

**RESEARCH PAPER****Perceptions, Motivation and Expectations of Rural Female Secondary School Students about their Academic Future****¹Anam Haneef ²Muhammad Ayub Buzdar and ³Dr. Shafqat Rasool***

1. PhD Scholar, Department of Education, Government College University Faisalabad, Punjab, Pakistan
2. Associate Professor, Department of Education, Allama Iqbal Open University, Islamabad, Pakistan
3. Assistant Professor, Department of Education, Government College University Faisalabad, Punjab, Pakistan

***Corresponding Author** dr.shafqat.rasool@gcuf.edu.pk**ABSTRACT**

This study aims to explore Student's Perceptions, Motivation and Expectation about academic future is a fast growing field of research in educational setup. It exerts great influences upon student's achievement, and student's learning process. The present study attempted to investigate secondary school student perceptions expectation and motivation about their academic future and it was designed to explore the relationship between female student's motivation and their expectation, of secondary school student in rural areas in Pakistani context. Survey method was used to collect data from the respondents of this study. The nature of the study was descriptive and correlational which aimed at looking into perception, motivation and expectation of female rural students. A total number of 600 secondary school students were selected by stratified random sampling from six secondary school students of the district Faisalabad and Jhang. Questionnaire were comprising 37 items was developed for study. Mean score of each item of questionnaire was calculated to find central tendency of responses. Group differences and their mean were analyzed by using frequencies test and independent t-test to find out mean differences. The t-test results indicated that there was significant difference on mean score among groups. Independent t-test result concluded that there was significant difference on mean score among groups. It was concluded from the study that students should explore themselves by showing their interest in order to choose their future. Parents should be more supportive rather than imposing their perception on their children. Student center curriculum should be developed in Pakistan.

Keywords: Academic Future, Female education, Motivation, Perception, Secondary School Expectation**Introduction**

For international development of projects and interest in Muslim and developing countries women's education should have major concentration. If more women are educate then more women will be enter into the labor market and gender equality will be grater. Same way if more women enter in schools literacy rate will be increase as well as economic and social status of a country can also increase. International development organizations and nation state pay focus on increasing the enrolment, and graduation rates of women in order to provide female student for economic and educational resources improvement in Muslim and developing countries (Khurshid, 2016). With increases in women education their employment and earning rate also increases, then women can strongly support their families as well as more ability for good decision making within and outside home (Weitzman, 2017).

In student's motivation is one of most influential frame-works fact in impacting their engagement that play a crucial role, choice and achievement in secondary school. It directly

related to students' academic related choice, their learning behavior and academic achievement. Various research shows that when students are highly motivated for their academic task and have competency expectation they are more engage in their task and considered as high achiever. If students have self-efficacy, their Competence beliefs, beliefs about future success, or expectations about ability and in various academic subjects they are predicted to show positive engagement and success (Sperling, & Winthrop, 2015; Jiang, Rosenzweig, & Gaspard, 2018).

Literature Review

One of the main reasons behind this study was to conduct a survey about perceptions, motivation, and expectations of rural female secondary school students to know their educational future.

Review of the literature helps in the plan of a study. Bordens & Abbott (2011) presented their views as "Review of literature about any research, helps the researcher to update their knowledge on present empirical and hypothetical controversies in a certain era of research." literature review is a necessary requirement of each study. It not only allows the researcher to become familiar with existing and written studies, but also enables him/her to put their work for others and makes an efficient addition in the certain area of research. Literature review is necessary in any field, in fact, is the basis on which the whole research work is done. If researchers fail to lay the foundation for the information provided by the analysis of relevant literature, their work may be superficial or consider as duplicated (Lu, 2018).

