



## Research Article

# A Study of Socioeconomic Factors for Women Higher Education in Rural Southern Punjab, Pakistan

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Amna Khan<sup>1</sup> and Ghulam Yaseen<sup>2,\*</sup><sup>1</sup> School Education Department, Lahore, Pakistan<sup>2</sup> Government Associate College Kaloorkot District Bhakkar, Punjab, Pakistan

## Abstract

Higher education causes ladies to become ground-breaking and helps them create future administrative aptitude. It additionally causes them to become able to make their assessment of socio-financial and social turn of events or can, without much of a stretch, contribute to family and society life. This research study investigates the moderating impact of economic and social-cultural factors on women's higher education in rural southern Punjab by applying multilevel logistic regression. This study's main objective is to point out the economic and sociocultural factors that cause hindrances to females getting a higher education by analyzing 2136 respondents' primary data. The Multilevel Logistic Regression Model has been used. This analysis suggests that the Punjab government should focus more on female education, especially in Rural Southern Punjab, by making more economic and structural changes.

Keywords: Socioeconomic factors, Women, Higher Education, Punjab, Pakistan

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\*Corresponding Email: [professornoon@gmail.com](mailto:professornoon@gmail.com)

## Introduction

Higher education causes ladies to become ground-breaking and helps them create administrative aptitude for the future. It additionally causes them to become able to make their assessment of socio-financial and social turn of events or can, without much of a stretch, contribute to family and society life. Each religion and development have focused on the hugeness of schooling for both male and female. Instruction is fundamental for both male and female in Islam. It assists with accomplishing equity and amicability and offers an opportunity to play a central obligation in the public eye. Young lady's schooling plays numerous roles to the family and culture where mother instruction influences their youngsters' training in future life. Advanced education of ladies builds up the way of life in society in which they are viewed as amazing accomplices and clever mothers. Women must confront security and wellbeing issues because of going a significant distance to instructive organizations and care about family undertakings, work, and learning (Shuvra et al., 2019).

Education is generally recognized to profit people and advance public turn of events. Teaching females and guys produce comparative expansions in their ensuing income and grows future chances and decisions for the two young men and young ladies. Nonetheless, well-educated young ladies produce numerous extra financial increases that advantage to whole social orders. These advantages incorporate expanded monetary efficiency, higher family livelihoods, deferred relationships, diminished fruitfulness rates, and improved well-being. Satisfactory interest in instruction encourages the accomplishment of most other advancement objectives and increases the likelihood that progress will be maintained. Impressive consideration has been paid to improving access and quality at the essential level; nonetheless, there is some sign that optional level training may give more significant yields, particularly for young ladies (Shahzad, 2017).

Numerous nations have supported the foundation of ladies' schools and colleges with the end goal of engaging ladies by presenting contemporary female courses. There has been some improvement in Pakistan, yet for

ladies to accomplish a fruitful vocation here, it requires the inward strength of direction to beat the predominant sociocultural standards of society, and this is probably going to be at the expense of their day to day life (Shaukat & Pell, 2017).'

Irum et al. (2015) highlighted and discussed hurdles and problems faced by female students in the universities of the province of Sindh, Pakistan. The study also investigated the current situation of female higher education in universities. The respondents were all government universities of the province Sindh, their female faculty members and female students, and they formed the population of the study. A questionnaire was developed to collect the data. Chi-square statistics was used to draw the results and analyze the data. The outcomes of the study indicated that in male dominated society, women encountered gender discrimination, discouragement and harassment. Mehmood and Li (2018) investigated the effect of freedom of travelling, family support and harassment on women education at higher level. 601 was the population size and a survey was done nationwide. Cross-tab analysis was done to process the data. The results showed that women were facing more economic and social problems. Further cultural aspect was also a hindrance point.

