



**FORMAN
CHRISTIAN
COLLEGE**
(A CHARTERED UNIVERSITY)



THESIS ABSTRACT & POSTER BOOKLET FOR DEPARTMENT OF SOCIOLOGY- UG THESIS 2023 AND MPHIL THESIS PROPOSALS 2023

Date: 8th March 2024

Patrons	Dr. Kausar A. Malik Dean of Postgraduate Studies, Director ORIC	Dr. Sikandar Hayat Dean of Social Sciences, Distinguished Professor of Public Policy and History
Department of Sociology Organizing Committee	Dr. Sara Rizvi Jafree Associate Professor/Chairperson Ms. Shermeen Bano Lecturer Ms. Tehniyat Fatima Lecturer Ms. Sana Shahid Lecturer	
ORIC Coordinator	Haroon Samson Senior Manager Research Development & Operations Office of Research, Innovation & Commercialization – ORIC	
Department of Sociology Student Coordinators	Beenish Fatima (MPhil) Shanzeh Ahmad (BS)	

External Evaluators
Dr. Rahla Rahat Assistant Professor Institute of Social and Cultural Studies University of the Punjab, Lahore, Pakistan
Dr. Amina Muazzam Professor and Chairperson Department of Applied Psychology Lahore College for Women's University

Patrons Note

I am happy to share the Abstract and Poster Booklet for the Department of Sociology, which documents the posters presented by the Undergraduate and MPhil students for the year 2023. As I mentioned in my address to the students- research is a continuous, iterative, and, in some ways, unending journey. Presenting research work through posters is a valuable initial endeavor which promotes student research efforts and visibility, develops student communication and presentation skills, and, of course, encourages other researchers at the university. Later, we hope the students will continue the dissemination process through publishing in academic journals, presenting at conferences, and initiating more research contributions.



All students received certificates of participation, and four students were awarded prize money for the best poster (at UG and MPhil level)- first and second runner up. The winners were decided based on the scoring by two external experts from the academic community, who we are grateful to for their time and contribution- Dr. Amina Muazzam, Professor (Director Research, Lahore College Women University) and Dr. Rahla Rahat, Associate Professor (Institute of Social and Cultural Studies, University of the Punjab). We are immensely grateful to the Rector, Dr. Jonathan Addleton and Mrs. Addleton for joining us, reviewing the posters, encouraging the students and also gracing the presentation ceremony. Similarly, many faculty members and higher authorities including the Vice Rector and Registrar visited the posters, giving valuable encouragement to the students, for which we are grateful. Our sincere appreciation also goes to FCCU ORIC, Dr. Kauser Abdullah Malik, assisted by Mr. Haroon Samson for sponsoring the event. Finally, I would like to thank the Sociology Department's Chair, Dr Sara Rizvi Jafree, for her initiative and efforts and indeed the organizing committee, comprising of Ms. Shermeen Bano, Ms. Tehniyat Fatima, and Ms. Sana Shahid, all of whom were ably supported by the Dean's office support staff, particularly Mr. Fayyaz Raza. In the end, congratulations to all our students for their participation, dedication to sociological research, and recommendations for social protection and equality in society. Hope you will enjoy reading their abstracts and posters to appreciate the diverse social challenges addressed in each research, including issues related to maternal health, social costs faced by informal workers, barriers to accessing education (in KPK), impact of 'phubbing' on academic learning, problems faced by irregular immigrants, and many more. We look forward to visiting the poster display and reading the booklet by the department next year as well.

Dr. Sikandar Hayat

Distinguished Professor of History and Public Policy and Dean, Faculty of Social Sciences

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Undergraduate Theses

Exploring the Experiences and Challenges of Gender Non-Conforming Individuals in FCCU, Lahore

Muhammad Arham Imtiaz, Ms. Shermeen Bano^{1*}

¹ *Department of Sociology, Forman Christian College (A Chartered University)*

² *Department of Sociology, Forman Christian College (A Chartered University)*

Presenter: 231522545@formanite.fccollege.edu.pk

ABSTRACT

Scholarly research has revealed that individuals, especially young adults, who do not fit into the gender binary are exposed to all forms of violence. This study qualitatively explores the experiences and challenges faced by gender non-conforming individuals in FCCU, Lahore. The study includes in-depth interviews with 8 gender non-conforming students currently enrolled at the university. Narrative analysis of interviews revealed three important themes related to the experiences of these students with respect to gender variance. The three themes that emerged were ‘exclusion on campus’, ‘the effect on mental health from the said exclusion’, and ‘individuals coping with these circumstances’. In conclusion, a connection was established between these main themes, and different methods were shown on how to improve the situation of gender non-conforming individuals in a university setting.

Keywords: Gender, Non-conforming individuals, mental health

Exploring the Experiences and Challenges of Gender Non-Conforming Individuals in FCCU, Lahore

Author: Muhammad Arham Imtiaz
Supervisor: Ms. Shermeen Bano
Department of Sociology

Presenter: 231521545@formanite.fccollege.edu.pk
Correspondence: shermeenbano@fccollege.edu.pk

ABSTRACT

Scholarly research has revealed that individuals, especially young adults, who do not fit into the gender binary are exposed to all forms of violence. This study qualitatively explores the experiences and challenges faced by gender non-conforming individuals in FCCU, Lahore. The study includes in-depth interviews with 8 gender non-conforming students currently enrolled at the university. Narrative analysis of interviews revealed three important themes related to experiences of these students related to gender variance. The three themes that emerged were exclusion on Campus, the affect on mental health from the social exclusion and individuals coping with these circumstances. In conclusion, a connection was established between these main themes and different methods were shown on how to improve the situation of gender non-conforming individuals in a university setting.

INTRODUCTION

During the last decade, there has been a rise in scholarly research addressing the topic of social and gender minority youth in educational settings, including in schools (Park, 2016) and in higher education institutions (Garcias et al., 2020). What has been well-documented in research that lesbian, gay, bisexual, transgender, and queer/questioning (LGBTQ) students experience health inequalities in sexual health, risk for suicide and substance use was noted by (Ahnou et al., 2018). Transversing educational settings presents these students with significant challenges where they remain at risk of experiencing ostracism (Johns et al., 2019). Despite, the recognition of the third gender as citizens of Pakistan, the resistance against Transgender Protection Bill and mounting violence against gender minority populations has gained new momentum, especially on social media platforms.

METHODOLOGY

Research Design

Qualitative research design was used in this study to collect and analyze data.

Data Collection

Semi-structured interviews were conducted to gather data for this study, where participants were given the opportunity to express their experiences and challenges.

Data Analysis

Thematic analysis was used to analyze the data where a deductive approach was used to identify themes in line with the research objectives.

Semi-structured

Semi-structured interviews were conducted to gather data for this study, where participants were given the opportunity to express their experiences and challenges.

Participant Selection

The population of this study were gender non-conforming university students from FCCU. Each participant met the following criteria to participate in the study:

1. The participant must be self-identified as gender non-conforming.
2. The participant must be currently a student in FCCU.

OBJECTIVES

1. Examine the experiences and challenges resulting from non-normative expression of gender in variety of social contexts in the university setting.
2. To understand the impact of these experiences and challenges on the mental health of gender non-conforming students.
3. To investigate the coping strategies used by gender non-conforming students in the university setting.

FINDINGS

Theme 1

Exclusion on Campus
The themes identified during analysis include experiences of exclusion from peer groups, harassment and bullying and on-campus interactions with staff and academic faculty.

- 1.1. Exclusion from peer groups on campus
- 1.2. Harassment
- 1.3. On-campus interactions with Faculty and staff

Theme 2

Mental health impact of social exclusion and harassment on campus
The second objective builds on the findings of the first objective and shifts the narrative to how all the experiences that come from being gender non-conforming impacted the mental health of the individuals who went through these experiences.

- 2.1. Relationship between Gender Non-Conformity and Mental Health
- 2.2. Impact of exclusion and discrimination on academic performance

Theme 3

Coping Strategies and Improving Academic Staff
The third objective builds the first and second objective with the notion of coping strategies, which emerged as the common theme in the part as well as how academic staff can be improved.

- 3.1. Coping Strategies
- 3.2. Improvement of Academic Staff

CONCLUSION

The goal of this study is to shed a light on the experiences and challenges of gender non-conforming individuals in educational settings in the context of Pakistan, since the literature on that is very limited, while also showing how those individuals deal with this and how the situation for them can be improved.

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Social Factors that Contribute to Post-Partum Depression among New Mothers in Pakistan

Esha Iqbal¹, Ms. Tehniyat Fatima^{1*}

¹ *Department of Sociology, Forman Christian College (A Chartered University)*

² *Department of Sociology, Forman Christian College (A Chartered University)*

Presenter: 22-10642@formanite.fccollege.edu.pk

ABSTRACT

Postpartum Depression (PPD) is a form of depression, which occurs after women give birth. This research has studied the social factors that contribute to PPD among new mothers in Pakistan. It explores the experiences of women during PPD and perceived coping strategies during the postpartum period and it also looks at the apparent barriers that women face to cope with PPD. The present study used a descriptive qualitative method for research. The purposive sampling method has been utilized to conduct the following research. This research has been done by conducting semi-structured interviews with the women who gave birth within the past 1-2 years. The findings of this study show the experiences, measures taken to recover from PPD, and the social, cultural, and familial issues that women face during their PPD period. This study not only provides complete insight into PPD from a woman's point of view, but it also helps to increase the awareness of the socioeconomic determinants of mental health and the importance of comprehensive and culturally sensitive mental health care for postpartum depression.

Keywords: Post-Partum Depression, Social factors, Pakistan, Women, Postnatal

Study-Family Balance in Married Undergraduate Female Students of FCCU

Farheen Nadeem¹, Dr. Jawad Tariq^{1*}

¹ *Department of Sociology, Forman Christian College (A Chartered University)*

² *Department of Sociology, Forman Christian College (A Chartered University)*

Presenter: 231467082@formanite.fccollege.edu.pk

ABSTRACT

The purpose of this study was to gain an in-depth understanding of married females who are undergraduate students maintaining a balance between studies and family responsibilities with specific challenges that women face and the coping strategies they use to overcome them. As the studies suggests, handling household responsibilities is a huge task. This study also explores the role of the family in supporting female education. This study uses the gender role theory and the gender conflict theory, also known as the role strain theory, to understand the role dynamics and how they affect the study of family balance. In this qualitative study, the sample was collected from married female students only. This research includes multiple experiences and challenges faced by married females through 9 in-depth semi-structured interviews using a semi-structured questionnaire. The interviews were conducted using online interviewing tools (zoom call, WhatsApp video call). Braun and Clarke's Reflexive Thematic Analysis was used to identify recurring themes related to gender roles, family support, and the challenges of juggling family responsibilities with academic pursuits. The results found that traditional gender roles and expectations exist for both men and women, particularly in marital and familial contexts. Women experience more limitations in personal and social aspects of life compared to men as interpreted in the findings. The study concludes with discussion about coping mechanisms, how participants can overcome difficulties by reaching out to family and mentors for external support, taking time out for themselves, or confronting the psychological strain on self when unable to handle two duties at once.

Keywords: Marital females, Familial obligations, gender roles



Study-Family Balance in Married Undergraduate Female Students of FCCU

Farheen Nadeem, Dr Jawad Tariq*

Department of Sociology, Forman Christian University, Zahoor Elahi Rd, Gulberg III.

Presenter: 231467082@formanite.fccollege.edu.pk Correspondence: Jawadtariq@fccollege.edu.pk

Abstract

This study investigates the challenges faced by married female students in Pakistan while managing their academic pursuits and family responsibilities. The study also explores the role of family in supporting female education and utilizes Gender Role Theory and Role Strain Theory to analyze role dynamics affecting study-family balance. Qualitative data collection from nine in-depth semi-structured interviews utilizing a semi-structured questionnaire was conducted. Braun and Clarke's Reflexive Thematic Analysis to identify recurrent themes linked to gender roles, family support, and the challenges associated with juggling family responsibilities with academic pursuits. Results reveal that traditional gender roles and societal expectations significantly impact married female student's academic progress. Coping mechanisms include seeking external support, allocating personal time, and dealing with psychological strain when unable to cope with two duties simultaneously.

Introduction

- Female married students in Pakistan face challenges balancing academic pursuits and family responsibilities due to traditional gender roles, cultural norms, and lack of support. (Nayab & Ali, 2022)
- Working women, especially married women and mothers, constantly grapple with balancing work and household responsibilities. The study recognizes the necessity for a delicate equilibrium between these roles, considering the societal and cultural pressures prevalent in Pakistan.
- Lack of support from families and communities due to threats to traditional gender roles. (Noori & Orfan, 2021)

Objectives

- Inform policies and interventions supporting married female students.
- Explore difficulties faced by married female students managing academics and family relationships.
- Investigate the role of family and society in supporting these women and promoting gender equality.

Methods

- Qualitative research design used for in-depth understanding of challenges faced by married female students.
- Purposive sampling of married female students from FCCU living with spouses or in-laws for at least 1 year.
- Data collected through 9 in-depth interviews using semi-structured questionnaires.
- Data analysis conducted using Braun and Clarke's Reflexive Thematic Analysis to identify recurring themes related to gender roles and family support.

Results

- Married female students in Pakistan experience challenges transitioning into new family roles post-marriage, impacting their autonomy and academic pursuits.
"Whoever came to the house for the first time, it was expected from me that I have to sit with them and actively get involved in house chores especially at those times to show others that I willingly work around the house."
- Educational environment constraints, financial dependencies on spouses, and communication breakdowns further complicate the study-family balance for married female students.
"there is only one role that you can entirely fulfill and if I wanted to be a good wife, I had to compromise my academic duties. Cultural expectations did conflict with my role as a student, I just could not ignore them because I wanted to."
- Gender stereotypes and societal expectations impact decisions to pursue higher education and the ability to balance family responsibilities with academic pursuits.
- Traditional gender roles and societal expectations negatively impact married female student's academic achievements.
"Right after my marriage I did not know how to deal with kitchen duties and the expectations my in-laws had with me were more than above."

Conclusion

- Domestic responsibilities, financial constraints, and limited access to educational resources pose major obstacles for married female students.
- Role conflict arises when societal expectations and academic pursuits collide, creating stress and anxiety for married female students.
- Coping strategies, such as seeking external support, taking breaks, and finding time for oneself, help married female students manage their workload.
- Institutional support, such as flexible schedules, scholarships, and counseling services, can significantly benefit married female students.

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Interpersonal Experiences of Students with Friendship Formation; A Case Study of FCCU

Asad Javed¹, Ms. Shermeen Bano^{1*}

¹ *Department of Sociology, Forman Christian College (A Chartered University)*

² *Department of Sociology, Forman Christian College (A Chartered University)*

Presenter: 241555136@formanite.fccollege.edu.pk

ABSTRACT

This study investigates the process of friendship formation among students in multicultural university campuses. By examining students' conceptions of friendship, their experiences with diversity, and the role of personality traits in the process, the research aims to shed light on the dynamics of friendship formation in higher education. Drawing on the Symbolic Interactionism Paradigm, particularly Goffman's theory of impression management, the study explores how personality traits are perceived and utilized as verbal symbols in the formation of friendships. Through qualitative methods such as interviews and observations, the research seeks to identify valued traits, understand their influence on friendship formation, and explore strategies employed by students to establish themselves as "worthy of friendship." The findings contribute to a better understanding of the process of friendship formation, highlighting the significance of friendships in fostering social support, well-being, and academic success among students. This research has implications for creating inclusive and engaging campus environments that promote diverse peer networks and enhance students' overall university experience.

Keywords: Friendship formation, Perceived Personality Traits, Impression management, Multicultural university

Topic: Interpersonal Experiences of students with Friendship Formation: A Case Study of FCCU

Abstract

This study delves into the dynamics of friendship formation among students in a multicultural university campus. Utilizing Symbolic Interactionism, specifically Goffman's impression management theory, the research investigates how personality traits serve as verbal symbols in shaping friendships. Through qualitative methods like interviews and observations, the study aims to identify valued traits, understand their impact on friendship formation, and uncover strategies employed by students to present themselves as "worthy of friendship." The findings contribute to a deeper comprehension of friendship's role in fostering social support, well-being, and academic success. The study has implications for creating inclusive campus environments that promote diverse peer networks, enhancing the overall university experience.

Introduction

The aim of this paper was to examine the interpersonal experiences of undergraduate students with the process of forming friendships on multi-cultural university campus.

Research Gap: Inadequate research done in field of sociology of friendship in the context of higher education in South Asia and its impact on social and personal development.

Impression management theory is used to identify managing of the presentation of self (personality traits) as a key *mechanism* in the process of friendship formation.

Objectives

The objectives of this study are as follows:

1. To investigate the prevalent conceptions and patterns of friendship among students in university.
2. To explore student's interpersonal experiences with friendship formation in the university.
3. To examine the strategies students, use for maintaining and expanding relations and networks of friendship in the university.

Methods

- This study used an **Inductive qualitative research design**.
- Semi-structured interviews were conducted with 9 undergraduate students.
- **"Purposive Sampling"** is used to conduct interviews; The selection criterion for recruitment of students included:
 1. The participant should be enrolled in undergraduate student at Forman Christian College University.
 2. The participants should be between the ages of 18-26.
 3. The participant should be in their Sophomore, Junior, or Senior year.
- **Braun and Clarke (2012) thematic analysis method** was used.

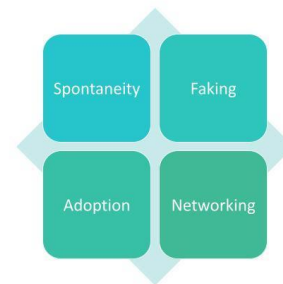
Results

The finding of this study were based on student experiences related to friendship formation. The analysis of interview data reveals:

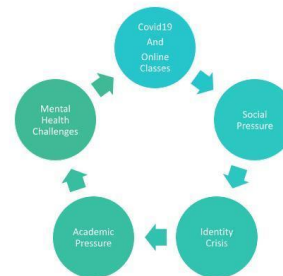
1. Students attach significant importance to both, the notion of **"friend/s"** and the process of **"friendship"** during the course of their higher education.
2. Being **"similar"** with respect to **social class, religious affiliation, ethnicity and academic discipline** are key basis for becoming friends.
3. Having friends was linked with feelings of **"connectedness"** with the institution of university and overall **"academic success"**.
4. Having no friends leads to feelings of **"Alienation on campus"** and **"academic challenges"**
5. Some of the **valued personality traits** in students include **Authenticity, Loyalty, Supportiveness, Open-mindedness, Social, intellectual, Understanding, kindness, Honesty, Empathy and Humor.**

Demographic Characteristic	Percentage (%)
Gender	
Female	33
Male	65
Prefer not to say	12
Student Year	
Junior	33
Senior	55
Sophomore	12
Major	
CS	22
Economics and Mass Communication	11
Economics and Political Science	11
Education	11
Psychology	22
Sociology	11
Sociology and Political Science	11
Living Arrangement	
Hostel	11
Joint family	33
Nuclear family	44
Single parent household	11
Religion	
Christianity	12
Islam	88

Strategies to Form Friends on Campus



Challenges in Forming Friends on Campus



Conclusion

- Ability to form and maintain meaningful friendships during the undergraduate degree can be a potentially key determinant of student success and degree related outcomes e.g. enrollment and completion rates.
- Friendships on the campus are largely limited within homogenous groups defined by ethnicity, social class, and religious affiliation.
- Display and management of value personality traits can promote friendships within and across these diverse groups.

Recommendation

- University administration and faculty should prioritize making policies and encourage use of teaching methodologies that promote friendship formation among students with diverse backgrounds through opportunities for collaboration.
- Support should be designed and provided according to needs of specific students that changes during the course of four years of undergraduate program.

Legal Awareness Among Female University Students in Lahore, Pakistan

Emaan Ajmal¹, Dr. Jawad Tariq^{1*}

¹ *Department of Sociology, Forman Christian College (A Chartered University)*

² *Department of Sociology, Forman Christian College (A Chartered University)*

Presenter: 231522545@formanite.fccollege.edu.pk

ABSTRACT

The purpose of this study was to examine the variables influencing women's legal knowledge of female university students in Lahore. It examines the impact of education level, social capital, and socioeconomic status on the knowledge of women's rights laws among female students using a quantitative methodology. Through convenience sampling, participants were selected from various universities in Lahore. An online survey form was distributed among female university students in Lahore. The study discovered a positive correlation between the social capital of female university students and their awareness of women's rights laws. Additionally, co-curricular activities and having more faculty who students are comfortable talking with, correlated positively with increased legal awareness. However, the influence of parental education on legal awareness and the impact of the number of friends on knowledge acquisition were found to be statistically insignificant. These findings contribute valuable insights into the factors shaping women's legal knowledge among university students in Lahore.

Keywords: Legal awareness, women's rights, female students



Legal Awareness Among Female University Students in Lahore, Pakistan

Researcher:- Eman Ajmal, Supervisor:- Dr Jawad Tariq

Department of Sociology

Forman Christian College University

Presenter: 231522545@formanite.fccollege.edu.pk

Correspondence: jawadtariq@fccollege.edu.pk

Abstract

Legal awareness among women is crucial for empowerment and societal progress. This study examines the impact of social capital and educational background on the legal awareness of female university students in Pakistan. Through a quantitative approach, the research reveals diverse factors influencing legal awareness and provides insights for educational institutions and policymakers.

Introduction

SDG 5 by the United Nations underscores the global pursuit of gender equality. Despite progress, women worldwide face persistent discrimination. Legal rights play a crucial role in combating gender disparity, yet effective implementation remains a challenge, especially in culturally nuanced nations like Pakistan (United Nations, 2015; World Bank, 2021; Mukhopadhyay & Bhattacharjee, 2021).

This study focuses on the understudied landscape of women's legal awareness in Pakistan, examining how social capital influences this awareness. Education, socioeconomic status, and exposure to legal rights will be probed for their role in enhancing awareness and implementing women's laws (Malhotra & Boender, 2002).

The research not only seeks to advance understanding but also to provide practical insights for policymakers and organizations committed to promoting gender equality. By shedding light on the critical intersection of women's legal rights and social dynamics, this work contributes to the ongoing global conversation on empowering women (Cohen, 2006).

Objectives

- To assess the level of legal awareness among female university students in Pakistan.
- To explore the influence of social capital on women's legal awareness.
- To examine the role of educational background in legal awareness.
- To provide insights for educational institutions and policymakers to enhance legal education for women.

Methods

Participants:

- Female university students in Lahore.
- Convenience sampling.

Data Collection:

- Structured survey questionnaires.
- Closed and open-ended questions.

Analysis:

- Descriptive and inferential statistics.
- SPSS
- ANOVA and t-tests for mean differences in legal awareness.

Conclusion

Legal education is vital for safeguarding women's rights and empowering them within societal structures. Informed women navigate legal complexities effectively, advocate for gender equality, and make well-informed decisions. Strategies like mentorship programs, educational campaigns, and improved access to legal information are crucial for enhancing women's legal awareness across diverse demographics.

Empowered women contribute to socio-economic growth, challenge discriminatory norms, and foster a more just and equal society. Conversely, without increased legal awareness, women face vulnerabilities, including discrimination, exploitation, and limited agency in decision-making, hindering both individual and collective progress toward gender equality and justice.

Results & Discussion

Variables	Mean	SD	F/T Statistics	P-Vale
Extra-curricular Activites			-2.02	.045
No	2.54	3.20		
Yes	3.23	3.12		
Professors Comfortable with			4.10	.007
None	1.39	2.69		
1-2	2.77	3.21		
3-4	3.22	3.06		
≥5	3.77	3.25		

Extracurricular Impact:

Participating in extracurricular activities significantly boosted legal awareness ($t = -2.02$, $p < .05$), aligning with Marsh and Kleitman's (2002) findings on enhanced cognitive growth and knowledge acquisition through such engagement.

Faculty-Student Relationships:

Positive faculty-student interactions significantly influenced legal knowledge ($F(3, 337) = 4.10$, $p < .01$). Notably, those comfortable with 5 or more professors showed a substantial difference compared to those unfamiliar with any (mean difference of -2.379 , $p = .006$). This underscores the pivotal role of mentorship in academic settings (Tinto, 1993) and highlights its potential impact on promoting legal awareness among women.

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Identifying the Various Factors that Influence a Family's Decision to Educate their Daughters in South Waziristan

Abdul Qadir¹, Dr. Julie Flowerday^{1*}

¹ *Department of Sociology, Forman Christian College (A Chartered University)*

² *Department of Sociology, Forman Christian College (A Chartered University)*

Presenter: 241545881@formanite.fccollege.edu.pk

ABSTRACT

South Waziristan, Tribal District (Ex-FATA), Khyber Pakhtunkhwa is a region characterized by socio-political complexity and historical strife; this study looks into the factors impacting families' perception of girls' education in the said area. Family dynamics, economic considerations, and societal standards are examined in this study using qualitative methodology through the use of semi-structured interviews. Despite security concerns, the study finds both facilitators and inhibitors, including economic limitations and low media exposure, as well as urban proximity and positive role models which contribute to decisions to educate daughters. In areas where females' education is not prioritized, the findings help to better understand the particular situation of South Waziristan and advise plans and policies to enhance it. Policy formulation for equal access is guided by research questions that explore the influence of religion, societal norms, media, and economic position on family decisions.

Keywords: Female education, family perception, South Waziristan



Identifying the various factors that influence a family's decision to educate their daughters in South Waziristan.