Scenario about female education in Pakistan

The Pakistani government has specifically formulated the schemes to providing all citizens a way to get educated themselves, but critic's claims that the resources provided for education do not match with the previous promises. Education's investment in GDP was 1.82% during 2000 to 2001, and slightly rose to 2.42% from 2006 to 2007 but still comparatively lowers than other adjacent states. Women's economists claim that the Pakistani government needs to tackle and solve gender based problems completely that are present in education. A suggestion to recover this scenario is to enhance the women's education funding, to encourage rural natives to send females to school and to economically motivate them. In different femininity studies, the division of work is measured as patriarchal, and female economist consciously encourage women to study social sciences, math, science, computer, business management etc. rather than just focusing on home tasks (Khurshid, 2016). There are almost 699463 students admitted for higher studies in govt. schools. The enrollment rate for men and women is almost 50% at higher schools. However, a gap exists among urban and rural registrations. 16% of total enrollment belongs to villages out of which only 28% are girls, however in cities 55% of total enrollment are females. In Pakistan, women's status in society is very low, particularly in villages. Women are not respected and are treated roughly. For Pakistani women, the problem of being uneducated, early and obligatory marriage, acid attacks, domestic brutality, and honor killing are very serious issues. It has been noticed that there are many causes of low enrolment rate of Pakistani women's, not the littlest of which is the interesting condition of poverties. More than 34% of the population forced to live beneath the destitution mark. Education is a basic right of all women citizens, according to the Pakistani Constitutional article, there are contradictions among male & female education ratios. United Nations Development Program for Human Development Reported in (2011), that about double of the men's strength gets higher education than women and only 2.7% of the economic GDP is concerned with education in the country. Asian Development Bank provides the complete policy of women's contribution in Pakistan (2016), about 70% of women in Pakistan work outside from their houses. Women are likely to take care of their homes as wives and

mothers, but men govern the homes as income producers, because of their traditional role. In general recognition of agricultural work, both men and women work in the field in rural areas and are likely to divide household chores equally.

According to a survey of Pakistan Statistics Bureau 2013-2014 (about 15 million) it shows 26% of females have a workforce. There is a traditional abstract idea of dividing male and female into two different worlds. Though, this is achieved in different ways in different parts of country. This concept of gender role is rigorously observed mostly in rural isolated areas of the country. Poverty is a main reason behind the unequal distribution of family resource for sons by their role in their extended families. Therefore, men's education takes precedence over women; they believed that men should get technical education to struggle for assets in a public setting. On the other hand females need to focus on household skills to become a good wife and mother. Therefore, education for female is not so important for them (Zubair & Zubair, 2017).

Motivation

To be moved to do something is the meaning of to be motivated. Motivation is students' energy and work hard, drive to learn, and achieve at school. Those who do not feel credibility or inspiration for action are considered unmotivated, while those who are geared up or activate towards the end are considered motivating. Therefore, most people who work or play with others are interested in motivation. Most theories of human motivation around us reveal these concerns by looking at motivation as a single experience. Still, even with short reflections, suggested that inspiration is a single event. People own their motivations in different forms (Ryan & Deci, 2000)

Perceptions

The meaning of Latin word perception refers to the composition, identification, and interpretation of the presented information or sensory information to express and understand the environment.

Expectation

The word "expectation" derived from the Latin "expect" means waiting for something. If we have more expectations, we suppose that some excellent thing will come to our path, but if our expectations are near to the ground we will not run the risk of being dissatisfied. You can also write a teacher that expectations are something that should happen, for example the expectation of a teacher is that every person comes prepared in the class.

Material and Methods

In nature this study is descriptive and quantitative. Description and interpretation phenomena are present in descriptive research as it exists. For the data collection researcher used questionnaire. In questionnaire numerical form Information was gained and five point rating scale was used". Questionnaire contain 37 items for students, on students' academic future items were reflected in questionnaire. On five point rating scale the answers were obtained. The researcher decoding the Likert scale for the students. Questionnaire was decoded as Strongly Disagree=1, Disagree = 2, Undecided =3, Agree =4, Strongly Agree =5

Data Analysis

In tabular form the response of respondents was presented. Total work done on SPSS and the results were analyzed and shown in percentages. Response given by both

science and arts students the researcher was compared the both frequency and percentages of each items. Through descriptive and inferential statistics data was analyzed. For each item data was analyzed to quantify the findings for the frequencies and percentages and was tabulated. For data analysis SPSS (statistical package for social science) was used.

