2.6. Table showing respondent's view on availability of Integrated Science laboratory.

Response	Frequency	Percent (%)
Yes	63	98
No	1	2
Total	**64**	**100**

It can be concluded from the above table that out of 64 respondents, 98% (63) of the teachers responded that Integrated Science Laboratory is available in the school, 2% (1) of the teachers responded that Integrated Science Laboratory is not available in the school.
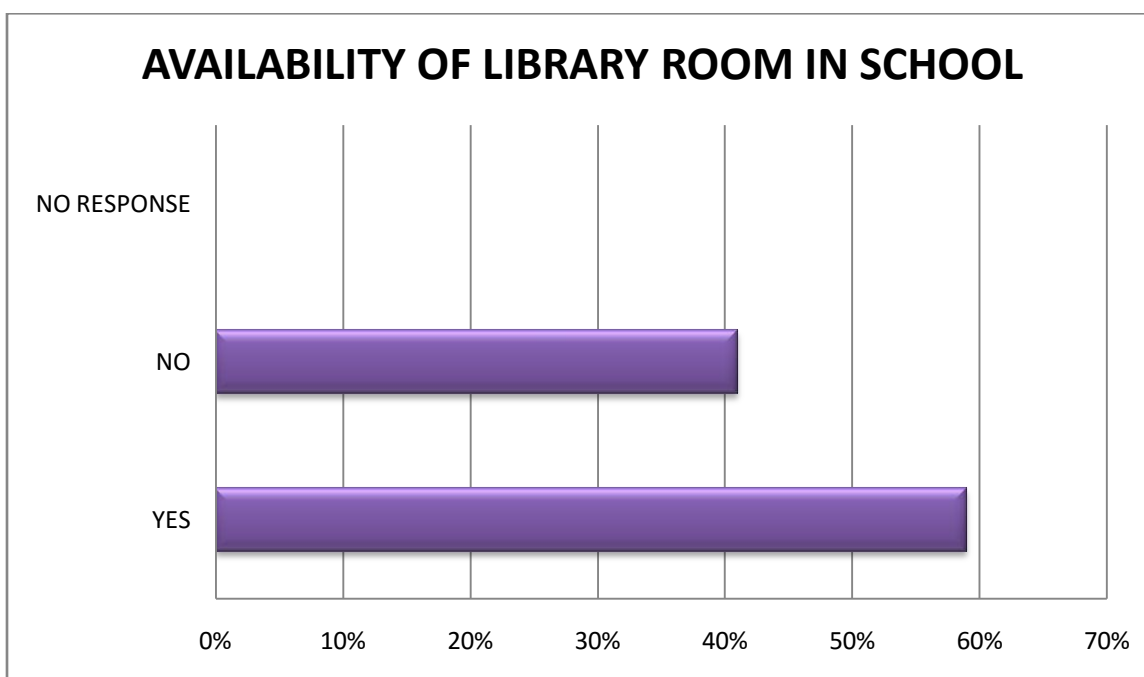
Most of the schools have Science Stream, hence it is very important to have science laboratory. It is observed that the schools have special classes before the school starts, which is termed as zero classes wherein special practical education is provided to the students who are weak in studies.

2.7. Table and Graphshowing respondent's view on availability of Library Room.

Response	Frequency	Percent (%)
Yes	38	59
No	26	41
Total	**64**	**100**

It can be analyzed from the above table that out of 64 respondents, 59% (38) of the teachers responded that Library Room is available in the school, 41% (26) of the teachers responded that Library Room is not available in the school.

Most of the libraries in the schools were found in fair condition, however, specialized efforts are required to encourage students in developing reading habit. Most of the library class timing is utilized as free time for the students. Very few schools have provision of reviewing the books read by students so as to keep a track on their readings.
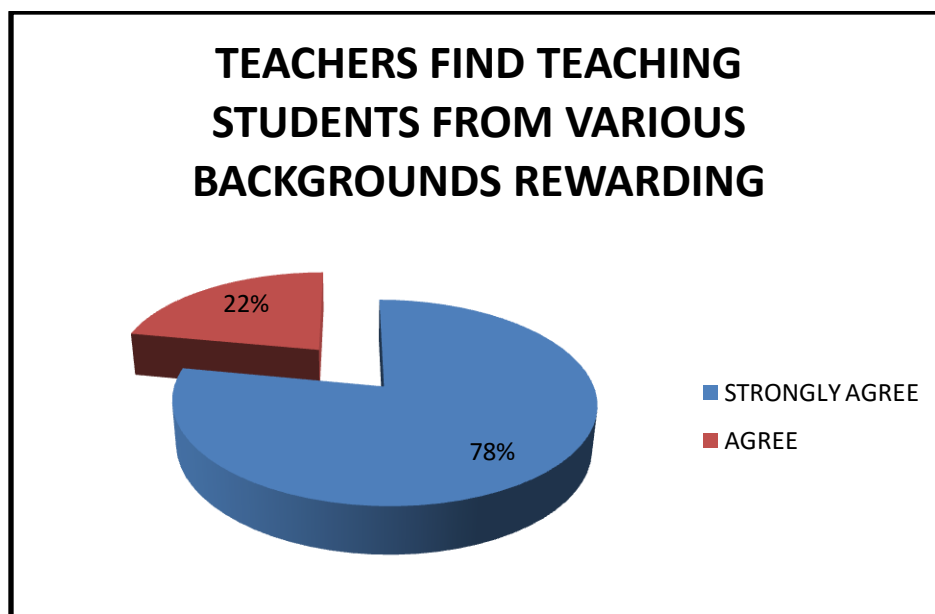

AVAILABILITY OF LIBRARY ROOM IN SCHOOL

3. School Enrolment Status

3.1. Tableand Graph showing respondent's view on whether they find teaching students from various backgrounds rewarding.

Response	Frequency	Percent (%)
Strongly Agree	50	78
Agree	14	22
Total	**64**	**100**

It can be inferred from the above table that out of 64 respondents, 78% (50) of the teachers strongly agree to the statement that they find teaching students from various backgrounds rewarding, 22% (14) of the teachers agree with the above statement.

Students in the schools have diversities in terms of their social and economic backgrounds, as a result there is a vast difference seen in their performances. All the responding teachers have stated that they are keen in taking these diversities as a positive reinforcing technique.

TEACHERS FIND TEACHING STUDENTS FROM VARIOUS BACKGROUNDS REWARDING

22%

78%

■ STRONGLY AGREE
■ AGREE

3.2. Table showing respondent's view on whether they feel teachers should provide atmosphere where students feel welcome.

Response	Frequency	Percent (%)
No Response	1	2
Strongly Agree	31	48
Agree	29	45
Strongly Disagree	3	5
Total	**64**	**100**

It can be analyzed from the above table that out of 64 respondents, 48% (31) of the teachers strongly agree to the statement that teacher should provide atmosphere where students feel welcome, 45% (29) teachers agree to the statement, 5% (3) of the teachers have strongly disagree to the statement and 2% (1) of the respondents give no response to the statement.

Teachers are instrumental in creating a healthy learning environment, hence it becomes major responsibility of the teachers to provide conducive learning background. Most of the teachers are aware about this fact and based on the responses from girls, they are also of the opinion that no discrimination is faced by them in the school.

3.3. Table showing respondent's view on whether they have lower expectations from Muslim Parents.

Response	Frequency	Percent (%)
No Response	9	14
Strongly Agree	8	13
Agree	9	14
Undecided	6	9
Disagree	14	22
Strongly Disagree	18	28
Total	**64**	**100**

It can be derived from the above table that out of 64 respondents, 28% (18) of the respondents have strongly disagreed to the statement that they have lower expectations from Muslim parents. 22% (14) of the respondents have disagreed to the statement, 9% (6) of the respondents have undecided about the statement, 14% (9) of the respondents have agreed to statement, 13% (8) have strongly agreed to the statement and 14% (9) of the respondents gave no response.

Teachers alone cannot bring about changes in the life of the students, parents have a very important role to play in the education of the girls. Teachers have certain expectations from parents like that of providing atleast quality time for the girls education. Regular parents and teachers meetings are organized at the school wherein parents are expected to voice out their concerns and it is usually observed by the teachers that parents remain present in these meetings.

3.4. Table showing respondent's view on whether they encourage parents to participate in learning and development of child.

Response	Frequency	Percent (%)
No Response	38	59
Strongly Agree	22	35
Agree	4	6
Total	**64**	**100**

It can be interpreted from the above table that out of 64 respondents, 35% (22) of the teachers strongly agree to the statement that they encourage parents to participate in learning and development of child, 6% (4) of the teachers agree with the above statement, 59% (38) of the teachers give no response to the above statement.

Most of the teachers make sure that parents are aware about the educational practices at the school. They try to maximize the involvement of parents by asking them to atleast make sure that parents do not involve their daughters in any other activities. It was observed by one school teacher that parents expect daughters to do domestic chores and daughters are left with no time to

study. In order to bring solution to this issue, teachers have conducted special intervention session as well.

3.5. Table showing respondent's view on whether they feel Girl students are usually serious about their studies.

Response	Frequency	Percent (%)
No Response	20	31
Strongly Agree	38	59
Agree	6	10
Total	**64**	**100**

It can be concluded from the above table that out of 64 respondents, majority of respondents have strongly agreed to the statement that girl students are usually serious about their studies which is 59% (38), 9% (6) of the respondents have agreed to the statement and 31% (20) of the respondents gave no response to the statement.

Most of the teachers are aware that girls students are serious about the studies and teachers do not have to push really hard for these girls to study on regular basis. Girls reaching to the higher education in itself is a sign that girls are serious about the studies.

3.6. Table showing respondent's view on whether they involve all the students in teaching-learning exercise.

Response	Frequency	Percent (%)
Strongly Agree	31	48
Agree	32	50
Undecided	1	2
Total	**64**	**100**

It can be observed from the above table that out of 64 respondents, 48% (31) of the teachers strongly agree with statement that they involve all the students in teaching-learning exercise,

50% (32) of the teachers agree with the above statement and 2% (1) of the teacher is undecided with the above statement.

Teachers create a balanced teaching learning environment for the students across genders. Most of the schools are co educational hence there is a combination of girls and boys in the school. Since teachers have faith that girls are usually serious about their education, they invest fair amount of time in their education.

3.7. Table showing respondent's view on whether they feel it is useless to put efforts on the education of girl child.

Response	Frequency	Percent (%)
Strongly Agree	37	58
Agree	19	30
Undecided	2	3
Disagree	4	6
Strongly Disagree	2	3
Total	**64**	**100**

It can be interpreted from the above table that out of 64 respondents, majority of the respondents have strongly agreed to the statement that they felt useless to put efforts on the education of girl child which is 58% (37), 30% (19) of the respondents have agreed to the statement, 3% (2) of the respondents have undecided about the statement, 6% (4) of the respondents have disagreed to the statement, 3% (2) of the respondents have strongly disagreed to the statement.