Shaukat and Pell (2015) studied the impact of sociocultural factors on females passing through higher education in Pakistan. The basic aim of the study was to assess the problems facing females before entering higher education and after education when joining professions. For this purpose, data was collected from a survey. Shahtalebi et al. (2011) conducted research on women's success factors from leadership in higher education. The aim of the study was to identify the success factors of women who experienced leadership in higher education. The data was collected by qualitative method. Research finds out the basic factors: attitude, women's personality traits, attitude of society, leadership and management skills, family factors, and free and academic environment. Findings showed that women in higher education could promote leadership and management skills. Parvazian et al. (2017) found a relationship between higher education, women, and sociocultural changes. The aim of the study is to analyze the relationship between women's increased participation in higher education and other recent social changes over the last four decades. Data drawn from international data sets. The analyses revealed that there are four factors that affect women's participation in higher education.

### ***Education in Pakistan***

The education system in Pakistan is led by the federal minister along with respective provincial education ministers. In Article 25A-25. Right to Education: Government of Pakistan, 2012, it's the state responsibility to provide free education to every child. The education system of Pakistan can be divided into primary education, secondary education, higher secondary education, college education and university education. Public and private sectors run this academic structure. The role of universities in higher education is very important, and they open the door to the new world of development and advancement. As we know, Pakistan is a developing country and there is lack of higher education institutions. The private sector's role cannot be denied, and it has helped a lot in progressing the situation (Amir et al., 2020).

Since Pakistan came into being in 1947, the status of higher education is not acceptable. For a long time, this important sector has been ignored by the government since the Higher Education Commission is established in 2002. If we compare the Gross Enrollment Ratio (GER) in higher education with other Asian countries, it is less than in other countries. Pakistan, with just 10% (GER) was standing far below than its neighboring countries. For instance, India stood at the top of the list with 24% GER, then Sri Lanka with 21%, Nepal with 16% and Bangladesh with 13% in the same era. Women's enrollment in higher education was 47% in 2014 as compared to 36.8% in 2001. Although it shows improvement, it is not satisfactory to remove gender discrimination (Mehmood et al., 2018).

### ***Education in Punjab (Rural Southern Punjab)***

Punjab is the most populated province of Pakistan. If we compare the literacy rate of Punjab with the rest of the provinces it is on top, but we can further divide Punjab into northern Punjab and Southern Punjab. Southern Punjab is far behind in structural development than upper Punjab and shows many disparities. Facts

reveal Punjab government shows little interest in upgrading education in southern Punjab by allotting insufficient budget. Southern Punjab educational institutes lack basic needs which deepens the problem of gender inequality in enrolment. Shortage of staff in educational institutes of southern Punjab hits the quality of education badly. Male controlled culture of rural southern Punjab has worsened the situation (Ishfaq, 2020). As Pakistan is a developing society, the role of culture and society is pivotal in female education. Social and cultural factors of the rural society of Punjab play a role of hindrance in the attainment of education of females. Customs and traditions of society are the main reason of low enrolment of women in rural areas of Punjab. Rural societal culture supposes women perform domestic duty at home and parents show less interest in their education because in rural society of Punjab is a male dominating (Hashmi et al., 2008).

Southern Punjab is far behind in all sectors of education than northern Punjab. If we compare the literacy rate of the districts of northern Punjab with southern Punjab districts, the districts of northern Punjab show upper hand. Despite growth and advancement, the difference between male and female education cannot be ignored in Punjab districts. As each Punjab district can be divided into rural and urban ranges, the education gap becomes wider in rural and urban areas of these districts. If we look at the last few decades, the situation regarding the education sector has been improving, but the southern part of Punjab districts will take a decade to reach the status of northern Punjab districts (Khan, 2009).

