

Learning Barriers of Female Students at Intermediate Level

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ABSTRACT Underdeveloped countries tried their best to provide quality education for their children, but there are certain obvious and obscure barriers that put hurdles in providing better and active learning. This research was focused on studying the learning barriers of public sector Intermediate female students in Nankana Sahib District, Pakistan. Respondents for the study were randomly selected from both science and arts female students of Intermediate level (400 from schools + 400 from colleges). A self-designed Questionnaire was valid and reliable through expert opinion and Cronbach Alpha which was .791. Data were analyzed through mean, standard deviation, factor analysis and t-test. It was found that the rural students were more anxious about their education and faced more academic problems like linguistic than urban students, aggression exhibited no difference. Urban students were more motivated, institutional barriers and responsibilities of students and lack of assurance and self-regulation among learners are some reasons that distress knowledge.