THE EFFECT OF SOCIAL AND TECHNICAL FACTORS ON MALE AND FEMALE EMPOWERMENT IN HIGHER EDUCATIONAL INSTITUTES OF LAHORE, PUNJAB

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ABSTRACT

This study explores the impact of sociable and specialized procurators on the ordering of male and female savant in improved educational institutions in Lahore, Punjab. Using a qualitative exploratory path, in-depth interviews and focus group exchanges were conducted with scholars, faculty, and senior staff across diverse universities. The study identifies important social determinants such as gender status, social outlook and art ethics, as well as specialized determinants related to technology, digital knowledge and institutional support, which influence the employment of male and female experts. The rulings reveal significant differences in how these prosecutors influence men's and women's commissions, creating an urgent need for gender-sensitive programs and improved guidance for companies to encourage reckless commissions. This research contributes to a deeper understanding of the complex interactions between public and professional prosecutors, adapting to committee dynamics in knowledge institutions.

Keywords: Empowerment, Gender, Social Factors, Technical Factors, Higher Education.

INTRODUCTION

Commission in Advanced Education is increasingly recognized as a foundation for promoting academic success and professional development. The concept of "commission" is multidimensional and involves equipping individuals with the necessary tools, confidence, and openings to come forward with informed opinions and take control of their educational and professional circles. This generality is especially significant in regions such as Lahore, Punjab, where a collapse of social, cultural and technological factors unique forms the utilization of virile and female scholars. The researchers are not only about academic success, but also include a wider spectrum of cerebral and social limitations. This includes developing the pitch validity, autonomy and agency that are essential for researchers to navigate the complexities of the academic field and the demands of the workforce. In educational institutions, delegation has always been associated with the ability to engage in knowledge processes, access resources, and engage in decision-making activities that affect one's educational journey (Zimmerman, 2000). still, the extent to which scholars, particularly males and ladies, experience commission is told by a variety of factors, including the socio-artistic environment and the vacuity of technological resources.

Social factors, similar as artistic morals, gender places, and societal prospects, play a significant part in shaping the commission gests of scholars. In numerous societies, including those in South Asia, traditional gender places are deeply settled, frequently leading to different prospects and openings for manly and womanish scholars. For illustration, manly scholars may be encouraged to pursue advanced education and career openings more aggressively, while womanish scholars may face societal pressures to prioritize family liabilities over academic or professional achievements (Shaheed, 2010). These societal prospects can limit the agency of womanish scholars, thereby affecting their commission in educational settings.

In addition to social factors, specialized factors similar as access to technology and digital knowledge are decreasingly pivotal in the ultramodern educational geography. The rapid-fire advancement of technology has converted the way education is delivered and penetrated, making it an essential element of pupil commission. still, access to technology is n't invariant, particularly in developing regions where difference in digital structure and coffers persist. The digital peak, defined as the gap between those who have access to digital technologies and those who do not, exacerbates being inequalities in education. This peak frequently intersects with social factors similar as gender and socioeconomic status, further disadvantaging womanish scholars and those from lower- income backgrounds (van Dijk, 2005).