### ***Social and Cultural Problems***

Studies show that in many countries, only a single element is not responsible for the lack of women education like faith, culture, gender disparity, financial problems, social values, ideology but amalgamation of these issues, which play a role of hindrance in way of women education. disparity, financial problems and socio-culture issues are the main reason. in feudal patriarchal environment of our society put a significant contribution towards determination of women education. There is male dominant culture in rural Punjab. Gender disparity is the establishing foundation of Pakistani culture. Social values of Pakistan give importance to the male-controlled culture. Women are confined to the household chores. males are preferred for education investment because they are considered as wage earners. Males are allowed to go outside of home station to learn, financial resources are diverted to them for higher qualifications while females are pushed towards getting married and for making families (Maqsood et al., 2012).

Women in rural society face more problems in getting an education. They are not allowed to go outside of the home station for education. They face conveyance problems as there is a lack of facility in rural areas and they have to travel from remote areas to reach to the institutions due to lack of institutions in such a scenario, they have to face fatigue mentally and physically.

### ***Financial Problems***

Lack of financial resources modeled vital significance on females' attainment of higher education. A low-income family cannot even bear the tuition fee of universities if there is no announcement of government support. Parents are reluctant to bear the cost of female higher education attainment. Limitation of financial resources is the main cause of gender disparity in the education sector (Mehmood et al., 2018). The financial status of parents is crucial for women higher education (Atinaf & Petros, 2016). Financial assistance, like scholarships, etc., are the main drive for enrolment in colleges. Lack of scholarship and information about financial aids can cause hindrances in enrolment (Engberg et al., 2019). In the rural society of southern Punjab, mother and father land ownership can also play a critical role in female higher education because land ownership gives them financial support, but mostly females are deprived of their rights.

### ***Problem Statement***

What factors affect rural women's higher education in southern Punjab? What are the proper channels and sources to promote southern rural women's higher education? Suleman et al. (2015) explored the conception of female students and their parents about female education. According to the results of the study, teacher's behavior, society's culture and tradition, and parents' attitude toward women's education are the various factors affecting women's education. Since the role of society is very important in women's education and its

success depends upon societal norms and active participation. Therefore, different studies recommend that economic, social, and cultural aspects must be given more consideration to improve women's education.

#### Significance of the study and objective

Pakistan is a heavily populated country and women constitute more than half of the population. Therefore, female education is very important for the development process. Education is everyone's basic right. Our country has a large population of women, so having a large population is economically, socially and fundamentally a huge loss. An educated woman plays a better role in economic development through skills and Knowledge. In the era of advancement and technology, women's education cannot be ignored. Through its job and services, an educated woman can earn better and become independent. Education empowers women and improves her decision-making power. Women become confident and grease the wheel of development. Gender discrimination causes inequality, and education provides women equal opportunities for progress and development. Despite all of this, women's education is poor, especially in rural southern Punjab. The illiteracy in higher education results from various factors such as poverty, parental perception, lack of institutions, societal norms and culture, etc. Religious and legal aspects have an indirect impact on women's higher education. Women's education is confined to itself, and they are responsible for educating the generations. Although education is the right of everyone the slogan education for all is not implemented in its true meaning, especially in rural southern Punjab. In rural southern Punjab, cultural norms continue to be practiced for males and females. The objective of the study is to review the sampled respondents' socioeconomic characteristics and suggest policy recommendations.

### Methodology

Alam (2017) emphasized that the data collection process should be done simultaneously, enabling the researcher to give his attention and form the study as it moves forward. The data analysis will be continued throughout the data process in line with these thoughts. This process will be carried on during the whole process of data collection. For instance, the data source will have a self-developed questionnaire.

A random sampling technique was used to collect the data from 2136 females from rural and urban districts of rural southern Punjab districts. The age limit for these females is up to 35 years. Districts Bhakkar, Layyah, and Multan have been selected for data collection. The study is structured within the period of 3 months from November 2020 to January 2021. For a highly participatory approach different techniques have been used to collect the data from primary source. Qualitative and quantitative methods have been used to get the maximum observations. A questionnaire has been used in the study has included open and closed-ended questions. For the convenience of respondents, the questionnaire has also been translated into Urdu, who have faced incompetence in understanding the questionnaire in English. In this way, the respondents may be able to give more successful responses.