Abdul Qadir, Supervisor: Dr Julie Flowerday

Department, Sociology, Forman Christian College (A Chartered University),

Presenter: presenting 231522633@Formanite.fccollege.edu.pk Correspondence: julieflowerday@fccollege.edu.pk

Abstract

South Waziristan, Tribal District (Ex-FATA), Khyber Pakhtunkhwa is a region characterized by socio-political complexity and historical strife; this study looks into the factors impacting families' perception of girls' education in the said area. Family dynamics, economic considerations, and societal standards are examined in this study using qualitative methodology through the use of semi-structured interviews. Despite security concerns, the study finds both facilitators and inhibitors, including economic limitations and low media exposure, as well as urban proximity and positive role models. In areas where females' education is not prioritized, the findings help to better understand the particular situation of South Waziristan and advise plans and policies to enhance it. Policy formulation for equal access is guided by research questions that explore the influence of religion, societal norms, media, and economic position on family decisions.

Introduction

In the present study I asked what factors contributed to a family's decision to educate their daughters in south Waziristan, tribal district of Khyber Pakhtunkhwa (KPK), since the 1980s period of unrest. I hypothesized that families living close to an urban area and aware of gendered opportunities for females were more likely to educate their daughters than those living in distant rural areas. Based on national census data (2017), female literacy rate in KPK was roughly 17%. Nevertheless, religion and traditional values alone did not explain why KPK families did or did not educate female children.

The paper aims to understand why families in South Waziristan choose to educate their daughters or not. It explores factors, both positive and negative, influencing these decisions, focusing on the region's Pashtun tribal context. It seeks to shed light on the challenges girls face in accessing education and suggest ways to improve it. Despite cultural and societal norms and the impact of war, attitudes toward girls' education are evolving. While some see it as conflicting with tradition, others view it as a basic right crucial for development. The study aims to address this shifting perspective, which has been relatively overlooked.

Objectives

1. To identify factors that negatively influence a family's decision to educate their daughters in south Waziristan (barriers)
2. To identify factors that positively influence a family's decision to educate their daughters in south Waziristan (enablers)
3. To identify strategies for improving girls' education and families' perceptions where education is not currently prioritized

Methods

I collected data from two village communities, one close to and the other far from an urban area. I used a formatted questionnaire alongside semi-open-ended interviews to collect data and learn attitudes toward female education. I worked in Pashto, recorded all the interviews on Dictaphone, and produced complete English transcriptions. Owing to security constraints in the region where people do not freely move about and also to matters of privacy, all interviews were conducted in the homes of those who took part in the study. In total, I worked with six number of families: three from the village close to an urban area; and three from the more remote village. I used thematic analysis technic for data analyses.

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Results

The study focuses on understanding factors influencing girls' education in South Waziristan.-

Aim: Identify barriers and enablers affecting family decisions regarding girls' education.

Participants Profiles

1. The participant decided about girls' education and belonged to South Waziristan, Raghzai (A remote village away from the main city). He has completed intermediate education and is 34 years old. He has no regular job but does his own Chalghoza (Pine Nuts) business which has a 2-month duration in a year. He has one daughter who is 6 years old.
2. He is a resident of Raghzai, South Waziristan, and he is 37 years old. He is not educated formally but can read Urdu text up to some extent. He was a daily wagger most of the time he was working in the Border (Pak-Afghan Border Angorada). He has three daughters but was not sure about their ages; the elder one is around 15 years old. The two elder daughters were going to Dine Madrassa.
3. He was against girls' education and was 35 years old. He was running his general Store. He studied in a Madrassa which has no formal grades, and had two daughters, the elder one is 10 years old and the younger one is 8 years old. None of them were going to school or Madrassa.
4. The participant was from Mughal Village (near the city). He was 34 years of age. He did FSc (intermediate) and was running his own pharmaceutical business and managing home-related work. He has three kids; his daughter was the youngest one; she was 6 years old. There were public schools for girls, but he admitted his daughter to a private school.
5. The participants were not decided and were above 50 years of age. He was unemployed, but his sons were working. He had one daughter, she was 12 years old, and he was not educated. He believed that financially he was not able to send his daughters to school.
6. The participant was not educating his daughters and he was 40 years old. He was not formally educated and was working at the reception office of a private girls' school. He had two daughters, 15 and 12 years old.

Identified Themes-

Primary themes from thematic analysis and data: interconnectedness influencing family decisions on girls' education.

Barriers to Girls' Education-

- Lack of community resources (schools, infrastructure)-
- Distance and transportation challenges,-
- Gender norms favoring boys' education.-
- Cultural and religious beliefs against girls' education.-
- Financial constraints limiting access.-

Enablers of Girls' Education-

- Positive religious interpretations.-
- Exposure to professional women.-
- Community efforts for advocacy and resource improvement.

Conclusion

1. **Limited Information and Technology Access:** Families lack access to educational resources due to limited technology and information, hindering their awareness of educational opportunities for their daughters.
2. **Economic Struggles:** Economic dependence on agriculture and the aftermath of past conflicts result in financial constraints for families, leading them to prioritize immediate needs over investing in girls' education.
3. **Cultural and Religious Norms:** Deeply ingrained cultural and religious beliefs prioritize traditional gender roles and discourage families from sending their daughters to school, viewing it as against societal norms or religious teachings.
4. **Religion's Role:** While religious interpretations differs, exposure to educated women in professions like medicine or teaching can influence families to prioritize their daughters' education, highlighting religion's potential as both a barrier and an enabler.
5. **Community Support:** Positive signs of change emerge from community-driven initiatives, emphasizing the importance of networking and community involvement in overcoming barriers such as financial constraints and cultural norms.

Acknowledgement

I express my heartfelt gratitude to my supervisor, Dr Julie Flowerday, faculty members, participants, family, friends, and colleagues for their invaluable support and encouragement throughout this journey. Thank you.

Portrayal of Violence against Women in Pakistani Urdu TV Dramas

Ayesha Javed¹, Dr. Jawad Tariq^{1*}

¹ *Department of Sociology, Forman Christian College (A Chartered University)*

² *Department of Sociology, Forman Christian College (A Chartered University)*

Presenter: 241555136@formanite.fccollege.edu.pk

ABSTRACT

This study focuses on how violence against women is being portrayed in Pakistani Urdu TV dramas. By using qualitative content analysis, the study examines the frequency, types, and significance of violence against women in two well-known Pakistani Urdu TV dramas. One of them is “Muqaddar” from GEO Entertainment while the other is “Kaise teri Khudgharzi” from ARY Digital. Actions that were analyzed and labeled as domestic violence included humiliation, manipulation, blaming, threatening, terrorizing, slapping on the face, and hurting emotionally. Data was analyzed by using the qualitative content analysis method which included specifying analytical units and categories, creating a set of code guidelines, using the rules to code the text, examining the findings, and developing conclusions. The outcomes of this study assist in comprehending the portrayal of violence against women in Pakistani Urdu dramas and its possible impact on audiences. The study concludes with discussion about whether there is a need for sensitivity and responsibility in portraying women in Pakistani Urdu TV dramas.

Keywords: Verbal violence, Physical violence, Violence against women, Dramas and Pakistan.

PORTRAYAL OF VIOLENCE AGAINST WOMEN IN PAKISTANI URDU TV DRAMAS

ABSTRACT

This study focuses on how violence against women is being portrayed in Pakistani Urdu TV dramas. By using qualitative content analysis the study examines the frequency, types and significance of violence against women in two well-known Pakistani Urdu TV dramas. One of them is "Muqaddar" from GEO Entertainment while the other is "Kaise teri Khudgharzi" from ARY Digital. Actions were analyzed and labeled as domestic violence included humiliation, manipulation, blaming, threatening, terrorize, slapping on face and hurting emotionally. Data was analyzed by using qualitative content analysis method which included specifying analytical units and categories, creating a set of code guidelines, use the rules to code the text, and examining the findings and developing conclusions. The study explores if there is a need for sensitivity and responsibility in portraying women in Pakistani Urdu TV dramas. The outcomes of this study assists in comprehending the portrayal of violence against women in Pakistani Urdu dramas and its possible impact on audiences.

AUTHOR

AYESHA JAVED

AFFILIATIONS
DEPARTMENT OF SOCIOLOGY
FORMAN CHRISTIAN COLLEGE
(A CHARTED UNIVERSITY)



INTRODUCTION

- The mainstream media play a key role in educating the public, increasing awareness, and serving as a strong communication tool for activists and campaigners. This function may be extended to the issue of violence against women (Baluta, 2015).
- The variety of dramas involves violence against women which exposes the dark side of society.
- According to Ali and Khan (2012), the Pakistani drama serials portray female characters as weak, unprivileged, dependent, and incapable of basic human rights. Violence against women is frequently shown in Pakistani television dramas (Ahmed, 2014).
- The media may be both a helpful factor in social transformation and a negative source of cultural invasion (Jamal et al., 2018). Through this study, I will analyze how the electronic media portrays violence against women in Pakistani dramas (Faiz et al., 2020).

OBJECTIVE

- To learn how women's violence is represented in Pakistani TV dramas
- To evaluate if violent incidents against women are portrayed in Pakistani TV drama series as a common phenomenon or as an act of violence
- To analyze the types of violent scenes portrayed in Pakistani drama serials



LITERATURE REVIEW

- This literature review explores violence against women and how it is typically portrayed in TV dramas. In this regard, Johnston (2010) investigating the role of women in film and television over the years, focuses on the representation of women in public relations, particularly in the United Kingdom and the United States, as professional women.
- Aggression may result from watching violent television Karim L N (2008) studied the various types of violence against women were common in Prime Time PTV drama serials during the fourth quarter of 2005. The study investigated how negative beliefs about violence against women were instilled in the audience through entertainment.
- Zaheer (2020) demonstrated in his research that women are portrayed in popular entertainment media on Pakistani television networks, mostly in drama serials. The media has the ability to promote patriarchal and ideological viewpoints, and it has frequently been a target of feminist criticism.
- Women working as unpaid domestic laborers play a great number of female characters in all Pakistani drama serials. (Fatima, 2019). They are typically represented as moms, partners, daughters, sisters, and daughters-in-law who stay at home and care for the houses, children, and other family members. It is especially damaging for women who are forced to endure abusive or divorced marriages

THEORETICAL FRAMEWORK

The portrayal of violence against women in Pakistani Urdu TV dramas is a complex and diverse subject that may be studied through the perspective of numerous ideas. A significant theory is the Social learning theory, which proposes that media exposure and observation can affect people's views of reality and influence their attitudes and behaviors.

METHODS & DATA COLLECTION

- I used Qualitative Content Analysis Method to analyze this study
- I selected two Pakistani TV dramas from 2 different channels. First drama that I took "Muqaddar" from GEO Entertainment channel with time slot: Monday at 8pm to 9pm. It is popular among audience as it has IMDb rating 8.3/10. It has total 38 episodes; each episode is of 40 minutes. I analyzed overall episodes. Second drama was "Kaise teri khudgharzi" from Ary digital with time Slot: Wednesday at 8pm to 9pm.

FINDINGS

- Theme 1
Anger, violence and its normalization: Manifesting power imbalance and hyper-masculinity
- Theme 2
Invisible chains: Stripping away
- Theme 3
Shattered reflections: Twisting honor as a weapon of gaslighting, humiliation and blaming
- Theme 4
A golden cage of power, threat,

ANALYSIS

- This study found that violence against women is frequently depicted in Pakistani Urdu TV dramas as a normal levels, legitimate, and predictable result of their actions or decisions. As a result, these dramas reinforce patriarchal standards and mindsets which subordinate women to men and make them reliant on their permission and support. These depictions match up with past research that has condemned the media for propagating prejudices about gender and violence.
- It is constantly depicted in TV dramas that a woman is responsible for the honor of her family. A woman who goes out of the house without the permission of her father or husband is humiliated and faces the worst situation (Khan, 2020). Furthermore, women have been portrayed as submissive woman who stay at home and care for their families. It is even the duty of women to keep a man pleased to obey him, and to tolerate his cruel conduct with a smile

CONCLUSION

Pakistani Urdu TV drama portrays verbal and physical abuse against women in an unacceptable stereotyped and destructive manner. These depictions support the patriarchal misogynistic mindset in society which contributes to the ongoing practice of violence against women. Violence, threats, harassment, and authority over women are portrayed in acceptable ways in these dramas. The normalization of violence against women, which is frequently rationalized through a perspective of hyper-masculinity, has far-reaching implications. It desensitizes viewers to violence, creates a climate in which violence against women is accepted and tolerated, and may even inspire or support such acts. These results emphasize the significance of combating negative gender stereotypes and encouraging more supportive and empowering representations of men and women by drawing attention to this normalization.

Influence of Social Anxiety on the Perceived Academic Performance of University Students

Insha Fayyaz¹, Dr. Sara Rizvi Jafree^{1*}

¹ *Department of Sociology, Forman Christian College (A Chartered University)*

² *Department of Sociology, Forman Christian College (A Chartered University)*

Presenter: 241608022@formanite.fccollege.edu.pk

ABSTRACT

Social anxiety is a behavioral problem associated with fear or anxiety about social interactions. Scholarship suggests that university students may suffer from social anxiety, which leads to poor academic performance. This study aims to find the relationship between social anxiety and the academic performance of university students at Forman Christian College (Chartered University). For the theoretical framework, Spielberger's theory of anxiety is used which suggests individuals with certain levels of anxiety feel difficulty while performing efficiently. This research is quantitative and for data collection, a purposive sampling technique has been used. The targeted population was 200 university students from Forman Christian College (A Chartered University) while 150 students filled out the online survey. The scales used to measure social anxiety are the Zung self-rating anxiety scale (SAS) (971) with a Cronbach alpha value of 0.911 and the Academic Performance Scale by Birchmeier and colleagues (2023) with a Cronbach alpha of 0.820. Simple linear regression result shows that there is a significant relationship between social anxiety and academic performance with a p-value of .001, which means when social anxiety is high academic performance is low. Research can be done in the future to assess if social anxiety only affects the verbal performance of students or if it also has an effect on written performance. Gender differences can also be assessed to investigate if social anxiety is different across males and females or common in the overall population .

Keywords: Social anxiety, academic performance, university students,



Influence of Social Anxiety on the Perceived Academic Performance of University Students

Department of Sociology, Forman Christian College (A Chartered University)
Supervisor: Dr. Sara Rizvi Jafree

FORMAN CHRISTIAN COLLEGE

Insha Fayyaz
241608022@formanite.fcollege.edu.pk

Abstract :

Social anxiety is a behavioral problem associated with fear or anxiety about social interactions. Scholarship suggests that university students may suffer from social anxiety, which leads to poor academic performance. This study aims to find the relationship between social anxiety and academic performance of university students at Forman Christian College (A Chartered University). For the theoretical framework, Spielberger's theory of anxiety is used which suggests individuals with certain levels of anxiety feel differently while performing efficiently. This research is quantitative in nature and for data collection, a purposive sampling technique has been used. The targeted population was 2000 university students from Forman Christian College (A Chartered University) while 150 students filled the online survey. The scales used to measure social anxiety are Zung self-rating anxiety scale (SAS) (971) with a Cronbach alpha value of 0.911 and Academic Performance Scale by Birehneuer and colleagues (2023) with a Cronbach alpha of 0.820. Simple linear regression result shows that there is a significant relationship between social anxiety and academic performance with a p-value of .001, which means when social anxiety is high academic performance is low. Research can be done in the future, in order to assess does social anxiety only affects the verbal performance of students or if it also has an effect on written performance. Gender differences can be assessed by whether the ratio varies in men or women or does social anxiety is common in the overall population.

Introduction:

The purpose of this study is to determine the effect of social anxiety on the academic performance of university students. There are many factors that influence the academic performance of university students and social anxiety is one of them. The variable "social anxiety" is important as it is a behavioral problem, and it is a factor that is often overlooked and hampers academic performance (Russell & Topfiani, 2012). Social anxiety is a behavioral disorder associated with fear or anxiety, that individuals experience while they interact with others in social gatherings or other certain situations where they feel that their behaviors would be negatively judged by others. In such cases, individuals avoid social interactions due to a higher level of anxiety and fear of being negatively evaluated (American Psychiatric Association, 2013). Within universities, in the years 2009 and 2006, Russell and Shaw in the United Kingdom reported a significant level of social anxiety in 10 percent of the university students and Tillfors and Furmark in Sweden reported that 16 percent of university students has clinically significant levels of social anxiety, respectively (Russell and Shaw, 2009 and Tillfors and Furmark, 2006). Success in academic life demands performance in both curricular and co-curricular activities, and students need to be attentive and interactive for this. Social anxiety limits verbal contact and social expressiveness due to which most of the time students get fearful and they hesitate to interact (Strahan, 2003). Academic achievement refers to the accomplishment of student learning outcomes described in the learning objectives of any educational program. In educational institutions, academic performance is measured in terms of grades that evaluate the students' performance. Grades are calculated after considering exams, quizzes, assignments, various class projects, and oral assessments (Martin Sanz, et al., 2017). This study is about how social anxiety is affecting the academic performance of students in university (Forman Christian

Methodology

Research Question:
Does social anxiety influence the academic performance of university students?
Hypothesis:
The higher the social anxiety in university students, the lower the academic performance (Strahan 2003).
Conceptualization and Operationalization
Independent Variables: Social Anxiety, Zung self-rating anxiety scale (SAS) has been used to measure social anxiety (Zung, 1971).
Dependent Variable: Academic Performance, the academic performance scale developed by Birehneuer C, Gratian E, Hornbacher S, and McGregor C has been used to measure academic performance (Birehneuer et al., 2023).

Results

Socio-demographic Characteristics
According to the results in Table 2, which present the data of 150 respondents, 56.0% of the sample are females and 44.0% are males. The majority of the sample at 66.7% are 21-23 years, 43.3% of the respondents are in their senior year and 25.3% are in their junior year. 7.4% of respondents are unemployed and 90.0% of the respondents are from Punjab. 82% of respondents are from urban belonging while 18.0% are from rural areas. The majority of the respondents 86.7% are unmarried and 38.0% of the respondents belong to households with a monthly income above 2 lahs.

Variable	Frequency	Percentage
Gender		
Female	84.0	56.0
Male	66.0	44.0
Class		
First year	63.0	42.0
Second year	57.0	38.0
Third year	18.0	12.0
Senior year	12.0	8.0
Employment		
Employed	14.0	9.3
Unemployed	136.0	90.7
Religion		
Pakistan	142.0	94.7
Foreign	8.0	5.3
Marital Status		
Unmarried	130.0	86.7
Married	20.0	13.3
Divorced	0.0	0.0
Widowed	0.0	0.0
Monthly Household Income (PKR)		
20,000-30,000	14.0	9.3
30,000-40,000	24.0	16.0
40,000-50,000	38.0	25.3
50,000-60,000	24.0	16.0
Above 2 lahs	50.0	33.3

Social Anxiety

Table 3 reports the frequencies and percentages for the individual items that measure the domain of social anxiety. The majority of the participants reported that a little or some of the time they feel: (i) More nervous and anxious than usual (78.0%), (ii) Afraid for reason at all (82.0%), (iii) Get upset easily or feel panicky (64.7%), (iv) Fall apart and go to pieces (73.3%), (v) Heart beating fastly (71.4%), (vi) Arms and legs shake and tremble (80.6%), (vii) Bothered by headaches, neck, and back pain (64.6%), (viii) Feel weak and tired easily (62.0%), (ix) Face gets hot and blushes (74.7%), (x) Have nightmares (83.3%)

Variables	A little of the time/Some of the time		A good part of time/Most of the time	
	f	%	f	%
Nervousness and Anxiety	117	78.0	33.0	22.0
Afraid	123	82.0	27.0	18.0
Feel Panicky	97.0	64.7	53.0	35.4
Falling apart	110	73.3	40.0	26.7
Heartbeat	107	71.4	43.0	28.7
Trembling	121	80.6	29.0	19.4
Headache and Back pain	97.0	64.6	53.0	35.4
Weak and Tired	93.0	62.0	57.0	38.0
Face Blush	112	74.7	38.0	25.3
Nightmares	125	83.3	25.0	16.6

Academic performance:

Table 4 reports the frequencies and percentages for the individual items that measure the domain of academic performance. The majority of the participants reported that they strongly disagree, disagree or are neutral with: that they (i) Made themselves ready in all subjects (51.3%), (ii) Actively participate in every discussion (60.0%), (iii) Start papers and projects as soon as they are assigned (74.7%), (iv) Enjoy homework and activities (69.3%), (v) Solving problems are useful hobby (54.0%).

	Strongly disagree/ Disagree/ Neutral		Strongly Agree/ Agree	
	f	%	f	%
Ready in all Subjects	77.0	51.3	73.0	48.7
Pays attention in class	59.0	39.4	91.0	60.6
Gets good grades	21.0	14.1	129.0	86.0
Participation in class	90.0	60.0	60.0	40.0
Preparation of assigned tasks	112	74.7	38.0	25.3
Homework and other activities completed on time	104	69.3	46.0	30.7
Exert effort while doing difficult assignments	49.0	32.7	101	67.3
Consider solving problems a hobby	81.0	54.0	69.0	46.0

Simple linear regression

Table 5 shows the simple linear regression results for the relationship between social anxiety and academic performance. A significant regression equation was found ($F(1,148) = 10.667, p = .001$), with a t value of -3.266 ($p = .001$). The results confirm that when social anxiety is high academic performance is low.

Model	Coefficients				t	Sig.	95.0% Confidence Interval for B		
	Unstandardized Coefficients	Std. Error	Standardized Coefficients	Beta			Lower Bound	Upper Bound	
(Constant)	30.933	1.158			26.703	.000	28.644	33.222	
Social Anxiety	-1.178	.355	-.259	-.266	-3.266	.001	-.286	-.070	

Dependent Variable= Academic Performance

Conclusion:

The findings of this research suggest the same as 80% of the sample agree with that, they want to get good grades and 67% states they do more effort during exams while 60% of the sample disagree that, they actively take part in class discussions. When all of these factors are combined, conclusion could be drawn that students suffering from social anxiety might not perform well in oral assessments and presentations. While they may perform well in written assessments, Nadeem et al. (2012) stated that most of the time anxiety is related to oral presentation and verbal communication. Further research can also include this point as if social anxiety is the sole reason why students fall behind academically or are there other environmental factors including teachers' and other students' behaviors towards socially anxious students. For instance, if they are being mistreated in class for their insecurities or if instructor provides them with good learning and friendly environment so that they can perform well. Gender differences can be assessed by whether the ratio varies in men or women or does social anxiety is common in the overall population. Further, different programs or strategic measures should be introduced through research programs in order to help students who suffer from social anxiety and this cannot perform well academically.

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Exploring Socio-Cultural Barriers and their Impact on Female's Access to Higher Education in the Rural Areas of Quetta

Iqra Panezai¹, Mr. Athar Azeem ^{1*}

¹ *Department of Sociology, Forman Christian College (A Chartered University)*

² *Department of Sociology, Forman Christian College (A Chartered University)*

Presenter: 241608022@formanite.fccollege.edu.pk

ABSTRACT

The study's primary focus is on identifying and examining socio-cultural barriers affecting female higher education in the rural areas of Quetta, with an emphasis on their impact on female enrollment rates in higher education. A qualitative research approach was employed to explore the experiences of females facing socio-cultural barriers. Face-to-face interviews were conducted using a semi-structured questionnaire, enabling an in-depth exploration of participants' experiences. The study included ten female participants who had completed their intermediate education but encountered sociocultural barriers that prevented them from pursuing higher education. Power-Control Theory applies to the study reinforcing the perception that barriers originate directly from patriarchal structures. The socio-cultural barriers identified in this study include: patriarchal culture, financial constraints, lack of basic facilities, fear of female empowerment, early marriages, preference for son's education, lack of employment opportunities, co-education and male teachers, and social bias towards females. Findings revealed that despite the existence of these barriers, many female students do not personally consider them effective or valid reasons to deter their pursuit of higher education. Instead, they attribute these barriers to societal and parental expectations that view them as weak. The study concludes with some recommendations for how females of rural Quetta can be supported to pursue higher education.

Keywords: Socio-Cultural Barriers, Female's higher education, Rural areas, Quetta

Exploring Socio-Cultural Barriers and their Impact on Female's Access to Higher Education in rural areas of Quetta

Name: Iqra Panezai
Supervisor: Athar Azeem

Department of Sociology
Forman Christian College (A Chartered University)

ABSTRACT

The study's primary focus is on identifying and examining socio-cultural barriers affecting female higher education in the rural areas of Quetta, with an emphasis on their impact on female enrollment rates in higher education. A qualitative research approach was employed to explore the experiences of females facing socio-cultural barriers. Face-to-face interviews were conducted using a semi-structured questionnaire, enabling an in-depth exploration of participants' experiences. The study centers on the cultural and societal perspectives on female higher education as recounted by young females themselves. The study included ten female participants who had completed their college-level education but encountered socio-cultural barriers that prevented them from pursuing higher education. Power-Control Theory applies to the study reinforcing the perception that barriers originate directly from patriarchal structures. The socio-cultural barriers explored are patriarchal culture, financial constraints, lack of basic facilities, fear of female empowerment, early marriages, preference for son's education, lack of employment opportunities, co-education and male teachers, social bias towards females. The results suggest that the respondents perceive that the patriarchy, preference of early marriages, lack of facilities, co-education and male teachers affected their chances for pursuing higher education. Findings revealed that despite the existence of these barriers, many female students do not personally consider them effective or valid reasons to deter their pursuit of higher education. Instead, they attribute these barriers to societal and parental expectations that view them weak. The socio-cultural barriers which are explored from the present study are creating a non-conducive environment for females of rural Quetta as they are not allowed to pursue their higher education.

