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## Research Article

## A Study on the Impact of School Distance on Girls' Education at Secondary Level in Rural Area of Jamtara District in Jharkhand

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### Abstract

Education is one of the most fundamental human rights; though the geography in which girls live proves challenging to their movement towards attaining it. The present study is designed to investigate the influence of distance from school on enrolment and retention of girls in secondary education in one of the most backward regions of India, Jharkhand's Jamtara, specifying an unfamiliar gap in the association between physical access and female educational outcomes. Conducted based on evidence drawn from an exceptionally well-mixed-method research design-the field-level household surveys, face-to-face in-depth interviews with students, and a little data analysis-supported by easily visible determinants with respect to attendance and dropout rates, the study has uncovered distances that become improbable for girls if extending more than 3 kilometers away from secondary schools (raising their dropout rates by 58%, as opposed to the counterpart being within a radius of 1 km). As the distance from school increased, peril from each form of the road, household responsibilities in general, and restrictions resulting from economic constraints exacerbated the obstacle even further to hinder these girls in attaining an education. The study did show that distance is not just an agent of physical barrier in itself but combines with cultural norms, perceptions of safety, and opportunity costs to develop educational trajectories. Outcomes have important policy implications for education and are more than worthy of some direct recommendations referring to structural planning, policy, and interventions for gender equity in rural Jharkhand and similar situations in the developing world.

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**KEYWORDS:** Girls' Education, School Distance, Rural Education, Secondary Education, Educational Accessibility, Gender Equity, Jharkhand

## 1. INTRODUCTION

Rural Jharkhand, by its very landscape, poses unique educational challenges to adolescents, particularly girls, to access secondary education. India has made significant strides in practically universalizing primary education; but the task waxes steep when it pertains to the journey to secondary education, whereby geography and gender are quite reinforcing. The example of Jamtara district, located in the eastern part of Jharkhand, exemplifies this issue, wherein human habitations are scattered, with limited infrastructure and incredibly well-established, deeply-rooted socio-cultural norms favouring boys' education over that of the girls.

Proximity merges in shades with complexities. Beyond distances and barriers, local girls are facing much, such as safety, time guilt, restricted mobility by gender; school is an opportunity cost. These are arguments that a family usually would weigh heavily when considering sending a daughter to SLSA (a secondary-level school).

-The reports and district-wise stats of Jamtara in the field of education have shown a matter of concern. At the primary level, a major difference is observed in the number of girls versus boys enrolled: gender equality is somewhat seen in primary education; however, the percentages plummet for enrollment in higher secondary from that of lower secondary for girls. After finishing primary education, only 52% of girls continue on to secondary education compared to 73% of boys. The attrition rate in the case of girls who originally enrol is very high, with only 35% of students progressing to Class 10. Such numbers depict the existing educational divide, giving rise to hindrance in development and perpetuation of the vicious cycle of poverty.

Prior studies looking into educational access in rural India treat distance as one factor among others, without due regard to how the same becomes particularly loaded against girls relative to boys. In the literature available, even though distance plays a role, scant attention is paid to interpreting the steps through which it conveys a situation of educational deprivation in the girl child. This study seeks to fill in on this point by analyzing the specific pathways linking school distance to the educational status of girls in the rural setting of Jamtara.

The researcher formulated bundled inquiries. What distance from the school to a girl is remote and difficult leading to poor access in the low-access rural regions? How does the family decide on girls' education when the school is located a distance away? What role does distance play, besides the explicit question of transportation, in potentially other disabling factors restraining girls' education? Social factors? Security factors? What kind of household duties and socio-cultural norms could take part side by side with physical differences in shaping educational outcomes?

It is crucial to recognize these dynamics to provide policy implications for improving the educational infrastructure, to make decisions about resource allocations, and to develop targeted interventions of what sticks in girls preventing their school attendance. That said, if distance remains an issue, strategic advice can be given on schools being placed in or near

the community, the introduction of bus circuits, or the developing girls' hostels. Or, if the problem now focuses on girls traveling on their own, particularly when it comes to those dusk-to-dawn episodes across zones that are silent and eternally distant, then programs specifically concerning security issues are required.

Because this study shrinks down to secondary education, it highlights an interesting but very pulling tension. Primary formal schooling comes closer to the life context of the indigenous compared with that of severe village-level schools. It can be said that only the few students in the higher secondary and college settings undergo most of the attrition and instability, which might develop on an educated child. It is greatly at this level that the scholastic path for the girl child gets deviated beyond returning. The parents who uphold the schooling of their daughters in the primary classes often become hostile when the children approach the role of secondary-school-bound, especially as they lack a place at home.

My research pertains to the Jamtara district. It has an almost totally rural background, which presents several barriers where distance is one of the major ones. The rough terrain in this region with scattered settlements and poor infrastructure is a physical variable to illuminate the aspect of restricted access of education. Further, the observations from Jamtara also pertain to rural intervention within India and probably in similar developing environments globally.

The research at length attracts the literature, depicting the research design in detail, providing the field observations, and explains the policy implications, and concludes with some recommendations. It could be very distinguished on the academic scale as well as in the promotion of the obstacles to educational access as an intervention class and can be useful in conducting practical policy-making in bridging, by educational supplements, the gender gap on the rugged rural landscape.

