



Gender Fair Participation for Girls in Co-Curricular Activities (CCA): Barriers and Enablers in Pakistan's Education

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ABSTRACT

Co-Curricular Activities (CCA) are the part of the students' life and a way of developing a student holistically. There are different studies which showed that the participation of girls in sports is lower than the boys. Low participation indicates that there are some reasons behind this. As females are an equal and important component of society, therefore, it is essential to enhance the participation of girls in sports for their health and brighter future. The main purpose of the study was to explore the restraining factors in equal gender participation in co-curricular activities in higher education institutions in Sargodha-Pakistan. The current study was mixed method in nature. The population was consisted of all girls who were studying in general public universities of Punjab province. A total of three hundred girls were selected as sample for collecting quantitative data while eight girls were selected for collecting qualitative data. Respondents were selected by multi-stage sampling technique. Data were collected through self-generated questionnaire having forty seven statements and through interview protocol having seven questions. Quantitative data were analysed through SPSS while interviews were analysed through thematic analysis. Percentage, independent sample t-test and one way ANOVA were used for quantitative data analysis. Both the results and discussion visibly showed that there exists familial, institutional and societal barriers involved in equal and fair gender participation of girls in co-curricular. It is recommended that higher education institutions should play their role in making strategic reforms to overcome such barriers which are restraining factors for all girls that make them hesitant to participate in co-curricular activities in universities in Pakistan.

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1. Introduction

Sports and other Co-Curricular Activities (CCA) are the part of the institution and as well as important for the students. These activities can extent a number of definitions and some of the researchers have define these activities as abroad education, activities of students, recreation, healthy programs, living learning communities and athletics (Dean, 2015). These activities are divided into two form, Formal and Informal. Formal activities are structured activities, which usually introduced by the institutions like participation in games or the some dramas/plays etc. on the other hand informal activities are the activities which are usually student do in their leisure time like watching a movie and listening songs etc. (Guest & Schneider, 2003).

University students are the future of our country as engineers, business man, business managers, nutritionist, leaders, politicians, doctors, teachers, parents and neighbors. There is a need to show their key skills and knowledge of their roles and responsibilities. In developing

character higher education declared its role in every university grants committee reports 1948, 1952 and 1964 (Arthur & Bohlin, 2005).

As in Pakistan national education policy 2009, Government of Pakistan highlighted that training frameworks allow students to improve their unknown talents and skills, reassuring them to assume their fascinating parts for improvement of the society (Pakistan, 2009).

As Marzano, Waters, and McNulty (2001) said that institutions have their own special cultures which are the mixture of some specific qualities, beliefs and feelings. Institutional cultures highlights their insight base in a particular way, for example creating amazing football groups, high SAT scores, trained classrooms and talented auto mechanics. Traditionally institutions' reflects the scarcities and images of particular social needs, the institution life is invisible from the human eye.

There is bulk of researches which showed impact of co-curricular activities on students' lives but the lacking point is that they only focus on the impacts of these activities and neglect the part of the problems. Similarly there are some studies which showed that the girls' participation rate is lower than the boys' participation but the lacking point is that there is need to address the reasons of girls' low participation. As the Leung, Ng, and Chan (2011) explained that almost 50% of the total athlete population ignored by the researchers in previous studies, and those 50% athlete were mostly female athletes. They further described that mostly male population were the part of the studies and main focus was male population, girls were ignored by the researchers. To fill full this need current study is conducted, the main purpose of the study was to explore the barriers involved in girls' participation. The objectives of the study were to

- Explore the girls' willingness towards co-curricular participation.
- Explore the barriers involved in girls' participation in co-curricular activities at higher education institutions.
- Explore the girls' views on barriers involved in girls' participation in co-curricular activities at higher education institutions.
- Find out the significant difference in barriers involved in participation of co-curricular activities on the basis of age, program, Semester, Participation in co-curricular activities, and type of co-curricular activity.

2. Factors Affecting Co-Curricular Participation

2.1. Students' and parents' concerns

There are different factors which affects a student to participate in CCA at higher education. There are different students' concerns and as well as parents' concerns towards their daughters. Those concerns could be a hurdle for girls to participate. As parent wants that their children must have good grades and want their children to be consistent in studies so, they told their children to avoid these types of activities (Reeves, 2008).

2.2. Coaches/Coaching

For adults, it is important to hire a good quality coach as in higher education institutions, students are adults so they need a coach who can understand their problems and try to solve those problems. As in higher institutions students have freedom and as a good coach it is the responsibility of the coach or trainer to keep the balance and have an eye on the participants. As there were issues raised by the Gilman, he determined that as the member of a sports team, the sports team corresponded with greater rates of alcohol consumption and illegal activities. But as Gilman explained that this is all depends on the quality of coaches/teacher trainers, students' peer group and cultural meaning of the activity within the institutional and community (Gilman, Meyers, & Perez, 2004).