This statement remarks the very foundation of the educational system. Teachers feel that girls are serious about their studies and they find teaching girls as a fulfilling experience. However, in terms of future prospects of girls child education, teachers have no expectation. It is very unfortunate to know that teachers feel that it is useless to put efforts in girls education. If the teacher teaches with the belief that girls education will not bring about any positive results, expected results will really decrease the quality.

3.8. Table showing respondent's view on whether they feel girl students are not regular with their homework.

Response	Frequency	Percent (%)
Agree	4	6
Undecided	1	2
Disagree	9	14
Strongly Disagree	50	78
Total	**64**	**100**

It can be derived from the above table that out of 64 respondents, 78% (50) of the teachers strongly disagree with the above statement that they feel girl students are not regular with their homework, 14% (9) of the teachers disagree with the above statement, and 2% (1) of the teachers are undecided with the above statement.

Girls students are serious about their education and teachers do not have to put an extra efforts to make sure the girls are regular in studies. Girls in higher classes are serious about their studies, it may be noted that girls are not very bright in terms of their academic performance however, they are serious in their studies and make sure they study well.

3.9. Table showing respondent's view on whether they feel parents of Muslim students don't care about their education, especially to girl child.

Response	Frequency	Percent (%)
Strongly Agree	3	5
Agree	2	3
Undecided	8	12
Disagree	28	44
Strongly Disagree	23	36
Total	**64**	**100**

It can be analyzed from the above table that out of 64 respondents, 36% (23) of the respondents have strongly disagreed to the statement that they felt parents of Muslim students don't care about their education, especially to girl child, 44% (28) of the respondents have disagreed to the statement, 13% (8) of the respondents have not decided about the statement, 8% (5) of the respondents have agreed or strongly agreed to the statement.
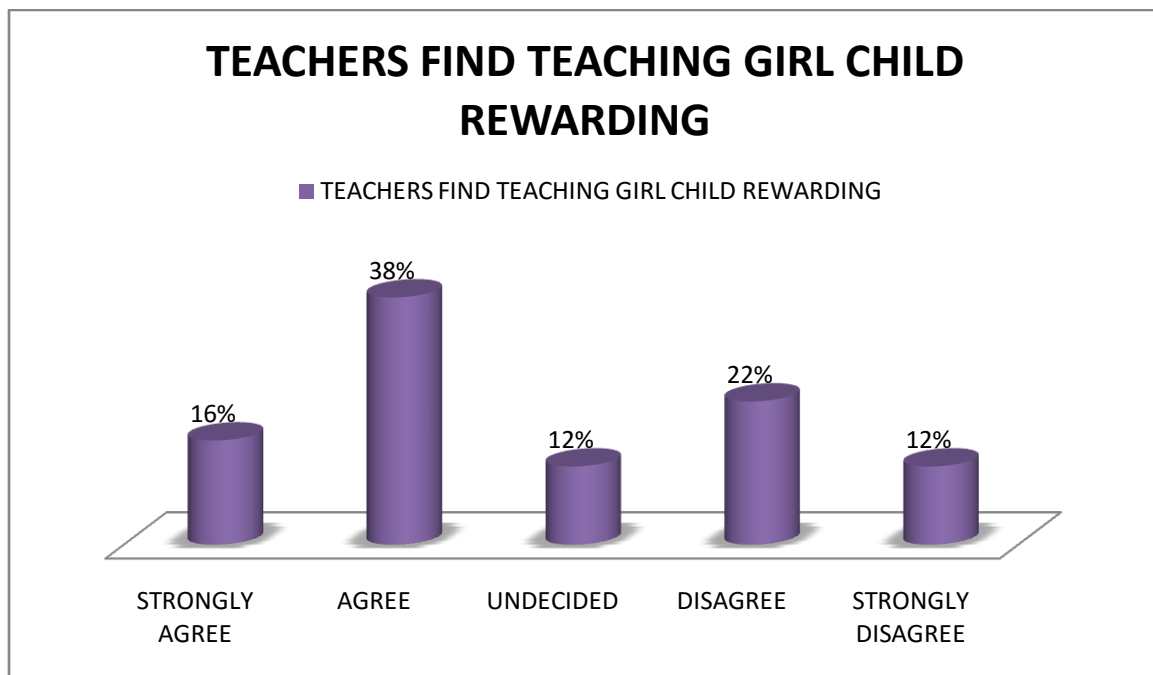
Teachers feel that parents of the muslim girls are attentive towards the education of the girl child. Although it was reported by few teachers that parents have a major role to play in terms of providing conducive environment at the home.

3.10. Tableand Graph showing respondent's view on whether they find teaching girl child rewarding.

Response	Frequency	Percent (%)
Strongly Agree	10	16
Agree	24	38
Undecided	8	12
Disagree	14	22
Strongly Disagree	8	12
Total	**64**	**100**

It can be concluded from the above table that out of 64 respondents, 38% (24) of the teachers agree with the statement that they find teaching girl child rewarding, 16% (10) of the teachers strongly agree with the above statement, 22% (14) of the teachers disagree with the above statement, 12% (8) of the teachers strongly disagree with the above statement, 12% (8) of the teachers are undecided with the above statement.

Despite of the fact that teachers are not expected to put in extra efforts for the girls education, teachers are of the mixed opinion about the experience of teaching girl child. They hold certain views in terms of their experience wherein they do not find gird child education as rewarding. This expectation would somewhere be translated in the teaching practices of the teachers.

3.11. Table showing respondent's view on whether they feel Girls are more inclined towards studies than boys.

Response	Frequency	Percent (%)
No Response	1	2
Strongly Agree	37	58
Agree	21	33
Undecided	2	3
Disagree	3	4
Total	**64**	**100**

It can be derived from the above table that out of 64 respondents, majority of the respondents have strongly agreed to the statement that girl students are more inclined toward studies than boys that is 58% (37), where as 33% (21) of the respondents have agreed to the statement, 3% (2) of the respondents have not decided about the statement, 5% (3) of the respondents have disagreed to the statement and 2% (1) of the respondents gave no response.

In this comparative statement, teachers are of the opinion that usually girls are more inclined to study rather than boys. For boys, initial challenge of getting admitted to the school is not as difficult as for girls. Because of Right to Education, primary schooling is not a challenge, its only the sustainability of the education, which is a major challenge for girls.

3.12. Table showing respondent's view on whether they feel Girls have to face lot of distraction in their education, as a result of that performance suffers.

Response	Frequency	Percent (%)
Strongly Agree	35	55
Agree	21	33
Undecided	5	8
Disagree	3	4
Total	**64**	**100**

It can be interpreted from the above table that out of 64 respondents, 55% (35) of the respondents have strongly agreed to the statement that girl students performance suffered as they faced lot of distraction in their education, 33% (21) of the respondents have agreed to the statement, 8% (5) of the respondents have not decided about the statement, 5% (3) of the respondents have disagreed to the statement.

Teachers have a belief that girls have to struggle at lot of front for availing formal education. Right from the society, economic perspective to cultural perspectives, girls have a long way to struggle. Consequently, glaring difference is seen in the mind set of the girls. Although girls have stated that they are not affected by the distractions in the family, however teachers feel that there are lots of distractions for the girls.

3.13. Table showing respondent's view on whether they feel Muslim Community can only prosper when girls are educated.

Response	Frequency	Percent (%)
Strongly Agree	34	53
Agree	19	30
Undecided	5	8
Disagree	5	8
Strongly Disagree	1	1
Total	**64**	**100**

It can be concluded from the above table that out of 64 respondents, 53% (34) of the respondents have strongly agreed to the statement that they felt Muslim community could only prosper when girls are educated. 30% (19) of the respondents have agreed to the statement, 8% (5) of the respondents have not decided about the statement, 9% (6) of the respondent have disagreed or strongly disagreed to the statement.

Teachers are of the opinion that muslim community can only prosper when girls are educated enough. They are aware about the fact that big onus of development rests on the shoulder of girl child but they do not find teaching girl child much rewarding.

3.14. Table showing respondent's view on whether they feel Girls are more inclined in Arts and Commerce stream.

Response	Frequency	Percent (%)
Strongly Agree	53	83
Agree	11	17
Total	**64**	**100**

It can be observed from the above table that out of 64 respondents, 83% (53) of the teachers strongly agree with the statement that they feel girls are more inclined in Arts and Commerce stream, 17% (11) of the teachers agree with the above statement.

Teachers are aware that girls are not much inclined in taking science as main stream post Secondary Education. Specialized efforts are needed for promoting science stream as most of the girls do not select science because of fear of performing low. It narrows down the avenue as for girls teaching and becoming a doctor is considered as the safest option after the studies. Hence special efforts are needed to make sure that girls are opting for professional courses.

3.15. Table showing respondent's view on whether they feel specialize efforts needs to be taken to encourage girls in selecting science stream.

Response	Frequency	Percent (%)
Strongly Agree	18	28
Agree	31	48
Undecided	9	14
Disagree	5	8
Strongly Disagree	1	2
Total	**64**	**100**

It can be interpreted from the above table that out of 64 respondents, 48% (31) of the teachers agree with statement that they feel specialize efforts needs to be taken to encourage girls in selecting science stream, 28% (18) of the teachers strongly agree with the above statement, 14% (9) of the teachers are undecided with the above statement, 8% (5) of the teachers disagree with the above statement and 2% (1) of the teachers strongly disagree with the above statement.

Teachers have an opinion that specialized efforts are needed from the very beginning. Fear for mathematics as a subject often holds back girls to opt for science stream. Also in the SSC, most number of girls fail in mathematics, hence special training from the foundation years are needed at the school.

4. Scholarships for Girl Students

4.1. Tableand Graphshowing respondent's view on whether they feel the process of availing scholarship is very simple.
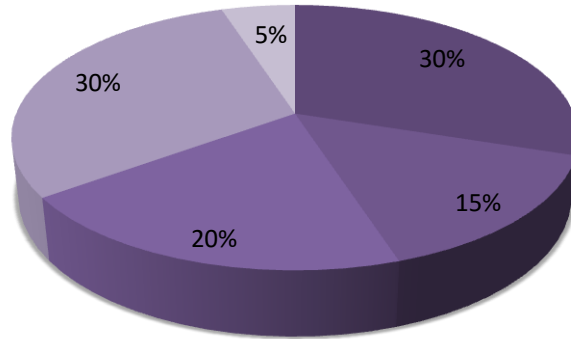
Response	Frequency	Percent (%)
Strongly Agree	19	30
Agree	10	15
Undecided	13	20
Disagree	19	30
Strongly Disagree	3	5
Total	**64**	**100**

It can be inferred from the above table that out of 64 respondents, 30% (19) of the teachers strongly agree with the statement that they feel process of availing scholarship is very simple, 15% (10) of the teachers agree with the above statement, 20% (13) of the teachers are undecided with the above statement, 30% (19) of the teachers disagree with the above statement and 5% (3) of the teachers strongly disagree with the above statement.

