Boarding Issues Faced By Higher Education Institute Girls Students During Academic Career: A Pareto Analysis

Sheeba Hussain Channar
sheebahussainchannar@gmail.com
University of Sindh, Jamshoro

Dahshilla Junejo
Dahshillajunejo@usindh.edu.pk
University of Sindh Mirpurkhas Campus

Paras Channar
parashasnain@gmail.com
University of Sindh, Jamshoro

Dr. Shahbaz Hyder Mughal
shahbaz.hyder@salu.edu.pk
Assistant Professor, Institute of Business Administration, SALU Khp

Corresponding Author: Sheeba Hussain Channar, sheebahussainchannar@gmail.com

Abstract

It is commonly believed that the boarding system is decorum, where students get a bundle of knowledge and experience. It is a precious time of life when the students live without their families with an anonymous one and gain an understanding of the struggle for survival ship. During boarding life, students face a lot of hurdles and problems. Boarding life taught me how to face challenges and pursue their career smoothly. The boarding system is a combination of values and culture. This study explores the major problems or hindrances faced by the boarder girls during their academic careers. Through a literature survey, ten problems are extracted and explored. The data for this study is collected from the higher education institutions in Pakistan. It was a quantitative study. A descriptive approach was used for the collection of data. The data was collected through a survey-based designed close structured questionnaire. One hundred responses were collected in this study. The analysis was done through a pie chart, bar chart, and Pareto analysis in SPSS. The results revealed that the most focusing problem faced by the girls living in boarding in higher education institutions was over occupancy. The number of girls' students struggling for the boarding facility was greater than the capacity available in the form of rooms. The second most highlighted issue was the transport availability followed by the furnished room. This study recommended that higher education institutionsshould redesign and revise their boarding policies and provide a better place for girls where they can live and study freely. It is the responsibility of higher education institutes to offer all the basic facilities to the female students who are living in boarding so that they can pay more attention to their studies.

Keywords: *Boarding, Academic Career, Pareto Analysis.*

1. Introduction

Higher education institutions are places where students start their academic careers. Higher education institutions can be pioneers in research and innovation, instructing and learning, and network commitment. They are proposed to be spaces where thoughts are communicated openly, ideal models are tested, inventiveness is advanced and new information is created (Moore, 2005). The term boarding is normally utilized for the habitation of understudies and explorers in certain nations, boarding during the academic career is considered as the inn. Many understudies live in the lodging (Memon et al., 2018). The boarding where a bundle of students stay belongs to various backgrounds. Pakistan has become an underdeveloped country, and only a small amount is kept in the budget for the education department; further education supports most of Pakistan's cities easily to reach development and massive (Memon et al., 2018). The boarding is the destination that gives shelter in the university to seek higher studies. It is the destination of grooming and making decisions independently (Dulal, 2019). In Pakistan, the boarding framework contributes a fundamental capacity to the scholarly greatness of understudies. Institutes are supporting to give private assets to understudies to keep up the improvement of studies. Understudies living out of their homes face a ton of issues and obstacles, for example, some financial emergencies, alteration issues, private issues and worries from family, changes in nourishment quality and dozing propensity, and numerous other various issues (Memon et al., 2018).

The purpose of this study is to identify and evaluate the boarding issues faced by girls during their academic careers. From the literature mentioned above, ten problems are randomly sorted, and the existence of these problems. The issues identified are Furnished Rooms, Uncooperative hostel staff, Low transport facility, Poor Internet facility, Low space for study, Hygiene Issues, Mess/ food issues, Overloaded girls' ratio, Unaffordable hostel expenses, and Security issues. According to the literature, there has been research on a variety of concerns regarding obstacles to or challenges with schooling. However, there needs to be more research conducted on the boarding issues of female students at a provisional level in Sindh province. Therefore, the purpose of this study is to identify and evaluate the boarding issues faced by girls during their academic careers.