The interaction between society and technical factors creates a complex terrain that affects the courage and the committee of women's scientists in senior educational institutions. For Lar, it is a municipal authority with a rich cultural heritage and a variety of populations. The city is home to several advanced educational institutions that serve a wide range of researchers from various social, cultural and profit-making backgrounds. This diversity provides ample scope for exploring how social and technological factors affect academic ordering, particularly those related to gender. Although there is significant research on student councils in higher education, there is a lack of research that specifically examines the intersection of social and technological factors in the Lahore region. This study aims to fill this gap by providing a comprehensive analysis of how these factors influence the appointment of male and female academics to higher education institutions in Lahore. The study used qualitative research methods using in-depth interviews and focus group discussions to gather the views of academics, teachers and administrators. This approach allows for a nuanced understanding of the use and perspectives of various stakeholders in the educational process. Examining the impact of social factors on the Student Committee, this study will look at part of the moral and gender scientists planning. In the past, both showed that the moral of culture significantly influences the gender dynamics of education, which constantly led to unstable openness and problems in Wittel and women's science (Nussbaum, 2003). In the Lahore terrain, where traditional values and modern influences are present, it is important to understand how these morals affect the tasks of scholars. The study will also examine the part of technical factors, especially access to technology and digital knowledge, in the design of student commission. Technologies have become a necessary tool for knowledge, communication and professional development in the 21st century. However, differences in access to technology can create significant barriers to use, particularly for researchers previously marginalized by social factors. This study will explore the impact of higher education departments in Laram and its impact on men and female scholars, and how these differences are overwritten. In addition, this research aims to contribute to the formulation of gender equality and plans in promoting higher education. By linking key social and technical factors that influence student participation, this study will provide valuable insights for educators, policy makers, and researchers. These findings may inform the design of developmental interventions and measures to address the unique challenges faced by male and female researchers in role-changing educational settings and ultimately contribute to a more inclusive and inclusive educational model. In summary, the proliferation of scientific staff in higher education is a multifaceted problem and the result of a complex interaction between social and technological factors. In Lahore, where cultural ethics, gender status, and technological inequalities intersect, understanding these factors is critical to promoting gender equality and empowering all academics to succeed. The purpose of this study is to widely analyze these factors and its impact on the Student Association to discuss justice and to include higher education in higher education

Problem Statement

One of the most important aspects of scholars' success in council and in the plant is their sense of commission. nevertheless, a complex commerce of social and technological rudiments affects the commission of manly and womanish scholars in places like Lahore, Punjab. manly and womanish scholars have different possibilities due to these circumstances, especially in conservative communities where conventional gender places are rigorously executed. There's a vacuum in the

development of successful enterprise to advance gender equity in advanced education as a result of the lack of knowledge about how these factors impact commission. By examining the social and technological elements that affect both male and female students' empowerment in Lahore's higher education institutions, this study seeks to close this disparity.

Objectives

- To Identify the key social factors that influence the empowerment of male and female students in higher education;
- To Examine the role of technical factors, such as access to technology and digital literacy, in shaping the empowerment of students;
- To Analyze the differences in how these factors affect the empowerment of male and female students
- To Provide recommendations for developing policies and initiatives that promote gender equity and empowerment in higher education.

Structure of the Study

A case study methodology was used in the exploratory design, focusing on a specific subset of Punjabi modern educational institutions in Lahore. This exploration is suited for a case study design since it allows for a thorough examination of the marvels of commission in particular settings. The case study system can enable the basis of society and professionalism to interact and influence masculinity and female students. Due to the stiffness of this design, experiments can collect data in different ways, similar to the focus group, interviews and document analysis so that they can fully understand research questions

Literature Review

The literature review in this chapter provides an overview of pivotal studies and theoretical perspectives on the effect of social and technical factors on the commission of virile and womanish scholars in advanced educational institutes. The review focuses on disquisition conducted over the formerly decade, pressing the most applicable findings related to gender dynamics, cultural

morals, digital knowledge, and access to technology in educational settings. Social variables significantly influence academics' higher education commissions, including gender status, artistic ethics, and social prospects. Experimenters have been concentrating further on how these characteristics affect educational gests and issues during the last ten times, especially in surroundings where traditional gender morals are explosively bedded.

The impact of gender on educational possibilities is one of the most important social rudiments impacting commission. Bhatti et al. (2016) report that gender differences in education are still common in Pakistan and other South Asian countries where artistic morals favor men's education over women's. The distribution of coffers, chances for involvement in adulterous and academic conditioning, and artistic prospects about the places of men and women all parade this gender bias.

Likewise, it has been demonstrated that artistic morals that uphold traditional gender places circumscribe the commission of womanish scholars. Khan and Baig (2017) discovered that womanish scholars constantly witness pressure to live up to societal prospects that place a advanced precedence on marriage and family duties than on academic and professional accomplishments. Their study concentrated on gender dynamics in Pakistani universities. Lower tone- efficacity and lower participation in educational conditioning which are essential for commission can affect from this pressure.