Schools get scholarship from the government; hence they have to go through the entire system to avail the scholarship. Teachers often act as a mediator in the process of availing scholarship. It was reported by the teachers that every year there are changes in the scholarship documentation, hence they have to work out the processes continuously.

TEACHERS FEEL THE PROCESS OF AVAILING SCHOLARSHIP IS VERY SIMPLE

■ STRONGLY AGREE ■ AGREE ■ UNDECIDED ■ DISAGREE ■ STRONGLY DISAGREE

4.2. Table showing respondent's view on whether they feel Enrolment of girl child can increase if they are given scholarship on regular basis.

Response	Frequency	Percent (%)
Strongly Agree	27	42
Agree	24	38
Undecided	13	20
Total	**64**	**100**

It can be analyzed from the above table that out of 64 respondents, 42% (27) of the respondents have strongly agreed to the statement that they felt enrolment of girl child could increased if scholarship given on regular basis, 38% (24) of the respondents have agreed to the statement, 20% (13) of the respondents have not decided about the statement.

Limited financial resources are the major barrier to the girls education, if timely scholarship is availed for the girls, chances of the enrolment increases. The scholarship received by school gets mostly confined to fees and limited books. For other set of books and stationary items, parents have to shell out money from their pockets.

4.3. Table showing respondent's view on whether they feel Scholarship is one of the most effective ways of keeping the girl child in school.

Response	Frequency	Percent (%)
Strongly Agree	34	53
Agree	29	45
Undecided	1	2
Total	**64**	**100**

It can be interpreted from the above table that out of 64 respondents, 53% (34) of the teachers strongly agree with the statement that they feel scholarship is one of the most effective ways of keeping the girl child in the school, 45% (29) of the teachers agree with the above statement, 2% (1) of the teacher is undecided with the above statement.

Scholarship for girls can decrease burden on parents to keep the girls in the school. The meager amount of scholarship is a barrier for the girls. As the resources are limited, girls cannot afford to go for regular tuitions as well.

4.4. Table showing respondent's view on whether they feel the amount of scholarship received by students is enough to cater their requirements.

Response	Frequency	Percent (%)
Strongly Agree	32	50
Agree	31	48
Disagree	1	2
Total	**64**	**100**

It can be observed from the above table that out of 64 respondents, 50% (32) of the teachers strongly agree with the statement that they feel the amount of scholarship received by students is enough to cater their requirements, 48% (31) of the teachers agree with the above statement, 2% (1) of the teacher disagrees with the above statement.

Teachers feel that amount is adequate, however scholarships for these girls are not just provided by government. There are certain NGOs which are providing free books for these girls. For the last few years, these NGOs have started distributing cycles for meritorious students, which has proved really effective in reducing the burden of walking to the schools.

5. Curriculum and Independent learning

5.1. Table showing respondent's view on whether they feel children have easy access to libraries and other resources.

Response	Frequency	Percent (%)
No Response	2	3
Yes	40	63
No	22	34
Total	**64**	**100**

It can be analyzed from the above table that out of 64 respondents, 63% (40) of the teachers do feel children have easy access to libraries and other resources, 34% (22) of the teachers do not feel children have easy access to libraries and other resources and 3% (2) of the teachers gave no response to the above statement.

All the schools are equipped with libraries and they have special mechanism to ensure that girls are reading in the library, however substantiated efforts are required as it was observed that girls lack inspiration to look forward to. Once reading habits are developed, girls will have brighter avenues to find inspiration.

5.2. Table showing respondent's view on availability of devised mechanism wherein students are motivated to use dictionaries, reference books, maps, newspaper etc.

Response	Frequency	Percent (%)
No Response	2	3
Yes	56	88
No	6	9
Total	**64**	**100**

It can be concluded from the above table that out of 64 respondents, 88% (56) of the teachers responded that devised mechanism wherein students are motivated to use dictionaries, reference books, maps, newspaper etc is available in the school, 9% (6) of the teachers responded that the devised mechanism is not available in the school and 3% (2) of the teachers gave no response with the above statement.

The efforts which are taken up by the schools needs to be translated to the better outcomes in terms of developing more aspirations among the girls. Extra curricular activities are much needed as they broadens the horizons of the students.

5.3. Table showing respondent's view on whether they feel curriculum supports life skills education for girl students.

Response	Frequency	Percent (%)
No Response	4	6
Yes	54	84
No	6	10
Total	**64**	**100**

It can be inferred from the above table that out of 64 respondents, 84% (54) of the teachers do feel curriculum supports life skills education for girl students, 10% (6) of the teachers do not feel curriculum supports life skills education for girl students and 6% (4) of the teachers gave no response.

Teachers have shown partial satisfaction towards the designing of the curriculum which ensures that proper guidance is given. Higher involvement in extra curricular activities will yield positive results.

5.4. Table showing respondent's view on whether they feel girl students find curriculum difficult for subjects like mathematics and science.

Response	Frequency	Percent (%)
No Response	2	3
Yes	46	72
No	16	25
Total	**64**	**100**

It can be interpreted from the above table that out of 64 respondents, 72% (46) of the teachers do feel girl students find curriculum difficult for subjects like mathematics and science, 25% (16) of the teachers do not feel girl students find curriculum difficult for subjects like mathematics and science, 3% (2) of the teachers gave no response to the above statement.

As observed, girls are not opting for science stream because of innate fear of science and mathematics. Perhaps the course is the major barrier when it becomes making a choice in the future.

5.5. Table showing respondent's view on whether they feel there is gender stereotyping for specific subjects.

Response	Frequency	Percent (%)
No Response	2	3
Yes	10	16
No	52	81
Total	**64**	**100**

It can be observed from the above table that out of 64 respondents, 81% (52) of the teachers do not feel that there is gender stereotyping for specific subjects, 16% (10) of the teachers do feel that there is gender stereotyping for specific subjects, 3% (2) of the teachers gave no response to above statement.

5.6 Table representing views of the teachers on the development of the muslim community alongwith the views of the parents

Particulars		Muslim community can only prosper when girls are educated						
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total	
		Count	Count	Count	Count	Count	Count	
Lower expectations from Muslim parents	No Response	7	2	0	0	0	9	14.1%
	Strongly Agree	7	1	0	0	0	8	12.5%
	Agree	6	3	0	0	0	9	14.1%
	Undecided	4	2	0	0	0	6	9.4%
	Disagree	3	8	3	0	0	14	21.9%
	Strongly Disagree	7	3	2	5	1	18	28.1%
	Total	**34**	**19**	**5**	**5**	**1**	**64**	**100%**
Parents of Muslim students don't care about their education, especially to girl child	No Response	0	0	0	0	0	0	0.0%
	Strongly Agree	3	0	0	0	0	3	4.7%
	Agree	1	1	0	0	0	2	3.1%
	Undecided	2	6	0	0	0	8	12.5%
	Disagree	18	8	2	0	0	28	43.8%
	Strongly Disagree	10	4	3	5	1	23	35.9%
	Total	**34**	**19**	**5**	**5**	**1**	**64**	**100%**

Pearson Chi-Square Tests		
		Muslim community can only prosper when girls are educated
Lower expectations from Muslim parents	**Chi-square**	**33.682**
	df	**20**
	Sig.	**.028[*,b,c]**
Parents of Muslim students don't care about their education, especially to girl child	Chi-square	23.913
	df	16
	Sig.	.091[b,c]
*. The Chi-square statistic is significant at the .05 level.		

It can be interpreted from the above table that majority of the school teachers feels that there is a strong correlation between the development of the muslim community with that of the expectations from the parents of the girl child. The Chi-Square is significant as p-value is less than α-0.05 therefore there is a significant association. Teachers are of the opinion that the community is not prospering as parents are not paying much attention to the education of the girls.

Teachers are of the opinion that muslim community can only prosper when girls are educated and girls will be educated only when parents are enlightened to pay special attention towards the girls.

Data Analysis and Interpretation of the responses from Parents Information

The third part of the data deals with responses from the **parents of girl child**. The information collected from the parents comprises of the holistic views of the parents regarding girls education. It comprises of the current and the future challenges faced by the girls as well as their parents in availing education. This information is categorized into following categories.

1. Demographic Details
2. Responses from parents regarding importance of school and education
3. Future growth for child and Difficulty relating to school continuation

The sample of total 55 Parents was interviewed for the study. These parents are the parents of the girls who are covered in the study. These parents are defined as respondents under the study.

1. Demographic Profile of Respondents

1.1. Table showing relation with the children and age.

		Frequency	Percent (%)
	Mother	38	69
Relation with the child	Father	17	31
	Total	55	100
	30-40	22	40
Age	41-50	29	53
	51&above	4	7
	Total	55	100

It can be interpreted from the above table that out of 55 respondents 38 (69%) respondents are mothers and 17 (31%) are fathers and 0(0%) are guardians.

It can be concluded from the above table that out of 55 respondents 22 (40%) of the parents fall under the age group of 30-40 years, whereas 29(53%) fall under the age group of 41-50 years and only 4 (7%) parents fall under the age group of 51&above.

Out of all the respondents, maximum respondents are the mother of the girl child, which means majority of respondents are female. Also, among the age group, majority of the respondents are between the age group of 41-50 years, while very few are more than 50 years of age.
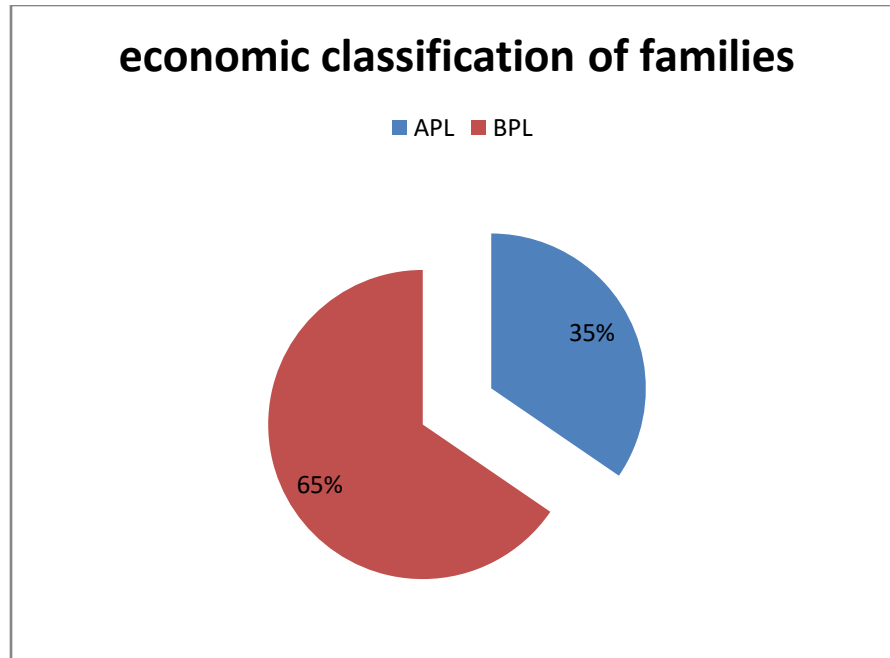
1.2. Table and Graph showing Demographic details of the parents

		Frequency	Percent (%)
Occupation	**Service**	6	11
	Self-Employed	22	40
	Others (Housewife)	27	49
	Total	55	100
Income			
	1,00,000&below	27	49
	1,00,000-2,00,000	21	38
	2,00,000-3,00,000	4	7
	3,00,000&above	3	6
	Total	55	100
Economic classification			
	APL	19	35
	BPL	36	65
	Total	55	100

It can be analyzed from the above table that out of 55 respondents 6 (11%) parents fall under the category of service sector, whereas 22 (40%) fall under the category of self-employed and 27 (49%) fall into the category of others which means that respondents are not working and in this case, they are housewife.