Another tool for collecting the primary data is an interview, which is also used in this study. During this technique, ethical norms were observed to make the respondents more comfortable, and imperative information was also revealed to them. The total number of potential respondents included in this study is 2,136. The study has made focus on the females of the southern Punjab who are facing difficulties in getting higher education. To fulfil the desire of getting higher education what are the problems they have to encounter and how these factors play a role of moderator, having impact on their higher education. SPSS version 16.0 has been used to analyze the primary source data.

A well-organized questionnaire has been used in the study for data collection to make the study stronger and more accurate. For quality work, closed and open-ended questions are used in the questionnaire. Generally, probability and non-probability techniques are two types of sampling, which are used for data collection. Non-probability technique is practiced in this study as response of respondents is unknown. In this study data is collected from southern Punjab and the sample size is comprised of 2136 respondents. Which 1608 respondents belong to rural area while 528 from urban areas. At the very 1st stage province of Punjab is selected for study. Punjab is the most populous and diversified province of Pakistan. Punjab can be further divided into southern Punjab and northern Punjab. So, at the 2nd step southern Punjab is chosen for study as author belongs to this

area so collecting data from this area is approachable. southern Punjab is designated with a loose knot that consists of three divisions Multan, Dera Ghazi khan and Bahawalpur. By comparing Southern Punjab with the rest of Punjab it has underdeveloped infrastructure, high poverty ratio and gender discrimination. The literacy rate of Punjab is quite good as compared to other provinces. But if the comparison is made between upper Punjab and southern Punjab than there is a huge difference. It is on the record that Punjab government always pays little attention to this backward part of the province and does not allocate an appropriate budget for lifting up the literacy rate in this part. In the next 3rd step, divisions Multan and Dera Ghazi khan have been selected for study. In contrast, division Bahawalpur is dropout from the study as data collection was not convenient there. The author had no source of collecting data there. at the 2nd last step of collecting data which is 4th stage of data collection districts of concerning divisions have been chosen for study. Multan division includes four districts; district Multan, Lodhran, Vehari and Khanewal. At the same time, the division Dera Ghazi Khan comprises of four districts; district Dera Ghazi Khan, Layyah, Muzaffargarh and Rajanpur. District Rajanpur is excluded from the study as there was no source of data collection by the author. At the last comprehensive stage of data compiling rural and urban areas of tehsils of districts have been selected and randomly data is collected from respondents.

## Results and Discussion

In SPSS, the frequency analysis is primarily used to attain descriptive statistics for categorical variables.

Table 1 provides a snapshot of the higher education attainment status of a group of 2,136 individuals. It shows that slightly over half of the population (51.6%) lacks higher education qualifications, while the remaining 48.4% have successfully attained a higher education degree. Higher Education Attainment is categorized into two categories which are "No" and "Yes." "No" indicates that the individuals do not possess a higher education degree, while "Yes" suggests that they do have a higher education degree.

Table 1. Higher education attainment.

Higher Education Attainment	Frequency	Percent
No	1102	51.6
Yes	1034	48.4
Total	2136	100.0

There are 1,102 individuals in the "No" category, which means they do not have higher education degrees. On the other hand, there are 1,034 individuals in the "Yes" category, indicating that they do possess a higher education degree.

It shows that 51.6% of the total population does not have a higher education degree ("No"), while 48.4% of the population has a higher education degree ("Yes")

Table 1 shows that there are 2136 total respondents. Out of which, 1034 are getting higher education which constitute 48.4 percent of total respondent and 1102 are showing no interest in higher education, which makes 51.6 percent of total data.

Table 2. Distribution of respondents according to job status.