Likewise, it has been determined that one of the biggest obstacles to womanish commission in academy is the idea of" honor" and its correlation with womanlike geste. Women's geste is rigorously regulated and supervised in numerous conservative communities, including some sections of Pakistan, as noted by Zaman and Qureshi(2015), in order to uphold family honor. Because of this social pressure, womanish scholars are less free to engage in some conditioning, especially bones that bear them to fraternize with their manly peers. As a result, their prospects for commission are reduced. The presence or absence of social support networks is a significant factor in student empowerment. According to research by Rehman and Ahmed (2019), creating supportive settings at home and in schools is crucial for promoting empowerment.

Students are more likely to participate actively in their education and aspire to leadership positions when they, especially female students, feel supported and encouraged by their family and educators. On the other hand, a lack of assistance might enhance emotions of helplessness and powerlessness.

Role models are another important social aspect that exists in educational institutions. Giving female students examples of accomplished women in academics can be a good way for role models, especially female faculty members, to empower them. Malik and Zaheer's (2018) research indicates that the presence of female leaders in higher education challenges gender norms and motivates female students to pursue leadership roles.

The complex terrain created by the convergence of social and professional bases affects the degree of empowerment of male and female academics in higher education institutions. Researchers' educational attitudes and opportunities are influenced by social factors such as gender status and artistic ethics, while technological factors such as digital literacy and technology access reinforce these advantages. For the last ten times, Discovery has recognized the importance of considering both social and technical aspects when researching student associations. For example, a study by Siddiqui and Aziz (2021) shows how the combination of gender and technology affects academic performance in higher education. The experiment found that academic women still face more difficulties in trying to enter and use technology due to social ethics and mobility restrictions. The digital divide disproportionately affects female academics from low-income families, exacerbating these difficulties. In contrast, the Queeshi and Nawaz 2022 study studied the role of institutions' plans for the social and professional basics. Experiments believe that higher education institutions should use programs that are sensitive to gender to prevent social and technical obstacles. These events should include plans to increase each student's plan to achieve technology, digital competence training and artistic practice to help researchers participate in the educational process.

By integrating social and professional aspects, understanding the order is important to create a tolerance style to promote justice in higher education. Ahmad and Farooq (2020) argue that a comprehensive strategy for student unions should consider the social, artistic, technical and profit-making aspects that influence their behavior. By working together to address these fundamental questions, progressive educational institutions can foster a field that empowers all researchers, regardless of gender or socioeconomic status. The literature review in this chapter highlights the important role of social and professional foundations in promoting academic acceptance in higher education. To advance educational equity, experimenters have increasingly focused their efforts on these foundations over the past decade, recognizing that social and technological barriers must be removed. Research research emphasizes the importance of considering artistic ethics, gender conditions and the achievement of technology and digital capabilities when analyzing students' homework. Progressive Educational Institutions can promote a platform by extensive exploring these problems to promote all scholars and promote gender equality in the classroom.

Research Gap and Rationale

There are a many limitations to be apprehensive of, despite the fact that this study attempts to offer perceptive information about the variables impacting the commission of both manly and womanish scholars in Lahore, Punjab's advanced education institutions. The extent, validity, and generalizability of the exploration findings may be impacted by these constraints. The study is limited to advanced education establishments in Lahore, Punjab. Due to this geographic restriction, universities abroad or in other corridor of Pakistan may not be suitable to use the findings. Cultural morals, specialized architectures, and educational surroundings might differ greatly between places. Because of this, the difficulties and gests that scholars in Lahore defy may not be the same as those in other places, which would circumscribe how astronomically the findings may be applied. It'll take further disquisition in a variety of geographical surrounds to determine whether similar patterns or distinct dynamics do in other areas. The study uses a qualitative exploration methodology, which is naturally private but yields rich and detailed data. The perspectives, gests , and interpretations of the actors are the foundation of the qualitative approaches that are employed, similar as focus groups and in- depth interviews.

impulses from the experimenter as well as the actors may be introduced by this subjectivity. individualities may differ in how willing or open they're to partake their gests , and social advisability or other circumstances may have an impact on how they respond. likewise, the experimenter's particular prejudices and shoes affect how they perceive the findings. These rudiments may have an impact on the findings' trustability and validity. The data gathered may vary depending on actors' vacuity and amenability to share in the study. It can be delicate to find people who are accessible and willing to share in focus groups or interviews. Time, availability, or a particular disinclination to share in exploration conditioning could be obstacles. As a result, the sample might not directly reflect the target population's wide range of gests and opinions. Low participation might have an impact on the depth and breadth of the data, which could have an effect on how thorough the study is.