It can be derived from the above table that out of 55 respondents 27 (49%) parents have their income 1,00,000 & below, 21 (38%) parents have their income 1,00,000-2,00,000, whereas 4 (7%) have their income from 2,00,000-3,00,000 and 3 (6%) have their income 3,00,00 & above.

It can be analyzed from the above table that out of 55 respondents 19 (35%) family's fall under APL category and 36 (65%) family's fall under the BPL category.

economic classification of families
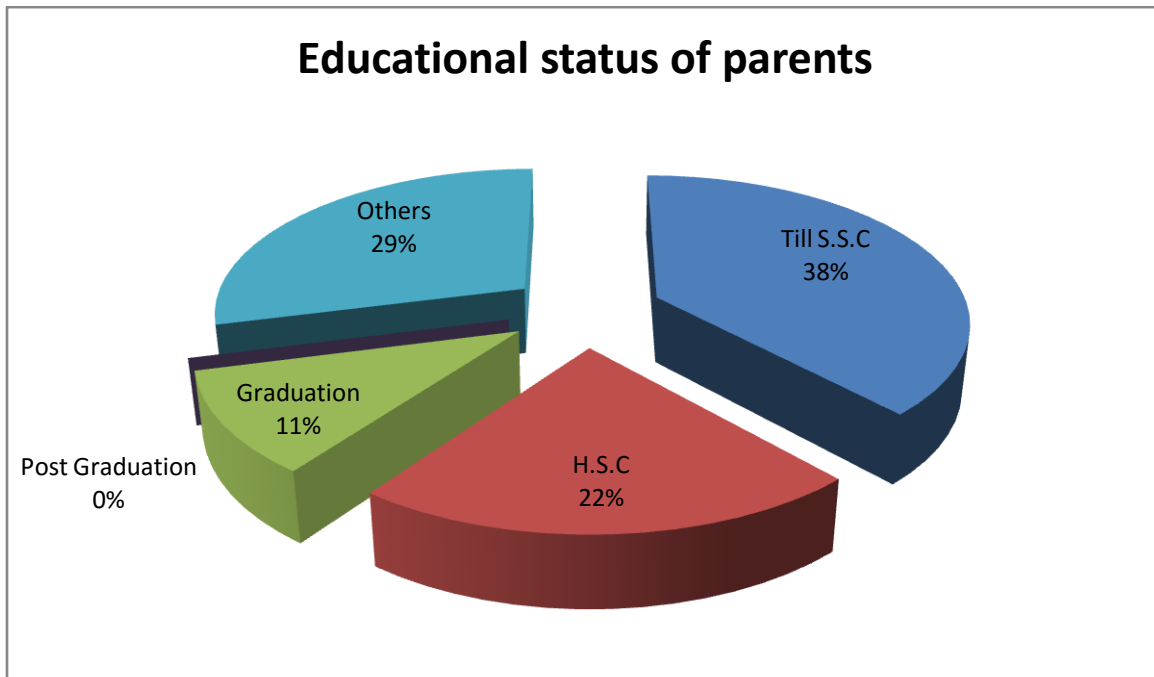
■ APL ■ BPL

35%

65%

Majority of the respondents are housewife, they do not contribute to the earnings of the family. The family income of the respondents ranges from Rs 1,00,000 to 3,00,000 (cumulative). And majority of the respondents are belonging to Below Poverty Line level.

1.3. Table and Graph showing educational status of parents.

Educational status	Frequency	Percent (%)
Till S.S.C	21	38
H.S.C	12	22
Graduation	6	11
Below SSC	16	29
Total	55	100

It can be interpreted from the above table that out of 55 respondents 21 (38%) parents educational status is till S.S.C, whereas 12 (22%) have studied till H.S.C , whereas 6(11%) have studied till graduation, whereas 0(0%) have gone till post graduation, and 16 (29%)are below SSC.

It can also be stated that economic status of the family is directly related to the education of parents, higher the education better the economic condition of the family. Out of all the parents interviewed, none of the parents are more than graduate.

Educational status of parents

1.4. Table showing type of family.

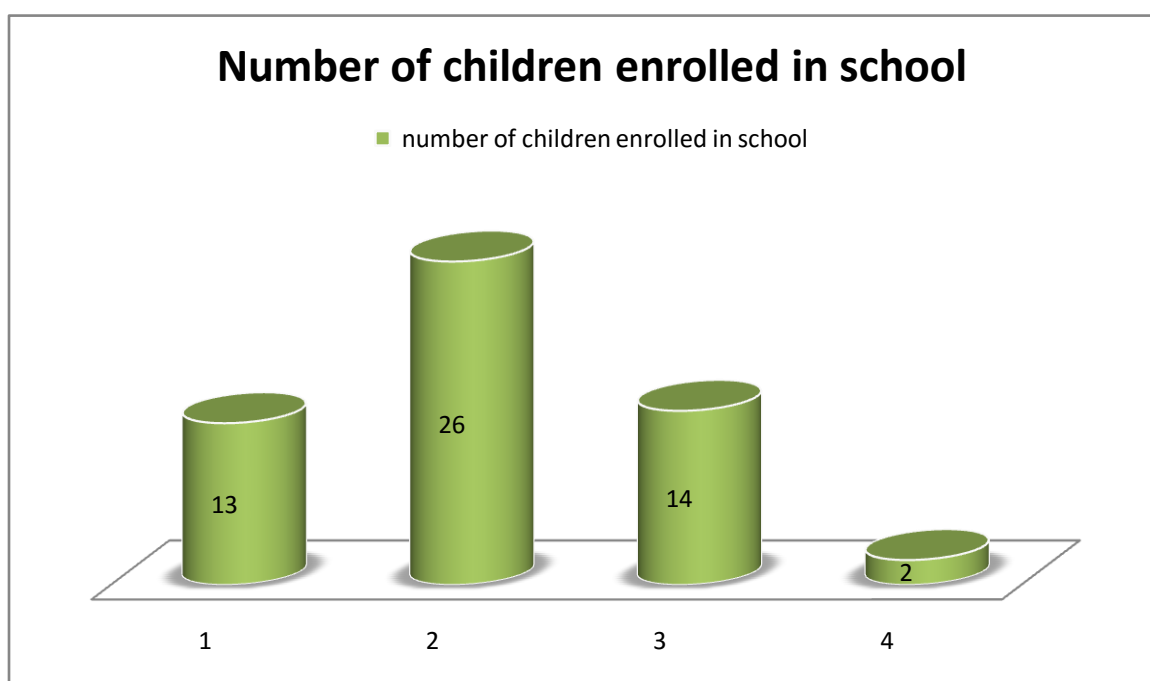| Type of family	Frequency	Percent (%)
Joint	12	22
Nuclear	42	76
Extended	1	2
Total	55	100

It can be concluded from the above table that out of 55 respondents 12 (22%) live in joint family setup, whereas 42 (76%) live in nuclear family setup and 1 (2%) live in extended family setup.

Most of the respondents belong to nuclear families, which is by and large supported by father's income. Also the number of siblings in the family is less, leading to more time for girls to study.

1.5. Tableand Graph showing number of children enrolled in school.

Children enrolled in school	Frequency	Percent (%)
1	13	24
2	26	47
3	14	25
4	2	4
Total	55	100

It can be derived from the above table that out of 55 respondents, 13 (24%) parents have 1 child enrolled in school, whereas 26 (47%) parents have 2 children enrolled in school, whereas 14 (25%) parents have 3 children enrolled in school and 2 (4%) parents have 4 children enrolled in school.

Based on further information, it was noted that out of all the school going age group, majority of the children are going to school.

1.6. Table showing No. of children who left school before completing schooling.

Left school before completing	Frequency	Percent (%)
0	48	87
1	7	13
Total	55	100

It can be inferred from the above table that out of 55 respondents 48 (87%) parents have 0 children who have left schooling before completing, whereas 7 (13%) have 1 child who has left schooling before completing and 0 (0%) have 2 and 3 children who have left schooling before completing.

Majority of the children of the responding parents have not left schooling at any stage as of yet, which means either girl or boy child have not left schooling as of yet.
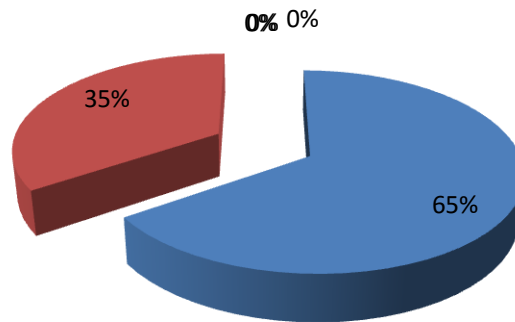
2. Perception of parents towards education of Muslim Adolescent Girls

2.1. Tableand Graphsshowing response of parent's towardschild's future prospects

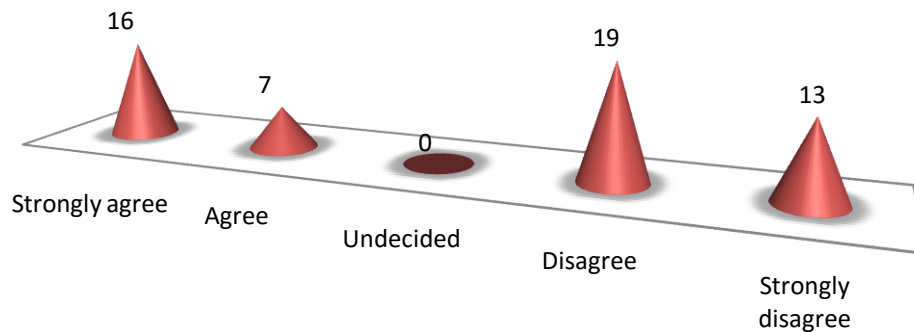| Particulars	Response	Frequency	Percent (%)
Good education will help child to get ahead in life	Strongly agree	36	65
	Agree	19	35
	Total	55	100
	Response	**Frequency**	**Percent (%)**
Education /schooling is an indispensable part of life	Strongly agree	16	29
	Agree	7	13
	Disagree	19	34
	Strongly disagree	13	24
	Total	55	100
	Response	**Frequency**	**Percent (%)**
Education helps a child in overall development	Strongly agree	18	33
	Agree	25	45
	Undecided	10	18
	Disagree	2	4
	Total	55	100

A good education will help child to get ahead in life

■ Strongly agree ■ Agree ■ Undecided ■ Disagree ■ Strongly disagree

0% 0%

35%

65%

Education /schooling is an indispensable part of life

■ Education /schooling is an indispensable part of life

16

7

0

19

13

Strongly agree   Agree   Undecided   Disagree   Strongly disagree

It can be interpreted from the above table that out of 55 respondents 36 (65%) parents strongly agree to the above statement, 19 (35%) parents agree with the statement and 0(0%) parents are neither undecided, nor disagree, nor do they strongly disagree.