Table 1
Factors of Student perception

Sr. No	Factors of perception	No.of items
1	social barriers	3
2	lack of educational opportunities	4
3	lack of financial opportunities	4
4	fear of failure	2
5	heavy study load	2

Table 2
Factor of Student motivation

Sr. No	Factors of Motivation	No.of items
1	Curiosity	3
2	Good job	2
3	High status	2
4	Seek of knowledge	2
5	Learner's Environment	2
6	Personal interest	2

Table 3
Factor of student Expectations

Sr.No	Factors of expectation	No.of item
1	Family	3
2	Friends	3
3	Government	3

Table 4
List of Schools District wise

Sr.No	District Name	School Name	NO.of sample
1	Jhang	•Govt. girls High School Hvaili bhadur Shah.	180
		•Govt. girls High School rustam sarghana.	68
		•Fatima Girls High School Hvaili Bahadur Shah.	7
		•Govt. girls high school Qaim Bharwana	60
2	Faisalabad	•Govt. Girls High School 463 G.B.	200
		•Govt. Girls High School 467 G.B.	85

Table 5
Perceptions of secondary school students in percentages to show their opinion about social barriers.

Sr. #	Statements	SDA	DA	UD	A	SA
1	Society will not think positive if I go for higher education.	18.8	40.5	24.5	8.0	8.2
2	I feel I will face security issues in higher education institutions.	20.8	44.0	24.3	8.7	2.2
3	I will not allowed to study in co-education by my family.	15.5	17.8	23.3	31.8	11.5
Accumulative Mean Score				2.6		

Table No 5 shows that majority of students are disagree that “Society will not think positive if I go for higher education” majority of students are disagree that “I feel I will face security issues in higher education institutions.” majority of students are agree that “I will not allowed to study in co-education by my family” 2.6 is accumulative mean score to show the opinion about “social barriers” by secondary school students.

Table 6
Secondary school student's perceptions in percentages to show the opinion about lack of educational opportunities.

Sr. #	Statements	SDA	DA	UD	A	SA
1	It will be hard for me to go in any other city for higher education.	7.2	24.8	26.7	30.2	11.2
2	I will not have access to higher education institutions.	15.5	34.8	22.7	17	10
3	Getting admission in the institute of my choice will be difficult for me.	16.8	17.3	20.7	35.7	9.5
4	I will not have opportunity to select subjects according to my interest in higher education.	14.5	27.3	17.2	35	6
Accumulative Mean Score		2.95				

Table No 6 shows that majority of students are agree with “lack of educational opportunities” majority of students are agree that “It will be hard for me to go in any other city for higher education ” majority of students are disagree that “I will not have access to higher education institutions” majority of students are disagree with the statement that “Getting admission in the institute of my choice will be difficult for me. majority of students are disagree that “I will not have opportunity to select subjects according to my interest in higher education.” 2.95 is accumulative mean score to show the opinion about “lack of educational opportunities” by secondary school students.

Table 7
Secondary school student's perceptions in percentages to show the opinion about lack of financial opportunities.

Sr. #	Statements	SDA	DA	UD	A	SA
1	My family will not support me economically for continue my higher education.	23.2	20.7	29.3	17.2	9.7
2	My parents will not be able to afford my transport expenditure.	19.5	20.7	20.5	29.5	9.8
3	I will not have opportunities to afford my university fees.	13.7	18.8	22	34.5	11
4	My family will not be able to afford my hostel dues.	15.2	22	24	28	10.8
Accumulative Mean Score		2.92				

Table No 7 shows that majority of students are undecided that “My family will not support me economically for continue my higher education” majority of students are agree that “My parents will not be able to afford my transport expenditure” majority of students are agree that “I will not have opportunities to afford my university fees” majority of students are agree that “ My family will not be able to afford my hostel dues”.Accumulative mean score to show the opinion about “social barriers” by secondary school students is 2.92.

Table 8
Perceptions of secondary school students in percentages to show the opinion about fear of failure.

Sr. #	Statements	SDA	DA	UD	A	SA
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1	I feel I will fail to complete higher education.	19.3	19.5	34.0	17.2	10.0
2	I feel I will worry a lot during exams and assignments in university.	15.7	24.2	34.3	18.8	7.0
Accumulative Mean Score				2.78		

Table No 8 shows that majority of students are undecided that “I feel I will fail to complete higher education.” majority of students are undecided that “I feel I will worry a lot during exams and assignments in university” Accumulative mean score to show the opinion about “fear of failure” by secondary school students is 2.78.