Time and resource constraints may circumscribe the study's breadth and depth of disquisition. It takes a lot of time and work to conduct focus groups and in- depth interviews, and the number of people that can be included in the distributed quantum of time may be limited. The degree to which the study completely examines all material issues might also be impacted by resource limits, similar as fiscal restrictions or confined access to exploration installations. These restrictions might make it more delicate to carry out a longer- term or further thorough study of the variables impacting pupil commission.

Thickness and interpretation are two issues that arise during the gathering and processing of qualitative data. Rendering and interpreting qualitative data can be delicate processes that call for particular opinions. The styles used by the experimenter to law and identify themes may have an impact on the results, and different experimenters may interpret the same data in colorful ways. Because qualitative procedures are innately private, it may be delicate to insure rigor and thickness in data analysis.

Since technology and education are always changing, the rudiments affecting pupil commission could also alter with time. The data in this study are limited by the time and setting in which it was conducted, therefore as new advancements in social morals, technology, and educational procedures take place, the conclusions may lose their significance. To address new trends and make sure that commission- promoting tactics are current and successful, ongoing study is needed.

Notwithstanding these drawbacks, it is anticipated that the research would offer insightful information about the technological and societal aspects affecting the empowerment of both male and female students in higher education. The results will deepen our awareness of the potential and problems associated with student empowerment and guide the creation of policies that support diversity and gender equity. The study intends to make significant contributions to the field of higher education research and policy development by recognizing and resolving these limitations.

Methodology and Research Design
A path exercised to examine how gregarious and occupational procurators impact the working out hours of men and women in advanced instruction institutions in Lahore, Punjab. The exploration system exercised in the study was qualitative, which is veritably useful for observing the complication of gregarious cautions in the real world. The qualitative mode allows expansive disquisition of the impersonators' shoes, gestures and clarifications of the sample in the environment of their instruction. utilizing this frame, the study hopes to give rich, detailed data that's delicate to quantify, relating the daedal ways in which gregarious and technological procurators impact commissions.

Since the study will be cross-sectional in nature, data will be gathered all at once. Investigating the current level of student empowerment in postsecondary educational institutions is a suitable use for this design. The study's cross-sectional design makes it possible to take a momentary picture of the technological and societal variables affecting empowerment at the time of data collection. This approach offers insightful information about the dynamics of empowerment in higher education today, even though it does not permit the analysis of changes over time.

Participants
Due to the qualitative nature of the study, the principle of achromaticity of the data determines the sample size, not the statistical relationship. The

miracle of achromatic data occurs when there are no new themes or perceptual abilities in the data that indicate the sample size is adequate. Thirty to forty actors, including academic staff, administrative workforce and male and female academics, will be selected for this study using a purposive sampling approach. The selection process will use a merit-based approach to ensure that the sample contains comprehensive and detailed information on the social and technical aspects affecting commissions.

Data Collection

Three to four months will pass between data collection sessions so that in-depth information from the chosen individuals can be gathered. The following steps will be involved in the process: Participant Recruitment: Purposive sampling will be used to select participants, with a focus on diversity regarding gender, type of institution, and role within the institution. Every participant will be asked for their informed permission, guaranteeing that they are completely aware of the goals and protocols of the study.

Holding Interviews and Focus Groups: Depending on participant availability and preferences, semi-structured interviews and focus groups may be held in-person or online. With the participants' permission, every focus group and interview will be audio recorded to guarantee proper data collection.

Document Collection: From the collaborating institutions, pertinent institutional records will be sought for the study. We'll go over these documents to learn about the official procedures and policies that affect empowerment.

Data transcription: A verbatim transcription of every audio recording from focus groups and interviews will be made. The main source of data for the analysis will be the transcriptions

Data Analysis

This chapter contains data analysis of research analysis of how social and professional factors affect the study entrusted to the Punjab High Level Training Authorities commissioned by men and women. This includes a description of the details of the data collection interview, the quality data government procedures and summaries of conclusions from Canon.