2.3. Facilities as a Barrier

Another factor which may cause a hurdle between participation and CCA is facilities. There are some facilities problems which a student can face in educational career. Facilities are divided into different types such as, supplies, space and equipment. We can say that space is the place where participants have to practice, this can be inside or outside of the institution such as play grounds, experiment laboratory, gym or auditorium for different activities. Equipment can be defined as part of permanent construction of institution such as, backboard of Basketball,

football goal post, hockey goal post, or cricket ground pitch etc. third and last factor is supplies which can be a barrier in girls' participation as a facility issue, supplies can be things which need to be expend or replace time to time such as bat, books, microphones or computers etc. (Kisango, 2016).

2.4. Psychological Effects of Co-Curricular Activities (CCA)

Group learning different from engaged students in group conversations. Belief of Gestalt learning negligence the use of previous experiences to support the understanding of the current learning. The gestalt theory is difficult to apply in post-secondary education just because of the topics. The topics and programs in higher education institutions encourages the use of reflection to help understand the learning, which is different from the Gestalts' views (Weisberg & Alba, 1981).

Learning theories within the psychology apply to students' learning in post-secondary education in various ways. Basis of learning supported by the psychological theories. Various types of learners suggested that for the learning in various styles, educators have to evaluate the opportunities for the students (Storey, 2010).

For example multiple intelligence theory is the one type of learning theory which separates itself from the trending psychological learning theories. Its' focus is on education focused learning (Gardner & Korth, 1998). Gardner concludes that his theory supports individualization. Every child is unique and learns differently. He elaborates the multiple intelligence characteristics as linguistic, logic, spatial, kinesthetic, interpersonal, intrapersonal, and mathematics etc. on the basis of their own individual strength different methods and ways are there for the students to learn.

2.5. Family Background as a Barrier

There are some hurdles for the students who do not take part in CCA. It is not possible that all the hurdles came from institutions, in fact many students do not show their willingness to take part in these type of activities because of their family's restriction about outside activities of the institutions. Parents are more curious about their children, so by supervising that how their children spend time in institutions and outside the institutions, parent influences their children's social development (Kisango, 2016). The hurdles can be because of that many students did not meet their just basic needs. Their home is not financially stable; there must be some reasons from which one is the low socio economic standings, not a good environment of the home (Stevens, 1999).

MCFAUL (1987) believed that everyone's behaviour is the result from the satisfaction of basic needs such as continuation of life, relationships, power, freedom and fun. He said that the students who do not take part in CCA, they are not assured of right picture of the institution and the learning, and when they do, they feel that they don't belong to the institution and don't feel that they have any connect to the institution. This is why those institutions have to structure their environment, so that the students can meet their basic needs.

2.6. Gender Factor in CCA

CCA Participation shows a positive favorable effect over society during educational learning satisfaction with institution, interpersonal and skills of leadership (Pascarella & Smart, 1991). When we talk about positive effects on academic degree achievement mostly the studies were conducted as male participation, and only male student athletes were the major sample and ignore nearly half of total student population (Leung et al., 2011).

2.7. Develop a whole student by Co-Curricular Activities (CCA)

In Students' overall development academic learning and development skills both are include such as solve a problem, analyzing their problems and at the same time recognize other aspects of students as well in the term of the students who are developed affectively and morally. Different terms are used for this educational philosophy such as according to Wilson (2009), it is character education, values education (Harland & Pickering, 2010), Beaty and Henry (2007) called this philosophy moral education, educating for citizenship (Leever, 2006), affective education (Grootenboer, 2010), educate for social and personal responsibility (Antonaros,

Barnhardt, Holsapple, Moronski, & Vergoth, 2008) and (Dey, 2009) and according to Braskamp, Trautvetter, and Ward (2008), this philosophy is Holistic Development.

For the promotion of holistic development three main aspects of leadership are required in which the first thing is leaders should be in supportive environment for student development. For this purpose organizational conditions should be holistic in which students can grow (Quinlan, 2011).

Secondly, leaders should focus on their own inner lives, so from this they can model their purpose of life, meaning and truthfulness. Now the third one is knowledge of curricular and teaching strategies, and involvement in the specific curricular activities and teaching strategies. This would help the leaders to promote holistic development of students (Quinlan, 2011).

Third aspect is more powerful and essential, with these three aspects we can address the inner and outer life of a leader and these three aspects shows how these aspects work, interact and mutually support each other (Quinlan, 2011).

2.8. How to improve the quality of CCA program as Education?

2.8.1. CCA helps curricular activities

As in the higher education institutions, curricular activities and co-curricular activities, both are the part of the institution. So it is easy to assume that students served with the educational and practical life lessons. In CCA students should be served with the professional experiences in the form of field trips, sports and games etc. professional experiences help a student to more participate in curricular activities (Stirling & Kerr, 2015).

2.8.2. Training before Participate

Before participate in CCA students should engaged in training sessions to learn some basics and important skills and knowledge such as team work, specific training, leadership training, values, patience etc. In training students have to perform some specific task from their trainers and shape up their learning outcomes. These type of trainings give a student chance to define personal leaning outcomes for formal and informal learning (Stirling & Kerr, 2015).

