



Cite us here: Hira Siddique, Dr. Muhammad Rizwan Safdar, & Dr. Sajida Parveen. (2024). Socio-Cultural and Economic Obstacles During Higher Education: A Quantitative Study on Female University Students in Lahore, Pakistan. *Shnakhat*, 3(2). Retrieved from <https://shnakhat.com/index.php/shnakhat/article/view/309>

" Socio-cultural and Economic Obstacles during Higher Education: A Quantitative Study on Female University Students in Lahore, Pakistan "

Hira Siddique

Dr. Muhammad Rizwan Safdar\*

Dr. Sajida Parveen

Lecturer, Department of Sociology, Government Fatima Jinnah College, Chuna Mandi, Lahore, Pakistan at [hiraazhar8700@gmail.com](mailto:hiraazhar8700@gmail.com)

Assistant Professor, Institute of Social and Cultural Studies University of the Punjab, Lahore, Pakistan/Correspondence author-[drrizwansafdar.iscs@pu.edu.pk](mailto:drrizwansafdar.iscs@pu.edu.pk)

Lecturer/In-charge, Department of Sociology, Government College Women University Faisalabad at [Sajidaparveen@gcwuf.edu.pk](mailto:Sajidaparveen@gcwuf.edu.pk)

### Abstract

Educating females brings socio-economic prosperity to a nation. Investing in higher education contributes to the comprehension of social standards of people in society; allowing freedom to individuals and preventing prejudice based on sex, religion, and class. It also has a positive impact on human beings' personal, social, economic, and cultural elements. However, the sociocultural environment in Pakistan has made women face gender discrimination. Despite the higher rate of women at primary and intermediate levels, there is a growing gender disparity in literacy when it comes to higher education. Approximately 70 percent of those lacking basic education are girls. Therefore, the present study aimed at finding out the educational impediments or barriers faced by females during higher education at university level. It was also intended to find out the correlation between educational obstacles and demographic variables of the respondents. The present study used a quantitative approach and selected one public and one private university of Lahore and collected data from 149 women by using a questionnaire as a tool for data collection. The data was analyzed through SPSS software version 21 to create a descriptive image of the barriers women are facing at the university level. The results of the present study yielded that female students were barred from completing higher education due to sociocultural factors, early marriage trends, poor transport facilities, patriarchy, harassment, accommodation problems, and financial issues. This study was done to address the issues that females encounter at the university level. The results also demonstrated that rural and urban area females were both deprived of basic facilities like transportation, and accommodation for a better higher education.

Key Words: Higher Education; Females; Patriarchy; Socio-Cultural; Punjab

## Introduction

Education is globally recognized for the benefit and development of individuals. Educating men and women generates equivalent gains and enhances future possibilities for boys and girls. Educating females, however, brings many socio-economic benefits for society as a whole including enhanced economic output, better income for families, delayed marriage, lower fertility, and better health and child survival rates (USAID, 2008). The aim of higher education in a country is to have a positive impact on society, as well as on human beings' personal, social, economic, and cultural elements. It also empowers the women by strengthening their ideas (Yasmeen, 2005, p11). Higher education is a precondition for an open, merit-based civil society. It contributes to the comprehension of social standards; allows freedom to individuals and prevents prejudice based on sex, religion, and class; (Kramarae, 2000). It encourages skilled women to be leaders in society and allows young girls to become role models. It also assists women in the decision-making process by influencing social, economic, and cultural development policy concerns or their engagement in family and community life (Shaukat & Siddiquah, 2013).