2. Literature Review

An academic career is the most remarkable instructive and examine foundations that have been serving humankind at an all-inclusive scale as focuses where each sort of material and the profound issue is investigated and explored at the most elevated level and got with the crucial; they attempt to arrive at data straightforwardly, have a significant spot in the component of moving data. The principle capacities that an academic career should have been recorded as follows: (1). Completing logical research and thinking about; (2). Delivering answers for the issues of humankind and a nation; (3). Preparing the human power that a nation needs; (4). Showing data, aptitudes, feelings, and instincts which they acquire from others, making productions; (5). Setting models in each sector (Bireda, 2015; Macdonald et al., 2018). It argues that parents send the students to stay in boardings to provide their children with a sense of discipline, improve education, learn intrapersonal and inter-personal skills, and prepare them for leadership positions (Dulal, 2019). Boarding place in higher education institutions or colleges is called a hostel; it is like a family of students with the warden as the head. Students build up a sense of closeness and fellow impression. Students learn the value of regulation. It teaches them a good judgment of liability in matters of taking heed of books, clothes, and health (Maguire et al., 2021).

The boarding system aims to accommodate those who cannot able to come regularly from their homes. Bireda (2015) says that boarding is a place where students are under the administration of the provost or the warden. Nowadays, boarding has become a business lot of private hostels are

inaugurated near university proximities (Maguire et al., 2021). This article examines the various challenges faced by students in weekly boarding at Chadiza Day Secondary School, including issues such as the considerable distance from their homes, insufficient materials and infrastructure, food collection processes, time management school fees, access to water and hygiene concerns, accommodation and rental situation, the educational levels of parents, peer pressure, guidance, and discipline, as well as the involvement of girls in intimate relationships. The study found that the long commute to school adversely impacted both genders, with female students encountering greater difficulties than their male counterparts (Mpolomoka et al., 2023).

Education serves as a powerful beacon of hope, capable of lifting girls out of poverty and empowering them to support their families and contribute positively to their communities. It equips them with the awareness needed to recognize and challenge various forms of abuse, including emotional, economic, physical, and sexual violence. As noted by Ananga (2011), the education of girls plays a crucial role in fostering both social and economic progress. It promotes intergenerational learning, enhances social equity, and ensures the sustainability of development initiatives. By investing in the education of girls, we not only uplift individuals but also pave the way for broader societal advancement. The "Education for All" initiative brought joy to many parents and schools due to its numerous benefits. For example, parents were relieved from the burden of paying high fees associated with boarding schools and other related expenses. However, it soon became apparent that day secondary schools faced several challenges that hindered the education of girls, particularly those in weekly boarding arrangements. Addressing these issues presents a threefold advantage: first for school administrations, then for the students themselves, and finally for the parents (Filmer et al., 2023). The guidance program aims to enhance learners' intellectual capabilities, foster a well-rounded personality, and develop a complete individual in terms of intellect, spirituality, morality, and social skills. The guidance and counseling program is designed to help students align their abilities, interests, and values, enabling them to reach their full potential. This indicates that with an effective guidance and counseling program in Day Secondary Schools, many issues faced by girls in weekly boarding can be addressed, leading to improved performance (Phiri et al., 2020). The findings revealed that students expressed concerns regarding instructional challenges in their classes. Successful institutions are recognized for employing collaborative strategies, such as taking responsibility for the learning environment and encouraging teachers to adopt suitable teaching methods. They set high yet realistic expectations for students, prioritize learning outcomes that align with disciplinary knowledge, demonstrate a strong commitment to students' well-being, and value the creation or development of new ideas. Therefore, the idea of supporting and nurturing children's development is emphasized as a key responsibility for both educators and educational institutions (Fook & Sidhu, 2015).