Keywords: female higher education, rural area, socio-cultural barriers

INTRODUCTION

- Education is the key to change and progress and is a fundamental human right of every person regardless of gender, as opportunity should not be gender specific.
- The United Nations states to ensure the basic human right of Education for all. The United Nations also emphasizes the importance of education for females all over the world.
- Education is not only important for women's status but also for the overall development of the nation. A strong and sustainable education system can provide opportunities for children, especially girls, to acquire knowledge and skills to help them become self-reliant, responsible, and productive citizens. It can also help reduce poverty, improve health, promote gender equality, and enhance social and economic development (Tagar et al., 2019).
- According to a report published on the global gender gap in 2017 by the world economic forum, Pakistan ranks 139/149 in educational attainment. This shows that there is a drastic situation in Pakistan when it comes to females' education in Pakistan. It is a well researched-based opinion that females face multiple, diverse, and complex challenges to practicing education in Pakistan, especially in the rural areas where women are placed at the lowest end of the education system compared to males (Khalid, 1996).
- Balochistan, the largest province of Pakistan, which occupies 47% of the country's land area, continues to face serious challenges in education. The literacy rate is one of the important indicators of education.
- According to a report of Pakistan social and living standards measurement survey, it is estimated that Balochistan's literacy rate is 46% which is far less than the other provinces of Pakistan (PSLM, 2019-2020). According to a UNICEF report, Balochistan has the lowest female literacy rate in the entire world, as 78 percent of girls are out of school, and the female literacy rate is much lower than that of males (UNICEF, 2016).
- It is approximated that less than 2% of rural females in the province of Balochistan are literate (Naz, 2003).
- The research reflects that giving education to girls is still unthinkable in many parts of the Balochistan Province (Khan et al., 2021).
- The status of female education in the rural areas of Quetta presents a depressing picture, as far as the female higher education is concerned.
- Females in the rural areas of Quetta are facing many challenges. The females have a comparatively tough time while pursuing higher education. The challenges faced by females in the rural areas of Quetta regarding higher education are indeed significant. Socio-cultural barriers play a crucial role in restricting women's access to higher education.
- These barriers can manifest in various forms, such as societal norms and expectations that prioritize traditional gender roles, limiting women's mobility and opportunities for higher education. These cultural barriers perpetuate the idea that women should stay at home and prioritize domestic responsibilities over pursuing academic or professional aspirations.
- This not only hinders their personal development but also contributes to the overall socio-economic development of the region. The social and cultural barriers can significantly impede the educational progress of females in the rural Quetta. Moreover, the lack of resources, both in terms of educational infrastructure and financial support, further compounds the issue. These challenges require a multi-faceted approach that involves changing deep-seated cultural norms that hinder females access to higher education.

OBJECTIVES

The research objectives of this study are to:

- Explore the practicing socio-cultural barriers affecting female education in rural areas of Quetta.
- Explore the impact of these barriers on the enrollment process among females in higher education.
- Find out the attitude of females towards the effectiveness of these perceived barriers.

METHODOLOGY

For the present study, a qualitative research method was used, because of the socio-cultural and topographic conditions of the rural area of Quetta. Qualitative research method was chosen to study this phenomenon because this method intends to achieve depth of understanding. Similarly, this study explores the types of socio-cultural barriers and how these barriers influence and affect female higher education in the rural areas of Quetta.

Data collection method:
For this research, a face to face semi structured interview technique was used. The data was collected using semi structured questionnaires. The semi structured questionnaire intended to collect demographic information of the respondents which were important, and research oriented variables for the present study and explored the respondents' experience of the social and cultural barriers that were affecting their higher education and how they perceived these barriers.

- The population of the study consisted of all the girls aged above 18 till 23.
- The population limit to girls who were educated till college level and wanted to study further in university but due to barriers they were not able to continue with their studies at university level yet higher education has been affected. After the approval of the consent form from the respondent, the researcher set five weeks to conduct face-to-face interviews. Each interview took up to 50-60 minutes.

Population and sampling:
Key informants were selected through purposive sampling technique. Purposive sampling dwells on the proposition that information rich cases are to be selected to have an in-depth interview because the target respondents where not accessible are therefore identified. Ten girls were chosen from the rural area of Quetta where girls were affected by barriers in acquiring higher education. The researcher visited them and spoke to the female respondents face to face and interviewed them. At the time of conducting the interview, the researcher made sure that privacy was provided to the respondents. The questionnaire was in English, but it was translated into Pushto and Urdu, and after collection of data the responses were translated into English and transcribed.

Data analysis:
Qualitative research involves recording and transcription of participants' insights and experiences (Sutton & Austin, 2015). Some categories of socio-cultural barriers were derived from the existing literature while others were based on the findings from the interviews. After collecting qualitative data, the data was analyzed through thematic coding analysis. Thematic analysis is the procedure of categorizing patterns or themes within qualitative data. Braun & Clarke's (2006) six-step framework was followed.

1. Become familiar with the data.
2. Generate initial codes.
3. Search for themes.
4. Review themes.
5. Define themes.
6. Write-up.

RESULTS AND FINDINGS

Code	Subcategories	Key findings	Appendix B: Thematic analysis (themes, subthemes, and codes)
• Patriarchy	Conservative mindset of families, teachers, and parents. Gender inequality.	Gender inequality, conservative mindset of families, teachers, and parents.	• Patriarchy and conservative mindset of families, teachers, and parents. • Gender inequality. • Conservative mindset of families, teachers, and parents.
• Financial constraints	Lack of financial resources. High cost of education.	Lack of financial resources, high cost of education.	• Financial constraints. • High cost of education. • Lack of financial resources.
• Lack of basic facilities	Female are not allowed to live in hostels. No separate facilities available. Lack of access to education.	Female are not allowed to live in hostels, no separate facilities available, lack of access to education.	• Lack of basic facilities. • Female are not allowed to live in hostels. • No separate facilities available. • Lack of access to education.
• Education given to women's Education	Gender discrimination. Cost and benefits ratio.	Gender discrimination, cost and benefits ratio.	• Education given to women's Education. • Gender discrimination. • Cost and benefits ratio.
• Co-education and male teachers	Lack of separate facilities for girls. Co-education and male teachers.	Lack of separate facilities for girls, co-education and male teachers.	• Co-education and male teachers. • Lack of separate facilities for girls. • Co-education and male teachers.
• Cultural and social barriers	Lack of support from family members. Cultural and social barriers.	Lack of support from family members, cultural and social barriers.	• Cultural and social barriers. • Lack of support from family members. • Cultural and social barriers.
• Social bias towards female	Lack of employment opportunities. Social bias towards female.	Lack of employment opportunities, social bias towards female.	• Social bias towards female. • Lack of employment opportunities. • Social bias towards female.
• Preference for Early Marriages	Preference for early marriages. Social norms.	Preference for early marriages, social norms.	• Preference for Early Marriages. • Social norms. • Preference for early marriages.
• Lack of female empowerment	Lack of female empowerment. Social norms.	Lack of female empowerment, social norms.	• Lack of female empowerment. • Social norms. • Lack of female empowerment.
• Lack of employment opportunities	Lack of employment opportunities. Social norms.	Lack of employment opportunities, social norms.	• Lack of employment opportunities. • Social norms. • Lack of employment opportunities.

DISCUSSIONS

- Findings of the present study indicate that these socio-cultural barriers have a massive impact on female enrollment rate in higher education, because many females of Rural Areas are deprived of higher education.
- Despite the existence of these barriers, many female respondents do not personally consider them effective or legitimate reasons to deter their pursuit of education. Instead, they attribute these barriers to societal and parental expectations that view them as the weaker gender.
- The findings indicate that the female respondents perceive themselves as courageous and strong individuals who can overcome the challenges posed by socio-cultural barriers. This reflects a sense of determination and self-confidence among these young women. There appears to be a disconnect between the perceptions of these young women and the societal norms and expectations imposed on them. While society may view them as vulnerable or in need of protection, the female respondents see themselves as resilient and capable.
- Moreover, the female respondents express a desire to be breadwinners and contribute to their households, challenging traditional gender roles because the Females don't consider these Barriers Effective. Each barrier is affecting female higher education in its own way and is limiting females from getting higher education.
- Undoubtedly these barriers have a significant impact on females access to higher education. Early marriage, patriarchy, lack of facilities, patriarchy and Honor connected with co-education are the main barriers explored by females of the rural area which are causing hindrances in females' higher education.
- The findings underscore the deeply ingrained socio-cultural factors that contribute to the gender gap in education in rural Quetta. These factors collectively create significant obstacles for females who aspire to pursue higher education, and the study aims to highlight these challenges and how females perceive the effectiveness of these barriers. It provides a contextual perspective on the issue, recognizing that solutions must be tailored to the specific challenges faced by females in the rural areas of Quetta.

CONCLUSION

The present study sheds light on the multifaceted socio-cultural barriers that hinder female higher education, the impact of these barriers on their higher education and how these females are considering the effectiveness of these barriers in the context of the rural areas of Quetta. The barriers faced by the female respondents are interconnected and interplay with each other. The study suggests that these barriers are not isolated incidents but are part of a complex web of challenges that impact women's ability to pursue higher education. This implies that traditional social norms and cultural expectations play a significant role in shaping women's educational opportunities. The research involved a field study focusing on the experiences of rural females in Quetta regarding the socio-cultural barriers causing hindrance to their higher education. The primary focus of this study is on understanding the challenges faced by these females, including the deprivation of their right to education and the unique socio-cultural context within which they live. The study delves into the socio-cultural barriers that hinder women's access to higher education. These barriers are not isolated but interconnected and have a collective effect, leading to hindrances for females' higher education. The study acknowledges that there is a persistent gender discrimination in higher education, with differences in education levels between males and females. This discrimination in education is an issue that continues to exist. It also points out that access to higher education is unevenly distributed among different groups, suggesting that socio-cultural factors are contributing to this inequality. It is commendable that despite being a small-scale study, the study aspires to have a significant impact by initiating a conversation about female higher education in the rural areas of Quetta within higher authorities in Balochistan.

RECOMMENDATIONS

- It is encouraging to see that the research findings indicate the enthusiasm of young rural females of Quetta to pursue Higher education and their awareness of the significance of Higher education for themselves, their families, and their area. Here are some potential policy recommendations based on these findings.
- Compare the experiences and barriers of females at different educational levels, urban and rural settings, to know about their perception towards these barriers.
- Identify common barriers and unique challenges faced by different groups in urban and rural society.
- Explore the experiences of females who have successfully entered higher education despite facing barriers. It can provide valuable insights into effective strategies for overcoming obstacles to female education.
- Quantitative research can be approached for studying the barriers affecting female higher education, to establish the generalizability of findings across a larger population.
- It is important to recognize that these barriers are deeply rooted in cultural and social norms, and they can vary significantly from one community to another. Efforts to promote female higher education should also emphasize the idea that education can empower women to contribute positively to their families and communities while respecting cultural values and traditions. This can help bridge the gap between the desire for education and the fear of change.

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Socio-Economic Determinants of Primary School Dropout in Punjab, Pakistan

Yusra Sajid¹, Dr. Muahmmad Vaqas Ali^{1*}

¹ *Department of Sociology, Forman Christian College (A Chartered University)*

² *Department of Sociology, Forman Christian College (A Chartered University)*

Presenter: 231495153@formanite.fccollege.edu.pk

ABSTRACT

The main objective of this study is to identify the key factors of primary school dropout in Punjab, Pakistan. A high primary school enrolment rate among children is considered a key indicator of the social and economic development of any country. A quantitative study based on secondary analysis was conducted. The Multiple Indicator Cluster Survey (MICS) was used which was conducted by, the Bureau of Statistics, Punjab in collaboration with UNICEF (United Nations Children's Fund) in 2017-18. Data was analyzed by using Statistical Package for Social Sciences (SPSS) software. The study employed the advanced econometric technique "the logistic regression model" to identify the correlates of the problem, thereby analyzing the marginal effect of multiple attributes. The study revealed that causes of primary school dropout were couched in a certain demographic (place of residence), economic (family income), and Individual level (Child labor, Household chores, and age) factors. Decreasing primary school dropout rates requires comprehensive strategies. A multifaceted approach involving government, communities, civil society, and international organizations, is needed. These efforts should focus on breaking the cycle of poverty, protecting children's rights, and ensuring access to quality education for all.

Keywords: Primary school dropout, poverty, child labor.

Socio-Economic Determinants of Primary School Dropout in Punjab, Pakistan.

Yusra Sajid, Ms. Khizra Nasir, Dr. M. Vaqas Ali

Abstract

The main objective of this study was to identify the key factors of primary school dropout in Punjab, Pakistan. A high primary school enrolment rate among children is considered a key indicator of the social and economic development of any country. Decreasing primary school dropout rates, requires comprehensive strategies. A multifaceted approach involving government, communities, civil society, and international organizations, is needed. These efforts should focus on breaking the cycle of poverty, protecting children's rights, and ensuring access to quality education for all.

Introduction

Out-of-school children and school dropouts are the major social, economic, political and cultural threats for any nation

For many developing countries like Pakistan, Kazakhstan, Tajikistan, India, Botswana, Uganda, Nepal, etc., the real problem is keeping children in school rather than getting them into school. According to UNICEF, Pakistan is ranked as 1st in South Asia and 2nd in overall world after Nigeria, with 5.1 million out of school children (Rafique, 2020).

In 2019, the GER (gross enrollment rate) for primary schools in Pakistan was 70%. Among those, 50% of children left school before completion of primary education. Whereas, girls in Pakistan are 1.6 times less likely to complete primary education as compared to boys (Lindner, 2023).

5.2% percent boys and 4.7% girls dropped out of primary schools in Punjab because they were involved in some form of paid or unpaid work (PCLS, 2020).

Objective

The research aimed at identifying the socio-economic determinants of primary school dropout in Punjab, Pakistan

The main research question that this study explained, is "What are the social, household and individual factors of primary school dropout in Punjab, Pakistan?".

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Methods

It was a quantitative study based on the secondary analysis. The Multiple Indicator Cluster Survey (MICS) was used which was conducted by, Bureau of Statistic, Punjab in collaboration with UNICEF (united nation children's fund) in 2017-18

Data was analyzed by using Statistical package for Social Sciences (SPSS) software. The study employed the advance econometric techniques "the logistic regression model" to identify the correlates of the problem, thereby analyzing the marginal effect of multiple attributes.

Results and Discussion

Primary School Dropout in Punjab, Pakistan



- Children living in urban areas are 1.53 times more likely to drop out of primary school compared to children in rural areas.
- Male children living in urban areas had significantly higher odds of dropping out (1.75 times higher), compared to male children in rural areas. There was no significant difference in the odds of dropping out for girls living in urban and rural areas.
- Family income shows a significant association with the primary school dropout rate.
- Compared to the children from the poorest families, the odds of dropping out for children from poor, middle, rich and richest families were 28%, 47%, 44% and 53% less, respectively.
- Children engaged in child labor were 2.01 times more likely to drop out of primary school than children who were not working.

Results and Discussion

- The odds of dropping out for female child workers were significantly higher (3.15 times) compared to girls that did not work.
- Children engaged in household chores are 1.37 times more likely to drop out (compared to children who are not engaged in HH chores)
- As the age of a child increases by 1 year, his or her odds of dropping out increase 1.451 times.

Conclusion

The overall percentage of students who enrolled at the primary level in the year prior to data collection (N=11612) but had dropped out of school (N=274) in the next year was 2.4%.

The present study revealed that causes of primary school dropout were couched in certain demographic (place of residence), economic (family income) and Individual level (Child labor, Household chores and age) factors.

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First of all, I would like to thank Allah Almighty for making me go through this experience and learn a lot through it.

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The Effect of Social Media Usage on Academic Learning and Social Anxiety in University Students

Syed Fakhar Ali¹, Dr. Sara Rizvi Jafree^{1*}

¹ *Department of Sociology, Forman Christian College (A Chartered University)*

² *Department of Sociology, Forman Christian College (A Chartered University)*

Presenter: 231467916@formanite.fccollege.edu.pk

ABSTRACT

Literature suggests that social media usage for academic learning has a significant effect on youth and it causes social anxiety amongst them. This research assessed the effect of social media use on academic learning and social anxiety in university students of FCCU. Convenient sampling technique has been used to gather data from 150 university students, based on their permission and willingness. SPSS has been used to analyze data. In the scope of Pakistan, where social anxiety is not only prevalent but highly stigmatized, this research aims to be a useful addition to scholarly research on social anxiety among young people in higher education institutes. The findings show that contrary to the study hypothesis, when social media usage is high for academic learning, social anxiety in university students is low. The study concludes with key recommendations for promoting social media usage for academic learning.

Keywords: Social Anxiety, Social media usage, University students



THE EFFECT OF SOCIAL MEDIA USAGE FOR ACADEMIC LEARNING AND SOCIAL ANXIETY IN UNIVERSITY STUDENTS

SYED FAKHAR ALI, DR SARA RIZVI JAFREE*

DEPARTMENT OF SOCIOLOGY, FORMAN CHRISTIAN COLLEGE, (A CHARTERED UNIVERSITY) Lahore.

Presenter: 231467619@fccollege.edu.pk Correspondence: sarajafree@fccollege.edu.pk

Abstract

This research assessed the effect of social media use for academic learning and social anxiety in university students. This study will explore the relation between usage of social media by university students to support their academic activities and social anxiety which is considered as one of the most prevalent classes of mental disorders. Literature suggests that social media usage for academic learning has a significant effect on university students and it causes social anxiety amongst them. This research will hypothesize that higher usage of social media for academic learning causes social anxiety amongst university students. For the theoretical framework of this research, the Theory by Woods and Scott, 2016 has been used. For the data collection, a convenient sampling technique has been used, to gather data from 150 university students of FCCU, based on their permission and willingness. SPSS has been used to analyze data. Descriptive statistics have been used to present frequencies and percentages. Reliability tests have been used to check the reliability of the study scales. Additionally, attempts were made to sample university students from different departments and majors to make the sample representative. In the scope of Pakistan, where social anxiety is not only prevalent but highly stigmatized, this research aims to be a useful addition to scholarly research on social anxiety among young people in higher education institutes.

Introduction

The use of social media for academic learning purposes is very significant and essential in numerous ways. It directly affects the education and academics of university students by providing them with methods and convenience (Abu Elnasr Sobaih, 2016). University students establish and maintain fluid mentor/mentee relationships around academic activities related interactions through social media. Social media comprises of the websites which allow profile creation and visibility of relationships between users which constitutes of web-based applications which provide functionality for sharing, relationships, group, conversation, and profiles (Elison, 2007). The academic learning and education have become dependent on social media and the use of social media aids their ability to collaborative learning and communication amongst their peers and others in academia according to ((Songdong Ye, 2021). Social anxiety is a mental disorder which causes both mental and physical health problems. It is an intense, persistent, and uncontrollable fear of being watched and judged by people which causes discomfort. Some researchers have named the social media usage as an addiction which causes deficits in emotion regulation and susceptibility to substance addiction, somatic symptoms, anxiety, insomnia, depression, and social dysfunction (Dobrea, 2016). Using social media for academic learning may give an individual a good grade or a degree, but it is harmful for his mental and physical health which will certainly affect his quality of life in a bad way.

Objective

To explore if there is a relationship between social media usage for academic learning and social anxiety amongst the university students of Pakistan.

Methods

- Quantitative research was administered to 150 students from FCCU.
- Method: Online Google survey forms
- Collection period: July and August 2023
- Confidentiality ensured in survey settings.
- Research Question: "To investigate the relationship between social media usage for academic learning and social anxiety amongst university students of Pakistan."
- Hypothesis: The more use of social media for academic learning, the higher the experience of social anxiety in university students (Songdong Ye, 2021).
- Dependent Variable: Social anxiety
- Independent Variable: Social media usage for Academic Learning

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Results

The study includes 150 respondents, and the majority of respondents are male accounting for 55.3%. With 54.7% belonging to the age group 18-24 years. 20.7% are in Freshmen year and the majority of 56.7% are in Senior Year. Most of the respondents (117 out of 150) are Single (78%). Among them the majority have a monthly household income between PKR 100,000-140,000 per month. With regards to current residence, 82% represent Homes, 17.3% belong to Dorms and less than 1% are residing somewhere else. Results are elaborated in Table 2.

Table 2:
Sociodemographic results of study sample (N= 150)

Variables	Frequency	Percentage
Gender		
Female	67	44.7
Male	83	55.3
Age		
18-24	82	54.7
25-35	52	34.7
Above 35	16	10.7
Education		
Freshmen year	31	20.7
Sophomore year	1	0.7
Junior year	33	22
Senior year	85	56.7
Marital Status		
Divorced	4	2.7
Married	29	19.3
Single	117	78.0
Monthly Household Income (PKR)		
20,000-50,000	13	8.7
60,000-90,000	3	7
100,000-140,000	66	44.0
150,000-190,000	44	29.3
Above 2 lacs	26	17.3
Current Residence		
Dorm	26	17.3
Others	1	0.7
Home	123	82.0

Regression Analysis

The R2 value of .303 reveals that the predictor variable explains 30% variance in the outcome variable, which is social anxiety, with $F(1,148) = 64.39, p < .001$. The finding suggest that when social media usage is high for academic learning, social anxiety is low ($\beta = -.551, p < .001$). Table below reports simple linear regression results for the relationship between social media usage and social anxiety:

Table 4
Regression results study variables

Model	Unstandardized Coefficients		Standardized coefficients	t	Sig.	95% Confidence Interval for B	
	B	Std. Error				Lower Bound	Upper Bound
Constant	41.56	1.42		29.188	.000	38.65	44.26
Social media usage	-.68	.282	-.551	-2.415	.022	-1.222	-.137
R ²	.303						

Discussion & Limitations

Contrary to the initial hypothesis, the findings revealed a negative correlation, indicating that higher social media usage for academic purposes is associated with lower levels of social anxiety. The study aimed to explore the relationship between social media usage for academic learning and social anxiety among university students. These unexpected results prompt a thorough discussion of potential explanations and implications. It has been statistically revealed that the most common response for the usage of social media for academic purposes is 'rarely' and the sample body of this research was quite on-point as per the demographic information section. This research challenges conventional assumptions about the detrimental effects of higher social media usage on social anxiety among university students. Instead, it implies that social media can enhance academic experience when utilized purposefully and moderately, without having a major negative impact on mental health. In the setting of universities, further study is necessary to fully understand the complex relationship between social media usage and social anxiety, especially qualitative studies, and longitudinal investigations. However, very few or no studies in Pakistan have explored this link qualitatively.

Some of the study's limitations can be the self-report nature of the data, small samples size and perception-based survey responses which are more prone to answer biases. As the study will be limited to a specific region, it might not be representative of all students from the university. The study is cross-sectional, not longitudinal, and has less major variables than longitudinal models.

Conclusion & Recommendations

Conclusively, the findings of this research challenge the assumption that higher social media usage for academic learning leads to increased social anxiety among university students. Instead, it suggests that when used purposefully and in moderation, social media can contribute positively to academic experience, offering support and collaboration without detrimental effects on mental health. This shows that the relationship between social media use and social anxiety is more complex than previously believed, highlighting the importance of how and how much social media is utilized in deciding how it affects university students' wellbeing. This sophisticated understanding promotes a thoughtful and balanced approach to social media integration in academic settings, recognizing the possible advantages while avoiding the presumptive drawbacks.

Academic institutions should promote balanced use of social media for learning, focusing on academic objectives and preventing over-engagement. Instructional initiatives should be established to educate the public about the benefits and dangers of social media use. Counseling services should be provided to address social anxiety, and parents should be included in workshops and awareness campaigns. Qualitative and longitudinal studies are needed to explore the complex relationship between social media use and social anxiety.

Influence of Social and Cultural Capital on the Institutional Identity of Undergraduate Students at FCCU

Shanzeh Ahmad¹, Dr. Muahmmad Vaqas Ali^{1*}

¹ *Department of Sociology, Forman Christian College (A Chartered University)*

² *Department of Sociology, Forman Christian College (A Chartered University)*

Presenter: 241545881@formanite.fccollege.edu.pk

ABSTRACT

The study aimed to explore if there is a relationship between social and cultural capital with institutional identity among FCCU undergraduate students through a quantitative cross-sectional survey. The significance of this study is that it will look into environmental and social factors that develop a sense of belonging in their institution. The study hypothesizes that undergraduate students with higher social and cultural capital are more likely to develop a strong institutional identity. The Institutional Identity Scale was used to measure the dependent variable, and the Scale of Cultural Capital and Personal Social Capital Scale was used to measure the independent variables. A total of 157 responses were collected through a convenience sampling method. Data analysis was conducted on SPSS v.25 using Factor Analysis for validity and consistency of data, the Cronbach Alpha Test for reliability, T-tests for bivariate analysis, and multiple linear regression to test the relationship of the variables. The hypothesis was partially true, in that cultural capital had a significant relationship with Institutional Identity while social capital did not. The findings imply that the institution should facilitate the cultural capital of the students by introducing more out-of-classroom activities to improve Institutional Identity. Further research can be conducted on studying specific ethnic or religious minorities and their Institutional Identity and developing culturally specific scales for increasing the validity of research.

Keywords: Institutional identity, Social capital, Cultural capital, University students



Influence of Social and Cultural Capital on the Institutional Identity of Undergraduate Students of FCCU

Shanzeh Ahmad, Dr. Mohammad Vaqas Ali

Department of Sociology, FCCU

Presenter: 241545881@formanite.fcccollege.edu.pk Correspondence: vaqasali@fcccollege.edu.pk



Aim of Study

- Explain the relationship between institutional identity and social and cultural capital.
- Social and Cultural capital determines whether students can develop a sense of belonging with their university.