In the present scenario, the socio-cultural climate in Pakistan has made women face gender discrimination. There is significant variance in women's status across classes, regions, and rural/urban divisions because of their uneven socioeconomic growth and the influence of men's tribal, feudal, and religious subordination, as determined by patriarchal forces across classes, regions, and rural/urban divisions. In general, the country is dominated by men and they usually take a negative stance against women (Sen, 2001). In Pakistani higher education, gender imbalance is caused by continuous prejudice that prevails through the early school system. Girls are behind boys in education and access to available schooling (Tembon & Fort, 2008). Male family members are urged to have a strong education quality to compete for outside resources. On the other hand, women are trained in housekeeping and they are trained for how to be good mothers and wives (Khan, 2007; Maqsood et al., 2012). In Pakistan, despite the higher rate of women in primary schools- 4.6% of men and 8.0% of women, in intermediate education- 1.2% of men and 6.8% of women, as well as secondary education- 7.4% of males and 8.3% of females, there is a growing gender disparity in literacy when it comes to higher education. Approximately 70 percent of those lacking basic education are girls. (Maqsood et al., 2012).

Although women's empowerment is not sufficiently fostered in Pakistan's male-dominated society, they have a significant part in Pakistan's national development despite restricted chances and all forms of prejudice. They have to suffer a lot in the conventional and informal employment markets and are financially weak and disadvantaged. In the field of education, the employment ratio of women in Pakistan is considerable in comparison to the others and continues to increase, but the employment relationship between women and their empowerment is considered bad according to their population in the education sector (UNESCO, 2009). Women's representation remains far from satisfactory in employment and registration at higher education institutions. The universities in Pakistan have a female registration percentage of 2.5%. Women's access to higher education is still a huge challenge in rural areas due to a negligible number of college and universities in these areas. Their position is more serious. Therefore, the present study aims to dig into this issue and find out the main barriers that women face in achieving higher education. The present study aimed at finding out the educational impediments or barriers faced by females during higher education at university level. It was also

intended to find out the correlation between educational obstacles and demographic variables of the respondents.

### Literature Review

The importance of education to the socio-economic stability of any state cannot be denied. As much as higher education is important to a country in the 21<sup>st</sup> century, Pakistan has not paid deserving attention to the subject. According to the World Bank (2000), attaining education is necessary for developing countries if they want to succeed in the modern era otherwise they are most likely to fall into the pit of socioeconomic problems and challenges. In Pakistan, men and women have different literacy rates and it has increased over time. The overall literacy rate was 45% in 2000 in which 64% were males and 40% were females; this increased to 52.5% in 2005 in which 71% were males and 44% were females (Government of Pakistan, 2005). With the inception of Pakistan in 1947 the emerging state did not focus much on the education sector; particularly the policy-making officials did not consider the importance needed to be given to develop effective reforms in the education system. (Mehmood et al., 2018). The educational structure in Pakistan fits in a complicated frame. There are a lot of schooling levels that are identical to the Western structures of schooling like kindergarten for children of age three to five years. Then there are primary, secondary, and higher education levels including degrees of different lengths (Saeed, 2007). There are public and private sectors with different syllabi and approaches. *Deeni Madaris* provides education regarding religious perspectives in contrast to other educational institutes (Government of Pakistan, 2005c).

Educational institutes play a significant role in teaching children their gender roles the moment students step into their learning aura (Lips, 1992, p. 202). Society contributes to maintaining gender roles by affirmation and acceptance toward certain behaviors and through positive or negative sanctions that cause gender roles to be internalized and replicated (Stromquist & Fischman, 2009, p.114). A study reported that the dominating and superior subjects such as business, agriculture, politics, and engineering were appreciated to be studied by males; and females studied nursing, teaching, arts, and designing subjects that were considered polite and not suitable for males (Licuanana, 2004). Female education is linked with social status in our society. In rural areas particularly, the patriarchal system holds strongly and parents have limited resources with a combination of poverty so females get fewer opportunities specifically in getting an education. Whereas, in urban areas females belonging to the upper class have greater access to education and more opportunities (Jayaweera, 1997; Khan, 2007).