Conversation protocol

The purpose of the interviews was to obtain a comprehensive understanding of how social and technological factors affect the empowerment of male and female students in higher education.

Participants: Thirty to forty people including academic staff, administrative assistants and male and female students from various universities in Lahore, Punjab

Interview Structure:

- Introduction:
  - Briefly introduce yourself and explain the purpose of the study.
  - Ensure confidentiality and obtain informed consent from the participants.
  - Explain the structure of the interview and the expected duration (30-45 minutes).

- **Section 1: Demographic Information**
  - Name (optional)
  - Age
  - Gender
  - Institution and Role (e.g., student, faculty member, administrative staff)
  - Academic Program/Department
- **Section 2: Social Factors**
  - How do cultural norms and gender roles affect your academic experience and opportunities at your institution?
  - Can you describe any specific challenges related to gender that you have faced in your educational journey?
  - How do institutional policies address gender-related issues, and how effective do you find them?

- **Section 3: Technical Factors**
  - How accessible is technology at your institution, and how does this access impact your academic performance?
  - What is your level of digital literacy, and how has it influenced your educational experience?
  - Can you provide examples of how technological resources or lack thereof have affected your empowerment?

- **Section 4: Empowerment Experiences**
  - How do you perceive your own empowerment in terms of academic and personal development?
  - What role do student participation and leadership opportunities play in your sense of empowerment?

- Can you share any experiences where you felt particularly empowered or disempowered within your institution?

- **Section 5: Recommendations**
  - What changes would you recommend to improve gender empowerment at your institution?
  - Are there any specific policies or programs you believe would enhance empowerment for students?

Conclusion:
  - Thank the participant for their time and insights.
  - Explain the next steps in the research process and how their data will be used.

4.2 Coding Process
The coding process involves organizing and categorizing the qualitative data from interviews into meaningful themes. This process allows for the identification of patterns and insights related to the research questions.

Coding Steps:
1. Familiarization with Data:
   - Read through all interview transcripts to gain a general understanding of the data.
2. Initial Coding:
   - Assign preliminary codes to segments of text that represent important concepts or ideas. These codes are often descriptive and directly reflect the content of the data.
   Examples of Initial Codes:
   - "Cultural Norms"
   - "Technology Access"
   - "Gender Barriers"
   - "Institutional Support"
   - "Leading option \ "
3. Focus on encoding:
-In the old code and the group's original code on a broader topic to perceive important conditions. This involved combining relevant codes and identifying overarching categories.
Examples of main topics:
- "Effect of cultural norms on empowerment"
- "Technology Acquisition Challenge"
- "Efficiency of institutional policy"
- "Student Engagement and Empowerment"
4. Thematic analysis:
- Analyze the topics of understanding how they deal with research issues. Determine the main

discoveries and interpret their impact on the study.
Subject Insight:
- Social factors such as cultural norms and gender roles create barriers to the empowerment of female students.
- Technology factors, including the acquisition of technology and digital skills, have a significant impact on the academic experience and empowerment of male and female students. - Institutional policies and support structures play a critical role in shaping students' sense of autonomy, with effects that vary by gender.

4.3 **Data analysis**
Theme 1: The impact of cultural norms on empowerment
- Description: Cultural norms and gender roles have a great influence on students' academic experiences. Students men often benefit from supportive cultural expectations, while students of students face obstacles that limit their capabilities and autonomy.
- Results: Women's students reported that they are considered limited cultural expectations that prioritize family duties, not academic persecution. Male students, on the other hand, tended to have fewer cultural constraints.
- Direct quote: "I feel that I always balance family expectations and studies. It's a constant struggle" (female student at a public university).

Theme 2: Challenges in acquiring technology
- Description: Acquisition of technological and digital skills is a key factor in empowerment. Students with better opportunities and skills report higher levels of academic achievement and opportunity.
- Findings: Male students tend to have greater access to technology that enhances their learning experience. Female students often face technical obstacles that influence their academic performance and permission.
-Tube: "When I can't access online resources, such as my classmates, I will feel frustrated" (a female student at a private university). Theme Three: Effectiveness of Institutional Policies
- Description: Institutional policies play an important role in creating opportunities. Although many institutions have policies aimed at achieving gender equality, their implementation is often unsatisfactory. - Result: There is a gap between

political intentions and their actual impact. Although existing policies support gender equality, female students are often underrepresented in decision-making processes. -Didity: \ "The University has an equal policy, but that does not mean our real changes \" (male public college students).