University education in Nigeria aims to offer post-secondary education to all qualified individuals. However, students in public universities need help with pursuing their academic activities across the country. The author discusses these issues, drawing on secondary data collected from printed materials and online sources. Key problems identified include insufficient infrastructure, a lack of lecturers, an inconsistent academic calendar, academic corruption, insecurity, financial difficulties, and limited involvement in university management. The author also provides several recommendations, suggesting that the government should increase funding for student service programs, improve infrastructure, hire more academic staff, ensure security on campuses, maintain a stable academic calendar, establish laws against sexual harassment, implement orientation programs to discourage cult-related activities, ensure effective supervision of teaching and learning, and provide scholarship grants to students (Jacob et al., 2020).

In Pakistan, the responsibility for education lies with the state, and following the 18th amendment, it is also shared by the provinces. Universities in Pakistan are tasked with providing higher education to all citizens without discrimination based on gender, caste, creed, ethnicity, language, or religion. Various political and religious organizations operate within universities, promoting their agendas and sometimes imposing them on students and university staff. This study focuses on the challenges faced by non-Muslim university students in Pakistan and how these challenges impact their self-esteem. Understanding the difficulties faced by Muslim students is also crucial for fostering an inclusive and supportive learning environment in increasingly diverse educational settings (Haider et al., 2024). Higher education offers individuals the chance to enhance their critical, social, economic, cultural, moral, and spiritual capacities. It plays a vital role in national development by spreading specialized knowledge and skills. Considering the rapid expansion of knowledge, higher education must be adaptable to meet the evolving needs and aspirations of students. This study aimed to identify the challenges faced by teachers and students involved in higher education institutions in the Jammu region. The primary issues identified for students included lengthy courses and curricula, significant distances between their homes and institutions, difficulty in expressing their ideas, limited or no financial aid or scholarships, poor communication skills, and financial difficulties within their families (Gupta et al., 2016). Thesis work is a crucial component of postgraduate medical education, acting as an initial step into the realm of scientific writing. However, students encounter several challenges during their research. The general problems identified include a need for more knowledge, experience, and commitment among students regarding their thesis work, time constraints, excessive workload, insufficient funding, and irregular meetings with supervisors. Additionally, issues related to the institutions include inadequate guidance and resources, the absence of a dedicated research cell and thesis writing formats (Titrek et al., 2016).

2.1. Boarding Problems

The major problems students commonly need help with are the quality of food, hygiene issues, transport facilities, internet facilities, and the greater number of borders than limits or space. During boarding life, students learn to compensate for the situation, but the most severe condition is when there are health problems due to improper food quality or hygienic food. According to Iftikhar and Ajmal (2015), the second most occurring problem in boarding is a shortage of water or the improper supply of water. He said that an average of ten students drink water under one dispenser which is not enough accordingly. Safety and cleanliness are also an important factor. It performs an active part in a strong atmosphere. In that case, the cleanliness services are properly provided to students. In the boarding system, students have the twenty-four-hour First Aid administration with one emergency vehicle. During this case boarding is a superior situation because they need this office accessible constantly. Different elements decide the fulfillment of students in boarding. They are the structure, settlement, food, direction of instructors, learning conditions, and openings. In endeavoring to quantify factors identified 'fulfillment with their boarding and such factors are related to their scholarly presentation. Doygun and Gulec (2012) investigated that candidates meet both in the in-class and outside of their group condition, on and off the grounds, adding to instructive achievement and character development (Maguire et al., 2021). According to Mpolomoka et al. (2023), it is a very difficult time to live in a boarding without family for a timeframe, leaving some suffering encounters in life. In this new way of life, understudy figures out how to live autonomously and figure out how to bargain with different flatmates. Individuals accept that life uniquely affects an incredible example. Living in the lodging

makes understudies socially and typically unique. Lodging life has a blend of various social foundations.

