

## **MANAGING EDUCATIONAL BARRIERS: INNOVATIVE SOLUTIONS FOR FEMALE SECONDARY EDUCATION IN PAKISTAN**

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### **ABSTRACT**

*Education is a fundamental human right and a crucial factor in promoting social and economic development. In Pakistan, female education has been a longstanding issue, with low enrollment rates, high dropout rates, and persistent gender disparities in educational access and outcomes. This research aims to explore the problems and countermeasures of female secondary education in the city district area of Tando Allahyar, Pakistan. The study used quantitative surveys to gather data from female students, teachers, experts, and community members. The results exhibited that poverty, limited access to quality education, and socio-cultural barriers were the main problems faced by female secondary education. Many female students and their families face significant financial challenges, which prevent them from attending school and completing their education. To address these problems, the study concluded that a range of countermeasures, including community engagement and awareness-raising campaigns, targeted investments in infrastructure and resources, and policies that prioritize girls' education and support their access to secondary education. It also concluded that women receive a better education if they are to be included in the productive labor force, which accounts for approximately half of the population. Policy interventions must be tailored to the specific needs of girls and must address the barriers that prevent girls from attending school and completing their secondary education.*

**Keywords:** *Female Secondary Education; Socio-Cultural Barriers; Community Engagement; Infrastructure; Policies.*

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## **INTRODUCTION**

The Annual Status of Education Report ASER (2022) reflected that Pakistan failed to achieve the Education for All (EFA) targets by the end of 2023. Numerous institutional and external factors remain major hurdles for women to access secondary education in Pakistan and all its provinces, including Sindh. The rural-urban gap in the development of infrastructure works as a barrier and has been observed in government yearly reports too. Rural areas lag far behind urban areas in aggregate secondary literacy ratio, but more specifically for females. Moyer (2018) concluded that around one-third or 33 % of females can attend secondary school on their own if they were within the community or in two kilometers range, contrary to 98 % of boys, further 58 % of girls could join if they went with a family member. The figures were lower when there was no school within the vicinity. Institutional inadequacies such as unavailability of sufficient schools, long-distance schools, and high cost of education at secondary schools, female teachers, and female-related measures hinder access and retention of females in existing secondary educational system. Likewise, income, low literacy level and patriarchal family and social system also act as barriers or countermeasures in female secondary education. Sindh Provincial government has introduced various plans to increase female admission and also promote female retention at secondary schools such as free textbook distribution, cash stipend and scholarships.

### ***Background of the Study***

Public sector education is a key choice available to the majority of the population but specifically to the poor and females in urban and rural areas across the country. The economic survey of Pakistan 2021-22 reflected the budgetary allocation for education is around 1.6 %, the lowest in the region that has caused unavailability of infrastructure (schools, teachers, and support staff) at the local school level. One of the deciding factors in Pakistani society is a person's gender, according to the Asian Development Bank's 2000 study on the country. The patriarchal social order assigns value to people based on their gender. Men have traditionally been expected to take on the role of breadwinner in the public sphere, while women are expected to focus on reproduction as homemakers and spouses. As a result, neither the family nor the state emphasizes girls' education. Women in our patriarchal culture are denied equal access to education. According to the Sindh section of the Annual Status of Education Report (ASER) 2022, 59% of the government school student body was male, 41% was female, 56% of the private school student body was male, and 44% was female. Comparatively, fewer girls (41%) continue their education through sixth grade, whereas boys (51%) are more likely to do

so. As per SCSW (2022), the female net admission rate for rural girls in primary classes is 41%, which shrinks to a miserable 8 % in matriculation (secondary school) (Schaufeli & Bakker, 2004). This lower rate of rural females completing their primary schooling necessitates systematic interventions by governments, for females to continue their education and bridge the gap between male and female disproportion. Inadequate resources for implementation and a lack of adequate gender-sensitive data are major obstacles in this regard (Schaufeli & Bakker, 2004).

The district city Tando Allahyar is located in Sindh, the second most populated province of Pakistan. The city became a district in 2005. Before that, this city was part of the District Hyderabad, which was the second most populated district of Sindh. According to the 2017 census, the population of the district was 920,000, with the majority living in rural areas. This city located at the left bank of river Indus, is fertile and rich in agriculture. The majority of the rural population depends on agriculture while the urban population is engaged in small and medium size businesses and employment. ASER (2022) Sindh estimates the literacy rate to be around 70-78% for the district with a wide gender gap between male and female education in urban and rural areas (Simons-Morton, 2007).

