

ASSESSING THE ROLE OF MEDIA IN THE SOCIOECONOMIC CONSTRAINTS AFFECTING FEMALE HIGHER EDUCATION IN SWAT, PAKISTAN

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ABSTRACT

The developed nations provide equal importance to male and female's higher education, however the developing countries including Pakistan pay less attention towards female's higher education. Therefore, this study examines socio economic and cultural constraints affecting female's higher education in district Swat of Khyber Pakhtunkhwa province of Pakistan. The aim of study is to explore constraints influencing female's education such as social, economic and cultural problems, and to suggest potential solutions to the problems being identified in this study. A primary survey was conducted with the help of questionnaire and data were collected from 88 respondents through multi stage sampling. The findings show that lack of education institutes and financial condition of the household are the primary constraints to female education. Moreover, the result reveals that gender inequality, preference to boy's education over girl's education, educational expenses, male dominancy, distance to institutes and co-education system are main reasons for low enrollment of females in higher education. This study also identifies others constraints to female's education such as early marriages, purdah (code of honor) and norms of the society. Based on the conclusion the researcher recommended that all stakeholders, especially the government and civil societies need to utilize both social and traditional media for creating awareness at micro and macro levels that would help in decreasing the negative perception of female's education.

Key Words: Higher Education, socioeconomic, Media

INTRODUCTION

In the modern era of globalization, education is essential because it plays a key role in building characters, grooming personality, giving skills and moral ethics to humans. Education has a significant role in the welfare of individual and living standard in human life/lives and it bring a positive change in human behaviors. Due to these changes everyone has recognized in vital role in social activities, economic and political lifespan. To accept and brings these changes education is key factor and it necessary for both male and female has to acquiring education (Molyneux, 1985; Moser, 1989).

Moreover, for the socio-economic development higher education is considered a capital investment for the state. For state it had a fundamental role to producing professionals, scientists, economists, and politician, social and religious scholars. In the modern era both male and female has necessary to acquire higher education for development and social justices of the countries. However, the main issues are that developing countries including Pakistan gives less attention toward higher education (Haider, 2008). In addition, Education is important factor that consider to reduce poverty and

sustainable development. Female's involvement in every sector of the economy reflects the productivity of the labor force and in allocative efficiency. Therefore, it's compulsory to provide equal opportunities for education to men and women to bring a structural transformation and growth of the economy. Female's education also plays a vital role to reduce both child and maternal mortality, which flows belief of lifespan (World Bank, 2001; Herz & Sperling, 2004). A well-known proverb in Africa "if you educate a male it means you educating an individual, while if you educate a female it means you educating a family" (Suen, 2013).

Education system in Pakistan based on British guideline and it's similar to follow other general government. It is a fact that there are several basic and higher institution in the country conversely there are no custom and tradition to sending their females to schools, colleges and especially higher institution. After a long time of independent the mind setup is continued to succeed however, the passage of time it can change time-to-time with a larger extend. But in rural areas females are still facing restrictions to go different areas for higher education in the country or do not allowed for abroad (Parveen, 2008). In the developing countries like Pakistan female's education is essential because educating females can maintain their children's, family and also cultivate the standard of the society. Moreover, Pakistan is developing country and the resources are scarce however, the government has effort to utilize the limited resources in best way, different educational program has started and education awareness campaign launched to increase the female's enrollment towards basic and higher institutions (Mehmood et al., 2018). Unfortunately, in the patriarchal society of Pakistan where male is head of the family, make decision and controlled all financial matters while most of women has domestic responsibilities insides at homes (Ghani et al., 2021). Education has the common right of humans all over the world, both men and women. Various constraints are observed towards female's education however, these constraints are acknowledged by several scholars that are social problem, economics and cultural challenges, gender

discrimination and co-education etc. In developing countries like Pakistan main barrier of female education are lack of encouragement and family opposition. However, there are also some political and cultural factors that effects female's education (Mehmood et al., 2018). Similarly, further found these factors that cause low ratio female education such as social and cultural problems, expenses of higher education, early marriages, rarer scholarship, co-education, limited conferences and little experience (Mahboob et al., 2017). The other major factor of female education are parents giving preference of boys over girls rather than provide equal status to both male and female (Leung and Zhang, 2008). Likewise, further some elements identified that are the negative perception of parents toward female education and social norms of the society are negatively affect female higher education (Alam, 2017). In the context of Pakistani society that gender discrimination is clearly explained that allocation of resources is invested on male education and skill development rather than female. The preference of sons, that they have well education and skillfulness while female members are trained domestic's chores and skill for a good mother and to be a good wife (Khan, 2007). Besides of these factors, there are certain others constraints to female education include safety concern, unsafe travel to organization, and terror of sexual, physical harassment and starring of boys during attainment of upper institution (Shahzad, 2017).