It can be concluded from the above table that out of 55 respondents, 16 (29%) parents strongly agree to the above statement, whereas 7 (13%) parents agree to the above statement, whereas 0 (0%) parents are undecided about the above statement, whereas 19 (34%) parents disagree with the above statement and 13 (24%) parents strongly disagree with the above statement.

It can be analyzed from the above table that out of 55 respondents, 18 (33%) parents strongly agree with the above statement, whereas 25 (45%) parents agree with the above statement, whereas 10 (18%) parents are undecided about the above statement, whereas 2 (4%) parents disagree with the above statement and 0 (0%) parents strongly disagree with the above statement.

It is very evident that education helps the child in growth and development. They feel that education will help in overall development of the child, resulting into personality development. However, when asked if education is the most integral part of their lives, they have responded negatively to the statement. It is noted that they are of the view that education can be compromised for the girl child.

Parents holds the view that education is important, but when specifically it was asked whether it is important for girls parents had contrary views.

2.2. Tableand Graphs showing response of parent's on education is an obstacle in the path of income in near future.
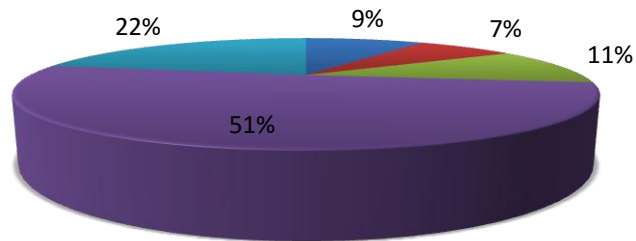
Particulars	Response	Frequency	Percent (%)
Education is an obstacle in the path of income in near future	Strongly agree	5	9
	Agree	4	7
	Undecided	6	11
	Disagree	28	51
	Strongly disagree	12	22
	Total	55	100
Better educational qualification will help in getting better jobs	Strongly agree	35	63
	Agree	18	33
	Undecided	2	4
	Total	55	100

It can be interpreted from the above table that out of 55 respondents, 5 (9%) parents strongly agree with the above statement, 4 (7%) parents agree the above statement, whereas 6 (11%) parents are undecided about the above statement, whereas 28 (51%) parents disagree with the above statement, and 12 (22%) parents strongly disagree with the above statement.

It can be concluded from the above table that out of 55 respondents, 35 (63%) parents strongly agree with the above statement, whereas 18 (33%) parents agree with the above statement, whereas 2 (4%) parents are undecided about the above statement, and 0 (0%) parents neither disagree nor do they strongly disagree with the above statement.
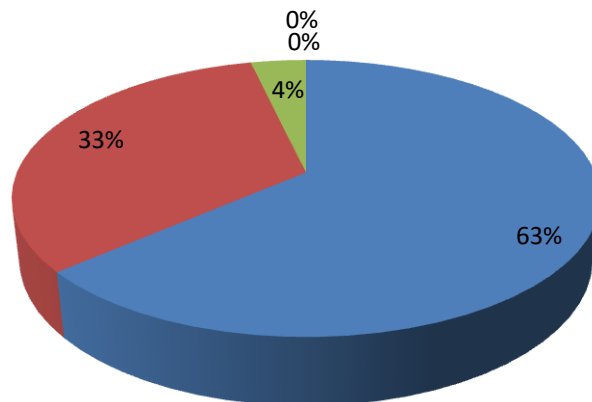
Education is an obstacle in the path of income in near future

Strongly agree   Agree   Undecided   Disagree   Strongly disagree

22%   9%   7%   11%   51%

Better educational qualification will help in getting better jobs.

Strongly agree   Agree   Undecided   Disagree   Strongly disagree

0%   0%   4%   33%   63%

Parents are of opinion that education is not an obstacle in the life of their child, they believe that better educational qualification will help in getting better jobs in future, which in turn will help their own family condition. Sizable number of parents has suggested that education do hinder in the economic growth of the family as children are unable to earn while they are studying.

2.3. Table showing response of parent's on it does not matter whether a child starts going to school early or late in life.

Response	Frequency	Percent (%)
Strongly agree	5	9
Agree	17	31
Undecided	5	9
Disagree	20	36
Strongly disagree	8	15
Total	55	100

It can be analyzed from the above table that out of 55 respondents,5(9%) parents strongly agree to the above statement, whereas 17 (31%) parents agree with the above statement, whereas 5 (9%) parents are undecided about the above statement, whereas 20 (36%) parents disagree with the above statement, and 8 (15%) parents strongly disagree with the above statement.

There is a mixed review on the statement that early childhood learning is very important. Although most of the parents disagree that it does not matter if the child especially girl child goes to the school late in her life. It is understood that education is a second priority for the parents, hence even if girls start their studies late it will not matter.

2.4. Table showing response of parent's on child is learning important life skills at school.
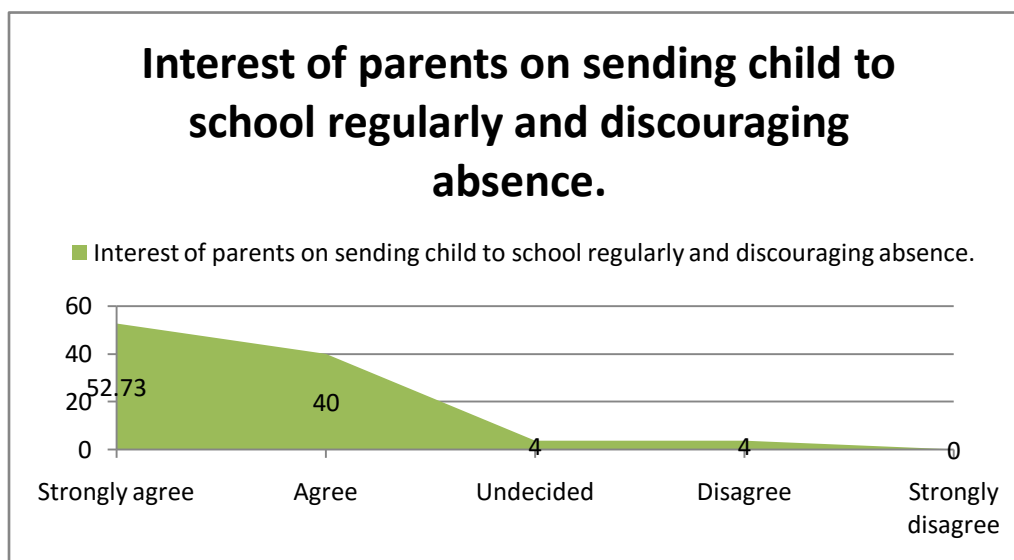
Response	Frequency	Percent (%)
Strongly Agree	16	29
Agree	27	49
Undecided	11	20
Disagree	1	2
Total	55	100

It can be derived from the above table that out of 55 respondents, 16 (29%) parents strongly agree with the above statement, whereas 27 (49%) parents agree with the above statement, 11 (20%) parents are undecided about the above statement, whereas 1 (2%) parents disagree with the above statement and 0 (0%) parents strongly disagree with the above statement.

It is satisfactory to know that most of the parents agree that their child is learning important life skill at the school. They believe that school is helpful in shaping the future of their child.
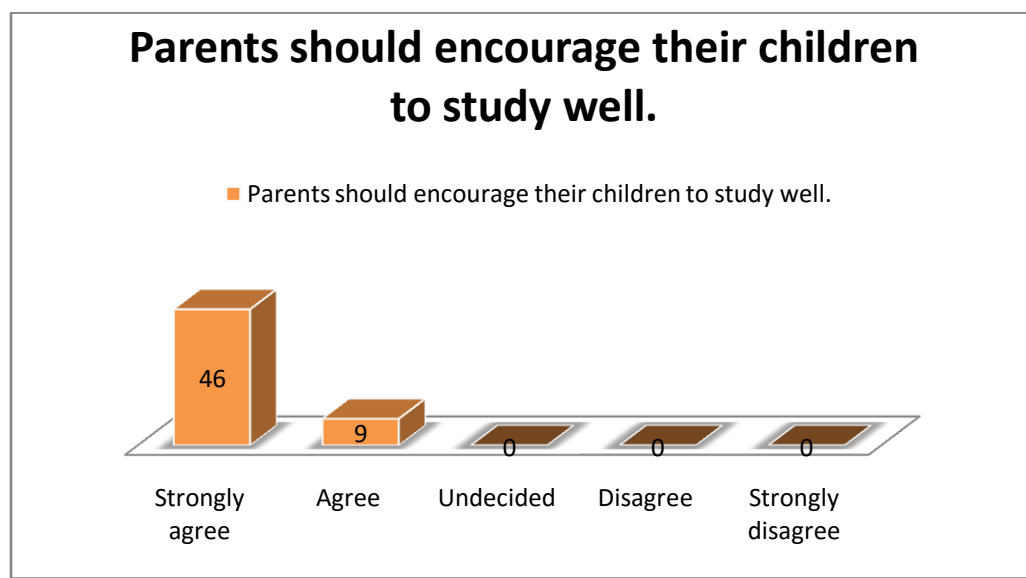
2.5. Tableand GraphsShowing Response of Parent's on Attitude towards Studies

	Response	Frequency	Percent (%)
Parents should encourage their daughters to study well	Strongly agree	46	84
	Agree	9	16
	Total	55	100
Interest of parents on sending girls to school regularly and discouraging absence	Strongly agree	7	13
	Agree	17	31
	Undecided	5	9
	Disagree	23	42
	Strongly disagree	3	5
	Total	55	100

Interest of parents on sending child to school regularly and discouraging absence.

■ Interest of parents on sending child to school regularly and discouraging absence.

```
60
40
20  52.73        40
 0                        4         4          0
Strongly agree   Agree   Undecided   Disagree   Strongly
                                                disagree
```

It can be interpreted from the above table that out of 55 respondents, 46 (84%) parents strongly agree with the above statement, whereas 9 (16%) parents agree with the above statement, and 0 (0%) parents are undecided.