Tando Allahyar District is divided into three tehsil/taluka (Urdu words for sub-district units)

1. Tando Allahyar Taluka
2. Chamber Taluka
3. Jhando Mari Taluka

This section offers a snapshot of the secondary education system for girls in Tando Allahyar and Pakistan as a whole. Poverty, cultural norms, and gender discrimination are only some of the obstacles that prevent girls from enrolling in and finishing secondary school (Andrabi et al., 2023). In addition, the paper has to discuss the issue's significance to education and the regional economy and society (Odero, Khayesi, & Heda, 2003). The low enrollment rates of girls in secondary education are a significant concern, as it has long-term implications for their personal and socio-economic development. Education is a crucial factor in promoting social and economic development, and it is considered a fundamental human right. It not only empowers individuals but also benefits society as a whole by promoting economic growth, reducing poverty, and improving health outcomes. However, girls face several challenges in accessing and completing secondary education.

Pakistan's government has launched several databases and challenges to increase girls' access to higher education, but putting these plans into action has proven difficult, especially in remote regions like Tando Allahyar. Therefore, the goals of this research are to:

1. Identify the variables impacting female educational participation and accomplishment.
2. Analyze the policies and activities to promote female education; and
3. Provide countermeasures and strategies to meet the identified problems.

## **THEORETICAL FRAMEWORK**

Theoretical underpinnings for a study on the issues and solutions facing female secondary education in Pakistan should include social theory, gender theory, and pertinent educational frameworks. This study uses the Social Cognitive Theory and Gender and Development Theory as its theoretical foundations. This idea aids in locating the fundamental reasons for gender differences in educational attainment, such as societal norms that place a higher priority on boys' schooling or girls' early marriage. It draws attention to females' unequal access to educational opportunities and resources, particularly in Pakistan's rural areas. According to the Gender and Development Theory, girls' educational opportunities are adversely impacted by economic variables including poverty and income inequality. The hypothesis can be used to investigate how girls' educational prospects and choices are impacted by traditional gender roles and expectations.

Policymakers can use this theory to create and put into practice gender-responsive education policies that seek to eliminate the gender gap in educational access and quality. Communities can be involved in debate and awareness campaigns to combat gender stereotypes and advance the importance of educating females. Financial aid and scholarship schemes that are gender-sensitive can help girls who encounter financial obstacles to secondary school. This theory can guide teacher preparation programs by highlighting the value of gender-sensitive teaching strategies for fostering an inclusive learning environment. Albert Bandura's Social Cognitive Theory (SCT) emphasizes how social interactions, observational learning, and self-efficacy beliefs help people grow and learn. Regarding secondary education for women in Pakistan: The dearth of female role models in leadership and educational roles, which can stifle girls' desires for further education, can be identified using the theory. The Social Cognitive Theory acknowledges the impact of peers on academic decisions. Peer pressure that is not positive can deter girls from continuing their secondary school.

## **OBJECTIVES OF THE STUDY**

Education is crucial to success as it builds knowledge capital in nations (Hanushek et al., 2023). In industrialized countries, women have access to secondary school; in developing countries, college is sometimes unnecessary, and education ambitions are greater. According to survey statistics, 56% of developing country women want to devote additional on their kids' education. These women saw the need for education for their children, the "next generation," to whom they expected to contribute, and the need to educate both men and women. The state must recognize and then support these service delivery initiatives (Mansoor, 2019). Vaughan & Longlands (2022) emphasized education as a revolutionary step for gender equality. Mercan Küçükakın & Engin-Demir (2022) believe policy objectives should prioritize fair educational achievements for all children to provide equal chances and democratic schooling. Curricular reform must address females' challenges. Changing social standing helps society embrace this new normal and overcome bad notions. Equitable education changes society (Brilly & Polic, 2005).

Ailaan (2014) found that household income and socio-economic backgrounds often define whether the family can afford to send children to secondary school, let alone females. Various global bodies and researchers have established a connection between female education family growth and national growth. Mustafa & Khan (2018), Emara & Hegazy (2019), Iqbal, Hasan, Tanweer & Mehmood (2022), and Anderson (2023) believe that female education significantly and positively affects the economic growth of families and the country.