Theoretical Framework

- Bourdieu's theory on forms of capital: accumulation of social and cultural capital aids in establishing an individual's position in society.
- Human ecological theory: individuals interaction with various social settings.

Hypothesis

Undergraduate students with higher social and cultural capital are more likely to develop a strong institutional identity

Literature Review

- Low levels of institutional identity results in high rates of absenteeism and academic failure (Thomas et al., 2019).
- Social capital is adapted into academic engagement to develop a sense of belonging (Soria & Stebleton, 2013).
- The level of cultural capital depends on the individual's parents education and the individual's high school (Caregnato et al., 2022).
- Considering the literature, few studies have conducted research on social and cultural capital about institutional identity in the context of Pakistani university students.

Significance of Study

It is important to assess the way students from various backgrounds manage the transition into university as a lack of a sense of belonging can result in hardships such as lack of motivation, loneliness, and other negative emotions.

Conceptualisation and Operationalization

	Variables	Conceptualisation	Subscales
Dependent Variable	Institutional Identity	Connectedness to one's academic institution (Thomas et al., 2012)	<ul style="list-style-type: none"> • Public Regard • Private Regard • Centrality • Belonging • Bonding
Independent Variable	Cultural Capital	Individual's knowledge and use of cultural codes within their community (Balboni et al., 2019)	<ul style="list-style-type: none"> • Expert-using • Consuming • Participating
Independent Variable	Social Capital	Social resource that determines the way an individual integrates with others and their social environment (Chen et al., 2008)	<ul style="list-style-type: none"> • Bonding capital • Bridging capital

Methodology

- A cross sectional survey was conducted to undergraduate students in FCCU.
- 157 responses were collected from students from 2nd semester to 6th semester.
- Convenience Sampling/ Non probability sampling was utilized for data collection.
- The survey was sent via email and WhatsApp student groups.
- SPSS 2.5v was used for data analysis.
- Cronbach Alpha Test for reliability
- Factor Analysis for validity and internal consistency of data
- Multiple linear regression for testing the relationship of the variables.
- All of the control variables were dummy coded into 0 or 1.

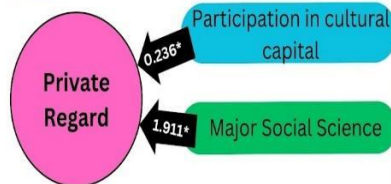
Results

- Multiple Linear Regression analysis of Public Regard* subscale



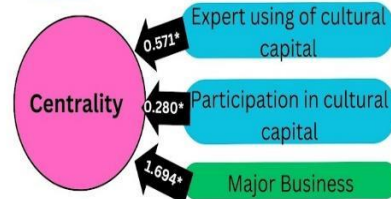
*Public Regard refers to how the student think others feel about their academic institution.

- Multiple Linear Regression analysis of Private Regard* subscale



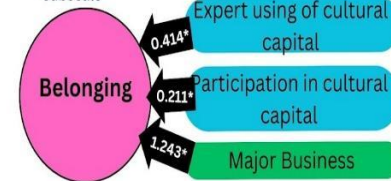
*Private regard measures how the student feels positively about their academic institution.

- Multiple Linear Regression analysis of Centrality* subscale



*Centrality assesses how being a part of the institution is central to their identity.

- Multiple Linear Regression analysis of Belonging* subscale



*Belonging will assess the feeling of belonging in that institution.

- No significant results appeared in the 'Bonding' (Bonding refers to how connected the student is towards others in their institution) subscale of Institutional Identity.
- Social capital was not significant in this study.

Note: Pink variables are the dependent variables, Green variables are control variables and Blue variables are independent variables.

Conclusion

- After testing the hypothesis, the results revealed that cultural capital influenced Institutional Identity while social capital did not have any effect.
- Specifically, participating in cultural groups and utilizing cultural knowledge and activities professionally were significant in the results.
- Amongst the control variables, the majors of the students had a significant relationship with Institutional Identity which meant that students of particular majors may have a higher Institutional Identity than others.

Limitations

- Sample was not randomly selected.
- The survey was too long and there were low responses.
- The research does not take account of the university's culture or the individual's agency to shape their Institutional Identity.

Implications

- The institution needs to facilitate cultural capital of students
- Introduce more out-of-classroom activities to improve Institutional Identity.

Further Research

- Surveys can be conducted to test Institutional Identity of ethnic and religious minorities in Pakistani universities.
- Pre-tests Social and cultural capital scales for cultural relevance to Pakistan.
- Qualitative research can be conducted to understand how culture capital shapes Institutional Identity especially in regards to technological advancements.

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The Role of Social Capital in Motivating University Students for the Future and Building their Self-esteem

Shehram Gohar¹, Dr. Sara Rizvi Jafree^{1*}

¹ *Department of Sociology, Forman Christian College (A Chartered University)*

² *Department of Sociology, Forman Christian College (A Chartered University)*

Presenter: 231499552@formanite.fccollege.edu.pk

ABSTRACT

This research aims to identify the role of social capital in motivating university students for the future and building their self-esteem. Previous studies suggest that social capital has a major influence on the academic and personal growth of university students. This research hypothesizes that university students with a higher level of social capital have a higher level of self-esteem and future motivation. Purposive sampling techniques have been deployed for the accumulation of data from 152 students from FCCU. The results of this research confirm both of the hypotheses that (i) higher levels of social capital result in a higher level of self-esteem and (ii) higher levels of social capital result also result in higher level of future motivation. The results of this paper are worthy of governmental attention as policymakers and stakeholders can draw significant and pragmatic policies and implications for the youth. The study concludes with key recommendations to build social capital and self-esteem in youth.

Keywords: Social Capital, Students' motivation, Self-esteem

Relationship between Work-Study Incompatibility and Academic Wellbeing among University Students in Lahore, Pakistan

Roha Shaukat Ali¹, Dr. Jawad Tariq^{1*}

¹ *Department of Sociology, Forman Christian College (A Chartered University)*

² *Department of Sociology, Forman Christian College (A Chartered University)*

Presenter: 231521081@formanite.fccollege.edu.pk

ABSTRACT

This research evaluates the relationship between work-study incompatibility and academic well-being and also the effects of work-study incompatibility on academic well-being. Some studies revealed that academic stress, academic self-efficacy, and academic motivation) and non-academic factors (social support, personality traits) affect work-study incompatibility and academic well-being. This is a quantitative study, and the questionnaire was circulated via online platforms and mainly targeted the students of 3 universities in Lahore (Punjab University, University of Central Punjab, and FCCU). 'Spillover Theory' and 'Social Action Theory' were used to generate the study hypotheses. Work-study incompatibility was measured with the help of the work-study conflict scale (WSC) and academic well-being was measured by using SSWQ (Subjective Student Well-being Questionnaire). To determine the credibility of the data, data analysis was done by descriptive statistics and SPSS. This study revealed that higher work-study incompatibility causes lower academic well-being and to cope up with that issue some effective strategies are discussed in the paper.

Keywords: Work-study incompatibility, Work-study conflict, Lower academic well-being, Students' well-being, University students

Relationship between work study incompatibility and academic well-being among university students in Lahore, Pakistan.



Roha Shaukat Ali

Department of Sociology, Research Mentor : Dr Jawad Tariq

Introduction:

This research evaluates the relationship between work study incompatibility and academic well-being and also the effects of work study incompatibility on academic wellbeing.

Academic wellbeing: Academic wellbeing is a multidimensional concept that includes students' emotional, social, and academic functioning in the context of education (Kaplan & Maehr, 2006).

Work-study incompatibility: It is basically the imbalance between a student's study load and time and efforts required to complete their job task.

Key finding:

- ❖ An excessive workload can lead to poor academic performance as well as increased stress and unhappiness.
- ❖ If students work in the same organization where they are studying it increases the academic wellbeing as compared to those students working outside of the organization.

Methodology:

The study adhered to a structure and quantitative research design, the questionnaire was circulated via online platforms mainly targeted the students of 3 universities in Lahore (PU, UCP, FCCU). 'Spillover Theory' and 'Social Action Theory' were used to generate hypotheses. Work study incompatibility was measured with the help of work-study conflict scale(WSC) (Netemeyer et al. (1996)) and academic well-being was measured by using SSWQ (Subjective Student Well-being Questionnaire)(Sell and Nagpal (1985)).

Data Analysis:

For data entry, factor loading, cleaning and organizing SPSS (Statistical package for Social Sciences) was used. Standard deviations and correlations between variables were constructed.

Results:

- ❖ Socio-demographic characteristics showed that the majority of respondents were female(56.2%) and the majority were from junior and senior year of BA/BS Hons.
- ❖ Results revealed that higher level of work-study incompatibility causes a lower level of academic well-being.
- ❖ The Beta value showed that 1 unit increase in work study incompatibility reduced the academic wellbeing by 0.18 units, $p(87) = -2.26$, $B = -0.18$, $SE = 0.08$, $p = .027$.



Conclusion:

This study reveals a significant negative relationship between work-study incompatibility and the academic well-being of university students in Lahore, Pakistan. Students who struggle to balance their work commitments with their academic workload often experience lower GPAs, increased stress, and a diminished sense of overall well-being. These findings highlight the importance of providing financial support and flexible work options to ensure students can prioritize their education without undue hardship.

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Analyzing the Rise of the ‘Thrifting’ Culture amongst Female Students of FCCU Within an Inflation-Ridden Context: What Socio-Economic Factors Explain Such a Trend?

Saliha Kamran¹, Dr. Shamaila Athar^{1*}

¹ *Department of Sociology, Forman Christian College (A Chartered University)*

² *Department of Sociology, Forman Christian College (A Chartered University)*

Presenter: 241554267@formanite.fccollege.edu.pk

ABSTRACT

With rising price rates of even the most basic of necessities within the overall inflation-ridden context of Pakistan, changing consumer practices in light of consumer fashion choices and clothing needs are largely becoming more significant. However, limited research exists in this domain that is centered around the after-effects of rising prices on consumers’ fashion choices, particularly with regards to second-hand clothing, also more commonly referred to as ‘thrifed’ clothing amongst young adults at a digital level. This study aimed to discover, analyze and further shed light upon the many socio-economic factors that explain the rise of the need to purchase second hand clothing amongst young female adults, consisting of a sample size of ten female participants who are students of FCCU. Ten semi-structured qualitative interviews were conducted and data was analyzed using thematic analysis. Four themes were discovered: (i) purchase of second-hand clothing amongst young female adults is a byproduct of rising inflation, (ii) there is wider acceptance of second-hand clothing in light of its destigmatization by those ‘higher up’ in the social strata of wider Pakistani society, (iii) there is growing need of consumers to prioritize personal ease and comfortability for their clothing preferences at an individual level, and (iv) there is convenience in purchasing second-hand clothing through digital means. This study has implications for the changing consumer practices within the economic diaspora of Pakistani society.

Keywords: thrifting culture, inflation, socio-economic factors, female students

Analyzing the rise of the culture for 'thrifting' amongst female students of FCCU: what socio-economic factors explain such a trend?

Saliba Kamran, Dr. Shamaila Athar
 Forman Christian College, A Chartered University, Lahore
 Presenter: 241554267@formanife.fccollege.edu.pk
 Correspondence: shamailaathar@fccollege.edu.pk

Abstract

This study aims to analyze and further shed light upon the many socio-economic factors that explain the rise of the need to purchase second-hand clothing amongst young female adults, consisting of a sample size of ten female participants who are students of Forman Christian College. Ten semi-structured qualitative interviews were conducted for a more in-depth and profound outlook on this research topic, with an effective system of thematic analysis being utilized to dissect the four central themes that have been generated from these interviews.

Within these four themes, the results of the analyzed data shed light on the rise of the culture of purchasing second-hand clothing amongst young female adults as being a byproduct of rising inflation within the country thereby denoting a clear link between changing consumer fashion practices and rising inflation.

Other factors such as the wider acceptance of second-hand clothing in light of its destigmatization by those 'higher up' the social strata of wider Pakistani society at the societal level as well as the growing need of consumers to prioritize personal ease and comfortability for their clothing preferences at an individual level have also been recognized, increasingly being largely provided by digital means of purchasing second-hand clothing.

Within the wider academic framework of sociology as such, this study aims to bring to light possible conversations surrounding changing consumer practices within the economic diaspora of Pakistani society, the relevance and influence of social class in determining appropriate consumer behaviors as well as the destigmatization of second-hand clothing at a wider level as a whole.

Objectives of the Study

- 1) To what extent is this rising trend of greater acceptability of second-hand clothing relevant to the young adults of Pakistan?
- 2) How does thrifting differ from retail in terms of clothing? What benefits does second-hand clothing offer that the usual retail experience does not?
- 3) Within the context of Pakistan, can the current relevance of second-hand clothing be deemed as a short-term trend or a long-term phenomenon that is 'here to stay'?
- 4) What are the benefits of the thrifting experience in light of Pakistan?
- 5) What are the socio-economic factors relevant within the context of Pakistan that explain the current rise in online thrifting for clothing?
- 6) Can online thrifting a swift alternative to the traditional *linda bazaar* experience?

Introduction

- With economic downturns amidst most third world countries as well as changing consumer practices since the Covid-19 outburst and its consequences, the question of whether 'sustainability' is often kept in mind in relation to fashion purchases is one that is largely debatable, particularly within the context of Pakistan. Indeed, with Pakistan's imports of second-hand clothing 'exceeding \$180 million in 2021' and thereby making it the 'second largest importer of pre-owned clothing in the world' (Khalid, 2022), it comes as no surprise that the market for second-hand clothing within Pakistan continues to largely grow.
- With such a trend gaining momentum in Pakistan within the middle/upper-middle classes, the following study then aims to analyze the extent of thrifting as a trend amidst rising inflation and expensive western and eastern retail clothing within Pakistan, and thus the many possible social and economic factors that aim to understand the rising need to purchase second-hand clothing amongst young middle/upper-middle class adults as well as the wider

Methodology

- A qualitative research, consisting of female students of FCCU aged between 19-24 and how had purchased/thrifted second-hand clothing in the past 6 months.
 - A predesigned questionnaire consisting of questions relating to the three themes identified in the literature review was utilized for the purpose of interviewing the participants, with each interview being approximately one hour long.
 - In addition to this predesigned questionnaire, additional questions were added to the interview process in specific cases wherein probing was used for better insights into specific questions.
 - A non probability sampling method was used, with snowball sampling being utilized for the purpose of being introduced to potential participants, and thematic analysis was used to generate the four resulting themes.

Findings & Discussion

This section was divided into four halves, with each half representing the results of a significant 'theme' of the three 'themes'/divisions of the literature review. The four generated themes from the collected data are as follows (with each theme in turn having multiple sub-themes):

- 1) Defining 'thrifting' for clothing at an individual level
- 2) The link between rising inflation & perceived attitudes towards thrifting for clothing
- 3) Significant socio-economic factors relevant to the rising culture of thrifting for clothing
- 4) Shifting attitudes towards thrifting for clothing: the mediums chosen & what the future holds

The figure on the right (Figure 1) depicts the results of the third theme, which are focal to the central research questions of this study.



Conclusion

On the one hand, an effective link was created between an understanding of the underlying socio-economic factors highlighting the rise of the culture of thrifting for clothing/the purchase of second-hand clothing amongst young, predominantly female adults, in light of the country's rising rate of inflation and ever-increasing prices of basic necessities such as clothing, with the central findings of this study confirming this existing notion.

On the other hand, this study also aims to start significantly potent conversations surrounding the many rising criticisms associated with the culture of digital thrifting, including but not limited to profit-driven pricing scales, the possible exploitation of the term 'sustainability' in relation to fashion as well as the ways in which online thrifting continues to negatively impact the local markets for second-hand clothing, as has been put forward by a vast majority of the participants.

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2) The link between rising inflation & perceived attitudes towards thrifting for clothing: Are rising inflation & reduced consumer incomes to be blamed?

- The majority of participants attributed the rise in thrifting to the insurgence of rising inflation and the Covid-19 pandemic, leading to reduced incomes and an increased need to 'thrift' online due to the overall affordability of this option, leading to a surge in the introduction of online thrift stores to cater to this need.
- Overall, the rise in online thrifting reflects both economic hardship and entrepreneurial responses to inflation and pandemic-related restrictions.

4) The mediums chosen & what the future holds

- Despite the prevalence of online thrift stores, the majority of participants expressed a strong preference for in-person thrifting, with factors such as the 'thrill of purchasing cheaper items', the sense of community with vendors, alongside the greater significance of the *linda bazaar* to the cultural and historical context of the city of Lahore.
- A vast majority of the participants were increasingly critical of the contemporary state of online thrifting, including but not limited to the increasing gentrification of the act itself due to greater middle/upper-middle class interference within the traditional act of 'thrifting', the greater profit-driven motives of the digitalization of thrifting as opposed to in-person thrifting as well as the increasing exploitation of the concept of 'sustainability' in modern fashion.

Cultural Constraints and Women's Education; A Case Study of Women's Higher Education in District Mardan

Saad Soud Jaan¹, Mr. Athar Azeem ^{1*}

¹ *Department of Sociology, Forman Christian College (A Chartered University)*

² *Department of Sociology, Forman Christian College (A Chartered University)*

Presenter: 241558297@formanite.fccollege.edu.pk

ABSTRACT

This study aimed to examine the cultural barriers faced by females in higher education in District Mardan, Pakistan. The significance of the study was that it emphasized how important it is to give all girls access to equal educational opportunities. Barriers to equal opportunities for education ultimately impact the development of human capital and the socio-economic sustainability of society. The study employed a qualitative research design, and data was collected through semi-structured interviews with male heads of household (parents) of women who have been deprived of higher education in District Mardan. The data was analyzed through thematic analysis. The present study pinpointed the cultural barriers that limit female students from pursuing higher education. It was found that cultural restrictions, family obligations, gender discrimination, marriage, financial needs, and social and cultural barriers are major constraints that limit women's higher education. The findings brought some points to notice highlighting patriarchal differences and the need for improved/equal opportunities for female education. Based on the study findings recommendations have been made for raising awareness of the value of female education among families, communities, and policymakers, improving educational facilities and incentives, and expanding work prospects for women in District Mardan.

Keywords: Cultural constraints, higher education, Hurdles in women's education, Pashtunwali

Cultural Constraints and Women Education; A Case Study Of Women's Higher Education In District Mardan, KPK

Name; Saad Saud Jan

Department Of Sociology

Supervisor; Athar Azeem

Forman Christian College,
A Chartered University



**FORMAN
CHRISTIAN
COLLEGE**
(A CHARTERED UNIVERSITY)

Email
241558297@formanite.fccollege.edu.pk

Abstract	Introduction	Objectives	Literature Review
<p>The study delved into the cultural barriers hindering females' pursuit of higher education in District Mardan, Pakistan. Employing a qualitative research design, data was collected through semi-structured interviews with 14 male heads of household, shedding light on the constraints limiting women's access to higher education. The thematic analysis underscored various cultural restrictions, including family obligations, gender discrimination, marriage, and financial needs, emphasizing their detrimental impact on women's educational opportunities. By highlighting these constraints, the study emphasizes the significance of providing equal educational opportunities for all girls. It contributes to raising awareness among families, communities, and policymakers regarding the value of female education, advocating for improved educational facilities and incentives, and expanding work prospects for women. Ultimately, the findings underscore the need for pragmatic initiatives and policy choices to encourage women's education, addressing patriarchal differences and advocating for improved/equal opportunities for female education in District Mardan.</p>	<ul style="list-style-type: none"> • Pakistan struggles with gender inequality despite its diverse population and rich cultural history. • Cultural barriers hinder women's access to education, exemplifying gender inequality in the nation. • Cultural norms, patriarchal beliefs, religious customs, and historical practices contribute to these barriers. • Traditional notions prioritize women's household roles over education, perpetuating gender disparities. • Socioeconomic factors like poverty exacerbate the issue by making education inaccessible for females. • Lack of infrastructure and transportation further widen the gender gap in education in Pakistan 	<ul style="list-style-type: none"> • Study aims to explore cultural barriers hindering women in District Mardan from pursuing higher education. • Focus is on identifying social and cultural obstacles impacting women's access to higher education. • Research will analyze the influence of traditional gender roles and expectations on women's educational opportunities. • Examining the impact of education on gender relations and social change within the context of District Mardan. • Goal is to understand how cultural factors shape women's educational experiences and opportunities. • Study seeks to shed light on ways to address these barriers and promote gender equality in education. 	<p>Women's education has been recognized as a critical component of human development, and an essential tool for achieving gender equality and economic development. However, cultural constraints have often served as a barrier to women's education, particularly in developing countries like Pakistan. The purpose of this literature review is to provide an overview of the existing research on culture constraints and women's education, with a specific focus on the case of women's higher education in District Mardan, Pakistan.</p> <ul style="list-style-type: none"> • This study examined how Afghan women's education, labor market participation, and reproductive outcomes were affected during the Taliban regime (1996-2001), which banned girls' education. Data from the National Risk and Vulnerability Assessment showed that women's likelihood of completing basic education decreased by two percentage points for each additional year of Taliban rule, especially in rural and Pashtun districts (Nour & Speciale, 2016). The study concluded that Taliban restrictions on girls' education negatively impacted Afghan women's educational, labor market, and fertility outcomes. • Jalal-ud-din (2008) analyzed cultural and socio-economic barriers faced by women in Mardan, finding lower socio-economic status due to low literacy rates, lack of education and skills, poor economic conditions, and limited employment opportunities. Women were primarily confined to domestic roles, caring for children within the home. The study recommended providing quality education and creating employment opportunities through cottage and agro-based industries to empower women in Mardan.
<p>Theoretical Framework</p> <ul style="list-style-type: none"> • The thesis "Culture Constraints and Women's Education in District Mardan" employs feminist theory to analyze gender-based barriers to education, emphasizing the marginalized status of women in society and the impact of cultural norms on gender roles and educational opportunities (Hill, 2001). • It focuses on liberal feminism, drawing from the works of Mary Wollstonecraft and John Stuart Mill, to explore the idea of a "new woman" challenging societal limits imposed by a male-centered society, particularly regarding educational rights (Malinowska, 2020). • By examining cultural limitations and socialization processes in District Mardan, the thesis aims to shed light on how women's subordinate status and limited educational options are perpetuated, recognizing structural and cultural factors like patriarchal norms, poverty, insecurity, and traditional gender roles as barriers to women's education. 	<p>Methodology</p> <ul style="list-style-type: none"> • Primary data were gathered using Qualitative Methods to understand cultural barriers affecting women's access to higher education in District Mardan, Pakistan (Palinkas, 2015). • Semi-structured interviews were conducted with guardians of respondent girls to explore their perceptions and experiences regarding these barriers (Kabir, 2016). • Approximately 14 interviews were conducted, a common number for qualitative studies, to gather in-depth information on predetermined themes and explore new issues (Adams, 2015). <p>Major Themes</p> <ul style="list-style-type: none"> • Socio-Cultural barriers regarding Female Higher Education • Barriers regarding Cultural Constraints • Consequences for getting higher Education • Symbolic Power and Moral Authority • Future of Female Higher Education 	<p>Research Questions</p> <ol style="list-style-type: none"> 1) What are the major cultural constraints faced by women in pursuing higher education in District Mardan? 2) How do cultural constraints and stereotypes create barriers against women's participation in higher education in District Mardan? 	
<p>Conclusion</p> <ul style="list-style-type: none"> • Research Focus*: Identifying cultural barriers to female higher education and assessing the impact of higher education on social relations. • Methodology*: Qualitative study involving data collection from 14 heads of households to understand hindrances to female higher education. • Challenges in District Mardan*: Cultural barriers and misinterpretation of religion hinder female higher education despite NGO efforts. • Recommendations*: Government intervention and partnership with NGOs essential for improving conditions for female higher education. 		<p>REFERENCES</p> <ul style="list-style-type: none"> • Amin, R., Ahmad, S., Ali, A., Fahim, M., Meena, T., & Khan, M. A. (2021). The Effects of Pashtun Culture on Girls Higher Education in Khyber Pakhtunkhwa, Pakistan. <i>Elementary Education Online</i>, 20(5), 7656-7656 • Ahmad, I., Said, H., Hussain, A., & Khan, S. (2014). BARRIERS TO CO- EDUCATION IN PAKISTAN AND ITS IMPLICATIONS ON GIRLS EDUCATION: CRITICAL REVIEW OF LITERATURE. <i>Science International</i>, 26(1) 	

Social Media and Body Image: A Qualitative Study of the Impact of Instagram Use on Body Image and Associated Behaviors in University Female Students

Rubab Liaqat¹, Ms. Shermeen Bano^{1*}

¹ *Department of Sociology, Forman Christian College (A Chartered University)*

² *Department of Sociology, Forman Christian College (A Chartered University)*

Presenter: 241560534@formanite.fccollege.edu.pk

ABSTRACT

This qualitative study aims to investigate the effect of Instagram use on body image and associated behaviors among female university students. With the rise of social media and its far and wide use, platforms like Instagram have become compelling in forming a view of beauty and body ideals. The current literature gives an outline of Instagram as a social media platform, its usage patterns, and the motivations behind its use. It also discusses how Instagram negatively affects young adults' body image and self-objectification, particularly among females. This study's theoretical framework is social constructionism, which recognizes that individuals' perceptions of themselves and others are shaped by social experiences and influences. The study acknowledges that social media platforms like Instagram reinforce beauty standards and expectations that are socially constructed. Eleven female participants' experiences and interpretations of body image and Instagram-use were investigated in depth through the use of a qualitative methodology and semi-structured interviews. The findings of this study suggest that Instagram use affects the female students' perception of their bodies and influences the strategies they use to manage their body image according to the prevailing body standards on social media. The study findings inform policies and guidelines that address body image concerns among young adults in the university setting and promote healthy social media use by providing evidence-based findings.