Job Status of Respondents	Frequency	Percent
No	696	32.6
Yes	1440	67.4
Total	2136	100.0

Job Status of Respondents shows that there are 696 individuals categorized as "No," meaning they do not have a job at the moment. On the other hand, there are 1,440 individuals in the "Yes" category, signifying that they are currently employed or have a job. It indicates that 32.6% of the respondents were not employed at the time

of the survey ("No"), while 67.4% of the respondents had a job or were employed ("Yes").

Statistical description of the data in Table 2 shows that 1440 respondents are doing job and 696 are unemployed and graduated. Employed respondents makes 67.4 percent of data while educated respondents makes 32.6 percent.

Table 3. Age.

Age	Frequency	Percent
1(up to 25)	264	12.4
2(up to 30)	1320	61.8
3(up to 35)	552	25.8
Total	2136	100.0

As concern of age variable in Table 3 shows that there are 264 respondents having age limit up to 25 years .1320 respondents have age limit up to 30 years.552 respondents show age limit up to 35 years.

Table 4. Personal monthly income.

monthly income	Frequency	Percent
1(Nil)	696	32.6
2(up to 35000)	912	42.7
3(up to 50000)	216	10.1
4(above 50000)	312	14.6
Total	2136	100.0

As shown in Table 4, 696 respondents having no personal monthly income as they do not have any job. 912 respondents have income up to 35000, 216 respondents have 50000 and 312 respondents have above 50000 pays.

Table 5. Job institution.

Job institution	Frequency	Percent
1(public)	1080	50.6
2(private)	312	14.6
3(semi)	48	2.2
4(Nil)	696	32.6
Total	2136	100.0

Table 5 shows that 1080 respondents have job in public sector .312 respondents are doing job in private institutions. 48 respondents are doing job in semi government institutions.696 are not doing any job.

Table 6. Mother education.

Mother education	Frequency	Percent
0(illiterate)	1608	75.3
1(literate)	528	24.7
Total	2136	100.0

Table 6 shows that 1608 respondents' mothers are illiterate and 528 respondents' mothers are literate.it means a large portion of our respondents' mothers are illiterate which constitute 75.3 percent.

Table 7. Family size.

Family size	Frequency	Percent
1(2 to 4)	312	14.6
2(4 to 6)	480	22.5
3(6 to 8)	720	33.7
4(above)	624	29.2
Total	2136	100.0

Table 7 shows that 312 respondents have family size of 2 to 4. 480 respondents belong to family size of 4 to 6. 720 reveal family size of 6 to 8. In the last 624 respondents have family size of above 8 members.

Table 8. Lack of higher education institutions.

Lack of higher education institutions	Frequency	Percent
No	288	13.5
Yes	1848	86.5
Total	2136	100.0

Table 8 shows that 1848 respondents are having view that there is lack of institutions for higher education while 288 respondents are not agreeing with it.

Table 9. Region.

Region	Frequency	Percent
Rural	1608	75.3
Urban	528	24.7
Total	2136	100.0

Table 9 shows that 1608 respondents are from rural areas of Southern Punjab and 528 are from urban areas of southern Punjab.

Table 10. Marital status.

Marital status	Frequency	Percent
Married	816	38.2
Single	1320	61.8
Total	2136	100.0

Table 10 shows that 816 respondents are married and 1320 respondents are single.

Table 11. Distance from higher education institution.

Distance from higher education institution	Frequency	Percent
Less than 50 K.M	48	2.2
Less than 100 K.M	288	13.5
Less than 150 K.M	456	21.3
Less than 200 K.M	1344	62.9
Total	2136	100.0

Respondent distance from higher education institution is measured in kilo meters. Table 11 shows that 48 respondents have less than 50 kilometers distance from higher education institution. 288 respondents have 100

kilometers distance, 456 respondents less than 150 kilometers and 1344 respondents less than 200 kilometers.

Table 12. Family income.