Objectives of the study

The main objective of this study is to examine the socioeconomic and cultural factors of female education in district Swat. The specific objectives are:

- To examine socio-economic and cultural determinants of females' higher education.
- To examine lack of educational institution pursuing higher education.
- To find out co-education and gender inequality constraints for female higher education.
- To device a suitable communication strategy while using social and traditional media to overcome all possible

constraints in the way of female education.

Literature Review- Theoretical Perspective

The existing scholarship relating to the constraints on female education span from socio-economic, cultural and religious dynamics (Rahman et al., 2012; Masood et al., 2012; Kainuwa & Yousaf, 2013; Farid et al., 2014; Khan, S., 2016; Jamal, 2016; Sahu et al., 2017; Jan et al., 2018; Ibrahim and Ramli, 2020; Ali et al., 2021 & Irshad, 2022) to progressive literature, whereas awareness at masses level is considering an important element to overcome the discriminations with female segment of society, especially many researchers including Shah, I. A., & Baporikar, N. (2013); Ceulemans, M., & Fauconnier, G. (2015); Somani, T. (2017) and Qianyi, Z. (2022) stress on the need to use all available means of communication such as social media and traditional media to handle with discriminatory approach towards females.

The current scholarship, on one side, focuses on the leading role of 'family's structure' that effect the female education. For instance, Rahman et al., 2012 & Masood et al., 2012 argued that apart from socio-economic factors, the parental educational status also affects female education, whereas small size of family and structure coupled with educated mother will have a positive impact on female education. Majority of educated parents believe that education is mandatory for their female children, claiming that advanced education is vital for females (Farid et al., 2014). Similarly, another study also found that father's education has significant impact on their daughter education (Khan, S., 2016). On other hand, a huge chunk of the literature emphasis on the socio-cultural constraints that hamper the struggle for the promotion of female education, especially at higher level. Kainuwa and Yousaf, 2013 & Jamal, 2016 studied the cultural and financial hurdles in the way of female education, and argued that traditionally bound societies such as Pashtun having lower-economic position may hinder the female education. Thus, the indigenous culture, in many parts of the country, is a vital and significant factor that causes low rate of female education at higher level (Jan et al., 2018), while poverty is another factor, which not only affects the higher education

but it also causes decline in primary school enrollment in Pakistan (Sajid and Khan, 2016). Besides the aforementioned factors, culture coupled with religious sentiment also hampers the struggle of educating females as many of people who are bound with their traditions, more obviously, opposing the co-education set up. Ali et al. (2021) interrogated different socio-economic, religious and cultural dynamics that influence female education in rural areas of Khyber Pakhtunkhwa, and they found that religion, social, cultural and family tradition are significant factors that affect female higher education.

The literature, focusing on the above given factors, illustrates another factor i.e. discrimination towards female in society, particularly in the field of education, which is one of the major causes that prevents many of the female students to get higher education. Sahu et al. (2017) found in their study that gender discrimination, which surfaces due to financial status of families, insecurity in public place, household and community interference, is a major hurdle to manage higher studies. Ibrahim and Ramli (2020) while examining the perception of parents towards education and different cultural, socio economic constraints also identified that gender discrimination- motivating the early marriages' trend- affects female enrollment status. Focusing on gender discrimination, many researchers who studied the role of media both traditional and social media urged for comprehensive and workable communication strategies to eliminate discriminations towards female segment of society. Somani, T. (2017) proposed different strategies to create and increase awareness about female education, and stressed that apart from training activities and community involvement, it is better to use media in general and social media particularly for making people aware of the importance of female education. In today's digitalized world, merely speaking about gender discrimination is a weak argument (Qianyi, Z., 2022), rather it is needed to sort out comprehensive communication strategy that would help increasing awareness among general public about the importance of female education. Thus, the media is one of the key players, which can play a vital role, not only to promote strategies but to contribute in eliminating the misperceptions about female education (Shah, I. A., & Baporikar, N.,

2013). The critical sociologists, at this juncture, seek media to perform its value-producing function (Ceulemans, M., & Fauconnier, G., 2015), enabling them to convey messages effectively to bring changes in minds.