## 2. OBJECTIVES

This research wanted to investigate how the distance between homes of girl children and schools affected their ability to get into high school in the rural communities of Jamtara District, Jharkhand. The main aim of the study is to analyze the impact of school location on girls' enrollment, continuity in attending classes, and completion in higher-secondary classes. The idea moved on to find the distance beyond which participation diminishes drastically when compared to schools located closer to their homes. The study sought that distance interacted with factors such as family income, social and cultural norms, the prevailing societal perception, or security, and how all these mutually affected how parents decide to educate their girls. The study recorded experiences and perceptions that the girls, parents, and teachers had under-prolonged trips. The research ends by justifying potential policy interventions, backed with evidence, needed to enable girls' access to secondary education by reducing hindrances due to distance.

### 3. SCOPE OF STUDY

This research specifies its geographical and educational scope in reference to the population under study and the time frame. In the geographical aspect, it is particularly focused on the rural blocks of Jamtara district of Jharkhand. In this context, what were emphasized were the villages with close proximity-to-different distance categories to being away from a secondary school while also excluding urban and peri-urban background. Conversely, the points of view for secondary education are intended to show the way for Classes IX and X for the educational routine—an age that demands bonus allure for the word "distance" itself that supposes it's automatically having a big influence on girls' schools. This study group comprises girl adolescents aged 13 to 16 enrolled in secondary schools as well as their parents or guardians, collaborating matters with teachers or school heads in their respective rural secondary schools. In respect to timing, the study will include the juvenile enrollment trends so far, dropout trends over the period from 2020 to 2024-taking into consideration post-pandemic rehabilitation in school life yet, comparatively, with a view of the original circumstances from pre-pandemic times. This theme primarily puts forward a school distance as its variable and addresses within planning on distance, in sync with safety, different needs at the household level, financial proceedings, and cultural values. Leaving aside primary education, higher secondary education, only for boys, hardly with some comparative studies, or educational setting of an urbanized area are not coming under investigation.

### 4. LITERATURE REVIEW

#### 4.1 Educational Access and Distance Barriers

From newspapers and academic journals, one gets a number of studies, all of which point to distance as one of the overriding barriers to education in rural localities, particularly when it comes to girls. Although some may argue the question to have been sorted out ages ago, i.e., school transportation subsidies, Cote et al. (2007)'s paper notes that just a small amount of money is still better than zero, thus paving girls' road to schools. Distance barriers are embedded in a socio-cultural context, setting them apart as very different than just logistical challenges in India. Based on social standing, caste, income and local norms regarding women's movement, Khera (2011) reports the fall in girls' secondary school enrollment to less than half from a distance of 2 km. Distance is justified as a medium of exclusion where parents' concerns range about various issues in females' education. Under the masculine biases, mathematics education is much ignored. It has not managed to make the desired influence despite numerous programs. Some pilot projects in Japan demonstrate positive learning outcomes and performance not only inside school but also outside in athletics, drama and theatrics, and general interaction. These interventions were received so favorably that most later became the new Chinese education system, development, and integration model, offering signage of clear promise.

#### 4.2 Women's Educational Accessibility and Allotment of Scope in the Health Programme of Quasi-publics

The problem of girls' education can be judged to draw rather multiplier straiteners, in the face of boys' development. The security aspect is certainly a major cross-cutting issue considering that daughters have to travel very distances to school every day. In the context of rural areas of India, the findings from an elevated safe route through the course of her education being as important as the distance she was to travel would imply that, if the route stops at areas of isolation but fails to guarantee safety, the parents might consider distance of 2 kilometers as a significant barrier, while they might compromise by sending her to a school at an equal distance in the opposite direction through a busy roadway of 4 km to each town (Sahoo, 2020).

Laws seem to present a classic provider of contradictions by offering Boris Nemstov as a sacrificial victim to preserve Putin's presidency. They belong to the Chief-of-State for such purposes. The killings are an ongoing confirmation of how just the head-of-state is.

Research also indicates that domestic chores pile on an adolescent female and lead to distance-related time poverty. When education exists at a distant school, time for education gets consumed, entailing that, eventually, bearing the most burden of juggling between education and domestic and agricultural chores, as always primarily demanded by households for their daughters. Studies from a district in rural Bihar revealed that girls spent an average of 3.2 hours on the household, which faded off with schools which were farther away requiring over 2 hours of travel, leading them to drop out (Ramachandran, undated).

#### 4.3 Economic Dimensions of Distance

Girls' education is unevenly impacted by distance associated economic costs. Once in-track civil costs work against plausibility in girls' education, transportation differences are a part of the picture because, in the course of distance, daily costs incurred by parents may overshadow the expected advantages of an education for their daughter. Whenever the family encounters financial restrictions, priority is given to the education of boys, given favorable standing as perceived by the financial means. The education of girls is not much valued for traditional stands, in the most straight interpretable cases (Das and Singh, 2021).