This study aims to analyze the problems and viable solutions facing secondary education for females in Tando Allahyar, Pakistan. By examining the factors influencing female educational engagement and achievement, the study may provide insight into the factors contributing to the low enrollment and elevated dropout rates of girls in secondary school. The study will assess the efficacy of current interventions and identify areas for improvement thanks to its examination of policies and activities to boost girls' access to education.

Thus, the focus of this study is:

- To learn about the government's current stance on secondary education for girls.
- Determine the significance of physical infrastructure in secondary education for girls.
- To learn how socioeconomic factors affect girls' chances of completing high school
- To provide advice on improving secondary education for girls.

### **Research Questions**

*RQ1: What are the key factors affecting female secondary education?*

*RQ2: What policies and initiatives have been implemented to promote female secondary education?*

*RQ3: What are the most significant obstacles that secondary female students must overcome to access secondary education?*

*RQ4: What are the main problems and challenges of female secondary education?*

*RQ5: How effective are the current countermeasures in addressing these problems and challenges?*

*RQ6: What are the recommendations for improving female secondary education?*

## **LITERATURE REVIEW**

The literature highlights the persistent gender disparities in education in Pakistan, with girls facing numerous challenges, including poverty, cultural and social norms, early marriage, and limited access to quality education. These challenges are compounded by the poor quality of education, inadequate infrastructure, and insufficient resources in many schools, particularly in rural areas.

Pakistan inherited the colonial education system from the British era and embraced the same model with trivial changes. Many reforms and policies have been introduced afterward but have failed to achieve the ultimate results of a universal equal literacy rate (Jianshi, 2021). Transparency International Pakistan report for the year 2022 positioned education as the fourth most corrupt institution at the national level and the top-most corrupt institution in the province of Sindh. Governance and administrative mishaps have aggravated the circumstances. Corruption has hurt policy implementation and execution of policies at the local level (Hatakka, et al., 2002). Stephen Cohen established the same in a 2003 report when he argued that despite the massive foreign influx of capital in the education sector, besides lack of skill and capacity, mismanagement and extensive corruption have been obstacles to achieving quality education and universal literacy at the secondary level. The ratio of females who never attended school is 54 %. The government has failed to deliver on its promise of universal education for All (EFA) plan under MDG. Moreover, in SDG achieving quality education and gender parity in literacy rate has also not been achieved despite various governmental strategies to do so. Achieving policy objectives requires the involvement of numerous stakeholders to come together and work collectively for a single course of action, universalization of quality female

education and its outcomes. On the whole, a cooperative framework is necessary to overcome barriers and achieve equal and equitable female literacy across Sindh and Pakistan (Hatakka et al., 2002).

Girls in Pakistan face numerous challenges and barriers to accessing and completing education, including poverty, gender stereotypes, early marriage, and limited access to quality education. Poverty is a major barrier to education, particularly for girls from marginalized communities. Gender stereotypes and discriminatory cultural and social norms also play a significant role in limiting girls' access to education. Many families view education as a waste of resources for girls and prioritize boys' education. Early marriage is another significant barrier to education, particularly for girls in rural areas. Many girls are forced to drop out of school to get married, often at a young age. Finally, one of the greatest obstacles facing Pakistani females is the inadequate quality of education available to them, especially in rural regions. Many public schools have a severe shortage of trained educators and instructional materials (Gujranwala, Safdar, & Hasan, 2021).

Several factors affect female educational participation and achievement in Pakistan. These include poverty, gender stereotypes, early marriage, and limited access to quality education.

- 1. Poverty** is a major factor that affects girls' educational participation and achievement. To help provide for their families, girls from low-income homes frequently have to forego an education. Poverty also limits families' ability to invest in their daughters' education, including purchasing school supplies and uniforms.
- 2. Gender stereotypes** and discriminatory cultural and social norms also play a significant role in limiting girls' educational participation and achievement. Many families view education as a waste of resources for girls and prioritize boys' education. Girls are also often expected to perform household chores, which limits their time and energy for studying.
- 3. Early marriage** is another significant factor that affects girls' educational participation and achievement, particularly in rural areas. Many girls are forced to drop out of school to get married, often at a young age. Early marriage also limits girls' ability to pursue higher education and achieve their full potential (Fu, 2022).
- 4. Limited access to quality education** is a major factor that affects girls' educational participation and achievement, particularly in rural areas. Many schools lack basic infrastructure and resources, including qualified teachers and textbooks. This limits the

quality of education that girls receive and reduces their chances of achieving academic success (Fu, 2022).