RESEARCH METHODOLOGY

This section explains the methods and techniques used for conducting this research. Research design, sampling design and technique of sampling, description of questionnaire, operationalization of variables are included in this section.

Nature of data

The data collected is primary in nature. A questionnaire was designed to collect data from respondents while the research is quantitative in nature because frequencies and bar charts are used to obtain results.

Population of the study (Universe of the study)

The universe of the study is consisting all undergraduate’s female’s students which are currently enrolled. Purposively three different institutes are selected which are i. University of Swat ii. College of Home Sciences iii. And Girls Degree College Kanju, Township. The entire population of the study are 1000, there are out of total 495 female’s students are presents in university of swat, while 275 in home sciences and 230 females are in girl’s degree college that they are currently studding in above institutes.

Target Population

The entire population of the study includes three different institutes. In these institutes there are many programs and various subjects however, the data are composed only from BS students (comprises 2, 4, 6, and 8 semester). In departments includes Biotechnology, Botany, Economics, Education, English, Home economic, Microbiology, Psychology, Urdu and Zoology. The data information is gathered for those undergraduate female’s students who are willing to join the survey.

Sample procedure and technique

Data are collected through multi stage sampling methods. In the 1st stage three different institutes are selected through simple random technique such as University of Swat (co-education system), college of home sciences and girls Degree College (both

female’s institutions). The total number of female students in these three institutions are 1000.

Sample size

The sample size is taken by the target population. For the collection of data undergraduate female are selected from different institutes. Based on the entire population the total (88) sample size are selected through sample size calculator and simple random technique are used that there is an equal chance for selecting the respondent in the institutes.

Table 1

Sample size for the different confidence level and interval.

	Confidence level: 95%	Confidence level: 90%
Margin of error	Sample size	Sample size
1%	906	873
5%	278	215
10%	88	64

Assuming 10% of confidence interval and 95% of confidence level, the optimum sample size is 88 with margin of error (e=0.1) and confidence level (C=0.95). Moreover, further allocation of sample size with the help of following formulani = n. Ni/N. Where n= total sample size of target population, ni = Sample Size to be selected from each of the institution, N is the number of three different institutes sample size and Ni = Total number of population in each campus.

In the next stage the total sample (88) is divided into two groups 44 in co-education and 44 female institutes. The basic purpose is to ensure equal representation and check out in both systems the female’s responses.

In the 3rd stage, 44 sample size from university of swat female’s students, while 44 are further divided into sub-group 24 out of 44 are home sciences and 20 are in girls Degree College and distribute both rural and urban area students, and there is an equal chance for selecting the respondent in the institutes. For division of the total sample size proportional formula are use. In the next stage 5 to 10 questionnaires are distributed in each department in

the campus through using simple random sampling (SRS) method.

Table 2

Sample population allocation

Institutes	Total population	Sample size (n=ni*Ni/)
University of swat	495	44
College of home sciences	275	24
Girls degree college	230	20
Total	1000	88

Data collection

Data were collected through organized questionnaire by the researcher from the respondents. The data mainly consisted of variables related to the female education. Questionnaire consists of demographic information, and all the factors influencing the female education.

Structural Questionnaire

For the collection of data questionnaire are developed and distributed in the pre select area among the respondents. 23 statements about constraints affecting female education. It is classified into 4 groups such as economic problems, institutional and transportation problems, social and cultural problems. The respondents were asked mostly on a Likert scale 1 to 5 whereas, 1 indicates for strongly agree, 2 agree, 3 neutrals, 4 disagree and 5 strongly disagree.

Operationalization of variables

The questionnaire uses the four categories such as economics problems which includes the factors of socio economic and culture constraints, financial status, the cost of transportation, cost of the education, poverty, and guardian financial conditions. Secondly, Institutional and transportation problems have sub parts which are asked by the respondents that lack of institution, distance to intuition, safety of public transport, and availability of mobilization. Moreover, social problems are divided into different parts which

includes co-education, family in support of coeducation, female hesitation in coeducation, gender inequality, to prior boy’s education over girl’s education, male dominancy in the household, parent’s insecurity towards circumstances around females, and early marriages. Lastly cultural problems which contains variables such as Pashtun culture (Pashtunwali), purdah code of honor, norms of the society, family traditions have been presented in table 3.3.