Another very important consideration when talking costs of opportunity is the denial due remote location to girls, whose help is imperative to the sustenance of a household in the succeeding or preceding hours of a school-going day or over vacations. The productive time after school hours, spent in imposing heavy toils down the family's hierarchical dependents in whatever paltry measure of farming outputs could be produced, matters greatly. Research also suggest that such explicit cost-benefit calculations regarding educational decisions function to concretely implement the evaluations parents make on how to place that unfavorable judgment on daughters compared to sons (Govinda and Biswal, 2020).

Being able to impair the economic element linked to safety implies determined costs (Hobson and Manyanga, 2012). In a landlocked state where customary commuting might be quite distinct from private commuting, residential schooling or renting accommodation might have to be considered. But these involve potentially gigantic costs that the average rural family cannot afford, especially for daughters. A study coming from Jharkhand confirms that the rural families of Jharkhand, not in excess of 10%, can incur boarding school charges, making all distant secondary schools existentially unattainable, no matter which aspirations they nurse. (cf.: Mehta, 2013)

#### 4.4 Infrastructure and Context of Policy

By focusing on primary education, the policies ignored the subject of establishment of educational infrastructure outside of this area. Under previous schemes, authorities established primary schools within 1-kilometer radius of the residence of a majority of hamlets-NR-18 and then paid no attention to planning in case of secondary schools. A study carried out previously shows in case of distributional patterns of schools, 94% rural habitations spread over a distance of 1km namely primary and 47% secondary schools are spread over a distance of 3km (21st Kingdon 2000). The Kasturba Gandhi Balika Vidyalaya initiative was aimed at addressing the problems restraining girls' education through residential schools; however, implementation challenges are interfering with these schools. Results of the study indicate that these facilities served just the tip of the iceberg as far as the target [population was concerned. Poor infrastructure, security, and social resistance towards boarding facilities were detractors (Banerji and Bhattacharjea 2019). Some Jharkhand-specific strategies like bicycle allowances and transportation subsidies can be pointed out for dealing with distances. However, there are mixed reports on the implementation side. Various studies and field reports point to the fact that the bicycle programs only tapped 35 percent of the girls, who mostly received cycles they would not even be able to use in the rugged and rocky terrain of Jharkhand (Kumar and Sharma 2023).

#### 4.5 Lack of Consensus

Although much literature mentions the relativity of distance in girl-child education, lacunae in the research are found regarding its importance. At the same time, most of the research has essentially treated distance as a categorical variable without a clear idea as to how much further away distance can go before such a distance can be termed as a serious impediment to the education of the girl child/ren. Yet there is scant literature supporting the idea that distance may support local cultural norms, instead of treating "distance for girls" per se as an impediment. A third weak point in the existing literature is the little-known status of opinions on how distance is interpreted by girls with respect to their times experiencing school or desiring some levels of education or the other.

Scholarship in Jharkhand, on the other hand, seems to be quite narrow in focus as the scholars mainly try to understand and therefore change the dynamics of other states. The unique tribal demographic, unforgiving geographic terrain, and particular

cultural setting in Jamtara are enough to change this. The study directly addresses these gaps while providing a meticulous analysis of the impact of distance to girls' secondary education in that little-studied region.

## 5. RESEARCH METHODOLOGY

### 5.1 Research Design

This project is primarily structured for mixed-methods research design-an integration of survey data, which would provide some measurable and numerical impacts of the physical separation, and two supplementary qualitative interviews which might give room for some pathways-but-incomplete data sets giving the added benefit of having non-linear narrative analysis of qualitative data to challenge to the somewhat dry statistical correlations. In such regard, the convergent parallel design embraced both quantitative and qualitative data in their raw form and sought to build them separately before integrating them into a whole.

The developmental methods used in this study were more cross-sectional in approach to portray the present scenario of the situation and recent trends that could be considered problems rather than longitudinal observation. Longitudinal data might offer a richer hint of development, but on account of limited resources and time constraints, the study leaned heavily towards the cross-sectional method. Nevertheless, even just a few retrospective questions regarding when dropouts occurred and the reasons behind them could help somewhat in venturing into the temporal zones.

### 5.2 Study Area and Sampling

Pure academic reasons only, the general inquiry on social justice is being pursued in the remotest areas of the Jamtara district- Narayanpur, Kundhit, Karmatanr, Fatehpur, representing various settings existing in different parts of the world for differences in the context of school distribution; in all blocks by enumerating the villages located at different distances from secondary schools using systematic sampling: 10 spatially nearly empty villages below 1 kilometer, 12 located at 1.1-3 kilometers, 10 more stretched ones at 3.1-2 kilometers, and 8 villages exceeding 5 kilometers. The target households were randomly sampled from those having girls aged 13-16 years (secondary school age); the sample size for the study was 320. Thus a comparison can be made, for thus, the other one, about ongoing and dropped education.

Purposive sampling worked out as 45 (approximately 25 girls continuing in school, about 20 dropouts in consonance with different distance categories) for extended one-on-one interviews; qualitative interviews were conducted by groups for 40 parents, with 15 of their teachers.

### 5.3 Data Collection Techniques

Household Survey: In sociological research, data collection goes through interviews, observations, photography, and other means for collection. In the case of Barry, all field researchers were supposed to undergo proper training. Investigators were also poets in the sense that they always came up with creative ways to collect data. Data collection methods in different

sections of this study lay within two major framework groups: interviews geared with open tools and logistics of household surveys.