Keywords: Social Media, Body Image, Instagram, university students, social constructionism



Social Media and Body Image

Rubab Liaqat, Ma'am Shermeen Bano

Sociology Department, Forman Christian College, University, Lahore

Presenter: 241560534@formanite.fccollege.edu.pk Correspondence: shermeenbano@fccollege.edu.pk

Abstract

- This qualitative study aims to investigate the effect of Instagram use on body image and associated behaviors among female university students.
- It discusses how Instagram negatively affects young adults' body image and self-objectification, particularly among females. This study's theoretical framework is social constructionism, which recognizes that individuals' perceptions of themselves and others are shaped by social experiences and influences.
- Participants' experiences and interpretations of body image and Instagram use will be investigated in depth through the use of a qualitative methodology and semi-structured interviews.

Introduction

- Instagram had 12.95 million users in Pakistan at the beginning of 2023. According to DataReportal, 34.3 percent of Instagram's Pakistani advertising audience at the beginning of 2023 was female. Instagram will have 1.318 billion users in January 2023, making it the fourth most "active" social media platform in the world.
- Social media platforms may increase a person's risk of developing eating disorders and body dissatisfaction in addition to excessive use. Both male and female adolescents' psychopathological outcomes and body image dissatisfaction were found to be positively correlated with Instagram addiction (Lee, 2022).
- Using Instagram is a significant factor in experiencing dissatisfaction with one's body image. This is because Instagram use is associated with internalizing beauty standards, self-objectification, and comparing one's appearance to others on the platform (Baker, Ferszt, & Breines, 2019).
- Lonergan et al. claim that (2020), the link between using social media and having a negative body image is a cause of concern because body image is associated with behaviors such as how women change their eating patterns, struggle to change their skin color; or change their overall appearance according to idealized beauty standards of social platforms.

Objective

- To investigate the patterns of Instagram use among female university students.
- To examine the motivations for Instagram use among female students.
- To explore the influence of Instagram use on body image and associated behaviors among female university students.
- To examine the strategies used by female students to manage body image on Instagram.

Acknowledgement

I would like to express my gratitude to my thesis advisor, Ms. Shermeen Bano, for her valuable. Additionally, I extend my thanks to Dr. Sara Rizvi, the Head of the Sociology Department, for her encouragement and feedback. I am profoundly thankful to my friends, especially Shehryar Ejaz and Maitika Nisar. I would also like to acknowledge and express immense gratitude to my father, Mian Liaqat Ali, and my mother, Shazia Liaqat, for their unwavering support.

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Methods

- The data from respondents was gathered through semi-structured interviews and a descriptive qualitative research design in this study.
- The primary method of data collection was a descriptive and exploratory qualitative approach with semi-structured interviews to gain a deep and meaningful understanding of the impact of Instagram use on body image and associated behaviors among university female students. This method identified recurring themes across the interviews and helped comprehend the experiences and interpretations of female university students regarding their body image and associated behaviors as influenced by Instagram use.
- The resulting data provided valuable insights into these females' experiences and interpretations, which were used to guide future interventions or strategies aimed at fostering healthy body image and behaviors in this population.
- I have planned to conduct interviews with a sample of 11 female participants who use Instagram and each interview is expected to last 15-20 minutes. For them to make an informed decision, participants received an information sheet outlining the research's objective
- As it was a small qualitative study, the results cannot be applied to all female university students. The study has focused solely on university female students, which might introduce bias and limit the comprehension of the more extensive effect of Instagram use on body image.

Results & Discussion

- 4 of the respondents found inspiration in fitness related content, empowering them to embrace healthier habits. "It doesn't influence my body image in a bad way. It allows me to be more motivated about things like fitness and maintaining my exercise and gym routine." (Seerat, Female)
- Social approval and the pursuit of likes were identified as elements contributing to distorted body image perception, reflecting the platform's effect on users' confidence and self-esteem. Instagram's impact on exercise, grooming, and diet was also multifaceted.
- The impact of Instagram on body modifications and behavioral changes varied. While certain respondents admitted to trying trends such as piercings and hairdos, others engaged in self-acknowledged practices, figuring out how to embrace imperfections and realness.

"I have done ear-piercing after getting influenced by Alman Khan (Pakistan celeb). I try to maintain a fit body and I usually take haircuts according to Instagram trends and what's new and trending in Pakistan fashions." (Iqra, Female)

- The strategies utilized by users to manage their body image on Instagram give important insights into the adaptive mechanisms and coping strategies within the digital realm. Respondents exhibited a range of ways to deal with managing their body image on Instagram. Some underlined authenticity, declining to adjust their appearance through editing or filters.
- Authenticity and self-acknowledgement arose as key themes, emphasizing the significance of depicting one's genuine self on the platform. A few participants recognized utilizing minimal editing tools, such as basic color adjustments and filters, to improve picture quality.
- "I just edit the color of pictures to make it look neater and then yeah to make my skin look clearer. I don't photoshop my pictures way too much, just the basic editing." (Ishah, Female)

Results & Discussion

- Female university students exhibited a significant daily interest in Instagram usage, with different levels of interest. While some use casually for 1-2 hours others spend extensive periods. The 5 out of 11 participants reported spending 3-5 hours daily on Instagram, indicating the pervasive trend of excessive use among university students.

"My use of Instagram is excessive in my daily routine especially when I am not doing anything. I just like to scroll Instagram." (Ishah, Female)

- For some, this platform was a source of entertainment and a way to remain informed about worldwide occasions, filling the void with traditional news sources. Others used Instagram for social bonding, connecting with friends, watching reels and sharing content. However, a few participants expressed concern about the impending effect of mindless scrolling and its impact on mental well-being.
- Instagram exerted a critical impact on participant's self-worth and body image perceptions, both positively and adversely. Positive angles included inspiration from fitness and wellness content, empowering personal development. However, pervasive exposure to edited pictures and unrealistic beauty standards led to self-questioning and insecurities. Body dissatisfaction and low self-worth emerged as prevalent concerns, frequently set off by comparisons with models and influencers displaying flawless beauty.

"I think it has influenced my sense of self-worth and body image in a negative way or maybe in a positive way too. It motivates me when I see certain pictures of models and their transformation videos. It does influence me that I can do that too but at the same time it makes me feel like maybe I am not beautiful if I am not a certain size but mostly it gives me motivation of getting a better version of myself." (Emaan, Female)

- Boredom and exhaustion emerged as normal triggers, driving users to look for comfort and distraction within the platform. The use of Instagram stories and reels assumed a critical role in sustaining user's interest.
- The effect of Instagram on body image was obvious, with people looking for motivation from influencers and celebrities for cosmetics procedures and fitness schedules. These impacts frequently prompted both positive changes and, at times, unhealthy attempts to conform to societal beauty standards.
- Respondents had different perceptions for how Instagram affects body image. 6 out of 11 respondents shared that they felt affected in a negative way, perceiving unrealistic beauty standards and feeling pressure to conform.

"In a negative way, women with fit and tan bodies get more likes and attention and others like me just try to follow them to look like them, and we try to get the same appreciation." (Ride, Female)

Conclusion

The study comprehensively explores the effect of Instagram use on body image and associated behaviors among university female students, this study digs into the complex interaction between social media and self-perception. Using a social constructionist perspective, this research aimed to unravel the diverse elements forming body image perception in the digital age. The findings of this study enlighten the different ways by which Instagram impacts how female students see themselves, going from positive motivation to adverse self-comparisons. Despite the limitations in the sample size and scope, this study serves as a stepping stone for understanding the complexities of social media's impact on body image perception among university female students.

The Impact of Phubbing Practices on Academic Procrastination among FC College Students

Nouman Younas Masih¹, Mr. Athar Azeem^{1*}

¹ *Department of Sociology, Forman Christian College (A Chartered University)*

² *Department of Sociology, Forman Christian College (A Chartered University)*

Presenter: 241546187@formanite.fccollege.edu.pk

ABSTRACT

With the immense penetration of smartphones into our daily lives, concerns have emerged regarding phubbing, defined as the practice of ignoring one's companions/ other activities in order to pay attention to one's phone/ mobile device, and its influence on academic procrastination. This study aims to investigate the impact of phubbing on academic procrastination among the undergraduate students of FCCU. For this research, an online Google survey has been conducted using the academic procrastination survey developed by Abu Gazal in 2012, and the scale for phubbing developed by Chopitayasunondh and Douglas in 2018. A total of two hundred undergraduate students participated in the survey. To analyze the data linear regression was used, and results show that the relationship between study variables is statistically significant-suggesting that when "Phubbing" was high, "Academic Procrastination" was also high. Based on the study results guidelines for creating efficient setups to lessen academic procrastination in the smartphone era have been recommended.

Keywords: Phubbing practices, academic procrastination, smartphones, university students



The impact of Phubbing practices on academic procrastination among FC College students

Numan Younas Masih, Supervisor: Mr. Athar Azeem

Department, Sociology, Forman Christian College (A Chartered University), Lahore

Presenter: presenting 241546187@formanite.fccollege.edu.pk Correspondence: atharazeem@fccollege.edu.pk

Abstract

This study investigates how phubbing (ignoring someone for smartphone use) affects academic procrastination among FC College undergraduates. With smartphones' ubiquitous presence, concerns about their impact on procrastination arise. Through an online survey, it explores the relationship between phubbing and procrastination, analyzing how smartphone use and social distraction contribute to task delays. Using established surveys, 200 students participated. Results suggest phubbing significantly impacts procrastination, with a coefficient of 0.175, indicating a 0.175-unit increase in procrastination per unit increase in phubbing. Findings highlight phubbing's harmful effects and offer insights for addressing procrastination in the smartphone age.

Introduction

Mobile phones have rapidly integrated into various aspects of life including education, due to their widespread accessibility and affordability (Khan, 2019). With sophisticated features, mobile phones have become ingrained in daily routines (Rachman et al., 2019). The phenomenon of "phubbing" emerges from this pervasive phone use, where individuals prioritize their phones over interpersonal interactions or academic activities (Karadag et al., 2015). Phubbing often leads to academic procrastination, where students delay tasks due to mobile phone distractions (Rachman et al., 2019). Academic procrastination, a global concern, affects student performance negatively (Balkis & Duru, 2009). In institutions like Forman Christian College University, mobile phone usage is common in various settings, potentially exacerbating academic procrastination. Therefore, it is plausible to argue that phubbing contributes to academic procrastination among students in Forman Christian College University, impacting their academic success.

Objectives

1. To find out extent of phubbing practices among FC College students.
2. To see the impact of academic procrastination among the students of FC College.
3. To investigate the strength of association between two variables.
4. Develop and evaluate intervention strategies to alleviate the detrimental effects of phubbing on academic procrastination, fostering improved time management and focus among students

Methods

This study employs quantitative research to investigate the relationship between phubbing and academic procrastination among undergraduate students of FC College. Data is collected through an online Google survey and analyzed using SPSS. The population and sample consist of undergraduate students from FC College, with sample size of 200 using convenience sampling. The hypothesis suggests that higher phubbing frequency correlates with increased academic procrastination. The study uses the Generic Scale of Phubbing (GSP) and the Academic Procrastination Questionnaire (APQ) for measurement. Statistical analysis is performed using SPSS v.25. The research adheres to ethical guidelines, ensuring informed consent, participant awareness, privacy protection, and avoidance of harm or stigmatization. This research aims to contribute to understanding the impact of phubbing on academic procrastination and promotes ethical research conduct.

Results

The study investigates the correlation between phubbing behavior and academic procrastination among Forman Christian College University students. Key findings reveal that approximately 10.7% of the variance in procrastination scores can be explained by phubbing. A one-unit increase in phubbing corresponds to a 0.175-unit increase in procrastination. The 95% confidence interval for the phubbing coefficient is between 0.104 and 0.245, indicating a significant impact on procrastination. The p-value, <0.001, supports the statistical significance of this relationship. Theoretical frameworks, including Media Multitasking Theory and Social Learning Theory, inform the study's analysis, highlighting the cognitive and social processes underlying phubbing's influence on academic behavior. Demographic analysis reflects the diversity of the student sample, reinforcing the prevalence of phubbing. Strong internal consistency and linear regression results affirm the reliability and significance of the findings. Overall, the study underscores the need for interventions to mitigate phubbing's adverse effects on academic performance and well-being, emphasizing the importance of balanced technology use and mindful academic engagement.

Conclusion

In conclusion, the study reveals a significant and concerning association between phubbing and academic procrastination among FC College students, as evidenced by compelling statistical findings. This correlation underscores the pressing need for intervention and awareness within the academic community. The study's results shed light on the extent to which phubbing contributes to moderate levels of procrastination, highlighting the urgency for action. As we navigate the digital age, educational institutions must address the detrimental effects of phubbing on academic focus and productivity. The study serves as a wake-up call for educators, policymakers, and students to promote mindful technology use and foster a culture of academic diligence. Implementing specific plans, educational initiatives, and technology usage guidelines are crucial steps in mitigating the impact of phubbing on academic performance. By understanding and addressing the root causes of phubbing, we can create a generation of students who are attentive, engaged, and academically successful.

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Experiences and Perception of Children (Now Adults) in Broken Families Due to Parental Divorce in Central Punjab, Pakistan

Ghayoor Abuzar¹, Dr. Jawad Tariq^{1*}

¹ *Department of Sociology, Forman Christian College (A Chartered University)*

² *Department of Sociology, Forman Christian College (A Chartered University)*

Presenter: 221438824@formanite.fccollege.edu.pk

ABSTRACT

This qualitative research proposal aims to explore the experiences and perceptions of adults from broken families in Central Punjab, Pakistan, with a specific focus on their behavioral changes. The purpose of this study is to gain a comprehensive understanding of the long-term impacts of family breakups on adults and contribute to the existing literature, which predominantly focuses on the effects on children. I have employed a snowball sampling technique to recruit participants who have experienced family breakups. Semi-structured interviews have been conducted to collect data, and thematic analysis was used to analyze the data. The results of this study will provide valuable information about the behavioral changes that adults experience following family breakups.

Keywords: Broken Families, Parental Divorce, Experiences, Central Punjab Pakistan

Early Madrassah Education and the Shaping of Conservative Religious Beliefs: A Comparative Study of University Students in Khyber Pakhtunkhwa and Punjab

Muhammad Farhan¹, Dr. Sara Rizvi Jafree^{1*}

¹ *Department of Sociology, Forman Christian College (A Chartered University)*

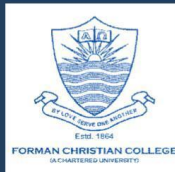
² *Department of Sociology, Forman Christian College (A Chartered University)*

Presenter: 241555607@formanite.fccollege.edu.pk

ABSTRACT

This research was an attempt to study the influence of early Madrassah education and the shaping of conservative religious beliefs in university students. A comparative study of university students from Khyber Pakhtunkhwa (KPK) and Punjab was done, to understand which students have more conservative religious beliefs. This study used the theory of lived religion, which emphasizes that people who are socialized by their early education system about religious beliefs have a stronger commitment to religious practices and ideology. A quantitative research design was adopted and the internationally standardized scale by Dali and colleagues, named Measuring Religiosity (2019), was used to collect data. The sample size was 152 university students and the selection criterion was those who have had a minimum of three months of early Madrassah education. Findings highlight the prevalence of Islamic religiosity in students from both provinces and for KPK more than Punjab and for women more than men. The study concludes with some recommendations to monitor curriculum content and teaching instruction in Madrassahs to secure tolerance and peacebuilding in Pakistan.

Keywords: Madrassah education, Religious beliefs, Comparative Study, Khyber Pakhtunkhwa, Punjab



EARLY MADRASSAH EDUCATION AND THE SHAPING OF CONSERVATIVE RELIGIOUS BELIEFS: A COMPARATIVE STUDY OF UNIVERSITY STUDENTS IN KPK AND PUNJAB

MUHAMMAD FARHAN, DR SARA RIZVI JAFREE*

DEPARTMENT OF SOCIOLOGY, FORMAN CHRISTIAN COLLEGE, (A CHARTERED UNIVERSITY) Lahore.
Presenter: 241555607@fccollege.edu.pk Correspondence: sarajafree@fccollege.edu.pk

Abstract

This study investigates the impact of early madrasah education on the development of conservative religious beliefs in university students. A comparative analysis of students from Khyber Pakhtunkhwa (KPK) and Punjab reveals a higher prevalence of conservative religious beliefs among both groups. Utilizing the theory of lived religion, the research emphasizes the profound influence of early education on religious commitment. Employing Dali et al.'s Measuring Religiosity scale (2019), a quantitative approach is adopted with a sample size of 152 university students, selected based on a minimum of three months of early madrasah education. Results indicate a general inclination towards highly conservative religious beliefs in both regions. Notably, the sub-domain 'practice for religious beliefs' shows statistical significance, indicating greater commitment among Punjab students compared to KPK students (KPK Mean= 1.52 vs. Punjab Mean= 1.71; p= 0.500). Contrary to the study hypotheses, the findings suggest a need to update and monitor madrasah curricula, aligning them with modern educational standards in other countries.

Introduction

Pakistan, a nation marked by cultural and religious diversity, houses various educational institutions, including madrasahs, sparking ongoing debate and controversy. These institutions, integral to the education system, are crucial for individuals from impoverished backgrounds with limited access to quality education. Specializing in Islamic studies like the Quran, Hadith, and Islamic jurisprudence, madrasahs aim to instill a profound understanding of Islam's principles, values, and practices. In Khyber Pakhtunkhwa (KP), madrasah education prevails, driven by historical, social, and economic factors. The region's rich Islamic scholarly tradition contributes to a strong local affinity for religious education. Additionally, factors like poverty and political instability have limited educational opportunities, especially in rural areas, making madrasahs an accessible choice for families facing financial constraints. Despite their prevalence, the impact of early religious education on conservative beliefs is a contentious topic, with views divided on whether madrasahs foster extremism or provide valuable education for those with limited opportunities.

Objective

To explore the conservative religious beliefs of university students who have had a madrasah education in their early years and compare students from KPK and Punjab provinces.

Methods

- Quantitative research was administered to 152 students from KPK and Punjab university
- Criteria: University students with at least three months of early madrasah education
- Data collected from WhatsApp groups of student bodies at specified universities
- Included society, council, and course-specific groups
- Method: Online Google survey forms
- Collection period: July and August 2023
- Confidentiality ensured in survey settings.

Results & Discussion

The study includes 152 respondents, with 85 from KPK and 67 from Punjab. The majority of respondents are male, accounting for 89.4% in KPK and 70.1% in Punjab, with most falling in the 21-23 age group. Income distribution shows 32.9% (KPK) and 52.2% (Punjab) earning between PKR 60,000-90,000 and PKR 150,000-200,000, respectively. Urban residency is reported by 54.1% (KPK) and 66.2% (Punjab) of respondents. Maternal literacy is 35.3% (KPK) and 52.9% (Punjab) at Primary/Secondary; paternal literacy is 49.4% (KPK) and 64.7% (Punjab) with Graduate or above. A significant number of mothers (79.8% in KPK, 61.8% in Punjab) are unemployed due to education literacy and societal pressures. Fathers are primarily engaged in professional or skilled work, constituting 66.7% (KPK) and 83.8% (Punjab). Sibling count ranges from 1-4 for 41.2% (KPK) and 72.1% (Punjab) of respondents. Living arrangements are predominantly in joint families, with 58.8% (KPK) and 44.1% (Punjab) reporting this arrangement.

	KPK	Punjab
Gender		
Male	76 (89.4%)	47 (70.1%)
Female	8 (9.6%)	20 (29.9%)
Age		
18-20	14 (16.5%)	10 (14.9%)
21-23	54 (63.5%)	41 (61.2%)
24-26	11 (13.0%)	9 (13.4%)
26-30	10 (11.9%)	7 (10.5%)
Monthly household income (PKR)		
0-30,000	21 (24.7%)	16 (23.9%)
30,000-60,000	29 (34.1%)	19 (28.4%)
60,000-90,000	26 (30.6%)	16 (23.9%)
90,000-120,000	11 (12.9%)	11 (16.4%)
120,000-150,000	5 (5.9%)	5 (7.5%)
150,000-200,000	3 (3.5%)	2 (3.0%)
Regional background		
Urban	46 (54.1%)	35 (52.2%)
Rural	39 (45.9%)	32 (47.8%)
Maternal literacy		
Illiterate	27 (31.8%)	17 (25.4%)
Primary/Secondary	30 (35.3%)	21 (31.3%)
Graduate or above	28 (33.2%)	29 (43.3%)
Paternal literacy		
Illiterate	32 (37.8%)	16 (23.9%)
Primary/Secondary	33 (38.8%)	20 (29.9%)
Graduate or above	20 (23.6%)	31 (46.2%)
Mother's Occupation		
Unemployed	64 (75.8%)	41 (61.2%)
Unskilled work	16 (18.8%)	13 (19.4%)
Professional/skilled work	12 (14.2%)	13 (19.4%)
Father's Occupation		
Unemployed	17 (20.0%)	14 (20.9%)
Unskilled work	31 (36.5%)	27 (40.3%)
Professional/skilled work	37 (43.5%)	26 (38.8%)
No. of siblings		
1-4	81 (95.3%)	49 (73.0%)
5-6	4 (4.7%)	18 (26.9%)
7-11	1 (1.2%)	0 (0.0%)
None	0 (0.0%)	0 (0.0%)
Family structure		
Nuclear family	14 (16.5%)	16 (23.9%)
Joint family	33 (38.8%)	24 (35.8%)
Single-parent family	38 (44.7%)	25 (37.3%)
Other	10 (11.9%)	14 (20.9%)

Results & Discussion

Table 2 outlines descriptive statistics for conservative religious beliefs among students from KPK and Punjab. The majority in both regions exhibit highly conservative beliefs, such as expressing gratitude to Allah for food and emphasizing the importance of their relationship with God. Commitments include financial contributions to religious organizations and dedicated time for faith understanding. Intellectual experiences reflect knowledge about religion, while intrinsic experiences reveal a considerable number basing their approach to life on religion. Practice experiences involve regular worship/masjid attendance and fasting during Ramadan.

Statement	KPK	Punjab
I express gratitude to Allah for the food I eat	1.91 (2.21)	1.92 (2.21)
I emphasize the importance of my relationship with God	1.89 (2.21)	1.89 (2.21)
I contribute financially to religious organizations	1.89 (2.21)	1.89 (2.21)
I dedicate time for faith understanding	1.89 (2.21)	1.89 (2.21)
I have intellectual experiences that reflect my knowledge about religion	1.89 (2.21)	1.89 (2.21)
I have intrinsic experiences that reveal a considerable number basing their approach to life on religion	1.89 (2.21)	1.89 (2.21)
I have practice experiences that involve regular worship/masjid attendance and fasting during Ramadan	1.89 (2.21)	1.89 (2.21)
I express gratitude to Allah for the food I eat	1.91 (2.21)	1.92 (2.21)
I emphasize the importance of my relationship with God	1.89 (2.21)	1.89 (2.21)
I contribute financially to religious organizations	1.89 (2.21)	1.89 (2.21)
I dedicate time for faith understanding	1.89 (2.21)	1.89 (2.21)
I have intellectual experiences that reflect my knowledge about religion	1.89 (2.21)	1.89 (2.21)
I have intrinsic experiences that reveal a considerable number basing their approach to life on religion	1.89 (2.21)	1.89 (2.21)
I have practice experiences that involve regular worship/masjid attendance and fasting during Ramadan	1.89 (2.21)	1.89 (2.21)

Table 3: Mean results for KPK vs. Punjab students. Significant findings only in the practice sub-domain. Punjab students exhibit higher commitment (Mean= 1.71) compared to KPK (Mean= 1.52, p= 0.500).

Conclusion

This research aims to investigate the religious attitudes of university students who had a madrasah education in their early years and compare the attitudes of students from the KP and Punjab provinces. The study has significant implications for Pakistan's policymakers, educators, and parents. The results can be used to develop evidence-based policies and programs that promote religious tolerance and understanding and address the needs of students who receive early religious education through madrasahs. In conclusion, the study aims to shed light on the impact of madrasah education on the religious attitudes and beliefs of students in Pakistan, particularly in KP. By understanding the attitudes and perceptions of university students who have had a madrasah education in their early years, we can gain valuable insights into the role of madrasahs in promoting religious tolerance and understanding and identify ways to improve the education system in Pakistan.

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The Attitude of Male University Students towards Female Education in Erstwhile FATA: A Case Study of South Waziristan, KPK

Mansoor Ahmad¹, Dr. Jawad Tariq^{1*}

¹ *Department of Sociology, Forman Christian College (A Chartered University)*

² *Department of Sociology, Forman Christian College (A Chartered University)*

Presenter: 241-548926@formanite.fccollege.edu.pk

ABSTRACT

The study explores the attitudes of male university students towards female education in South Waziristan, Khyber Pakhtunkhwa, previously known as the Federally Administered Tribal Areas (FATA). Through a case study approach, the research aims to understand the perceptions and beliefs of male students toward female education in a region that has historically been resistant to women's education. The study has employed qualitative research methods to identify the factors challenging females to access education, which includes socio-cultural barriers, religious barriers, and challenges due to traditional norms and customs. Interviews were conducted to gather data from male students of Gomal University, KPK. The findings revealed the role of financial constraints, cultural norms, and religious influences affecting women's education in FATA. Recommendations have been made in the study to improve educational opportunities for females in KPK.