The constraints to getting higher education begin from the lower level of education when a girl's education is stopped at the primary or secondary level. Research conducted in the city *Jhang* of Punjab province reported that people there focus more on their son's basic education and don't consider the same important for their girls. With the approaching financial issues, girls constitute the highest dropout rate in rural areas. (Hashmi et al., 2021). Even when girls get a chance to get higher education, the distance barrier confronts them- most higher education institutes are located in distant places and most parents do not allow their daughters to travel alone or stay in hotels for education (Shaukat & Pell, 2016). Another reason is the parents' concern about their daughter's safety and the environment that threatens them with sexual harassment cases, ultimately leading to the parents' forceful decision to quit their daughter's higher education. The common approach of outdated families about the harms of coeducation also contributes to the

issue (Mehmood et al., 2018). Some other reasons are the lack of awareness and the high cost of education; gender-based discrimination that females face from society on an overall basis; and lack of access to higher education due to political, cultural, or social reasons (Luqman et al., 2017; Hussain et al., 2020).

Another important fact was that there was relatively less resistance to higher education in science majors than in arts majors. It is because science subjects were considered more decent, technologically efficient, and relatively more promising for a better career in the future. Also, the transport issue was another problem that women faced according to previous literature (Shaukat & Pell, 2015). The conservative attitude of family and preference for boy's education was also one of the main barriers to female higher education (Ullah et al., 2019).

In Pakistan, there are only 27% of women who get an education in higher institutes. Most females choose teaching and health as a career option but there are a few ratios where females are in managerial positions because they don't get a chance to complete their necessary education and that is a reason why females are lacking in management positions. The socio-cultural factors are major obstacles for females' higher education and further for their career positions in management or other fields where females want to achieve their goals. (Batool et al., 2013). Through this literature review, it is evident that the educational pattern and literacy rate in Pakistan has evolved through history. Although women have progressed over time and have made their position more obvious in the educational sector, it is a grim reality that women are still discriminated against over the matter of gender and patriarchy at educational institutes. The loss of female voice in classrooms due to gendered stereotypical behaviors, transport issues, gender disparities, financial problems, and traditional thinking patterns about co-education are some barriers to female higher education.

### **Research Hypothesis**

The present research had the three following hypotheses:

- Students who belong to the rural areas have to face more transport issues than those who belong to urban areas
- Female students belonging to rural areas have to struggle more with adjustment problems than students belonging to urban areas
- Those students who belong to lower-income families face more financial issues in their education

### **Methods and Materials**

#### **Study Design**

Research design is a strategic framework that serves as a bridge between the research questions and the implementation of research. It is a plan that guides the procedures and strategies to apply in data collection and data analysis, which combine the relevance of research purposes to the economy in the procedure (Sellitz et al., 1965). Research design can be qualitative as well as quantitative in nature. In the present study, researchers used a quantitative method of research, in which the focus was on quantifying data and finding out what percentage level of females in higher education are facing barriers in attaining their education.

#### **Study Population**

It is the subset of the target population from which the sample is selected. The study population is the operational definition of the target population (Henry, 1990). While studying the population; the size, composition, and distribution are considered (Bickman & Rog, 1998). The

population of the present study was the students of two randomly selected universities (one public and one private) from Lahore- the University of Punjab and the University of Management and Technology with almost more than 60 thousand students in total.

### **Study Sample and Data Collection**

The sampling procedure aims to shortlist a representative subset of the population from the larger population. The size of the sample should be adequate. For the present study, a sample of 149 women was selected from two universities using a *Multistage sampling* technique. The present research used “a questionnaire” as a tool for data collection. Data collection tools refer to the devices/instruments used to collect data, such as a paper questionnaire or computer-assisted interviewing system. Case Studies, Checklists, Interviews, Observation sometimes, and Surveys or Questionnaires are all tools used to collect data (Blog, 2019). For the present study, the questionnaire was structured and it was convenient to collect data from a large number of participants through this tool.

### **Data Analysis**

Data Analysis is the process of systematically applying statistical and/or logical techniques to describe and illustrate, condense and recap, and evaluate data. The analytic procedures provide a way of drawing inductive inferences from data and distinguishing the signal (the phenomenon of interest) from the noise (statistical fluctuations) present in the data (Shamoo and Resnik, 2003). In the present research, the data was analyzed through SPSS software version 21 to create a descriptive image of the barriers women are facing at the university level. The statistical procedures were performed through built-in mathematical operations available in the SPSS.