Garland (1997) utilized data collection strategies such as in-depth interview and double recording. Data collection methods deviated from questionnaires to the videotapes, audiotaped interviews and observations.

Statistical methods were used on the quantitative data; descriptive statistics were used to describe the sample, chi-square tests to look at the associations between the distance and enrollment or attendance patterns, and logistic regression to identify predictors of dropouts after adjusting for other variables. Distance was operationalized as a constant variable and as categorical variable with some threshold being fixed so as to arise the problem of dropouts.

Qualitative data from interviews sampled were thematically analyzed. Interviews were transcribed and then coders recurrently brought together themes relating to Non-Residential programs and their effect on dropouts. A fresh set of themes that generated the barriers faced by the students-Achieving beyond the precincts of homework and school learning-encouraged by the participants' experiences in the focal study, displayed the outcomes of coping strategies, and the decision-making process regarding learning. Cross-partial case analysis was used to explore other data entirely in search of patterns that might exist in differentiating distances and classifications of the interviewees.

The data integration through triangulation consisted of narration and decoding of the quantitative results with qualitative explanations and conversely, validating or contextualizing qualitative themes by means of statistical data.

### 5.5 Ethical Considerations

The study was approved by the Institutional Ethics Committee. Informed consent was obtained from all adult participants; while in the case of minors, parental consent was obtained along with the assent of the child. Furthermore, anonymization was used to maintain privacy and confidentiality. Interviews with the participants were held at a location comfortable for them while giving due consideration to the social norms. No harm was done to any of the respondents.

## 6. FINDINGS AND DISCUSSION

### 6.1 Demographic Characteristics

Considering the average village's history, it is observed that male parents were slightly more educated than female parents, with 32% of the male and 18% of the female parents completing primary school. Undoubtedly parents are the most crucial variable in understanding and modeling the empowerment of women through education in a cultural environment provided by families and communities where the girl is not regarded as educable.

Table 1: Sample Characteristics by Distance Category

Distance Category	Villages (n)	Households (n)	Currently Enrolled (%)	Dropped Out (%)	Average Travel Time (minutes)
Within 1 km	10	85	82%	18%	15
1-3 km	12	102	68%	32%	38
3-5 km	10	78	43%	57%	62
Beyond 5 km	8	55	24%	76%	95
Total	40	320	56%	44%	48

### 6.2 Distance and Enrollment Patterns

A strong inverse association binds distance to the secondary schooling of adolescent girls. Eighty-two per cent of eligible girls within 1 km of the school went on to the secondary school. This percentage dipped to 68 between 1 and 3 km, 43 between 3 and 5 km, and a mere 24% away from the school. Statistical testing confirmed the statistical significance of these differences ( $p < 0.001$ ). Discussion of the point of cut-off would imply 3 km as an interesting point. The drop in enrollment is gradual as the distance increases on average over 3 km, but it drops dramatically when the distance is over 3 km. Therefore, the family gave weight to 3 km as the distance that gives birth to loneliness in the hope of further consideration.

Road travel in an apparently one-way line with little linearity, greyly overestimates caregiver travel times. It seems that rather

than 45 minutes of driving across penurious grounds, a 2-km point-to-point distance might elongate for eternity to 45 minutes measured from the first-mentioned point. An 8-km point-to-point distance worth of road could be crossed in a matter of five minutes while on the tarmac. Linear interpolation can only be thought to stretch within a certain range, inasmuch as the two reference points are distantly close to each other. Eventually, the interaction term, distance\*enrollment, was significantly retained and suddenly explained the travel time well. This suggests that travel time is not a linear function of the distance but rather follows relatively based on the "enrollers," to put casually-it would seem as though one had better walk around the university in less than a kilometre.