Keywords: Male students, attitude, Female education, FATA, South Waziristan, KPK



Attitude of Male University Students towards Female Education in Erstwhile FATA: A Case Study of South Waziristan, KPK

Name, Mansoor Ahmad
Supervisor, Dr Jawad Tariq

DEPARTMENT OF SOCIOLOGY, FORMAN CHRISTIAN COLLEGE, (A CHARTERED UNIVERSITY) Lahore.

Presenter: 241548926@formanite.fccollege.edu.pk Correspondence: jawadtariq@fccollege.edu.pk

Abstract

The study explores the attitude of male university students towards female education in South Waziristan, Khyber Pakhtunkhwa, previously known as the Federally Administered Tribal Areas (FATA). Through a case study approach, the research aims to understand the perceptions and beliefs of male students toward female education in a region that has historically been resistant to women's education. The study has employed qualitative research methods to know the factors challenging females to access education that entails socio-cultural, religious, traditional norms, customs, etc. For this purpose, interviews were conducted to gather data from male Gomal University, KPK students. The findings revealed the role of financial constraints, cultural norms, and religious influences affect women's education in FATA.

Introduction

In Ex-FATA, female education remains a critical issue, significantly impacting sustainable development goals. Despite the pivotal role women play in societal advancement, the region lags in providing them with educational opportunities. Only 7.8% of girls are literate, far below the national average. In 2017, just 37% attended primary school, with a mere 5% progressing to secondary education, starkly contrasting the higher rates for boys. The overall literacy rate stands at 19.9%, with girls at a mere 5.75%. Addressing this vast gender disparity in education is imperative to foster progress and eliminate social and economic challenges plaguing the region.

Objective

To investigate the barriers to female education in FATA. The study also explore to understand the culture and social norms from a male perspective that affects female education in the region.

Methods

1. Population of interest: Males from the Federally Administered Tribal Areas (FATA) studying at Gomal University, DI Khan.
2. Selection of Gomal University: Chosen due to its proximity to FATA, making it accessible to the target population.
3. Exclusion criteria: Males under the age of 18 were not interviewed.
4. Sampling method: Purposeful sampling was employed to select participants based on specific criteria related to the research objectives.
5. Sample size: Eight male students were interviewed to gather insights from the target population.

Results & Discussion

The result of interviews revealed that families in FATA generally permit female education, albeit with a tendency to prioritize male children due to financial constraints. However, financially stable families challenge this norm by supporting their daughters' pursuit of higher education, indicating a shift in cultural perspectives. Educated women are seen as agents of societal empowerment, contributing to individual and communal well-being. Female education is recognized as pivotal for economic growth and societal development, enabling a healthy workforce and economic empowerment. However, barriers such as cultural norms, financial constraints, and safety concerns hinder female education in FATA, particularly in rural areas. Socio-cultural and religious influences play a significant role, with financial capability and religious beliefs impacting support for women's education. Lack of awareness and infrastructure further exacerbate the negative perception of female education in less developed areas. To enhance female education in FATA, strategies include establishing quality educational institutes, training teachers in gender-sensitive methodologies, and promoting gender equality in classrooms. Embracing a progressive Pashtun cultural perspective can dismantle outdated norms and foster an environment conducive to women's education, echoing the inclusive spirit of Pashtun culture.

Results & Discussion

The discussion highlights the importance of women's education in FATA and its impact on societal development. Interviews with students shed light on the challenges faced by female students, including financial constraints, cultural norms, and religious influences. The research underscores the transformative potential of education and aligns with previous literature, emphasizing the need to address barriers such as poverty and inadequate infrastructure. Efforts to promote girls' education, including community engagement and incentives, can foster gender equality and empower women in FATA. Financial constraints historically favoured male education, but a positive shift is observed among financially stable families. Structural reforms are essential to ensure all girls have access to quality education, necessitating active government support and policy changes. Recognizing the economic and societal benefits of women's education is crucial for promoting gender equality and advancing societal progress. However, deeply ingrained socio-cultural and religious influences pose significant barriers to female education, highlighting the need for government intervention and support in promoting female education in FATA.

Conclusion

This research has identified challenges to female education in the FATA region, particularly in South Waziristan, plagued by crises such as terrorism, cultural barriers, poverty, and limited educational infrastructure. Financial and religious factors further hinder females' access to education despite efforts to develop sustainable solutions. However, the research is limited in scope, focusing solely on female issues and neglecting male perspectives. Additionally, its regional specificity may not fully represent other areas, and the exclusion of female voices in discussing their education is notable. Building trust among local stakeholders and considering cultural nuances are crucial for addressing these challenges comprehensively. Recognizing the transformative potential of female education is essential for promoting gender equality and societal development in patriarchal societies like FATA.

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The Female Student Conceptualization, Experience of the Attitude Towards Contemporary Muslim Matrimonial Practices in Urban Pakistan.

Fajr Zia¹, Ms. Shermeen Bano^{1*}

¹ *Department of Sociology, Forman Christian College (A Chartered University)*

² *Department of Sociology, Forman Christian College (A Chartered University)*

Presenter: 24160512@formanite.fccollege.edu.pk

ABSTRACT

The study aims to explore young women's attitudes towards matrimonial practice in Pakistan and the factors that affect the partner selection process and criterion. Several articles were explored that were relevant to the topic. The articles focused on two groups of women; married women and their experiences with their partners such as their emotional availability, compromises that they have had to make and their success in marriage while the other group was of unmarried women who were educated and independent. Their expectations towards marriage were gauged such as sharing of household chores and permission for jobs culture of joint family. The study also examines the changes in views and practices related to marriage. Interviews were done with female undergraduate students at FCCU. Then data analysis was done using Braun and Clarke (2006) under the 6-step framework becoming familiar with data, generating initial codes, and searching for themes which I did while interviewing defining the themes, and lastly writing up those analytical viewpoints of female students regarding marriage. The findings of the study suggest that exercising choice in marital decision-making is important for young women. Marriage is seen in the context of personal freedom and individual life goals. There is an increasing acceptance of love marriage along with continued practice and acceptance of arranged marriages among this sample.

Keywords: Female student, Conceptualization, Experience, Matrimonial Practices, Muslim, Urban Pakistan.



Analyzing 'Choice' in Contemporary Muslim Matrimonial Practices of young women in Urban Pakistan.

Student Name: Fajr Zia
Roll Number: 24160126
Supervisor Name: Mam Sharmeen Bano
Department of Sociology, Forman Christian College University (A Chartered University) Address: Zahoor Elahi Road, Gulberg III, Lahore, Punjab 54600

Abstract
The study aims to explore young women attitude towards matrimonial practice in Pakistan. In my study Such as what factors effects while choosing the right partner. Several articles were explored that were relevant to the topic. The articles focused on two groups of women; married women and their experiences with their partners such as their emotional availability, compromises that they have had to make and their success in marriage while the other group was of unmarried women who were educated and independent. Their expectations towards marriage were gauged such as sharing of household chores, permission for jobs and culture of joint family etc. The paper examines the changes in views and practices related to marriage. The interview was done with female undergraduate students in FCCU. Then data analysis was done using Braun/sand Clarke (2006) under the 6-step framework were becoming familiar with data, generating initial codes and searching for themes which I did while conducting the interview after that defining the themes and lastly writing up those analytical view point of female students regarding marriage.

Introduction

Marriage is considered as an important aspect of our life. In Pakistan we all used to get married for the sake of happiness and societal pressure. Where 80-90% of marriages remain intact because of children or society. People in Pakistan usually get married in their 20s or 30s. This means that they are supposed to spend at least half of their life with their spouse. The central problem is that most people do not know how to choose the right one or the most suitable for them. The women of today have entirely different ways of thinking from the previous generations. Similarly, the woman demands the man to perform household chores as well which is a Sunnah in Islam. The women are aware that their respect is linked to their career as someone who works and earns is considered more respectable than someone who just does household work.

Objectives

Aims to provide new insights about young, educated females' views on current marital practices in Pakistan. The study has the following research objectives:

1. To examine the conceptions and attitudes of young, educated women towards prevailing matrimonial practices in Pakistan.
2. To explore young women's experiences of prevailing matrimonial practices in Pakistan.
3. To investigate the young women's preferences related to marriage and changing notions and practices of "choice" in marriage for young women in Pakistan.

Methodology

The study used a descriptive research design, as a new way of looking, debating, and discovering ideas. It was a neutral Perspective. A semi structured interview was designed to collect the data from the respondents. semi structured interviews were selected because the nature of study is about theory, analysis and methodology. basically, to explore and to observe. analyzing the respondent's ideas and experience by our own set of questions and framework.

Conclusion

The study expects to establish a comprehensive and detailed understanding of what women want, what they are looking for and what they are expecting from a marriage. The study also highlighted the generational gap we are having, different schools of thought that exist in between and how traditional practices are still in trend by examining undergraduate students' perspectives. Female attitude, experience and concepts are found to be discussed with the range of definitions which are gathered by respondents' beliefs and research study, actual marriage dilemma, choices, career, financial independence, domestic abuse and patriarchal structure were explored through this qualitative research. as it's a small scale research but hopes to contribute in higher education by giving results to some extent.

Results

The findings of this study shows that undergraduate female students define matrimonial practices as social institutions. The definition of marriage varies from student to student but the majority of respondents evolve this relation as a life long partnership with certain rights and duties. Many respondents perceived this relationship according to their own experiences. The findings highlight that, in a marital relationship, females face significant problems compared to males. This disadvantage is attributed to the prevailing societal norms and circumstances that made women to compromise at most while men are not even responsible for their carefree behaviour. The findings suggest that females sacrifice a lot in marital relationships if we look into it from a Pakistani marriage perspective. The study aims to examine female students' conceptualisation, experience of the attitude towards contemporary muslim matrimonial practices. The dilemma of choice also highlights some barriers to exist such as the caste system; the old generation still believes in fulfilling caste rather than a suitable match, financial barriers exist in matters of choice, according to society boys are associated with financial security. Moreover, society's beauty standards and approval, all are looking for those matches which can be appreciated from a society perspective, and lastly the traditional barriers. For future research, a greater level of exploration can help understand a greater variety of problems and stigma manifestation as well as additional marriage related problems. Unfortunately dowry became a significant part of marriage. One of the respondents mentioned that our society sends the girl away to another house by giving her 10% of dowry and the remaining 90% of the property is ruled by the son, right to equality, right to freedom, right against exploitation, all these become worthless, university female students also thinks female goes through emotional torture for dowry. Side by side physical and mental abuse are also faced by women. An important finding of this study is that undergraduate students believe that they get married and learn conservative and traditional radicalised methods to practice in a marriage. Marriage is a partnership, you are supposed to be together and you are supposed to take care of each other and you are supposed to put each other above everything and men don't realise that they believe women are for our own sake.

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The Relationship between Gender Discrimination and Job Satisfaction of University Teachers

Khurram Abid¹, Dr. Sara Rizvi Jafree^{1*}

¹ *Department of Sociology, Forman Christian College (A Chartered University)*

² *Department of Sociology, Forman Christian College (A Chartered University)*

Presenter: 241549801@formanite.fccollege.edu.pk

ABSTRACT

Literature suggests that male teachers are more satisfied with their jobs as they have more opportunities for advancement and training, higher salaries, and better promotion chances. Comparatively, scholarship indicates that female teachers do not have as many opportunities and face more gender discrimination at the workplace. This study aims to investigate the relationship between gender discrimination and job satisfaction of university teachers in Pakistan, with a focus on differences between male and female teachers. This research has a quantitative design. Purposive sampling has been used to collect data from 100 university teachers. The results confirm that when gender discrimination is high job satisfaction is low. The results also revealed that male respondents show higher experiences of gender discrimination at the workplace which is contrary to the study hypothesis. The findings of this study may have major implications for policymakers and university administrators who are tasked with establishing an environment that is beneficial to university instructors.

Keywords: Relationship, Gender Discrimination, Job Satisfaction, University teachers



THE RELATIONSHIP BETWEEN GENDER DISCRIMINATION AND JOB SATISFACTION OF UNIVERSITY TEACHERS

INTRODUCTION

Job satisfaction of university teachers is very important. It directly affects the quality of education which is given to students. If the teachers are not satisfied with their jobs, then they will definitely not be able to give good quality education to students. It is necessary for the teachers to be satisfied with their jobs to be motivated to give students the quality education that they deserve. Job satisfaction will definitely affect the attitude of teachers with the student, if the teacher is not satisfied with their job, then their attitude towards students might not be good. The job satisfaction of the teachers in university should be given more importance to succeed.

RESEARCH QUESTION

To investigate the relationship between gender discrimination and job satisfaction of university teachers of Pakistan.

METHODOLOGY

This is a cross-sectional study using a quantitative survey. Currently working and full-time university instructors are the selection criterion for this study. A total of 100 teachers were part of the sample, with 48 males and 51 females. Purposive sampling was used for this study. The Forman Christian College University (FCCU) faculty was sampled through published email addresses on the FCCU website. The data has been collected by using a survey. There are three sections to this survey. A 5-point Likert scale has been used to measure gender discrimination and job satisfaction. The survey was administered to the respondents in-person and online via email.

HYPOTHESIS

H1: Female teachers face more gender discrimination in universities of Pakistan compared to male teachers.
H2: When gender discrimination is high among male and female university faculty then job satisfaction is low.

SIGNIFICANCE

The purpose of the study is to identify the effects of gender discrimination of university teachers and understand how it influences their job satisfaction. This study helped us to know about the extent of gender discrimination in universities and also the level of job satisfaction of teachers. This study will further help in making policies which are friendly for both male and female teachers in universities.

ANALYSIS

The collected data was analyzed by using SPSS 25.0. The independent variable for this study is gender discrimination and the dependent variable is job satisfaction for this research. Descriptive statistics and regression have been reported and a significance level of $p < 0.05$ has been considered significant. The reliability results for the two scales of this study are satisfactory with Cronbach alpha values for gender discrimination at 0.882 and for job satisfaction at 0.627.

Items	α
Gender Discrimination	0.882
Job Satisfaction	0.627

REGRESSION RESULTS

The simple linear regression results for the relationship between gender discrimination and job satisfaction. A significant regression equation was found ($F(1,98) = 23.395, p < .000$), with t value of -4.837 ($p < .000$). The results confirm that when gender discrimination is high job satisfaction is low.

Model	Coefficients						
	Unstandardized Coefficients	Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		
	B	Std. Error	Beta		Lower Bound	Upper Bound	
Constant	16.67	1.204		11.09	.000	-3.83	.97
Gender discrimination	-.244	.050	-.439	-4.83	.000		

Dependent Variable: Comp. JS

RESULTS/FINDINGS

The results of independent sample t -test for discrimination at workplace, based on gender. The results show that male respondents show higher experiences of gender discrimination at the workplace ($M = 31.91, SD = 3.18$), compared to female respondents ($M = 27.31, SD = 4.50$).

	Females			Males			95% CI for Mean Diff	t	Sig.
	M	SD	n	M	SD	N			
Gender discrimination faced at workplace	27.31	4.50	51	31.91	3.18	48	-4.16	-5.83	.97
							-3.03		

FUTURE IMPLICATIONS

The findings of this study may have major implications for policymakers and university administrators who are tasked with establishing an environment that is beneficial to university instructors. In order to improve the gender equality in educational institutions the focus should be on the government legislation which is the most effective way to promote gender equality in academic institutions. Such legislations should be made by the government which could reduce gender inequality and provide equal chances of employment. Such committees should be formed which should keep a check on equal opportunities for men and women in the educational institutions. Also universities should be encouraged to take steps and make strategies which are useful to promote gender equality on merit basis.

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MPhil Thesis Proposals 2023

A Phenomenological Exploration of Empowerment Dynamics among Women Employed in Colleges

Beenish Fatima¹, Dr. Shamaila Athar^{1*}

¹ *Department of Sociology, Forman Christian College (A Chartered University)*

² *Department of Sociology, Forman Christian College (A Chartered University)*

Presenter: 243974650@formanite.fccollege.edu.pk

ABSTRACT

Research on women's empowerment in Pakistan is limited, with previous studies primarily relying on secondary data sources and employing quantitative methodologies. Qualitative investigations exploring the concept of women's empowerment in Pakistan are scarce. Given the paucity of studies on women's empowerment in Pakistan, this study is aimed at filling this gap by conducting primary research and utilizing qualitative methods to give special attention to women who teach at the college level. The research objectives include: (1) navigating the experiences and perspectives of women employed in college-level teaching positions in the pursuit of their empowerment, and (2) exploring the challenges faced by the female participants. Qualitative phenomenological approach will be utilized as the guiding methodology. Purposive sampling technique will be used to approach the study participants, consisting of 10-15 women from the district of Bhakkar, Punjab. Data will be collected using in-depth interviews, keeping in view the research ethics. The data will then be systematically organized and analyzed using the thematic analysis approach introduced by Braun and Clarke. The findings of this research will aim at expanding knowledge on women's empowerment in Pakistan by focusing especially on women employed in the colleges. It can also contribute to policymakers, organizations, and stakeholders in designing gender-responsive policies and interventions. Additionally, the study aligns with Goal 5 of the Sustainable Development Goals (SDGs) which pertains to the promotion of gender equality.

Keywords: Phenomenology, Empowerment dynamics, Employed women, Colleges



A Phenomenological Exploration of Empowerment Dynamics among Women Employed in Colleges

Beenish Fatima, Dr. Shamaila Athar*

Department of Sociology, Forman Christian College (A Chartered University), Lahore

Presenter: 243974650@fccollege.edu.pk Correspondence: shamailaathar@fccollege.edu.pk

Abstract

This study is aimed at filling a significant gap by conducting primary research and utilizing qualitative method to give special attention to the empowerment status of women who teach at college level. The research objectives include: (1) navigating the experiences and perspectives of women employed in college-level teaching positions in the pursuit of their empowerment, and (2) exploring the challenges faced by the female participants. Qualitative phenomenological approach serves as the guiding methodology. A purposive sampling technique is employed to approach 12 female participants from the district of Bahkhar, Punjab. Data is collected through in-depth interviews, with consideration for research ethics. The data is translated and transcribed, and the analysis will be conducted using the thematic analysis approach introduced by Braun and Clarke.

The findings of this research can help expand knowledge on women's empowerment in Pakistan by focusing especially on women employed in the colleges. It can also contribute to policymakers, organizations, and stakeholders in designing gender-responsive policies and interventions. Additionally, the study aligns with the Goal 5 of the SDGs.

Introduction

This study will employ an exploratory approach to examine the experiences, challenges, perspectives, and implications of women's empowerment among women who teach at colleges. The concept of women's empowerment in regards to its indicators will be explored across three dimensions of empowerment: familial/interpersonal, socio-cultural, and economic.

Women's empowerment: Kabeer (1999) conceptualizes empowerment as a process through which individuals, who have previously been denied the ability to exercise various forms of agency in their lives as well as in the community, gain the power to exercise the choice.

Objectives

1. To explore the experiences and perspectives of women employed in colleges in the district of Bahkhar, Punjab, regarding their empowerment. This objective aims to gain in-depth understanding of how employment status influences the empowerment dynamics of women in the household.
2. To identify the challenges faced by women in empowering themselves. The obstacles involve societal stereotypes, role balancing, and workplace issues that might impede their empowerment journey.
3. To identify factors that facilitate the women in their empowerment (such as education, employment)

Methods

1. Descriptive phenomenological approach
2. Compliance with research ethics
3. Selection criterion: women currently employed as college-level teachers in the district of Bahkhar, Punjab, Pakistan.
4. Purposive sampling
5. The sample size determined on the principles of data saturation.
6. semi-structured interview guide
7. In-depth interviews
8. Data analysis using the thematic analysis approach

Significance

1. By examining the specific context of women's employment and its implications for their empowerment, the study will expand the understanding of how employment opportunities along with handsome salaries intersect with gender dynamics and contribute to women's overall well-being.
2. The results of this research can inform policymakers, organizations, and stakeholders in designing and implementing gender-responsive policies and interventions to ensure women's participation in the labor market as a means to their empowerment.
3. Understanding how women's earnings influence their empowerment can contribute to developing strategies that promote inclusive economic growth and gender equality in the country.
4. This study is also significant in terms of moving a step towards the goal Five of gender equality as enshrined in the Sustainable Development Goals (SDGs).

Expected Results (based on preliminary analysis)

1. Employed women feel empowered because of their economic independence and venerable job status.
2. They feel autonomous in terms of decision-making power within household.
3. Unmarried participants feel more empowered as compared to married women.
4. The employment status has increased the self-esteem and confidence level of the participants.
5. Challenges while maintaining work-life balance; conveyance hurdles; some people fear that empowerment dynamics might disrupt traditional norms
6. Enablers of empowerment: personal attributes of resilience and hard-work, family's support, higher education, employment status

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Exploring the Relationship between Educational Inequalities and Mental Health in Christian Youth of Pakistan

Amber Bajwa¹, Dr. Sara Rizvi Jafree^{1*}

¹ *Department of Sociology, Forman Christian College (A Chartered University)*

² *Department of Sociology, Forman Christian College (A Chartered University)*

Presenter: 243962254@formanite.fccollege.edu.pk

ABSTRACT

Belonging to a religious minority and not having equal rights to education can cause multiple social and health problems. Christian youth facing educational inequalities in Pakistan may suffer from mental health challenges, however this area of study has been less explored. This study aims to investigate the extent of educational inequalities experienced by Christian youth in Pakistan and its influence on their mental health. A cross-sectional survey design will be employed in this quantitative study. A convenience sample of 200 participants aged 18-30 will be recruited from two universities and two technical institutes in Lahore, ensuring equal representation of both males and females. Educational disparities will be assessed using the Student Satisfaction Scale (Liu et al., 2017), while the mental well-being of students will be measured using the Student Mental Health Self-Assessment Questionnaire (Tennant et al., 2007). Demographic information, including age, gender, and socioeconomic status, will also be collected. Participants will be recruited through informational sessions held at each institution. Data analysis will involve descriptive statistics to summarize sample characteristics and multiple regression analysis to assess the relationships between educational inequities and mental health outcomes while controlling for demographic variables such as age and gender. The results of this study will shed light on the educational disparities faced by Christian youth in Pakistan and their potential implications for mental health. It will provide valuable insights into the needs of this population and offer guidance for efforts to promote greater educational equity and enhance the mental well-being of Christian youth.

Keywords: Educational inequalities, Mental Health, Christian youth, Pakistan



Exploring the Relationship Between Educational Inequalities and Mental Health in Christian Youth of Pakistan

Amber Bajwa, Dr. Sara Rizvi Jafree

Department of Sociology

Forman Christian College (A Chartered University)

Presenter: presenting 243962254formanite.fccollege.edu.pk

Correspondence: sarajafree@fccollege.edu.pk

Abstract

The study addresses the social and health challenges faced by Christian youth, emphasizes the lack of research in this area, and offers guidance for policy development and mental health support. It measures educational disparities using the Student Satisfaction Scale and mental health

Introduction

- Pakistan's religious diversity intersects with education, posing challenges for minorities like Christians
- Discrimination, biased curriculum, and limited access hinder educational opportunities.
- Socioeconomic factors exacerbate access issues and impact mental well-being
- Need for policy reform, community engagement, and awareness-building.

Methods

- Utilize a quantitative methodology for data collection and analysis
- Survey questionnaires containing closed-ended questions in both English and Urdu
- Collected data will be analyzed using descriptive statistical techniques such as means, medians, standard deviations, and frequency distributions to gain an initial understanding of the dataset.
- To test the research hypotheses, inferential statistical methods including regression analysis and correlation analysis will be employed.

Objective

- Explore the primary barriers faced by Christian students in accessing quality education, and religious identity intersect to influence them
- Identify specific patterns or disparities in educational attainment and success between Christian students and the overall student population.
- Examining the poverty, social capital, and religious identity combined to impact access and achievement of education
- Target solutions to be developed to support equitable educational opportunities and outcomes

Expected Outcomes

- An array of outcomes with significant societal, academic, and practical implications
- Catalyze heightened societal awareness regarding the pervasive educational disparities confronting Christian youth
- Will enrich and inform public discourse on this pressing issue by spotlighting the formidable challenges
- Involves rigorous quantitative analysis of survey data to provide robust empirical evidence
- Research promises to generate evidence-based policy recommendations
- Besides its academic contributions, which will fill a significant gap in the existing literature

Limitations

- Individuals may be hesitant to divulge critical mental health information owing to the cultural stigma associated with mental health concerns in Pakistan
- Research's focus on specific geographic areas within Pakistan, such as Lahore

Timeline and Budget

- Self-financed research project which is targeted to be completed in the Month of April

Significance of Study

- Identify the Barriers to Education
- Explore Socio-Economic Influence
- Intersection of Factors
- Implications for Policy
- Supportive Measures

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Socio-Cultural Barriers that Impact Women's Political Participation in Gilgit Baltistan

Amira Fatima¹, Ms. Tehniyat Fatima^{1*}

¹ *Department of Sociology, Forman Christian College (A Chartered University)*

² *Department of Sociology, Forman Christian College (A Chartered University)*

Presenter: 243023696@formanite.fccollege.edu.pk

ABSTRACT

An essential component of democratic societies is women's political engagement, which reflects the diversity and equality of a country's decision-making processes. In 2009, Gilgit Baltistan received authority to establish its own legislative assembly. Three periods of elections have passed, and not one of them saw the election of a female representative for a general seat. The only female representatives who have made their way into the assembly have been appointed on the six female assembly seats that have been reserved for women. Not only this, the gender gap in the registered voters in Gilgit increased from 7 to 9 percent in 2020. In recent years, female education in Gilgit Baltistan has seen a boost. In this thriving educational region, the underrepresentation of women in politics is concerning. Therefore, the focus of this study is to investigate the social and cultural barriers that limit women from participating in the field of politics along with the facilitators that pave their way. Qualitative research methodology will be utilized and eleven in-depth interviews will be conducted with past and present female electoral members of Gilgit Baltistan who will be sampled purposively. Data will be analyzed using thematic analysis. Through the understanding of the barriers women face and the enablers that support them, we can pave the way for informed intervention and policy changes that promote greater gender equity and enable the full participation of women in shaping the political purpose of Gilgit Baltistan.