2.8.3. Logic behind participation in CCA

It provide appropriate conditions and terms for learning through association of experiences of students in CCA for outcomes which a student target to achieve through the activity and for keep the balance in Kolb's four learning modes (Stirling & Kerr, 2015). For linking the experiences of students and their aimed outcomes, have to take a step to specify the outline learning outcomes which can be possible to achieve for the learners or participants from the CCA committees or facilitators. Now in these days, it is really easy through web pages. On webpages, in an informal way committees or facilitators can list the possible learning outcomes just next to CCA and in formal way, committees can create individualized learning agreements on the basis of learning outcomes. In individualized learning outcomes agreements, students and CCA committees or activity facilitator can identify the learning outcomes of a student and can develop a specific learning plan in which learning outcomes, strategies and resources and the evaluation criteria are included (Stirling & Kerr, 2015).

2.8.4. Professional Development Workshops

The reason behind the workshops is to enhance the theoretical knowledge on some specified learning outcomes such as conflict management, interpersonal communication etc. and to provide help to reflect integration, theoretical knowledge and perspectives of students on co-curricular experiences. The main focus of CCA workshops is to combine theory and practice that would occur initiation of students' co-curricular involvement. Because of professional development workshops and participation of students in CCA occurs at the same time, so this thing provides student an opportunity to reflect their co-curricular experiences related to theoretical understanding of the specified learning outcomes (Stirling & Kerr, 2015).

2.9. CCA Portfolio

These portfolios represents shows the true representation of Kolb's experiential learning cycle. Not only has this in fact it shows the active experimentation in the sense of students had to accommodate their learning into application of the knowledge in their professional practices. These portfolios are the key to evaluate students' overall learning throughout the program in

which their experiences of CCA, practical implications of CCL (co-curricular learning), their professional development workshops and interlinks of their curricular learning with their professional learning outcomes (Stirling & Kerr, 2015).

3. Research Methodology

3.1. Research Design

The study was mixed method in nature. From Mixed method design, convergent parallel design was used for the current study. As convergent parallel design is used to simultaneously collect the data, merge data and used results from the data to solve the research problem. The reason behind the choosing this design was simple, one data collection type gave strength to offset the weaknesses of the other form which helped a researcher to more complete understanding of a research problem results from collecting both data, qualitative and quantitative (Creswell, 2012). A survey technique was used for data collection.

A self-generated questionnaire consisted of forty seven statements was used to collect quantitative and an interview protocol was used for the collection of qualitative data. The questionnaire was developed with the help of literature and focused group interviews. Questionnaire was based on Likert-type scale (1-5, strongly disagree-strongly agree). There were four reverse statement for the assurance of data. The interview protocol was semi-structured in nature and developed by the researcher with the help of a supervisor, co-supervisor and experts' opinion.

But before the generated questionnaire and the interview protocol, researcher conducted focus group interviews consisted on four groups and each group had five members to assure the reliability and validity of the instruments. In focus group interviews researcher had ten question related to her study, the questions were specific in nature but after conduction of the focus group interviews researcher feel that there is need to modify questions to specific to general for the in-depth data collection. As the interviewees revealed some valuable information which was rarely found in literature, so researcher decided to take the information and used for questionnaire and the as well as for the interview protocol. After the focus group interviews, the tools were finalized with the help of expert opinions. After all this process, questionnaire had forty seven statements and interview protocol had seven items.

Table 1

Sr. No	Variables	Item no.	Total Item
1	Students willingness	1-8	8
2	Familial Barriers	9-17	9
3	Institutional barriers	18-41	24
Sub indicators of institutional barriers			
3.1	Academic Stress	18-24	7
3.2	Facilitations	25-31	7
3.3	Coach/teacher trainers	32-41	10
4	Societal Barriers	42-47	6

3.2. Population of the Study

Population of the study was all the female students of the general public universities of Punjab, Pakistan.

3.3. Sampling and sample

3.3.1. Sampling

Multi-stage sampling technique was used for sample. In sampling it was taken care that data are collected from maximum number of female students of general public Universities of Punjab, Pakistan.

3.3.2. Sample

Samples are used when the population sizes are too large and it is obviously impossible to include all the members in statistical testing. In this study, non-probability sampling was used for sample selection. These methods are appropriate for in-depth research in which the focus is to understand complicated phenomenon. Researcher used multistage sampling technique and dived population into four different stages.

Figure 1: Phases of Sampling

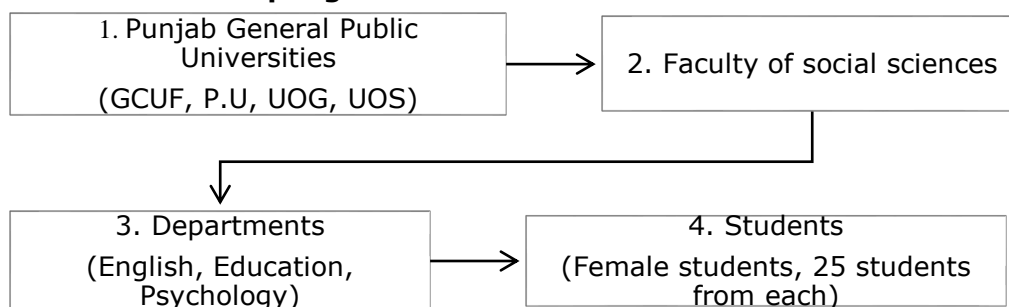


Table 2: Sample of Quantitative Respondents

Sr. No	University	No. of respondents
1	UOS	75
2	PU	75
3	UOG	75
4	GCUF	75
Total		300