Table 3

Operationalization of variable

Categories	Themes of the questionnaire
1. Economic problems	<ul style="list-style-type: none"> • Socio-economics and cultural constraints • Financial status • Transportation costs • Cost of education • Poverty • Educational expenses
2. Institutional and transportation problems	<ul style="list-style-type: none"> • Lack of institution • Distance to education • Fear in public transport • Availability of mobilization
3. Social problems	<ul style="list-style-type: none"> • Co education • Family support coeducation • Female hesitation in coeducation • Gender inequality • Prefer boy’s education over girl’s education • Male dominancy • Parents insecurity towards females • Early marriages
4. Cultural problems	<ul style="list-style-type: none"> • Pashtun culture (Pashtunwali) • Purdah code of honor • Norms of society • Family tradition

Data Analysis and Analytical tools.

In methodology descriptive statistics research design were adopted in the study and analyzed through SPSS software (version 26). Data are presented in the form of tables, bar graphs frequency tabulation, agreement index and priority index. The agreement index calculated for all variables and used five scales -2 to +2 whereas, -2 indicates strongly disagree -1 for disagree 0 for neutral 1 indicate agree and 2 for strongly agree. And the priority index was used to check out which factormostly affect female education.

Results and Discussion

After analyzing the respondents’ responses about different constraints being faced by female students to get and continue their higher education, the study found multiple factors that are in line with the available scholarship. The overall responses of respondents, comprising 88 students of three different institutes including University of Swat, College of Home Science, and Girls’ Degree College, are given in tables below, which test and interpret the research hypotheses and research question of this study.

Table 4

Distribution of the Sample respondents based on socio- economic and cultural constraints.

Statem ent	Strongly agree	Agree	Neutra l	Disagr ee	Strongly disagree
A1.	34	44	10	00	00
A2.	31	39	11	07	00
A3.	32	29	19	08	00
A4.	25	42	11	08	02
A5.	40	29	07	12	00
A6.	20	27	16	16	09

* A1= Socioeconomic and cultural constraints influence female education, A2= Financial status of the family is positively linked with female education, A3= Transportation costs effect female education, A4= Cost of education affect female education, A5= Poverty is the main hurdle to female education, A6= Expenses of your education areeasily financed by your parents

The table No.1 provides economic aspects that influence female’s higher education on the basis of respondent’s response. Most of the respondents (44) were found agree that socio-economic and cultural constraint influence female’s education at university level while minimum (10) respondents were neutral and none of the respondent was found disagree to the statement. Majority respondents were agreeing that financial status (household income) of the family can be positively linked with female’s education. It shows that if the families are economically fragile then it will be affecting female education. While minimum (7 out of 88) respondents were disagree with statement that financial status of the family is positively linked with female education. Most of the respondents were strongly agree that transportation cost is influence female’s higher education. Similarly, the result shows that majority of the respondents were agree that cost of education causes of low enrollment of female’s higher education while some of the respondents were disagree, and viewed that “educational expenses does not affect female’s education”.

Similarly, majority of respondents strongly agreed that poverty is a strong factor that create hurdle for female’s education. Most of the respondents were of the view that their parents can easily finance the educational expenses, while (16 out of 88) were disagree that show they [parents] can’t afford the education expenses therefore, poor families are, seemingly, forces to neglect the importance of female’s higher education.

Table 5

Agreement Index

Statements	Values	Rank
A1. Socioeconomic and cultural constraints influence female education	1.27	I
A2. Financial status of the family is positively linked with female education	1.06	III
A3. Transportation costs effect female education	0.96	IV
A4. Cost of education affect female education	0.90	V
A5. Poverty is the main hurdle to female education	1.10	II
A6. Expenses of your education are easily financed by your parents	0.37	VI

The above table shows agreement index of various statement; the value of agreement index varies from -2 to 2. The positive score suggests a preference for agreement, while negative indicates for disagree. For all statements the value of agreement index is positive. The finding reveals that the first statement has 1st rank it means that respondents are consider that the socio economic and cultural constraint are major hurdle towards female higher education.

Table 6.