Keywords: Socio-cultural barriers, women's political participation, Gilgit Baltistan



Socio-cultural barriers that impact women’s political participation in Gilgit Baltistan

Amira Fatima¹, Tehniyat Fatima²

¹ Department of Sociology, Forman Christian College (A Chartered University)

² Department of Sociology, Forman Christian College (A Chartered University)

Presenter: 243023696@formanite.fccollege.edu.pk

Correspondence: tehniyatfatima@fccollege.edu.pk

Abstract

An essential component of democratic societies is women's political engagement, which reflects the diversity and equality in a country's decision-making processes. In 2009, Gilgit Baltistan received authority to establish its legislative assembly. Three periods of elections have passed, and not one of them saw the election of a female representative for a general seat. The only female representatives who have made their way into the assembly have been appointed on the six seats that have been reserved for women. Not only this, the gender gap in the registered voters in Gilgit increased from 7 to 9 percent in 2020. In recent years female education in Gilgit Baltistan has seen a boost. In this thriving educational region, the underrepresentation of women in politics is concerning. Therefore, the focus of this study is to investigate the social and cultural barriers that limit women from participating in the field of politics along with the facilitators that pave their way. The research will be conducted utilizing the qualitative research method, which will include in-depth interviews with past and present female electoral members of the Gilgit Baltistan Assembly who will be sampled through purposive sampling technique. Data will be analyzed using thematic analysis. Through the understanding of these barriers and enablers, we would be able to unlock the way for women’s political involvement in the region and changes in laws that advance a more equal society and empower women to fully participate in Gilgit Baltistan’s politics.

Introduction

The participation of women in politics is a fundamental pillar of any democratic society. It serves as a demonstration of the inclusivity and diversity of a nation’s decision-making processes. However, in Gilgit Baltistan, a region renowned for its rich cultural heritage and diverse communities, the political landscape presents a different picture. Despite considerable progress in various sectors, such as education and employment, women remain significantly underrepresented in the political sphere (Pande & Ford, 2012). The prevalence of male dominance in this field underscores the need to unravel the complexities that perpetuate this disparity. This study, therefore, aims to comprehensively address these barriers. This research is not simply an exploration of the challenges but also a mission to identify potential opportunities. It seeks to uncover ways to pull down these barriers and develop an environment where women’s voices and perspectives can flourish in the political discourse of Gilgit Baltistan. By shedding light on both the obstacles and the prospects for change, this study hopes to inspire a transformation that will enable women to play a full and meaningful role in shaping the political destiny of this region.

Objectives

To understand the perspectives of women electoral candidates on the barriers and enablers of political participation in Gilgit Baltistan.

Research Questions

- What are the barriers that hinder women’s participation in politics as electoral representatives?
- 2. What are the expectations of the societies from females as politicians?
- 3. Which facilitators play a role in supporting women electoral candidates in running for office?

Significance of the Research

1. By understanding the multifaceted nature of the impediments women face in their political journey we can lay the groundwork for informed and targeted interventions, as well as policy changes that are essential for promoting greater gender equity.
2. By shedding light on both the obstacles and the prospects for change, this study hopes to inspire a transformation that will enable women to play a full and meaningful role in shaping the political destiny of this region.

Methods

Research Design

Qualitative research design using semi-structured in-depth interviews will be utilized to gain a comprehensive understanding of the topic.

Sampling Design

The participants for this research will be sampled using the purposive sampling technique.

Exclusion Criteria

This study will only sample women who are or have been members of the Gilgit Baltistan Legislative Assembly. It defined political participation solely as being an elected representative, leaving out other ways of participating in politics.

Inclusion Criteria

Women who are currently part of the assembly and those who were members of the previous assemblies will be included in this research.

Research Site(s)

The research will be conducted in Gilgit Baltistan.

Expected Outcomes

This study is important for Gilgit-Baltistan because it would help to pinpoint opportunities and challenges that are unique to the area.

The results of this study will highlight the voices of female politicians in the region and will inform a male-dominated political landscape of the alterations that need to be made to make the political arena of Gilgit more inclusive.

It will also inform policies regarding the already existing support mechanisms that are available to female politicians so that these can be enhanced and formalized to promote women's political engagement.

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A Comparative Study of Lady Health Workers Experiences in Delivering Family Planning Services in South versus North Punjab

Amna Shahzadi¹, Dr. Sara Rizvi Jafree^{1*}

¹ *Department of Sociology, Forman Christian College (A Chartered University)*

² *Department of Sociology, Forman Christian College (A Chartered University)*

Presenter: 243032361@formanite.fccollege.edu.pk

ABSTRACT

Sexual and reproductive health (SRH) is an integral component of overall well-being and societal development, with particular significance for women's health and empowerment. However, disparities in SRH awareness and the adoption of family planning methods persist across the regions and populations. In North Punjab, women encounter considerable obstacles when it comes to accessing and utilizing contraceptive methods. Meanwhile, in South Punjab, there is a prevalent inclination towards traditional and natural family planning methods over contemporary alternatives. Both regions, however, share common challenges that affect women's contraceptive choices and behaviors, including social stigma, religious considerations, and spousal opposition. This study embarks on a comparative exploration of the knowledge, attitudes, and practices concerning SRH by interviewing Lady Health Workers (LHWs) from South Punjab versus North Punjab. LHWs deliver sexual and reproductive health awareness in the communities as part of the primary healthcare team in Pakistan. A qualitative research methodology will be employed and the target will be to collect qualitative in-depth interviews with 60 LHWs from both regions each. As Pakistan's population continues to increase, the need for effective family planning becomes more pressing. This research will contribute to advising policies that address the challenges associated with making family planning efforts successful in North and South Punjab and understanding the differences between the two regions.

Keywords: Lady Health Workers, Family Planning Services, South Punjab, North Punjab



A Comparative Study of Lady Health Workers Experiences in Delivering Family Planning Services in South versus North Punjab

Presenter Name, Amna Shahzadi, Dr. Sara Rizvi Jafree
¹ Sociology, FORMAN CHRISTIAN COLLEGE(A Chartered University)

Presenter: presenting amnayousaf152@gmail.com
Correspondence: sarajafree@fccollege.edu.pk

ABSTRACT

The research on Lady Health Workers (LHWs) and family planning services holds great significance in the global discourse on population issues, particularly in developing nations like Pakistan. As the world's population continues to increase, the need for effective family planning becomes more pressing. In the specific context of Pakistan, policymakers recognize the urgency of raising awareness and ensuring the proper delivery of family planning services. This research will contribute to advising policies that address the challenges associated with making family planning efforts successful in North and South Punjab and understanding the differences between the two regions.

INTRODUCTION

In North Punjab, we see the majority of women visiting hospitals agree that they have an awareness of modern methods of family planning. On the other hand, in the South Punjab region, men are not aware of modern family planning methods. They still use traditional methods such as the withdrawal method. Females face struggles in receiving reproductive health services by LHWs it could vary differently for some as some are not encouraged by their in-laws, women are prohibited from even discussing this matter. The low literacy rate in South Punjab has a major effect on awareness of Sexual Reproductive Health Rights. On the other hand, North Punjab has a high level of awareness of SRHR. Community members have a good sense of family planning and the usage of contraceptives in this region. The lack of resources in north Punjab has resulted in unprotected sex and unplanned pregnancies. The targeted area is so vast that LHWs are unable to cover the whole population in the South region there is a lack of motivation by LHWs to work for the betterment of the community, and monitoring reporting is not done accurately. There is also a huge demand for professionals required for on-ground activities but the government is unable to meet such criteria.

OBJECTIVES

The study aims to assess and compare the experiences of Lady Health Workers (LHWs) in South Punjab and North Punjab in delivering sexual and reproductive health awareness. Moreover the research is conducted to examine the challenges faced by LHWs in both regions while delivering sexual and reproductive health awareness. It is observed that lady health workers faced various issues in the process of delivery of services therefore, it is important to identify the differences in preferred family planning methods between individuals served by LHWs in South Punjab and North Punjab.

CONCLUSION

The study highlights the differences in community engagement and acceptance of LHWs' services in South and North Punjab. This would help in tailoring outreach and communication strategies to improve community participation. Researchers can eventually evaluate the long-term effects of any interventions or regulatory changes made in response to the study's findings. This research can help measure progress and identify areas that still require attention. The study's outcomes can guide policymakers and healthcare providers in developing targeted interventions and education programs to improve sexual and reproductive health outcomes in the region.

ACKNOWLEDGEMENT

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METHODS

- A qualitative research methodology will be employed.
- The target was to collect qualitative in-depth interviews with a sample of 60 respondents and understand the differences in regions with respect to health-seeking behavior, contraceptive use and family planning.
- The currently working Lady Health Workers was interviewed. They are crucial in providing SRH knowledge and family planning services at the grassroots level in Pakistan.
- This research study will adhere to ethical guidelines, ensuring the privacy, confidentiality, and informed consent of the participants. All data collected will be anonymized and stored securely to protect the participants' identities.
- A sample size of 60 currently working LHWs was selected using purposive sampling technique.
- The data was conducted from two cities from the North and South regions of Punjab- Lahore and Lodhran, respectively. Thirty LHWs from Lahore and thirty from Lodhran was sampled.

RESULTS

Expected Outcomes

The study may reveal significant differences in the level of knowledge and access to sexual and reproductive health services between South and North Punjab. This can help identify areas that require targeted interventions to bridge the knowledge and access gaps. LHWs' experiences can shed light on the preferred family planning methods in each region. For example, the study might find that certain contraceptive methods are more popular or culturally acceptable in one region compared to the other

Limitation

The study may encounter bias in the selection of sample or participants for the study. There are certain challenges in collection of data on sensitive topics such as sexual and reproductive health. They can be perplexing owing to cultural and social taboos. LHWs can give responses as per their socially acceptable beliefs, which may vary from the true experiences of respondents. The study may not cover all the differences in contact to healthcare facilities and family planning services in the two regions. Variations in healthcare arrangements can disturb LHWs' capability to supply services effectively.

Budget

It was a self-finance research project with the aim of analyses of lady health workers. A major amount of the budget will be allocated to cover expenses related to traveling to various research locations and expenses related to printing and some small goody packs for the participants. Traveling cost, traveling to Lahore and Lodhran to visit LHWs and Communication cost, Internet, and mobile cost will be included.

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Boarding a Donkey Flight: Investigating push and pull factors behind irregular emigration from Pakistan to European Countries

Muhammad Hussnain Bilal¹, Dr. Jawad Tariq^{1*}

¹ *Department of Sociology, Forman Christian College (A Chartered University)*

² *Department of Sociology, Forman Christian College (A Chartered University)*

Presenter: 243961285@formanite.fccollege.edu.pk

ABSTRACT

The primary objective of this study is to investigate the narratives of stakeholders that shed light on the issue of irregular migration from Pakistan to European countries. The study aims to examine the factors contributing to emigration, as well as the advantages and potential hazards associated with it. Scholars generally agree that a qualitative approach is the most appropriate methodology for studying complex social phenomena. This study will target to collect fifteen elite interviews in an effort to analyze the discrepancies between legal frameworks concerning irregular immigration and their practices of implementation. Our aim is to gather insights from key stakeholders, including the Federal Investigation Agency (FIA), registered immigration consultants, NGOs focused on migration issues, and legal experts, i.e., lawyers. The proposed research study has the potential to greatly amplify the advancement of scholarly knowledge and the development of policy frameworks. The main aim of this study is to improve the understanding of irregular emigration, clarify the challenges it creates, and help align legal frameworks with the complexities of real-world situations. This study aims to offer evidence-based recommendations for improving policies and procedures related to irregular immigration. The research endeavor will be facilitated by establishing a comprehensive methodological framework for protecting research ethics, in order to advance the knowledge on the subject matter.

Keywords: Irregular Migration, Immigration, Emigration, Pakistan to Europe, FIA



Boarding a Donkey Flight: Investigating push and pull factors behind irregular emigration from Pakistan to European Countries

Muhammad Hasnain Bilal¹, Dr. Jawad Tariq^{1*}

¹ Department of Sociology, School of Social Sciences, Forman Christian College

Presenter: 243961285@formanite.fccollege.edu.pk Correspondence: jawadtariq@fccollege.edu.pk

Abstract

This study aims to investigate the complex dynamics of irregular migration from Pakistan to European countries, with a particular emphasis on identifying and understanding the push and pull factors driving this phenomenon. Employing a qualitative research approach, this study conducts elite interviews with key stakeholders intimately involved in migration issues. The sample size comprises approximately 10 to 15 participants, including representatives from the Federal Investigation Agency (FIA), registered immigration consultants, non-governmental organizations (NGOs) dedicated to migration concerns, legal experts such as immigration lawyers, and United Nations agencies focused on facilitating safe migration, e.g., UNODC, IOM. The research will contextualize its findings within the framework of Sustainable Development Goals (SDGs), with a particular focus on objectives concerning poverty alleviation, economic empowerment, inequality reduction, justice, and global collaboration. This study aims to provide actionable insights for policymakers and practitioners, informing evidence-based strategies to address the challenges posed by irregular migration while shedding light on socio-economic, political, and legal factors shaping irregular migration patterns.

Introduction

- In the contemporary global landscape, irregular migration still stands as a tangible reality, and at the heart of this debate, there is Europe and its hinterlands (Morehouse & Blomfield, 2011).
- International organizations working on the issue of the irregular migration such as United Nations Office on Drugs and Crime (UNODC, 2012) and International Centre for Migration Policy Development (ICMPD, 2013) claim that between 0.3 to 0.5 million people only from Pakistan attempt to trespass the national boundaries to enter the Europe Via Iran and Turkey.
- This debate has a long-standing attention of social researchers advocating their well-being and that interest is backed by the conventional viewpoint that people aspire to migrate with the aim of improving their quality of life.
- Multiple Sustainable Development Goals (SDGs) and their sub targets reflect upon the well-being of the migrants and emphasize on the protection of workers especially women labor such as Target 8.8, considering the economic benefits of the phenomenon of regular migration. Target 10.e recommends reducing the cost of sending remittance while Target 10.7, advice over the adaptation of well-managed policy framework for the well-being of migrants (UN, 2015b).
- Due to excessive inflow of refugees has intensified debates concerning the ability of host communities to house and sustainability integrate the immigrants, leading to a global shift towards highly restrictive yet selective immigration measures.

Objective & Significance

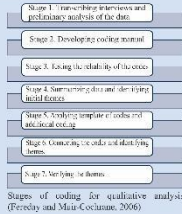
- To identify and understand the Pushing and Pulling determinants influencing migrants' decisions to undertake irregular migration within the Pakistan-Europe migration frame.
- To provide evidence-based insights to inform the development of policies and interventions aimed at addressing the challenges posed by irregular migration while advancing sustainable development objectives.

Contribution to Sustainable Development Goals: By contextualizing the research within the framework of Sustainable Development Goals (SDGs), this research aims to address goals related to poverty reduction, economic growth, inequality reduction, and global cooperation.

Theorization of Irregular Migration

- Massey (2013) proposed a five-component theoretical framework to enhance comprehension of international migration. He emphasizes the impact of structural factors in the countries of origin that encourage population migration. The framework examines the fundamental motivations that drive people to migrate across international borders in response to these influences. This model identifies the social structures and organizations that emerge because of globalization, allowing for the cross-border and geographical movement of people also the impact of government policies on the demographic and migration trends of a nation.
- Neoclassical economics and the new economics of labor migration both analyze the motivations of individuals who respond to the structural forces mentioned above. The aforementioned perspectives suggest that individuals make decisions with the aim of maximizing their lifetime earnings. Individuals assess the potential income they expect to earn from local employment and compare it to their projected earnings in various destinations, both domestically and internationally ((Todaro and Maruszko, 1986).

Methods & Methodology

- The present study attempts to employ qualitative research methodology to explore the Push & Pull factors and migration pattern.
 - The data will be collected through elite interviewing comprising of 10-15 participants.
 - An interview guide will be used considering the elite nature of the study.
 - A semi-structured approach will be employed.
- 

International & National Legal Framework

- The United Nations (UN) has established a comprehensive framework and strategic approach to address the human trafficking and migrant smuggling. The comprehensive strategy encompasses four key components:
 - Prevention of trafficking through strict measures
 - Prosecution of traffickers
 - Protection of victims
 - Partnership with other nations
- The United Nations Convention against Transnational Organized Crime held on 15 November 2000 is the main component of the legislative framework. Protocols include the prevention, suppression, and punishment of Trafficking in Persons, particularly of women and children; measures taken against the land, sea, and air smuggling of migrants. Pakistan signed the **United Nations Convention against Transnational Organized Crime (UNTOC) on December 14, 2000**, and ratified it on January 13, 2010.
- The several legislations have been introduced in **Pakistan**, involving human trafficking and migrant smuggling, whether transnational or internal such as **Section 17 of the Emigration Ordinance, enacted in 1979**.

Preliminary Insights

The insights identified by preliminary thematic analysis are as follows:

➤ Factors leading to Irregular Migration

• Poverty

"They choose irregular migration to European countries because of limited earning opportunities and large family sizes, leading to poverty. They are driven by their poverty and aspiration for a better quality of life to make this choice."

• Chain Migration

"Famulation, also referred as dekha-dikhi, is greatly supported by a structured network of social and familial ties to promote migration, which motivates individuals to engage in this behavior."

• Role of Social Media

"The rosy life depicted on social media and the stories shared act as major motivators for engaging in this unconventional activity."

➤ Challenges

• Journey of Death

"This is the journey of death because of the harsh weather, lack of food, and the chance of being shot at the border. Uneven paths often kill people crossing the border."

• Dreams Vs Reality

"The agents facilitating irregular migration portray a very different picture when they take money, but the truth is quite different, thus it is not incorrect to state that it is a journey to experience the dream vs reality."

➤ Exploitation

• False Hopes

"The migrant smugglers deceive prospective migrants by giving them false hopes and promises about journey. This is how they exploit them."

• Blackmail

"The agents often demand additional payments throughout the journey; those who do not comply face death threats and also their families to send money."

Conclusion & Future Recommendation

- One of the primary conclusions drawn from this research is the significance of addressing the specific contextual factors driving irregular migration from Pakistan. While broad, global trends may provide some insights, a context-specific approach is essential for effective policy formulation and intervention. Understanding the unique challenges faced by migrants from Pakistan enables policymakers to develop targeted strategies that address the root causes and vulnerabilities associated with irregular migration.

Recommendation(s)

- Policy Development:** Policymakers should develop evidence-based policies that address the root causes of irregular migration while safeguarding the rights of migrants.
- Evaluation and Monitoring:** Regular evaluation and monitoring mechanisms should be established to assess the effectiveness of migration policies and interventions and make necessary adjustments based on emerging trends and challenges.

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The Relationship between Social Mobility and Professional Commitment of Women Doctors of Punjab

Khadija Mazhar¹, Dr. Sara Rizvi Jafree^{1*}

¹ *Department of Sociology, Forman Christian College (A Chartered University)*

² *Department of Sociology, Forman Christian College (A Chartered University)*

Presenter: 243945728@formanite.fccollege.edu.pk

ABSTRACT

Pakistan is a patriarchal society in which women doctors face challenges and barriers to their social mobility. In the context of this study social mobility of women refers to the upward and downward movement of women in society specifically for social and economic standing. Lack of social mobility can influence women doctors' professional and job commitment, and the quality of their overall output as care providers. The aim of this study is to investigate: (i) the relationship between social mobility and professional commitment in women doctors and (ii) the influence of work-family conflict on the professional commitment of women doctors. This study will be quantitative in nature. An estimated sample of 200 currently working women doctors will be sampled from three cities of Punjab and across both the private and public sector hospitals. The following scales will be used to measure the study variables- the Beliefs About Social Mobility Scale by Browman and colleagues (2019); the Commitment to Organization scale by Meyer and colleagues (1993) utilizing the affective professional commitment dimension; and the Work-Family Conflict by Netemeyer, Boles and McMurrian (1996). Sociodemographic variables of doctors will also be collected, to understand if there is a relationship between wealth background, level of specialization, and designation at hospital organization and study variables of professional commitment. This research is expected to be valuable to advise better policy protection, social support, and employer support for women doctors, which would have wider implications on professional retention, job satisfaction, and also commitment and care provided to patients and families.

Keywords: Social Mobility, Professional Commitment, Women Doctors, Punjab



The Relationship between Social Mobility and Professional Commitment of Women Doctors of Punjab

Khadija Mazher, Sara Rizvi Jafree^{1*}

Department of Sociology

Forman Christian College (A Chartered University)

Presenter: 243945728 @formanite.fccollege.edu.pk Correspondence: sarajafree@fccollege.edu.pk

Abstract

Women doctors face challenges and barriers to their social mobility in a patriarchal culture. Women doctor's professional and job commitment, and their overall output quality as care providers influence due to lack of social mobility. Women doctors suffers from work-family conflict and role burden which can prevent their social mobility and level of professional commitment.

Introduction

- ✓ Women Social mobility defined as; 'the ability of women to move up and down the social and economic ladder within a society' (Sorokin, 2019).
- ✓ Professional commitment refers to the psychological bounding and beliefs of an employee to accept the goals of the profession and maintain position with the profession (Meyer & Allen, 1993).
- ✓ This study shed light on gender roles and how these roles shapes attitude towards women behavior and limit their role within the society.
- ✓ This study highlights that how increase in women doctor's upward social mobility impact positively on their professional commitment.
- ✓ This study will contribute to providing a supporting environment in professional setting eliminating the barriers faced by female doctors.

Methods

- ✓ For data collection this study designed quantitative, used a survey-based questionnaire.
- ✓ For this study three internationally standardized scales was used.
- ✓ For this study 200 working women doctors was the target population.
- ✓ The researcher sample them from public and private hospitals of three cities of Punjab.
- ✓ The data gathered from this method analyzed statistically, statistical operations descriptive statistics and multivariate regression applied.

Objective

- ✓ Main objective is to inquire the association between social mobility and professional commitment in female doctors.
- ✓ Find out the positive impact of upward social mobility on women doctor's professional commitment.
- ✓ The influence of work-family conflict on professional commitment of women doctors.
- ✓ Find out the factors which hinders women abilities and affect them to commit with their profession effectively.

Expected Outcomes

- ✓ This study will explore that women doctors experienced much work family conflict that indicates their bad performance at work and found exhausted in their personal life.
- ✓ This study will signify the challenges and barriers due to patriarchal culture experienced by women doctors, and this culture puts more burden on women doctors.
- ✓ This study will help or support policy makers in shaping policies that support women doctors and balance their personal and professional life.
- ✓ This study will help in signifying these constraints and make initiatives to support the women doctors to continue their profession and made their significant contribution in healthcare sector.

Limitations

- ✓ Generalizability
- ✓ Biasness on the data interpretation and analysis.

Significance of Study

- ✓ Identify challenges for women doctors
- ✓ Women doctors play dual role as a doctor and as a house-wife.
- ✓ Identify role burden and work-family conflict impact negatively on women doctor's professional commitment.

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Exploring the Challenges and Coping Strategies Faced by Women Street Vendors in Northern Punjab, Pakistan

Ravail Hassan¹, Dr. Sara Rizvi Jafree^{1*}

¹ *Department of Sociology, Forman Christian College (A Chartered University)*

² *Department of Sociology, Forman Christian College (A Chartered University)*

Presenter: 243938407@formanite.fccollege.edu.pk

ABSTRACT

Street vending is a pivotal component of Asia's informal employment sector, contributing significantly to urban economies. Despite its economic significance, the experiences of women in street vending remain inadequately explored in Pakistan. This study seeks to explore the experiences of women street vendors in northern Punjab, Pakistan focusing on four key dimensions: (i) social costs, (ii) financial barriers, (iii) occupational health, and (iv) reproductive health. Additionally, the study aims to explore the (v) coping mechanisms employed by these women to navigate the challenges inherent in their work. The research adopts a Sequential Explanatory Design, employing first a quantitative survey approach and then qualitative data collection. Convenience Sampling will be adopted to accommodate the unpredictable nature of vending activities, ensuring practical participant enlistment. Data will be collected from two cities- Lahore and Gujranwala. This study aims to shape policies, focusing on gender equality, poverty alleviation, and economic disparities. Aligned with SDGs like Gender Equality (5), Decent Work (8), Good Health (3), Reduced Inequalities, and Sustainable Cities (10). The study aims to advise policy protection for women street vendors who are a neglected population group. The outcomes are anticipated not only to benefit women street vendors but also to offer policy protection recommendations for other informal and home-based women workers in the country, fostering a more inclusive and supportive work environment for women of Pakistan.

Keywords: Street vending, informal economy, coping strategies, social cost, financial strain, reproductive health, occupational health.