Table 3

Sr. No.	University	No. of Interviewee
1	UOS	2
2	PU	2
3	UOG	2
4	GCUF	2
Total		8

3.4. Sample of Interviewees

Researcher carried out pilot testing to ensure the reliability of scale. Pilot study was performed on thirty female students. The results of the pilot study were 0.810 Cron Bach Alpha which indicated that tool was suitable to be used in the study.

The validity of the interview questions was assured by the experts’ opinions. They assured the content validity of developed instrument, the wording of the instrument and gave some valuable suggestions and opinions for the little bit modification of the interview questions and then interview questions came in their final shape.

3.5. Data collection

Survey technique was used for data collection. Researcher herself collected data from the sample and to access the sample of the general public university of female students, researcher herself visited the universities and brief them the purpose of the research study. Interview times and dates were determined by the availability and convenience of the respondents. Interviews were audio recorded for transcription and analysis.

3.6. Data cleaning process

Researcher entered the data in SPSS. In entering data there were some zigzag patterns in filled questionnaires and some were not completed, which showed that the data of those questionnaires were not reliable. So, researcher follows the rules of the research and reject those patterned questionnaires and did not enter data in SPSS. For the data cleaning process researcher find out the missing values, outliers and the normal curve for the data normalization. There were no missing values and no outliers and the curves were also normal.

4. Data Analysis

Quantitative and qualitative data analysis of this study was carried out. Quantitative data were analyzed with the help of SPSS software. Quantitative data were analyzed through finding out percentages, *t*-test and ANOVA while the interviews were analyzed through thematic analysis. Thematic analysis is a widely used procedure of analyze qualitative data because themes are similar to the codes which are grouped together to produce or form a major idea in the data and the major idea consist of no more than two to four words (Creswell, 2012). In the current research the thematic analysis model of Clarke, Braun, and Hayfield (2015) was used. As the Clarke et al. (2015) elaborated that thematic analysis is the type of analysis in which a

researcher identify, analyze and report patterns (themes, sub-themes) within the qualitative data (Clarke et al., 2015).

Table 4: Descriptive Analysis

Barriers in girls' participation	Strongly Agree	Agree		Percentage
1. Familial Barriers	16%	46%		65%
2. Institutional Barriers				
Sub indicators of Institutional Barriers				65%
2.1 Academic Stress	21%	48%	69%	
2.2 Lack of Facility	16%	47%	63%	
2.3 Coaches/Teacher trainers	17%	47%	64%	
			$=(69+63+64/300) \times 100$ $=196/300$	
3. Societal Barriers	13%	47%		60%

Almost 60% of sample, respondents were agreed that they have barriers in participation of CCA at higher education not only this according to inferential statistics are also in support of these findings.

Table 5: ANOVA Results

Variables	Sum of squares	df	Mean Square	f	p-Value
Age					
Willingness	175.245	3	58.415	3.089	.027
	5598.391	296	18.913		
	5773.637	299			
Familial	413.189	3	137.730	5.324	.001
	7657.891	296	25.871		
	8071.080	299			
program willingness	323.875	4	80.969	4.383	.002
	5449.762	295	18.474		
	5773.637	299			
Familial Barriers	401.453	4	100.363	3.860	.004
	7669.627	295	25.999		
	8071.080	299			
Institutional barriers	1111.745	4	277.936	2.485	.044
	32989.922	295	111.830		
	34101.667	299			
Semester					
Familial barriers	209.574	3	69.858	2.630	.050
	7861.506	296	26.559		
	8071.080	299			
Types of CCA					
willingness	301.799	5	60.360	3.243	.007
	5471.838	294	18.612		
	5773.637	299			
Familial Barriers	347.969	5	69.594	2.649	.023
	7723.111	294	26.269		
	8071.080	299			
Institutional barriers	1308.922	5	261.784	2.347	.041
	32792.744	294	111.540		
	34101.667	299			
Societal Barriers	259.807	5	51.961	2.856	.016
	5349.140	294	18.194		
	5608.947	299			

There was age factor; young girls and the girls who were studying in graduation programs were more willing to participate and faced familial barriers while the graduation girls faced more institutional barriers as well. According to semesters, the girls who were in the first two years of their higher educational career faced familial barriers and the girls who were participate in these activities more willing to participate and faced familial and institutional barriers. While the interviewees explained that their parents have insecurities and as well as afraid from the society.

On the other hand, girls explained the institutional barriers as they have to face a lot of academic stress and the academic competition is tough day by day so they have to maintain their study routine and don't want to distract their selves from study, not only this they explained further that there were some facilitation issues which occurred as a barrier in participation, as they have limited activities and have limited facilities so, they have to avoid these activities.