It can be analyzed from the above table that out of 55 respondents, 29 (52%) parents strongly agree with the above statement, whereas 22 (40%) parents agree with the above statement, whereas 2 (4%) parents are undecided about the above statement, whereas 2 (4%) disagree with the above statement and 0 (0%) parents strongly disagree with the above statement.

Parents should encourage their children to study well.

■ Parents should encourage their children to study well.

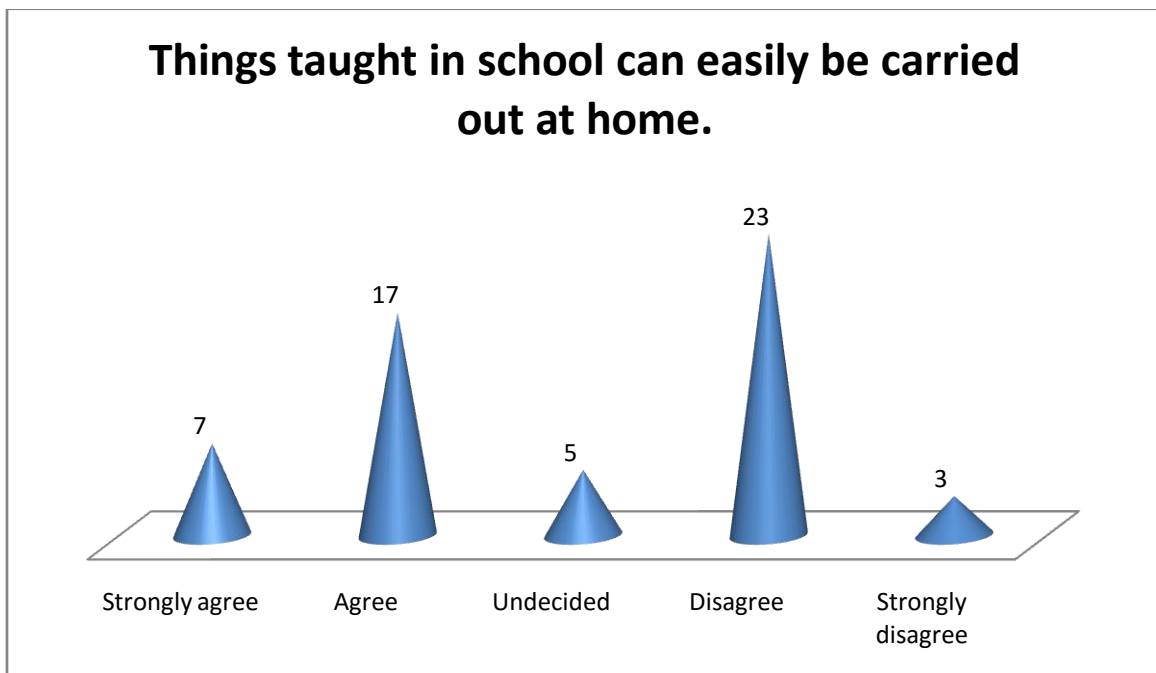| Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
| 46 | 9 | 0 | 0 | 0 |

Most of the parents strongly agree that it is their responsibility to encourage and motivate girl child to study well. Parents are also of the opinion that it is their duty to see that it is their responsibility to monitor the school attendance of their child. Many a times when parents are giving second priority to the education, they tend to take the schooling less seriously.

2.6. Tableand Graph showing response of parent's on whatever is taught in school can easily be carried out at home.

Response	Frequency	Percent (%)
Strongly agree	7	13
Agree	17	31
Undecided	5	9
Disagree	23	42
Strongly disagree	3	5
Total	55	100

It can be concluded from the above table that out of 55 respondents, 7 (13%) parents strongly agree with the above statement, whereas 17 (31%) parents agree with the above statement, whereas 5 (9%) are undecided about the above statement, whereas 23 (42%) parents disagree with the above statement and 3 (5%) parents strongly disagree with the above statement.

There is a mixed response on the statement that school learning is something which can be taught at home too. Parents believe that school learning is easy to replicate at home.

Things taught in school can easily be carried out at home.

7
17
5
23
3

Strongly agree   Agree   Undecided   Disagree   Strongly disagree

2.7. Tableand Graph showing response of parent's towards learning of skills

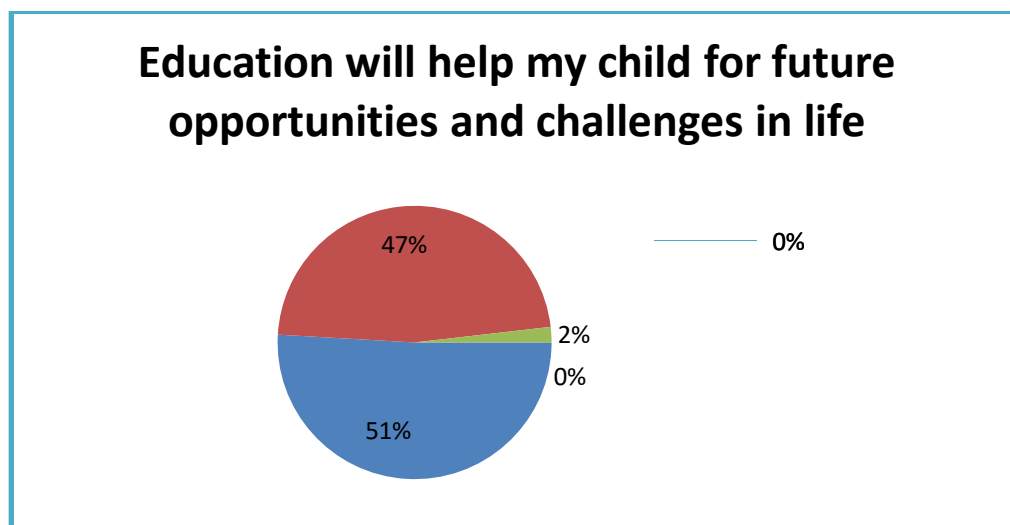| Learning programs in school will not teach child the practical skills to solve real life problems.	Response	Frequency	Percent (%)
	Strongly agree	4	7
	Agree	12	22
	Undecided	6	11
	Disagree	25	45
	Strongly disagree	8	15
	Total	55	100
Schooling will make child less productive in the sense she will be reluctant to adopt family occupation.	Strongly agree	6	11
	Agree	10	18
	Undecided	4	7
	Disagree	21	38
	Strongly disagree	14	26
	Total	55	100
Education will help my child for future opportunities and challenges in life.	Strongly agree	28	51
	Agree	26	47
	Undecided	1	2
	Total	55	100
Most of the things my child learns at school are not relevant to real life.	Strongly agree	2	4
	Agree	6	11
	Undecided	7	13
	Disagree	30	54
	Strongly disagree	10	18
	Total	55	100

It can be derived from the above table that out of 55 respondents, 4 (7%) strongly agree with the above statement, whereas 12 (22%) parents agree with the above statement, whereas 6

(11%)parents are undecided about the above statement, whereas 25 (45%) disagree with the above statement and 8 (15%) strongly disagree with the above statement.

It can be interpreted from the above table that out of 55 respondents, 6 (11%) parents strongly agree with the above statement, whereas 10 (18%) parents agree with the above statement, whereas 4 (7%) parents are undecided about the above statement, whereas 21 (38%) parents disagree with the above statement and 14 (26%) strongly disagree with the above statement.

It can be concluded from the above table that out of 55 respondents, 28 (51%) parents strongly agree with the above statement, whereas 26 (47%) parents agree with the above statement, whereas 1 (2%) parents are undecided about the above statement and 0 (0%) parents neither disagree nor strongly disagree with the above statement.

It can be analyzed from the above table that out of 55 respondents, 2 (4%) parents strongly agree with the above statement, whereas 6 (11%) parents agree with the above statement, whereas 7 (13%) parents are undecided about the above statement, whereas 30 (54%) disagree with the above statement and 10 (18%) strongly disagree with the above statement.

Education will help my child for future opportunities and challenges in life

There is a positive response from the Parents that education will help in the future prospects of their child. They believe that is a one of the most effective mechanism to deal with the employment related challenges of the life. Moreover, they would like their girl to study further.

2.8. Tableand Graphsshowing response of parent's on school related factors

	Response	Frequency	Percent (%)
Child's teacher encourages her to study further	Strongly agree	21	38
	Agree	20	36
	Undecided	5	9
	Disagree	8	15
	Strongly disagree	1	2
	Total	55	100
Teachers provide extra support when child needs it.	Strongly agree	15	27
	Agree	27	49
	Undecided	3	5
	Disagree	7	13
	Strongly disagree	3	6
	Total	55	100
Satisfaction with the learning environment in the school.	Strongly agree	21	38
	Agree	23	42
	Undecided	6	11
	Disagree	3	5
	Strongly disagree	2	4
	Total	55	100

It can be derived from the above table that out of 55 respondents, 21 (38%) parents strongly agree to the above statement, whereas 20 (36%) parents agree to the above statement, whereas 5 (9%) are undecided about the above statement, whereas 8 (15%) disagree with the above statement and 1 (2%) parents strongly disagree with the above statement.
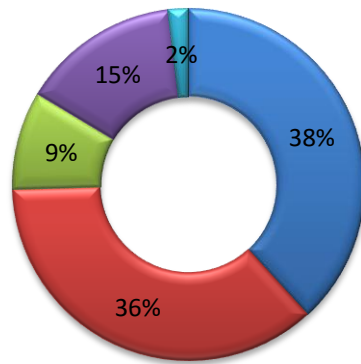
It can be interpreted from the above table that out of 55 respondents, 15 (27%) parents strongly agree with the above statement, whereas 27 (49%) parents agree with the above statement, whereas 3 (5%) parents are undecided about the above statement, whereas 7 (13%) parents disagree with the above statement and 3 (6%) strongly disagree with the above statement.

It can be concluded from the above table that out of 55 respondents, 21 (38%) parents strongly agree with the above statement, whereas 23 (42%) parents agree with the above statement, whereas 6 (11%) parents are undecided about the above statement, whereas 3 (5%) disagree with the above statement and 2 (4%) parents strongly disagree with the above statement.