Table 9
Perceptions of secondary school students in percentages to show the opinion about heavy study load.

Sr. #	Statements	SDA	DA	UD	A	SA
1	According to my mental ability I feel I will not complete higher education.	19.3	32.3	21.5	19.5	7.3
2	I feel at higher education heavy study load will distract me from my aim in life.	24.0	30.2	16.2	19.3	10.3
Accumulative Mean Score				2.63		

Table No 9 shows that most of students are disagree with that “According to my mental ability I feel I will not complete higher education.” and most of students are disagree with that “I feel at higher education heavy study load will distract me from my aim in life” Accumulative mean score to show the opinion about “heavy study load” by secondary school students is 2.63.

Table 10
Perceptions of secondary school students in percentages to show the opinion about curiosity.

Sr. #	Statements	SDA	DA	UD	A	SA
1	Higher education will help me to know about new things.	3.7	5.8	9.2	49.8	31.5
2	I will feel pleased when I really understand what I learn at college.	3.8	5.2	9.8	44.8	36.3
3	I feel higher education will help me to acquire good manners and habits to live in society.	4.8	5.3	7.5	42.3	40.0
Accumulative Mean Score				4.09		

Table No 10 shows that most of students are agree with “curiosity” Majority of students Agree that “Higher education will help me to know about new things” Majority of students Agree that “I will feel pleased when I really understand what I learn at college” and majority of students Agree that “I feel higher education will help me to acquire good manners and habits to live in society.” Majority or students Agree that

Table 11
Perceptions of secondary school students in percentages to show the good job based student's expectation.

Sr. #	Statements	SDA	DA	UD	A	SA
1	I feel education will help me to choose future career according to my interest.	3.8	6.7	9.7	47.3	32.5
2	I feel higher education will help me to get appropriate job.	3.2	7.3	12.0	46.3	31.2
Accumulative Mean Score				3.97		

Table No 11 presents the perceptions of secondary school students in percentages to show the “good job” of secondary school students to deal the students perception. The table shows that Majority of students Agree that “I feel education will help me to choose future career according to my interest” . Majority of students Agree that “I feel higher education will help me to get appropriate job” Accumulative mean score to show the opinion about “good job” by secondary school students is 3.97.

Table 12
Perceptions of secondary school students in percentages to show the opinion about high status based student's motivation.

Sr. #	Statements	SDA	DA	UD	A	SA
1	By getting higher education my status in society will be improve.	2.3	5.2	11.3	49.0	32.2
2	After getting education I will be able to improve my standard of living.	1.8	3.8	11.0	48.2	35.2
Accumulative Mean Score				4.07		

Table 12 presents the perceptions of secondary school students in percentages to show the “high status” of secondary school students to deal the students perception. The table shows that majority of students agree with the statement “By getting higher education my status in society will be improve.” The data reveal that majority of students agree with the statement “After getting education I will be able to improve my standard of living” Accumulative mean score to show the opinion about “high status” by secondary school students is 4.07.

Table 13
Perceptions of secondary school students in percentages to show the opinion about seek of knowledge based student's motivation.

Sr. #	Statements	SDA	DA	UD	A	SA
1	I think Higher education will provide me knowledge about the world.	3.5	3.8	8.0	48.0	36.7
2	I feel higher education will enhance my ability of thinking.	5.0	4.8	8.5	37.8	43.8
Accumulative Mean Score				4.11		

Table 13 presents the perceptions of secondary school students in percentages to show the “seek of knowledge” of secondary school students to deal the students motivation. The table shows that majority of students agree with the statement “I think Higher education will provide me knowledge about the world” The data reveal that most of students are strongly agree with the statement “I feel higher education will enhance my ability of thinking”.4.11 is accumulative mean score to show the opinion about “seek of knowledge” by secondary school students.

Table 14
Perceptions of secondary school students in percentages to show the opinion about learner's environment based student's motivation.