For girls, male coaches or teacher trainers were the big issue and they feel hesitate to participate in these activities as they have some security reasons while the quality of coaches/ teacher trainers were the other reason and they explained that coaches/ teacher trainers should be fair and good in behavior. Society is the combination of these all people so girls declared that they have to face some societal barriers as well as they feel that there is gender discrimination in society.

Table 6: Independent sample t-test results

Variables	Participation	N	Mean	SD	t	df	Sig.
Willingness	Yes	129	29.95	4.015	3.963	298	.000
	No	171	27.97	4.485			
Familial barriers	Yes	129	32.86	4.681	3.963	298	.000
	No	171	30.61	5.365			
Institutional Barriers	Yes	129	84.35	10.186	-1.996	298	.047
	No	171	86.83	10.946			
Societal barriers	Yes	129	19.96	4.169	-1.926	298	.055
	No	171	20.93	4.416			

Through independent sample *t-test* researcher concluded that students' willingness towards participation in co-curricular activities and barriers in which familial and institutional barriers are significant while societal barriers are insignificant which shows that participation in co-curricular activities, the students who participate in these activities are more willing to more participate while they faced familial and institutional barriers as well.

4.1. Explanation of themes and Sub-Themes

Explanation of themes and sub-themes are as following:

Girls' views are most important factor to know whether girls want to take part in CCA and how CCA are useful for a student. Thus, this theme greatly emphasizes on the girls' views towards take part in CCA that be able to examine by different views aspects. There are three key aspects which are drawn from the data:

Enjoyment, Develop a whole student, necessary for girls. She said that "*These activities are also good for moral and spiritual development (G3).*"

4.2. Theme 1: Students' holistic development

She said that "*these activities facilitate in the development of various domains of mind and overall personality, such as intellectual development, social, moral and aesthetic development (G4).*"

" She said that "*through games we learn how to bear the hardships and challenges of the life, the rules and the regulations while on the other hand, other activities teach us new words, the manners and helpful for cognitive development (G6).*"

4.3. Theme: 2 Family's insecurities

There are four key aspects which are drawn from the data: resource deficits, Gender Inequality, Customs and Fear of social media.