Family income	Frequency	Percent
less than 30000	360	16.9
less than 40000	672	31.5
less than 50000	456	21.3
above 50000	648	30.3
Total	2136	100.0

Family income of the respondents reflect their economic status. Table 12 shows that 360 respondents' family income is very low which is less than 30000 rupees. 672 respondents' family income is less than 40000 rupees, 456 respondents have family income 50000 rupees and 648 respondents' family income is above 50000.

Table 13. Lack of financial resources.

Lack of Financial Resources	Frequency	Percent
No	552	25.8
Yes	1584	74.2
Total	2136	100.0

Table 13 shows that 552 respondents have the view that there is no lack of financial resources and 1584 respondents consider that there is lack of financial resources.

Table 14. Funding opportunity.

Funding opportunity	Frequency	Percent
No	1896	88.8
Yes	240	11.2
Total	2136	100.0

Table 14 shows that 1896 respondents consider there is lack of funding opportunities while 240 respondents do not think so.

Table 15. Father's job status.

Father's job status	Frequency	Percent
public sector job	336	15.7
private sector job	576	27.0
own business	864	40.4
agriculture	360	16.9
Total	2136	100.0

Table 15 shows that 336 respondents' father do job in government sector, 576 respondents' father do job in private sector, 864 respondents' father have their own business and 360 respondents' father belong to agriculture sector.



Table 16. Mental sickness in traveling time.

Mental sickness	Frequency	Percent
No	288	13.5
Yes	1848	86.5
Total	2136	100.0

Table 16 shows that 288 respondents reveal that they face no mental sickness in traveling while 1848 respondents reveal mental sickness which they have to face in travelling.

Table 17. Outside Town Permission.

Outside Town Permission	Frequency	Percent
No	1440	67.4
Yes	696	32.6
Total	2136	100.0

Table 17 shows that 1440 respondents have disclosed that they have no to go outside home station for attainment of higher education while 696 have revealed that they have permission of outside home town for getting higher education.

Table 18. Landholding of father.

Land holding of father	Frequency	Percent
≤ 5 Acre	1296	60.7
≤ 10 Acre	504	23.6
≤ 15 Acre	264	12.4
≤ 20 Acre	72	3.4
Total	2136	100.0

Table 18 shows that 1296 respondents' father have land holding less than 5-acre, 504 respondents' father have land holding less 10-acre, 264 respondents' father have land holding less than 15 acre and 72 respondents' father have land holding of less than 20 acres.

Table 19. Institution of the last degree.

Institution of last degree	Frequency	Percent
UOS	1296	60.7
PU	408	19.1
BZU	288	13.5
Anyother	144	6.7
Total	2136	100.0

Table 19 shows that 1296 respondents have got their last degree from university of Sargodha, 408 have received their last degree respondents from Punjab University, 288 respondents have attained from Bah Uddin Zikria University and 144 respondents got their degree from other universities.

Table 20. Land acceptance.

Land Acceptance	Frequency	Percent
No	1848	86.5
Yes	288	13.5
Total	2136	100.0

As shown in Table 20, land acceptance by respondents' mothers in heritage shows that 1848 respondents' mothers did not accept land in heritage while 288 respondents' mothers accepted land in heritage.

Table 21. Wastage of time during traveling

Wastage of time	Frequency	Percent
≤ 1 hour	24	1.1
≤ 2 hours	264	12.4
≤ 4 hours	1848	86.5
Total	2136	100.0

Table 21 shows that 24 respondents have to face one hour wastage of time in traveling in reaching to the institution, 264 respondents have to face 2-hour wastage of time and 1848 have to face less than 4 hours wastage of time in reaching to the institution.

Table 22. Awareness about funding opportunities

Awareness about funding opportunities	Frequency	Percent
No	1896	88.8
Yes	240	11.2
Total	2136	100.0

Table 22 shows that 1896 respondents do not have any kind of awareness about funding opportunities, while 240 respondents show a response in positivity.