Institutional and Transportation Problems

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
B1.	41	39	05	03	00
B2.	45	33	07	03	00
B3.	09	29	13	19	08
B4.	20	27	14	15	12

* B1= Female education is affected by the lack of educational institutes in local area, B2= Distance to educational institution effect female education, B3= You are feeling safe in public transport & B4= Transport facility is easily available to you

The above table No.3 represents institutional and transport problems that female faced to get higher education. The results reveal that most of the respondents were found strongly agree that lack of institution in local area effects female education and minimum of the respondents (3 out of 88) were disagree to this statement. Most of the respondents were strongly agreed that distance to educational institutes affect female education while some of the respondents were disagreed, and they viewed that distance does not matter for female who are interesting to get higher education. Further, the results also show that majority of the respondents were feeling safe in public transport while (19 out of 88) respondents were found disagree as they don't feel safe to travel alone or going to educational institute rather they must have family members or friends to travel. The findings also suggest that transport facility was available to majority of female students in rural areas, whereas 15 out of total respondents were found disagree, who argued that lack of transport facility is one of the reasons that effects female education in the rural areas.

Table 7
 Agreement Index

Statements	Values	Rank
B1. Female education is affected by the lack of educational institutes in local area	1.34	II
B2. Distance to educational institution effect female education	1.36	I
B3. You are feeling safe in publictransport	0.13	IV
B4. Transport facility is easily available to you	0.31	III

The above table No. 4 shows the value of agreement indices for various statements and value varies from -2 to 2. The positive score suggests a preference for agreement, while negative indicates for disagree. For all statements the value of agreement index is positive. The finding it was concluded that the lack of educational institute is key constraint affecting female education.

Table 8
 Distribution of responses on co-education system and gender inequality

St.	Strongly Agree	Agree	Neutra l	Disagre e	Strongly disagree
C1.	24	22	17	21	04
C2.	15	31	14	18	10
C3.	25	35	13	15	00
C4.	11	38	12	18	09
C5.	12	35	05	18	18
C6.	18	46	07	17	00
C7.	70	16	02	00	00
C8.	16	28	18	18	08
C.	36	34	04	10	04

*St.= Statements

** C1.=Co-education effect female education, C2=Your family in favors of co-education, C3= Females in co-education uncomfortable and hesitate to contribute, C4=Gender inequality reflect femaleeducation, C5= Most of the parents prefer boys' education rather than girls' education,

C6=Male dominancy effect female education, C7=Your parents believed that education is necessary for female, C8=Parents insecurity effect femaleeducation & C9= Early marriages are an obstacle forare female education.

In this table identifies social problems that affect female education. Most of the respondents i.e. (24 out of 88) were strongly agree that co-education affect female education while (21 out of 88) were disagreed and they viewed that co-education system has no negative influence over female education. Furthermore, the results show most of the parents were in favor of co-education system while 18 and 10 respondents were found disagree and strongly disagree in this regard respectively, and argued that many of families oppose co-education in their area. Most of the respondents were agreed that females in co-education system feel uncomfortable and hesitate to participate in classroom while 15 were disagreed to the statement. Majority of respondents i.e. (38 out of 88) were agreed that gender discrimination in society still exists that effects female's education. Thus, parents are, seemingly, preferring their boy's education rather than girl's education. Most of the participants were agreed that male dominancy effects female education while 17 were found disagree to the statement. Similarly, the study also found that maximum i.e. 70 out of 88 respondents were strongly agreed with parents' role in females' education and argued that majority of parents believe that education is necessary for females, however they have some sorts of insecurities, on one hand, that may affect the education process while on the other hand majority of respondents believe that lack of educational institutions coupled with insecure environment forced many of families towards early marriages, which is another obstacle for females to continue their higher studies.

Table 9
 Agreement Index

Statements	Values	Rank
C1.	0.46	IV
C2.	0.26	VII
C3.	0.79	II
C4.	0.27	VI

C5.	0.05	VIII	6th	11	05	22	18	10	2
C6.	0.73	III							2
C7.	0.01	IX							
C8.	0.29	V							
C9.	1.00	I							

*C1=Co-education effect female education, C2= Your family in favors of co-education, C3= Females in co-education uncomfortable and hesitate to contribute, C4= Gender inequality effect female education, C5= Most of the parents prefer boys' education rather than girls' education, C6= Male dominancy effect female education, C7= Your parents believed that education is necessary for female, C8= Parents insecurity effect female education & C9= Early marriages is an obstacle for are female education.

The above table show agreement index of various statement; the value of agreement index varies from -2 to 2. The positive score suggests a preference for agreement, while negative indicates for disagree. For all statements the value of agreement index is positive. The highest score takes that the early marriages are major hurdle for female education because the responsibilities of the females are increase therefore they do not continue further studies. Moreover, the patriotic society has also influence female education.