Sr. #	Statements	SDA	DA	UD	A	SA
1	I think teachers will help me whenever I need their guidance and support.	3.3	6.7	17.0	43.0	29.8
2	I feel university environment will be according to my nature.	7.2	9.0	57.7	15.7	10.5
Accumulative Mean Score				3.56		

Table 14 presents the perceptions of secondary school students in percentages to show the “learners environment” of secondary school students to deal the students motivation. The table shows that majority of students agree with the statement “I think teachers will help me whenever I need their guidance and support” and majority of students

undecided with the statement “I feel university environment will be according to my nature”. 3.56 is accumulative mean score to show the opinion about “learner's environment” by secondary school students.

Table 15
Perceptions of secondary school students in percentages to show the opinion about personal interest based student's motivation.

Sr. #	Statements	SDA	DA	UD	A	SA
1	Learning new ideas and activities at college will be interesting for me.	3.0	6.0	20.7	48.0	22.3
2	It will be important for me to learn about topics that I am interested in higher educational institute.	5.2	7.0	19.3	46.8	21.7
Accumulative Mean Score				3.77		

Table 15 presents the perceptions of secondary school students in percentages to show the “personal interest” of secondary school students. The table shows that majority of students agree with the statement “Learning new ideas and activities at college will be interesting for me” and with “It will be important for me to learn about topics that I am interested in higher educational institute”. Accumulative mean score to show the opinion about “personal interest” by secondary school students is 3.77.

Table 16
Perceptions of secondary school students in percentages to show the opinion about family based student's expectation.

Sr. #	Statements	SDA	DA	UD	A	SA
1	My family will think higher education is not important for me.	20.0	33.7	23.5	13.3	9.5
2	My family will not sport me to get higher education.	4.8	7.7	18.0	45.5	24.0
3	My family will think higher education is important for me.	6.5	6.2	16.3	44.0	27.0
Accumulative Mean Score				3.38		

Table 16 presents the perceptions of secondary school students in percentages to show the “family factor” of secondary school students. The table shows that most of students disagree with the statement “My family will think higher education is not important for me” and most of students agree with the statement “My family will not sport me to get higher education” and with the statement “My family will think higher education is important for me”. Accumulative mean score to show the opinion about “family factor” by secondary school students is 3.38.

Table 17
Perceptions of secondary school students in percentages to show their opinion about friends.

Sr. #	Statements	SDA	DA	UD	A	SA
1	I fell confidence in my friends company in higher education institutions.	3.7	6.3	41.0	32.3	16.7
2	I will help my friends as much as possible.	1.7	4.8	15.5	47.5	30.5
3	My friends will help me if I need them.	5.2	5.7	40.5	31.8	16.8
Accumulative Mean Score				3.67		

Table 17 presents the perceptions of secondary school students in percentages to show the “friends” of secondary school students to deal the students expectation. The table shows that most of students agree with the statement “I feel confidence in my friends company in higher education institutions” and with the statement “I will help my friends as

much as possible” and undecided about “My friends will help me if I need them.”. 3.67 is accumulative mean score to show the opinion about “Friends” by secondary school students.

Table 18
Perceptions of secondary school students in percentages to show the opinion about government.

Sr. #	Statements	SDA	DA	UD	A	SA
1	Government will award me scholarship to continue my higher studies.	4.0	7.0	27.7	42.0	19.3
2	I hope the government will make new college for girls in rural areas for higher education.	6.5	9.7	37.5	25.3	21.0
3	In rural area government will not receive their fees for higher education from girls.	7.8	9.7	32.0	30.3	20.2
Accumulative Mean Score				3.52		

Table 18 presents the perceptions of secondary school students in percentages to show the “government” of secondary school students to deal the students expectation. The table shows that most of students agree with the statement “Government will award me scholarship to continue my higher studies” undecided about the statement “I hope the government will make new college for girls in rural areas for higher education” and “In rural area government will not receive their fees for higher education from girls” . mean score to show the opinion about “government” by secondary school students is 3.52.

Table 19
Mean scores to show the rural female secondary school students' perception for their academic future.