Table 23. Availability of Transport

Availability of Transport	Frequency	Percent
No	1682	78.7
Yes	454	21.3
Total	2136	100.0

Availability of Transport categorizes the situation regarding the availability of transport into two groups: "No" and "Yes." "No" suggests that transport is not readily available, while "Yes" indicates that transport is accessible or available. There are 1,682 instances in the "No" category, indicating that, in those situations, transport is not readily available. Conversely, there are 454 instances in the "Yes" category, implying that transport is accessible in those circumstances. It demonstrates that 78.7% of the cases experience a lack of available transport ("No"), while 21.3% of the cases have access to transport ("Yes"). This table provides an overview of the availability of transport within a specific context. It suggests that, in the majority of situations (78.7%), there is a reported lack of readily available transport, while in a smaller proportion of cases (21.3%), transport is accessible or available. Table 23 shows that 1682 respondents do not have availability of transport while 454 have the facility of transport.

Table 24. Conveyance problem

Conveyance problem	Frequency	Percent
No	192	9.0
Yes	1944	91.0
Total	2136	100.0

Table 24 shows that 192 respondents have not to face conveyance problem while 1944 respondents have to face this problem in reaching to the institutions.

## Conclusions and Recommendations

For sustainable economic development, advancement in human capital is compulsory. Education provides the base for human capital, and higher education especially opens the new door of progress and development for any country. Every government desire to achieve Sustainable Development Goals (SDGs), and instruction is also included in these goals which comes at number four (Goal 4). this millennium sustainable development goal tries to make certain quality education for all and aims to provide learning opportunities throughout life without any gender discrimination. Until that time, if we look at the history of education in Pakistan, we can say that Pakistan has failed to accomplish Goal 4 of SDGs, as there are many hurdles in upgrading the system. Now, it is the need of the hour that the government should focus on quality education and its availability for all. A knowledge-based society provides the basis for economic growth and development. Higher education laid the foundation for a knowledge-based society. Higher education and learning play a pivotal role in human capital formation in any country. Without higher education and learning, a country cannot survive in the global economy which is based on Knowledge and research. HEC is responsible for higher education in Pakistan, and since it came into being, it has worked a lot for higher education, but it cannot do anything alone without government support and funds. According to the vision of 2030 of Pakistan, the government will provide boys and girls equal access to all levels of education without any gender discrimination, more trained and highly qualified teachers must be there in institutions, and more institutions, labs, etc., will be constructed till 2030. According to the 2017 census, Punjab has a 110.012 population, as Punjab is divided into upper and central Punjab. The Punjab government always gives importance to central Punjab in social and economic development projects and neglects the southern Punjab. Central Punjab is the headquarters of the province, and this study analyzes why socioeconomic indicators are not good in this southern region of the area.

Following are some possible policy recommendations that can be addressed to combat these challenges in these underprivileged rural areas of southern Punjab;

1. The political leaders should play their role to highlight this issue at the national level.
2. There is a dire need for the provincial government to address this problem, and more budget should be allotted to this neglected part of the province. More universities should be built in this region according to the needs of the area.
3. In the southern part of the province, feudalism is very strong, especially in rural areas, which is to be eliminated. Powers should be decentralized, and local government should have strong decision-making. Fourth, to create awareness among people, civil society, NGOs, government, and religious scholars should come forward and play an active role in this matter. This is very important and crucial to fix the socio-cultural aspects.
4. Early marriages in rural areas of the southern part of Punjab should be stopped by the government forcefully by passing bills in assembly and implementation.
5. The government should provide financial assistance and opportunities like scholarships to overcome the financial limitation.
6. Free transport should be provided to the learners to lessen the financial burden, especially for females.
7. To overcome geographical elements, new institution campuses should be built near small towns by the government.

8. To eliminate financial problems and poverty, the government should announce a separate job quota for rural and urban areas. It will be an incentive for parents and girls so they can catch the opportunity in the future through higher education.
9. Mostly rural people are related to agriculture sector so government should provide relief to this sector so they come in to better situation for supporting their female's education.

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