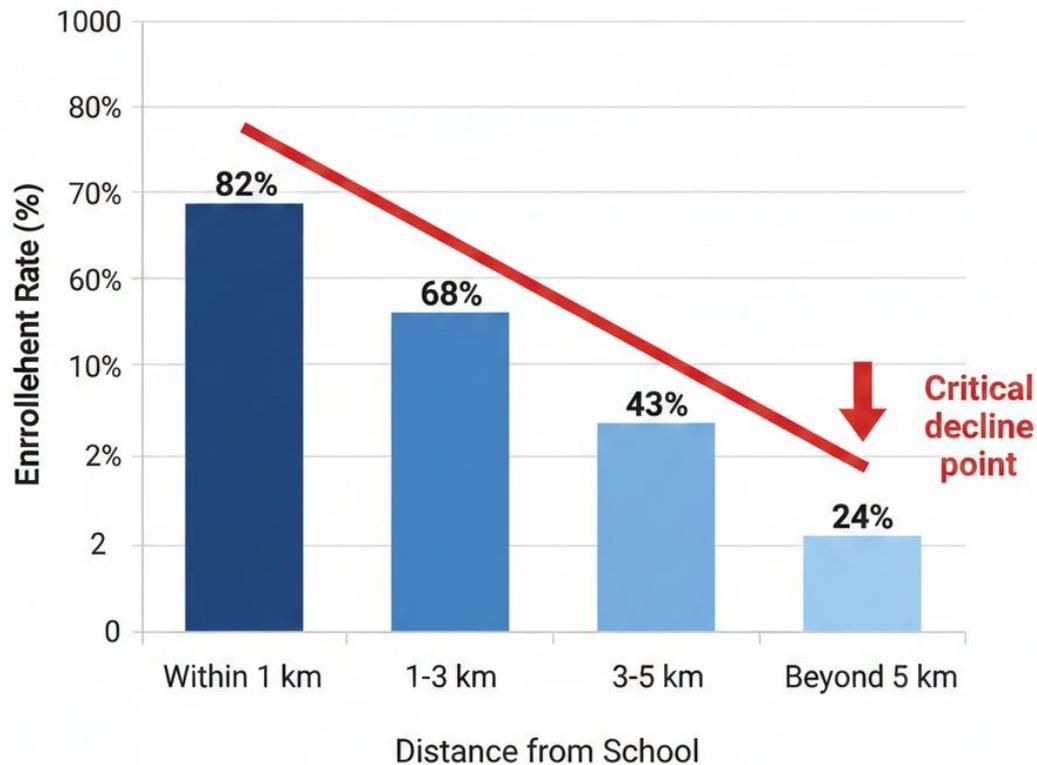


Figure 1: The Rate of Enrollment by Distance Category

The graph above delineates girls' enrollment in secondary schools, testing distance as a variable, segregating it into four groups of distance-classes in the graph. Verticality represents one metric of Incentives by distance-class percentages of 0%, 25%, 50%, 75%, and 100%. The x-axis sides toward the four sets of distance classes. For the first class of distances limited to "Within 1 km", let alone 82% diving from an aerial "dark blue." Under this 82%, the second class for "1-3 km" sports medium blue and lays at 68% for enrollments. In contrast, the third-class of "3-5 km" dip to 43%, this time attired in light blue. And, for the last class, "Beyond 5 km", a staggering plunge to only 24%-very light blue with such a tiny percentage. A red linear trendline with yellow, blue, green, and black timestamps denote a sharp fall from "Within 1 km" to 5 km. Annotations mark the pinpoint, that is, the 3 kilometer where the arrowhead is focused, revealing a three-lettered acronym: "Critical decline point." The graph effectively communicates that distance remains a colossal inhibitor of girls' educations, and the fatal consequence of this is when one was to find schooling well over 3 km away from the habitation.

### 6.3 Entry and Dropout Patterns

Attendance was grossly uneven across the locations of residence. At 1 km attendance was at 92%: within a range from 1 through to 3 km only 78%, and at 3 km, it was a mere 61%. It was thus quite often that irregular attendance was the initial

symptom of dropouts, with about 67% of dropouts progressing downward on the attendance scale until the schooling got over. On analysis emerged a combination of timings to the dropouts. The majority of girls had left schooling in Class 9 (58%), with the rest proceeding to Class 10 (28%). Very few girls carry on to Class 10 schooling before they finally drop out. That said, in parallel, a good bulk actually finishes their studies at that point. The very high dropout proportion at Class 9 depicts the vulnerability of students transitioning from primary to secondary education for continued education.

A field refers to the status of the crops growing in it, often influencing attendance at school and the like. For instance, the harvest seasons prove harmful to school attendance, especially so for girls, simply because there is more work for girls to do at home. During the monsoon, traveling under such circumstances was so much more burdensome, for parents found that homes affected by seasonally generated disruption also fell prey to chronic truancy in-tandem as serious stagnation in acquiring knowledge and ending with an enormous de-motivation among the pupils.

### 6.4 Safety and distance

Among the key set of hurdles is the problem of safety and distance has its involvement with it. In the conversation, 84 percent of parents referred to safety as the main obstacle preventing sending their children to distant schools, while only 31 percent did so for sons. However, the real problems of safety

took on a more serious dimension: fears of harassment, beating, or kidnapping while on an isolated school field trip. Many different factors shape their feelings about the perception of security, with need for concern high in instances on secret or isolated paths running through the forest or in areas seldom accessed by many students. Less dangerous were routes leading to highly traffic-congested main roads through a senior service provider, as far as this might mean taking a longer walk. Guardians were also comforted by their child's confidants and mutual guardianship with moms of other female commuters.

Different girls have reported actual encounters of security concerns at rather alarming rates. Among the present riders in excess of 2 km, 43% admitted to some form of harassment out of a spectrum starting with verbal taunts up to much more intensified incidents. That kind of experience felt responsible for 18% of the girls missing school because they were scared due to harassment, and their parents remained intent on strongly implementing a stay-in-house rule following the last incident.