Figure 2: Theme 1, Students' Holistic Development

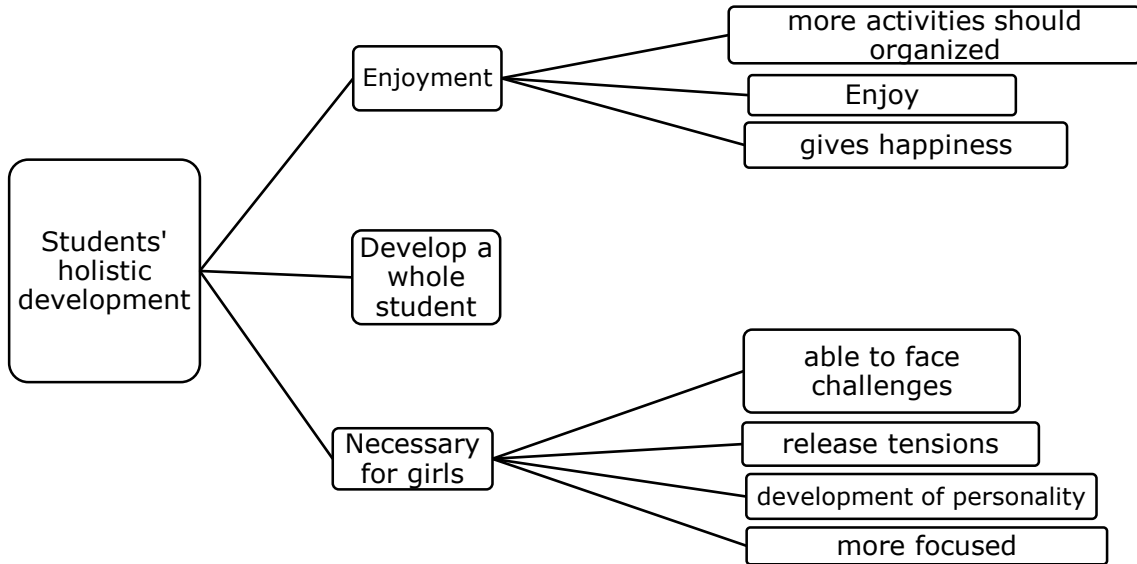
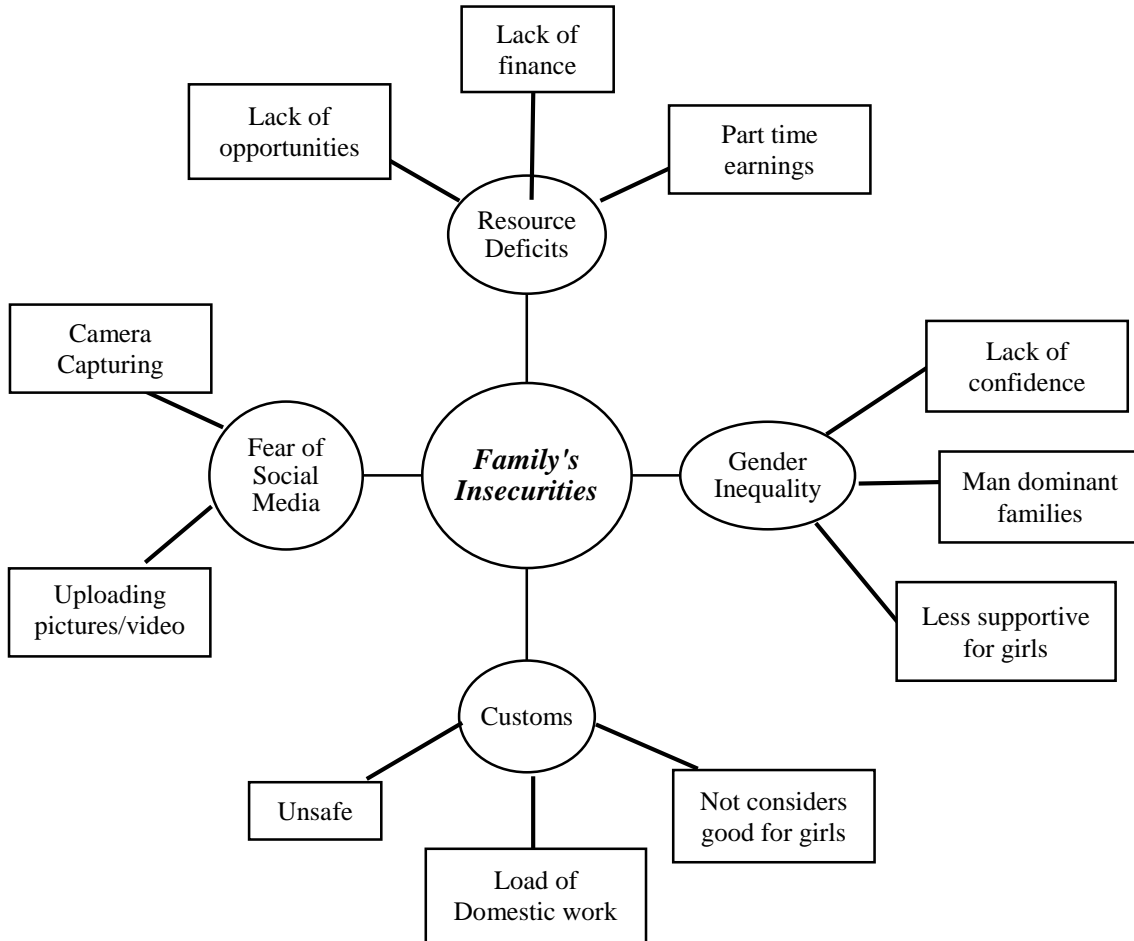


Figure 3: Theme 2; Family's Insecurities



She said that "Family income have the influence on participation in co-curricular activities if someone don't have the money how he/she can participate in these activities. Participants have to buy the required things for participation like they have to buy the sports kit their clothes etc. (G2)"

She said that "There may be also a financial problem as families can't support them (G3)".

She said that "Biasness with girls is there in families. Mostly parents supports the boys for the participation. Not only this some families are man dominant so they simply said that girls have no opportunity to participate in institutional activities and if you wants to play or any other activity then you can do that by staying at home. (G7)"

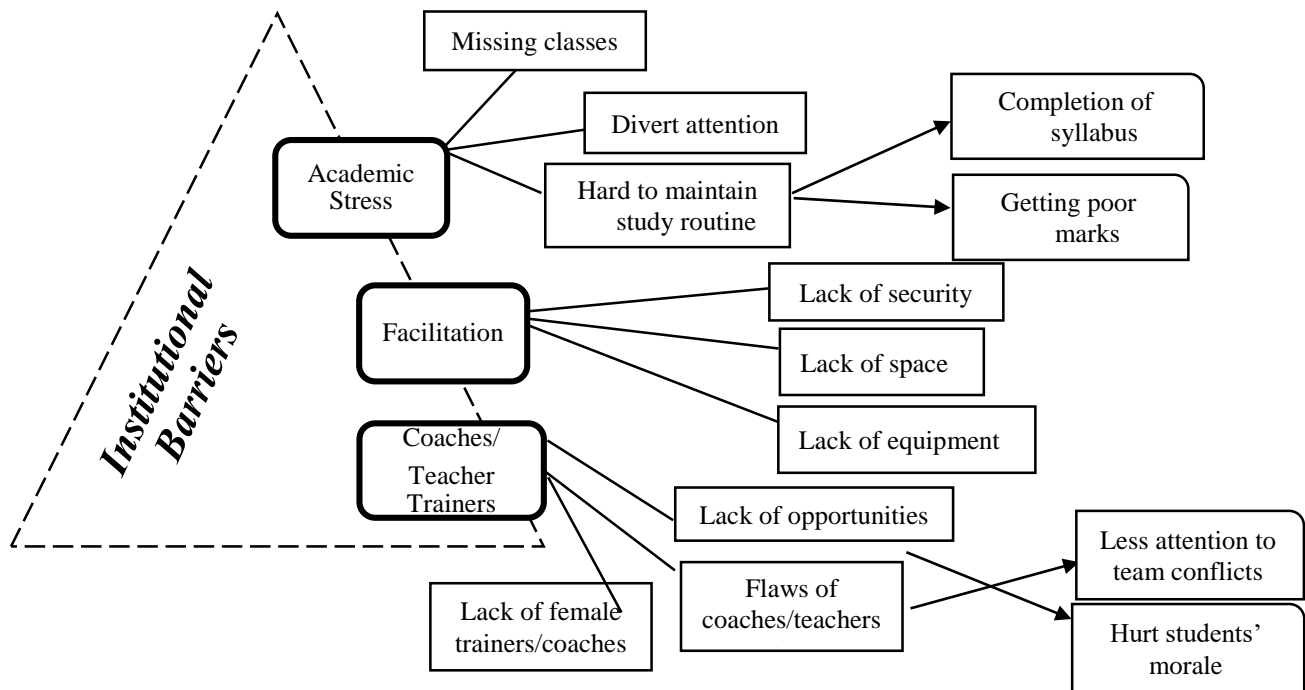
She said that "parents are possessive for their girls' protection, they are afraid by social media and fake news from the people. (G6)"