Moreover, they take in different information from partners who speak to various social characters (Shah, 2010). While, Mansoor et al. (2015) displayed the effect of boarding as there are diverse factors that decide the fulfillment. These components are settlement, therapeutic offices and the location of hostels, sports offices, nourishment offices, prisoner participation, Library offices, and well-being and security. Out of these seven variables, five factors affect the scholarly exhibition of the improvement of the student's performance. These elements are settlement, nourishment offices, detainee collaboration, Library offices, and well-being and security (Dulal, 2019). Deciding issues that Institutes face are moving from their assessments that will display significant criticism in the advancement of projects and administrations coordinated with youngsters (Lucas, 1993 cited by Gizir (2005). From the various research, it is suggested that in Pakistan the issues looked at by institutes youth today under four primary groups. These are nourishment and settlement, habituation and direction, stresses over the future, and calling and quality instruction (Doygun & Gulec, 2012).

3. Methodology

This study was based on quantitative research methodology. A descriptive approach was used to collect the data. The data for this study was collected from the border girls in various institutes/higher education institutions in Pakistan (Particularly from Sindh). The target population was boarder girls' students. The data is collected through a designed, fully structured questionnaire through random sampling. The sample size is n=100. The Questionnaire comprises ten variables with four Likert scales of 1-4 (Never occurred, rarely occurred, frequently occurred, and mostly occurred). The variables are Low Furnished Rooms, Uncooperative hostel staff, Low transport facility, Poor Internet facility, Low space for study, Hygiene Issues, Mess/ food issues, Overloaded girls' ratio, Unaffordable hostel expenses, and Security issues. (Channar et al., 2017) The author's primary goal is to describe the obstacles that girls students in higher education institutions confront, including those related to university infrastructure and services, transportation services, supervision issues, and fewer internet facilities. (Bireda, 2015)discussed that women are likely to study less than men, and major concerns during the studies for girls were found to be low particular space for students, uncooperative staff, and unaffordable expenses during the study (Iftikhar & Ajmal, 2015) The most occurring problems in the boarding are lack of security in the hostels, improper cleanliness services, and too many hygiene issues the students face. (Macdonald et al., 2018) identified that boarding education allowed students to achieve a dual goal of meaningful career pathways and improved health outcomes. However, they faced challenges unique to the Indigenous boarding school experience in terms of student self-concept, homesickness, food issues, overloaded ratio in the rooms, and racism. The tools used to analyze this data are Frequency Tables, bar graphs, and Pareto Analysis in SPSS 27.0.

4. Results

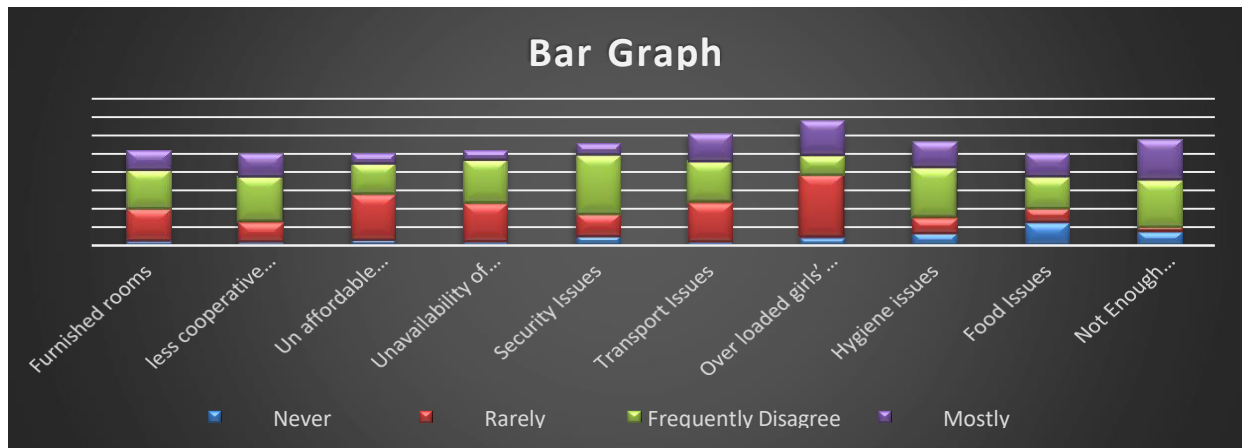Analysis links between each component and write reflections.