### **Findings**

#### **Demographics of the Respondents**

The demographic profile of respondents is important to understand and interpret the data in a better way because it describes the characteristics of the study population. The present study collected data from public and private universities of Lahore. The following section represents an overall view of the data collected from these universities. The variable of age was divided into three age categories. The data showed that the majority (67.8%) of the female students belonged to the age category of 17-22, whereas 42% were residing in the group 23-27 years, and only 4% were aged above 28 years. The variable of area of residence was divided into two categories rural and urban. The data showed that the majority of the respondents (81.2%) belong to urban areas and only 18% are from rural areas. The variable of the educational level was divided into three response categories undergraduate, graduate, and post-graduate degree programs. The data suggests that the majority of respondents (51%) were enrolled in undergraduate degree programs, 33.6% in graduate programs, and 15.4% were enrolled in post-graduate degree programs. The variable of income was divided into three response categories. The data showed that the majority (43.6%) of the respondents fall in the category of those having a family income of 20,000-50,000; 26.2% have a family income of 50,000-80,000 and 30.2% have a family income of 80,000 or above than this. The variable of the mode of transport was divided into two response categories i-e public transport and private transport. The data showed that 51% of people use public modes of transport and the remaining 49% use private modes of transportation.

*Table 1: Demographic profile of respondents*

Sr. No.	Demographic Variables	Sub-categories	Total number (n)	Frequencies (f)
N=149				
1	Age of respondents	18-22 yrs.	101	67.8
		23-28 yrs.	42	28.2
		28 and above	06	4.0
2	Area of residence	Rural	28	18.8
		Urban	121	81.2
3	Level of education	Under-graduate	76	51.0
		Graduate	50	33.6
		Post-graduate	23	15.4
4	Mode of transport	Public	76	51.0
		Private	73	49.0
5	Monthly family income	20,000-50,000	65	43.6
		51,000-80,000	39	26.2
		81,000-above	45	30.2

#### Barriers faced by female students:

The results of the present study yielded that female students are barred from achieving higher education due to sociocultural factors, early marriage trends, poor transport facilities, patriarchy, harassment, accommodation problems, and financial issues. Table 2 represents the barriers faced by female students in achieving higher education with frequencies and percentages.

Table 2: Barriers faced by female students in achieving higher education

Items	Strongly agree		Agree		Neutral		Disagree		Strongly Disagree	
	F	%	f	%	f	%	F	%	F	%
<b>Socio-cultural issues faced by women</b>										
It is preferable for girls in my society to take admission in higher education	76	51.0	52	34.9	12	8.1	9	6.0	0	0
Co-education restricts female higher education due to fear of parents regarding co-education	40	26.8	62	41.6	31	20.8	8	5.4	8	5.4
Females are usually denied higher education because their parents assume they may lose character	36	24.2	55	36.9	28	18.8	12	8.1	18	12.1
Parents are hesitant to educate females because they think their daughters are less likely to make use of their education in future	37	24.8	44	29.5	34	22.8	19	12.8	15	10.1