5. **Culture:** The culture of Pakistan has an impact on girls' education. Most people are tribal, and they forbid their daughters from continuing their secondary education.
6. **Religion:** The majority of people in Pakistan adhere to Islam, and as a result, many parents work hard to ensure that their daughters receive an Islamic education. This is the primary factor contributing to the country's low graduation rate for female secondary school students.

Pakistan's government has launched several programs to close the gender gap in education and advance women's education. Pakistan's National Education Policy, implemented in 2009, emphasizes expanding access to education for female students. The policy aims to boost the quantity and quality of girls' access to and completion of elementary and secondary education. The government has developed several programs to encourage females from underserved areas to continue their education, including the Benazir Bhutto Shaheed Youth Development Programme. To help more girls get to and through school, the government has funded the creation of female-only schools and universities in remote locations and made transport available to them (Gujranwala, Safdar, & Hasan, 2021). In addition to government initiatives, several non-governmental organizations (NGOs) and international organizations are working to promote female education in Pakistan. The Aga Khan Development Network (AKDN) has established several schools and education programs in Pakistan, particularly in rural areas.

Despite the challenges and barriers, there are several opportunities for promoting female education in Pakistan. First, there is growing awareness and advocacy for promoting gender equality and female education in Pakistan (Gashater, 2024). NGOs, civil society organizations, and the media are playing an active role in raising awareness and advocating for policy changes to promote female education. Second, technology and digital tools can be used to promote education and reach girls in remote and marginalized areas. For example, AKDN has established a digital learning program that provides online education to girls in remote areas. Finally, community participation and ownership are critical for promoting female education. Engaging communities and families in promoting education for girls can help address cultural and social barriers and increase support for girls' education (Fu, 2022).

The government of Pakistan has established several national and provincial programs and policies to increase access to and success in higher education for women (Faragher, Cass, &



Cooper, 2005). These policies and programs aim to raise the number of female students enrolled in school, enhance their learning experience, and remove obstacles that hinder them from receiving an education. Women's access to education has been a priority in the National Policy on Education. It focuses on programs providing financial incentives and scholarships to girls from marginalized communities to encourage them to stay in school.

## **RESEARCH METHODOLOGY**

### ***Research Design***

This study used a qualitative research design to gather data. To gather pertinent data on the difficulties experienced by female secondary students in Tando Allahyar, a systematic 25-question survey was created. Many stakeholders received the survey, including students, parents, teachers, and local officials. This research aimed to examine the challenges faced by secondary schools in Tando Allahyar, Pakistan, and to provide solutions to these issues. Data was collected from female students, instructors, educational experts, and community members using a methodological approach that included quantitative questionnaires. Sampling, data collection, data analysis, and moral concerns were integral to the study's design (Simons-Morton, 2007).

This is qualitative research using a questionnaire created from research data. The questionnaire is used as a tool to collect data from the pilot sample. This study helps understand ambiguities and anomalies and is further analyzed by statistical methods before collecting data from the actual target sample (Schaufeli & Bakker, 2004). The research questionnaire was tested with the sample group for appropriateness before collecting data from the actual sample. This section was also divided into three parts as follows:

- General information of the sample, which is information on personal characteristics such as gender, age range, income, education level, and occupation.
- Questionnaires about factors influencing female secondary education and factors that influence these choices.
- Close ended Questionnaire will be presented to determine the preference of the 5 items.

### ***Sampling Method***

Purposive sampling was used in this research to ensure that the sample adequately represented the community. Tando Allahyar female students, educators, and community members who agreed to participate in the research made up the sample (Shaw & Goda, 2004).