Figure 1

Fig.1 Shows the graphical presentation of data in the form of a bar chart. The bar shows the status of the occurrence of the problem. Ten bars show the ten problems discussed above. The blue color shows that the problem never occurred. The red color shows that the problem is rarely occurring. The green color shows that the problem frequently occurs, and the purple color shows the most occurrences of the problem. From the table, it is extracted that the most occurring problem is the overloaded girl ratio in a single room. The second biggest problem is not enough space. However, from the other side, the problem that is never occurring is the food problem.

Variable	Frequency
1. **Overloaded girls' ratio in a single room**	1. 1
2. **Transport Issues**	2. 2
3. **Furnished rooms**	3. 3
4. **Hygiene issues**	4. 8
5. **fewer cooperative staff**	5. 12
6. **Food Issues**	6. 12
7. **Security Issues**	7. 13
8. **Not Enough space for study**	8. 14
9. **Un affordable Expenses**	9. 15
10. **Unavailability of Internet**	**10.** 15

Table 1 shows the Frequency distribution table. Frequency is a degree of the quantity of incidences in a data. It is a technique of rearranging the data in a compacted shape by visualizing the sequence of ascending or descending series along with their frequencies. It is a column-based representation in which each column shows the frequency number of the variable or data set. To follow the frequency table second most common problem is transport issues than furnished rooms and so on. The problem that very rarely occurs is the internet facility.

4.1 Interpretation
Fig.2 Shows the Pareto analysis of the table. The Pareto analysis depends upon the Pareto principle. It is also known as the 80/20 principle. According to the principle, many defects or problems are caused by a small number of causes. Pareto's principle is frequently referred to as the 80/20 rule or 80/20 principle. This means 80% of the total imperfections are produced by 20% of the complications. A Pareto chart or diagram is designed in the shape of bars that show the amount and proportion of reasons separately, and the trend line shows the growing value. The above figure shows that out of ten problems, three problems are counted under 20% in Pareto analysis. That is the overloaded girls' ratio, transport issues, and furnished rooms. However, the remaining seven problems are counted as fewer than 80%. It shows that the root causes of the problem are these three problems. If higher education institutions resolve these three problems, the other seven problems are automatically resolved.

Figure 2

5. Discussion

This research provides a comprehensive overview of the challenges faced by border girls in higher education institutions in Pakistan. It highlights the significance of boarding life as a formative experience while also addressing the specific problems these students encounter. The introduction effectively sets the context for the study by emphasizing the role of higher education institutions in shaping students' academic journeys. These institutions should foster an environment conducive to learning and personal growth, which is crucial for students living away from home. In the exploration of the issues, there are primary challenges, which is a significant concern as it directly impacts the living conditions and overall well-being of the students. Following that, transport availability and the quality of furnished rooms are also critical issues that can affect students' academic performance and mental health. Recommendation for higher education institutions to revise their boarding policies is essential. By ensuring that adequate facilities and support systems are in place, institutions can create a more conducive environment for learning, allowing students to focus on their studies without unnecessary distractions or stress.

6. Conclusion

A university, college, or school is a place where students come across the region to get a better education. This study is an effort to judge the common problems girls face when they stay out of their homes and live in boarding. Literature was dug out in a deep, and various problems were figured out. Fom many issues faced by girls during the boarding period, ten problems were chosen to evaluate in the higher education institutes of Sindh province. The results revealed that all these ten problems exist in academic organizations but at different levels. The overall outcome of this study shows that three problems are mostly highlighted, i.e., overloaded girls' ratio, transport issues, and furnished rooms.