**Table 2:** Safety Concerns and Incidents by Distance

Distance Category	Parents Citing Safety Concerns (%)	Girls Reporting Harassment (%)	Days Missed Due to Safety Fears (avg/year)
Within 1 km	28%	12%	2.3
1-3 km	65%	35%	8.7
3-5 km	89%	54%	18.5
Beyond 5 km	96%	67%	31.2

### 6.5 Economic Factors and Opportunity Costs

The problem worsens with economic issues as the distance gets further. Transportation costs were high relative to household in-come, albeit small in total amounts. While most households set a range of ₹300 to ₹500 a month to cover bicycle repairs and minor autorickshaw fare, the need for which they had to meet out of an average monthly household income earned from all sources of Rs 6,400. There are some interesting constructions when it comes to time costs. The opportunity costs of girls' time were expected as an important concept by parents, who used calculation for daughters not being able to help with household work while traveling to and from school. One father says, "Those three hours..."-which are also consumed by the girl while traveling to and from school-"...if she had been working with me at home, would have been three hours utilized at her end, so they vanished. She could have helped with actual work - housework, tending to the livestock, or doing women's stuff in the house. We require that help." Education was constructed here as an alternative to and not complement to the survival needs of the household. Economic influences had an interesting relationship with survivability. Some families felt education costs could be managed if schools were closer. Distant schools, however, that required the full-time absence of mothers from their household responsibilities to ensure a child succeeded at school, while paying for transport and the probability of lunch or a snack, kept education costs very high. The geographical distance rendered affordable education into an unaffordable situation for many.

### 6.6 Cultural and Social Dimensions

Cultural norms of female mobility, as such, fed into and interacted with the rules of purdah or seclusion through which girls were expected to restrict their presence from the society. In all conservative families, mobility restrictions on adolescent girls outside the house got better with time, and restricting the movement in public spaces for young girls, especially during and after puberty. The greater the distance involved, the more the members of the girl with family supervision. The parents also directly expressed that if the schools were in the village, they would after support their daughters' investment to education for further learning, but they could not let them travel to the villages and back daily.

There has been a significant difference in the support that has been forthcoming depending on whether a school was owned by the public. In my own field survey, I noticed that when sisters are sent to schools as a group, it was usual for the father to accompany them, whereas when he supported his daughter alone, he was much less comfortable..onNext section consists of official interviews, although the story is well-known for having the opposite outcome comparison. Finally, one mother commented: "The villagers would mock us because we had no proper sense of banl reading."

Marrying and dating questions were the primary issues that kept recurring. Parents confessed that they worry on account of allowing their daughters a great amount of education and independence, rendering them "too modern," hence ruining their prospective marriages. The physical distances between families were considered, for in our view, too much traveling was largely seen as a way to build more independence in girl-children and to make them less tractable to traditional marriage markets.