### ***Target Population***

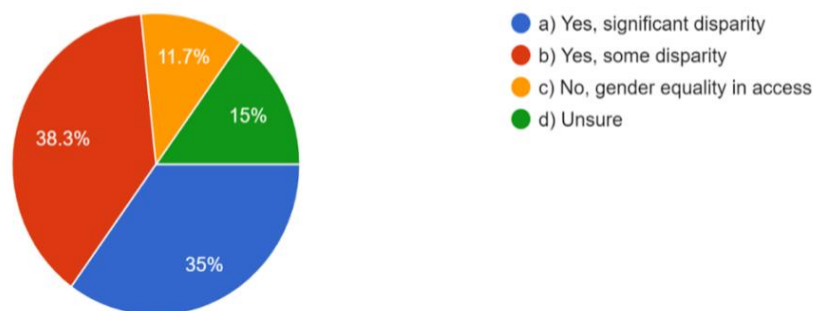
The study population includes female secondary school students, teachers, parents, and government officials involved in education policymaking and implementation in Tando Allahyar. The study employs method research design, and quantitative data collection method, including surveys, focus group discussions, and document analysis (Shaw & Goda, 2004). To pick a sample, the total participant population was divided, and a representative sample was chosen. The study's 60-person sample was drawn from eight higher secondary schools. Convenience sampling was used to draw the sample's participants. This helps guarantee easy access and prompts data collection. The study utilized a Google Forms questionnaire to gather the necessary data and information for this research. The questionnaire was sent to women of varying ages, occupations, and educational levels. The "Research on the Problems and Countermeasures of Female Secondary Education in Tando Allahyar, Pakistan" survey has twenty-five separate questions. Questions may have several formats: true/false, short answer, and multiple choices. We use Excel to analyze the data and provide findings that are similar to those from a questionnaire using the data we have collected. The results of the data analysis were displayed in tables and figures.

## **RESULTS**

The research study's findings and analysis demonstrated the issues and solutions related to female secondary education in Tando Allahyar, Pakistan. It details the many ways in which secondary school students were harmed—The capacity of learners to learn was adversely affected by factors such as being prohibited from going to class alone, social insecurity, limited opportunities, economic difficulties, poor transportation options, mental discrimination, barriers to culture, religious difficulties, worse customs from tribal and conservative the community, domestic violence, along with cultural challenges (Nieuwenhuijsen, 2003).

In Pakistan, gender stereotypes and cultural and religious expectations significantly impede girls' education. Women and girls are often assigned domestic duties and caregiving responsibilities, along with religious duties. There exists a perception that investing in girls' education is unnecessary because these roles are often prioritized over schooling. Gender biases influence society's expectations regarding girls' career choices and aspirations. Instead of pursuing a wide range of educational and professional opportunities, girls may be encouraged to gravitate towards traditionally feminine roles, such as homemakers or caregivers (Luo, Li, Zhang, & Shim, 2010).

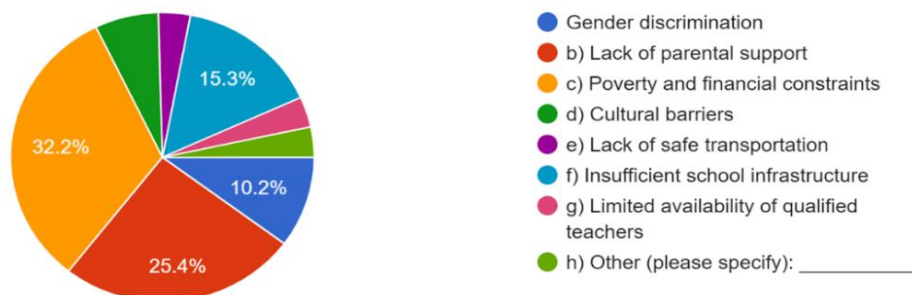
10. Do you think there is a gender disparity in access to secondary education in Tando Allahyar?  
 60 responses



**Figure 1. Gender Disparity**

One in four females in Tando, Allahyar, Pakistan, do not enroll in school or complete their basic secondary education, making the status of female education there startlingly poor. One in five girls married before turning eighteen and became pregnant within 15 months of their union. Poor mental and physical health, inadequate nourishment, and an excessive household workload have an impact on both the females themselves and their offspring. The worst conditions affect not only the lives of the individual women and their families but also the entire growth of the country for a variety of reasons (Karasek, 2018).