In order to provide a safe and healthy environment to the girl's students, institutions should pay drastic attention to the solution to these problems. For example, the first problem is the overloading of the girls ratio. They must have a strategy to select the girls for boarding on a first-come, first-serve basis, or they may arrange more space in order to facilitate more girls students on the campus. There are two main reasons why students prefer to live inside the campus in a boarding or hostel: one is the affordability, another one is the safety. Girls students feel more secure living inside the campus as compared to living outside the campus in private boarding or hostels. The second

problem that we found during our study was the transport facility. The universities may provide transport facilities to the female students with minimal charges so that they can do their basic work easily, i.e., in and out of the campus or sometimes go grocery shopping or buy personal items. Finally, the third problem that is mostly faced by the girls living in boarding is the issue of furnished rooms. Sometimes the cupboards are broken, and someone steals the belongings of the girls. Sometimes they do not have proper bedding or electricity in the rooms so that they can study properly and take a rest. Our study suggests that higher education institutes provide the basic facilities to girls students who are living in boarding universities. They may ask for funding from the Higher Education Commission or any other government funding agency. Finally, this study suggests that academic institutes should either reduce the number of girls in single rooms and expand their capacity accordingly or only select the girls on a first-come, first-serve basis. As the boarding places are far from campuses the management should arrange proper transport facilities for the female students and provide all possible facilities in the room that fulfill the basic needs.

7. Recommendations

According to the results of this study or research, Some suggestions are as follows:

- Higher education institutions should provide more rooms for the girls students.
- Higher education institutions should provide the facility of transport at cheap rates to female students.
- Higher education institutions should provide furnished rooms along with basic needs like beds and clean water.
- Safety is the major reason why girls choose to stay at the boarding inside the campus, so it is the responsibility of Higher education institutions to provide the safety of belonging and honor,
- Higher education institutions can get funding from external agencies, i.e., HEC or Non non-government agencies, to provide the basic facilities in the boarding system.

8. References

Ananga, E. (2011). *Dropping Out of School in Southern Ghana: The Push-Out and Pull-Out Factors. CREATE Pathways to Access. Research Monograph No. 55*.

Anwar, M., Khan, A., & Sultan, K. (2020). The barriers and challenges faced by students in online education during COVID-19 pandemic in Pakistan. *Gomal University Journal of Research*, *36*(1), 52-62.

Bireda, A. D. (2015). Challenges to the doctoral journey: a case of female doctoral students from Ethiopia. *Open Praxis*, *7*(4), 287-297.

Channar, S. H., Shah, A. A., Ali, N. I., & Brohi, I. A. (2017, November). Assesment of problems faced by female post graduate students: A case study of Jamshoro city universities. In *2017 4th IEEE international conference on engineering technologies and applied sciences (ICETAS)* (pp. 1-4). IEEE.

Doygun, O., & Gulec, S. (2012). The problems faced by university students and proposals for solution. *Procedia-Social and Behavioral Sciences*, *47*, 1115-1123.

Dulal, D. (2019). Living and Learning in Hostel; A Case Study of The Hostel of Kathmandu.

FarhanaYasmin, M. S., & Ahmad, N. (2018). Challenges faced by postgraduate students: A case study of a private university in Pakistan. *Journal of Education and Human Development*, *7*(1), 109-116.

Filmer, D., Langthaler, M., Stehrer, R., & Vogel, T. (2018). Learning to realize education's promise. *World Development Report. The World Bank*.

Fook, C. Y., & Sidhu, G. K. (2015). Investigating learning challenges faced by students in higher education. *Procedia-social and behavioral sciences*, *186*, 604-612.

Framework, D. (2000, January). Dakar framework for action—Education for all: Meeting our collective commitments. In *World Education Forum, UNESCO, Dakar, Senegal held on April* (pp. 26-28).