Sr. No	Factors of perception	Mean	Std. Deviation
1	social barriers	2.6	.70
2	lack of educational opportunities	2.95	.72
3	lack of financial opportunities	2.92	.95
4	fear of failure	2.78	.98
5	heavy study load	2.63	1.04

Table 19 shows 2.6 is accumulative mean score to show the perceptions of secondary school students about social barrier and Std. Deviation (.70). 2.95 is accumulative mean score to show the perceptions of secondary school students about lack of educational opportunities and Std. Deviation (.72). 2.92 is accumulative mean score to show the perceptions of secondary school students about lack of financial opportunities and Std. Deviation (.95). 2.78 is accumulative mean score to show the perceptions of secondary school students about fear of failure and Std. Deviation (.98). 2.63 is accumulative mean score to show the perceptions of secondary school students about heavy study load and Std. Deviation (1.04).

Table 20
Mean scores to show the rural female secondary school students' motivation for their academic future.

Sr. No	Indicators of Motivation	Mean	Std. Deviation
1	Curiosity	4.04	.85
2	Good job	3.97	.87
3	High status	4.07	.77
4	Seek of knowledge	4.11	.85
5	Learner's Environment	3.56	1.31
6	Personal interest	3.77	.81

Table 20 shows 4.04 is accumulative mean score to show the perceptions of secondary school students about Curiosity and Std. Deviation is (.85). 3.97 is accumulative mean score to show the perceptions of secondary school students about good job and Std. Deviation is (.87). 4.07 is accumulative mean score to show the perceptions of secondary school students about High Status and Std. Deviation is (.77). 4.11 is accumulative mean score to show the perceptions of secondary school students about Seek of knowledge and Std. Deviation is (.85). 3.56 is accumulative mean score to show the perceptions of secondary school students about Learner's Environment and Std. Deviation is (1.31). 3.77 is accumulative mean score to show the perceptions of secondary school students about Personal interest and Std. Deviation is (.81).

Table 21
Mean scores to show the rural female secondary school students' expectation for their academic future.

Sr. No	Factors of expectation	Mean	Std. Deviation
1	Family	3.38	.67
2	Friends	3.67	.71
3	Government	3.52	.87

Table 21 shows 3.38 is accumulative mean score to show the perceptions of secondary school students about family and Std. Deviation is (.67). 3.67 is Accumulative mean score to show the perceptions of secondary school students about Friends and Std. Deviation is (.71). 3.52 is accumulative mean score to show the perceptions of secondary school students about Government and Std. Deviation is (.87).

Table 22
Result of independent sample t test to compare the perception of rural female secondary school students enrolled in science and Arts Subject about their academic future.

Sr.No	Indicator	Mean Science	Mean Arts	Mean Difference	T test	Sig.
1	Social Barriers	2.55	2.66	-.106	-1.838	.067
2	Lack of Educational Opportunities	2.84	3.08	-.244	-4.27	.00
3	Lack of Financial Opportunities	2.78	3.09	-.311	-4.17	.00
4	Fear of Failure	2.64	2.96	-.322	-4.10	.00
5	Heavy Study Load	2.48	2.82	-.335	-3.97	.00

Table 22 shows the result of independent sample t test to compare the perception of rural female secondary school students enrolled in science and Arts Subject about their academic future. The value of t (-1.838) is insignificant at the level of .05. It shows that there are no significant difference between the rural female students enrolled in science and Arts subject in their perception about Social Barrier. The data reveal that t (-4.27) is significant at the level of .05. it shows that there is significant difference between the rural female students enrolled in science and Arts subject in their perception about lack of educational opportunities. The mean difference (-.244) shows that rural female student enrolled in Science subject have comparatively lower concern about lack of educational opportunities (M=2.84) then there female enrolled in Arts Subject (M=3.08). The table shows that t (-4.17) is significant at the level of (.05). It shows that there is significant difference between the rural female students enrolled in science and Arts subject in their perception about lack of financial opportunities. The mean difference (-.311) shows that rural female student enrolled in Science subject have comparatively lower concern about lack of educational opportunities (M=2.78) then there female enrolled in Arts Subject (M=3.09). The data reveals that t (-4.10) is significant at the level of (.05). It shows that there is significant difference between the rural female students enrolled in science and Arts subject in their perception about fear of failure. The mean difference (-.322) shows that rural female

student enrolled in Science subject have comparatively lower concern about fear of failure ($M=2.64$) then there female enrolled in Arts Subject ($M=2.96$). The value of t (-3.97) is insignificant at the level of $.05$. it shows that there are no significant difference between the rural female students enrolled in science and Arts subject in their perception about heavy study load.