9. In your opinion, what are the main problems faced by female students in accessing secondary education in Tando Allahyar?  
 59 responses

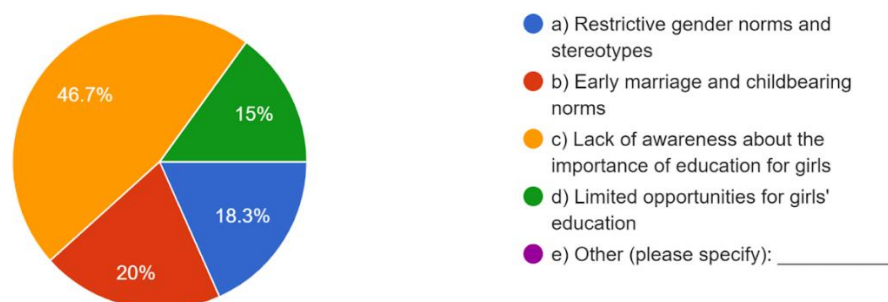


**Figure 2. Problems and Countermeasures of Female Secondary Education**

The graph in Figure 2 explains how socioeconomic and cultural influences affect the difficulties female students encounter in pursuing their goals. It explains that 46% of women stop going to school because they do not understand how important education is, 15% stop because there are not enough possibilities for girls to go to school, and 18.3% stop because of constrictive gender conventions and stereotypes.

11. What are the societal and cultural factors that contribute to the challenges faced by female students in pursuing secondary education in Tando Allahyar?

60 responses



**Figure 3.** *Societal and cultural challenges faced by female students*

## CONCLUSION & DISCUSSION

There is an urgent need to implement the national education strategy and the education objectives outlined in Vision 2030. An examination of the policies governing education reveals that, although many worthy goals are articulated at the policy level, there are also many gaps in the implementation of these goals in practice (Karasek, 2018). Although it may not be feasible for the government to create a unified educational system throughout the nation at this time, it is conceivable for the government to implement a unified educational curriculum in educational institutions across the country.

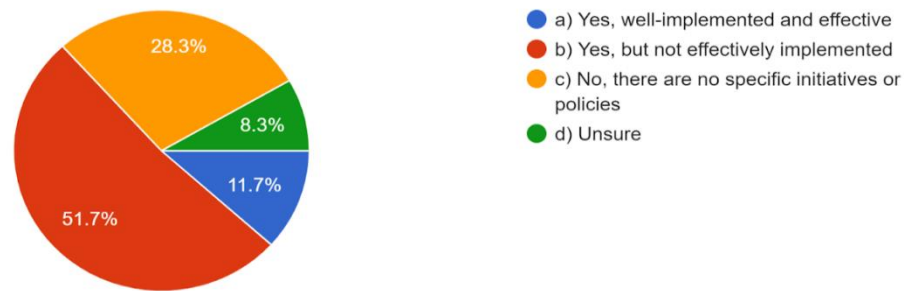
The constitutional requirements outlined in Article 25-A should be complied with as quickly as possible, and the federal government's function should be to help the provinces in this regard. Provinces with relatively low literacy rates may be eligible for additional funding through awards (Jianshi, 2021). It is important for both the public and non-public sectors to collaborate to advance educational opportunities in rural regions. The government must take action to evict the feudal lords of Sindh, Baluchistan, and Punjab from the school buildings they have appropriated for their use. It is important to make every effort to guarantee that students in such schools get an education up to standard. Because education falls under provincial jurisdiction, the education secretariats of the various provinces need to be enhanced. In the education departments of the provinces, specialized policy planning units need to be developed to facilitate the execution of educational policies and the design of new policies whenever the need arises. The education departments of the various provinces need to determine the financial resources necessary to ensure that Article 25-A is complied with.

In Pakistan, the gender gap in basic education may reach as high as 15 %, while the ratio of

females to males who can read and write is 0.65. If this gap is closed, it will have a profound impact not just on the overall circumstances of Pakistan but also on the possibilities open to women there. We uncovered several variables contributing to the enrollment gaps during our consultations with specialists (Ji, Wang, & Riedl, 2021).