She said that "Some parents does not allow their girls because of misuse of social media, they have fear of uploading pics and videos on social media accounts. (G8)"

4.4. Theme: 3 Institutional Barriers

There are three key aspects which are drawn from the data: academic stress, Facilitation and coaches/ teacher trainers.

Figure 4: Theme 3; Institutional Barriers



She said that "Yes there are facilities issues in our institution. My friends have to buy costumes and even my younger sister really want to participate in music but there are no facilities for such activities. Not only this I have seen that some students don't have the required equipment for the games, they have to buy those equipment. Boys can do part time job for their extra expenditure and they have their own bikes or they can use public transport in evening or even at night but a girl can't do this because her parents does not allow her to do so. (G2)"

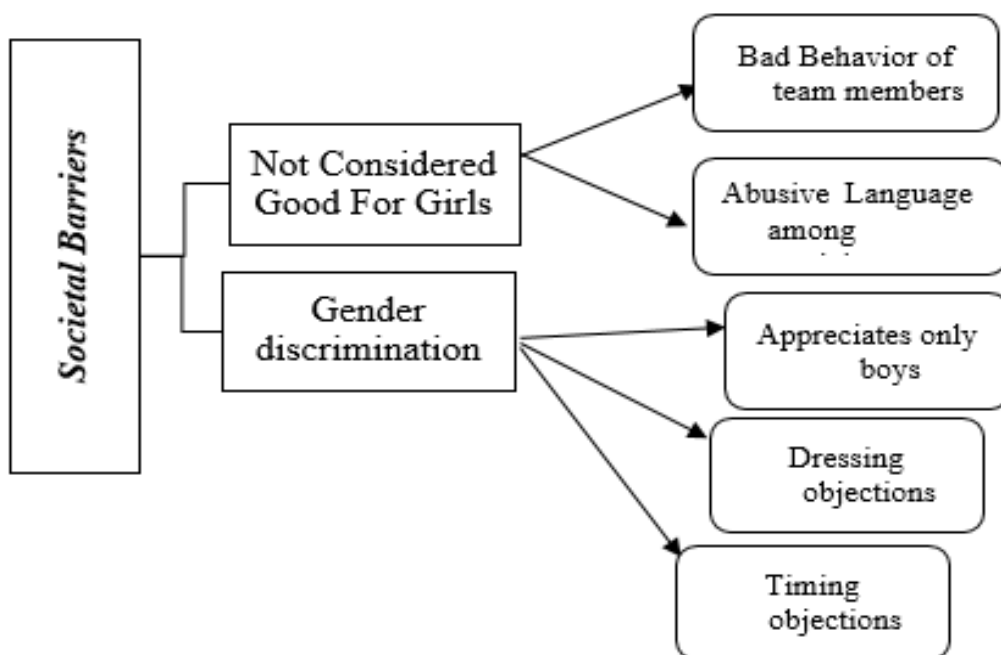
She said that "Their parents instruct them that you have to focus on your studies. So girls take the studies seriously and yes they have teachers' pressure too for getting good marks. Some girls avoid these activities because of classes and thinks that it will affect their studies. (G4)"

She said that "Coach's/teacher trainers' negative behavior forces students to quit their activities because they are already survive in classrooms with teachers and other students, so they want positive and extra care from their coaches/teacher trainers. They want fair teacher trainer/coach who supports all the team members and pay attention on team conflicts. (G7)"

4.5. Theme 4: Societal barriers

There are three key aspects which are drawn from the data: Man dominant society, not consider good for girls, and gender discrimination.