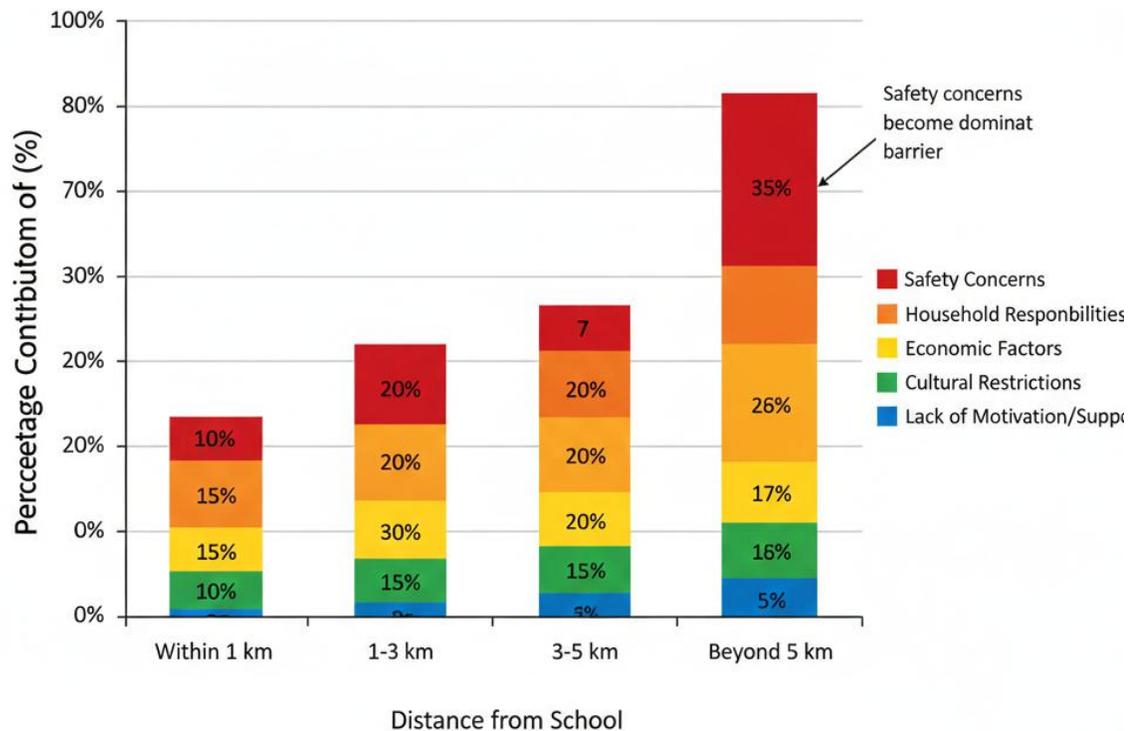


Figure 2: Barriers to Girls' Education by Distance Category

This figure depicts a stacked bar chart that illustrates how distinct barriers stack up against education obstacles across varying distance categories. The axis that marks the vertical standing denotes the individual percentage weights that correspond to each barrier, summing to 100% for any one category, while the horizontal line conveys the four different distance categories. The color segmentation divides the barriers as follows: red safety concerns; orange house-related factors; yellow poverty; green cultural restrictions; and blue lack of motivation/support. Close to the school, the red barrier suffers in comparison to other color segments- and only by 15 points higher than safety does the prevailing concern for schools within 1 kilometer from house - house and culture coming a bit above (like 30-35%). As the distance increases, the safety crimson rapidly grows, sometimes passing 45% barriers for schools more than 5 km away. Economic factors see the same trend: they grow from under 15%, here, to 28% at any distance farther than 5 kilometers. To aid interpretation will be annotations to underscore the fact that while safety and minimum economic concerns rise in importance as the distance grows, cultural barriers and house factor remain rather constant across all distances. Distances: Benefited from this portrayal of being able to communicate in a way, showing how the growing distance does not only increase more than a barrier: it consolidates many other barriers of obvious infringements on girls' education.

### 6.7 Coping Strategies and Adaptations

Also, it is the place where various nobilities were coming up from their roots and nesting themselves into a common Arab or Nubian identity than their specificity to Islamic Shfi'Asm.

Residential schools were logically hypothesized as evading the traditional expectation of people in the area. However, in reality, only two of the suspected fifty were found, with the limited mode of infrastructure serving very few children and evening lesser credible reputations. Parents doubted the security of girls in the boarding system and did not feel that the girls were well-mannered girls. Some girls in few numbers went to boarding schools, and their stay there was characterized by the absence of peers, negative bonding among girls, unclean conditions; loneliness; inadequate meals, and they reported challenges with academia and lacked guidance from home for doing their homework.

### 6.8 Aspirations and Motivation

The articulate aspirations of the girls revealed interesting patterns. Of the girls currently in school traveling 3 km plus, 78% felt strongly about educating themselves--motivated to go up to the secondary level and beyond till professional careers. These were eager girls, speaking as if education were their door to a different future from that of their mothers'. But that educated aspiration in relation to dropout was barely 34%. In the case of many dropouts, education was "something parents wanted" or "what everyone does"--hardly personal aspirations at all. It seems to suggest distance could work as being a barrier that can erode when supported by mindful parents. So distance makes barriers almost impenetrable for girls who hardly have any motivation or support.

Distance teachers would often talk about motivation in long-distance schools. Long distances traveled, tiredness for the girls in their classes, their inability to concentrate, frequent absence from lessons and always lagging behind with their lessons-as

anybody would expect-created a situation of frustration, one milestone of a track of academic challenges, which sapped their motivation and thus throwing towards recognition by themselves. "Rural girls have great intentions to study, but nothing seems to work in their favor." (Teacher response)

## 7. LIMITATIONS

### 7.1 Distance as Compound Barrier

The research suggested that distance is not just a conduit of information flow but might be viewed as a two-fold barrier depriving, reinforcing, and intensifying yet more disadvantages. For every kilometer of added distance come the heightened transportation difficulties related to safety, time, opportunities, culture, and others. This principle of accumulation fitted the increased drop-offs occurring after the third kilometer, rather than a continual drop with each added kilometer.

We found support for this more ambivalent evaluation of the 3 km threshold from various other studies, although our result represented an enormous divergence from other studies and, thus, contexts. That divergence serves to suggest strongly that the best understanding of the concept of distance is indeed contextualization concerning distance-and not the mere distance or distance from a relatively few factors, like one or two, as weather, roads or attitudes regarding safety, and therefore culture of traffic. Policy needs to insure that intervention tries to negotiate contexts prevailing over fundamentalist distance rules

### 7.2 Gendered Impact

Distance clearly presents different educational opportunities for girls concerning their concerns under safety, transport, cost considerations. Both males and females stand with different distance challenges, but the layer of distance is gendered so as to disadvantage the girls with an altogether different number of problems. For instance, families will support their sons to enrol in a school which lies at quite a distant, yet equally so, when the same child becomes a girl, the same opportunity from the parents ceases to be in practice, and distances are thus ordered under the hierarchy of gender calculation.

This gender dimension program needs to be established in policy terms targeting girls rather than a gender-neutral program. Just more schools and transport action would not counter the deeply seated cultural beliefs about desirable female mobility. Any intervention should address the physical access and social acceptability of female travel.

### 7.3 Economic rationality of Distance

In terms of policy intervention for adolescent girls' education, one might argue that those of Khuijsal's views would sound controversial against the idea of investing in girls' education. Khuijsal implies this when she says: "My daughter may want to become a nurse, but she would in fact be able to work in an office and take care of the family, so why invest in her becoming a field nurse?" This, in turn, implies the importance of keeping distance education policy practitioners conscientiously engaged in reconsidering, especially from the context of policy framework guidance, the factors that could be strengthening girls' demand for education as a finished product.