15. Are there any government initiatives or policies aimed at promoting female secondary education in Tando Allahyar?

60 responses

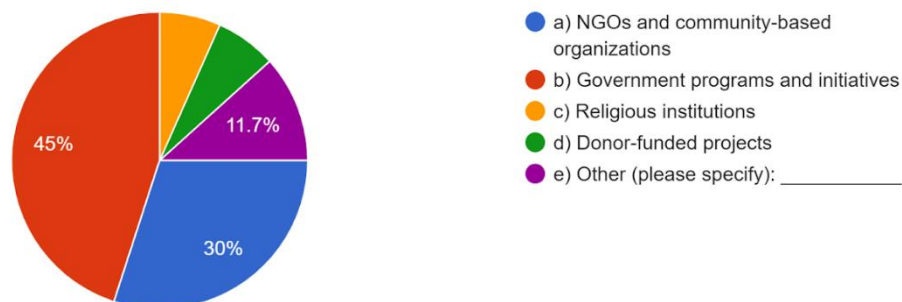


**Figure 4.** *Government Initiatives Related to Female Education*

This statistic explains government initiatives relating to female education and demonstrates that 51.7% of people believe that these initiatives are made by the government but that not all of them are successfully carried out. This opened the door for countries to provide instructional materials via non-traditional channels. The lack of schools, concerns about safety, other responsibilities at home, and social ideas about what is appropriate for girls to learn and teach have all contributed to the failure of earlier attempts to overcome the gender gap in education. All of these issues must be tackled at the grassroots level. The research implies that the next generation of young women aged 15 to 29 may have an advantage due to increased reading rates and school enrollment. Girls between the ages of 10 and 14 had the highest literacy rate (69%) of any age group, followed by girls between the ages of 15 and 19 (66%), women between the ages of 20 and 24 (61%), and women between the ages of 25 and 29 (54%) (Wang, & Chen, 2021).

16. What are the existing support systems or organizations working towards improving female secondary education in Tando Allahyar?

60 responses



*Figure 5. Support systems and organizations working towards improving*

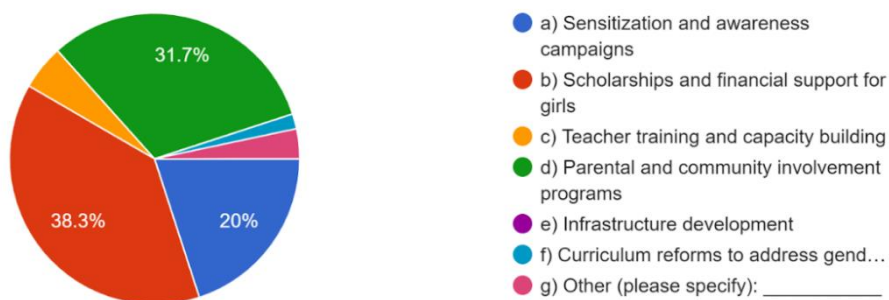
Figure 5 explains the systems and organizations attempting to improve and the fact that 45% of people trust government initiatives.

### RECOMMENDATIONS

In Pakistan, people are becoming more aware of how important gender-responsive content and teaching methods are for promoting open education and giving all students, no matter what gender they are, more power. The goal of using these methods is to fix the differences between girls and boys and ensure that both have the same school chances (Ford et al., 2014).

18. In your opinion, what strategies or interventions would be most effective in improving female secondary education in Tando Allahyar?

60 responses



*Figure 6. Strategies and interventions would be most effective in improving*

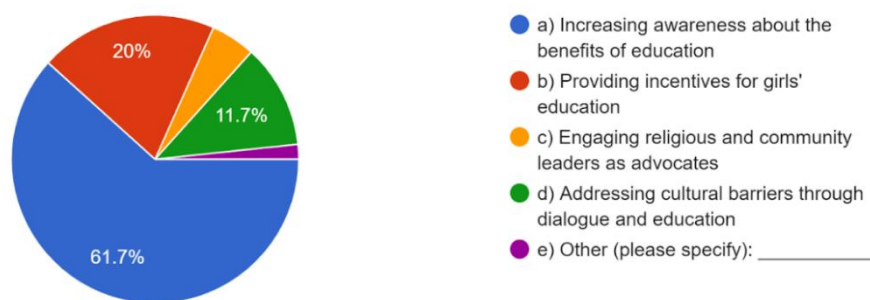
One important part of a program that takes gender into account is putting gender views into the text and learning tools. This means using stories, case studies, and examples that question assumptions and support equal rights for men and women. By doing this, students are

introduced to different points of view and learn about what people of diverse types have done and how they have lived. It helps break down standard gender roles and ideals by pushing girls to study and work in fields that are usually more popular with boys and vice versa.