---

<b>Early Marriages</b>										
Many females cannot attain higher education due to early marriages	57	38.3	65	43.6	21	14.1	5	3.4	1	0.7
Early marriage patterns are affecting the academic performance of female students	52	34.9	61	40.9	25	16.8	9	6.0	2	1.3
<b>Poor Transportation</b>										
Females do not get higher education due to unavailability of proper transportation	38	25.5	52	36.2	42	28.2	14	9.4	1	0.7
It is safe for me to travel in public transport	11	7.4	37	24.8	50	33.6	30	20.1	21	14.1
Female students are harassed at public transport stations	48	32.2	66	44.3	26	17.4	6	4.0	3	2.0
I am afraid to travel alone in public transport	46	30.9	49	32.9	30	20.1	18	12.1	6	4.0
<b>Male Dominance</b>										
The males of my family fully supported my enrollment in the university	84	56.4	43	28.9	15	10.1	4	2.7	3	2.0
Patriarchy (male dominance) is a big hurdle in the way of achieving higher education for women	36	24.2	58	38.9	39	26.2	10	6.7	6	4.0
Son preference in education leads towards the low participation of females in higher education	27	18.1	64	43.0	34	22.8	13	8.7	11	7.4
<b>Harassment</b>										
Female students are harassed by the teaching staff of the university	25	16.8	49	32.9	48	32.2	19	12.8	8	5.4
I am bullied by my fellow members	12	8.1	32	21.5	41	27.5	40	26.8	24	16.1
<b>Accommodation Problems</b>										
Female students are provided with proper residence by the university	37	24.8	61	40.9	37	24.8	10	6.7	4	2.7

---

I had to face accommodation problems after I got admission in this university	20	13.4	41	27.5	38	25.5	29	19.5	21	14.1
The environment of my hostel is satisfying	28	18.8	46	30.9	64	43.0	10	6.7	1	0.7
The expenses of my hostel are satisfactory	26	17.4	49	32.9	61	40.9	11	7.4	2	1.3
There are proper security arrangements in my hostel	30	20.1	52	34.9	55	36.9	9	6.0	3	2.0
<b>Financial Issues</b>										
I often face difficulty in paying my dues on time due to my financial issues	24	16.1	48	32.2	31	20.8	24	16.1	22	14.8
I have to work part time to meet my academic expenses	18	12.1	37	24.8	36	24.2	36	24.2	22	14.8
I am afraid that my increasing academic expenses will lead me to quitting my education	21	14.1	41	27.5	34	22.8	31	20.8	22	14.8
My university provides female students with financial support when needed	19	12.8	46	30.9	40	26.8	26	17.4	18	12.1

#### Hypothesis Testing:

*Table 3: Correlation between area of residence and transportation issues faced by students*

Students who belong to the rural areas have to face more transport issues than those who belong to urban areas	Transportation
Area of Residence	Pearson correlation
	-0.016
	Sig (2-tailed)
	0.845
	N
	149

For the first hypothesis, the Pearson correlation test was performed to test the relation between transport issues students face with the area of residence. The correlation coefficient value for Pearson's r test turned out to be -0.16 which shows a weak negative relationship that means there is almost no relationship between either female students belong to the rural area or urban to the transport issues they face. Whereas, the significance is tested through sig. (2-tailed). The standard



value of alpha is 0.05 and the above test shows value of 0.845 which shows no significance between these variables.

Table 4: Correlation between area of residence and accommodation issues faced by students

Female students belonging to rural areas have to struggle more with adjustment problems than students belonging to urban areas		Accommodation
Area of Residence	Pearson correlation	-0.165
	Sig (2-tailed)	0.044
	N	149

For the second hypothesis testing, the correlation coefficient value for Pearson's test turned out to be -0.165 which shows a weak negative relationship that means there is almost no relationship between either female students belonging to the rural area or urban to the accommodation issues they face. Whereas, the significance is tested through sig. (2-tailed). The standard value of alpha is 0.05 and the above test shows the value of 0.044 which shows there exists significance between these variables.

Table 5: Correlation between monthly income and financial issues faced by students

Those students who belong to lower-income families face more financial issues in their education		Financial issues
Monthly household income	Pearson correlation	0.215
	Sig (2-tailed)	0.009
	N	149

For the third hypothesis, the correlation coefficient value for Pearson's test turned out to be 0.215 which shows a very weak positive relationship means there is almost no relationship between financial issues students face with low-income of the family. Whereas, the significance is tested through sig. (2-tailed). The standard value of alpha is 0.05 and the above test shows the value of 0.009 which shows there exists significance between these variables.