Table 23
Result of independent sample t test to compare the perception of rural female secondary school students enrolled in science and Arts Subject about their academic future.

Sr.No	Indicator	Mean Science	Mean Arts	Mean Difference	T test	Sig.
1	Curiosity	4.15	3.87	.276	3.87	.000
2	Good job	4.05	3.85	.2025	2.79	.005
3	High status	4.10	4.02	.087	1.37	.169
4	Seek of knowledge	4.19	3.98	.207	2.96	.003
5	Learners environment	3.54	3.56	-.015	-.146	.884
6	Personal interest	3.84	3.65	.187	2.75	.006

Table 23 shows the result of independent sample t test to compare the motivation of rural female secondary school students enrolled in science and Arts Subject about their academic future. The value of t (3.87) is significant at the level of $.05$. It shows that there is significant difference between the rural female students enrolled in science and Arts subject in their motivation about Curiosity. The mean difference ($.276$) shows that rural female student enrolled in Science subject have comparatively higher concern about curiosity ($M=4.15$) then there female enrolled in Arts Subject ($M=3.87$).

The data reveal that t (2.79) is significant at the level of $.05$. it shows that there is significant difference between the rural female students enrolled in science and Arts subject in their motivation about good job. The mean difference ($.2025$) shows that rural female student enrolled in Science subject have comparatively higher concern about good job ($M=4.05$) then there female enrolled in Arts Subject ($M=3.85$). The table shows that t (1.37) is insignificant at the level of ($.05$). It shows that there are no significant difference between the rural female students enrolled in science and Arts subject in their motivation about high status.

The data reveals that t (2.96) is insignificant at the level of ($.05$). It shows that there is not significant difference between the rural female students enrolled in science and Arts subject in their motivation about seek of knowledge.

The value of t ($-.146$) is insignificant at the level of $.05$. it shows that there are no significant difference between the rural female students enrolled in science and Arts subject in their motivation about learners Environment.

The value of t (2.75) is significant at the level of $.05$. It shows that there is significant difference between the rural female students enrolled in science and Arts subject in their motivation about personal interest. The mean difference ($.187$) shows that rural female student enrolled in Science subject have comparatively lower concern about Government ($M=3.84$) then there female enrolled in Arts Subject ($M=3.65$).

Table 24
Result of independent sample t test to compare the Expectations of rural female secondary school students enrolled in science and Arts Subject about their academic future.

Sr.No	Indicator	Mean Science	Mean Arts	Mean Difference	T test	Sig.
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1	Family	3.36	3.39	-.029	-.512	.609
2	Friends	3.71	3.61	.0968	1.658	.098
3	Government	3.64	3.35	.2835	4.003	.000

Table 24 shows the result of independent sample t test to compare the Expectations of rural female secondary school students enrolled in science and Arts Subject about their academic future. The value of t (-.512) is significant at the level of .05. It shows that there is significant difference between the rural female students enrolled in science and Arts subject in their Expectation about Family. The mean difference (-.029) shows that rural female student enrolled in Science subject have comparatively lower concern about family (M=3.36) then there female enrolled in Arts Subject (M=3.39).

The data reveal that t (1.658) is insignificant at the level of .05. It shows that there are not significant difference between the rural female students enrolled in science and Arts subject in their Expectation about Friends.

The data shows that t (4.003) is insignificant at the level of (.05). It shows that there are not significant difference between the rural female students enrolled in science and Arts subject in their Expectation about Government.