Based on the responses received, relating to school environment as well as quality of teachers, it is very evident that parents are satisfied. Also, they are satisfied with the quality of teaching at the school which is resulting into growth and development of their child. Very few negative pattern is found to these questions. It is also very interesting to know that parents appreciate the environment at the school; this could also be the reason as the school environment is by and large dominated by the same religion background.
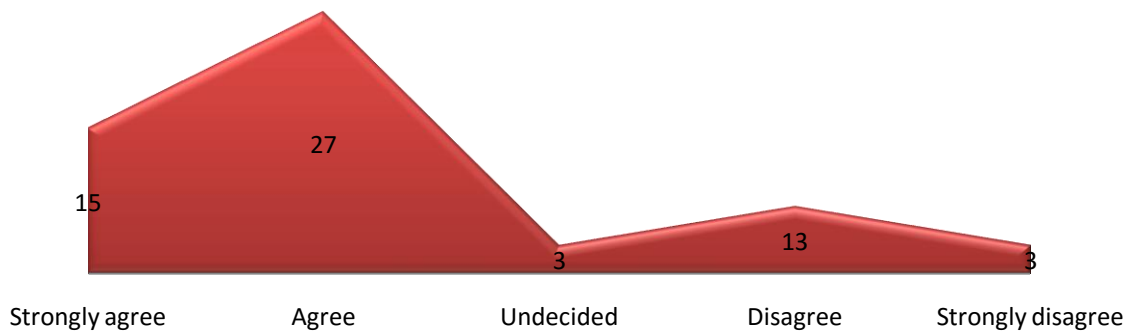
Child's teacher encourages her to study further

■ Strongly agree ■ Agree ■ Undecided ■ Disagree ■ Strongly disagree

38%

36%

9%

15%

2%

Teachers provide extra support when child needs it

■ Teachers provide extra support when child needs it

27

15

3

13

3

| Strongly agree | Agree | Undecided | Disagree | Strongly disagree |

2.9. Table showing response of parent's on non appreciation of efforts when involved in child's education

Response	Frequency	Percent (%)
Strongly agree	3	6
Agree	15	27
Undecided	13	24
Disagree	20	36
Strongly disagree	4	7
Total	55	100

It can be analyzed from the above table that out of 55 respondents, 3 (6%) parents strongly agree with the statement that their efforts are not appreciated when they try to involve themselves in helping child, whereas 15 (27%) parents agree with the above statement, whereas 13 (24%) parents are undecided about the above statement, whereas 20 (36%) parents disagree with the above statement and 4 (7%) parents strongly disagree with the above statement.

It is evident that parents feel that their effort in child education yields no result, there is a mixed response to this question. Girls have responded that they look upto their parents in taking guidance, however, parents are of opinion that their efforts in upgrading the education of girls are not appreciated.

2.10. Table showing response of parent's on presence of male teacher in school bothers me.

Response	Frequency	Percent (%)
Strongly agree	2	4
Agree	4	7
Undecided	5	9
Disagree	35	64
Strongly disagree	9	16
Total	55	100

It can be inferred from the above table that out of 55 respondents, 2 (4%) parents strongly agree to the above statement, 4 (7%) parents agree with the above statement, whereas 5 (9%) parents are undecided about the above statement, 35 (64%) disagree with the above statement and 9 (16%) strongly disagree with the above statement.

It is heartening to learn that parents are not bothered about the gender of teachers for their girl child. It does not bother them if the teacher at the school is male or female.

2.11. Table showing response of parent's on satisfaction that child is able to avail the benefit of schooling.

Response	Frequency	Percent (%)
Strongly agree	36	65
Agree	18	33
Disagree	1	2
Total	55	100

It can be interpreted from the above table that out of 55 respondents, 36 (65%) parents strongly agree to the above statement, 18 (33%) agree with the above statement, whereas 1 (2%) parents disagree with the above statement.

Majority of parents are satisfied with the benefits that they receive at the school, benefits are in terms of scholarly benefits received by the child at the school. Girls are usually dependent on their parents for the advice relating to the education. Hence parents are aware about the level of satisfaction at the school.

2.12. Table showing response of parent's on school regularity of child

my child likes to attend his school regularly	Response	Frequency	Percent (%)
	Strongly agree	18	33
	Agree	23	42
	Undecided	7	13
	Disagree	7	12
	Total	55	100
schooling takes away valuable time from child's life which could have otherwise been spent in earning/jobs.	Agree	4	7
	Undecided	2	4
	Disagree	25	45
	Strongly disagree	24	44
	Total	55	100

It can be analyzed from the above table that out of 55 respondents, 18 (33%) parents strongly agree with the above statement, 23 (42%) parents agree with the above statement, whereas 7 (13%) Parents are undecided about the above statement, 7 (12%) parents disagree with the above statement.

It can be concluded from the above table that out of 55 respondents, 0 (0%) parents strongly agree with the above statement, 4 (7%) parents agree with the above statement, whereas 2 (4%) parents are undecided about the above statement, 25 (45%) parents disagree with the above statement and 24 (44%) strongly disagree with the above statement.

There is a positive trend found to the statement that parents feel that their child is regular in attending school. Moreover they are also of the opinion that education will not be a hindrance in their child's economic activities.

2.13. Table showing response of parent's on they rarely talk to child about her problems at school or studies.

Response	Frequency	Percent (%)
Strongly Agree	2	4
Agree	7	13
Undecided	5	9
Disagree	35	63
Strongly Disagree	6	11
Total	55	100

It can be derived from the above table that out of 55 respondents, 2 (4%) parents strongly agree to the above statement, 7 (13%) parents agree with the above statement, whereas 5 (9%) parents are undecided about the above statement, whereas 35 (63%) parents disagree with the above statement and 6 (11%) parents strongly disagree with the above statement.

Majority of the parents do talk to their child about their issues and concerns at the school, they are involved in the regular feedback session with their child.

2.14. Table showing response of parent's on it is very rare that they detain child from school for any household work or problem.

Response	Frequency	Percent (%)
Strongly agree	10	18
Agree	24	43
Undecided	2	4
Disagree	17	31
Strongly disagree	2	4
Total	55	100

It can be interpreted from the above table that out of 55 respondents, 10 (18%) parents strongly agree with the above statement, 24 (43%) parents agree with the above statement, whereas 2 (4%) are undecided about the above statement, 17 (31%) parents disagree with the above statement and 2 (4%) parents strongly disagree with the above statement.

Although majority of the parents does not disturb their child in schooling on account of involvement in household activities, however, sizable number of respondents do detain their child in going to school on account of some household activities or economic activities. These economic activities are like kite making, rakhi making, etc.

2.15. Table showing response of parent's on future prospects of education

	Response	Frequency	Percent (%)
Child will not face any real problem in future if she is not sent to school	Strongly agree	23	42
	Agree	8	15
	Undecided	4	7
	Disagree	12	22
	Strongly disagree	8	14
	Total	55	100
	Response	**Frequency**	**Percent (%)**
how a child performs in class in important to me	Agree	5	9
	Undecided	12	22
	Disagree	31	56
	Strongly disagree	7	13
	Total	55	100
When my girl grows up to be an adult, it hardly matters if she attended school or not	**Response**	**Frequency**	**Percent (%)**
	Strongly agree	35	64
	Agree	20	36
	Total	55	100

It can be concluded from the above table that out of 55 respondents, 23 (42%) parents strongly agree with the above statement, 8 (15%) agree with the above statement, whereas 4 (7%) are undecided about the above statement, 12 (22%) parents disagree with the above statement and 8 (14%) parents strongly disagree with the above statement.

It can be derived from the above table that out of 55 respondents, 5 (9%) parents agree with the above statement, whereas 12 (22%) parents are undecided about the above statement, 31 (56%) parents disagree with the above statement and 7 (13%) parents strongly disagree with the above statement.

It can be analyzed from the above table that out of 55 respondents, 35 (64%) parents strongly agree with the above statement, 20 (36%) parents agree with the above statement.

Majority of the respondents hold an opinion that it does not matter to them if their child performs better in the school. They also believe that child will not face any problem in future if she has not studied well. It is interesting to know that when asked directly if they feel education is important, the response was by and large positive, whereas when asked if they feel education is integral for future prospects of child, the response is negative.

2.16. Table showing response of parent's on schooling makes child lazy and irresponsible to family problems.

Response	Frequency	Percent (%)
Strongly Agree	3	5
Agree	16	29
Undecided	6	11
Disagree	25	46
Strongly Disagree	5	9
Total	55	100

It can be interpreted from the above table that out of 55 respondents, 3 (5%) parents strongly agree with the above statement, 16 (29%) parents agree with the above statement, whereas 6 (11%) parents are undecided about the above statement, 25 (46%) disagree with the above statement and 5 (9%) parents strongly disagree with the above statement.

Most of the parents agree that schooling does not make their child lazy and irresponsible, however, sizable number of parents do think that it does make their child lazy and irresponsible towards family problems. Parents expect their girl child to have equal participation in the household chores as well as social functions, however they believe that education and studies takes lot of time.

2.17. Table showing response of parent's on their lack of education reduces involvement in child's education.

Response	Frequency	Percent (%)
Strongly Agree	2	4
Agree	35	64
Undecided	3	5
Disagree	12	22
Strongly Disagree	3	5
Total	55	100

It can be concluded from the above table that out of 55 respondents, 2 (4%) parents strongly agree with the above statement, 35 (64%) parents agree with the above statement, whereas 3 (5%) are undecided about the above statement, 12 (22%) parents disagree with the above statement and 3 (5%) parents strongly disagree with the above statement.
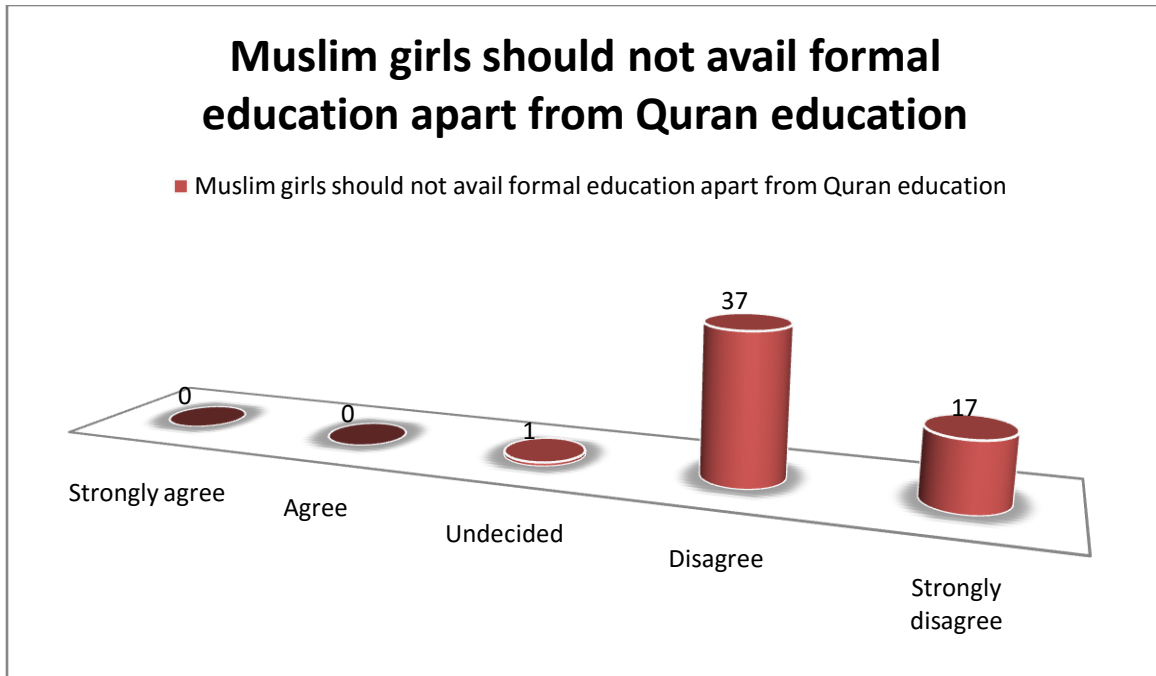
Most of the parents think that because they are not educated enough, they are unable to take interest in the education of their child. It becomes very difficult for them to comprehend the learning process.