### Discussion

The present research was focused on understanding the barriers female students were facing at university level. According to the data collected from 149 respondents, the researchers found out that socio-cultural issues, transport issues, patriarchy, accommodation problems, and financial issues, fear of coeducation among parents, early marriages and poor academic background where the main issues female students are confronted with while achieving higher education. Similar results were presented in the UNESCO report that societal norms are big hurdle in the way of girls' higher education, because the conservative social structure adds to these limitations for girls after primary school (UNESCO, 2009).

Furthermore, socio-cultural factors were the main reason for gender discrimination in higher education (Kareem & Jamil, 2016). In another research study, this idea was endorsed that the ambitions and aspirations of the parents is a decisive factor in providing equal higher educational opportunities to the children (Yourke, 1999; Sunita, 2012). Parents have a common perception that it is not profitable to invest in girls' education because it does not contribute in

the social security of parents in old age as females live with their husbands after marriage. In addition, more educated daughters may have higher costs of dowries because they want a well-educated husband. However, in many cases, educated girl is accepted with less dowry because she is considered an asset with her abilities (Dreze & Sen, 1995). The present research was based on three hypothesis i-e relationship of transport issues with rural area residency; financial issues with lower family income; and accommodation issues with rural area residency. Pearson correlation was applied through SPSS built-in tools and the relationship between variables was tested.

The findings from the research suggested that females from rural as well as urban areas have to face transport issues on their way from home to university. The same point was mentioned in another research that transport related problems significantly hinder female higher education. In this regard, expensive transport, poor quality of transport, unavailability of transport, tiredness due to transport and waste of time due to transport significantly affects female higher education (Shahzad, 2017). Traveling a long distance is not a problem in itself only rather it paves way for other problems with reference to female. For instance, travel is seen as a threat to personal security of female which in turn poses threat to their educational attainment (UNESCO, 2010). Also, according to the research, accommodation problems including the increasing expenses, security concerns and lack of other arrangements were faced by the students of rural as well as urban areas. In this connection, similar issues were pointed out in another study in lower Dir district including far away university from home; expensiveness of hostel stay; and, non-comfortable stay at hostel (Shahzad, 2017).

The present research was based on a hypothesis that financial issues were related to the social status of the respondent's family but the data collected clearly explained that the financial issues were a problem for students from lower class as well as middle class families. Those who belonged to the lowest strata of social order find it difficult to invest in education especially for females. Household-income of the family affects parents' decisions to prioritize expenditures on the education of their children. Khalid and Mukhtar (2002) in their research on "The Future of Girl's Education in Pakistan" noted that "Even if there is a minimal tuition fee charged in schools, expenditures on uniform, textbooks and other materials, besides the opportunity cost of sending daughters to school, serve as constraints.

Also, the incidents of girls' sexual abuse and the importance attached to the personal security of girls dominate parents' decisions of not sending girls, especially when they grow up, to educational institutions where distances are long (Maqsood et al., 2012). Our society has been operating in such a way that some conventional values are deeply rooted in its structure. This system has a lot of negative implications as well including the fear of parents that co-education will make their daughter lose her character. The present study was aimed at highlighting such major barriers so that effective interventions can be applied to overcome these issues.

### **Conclusion**

Getting education for females specifically in patriarchal culture has become difficult which either teachers or students, equally, have to deal with. Individuals who grew up in areas with the fewest layers of social order believe it is difficult to invest in education, particularly for women. One of the major constraints is financial condition which is a key impediment to female education. Guardians' decisions about whether to focus on their daughters' education or not are influenced by their family's income. This study was done to address the issues that females encounter at the university level. The results demonstrated that rural and urban area females are both the target of society's setup and are deprived of basic facilities like transportation, and accommodation

regarding their higher education. Financial issues are also a prominent impediment in the way of education. The situation needs to be talked about with effective solutions and strategies.