Figure 5: Theme 4; Societal Barriers



She elaborated that "Families said how we can allow you to participate in these activities, what we would say if someone asked about you. And society is not just your neighbors, yours' family members like uncles, aunts, their friends and so on. (G1)"

She pointed out that "Negative comments from people, negative thoughts of people, inappropriate words from the people who passes next to you, misbehave of boys with girls at institutional level, and rude behavior of the others, these all are the evil eye of society. They thinks that if a girl participates then she will be arrogant, rude and misbehave with others. (G6)" She said that "Society is a big barrier for girls, not only in participation of co-curricular activities in fact in every field of life society have issues with girls. In simple words, our society is male dominant and they are used to see the male to do work, or participate in every field of life. So it is hard for society to accept the girls' participation in any field. (G8)"

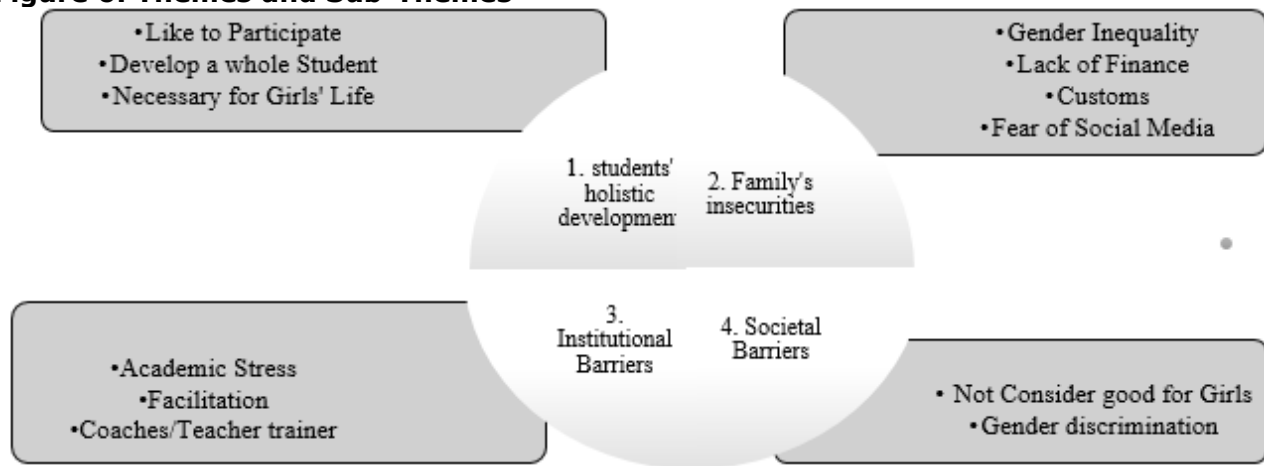
Table 7: Frequency of Interviewees

Sr. No	Theme	Sub-theme	Frequency
1	Girls' views towards participation in co-curricular activities	Enjoyment	4
		Develop a whole student	3
		Necessary for girls	8
		Resource deficits	6
2	Family's Insecurities	Gender inequality	3
		Customs	3
		Fear of social media	3
3	Barriers from institutions in participation	Academic stress	8
		Facilitation	8
		Coaches/Teacher Trainers	8
4	Barriers from society in participation	Not consider good for girls	8
		Gender discrimination	3

Through interview researcher find out that girls strongly agreed that they want to participate in co-curricular activities, above table shows that half of the sample of qualitative part which is four out of the eight interviewee shows their interest in participation of CCA while they also elaborate the significance of these activities.

On the other hand, girls were agreed that they have to face familial barriers in terms of inequality, customs, and fear of social media. On institutional barriers each girl was take stance that they faced problems from institution and on the societal barriers they agreed that society did not allow them to participate in these activities and society is biased in gender matter.

Figure 6: Themes and Sub-Themes



5. Conclusion

More than of 60% sample, respondents were agreed that they have barriers in participation of CCA at higher education not only this according to inferential statistics, there was age factor; young girls and the girls who were studying in graduation programs were more willing to participate and faced familial barriers while the graduation girls faced more institutional barriers as well. according to semesters, the girls who were in the first two years of their higher educational career faced familial barriers and the girls who were participate in these activities more willing to participate and faced familial and institutional barriers. While the interviewees explained that their parents have insecurities and as well as afraid from the society. While on the other hand girls explained the institutional barriers as they have to face a lot of academic stress and the academic competition is tough day by day so they have to maintain their study routine and don't want to distract their selves from study, not only this they explained further that there were some facilitation issues which occurred as a barrier in participation, as they have limited activities and have limited facilities so, they have to avoid these activities.

For girls, male coaches or teacher trainers were the big issue and they feel hesitate to participate in these activities as they have some security reasons while the quality of coaches/teacher trainers were the other reason and they explained that coaches/teacher trainers should be fair and good in behavior. Society is the combination of these all people so girls declared that they have to face some societal barriers as well as they feel that there is gender discrimination in society. It was recommended that as in the light of results of both qualitative and quantitative data analysis, institutions are the main source of give awareness to people, so institutions have to portray a good and effective picture of the girls' participation in sports and CCA at higher education institution and this is the way to reduce these barriers for the girls to participate in co-curricular activities at higher education institution.

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