At the secondary school level, variables related to households also have a negative impact on the education of girls. These elements include the preparation and cooking of food; activities including cleaning, washing, and sweeping; the gathering of firewood; the transporting of water; the chopping of firewood; the herding and caring for of animals; the cultivating and harvesting of crops; the caretaking of children, the elderly, and those who are ill; and participating in social activities. The majority of the challenges they face in their educational pursuits come from their personal circumstances (Ford et al., 2014).

19. How can parents and communities be encouraged to support the education of girls in Tando Allahyar?

60 responses



**Figure 7.** *Parents and Communities be encouraged to support the Education of Girls*

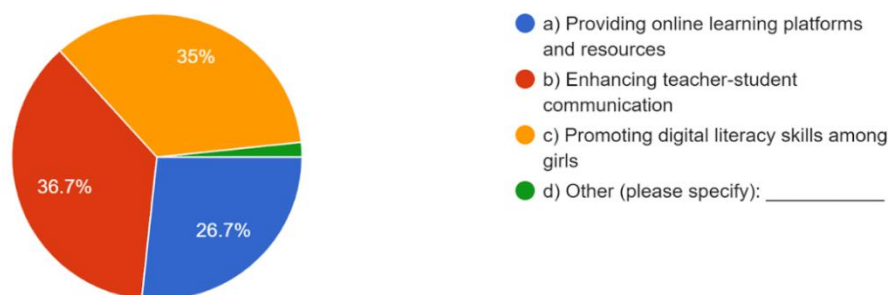
Also, extracurricular activities are crucial for supporting students and spreading equality between men and women. Schools are persuaded to have sports, arts, and science clubs that do not fit traditional ideas about boys and girls. These tasks give girls and boys a chance to talk to each other and work together, which builds mutual respect and understanding. They also help kids, no matter what gender they are, gain confidence and learn how to lead.

Tando Allahyar, Pakistan's secondary school teacher, has much to gain from ongoing training and professional development opportunities. Teachers' ability to affect their students' learning outcomes in an effective way is directly tied to the amount of time and money invested in their professional development.



21. What role can technology play in improving access to and quality of female secondary education in Tando Allahyar?

60 responses



**Figure 8.** *Technology's role in improving access to and quality of female education*

To begin, it is possible to establish regular training programs to provide educators with innovative tools for the classroom. Seminars and workshops may educate educators on managing their classrooms better, provide students with individualized lessons, evaluate their progress, and more. Education professionals and seasoned educators with something to impart may lead these workshops and seminars (Costa, 2010; Fatima, 2011).

Opportunities for instructors to work together and exchange knowledge are also crucial. Teachers may form professional learning communities to work on lessons together, effective debate methods, and exchange ideas for overcoming obstacles they experience in the classroom. Working together like this encourages a mindset of lifelong education and development.

Following the conclusion of this empirical study, the researcher has provided some suggestions as to how the education of women in the target areas can be enhanced, as well as how the obstacles that stand in the way of their growth and a brighter future for themselves, their families, their communities, and the nation as a whole, can be removed.

1. First the government needs to play its role more comprehensively on the ground level and make it accessible and easier for women to access institutions. Education for women is given top priority when resources, such as money and training time, are divided up.
2. Secondly, this area of study teaching system requires skilled teaching staff in addition to improved secondary education institution infrastructure, and institutions must develop new beneficial courses. For women to advance their capacities, skills, and knowledge and become more effective members of their families, there are courses, certificates, and degrees that are specifically tailored to their needs.



3. It is recommended that parents in these places be aware of the importance and advantages of a woman's secondary education because she is the fundamental element of every family. Therefore, instruction was given to parents and other society members who would act as barriers to girls' education. The monitoring and evaluation system not only needs to be reinforced in governmental institutions, but it also needs to be covered in private institutes. In the event that female students or their parents file a complaint about a matter that is either related to education or unrelated to it, immediate administrative action needs to be taken.

### **LIMITATIONS OF THE STUDY**

One potential limitation of the study is the potential for bias and subjectivity in the data collection and analysis process. To address this limitation, the study employs rigorous and transparent research methods, including triangulation of data sources, peer review, and validation of findings with key stakeholders. Another limitation is the potential generalizability of the study findings beyond Tando Allahyar district, as the context-specific factors affecting female education may vary across different regions of Pakistan. However, the study can provide insights and lessons learned that can be adapted and applied to other contexts with similar challenges and opportunities for promoting female education (Kumaraguru, Sheng, Acquisti, Cranor, & Hong, 2010).

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