Table 10
Priority Index

1 st priority	2 nd priority	3 rd priority	4 th priority	5 th priority	6 th priority
1	1-0.166=0.834	0.83-0.166=0.668	0.502	0.336	0.17

*P	1	2	3	4	5	6
1st	24	22	05	05	24	0
2nd	16	18	19	11	17	0
3rd	19	19	12	09	12	1
4th	12	15	18	22	11	0
5th	06	09	12	23	14	2
						5

*P= Priority, 1= Income level, 2= Lack of institutes, 3= Coeducation system, 4= Gender discrimination, 5= Early marriages, 6= Job opportunity

Priority Index for level of income=

$$1(24) + 0.834(16) + 0.668(19) + 0.502(12) + 0.336(6) + 0.17(11) + 0(0)/88 = \mathbf{0.681}$$

Priority Index for lack of institute=

$$1(22) + 0.834(18) + 0.668(19) + 0.502(15) + 0.336(9) + 0.17(5) + 0(0)/88 = \mathbf{0.694}$$

Priority Index for co-education system=

$$1(5) + 0.834(19) + 0.668(12) + 0.502(18) + 0.336(12) + 0.17(22) + 0(0)/88 = \mathbf{0.518}$$

Priority Index for Gender discrimination=

$$1(5) + 0.834(11) + 0.668(9) + 0.502(22) + 0.336(23) + 0.17(18) + 0(0)/88 = \mathbf{0.477}$$

Priority Index for Early marriages=

$$1(24) + 0.834(17) + 0.668(12) + 0.502(11) + 0.336(14) + 0.17(10) + 0(0)/88 = \mathbf{0.660}$$

Priority Index for Job opportunity= $1(8) + 0.834(7) + 0.668(17) + 0.502(9) + 0.336(25) + 0.17(22) + 0(0)/88 = \mathbf{0.475}$

Table 11
Agreement Index

Priority Index	Value s	Rank
Income level	0.681	II
lack of institute	0.694	I
co-education system	0.518	IV
Gender discrimination	0.477	V

Early marriages	0.660	III
Job opportunity	0.475	VI

The above table No. 8 and figure No.1 show priority indices for different factors, which are constraints to female education. The findings suggest that lack of institutes ranked first, which means that lack of institute is the top barrier to female education in the district Swat, Khyber Pakhtunkhwa. Followed by the income level, which indicates that people having low-income are not willing or they are compelled to avoid sending their dependent females to higher education institutions. The findings, further, suggest that after the socio-economic constraints, the cultural constraints that are coupled with religious sentiments generate an environment in which parents, most obviously, prefer the early marriages' trend, and avoid to enroll their females in co-education institutions. Thus, all these constraints have a lot of impact on female education, especially in rural areas of Pakistan- as in the case of district Swat.

CONCLUSION AND RECOMMENDATIONS

The outcome of the study shows that socio-economic and cultural constraints are strongly influencing female's higher education in district Swat of Khyber Pakhtunkhwa province of Pakistan. Moreover, the study found that the key factors that affect female's education are: lack of educational institutes, financial status of the household, co-education system, gender inequality and early marriages.

In addition, there are several others reasons for low rate of female's education such as cost of education, long distance from home to educational institutes, transportation cost, prefer boy's education over girl's education, male dominancy, parents concern about their females and family resistance towards co-education system. Poverty, especially in rural areas, is one of the strong factors that affects female higher education. The findings also suggest that local culture affects females' education, comparatively, lesser than socio-economic factors that have,

reportedly, high level of influence over females' education.

In light of the overall findings, the study recommends that government should take practical steps to alleviate poverty through providing different scholarship and social welfare programs. Besides, it [government] should also provide conducive learning environment to female students across the country, especially in the traditionally bound rural societies. Along with all necessary facilities, public awareness is also the key determinant that will help increasing the number of female students in higher education institutions. In this context, the media can play a vital role while applying its major function of 'education' in true spirit. Thus, it is recommended for the media professionals and social media activists to play their role while focusing on female education as a 'dominant frame' in their practices. Similarly, both the media professionals and advocates of females' education should need to sort out communication strategy, preferably at grass root level while applying the development support communication, to assess hurdles in the way of females' education, and resolve them with support of local communities.

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