2.18. Table and Graph showing response of parent's on Muslim girls should not avail formal education apart from Quran education.

Response	Frequency	Percent (%)
Undecided	1	2
Disagree	37	67
Strongly Disagree	17	31
Total	55	100

It can be analyzed from the above table that out of 55 respondents, 1 (2%) parents are undecided about the above statement, 37 (67%) disagree with the statement and 17 (31%) parents strongly disagree with the above statement.

Majority of the parents holds the view that Quran does promote education of girls and it is very heartening to know that all the parents are aware about this fact. All the parents are aware that formal schooling is equally important as is Quranic Education. Hence it can be proved that they will not let their daughters on the ground that Quran does not allow girls to study further.
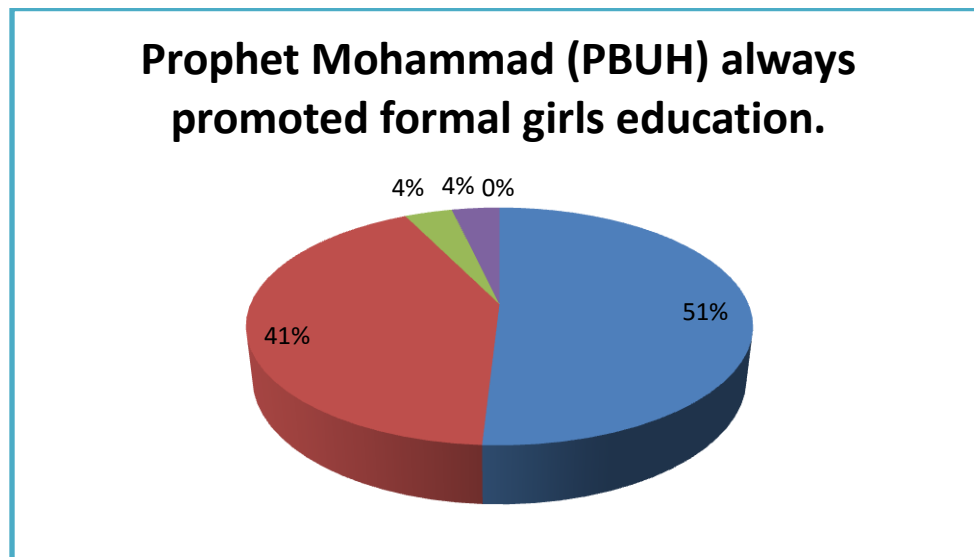
Muslim girls should not avail formal education apart from Quran education

■ Muslim girls should not avail formal education apart from Quran education

2.19. Tableand Graphshowing response of parent's on Prophet Mohammad (PBUH) always promoted formal girls education.

Response	Frequency	Percent (%)
Strongly Agree	28	51
Agree	23	41
Undecided	2	4
Disagree	2	4
Total	55	100

It can be derived from the above table that out of 55 respondents, 28 (51%) parents strongly agree with the above statement, 23 (41%) parents agree with the above statement, whereas 2 (4%) parents are undecided about the above statement, 2 (4%) disagree with the above statement and 0 (0%) parents strongly disagree with the above statement.

Almost all the respondents are aware that Prophet Mohammad (PBUH) always promoted education of the girls, and this education is not always about just religious knowledge, but formal

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education as well. It is interesting to know that parents are of opinion that Quran and preacher of quran have advocated the importance of formal education for girls as well.

Prophet Mohammad (PBUH) always promoted formal girls education.

4% 4% 0%

51%

41%

2.20. Table showing response of parent's on girls have to get married eventually there is no need of their education.

Response	Frequency	Percent (%)
Agree	1	2
Undecided	1	2
Disagree	16	29
Strongly disagree	37	67
Total	55	100

It can be inferred from the above table that out of 55 respondents, 0 (0%) parents strongly agree with the above statement, 1 (2%) parents agree with the above statement, whereas 1 (2%) parents are undecided about the above statement, 16 (29%) parents disagree with the above statement and 37 (67%) parents strongly disagree with the above statement.

Majority of the parents holds the opinion that it is imperative for the girl to get education despite of the fact that they have to eventually get married. Although parents hold the view that education is secondary, there is also a belief amongst the parents that education should not be compromised at the cost of marriage.

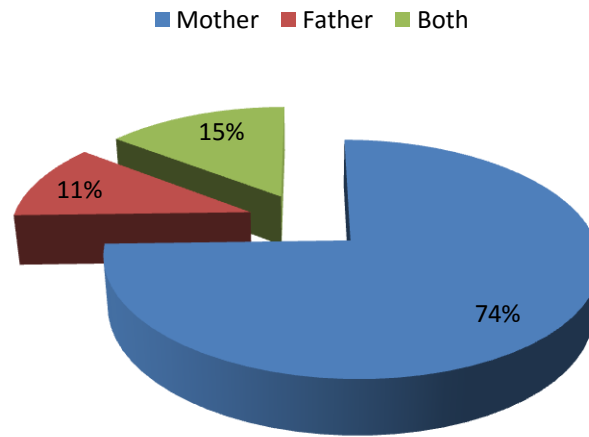## 3. Future growth for child and Difficulty relating to school continuation

3.1. Tableand Graphshowing response of parent's on primary responsibility for taking care of child's performance at school.

Relation	Frequency	Percent (%)
Mother	41	74
Father	6	11
Both	8	15
Total	55	100

It can be interpreted from the above table that out of 55respondents, 41 (74%) parents believe that mothers are primarily responsible for taking care of child's performance at school, 6 (11%) parents believe that fathers are primarily responsible for taking care of child's performance at school and 8 (15%) parents believe that both the parents are primarily responsible for taking care of child's performance at school.

Parents are of the opinion that it is the responsibility of the mother to take care of the education, whereas on further investigation it is noted that most of the respondents are mothers, hence mothers are of opinion that it is their own responsibility to take care of girl's education.

Primarily responsible for taking care of child's performance at school

■ Mother ■ Father ■ Both

15%

11%

74%

3.2.Table showing response of parents on following statements

Do they receive any support from govt. during studies	Response	Frequency	Percent (%)
	Yes	20	36
	No	35	64
	Total	55	100
Childhas any complain regarding teacher or school.	Yes	5	9
	No	50	91
	Total	55	**100**
Is education necessary for the children	Yes	54	98
	No	1	2
	Total	55	100

It can be concluded from the above table that out of 55 respondents, 20 (36%) have received govt. support during studies and 35 (64%) haven't received any govt. support during studies.

It can be analyzed from the above table that out of 55 respondents, 5 (9%) children has complaint regarding school/teacher and 50 (91%) haven't complaint regarding school/teacher.

It can be derived from the above table that out of 55 respondents, 54 (98%) parents agree that education is necessary for children and 1 (2%) parents disagree that education is necessary for children.
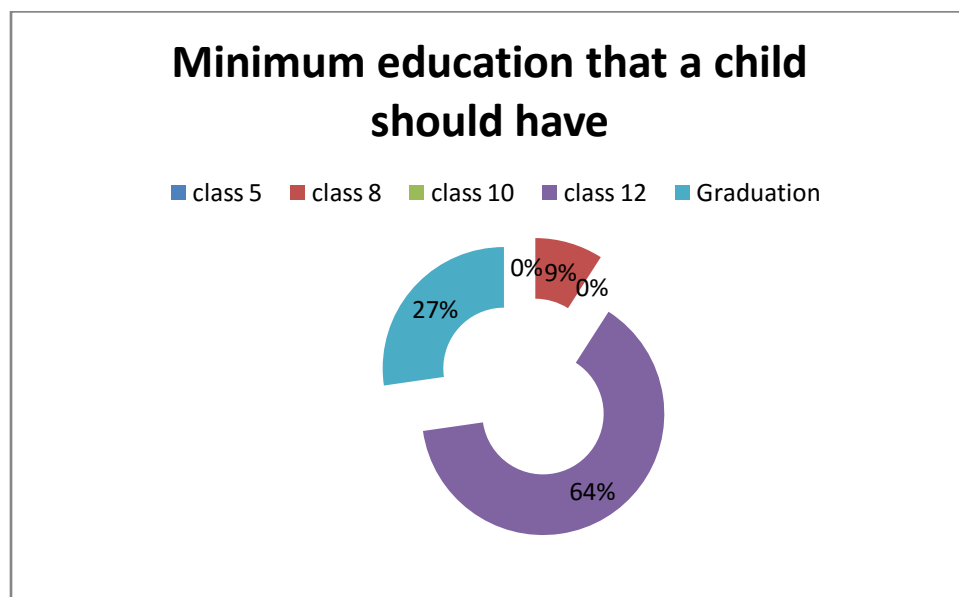
Majority of the parents are not receiving any support from government, however, they feel that education is the most integral part of the life. Girls do not have complain relating to education which they report to their parents.

3.3. Table and Graph showing response of parents on minimum education that a child should have.

Response	Frequency	Percent (%)
class 8	5	9
class 12	35	64
Graduation	15	27
Total	55	100

It can be interpreted from the above table that out of 55 respondents 5(9%) parents said that minimum education for a child should be till class 8, 35 (64%) parents said that minimum education for a child should be till class 12 and 15 (27%) parents said that minimum education for a child should be till graduation.

It can be observed that majority of the parents believe that girls should avail education till Class 12, which is followed by graduation as next desirable education qualification. This is a clear indication that girls in the school are bound to drop out post HSC. Most of the parents want their daughters to study till HSC as they may not find it comfortable for their daughters to go to college.

Minimum education that a child should have

■ class 5 ■ class 8 ■ class 10 ■ class 12 ■ Graduation

0% 9% 0%
27%
64%

3.4.Table showing response of parents on Any Role model for child to study further.

Response	Frequency	Percent (%)
Yes	32	42
No	23	58
Total	55	100

It can be concluded from the above table that out of 55 respondents, 32 (42%) have role model for child to study further and 23 (58%) do not have role model for child to study further.

It can be noted that most of the girls do not have role model within the community to set an example for girl's prospects. There has to be a role model for the girls to create an example in the society.