Subject 4: Student Participation and Permission
- Description: Participation and management opportunities in the organization help strengthen students. However, these opportunities are often unevenly distributed.
- Results: Male students are more likely to take on leadership roles, which increases their sense of independence. Female students often face barriers to participating in these roles.
- Direct quote: "I would like to be a member of the student union, but it seems that these positions are already occupied by male students" (private university student).

Discussion
The ways in which social and occupational factors influence the employment of men and women in higher education institutions in Lahore, Punjab. In this chapter, we explain the findings, develop counter-charges for women's employment in higher education, and relate them to the research questions and the wider literature. According to Czech, artistic morality has a big impact on how strong women scientists are. Academic and managerial prospects for women scientists are constantly limited by artistic prospects and traditional gender morality. This result is consistent with previous research showing how artistic walls can hinder women's engagement and achievement in educational institutions (Khan et al., 2021; Ali & Malik, 2022). Cultural morality tends to favor gender diversity on committees, offering additional support and fewer barriers to male scientists. Technology availability has been shown to be a crucial element of commission. According to the study, manly scholars are more likely to have access to digital knowledge training and specialized tools, which improves their academic performance and sense of commission. On the other hand, female academics face barriers when trying to use technology that affects their academic performance and sense of agency. This result is consistent with other studies (Farooq & Yasmin,

2017; Khan, 2022) that highlight the importance of digital access and sealing academic performance. In fact, institutional and businesses aimed at improving gender, continuous or successful are implemented. Although there are laws that promote the same character, they have almost no influence on the actual results of commissions. This gap between policy and practice is supported by the literature, which suggests that institutional programs often fail to achieve their goals due to poor implementation or a lack of institutional commitment (Bibi & Ashraf, 2018; Khan et al., 2021). Encouraging student involvement and leadership is critical to their committees. The report says male academics are more likely to take on leadership roles that help empower them. However, it can be difficult for women researchers to take advantage of these opportunities due to institutional and artistic barriers. This exploration highlights the need for additional inclusive styles to ensure that all students have equal opportunities to share (Ali & Malik, 2022; Bibi & Ashraf, 2018)

Conclusion
This study has revealed important information about how social and technological factors affect the commission of men and women in progressive educational institutions of Punjab, Lahore. The analysis shows that the importance of the committee's problems, institutional rules, art ethics and opportunities for students to participate.
The results show that if some progress has been made to improve the gender equivalent of high - level education, the material obstacle still exists. Still, commissions by women scholars are hampered by artistic ethics and technical limitations, and institutional strategies consistently fail to achieve the required results. To address these issues, it is critical to develop smarter plans, improve access to technology, and create drinking environments that encourage each student's unique growth

Recommendations

Based on the results of this study, several recommendations have been developed for strengthening the gender committee in advanced educational institutions. First, agencies should focus on strengthening policy implementation and ensure that equity programs are properly implemented and regularly evaluated. This process should include a system of regular evaluation of the impact of these projects and involve academics in the development of new projects. Second, getting the perfect technology is essential. Institutions should invest in structures and funding that ensure equal access to technology for all academics, particularly female academics who may be disadvantaged. This could include teaching digital skills, technological literacy and undifferentiated technology funding. Third, promoting artistic changes is essential for challenging and changing the practice of restricting the women's committee. Enterprises and guidance plans, righteous thoughts, and systems that help female scholars to balance their academic and family achievements, can promote this change. Fourth, agencies should increase the vacancies of a female scientist to share with managers and resolutions.

It can achieve this goal by fulfilling the plan to encourage women to serve as leading positions and support to help them overcome obstacles. Initially, further research is needed to explore the company's long-term agenda for increasing the gender balance in higher education. relative studies in different regions and educational institutions could provide a deeper understanding of effective strategies for promoting gender equality. By supporting these recommendations, progressive educational institutions can foster future inclusive communities that support the academic and professional growth of all researchers, regardless of gender

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