Findings

Following findings emerged fr results presented above:

- Mostly respondent were disagree that social barrier will effect their higher education.
- Mostly students agree that lack of educational facilities will cause barrier in their higher education.
- Mostly students agree tha lack of financial opportunities can effect their higher education.
- Majority said that they have fear of failure in higher education.
- Mostly students have perceptions that there will be heavy study load at university.
- Majority of students agree that if they get higher education they will get good job.
- Mostly students strongly agree that by getting higher education their living status in society can improve.
- Mostly students agree that their knowledge and thinking ability will improve after getting higher education.
- Majority of students agree that if they go to highr education their family will suport them.
- Most of students agree that they will spend good time with friends and help each other when they need.
- Majority of girls have strong perception that government will awadr them scholarship for higher education and construct new colleges in rural areas for girls without fee.
- There is no significant difference between the rural female students enrolled in science and Arts subject in their perception about Social Barrier.
- There is significant difference between the rural female students enrolled in science and Arts subject in their perception about lack of educational opportunities. Rural female student enrolled in Science subject have comparatively lower concern about lack of educational opportunities
- There is significant difference between the rural female students enrolled in science and Arts subject about fear of failure. Female student enrolled in Science subject have comparatively lower concern about fear of failure
- There is significant difference in their motivation about Curiosity. Rural female student enrolled in Science subject have comparatively higher concern about curiosity

- There is significant difference between the rural female students enrolled in science and Arts subject in their motivation about good job. rural female student enrolled in Science are highly motivated about good job.
- There is significant difference between the rural female students enrolled in science and Arts subject in their motivation about personal interest. Rural female student enrolled in Science subject have comparatively higher concern about personal interest
- There is significant difference between the rural female students enrolled in science and Arts subject in their Expectation about Family. that rural female student enrolled in Science subject have comparatively lower concern about family.
- There are not significant difference between the rural female students enrolled in science and Arts subject in their Expectation about Friends.
- There was no significant difference between the rural female students enrolled in science and Arts subject in their Expectation about Government.

Conclusion

- It was resulted that between female students enrolled in science and Arts subject in rural areas there are no significant difference in their perception about Social Barrier and heavy study load. Since and Arts students have approximately equal concern about society that what society think about they if they go for higher institute.
- The results indicates that between the rural female students enrolled in science and Arts subject there are significant difference in their perception about lack of educational opportunities.
- Results also shows that between the rural female students enrolled in science and Arts subject there are significant difference in their perception about lack of financial opportunities. It was concluded that rural female student enrolled in Science subject have comparatively lower concern about fear of failure then there female enrolled in Arts Subject
- Results indicates that between the rural female students enrolled in science and Arts subject there is significant difference in their motivation about Curiosity and in rural areas female student enrolled in Science subject have comparatively higher concern about good job then there female enrolled in Arts Subject.
- Results indicates that between the rural female students enrolled in science and Arts subject there is no significant difference in their motivation about High Status, seek of knowledge and learners environment based upon their motivation.
- Results shows that rural female student enrolled in Science subject have comparatively lower concern about family then there female enrolled in Arts Subject. It was concluded that there is no significant difference between the rural female students enrolled in science and Arts subject in their Expectation about Friends and Government.

Recommendations

The study offers principles for evaluating students' academic progress in a semester-based educational system.

- The study clearly establishes the need of teacher training. A significant number of students and teachers expressed a high focus on the imperative need to offer professional training for teachers. An yearly training session should be arranged and mandated for all university instructors.
- Another notable issue is to limitations of time. Most students express their dissatisfaction with the little amount of time they have to effectively study for

examinations. A significant proportion of students also voice complaints regarding the demanding examination timetable in the semester system, which lacks intervals between papers. The study demonstrates the flexibility of exam scheduling. The formulation of the date sheet should be undertaken by engaging in a process of soliciting input from students, while also taking into account the significance of their thoughts.

- Time management presents a substantial obstacle for educators. Departments should assign suitable responsibilities to teachers. Teachers should be allotted an ample amount of time to arrange classes, develop lectures, evaluate students' work, and offer feedback to students.
- The study also emphasises the importance of assessing teachers' efficacy through student feedback. It will function as a reliable means for teachers to obtain feedback and as a forum for students to articulate their suggestions. Universities and academic departments can evaluate the efficacy of their instructors by taking into account students' input. It is advisable for the departments to design a meticulously organised method for assessing instructors' performance.
- This study is of great importance for assessing evaluation methods in a semester system. Further investigation is required to define professional criteria for professors who act as evaluators in university-level classrooms. This research should additionally prioritise the development of assessment standards for diverse courses, together with the role and duties of examination committees within university departments.

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