## References

- Bickman, L., & Rog, D. J. (1998). Handbook of applied social research methods. *British journal of educational studies*, 46, 351-351. DOI:[10.4135/9781483348858](https://doi.org/10.4135/9781483348858)
- Blog, F. (2019, July 23). 7 Data Collection Methods & Tools for Research. *Formpl.us*. <https://www.formpl.us/blog/data-collection-method>
- Dreze, J. and Sen, A. (1995). INDIA Economic Development and Social Opportunity, New Delhi: Oxford University Press. Education Department Survey (EDS). <https://doi.org/10.1093/oso/9780198290124.001.0001>
- Government of Pakistan. (2005c). The state of education in Pakistan 2003-04. *Ministry of Education, Islamabad*. Retrieved from <https://www.mofept.gov.pk/> on 03-06-2024
- Hashmi, Naimatullah & Zafar, Muhammad & Ahmad, Munir. (2021). cultural determinants of female educational attainment in rural Jhang, Punjab, Pakistan. <https://www.pakjas.com.pk/papers/243.pdf>
- Henry, G. T. (1990). Practical sampling. Applied social research methods series. 1. Print. ed. Vol. 21. Newbury Park: Sage. <http://dx.doi.org/10.4135/9781412985451>
- Hussain, B., Zulfqar, A., & Ullah, S. (2020). Barriers to Female Education from Diverse Perspectives: A Case Study of Rural Areas of Pakistan. *Pakistan Journal of Social Sciences (PJSS)*, 40(1), 577-590. <https://pjss.bzu.edu.pk/index.php/pjss/article/view/867>
- Jayaweera, S. (1997). Gender and access to education in Asia. *International Review of Education*, 33(4), 455-466. <https://doi.org/10.1007/BF00615159>
- Kareem, U & Jamil, A. (2016). Factors Affecting Gender Discrimination in Higher Education in Khyber Pakhtunkhwa. *Gomal University Journal of Research* Vol 32 Issue 2. <http://www.gujr.com.pk/index.php/GUJR/article/view/122>
- Khalid, H.S., & Mukhtar, E.M. (2002). The future of girl's education in Pakistan: A study on policy measures and other factors determining girls' education. Report, UNESCO, Islamabad. [http://www.unescobkk.org/fileadmin/user\\_upload/appeal/gender/Future%20of%20Girls%20Education%20in%20Pakistan.pdf](http://www.unescobkk.org/fileadmin/user_upload/appeal/gender/Future%20of%20Girls%20Education%20in%20Pakistan.pdf)
- Khan, S. A. (2007). Gender issues in higher education in Pakistan. *The Bulletin*, 162. <https://unesdoc.unesco.org/ark:/48223/pf0000189825>
- Kramarae, P.M., Cheri & Dale, S. (2000). Routledge International Encyclopedia of Women, Vol 2. New York: Routledge. <https://xyonline.net/sites/xyonline.net/files/2019-08/Kramarae%2C%20Routledge%20International%20Encyclopedia%20of%20Women%20%282001%29.pdf>
- Licunana, B. (2004). Center for International Higher Education,, No. 37 (SEP. 2004), p16-18.
- Lips, H. M. (1992). Gender-and science-related attitudes as predictors of college students' academic choices. *Journal of Vocational Behavior*, 40(1), 62-81. [https://doi.org/10.1016/0001-8791\(92\)90047-4](https://doi.org/10.1016/0001-8791(92)90047-4)
- Luqman, M., Shahbaz, B., Shiewi, X., & Wen, Y. (2017). Factors Contributing to Gender Disparity in Education in Rural Areas: Evidence from Three Districts of Punjab, Pakistan. <https://doi.org/10.59926/jodprp.vol01/01>
- Maqsood, F., Maqsood, S., & Raza, H. (2012). Getting higher education: Is it really a challenge for females in Pakistan?. *Academic Research International*, 2(3), 352. <https://www.savap.org.pk>