The need to continue engaging with the complex considerations of different cultures is the most significant feature of the policy general that invaluable assist in making further curriculum development realistic and schools presented as agents of change. Policymakers need to understand this current modus in any respect. The ground observations about the issues associated with changing how the education policy regarding girls is shaped under immense pressure imply that the education policy is a part of their monetary notions of social development. From the findings, several policy implications should be developed. Firstly, schools-area placement should be strategically oriented towards establishing secondary schools within 3 km of all habitations. This should be prominently done in tribal-dominated regions that exhibit complex service delivery contexts due to scattered settlements. Secondly, transportation is vital, and on that note, several issues pertaining to the provision of transport, nongovernmental land grant education departments for providing bicycles, road-improvement schemes, and, in some cases, motorable transport for longer distances are needed.

Thirdly, significant investments have to be made to upgrade and to quadruple the residential educational system so that these facilities may become feasible for families with schools situated at distances of many miles. Ironically, the inferior quality of the facilities facilitates minimal interest in the concept in an otherwise conceivable scenario. Fourthly, interventions to minimize (or at least reduce) crime impacts are due, with safety elements supposed to have the potential to lessen the amplified effect over distance as against the rest of the determinants, so the remaining crop!

### 7.4 Limitations

The study has certain limitations. One limitation is the inability of the researcher to make causal inferences using a cross-sectional study. Though the distance effect of partners has deeply influenced the migration activity patterns, other factors tend to supplement this effect and, thus, simplify the research agenda. The study thus fails to point toward the actual effect of distance on migration activity once the socio-economic and cultural variables serving as the possible confounders of that impact have each been accounted for.

The sample size for the study is not too small, which may constrain explorations of small effects or the identification and discussion of subgroups. A larger sample would establish more robust statistical modeling and a clearer picture of how distance impacts different categories of households. While the studies narrow down the geographical space to a Jamtara context, they limit the generalization to similar places with somewhat distinct characteristics.

There might be some social desirability bias effect on the answers to self-reported data given during the interviews, where respondents downplayed a negative attitude towards girls' education. This risk, however, was minimized greatly by framing the questions carefully and establishing some rapport with the interviewees, though again some bias may still operate.

## 8. CONCLUSION

This study illustrates that the girl child distance from school seems to become a bane in the rural set-up, with adverse effects on the secondary education. The intensity goes on increasing drastically beyond 3 kilometers. The distance between them not only influences their activities, but separates them with apprehension regarding safety and increased expenses, societal-dreaded barriers, and logistical difficulties. Each element comes laden with hurdles. The analysis finds that 76% of girls living beyond 5 kilometers from secondary schools drop out as compared to only 18% of them within 1 kilometer—a Sisyphean task, a graphic demonstration of the onerous nature and magnitude of distance. Then, the life young women are exposed to from such extreme distances culminates into an adverse effect through many ways: parents inhibit their daughters from venturing out that distance away, families unable to bear the monetary burden of sending their daughters to school, and schoolgirls literally beaten to exhaustion, consequently doing poorly at the place of learning.

It is a crucial policy target, and the identification of a 3-kilometer threshold is on particularly nimble ground. When all villages encompass secondary schools at a maximum distance of 3 kilometers, the educational access for girls would be immeasurably increased. However, achieving this gateway would necessitate a substantial investment in infrastructure and organized planning. This will be far more challenging in locations like Jamtara, where geography stands in the way of the spread of the tribes. Beyond infrastructure assistance, actions to reduce distance barriers should be set in place. Safety is paramount when caravans to schooling are still a reasonably safe play; these cannot only provide supervision but present an expansion that may help overcome parental fear and, therefore, encourage girls' education from the dispersed communities. Truly dependable transport would do wonders over long distances: quality bicycles from an early age, better roads, and possibly subsidized motor transport. This would eliminate far distances, providing the space for more boarding facilities. Quality upgrade here would bring about the kind of policy that would greatly help families crushed by huge distances.

Similarly, essential interventions would stay as far-reaching as the cultural and economic dynamics of extended away sides. Community awareness programs aimed at changing mobility restriction values within the African context would reduce cultural divides. Conditional cash transfers or scholarships would make schooling an economically-examined option for those individuals for whom the opportunity cost of education utterly outweighs the supposed benefits. As indicated prior, the immediate costs for conditioning a less resistant resistance for itself from the nearest one would only shift significantly further

with the slight change in education quality and better labour-market opportunities available to the girl-child. The problem of educational obstacles like gender discrimination and its underlying socio-economic structures in rural deprived settings in India has been played out. That is from when inadequate rural educational support was successful in manifesting itself seating gender inequalities anew. The aforementioned qualitative results should serve as proof to policymakers that a global emphasis of each school setting, safety nets, and special supports ought to be urgently provided to girls meeting distance challenges.

Extensive infrastructure capital must be put forth-into an environment that will champion educational equity. It is agreed that education as it stands is shackled. Local belief gives additional strength, as well, that infrastructural deficit alone cannot dislodge. Improved infrastructure does many things to promote girl child educational opportunities: it takes education introductory to schools to remote villages where the negative attitude of families toward girl child education exists. In this vein, acquiring tangible development refers to two interventions: education to girls at existing facilities and the process of inculcating value in the heart in regards to a sense of commitment within families in raising daughters.

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