Gupta, A. K., Gupta, A., Rana, N., & Sharma, M. R. (2016). an Online Survey of the Problems Being Faced By Students and Teachers in Higher Education With Special Reference To Jammu Region. *MIER Journal of Educational Studies Trends and Practices*, 204-210

Mansoor, M., Perwez, S. K., Swamy, T. N. V. R., & Ramaseshan, H. (2015). A critical review on role of prison environment on stress and psychiatric problems among prisoners. *Mediterranean Journal of social sciences*, *6*(1), 218-223.

Iftikhar, A., & Ajmal, A. (2015). A qualitative study investigating the impact of hostel life. *International Journal of Emergency Mental Health and Human Resilience*, *17*(2), 511-515.

Ilonga, A., Ashipala, D. O., & Tomas, N. (2020). Challenges Experienced by Students Studying through Open and Distance Learning at a Higher Education Institution in Namibia: Implications for Strategic Planning. *International Journal of Higher Education*, *9*(4), 116-127.

Jacob, O. N., Elizabeth, A., & Ahaotu, G. N. (2020). Problems faced by students in public universities in Nigeria and the way forward. *Jurnal Sinestesia*, *10*(2), 105-116.

Macdonald, M. A., Gringart, E., Ngarritjan Kessaris, T., Cooper, M., & Gray, J. (2018). A 'better'education: An examination of the utility of boarding school for Indigenous secondary students in Western Australia. *Australian Journal of Education*, *62*(2), 192-216.

Maguire, R., McKeague, B., Kóka, N., Coffey, L., Maguire, P., & Desmond, D. (2021). The role of expectations and future-oriented cognitions in quality of life of people with multiple sclerosis: A systematic review. *Multiple Sclerosis and Related Disorders*, *56*, 103293.

Mansoor, M., Perwez, S. K., Swamy, T. N. V. R., & Ramaseshan, H. (2015). A critical review on role of prison environment on stress and psychiatric problems among prisoners. *Mediterranean Journal of social sciences*, *6*(1), 218-223.

Matin, M. A., & Khan, M. A. (2017). Common problems faced by postgraduate students during their thesis works in Bangladesh. *Bangladesh Journal of Medical Education*, *8*(1), 22-27.

Memon, M., Solangi, M. A., & Abro, S. (2018). Analysis of students' satisfaction with hostel facilities: A case study. *Sindh University Research Journal-SURJ (Science Series)*, *50*(01), 95-100.

Mpolomoka, D. L., Chulu, T., Mwandila, N., Muvombo, M., Simwinga, E. C., Kabungo, C. J., & Sampa, P. C. (2023). Exploring problems faced by female students in a weekly boarding day secondary school in Chadiza, Zambia. *Journal of Education, Society and Behavioural Science*, *36*(3), 38-53.

Phiri, M. C., Mpolomoka, D. L., Botha, N., & Macheka, B. (2020). Emotional intelligence of secondary school headteachers and school achievement: a case study of Kasenengwa District. *Zambia Interdisciplinary Journal of Education (ZIJE) Online-ISSN 2710-0715*, *1*(1), 55-97

Shah, C. (2010). Collaborative information seeking: A literature review. *Advances in librarianship*, 3-33.

Tabassum, F., Akram, N., & Moazzam, M. (2022). Online learning system in higher education institutions in Pakistan: Investigating problems faced by students during the COVID-19

pandemic. *International Journal of Web-Based Learning and Teaching Technologies (IJWLTT)*, *17*(2), 1-15.

Titrek, O., Hashimi, S. H., Ali, S., & Nguluma, H. F. (2016). Challenges faced by international students in Turkey. *The Anthropologist*, *24*(1), 148-156.

Zafar, M., Kousar, S., Sabir, S. A., & Sajjad, A. (2021). An exploratory study on academic, social and psychological problems faced by overseas students of higher education institutions of Pakistan. *Journal of Behavioural Sciences*, *31*(2), 46–69.