- Mehmood, S., Chong, L., & Hussain, M. (2018). Females higher education in Pakistan: an analysis of Socio-Economic and cultural challenges. *Advances in Social Sciences Research Journal*, 5(6). DoI:10.14738/assrj.56.4658
- Saeed, M. (2007). Education system of Pakistan and the UK: Comparisons in context to inter-provincial and inter-countries reflections. *Bulletin of Education & Research*, 29(2), 43-57. <https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=31204b5afbd2ed4b2000fda492a733ecabf9045d>
- Selltiz, C., Jahoda, M., Deutsch, M., & Cook, S. W. (1959). Research methods in social relations. <https://agris.fao.org/search/en/providers/122516/records/64736683e17b74d22254854f>
- Sen, A. (2001). Improving gender equality in Pakistan: Small steps to date, large strides ahead. Retrieved on 31-12-2012 from <http://siteresources.worldbank.org/PAKISTANEXTN/Resources/293051-1146639350561/CGA-Chapter-1.pdf>.
- Shahzad, W. (2017). Exploring Barriers to Female Higher Education in District Dir Lower. *Journal of Sociology*, 1(1), 99-114.
- Shamoo, A.E., Resnik, B.R. (2003). Responsible Conduct of Research. Oxford University Press. <https://doi.org/10.1093/acprof:oso/9780195368246.001.0001>
- Shaukat & Pell, W.A. (2016). The Impact of Socio-cultural factors on females passing through Higher Education in Pakistan. *Eurasian Journal of Educational Research* 71 (2017), 193-214. [https://dergipark.org.tr/en/pub/ejer/issue/42485/511778#article\\_cite](https://dergipark.org.tr/en/pub/ejer/issue/42485/511778#article_cite)
- Shaukat, S., & Pell, A. W. (2015). Personal and social problems faced by women in higher education. *FWU Journal of Social Sciences*, 9(2), 101. <https://openurl.ebsco.com/EPDB%3Aagcd%3A14%3A18971550/detailv2?sid=ebsco%3Aplink%3Ascholar&id=ebsco%3Aagcd%3A112425298&crl=c>
- Stromquist, N. P., & Fischman, G. E. (2009). Introduction—from denouncing gender inequities to undoing gender in education: practices and programmes toward change in the social relations of gender. *International Review of Education*, 55(5), 463-482. <https://doi.org/10.1007/s11159-009-9146-z>
- Sunita. B. (2012). A Contextual Analysis of Gender Disparity in Education in India: The Relative Effects of Son Preference, Women's Status, and Community. *Sociological Perspectives*, 55 (1) 67-91. <https://doi.org/10.1525/sop.2012.55.1.67>
- Tembon, M., & Fort, L. (2008). Economic Growth. Washington: World Bank. Copyrights of this survey are reserved Page 81 UNESCO (2010). Why Gender Equality in Basic Education in Pakistan. Islamabad: UNESCO.
- Ullah, H., Xiaoduen, C., Bhuttah, T. M., & Javed, S. (2019). Female Continue to Face Challenges in Acquiring Higher Education in Pakistan. *The Journal of Social Sciences Research*, 5(8), 1238-1248. <https://ideas.repec.org/a/arp/tjssrr/2019p1238-1248.html>
- UNESCO (2010). Why Gender Equality in Basic Education in Pakistan? UNESCO: Islamabad, Pakistan. <https://unesdoc.unesco.org/ark:/48223/pf0000215106>
- UNESCO. (2009). promoting Gender equality in education. UNESCO Asia and Pacific Regional Bureau for Education. Thailand. <https://unesdoc.unesco.org/ark:/48223/pf0000186495>
- USAID. (2008). Education from gender equality perspective. USAID's Office of Women in Development by the EQUATE Project, Management Systems International. <https://files.eric.ed.gov/fulltext/ED511674.pdf>
- Yasmeen, S. (2005). Impact of higher education in understanding of social recognition in women. Unpublished Doctoral thesis, University of Arid Agriculture, Rawalpindi, Islamabad. <http://142.54.178.187:9060/xmlui/handle/123456789/2959>

Yourke, M. (1999). Leaving Early- Under Graduate Non-Completion of Higher Ed. DailyTimes, 9 (17), 5-8. <https://doi.org/10.4324/9780203209479>