Exploring the Challenges and Coping Strategies faced by Women Street Vendors in Central Punjab, Pakistan

Ravail Hassan, Dr. Sara Rizvi Jafree

FORMAN CHRISTIAN COLLEGE
A CHARTERED UNIVERSITY

Department of Sociology, Forman Christian College (A Chartered University) Lahore 54600 Punjab, Pakistan

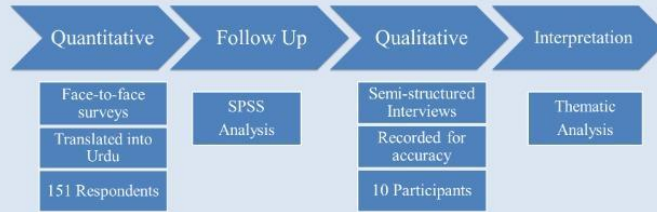
Presenter: ravailhassan296@gmail.com, Correspondence: sarajafree@fccollege.edu.pk

Abstract

The study explores women street vendors' experiences in central Punjab, Pakistan, focusing on social costs, financial barriers, occupational and reproductive health, and coping mechanisms. Using a Sequential Explanatory Design, it combines quantitative surveys and qualitative data in Lahore and Gujranwala. The study aims to shape policies for gender equality, poverty alleviation, and economic disparities, aligning with Sustainable Development Goals. Its outcomes are expected to benefit women street vendors and inform policy recommendations for informal workers, fostering a more inclusive work environment.

Methodology

Sequential Explanatory Design



Introduction

The informal sector is a pervasive economic reality present in all countries, regardless of their level of socioeconomic development, but is notably predominant in developing nations (Recchi, 2021; Peimani & Kamalipour, 2022).

In the Global South, street vending is predominantly an informal sector activity (Recchi, 2021; Peimani & Kamalipour, 2022).

In Pakistan, according to the ILO Labor Force Survey (2017-18), a significant 71.7 percent of employment in the country is attributed to the informal sector. (Recchi, 2021).

Women street vendors in Pakistan face numerous social, economic, health and gender-related challenges in their daily work and livelihoods (Dharejo et al., 2022).

Pakistan ranks 145th out of 156 nations in terms of economic participation and opportunity, according to the Global Gender Gap Index Report 2022 (UN Women Pakistan, 2022).

Objectives

- 1. Social Costs:** Examining social challenges in women's street vending.
- 2. Financial Barriers:** Identifying obstacles to success.
- 3. Occupational Health Challenges:** Focusing on reproductive and occupational health challenges.
- 4. Coping Mechanisms:** Exploring strategies vendors use to navigate obstacles.
- 5. Recommendations for Enhancement:** Providing interventions to improve socio-economic conditions for women street vendors and informal sector in central Punjab.

Significance

Poverty Reduction: Vital livelihood strategy for marginalized communities, especially women, contributing to poverty reduction and economic development.

Gender Equality: Understanding their experiences and strategies is crucial for promoting economic empowerment and gender equality.

Contribution to SDGs: Addressing challenges aligns with multiple Sustainable Development Goals including Gender Equality (SDG 5), Decent Work and Economic Growth (SDG 8), SDG 3 (Good Health and Well-being), Reduced Inequalities (SDG 10) and SDG 11 (Sustainable Cities and Communities).

Research Gap: Lack of attention to challenges and contributions of women street vendors hinders informed policies and interventions.

Call to Action: Urgent need for more research tailored support, and policies promoting economic empowerment, inclusivity, and sustainable development for women street vendors in Pakistan.

Convenience Sampling

Lahore: 86 respondent and 4 Participants

Gujranwala: 65 respondents and 6 Participants

Expected Outcomes

The anticipated outcome of this research is to provide a comprehensive understanding of the challenges faced by women street vendors in Pakistan, encompassing social, financial, reproductive, and occupational health issues.

If the findings reveal high social costs and significant coping strategies among women street vendors, it will underscore their resilience and adaptability in navigating complex social challenges. This highlights the importance of formalizing social networks through vendor associations or cooperatives, fostering platforms for exchange, and addressing social hardships collectively.

Conversely, validating women street vendors experiencing financial strain and showcasing coping strategies signifies their adaptability in managing economic challenges. Policy implications include facilitating access to financial resources, providing financial literacy training, and supporting skill development programs.

Exploring reproductive and occupational health issues emphasizes the need for improved awareness and access to relevant healthcare services. Fundamental policy considerations include ensuring legal protections and rights, advocating for safe business environments, and addressing healthcare and childcare support for women street vendors, enhancing their overall well-being and economic pursuits.

Irrespective of the specific outcome, fundamental policy considerations remain paramount. Ensuring legal protections and rights for women street vendors must be a priority, with policies advocating for and enforcing regulations safeguarding their right to conduct business in a safe environment.

Hypothesis

HYP1. Women street vendors in Pakistan who face high social costs also have high coping strategies (Jafree, & Anwar, 2020; Rahman, 2019; Shahid, A. 2007).

HYP2. Women street vendors in Pakistan who face high financial strain also have high coping strategies (Dharejo, N et al., 2022; Shahid, A. 2007).

HYP3. Women street vendors in Pakistan suffer from reproductive and occupational health challenges (Pick et al., 2002; Sepadi & Nkosi, 2022; Shrestha, 2013).

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Breaking Barriers: Improving Access to Inclusive Healthcare for Lahore's Transgender Community

Sibgha Saleem¹, Dr. Shamaila Athar^{1*}

¹ *Department of Sociology, Forman Christian College (A Chartered University)*

² *Department of Sociology, Forman Christian College (A Chartered University)*

Presenter: 243977083@formanite.fccollege.edu.pk

ABSTRACT

For the transgender community, healthcare services have many issues with discrimination and inclusiveness by healthcare practitioners. Barriers are also faced by healthcare practitioners in handling the health cases of the transgender community. This study aims to work on the challenges encountered by the transgender community in accessing both healthcare and healthcare practitioners while providing basic inclusive healthcare services. This study will also explore the opportunities and best ways to overcome such issues. The transgender community often faces stigmatization and marginalization which results in the late reporting of the health issues. The transgender community often prefers to use their own unapproved medical treatments rather than going to healthcare centers because of fear of gender reveal. Healthcare practitioners also have a lack of knowledge while treating such communities such as sensitivity towards their normative language and behavior. Healthcare practitioners also have challenges while treating the transgender community because of different reasons such as unwelcoming behavior at a healthcare facility, understanding of health issues of the transgender community, and how they can refrain from health disparities. There are also many barriers faced at the healthcare facility faced by the transgender community. Studies have shown that the socioeconomic status of the transgender community also has an impact on health disparities. The sample would be collected through qualitative methods. Data collection will be done via in-depth interviews with participants using semi-structured interview guides. A thematic analysis approach will be used to analyze the data.

Keywords: Inclusive Healthcare, Transgender Community, Lahore



Breaking Barriers: Improving Access to Inclusive Healthcare for Lahore's Transgender Community

Sibgha Saleem, Dr. Shamaila Athar*

Forman Christian College (A Chartered University), Zahoor Elahi Rd, Gulberg III, Lahore
Presenter: 243977083@formanite.fccollege.edu.pk Correspondence: shamailaathar@fccollege.edu.pk

Abstract

For transgender community, healthcare services have many issues with the discrimination and inclusiveness by the health care practitioners. Barriers are also faced by healthcare practitioners in handling the health cases of transgender community. The study aims to work on the challenges encountered by the transgender community in accessing both health care and healthcare practitioners while providing basic inclusive healthcare services. This study is aimed to explore the opportunities and best ways to overcome such issues. Sample will be collected through qualitative method. Data collection will be done via in-depth interviews from participants using semi-structured interview guides. A thematic analysis approach will be used to make an analysis of the data.

Introduction

There are many challenges in healthcare services for transgender community by health care facility and practitioners (Seelman et al, 2017). Even when transgender have primary care providers (PCPs), they are feared of revealing their identities to them because of odds linking to them and to escape from discriminatory behavior. Previous researches show that such kinds of peculiarities are mainly linked to those who belonged to lower socioeconomic background (Seelman et al, 2017). This study aims to identify those challenges which are leading these discriminatory healthcare services for the transgender community. Despite the rise in the awareness of transgender rights over the media, the population still remains underserved in this world (Velasco, 2022). This research aims to get to know the experiences of the healthcare practitioners at healthcare facility while treating transgender community. This research also mentions that what steps are taken by the practitioners to make inclusive healthcare services.

Objectives

1. This study will give the understanding of the various factors which are contributing in barriers to basic healthcare like sociocultural, systematic and economic challenges. This study will dig into the narratives and experiences of the transgender community along with healthcare practitioners.
2. Another objective of this study is to find the potential opportunities for improving the access to healthcare and the inclusivity of the transgender population.

Significance of the research

1. This research will add into the existing body of literature regarding barriers faced and inclusivity of the transgender community.
2. By examining the specific area of research where transgender community is facing barriers to basic healthcare and also exploring the challenges faced by the healthcare practitioners in order to provide the equal treatment like lack of proper knowledge, cultural sensitivity. Furthermore, the results of this study can be used by policymakers, legal system and stakeholders to improvise the gender-equal policies and reformations to improve the access to basic necessities of the transgender.
3. It will provide the understanding of the potential opportunities and the solutions to smash the barriers of accessing healthcare for transgender and healthcare practitioners both.
4. This study is important in terms of fulfilling the goals of gender equality (SDG 5) and good health and well-being (SDG 3).

Acknowledgement

I would like to give many thanks to my supervisor Dr. Shamaila Athar for her continue support and well appreciated advices throughout my research project. Without her insightful guidance, this project would not have been possible.

Research Questions

- Q1. What barriers (socioeconomic and cultural) do transgender individuals face in Lahore while attempting to access basic healthcare services?
- Q2. What are the challenges faced by health practitioners to treat the Transgender community?
- Q3. What are the opportunities and possible ways to overcome the disparities faced by Transgender in health care system in Lahore?

Methods

1. The present study will employ a qualitative research design to explore the challenges for the transgender community.
2. Phenomenological approach will be used as the methodology for guidance in which the researcher interprets and shed light on the lived experiences of transgender community.
3. Selection criteria of the transgender community sample includes the transgender community who are 40 and above years having no cognitive impairment. For healthcare practitioner, the age range will between 25 – 60 years.
4. The target sample for this research will consist of 10 transgender participants and 5 healthcare practitioners in Lahore who meet the sample criterion. In-depth interviews conducted for the data collection.

Expected Results

1. Transgender community is facing difficulties in seeking proper treatment in the hospitals because of a stigma.
2. Transgender community is bullied in the hospitals by the medical staff while in the queue or by nurses.
3. Majority of them seek the late medical treatment because of the fear being discriminated at healthcare facility.
4. Doctors are treating the all patients equally considering them humans. There should be proper designed training plans for dealing with the marginalized community with the sensitive care. They should be treated equally by the medical staff.

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Knowledge, Attitude, And Practice towards Muslim Women’s Right of Talaq-E-Tafweez In Lahore, Pakistan

Maliha Choudhary¹, Ms. Shermeen Bano^{1*}

¹ *Department of Sociology, Forman Christian College (A Chartered University)*

² *Department of Sociology, Forman Christian College (A Chartered University)*

Presenter: 2413939801@formanite.fccollege.edu.pk

ABSTRACT

The proposed study aims to (i) assess similarities and differences in the level of knowledge, attitudes, and practices toward the delegation of the right to divorce to the wife (Talaq-e-Tafweez) among the civil servants in Lahore, Pakistan, (ii) determine the specific sociodemographic factors associated with knowledge, awareness, and practices of Talaq-e-Tafweez and (iii) assess the barriers and enablers of employing Clause 18 among the civil servants in Lahore, Pakistan. The study shall employ a cross-sectional, mixed-methods approach: a quantitative survey on Knowledge, Attitudes, and Practices (KAP) and in-depth interviews for exploring the enablers and barriers in accessing Talaq-e-Tafweez among the civil servants in Lahore. Data will be collected from male and female civil servants of variant Basic Pay Scales (BPS). The study proposes to include a sample of 400 civil servants in a quantitative survey, and 20 participants in qualitative interviews. The findings of this study will contribute to the existing body of knowledge on women's rights, promote gender equality, create awareness about the legitimacy of stipulations of Nikah, and diminish the unnecessary load of ‘Khula’ cases in the Family Courts, resulting in inexpensive and timely adjudication.

Keywords: Muslim Marriage, Nikah Nama, Women empowering stipulations, Dissolution of marriage, Pakistan.



KNOWLEDGE, ATTITUDE & PRACTICE TOWARDS MUSLIM WOMEN'S RIGHT OF TALAQ-E-TAFWEEZ IN PAKISTAN

Presenter: Maliha Choudhary¹, Supervisor: Shermeen Bano^{*}

Department of Sociology, FCCU, Lahore

Presenter: 243939801@formanite.fccollege.edu.pk, Correspondence: shermeenbano@fccollege.edu.pk

01 Abstract

Muslim marriages in Pakistan are formalized through the Nikah Nama, a legal contract that includes Clause 18 granting the right to divorce to the bride or a third party. This provision safeguards women's rights, and upholds personal autonomy within the marriage. The research employs a cross-sectional, mixed-methods approach, including a quantitative survey and in-depth interviews with 400 civil servants. SPSS and NVivo will be used for analysis. The aim is to explore knowledge, attitudes, and practices related to Talaq-e-Tafweez. Results will enhance understanding of societal attitudes in Lahore, supporting gender equality and reducing 'Khula' cases. Focused on Muslim marriages, findings are expected to have widespread relevance for policymakers, activists, and organizations advocating for women's empowerment.

Keywords: KAP, Muslim Marriage, Nikah Nama, Civil contract, Talaq-e-Tafweez, Delegated divorce, Khula, Women rights, Pakistan

۱۸۔ آیا شوہر نے طلاق کا حق بیوی کو تفویض کر دیا ہے
اگر کر دیا ہے تو کونسی شرائط کے تحت؟

Clause 18: Has the bridegroom delegated the right to divorce to the bride? If given, under what conditions?

02 Introduction

Muslim women's access to the right of Talaq-e-Tafweez encounters various restrictive factors, affecting the ability to claim and exercise Clause 18, a religious and legal provision. The Nikah Nama requires careful reading, but prevailing misconception delegates its completion to the 'Nikah Khuwan' and male elders, potentially overlooking its clauses (Malik & Javed, 2021). Islamic principles stress independent consent in marriage, with the Nikah emphasizing 'Ijab' (Offer) and 'Qabool' (Acceptance), highlighting key elements for the agreement to become a contract. In Pakistan, Family Law Enactments regulate marriage, and the Nikah Nama includes Talaq-e-Tafweez in clause 18. Governed by Section 8 of the Muslim Family Law Ordinance (MFLO 1961), this provision empowers women against unchecked divorce authority, fostering harmonized relationships.

03 Study Goals

RQ: What are the factors that enable or restrict Muslim women's access to the right of Talaq-e-Tafweez within Lahore, Pakistan?
The study aims to (i) assess knowledge, attitudes, and practices of Talaq-e-Tafweez among civil servants in Lahore, (ii) identify sociodemographic factors influencing these aspects, and (iii) explore barriers and enablers of employing Clause 18.

04 Significance of the Study

Year	Total family cases filed	Cases for Khula	Ratio
2021	24,470	16,526	67.5%
2022	25,354	17,612	69.5%
2023 (till June)	13,000	9,000	69.2%

1. First-ever KAP study on Clause 18 (Talaq-e-Tafweez).
2. Generalizability: 96% Muslims globally, impacting 1.8 billion Muslims.
3. Promotes gender equality within the foundational institution of society, marriage.
4. Highlights drawbacks for women choosing Khula, aiming to decrease cases in Family Courts for efficient resolutions.
5. Evaluates stakeholder understanding and assertion of marriage contract rights.

04 Continued...

6. Advocates for informed decisions and equitable conditions for Muslim women.
7. Argues that Clause 18 assertion can combat domestic violence against women.
8. Highlights overlooked potential of Clause 18 in social and legal activism.
9. Contributes insights for legal reforms, awareness, education, and community interventions to empower women and protect nuptial rights.
10. Aligned with SDGs: G.5 for Gender equality and G.16 for Peace, Justice, and strong institutions.

05 Research Gaps

- i. Methodological gap
- ii. Population gap
- iii. Temporal gap
- iv. Interdisciplinary gap

06 Methodology

Research Design: Cross-sectional, mixed methods, correlational design.
Population: Muslim Civil Servants of BPS 1 - 22, Married and Unmarried.
Sampling: Non-probability, Convenience and Snowball sampling.

Department	Filled Positions	Total Positions	Questionnaires	Interviews
MPDD	46	54	10	5
OPC	64	136	20	5
Railways	7,053	19,235	370	10
Total	7,163	19,425	400	20

Analysis (SPSS): Reliability testing for internal consistency, Standard and Multiple linear regression to assess relationships between the variables and the employment of delegated divorce as well as the impact of socio-demographic factors on knowledge, awareness, and practice in Pakistan.
Analysis (NVivo): Computer-assisted analysis, facilitating coding, organization, and thematic extraction from transcribed interviews.

07 Expected Results

1. Enhance the understanding and operability of Clause 18, augmenting knowledge about the legal framework and implications.
2. Connuial rights in Pakistani society are often considered private, causing injustice. Results will promote openness, outline areas for further research, and encourage interdisciplinary studies on matrimonial rights.
3. Increase Muslim women's knowledge of Talaq-e-Tafweez, contribute to informed decision-making, raise awareness about challenges, and lead to supportive programs and policies.
4. Reveal socio-demographic factors influencing the delegated right to divorce.
5. Deliver the awareness levels of stakeholders using Talaq-e-Tafweez, changing negative attitudes, and fostering a supportive environment for Clause 18.
6. Uncover opinions and attitudes across age groups regarding religious beliefs, culture, and gender dynamics in employing Clause 18.
7. Outcomes will provide insights into the prevalence and reasons behind using or not using Clause 18.
8. Identify legal and societal consequences of Talaq-e-Tafweez, potentially informing policy reforms and community initiatives for gender equality.
9. Results will describe the specific character of 'Nikah Khuwan' and religious clerics, assessing the impact of interventions in their professional training.
10. Increase in knowledge and awareness among participants, families, and communities, emphasizing the significance of the right of delegated divorce.
11. May recommend educational programs and awareness campaigns for younger adults to promote accurate knowledge and positive attitudes about Talaq-e-Tafweez.
12. Expected to contribute to the literature on women's rights and gender studies in the context of Pakistan and Muslim-majority societies.

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Senses Scattered Across the City: An Exploration of Sensory Sensitivities and Burnout in Teachers

Minahil Shahid¹, Ms. Shermeen Bano^{1*}

¹ *Department of Sociology, Forman Christian College (A Chartered University)*

² *Department of Sociology, Forman Christian College (A Chartered University)*

Presenter: 243962594@formanite.fccollege.edu.pk

ABSTRACT

The burgeoning intricacies of the urban landscapes often tend to mask the nuanced experiences of their inhabitants. While a preoccupation with globalization and the historical development of urban centers is visible, the socio-spatial relation and effect of the city on its inhabitants remain hidden. Particularly overlooked are the sensory experiences of people living within cities, which Borer (2013) describes as being drowned out by the cacophonies of urban infrastructure. While early theorists like Simmel (1903) analyzed the psychological toll of sensory overload in the city, a gap persists in the understanding of potentially neurodivergent experiences within this sensory landscape, in particular for the education system and those who work in such environments. This study delves into this overlooked dimension by investigating the sensory aspects of inhabitants' relationship with the metropolitan urban landscape. It seeks to answer several key questions, such as the frequency and prevalence of potentially neurodivergent traits in the general population measured through self-reported sensory processing sensitivity, burnout, and perceived environment in teachers. This study will take a sequential multi-stage clustering strategy to collect a target sample of male and female public school teachers in Lahore city. The two-stage mixed methodological study involves using a Perceived Environmental Quality scale, a Highly Sensitive Person Questionnaire, Maslach's Burnout Inventory for Teachers for the quantitative state and qualitative measures involving focus group discussions with volunteers who score high on the sensory profile questionnaires

Keywords: Sensory Sensitivities, Burnout, Teachers, Lahore



Senses Scattered Across the City: An Exploration of Sensory Sensitivities and Burnout in Teachers

Menahil Shahid, Shermeen Bano

Department of Sociology, Forman Christian College, Lahore

Presenter: Menahil Shahid, 243962594@formanite.fccollege.edu.pk

Correspondence: Shermeen Bano, shermeenbano@college.edu.pk

The Highly Sensitive Person Scale (HSPS) measures sensory processing sensitivity across three domains; those that measure an individual's mental response to internal and external stimuli, the frequency or intensity of measure aesthetic pleasure and awareness, and the intensity of external stimulus causing "unpleasant sensory arousal." (Gearhart, 2018; Aron & Aron, 1997)

Are you easily overwhelmed by strong sensory input? For example, loud noises, bright lights, smog/air pollution

INTRODUCTION

This research explores the relationship between:

- urban experiences
- Sensory Processing Sensitivities (among public school teachers),
- and the risk of Burnout related to urban stressors and workplace experiences.

The link between human sensory experience and urban infrastructure requires investigation and recalibration to reach a human-centric design that nurtures the inner environment. Incessant urban stimuli thrust citizens into apathetic distress. (Simmel, 1903) The implications for the "sensitive" citizen may be even more complex and hint towards irresponsible urban policy, and disregard for sociospatial sensitivities.

Do you find it unpleasant to have a lot going on at once?

Methods

The study uses a:

- Sequential mixed methodological design
- Quantitative measures (survey):
 - Highly Sensitive Person Scale (HSPS)
 - Maslach Burnout Inventory for Teachers
 - Urban Environmental Quality Scale
- Qualitative measures (interviews)
 - Repeated Measures Design
 - Volunteers from the survey who
 - Score high on the HSPS
- All measures translated into urdu.
- Multi-stage cluster sampling
- Location: Lahore city - highest population density.

All participants are

- Pakistani nationals
- Residing in Lahore
- Employed as a teacher in a public school
- in Lahore City.
- Sample size: 400.

The Meaning of Community in Urban Development: A Case Study of DHA Multan and the Panjam Community Area

Khezran Amer¹, Dr. Julie Flowerday^{1*}

¹ *Department of Sociology, Forman Christian College (A Chartered University)*

² *Department of Sociology, Forman Christian College (A Chartered University)*

Presenter: 243946104@formanite.fccollege.edu.pk

ABSTRACT

Urban development projects possess the authority to change the preexisting local communities and their environment, marked by a complex interaction of interests, disagreements, and consequences. Multan is among the top five most prominent cities in Pakistan. The Defence Housing Authority (DHA) official launch in Multan was announced in 2017. The DHA is a crucial pillar of Pakistan's military's housing initiatives. The study's primary goal is to understand the impact of this urban development project on the Panjam community area. It is a community of farmers, pastoralists, and wage earners living in the area for several generations. The research aims to understand the impact of urban development on community dynamics, focusing on the community's lived experiences and attitudes towards this development project, their altered physical and social landscape, and the exploration of the "new contemporary community" within the shifting socio-economic context. The study will adopt a case study design, gathering rich qualitative data through in-depth interviews, participant observation, and document analysis. Members of the Panjam Community area and the DHA project authorities will be interviewed. Thematic analysis will be done to find vital themes and patterns in data.

Keywords: Community, Urban Development, Multan, Panjam Community



The meaning of community in Urban Development: A case study of (Dha) Multan and the Punjam Community area

Khezran Aamer, Dr. Julie Flowerday, Dr. Jawad Tariq.

Department of Sociology, Forman Christian College (A Chartered University).

Presenter: 243946104@fcccollege.edu.pk

Correspondence: julieflowerday@fcccollege.edu.pk,

jawadtariq@fcccollege.edu.pk

Abstract

Development projects possess the authority to change the preexisting local communities and their environment, marked by a complex interaction of interests, disagreements, and consequences. I ask if Pakistan's private developers adequately address issues related to the outgoing communities. My case study of Punjam community area, located in the suburbs of Multan, undergoing development by the (Dha) Multan raises questions linked to the project's awareness of the social integrity of the community and the resulting effect of displaced human resources. I use a qualitative approach to produce data to give insight into the introspective effects of such development projects and suggest policy changes that can contribute to transitioning both people and place.

Introduction

Pakistan is a country that has the highest rate of urbanization among all the other South Asian countries, which is apparent by its average yearly expansion of 2.7% (Hasan, 2021). Based on the data concerning urban development across the ten major cities of Pakistan, rural areas saw a more dramatic annual population growth rate than their urban counterparts within each district. Displaced rural communities experience a loss of kin networks, which serve as a basis for social activities and collective identities. Traditional production systems are disassembled; ancestral sacred regions, sites of worship, religious mela grounds, and ancestral graves become desecrated; kinship groups and relations are being dispersed; and the family structure and informal social networks are disrupted. People's cultural identities and connections to the past are impacted. (Kaushal, 2009). These individuals experience being ripped off resources essential for survival and preserving their communities' social interactions. The rural and impoverished communities are always at risk of displacement in Pakistan (Magsi, 2012).

Objectives

- To put into perspective the intersection of the Dha procedures and community responses
- To interpret the contrasting visions of the project plans versus community-lived experiences
- To suggest policy changes that facilitate smooth transitions and mitigate adverse impacts of migration

Methods

This research is based on qualitative methodology. I use open ended interviews with members of the out going community to explore how people perceive the influence of a development project on their community by focusing on individual experiences and narratives. At heart, peoples personal experiences are examined as a cornerstone of community, exploring individuals' skills, trust in social networks, and shared beliefs. The underlying idea is that the landscape is not neutral and holds meaning beyond its physical features, it shapes community, personal identity, and life purpose. The disappearance of familiar landmarks and social ties exposes these deeper connections, highlighting the diverse identities affected by the development project.

Results

Preliminary insights from data:

- The Punjam community area was significantly affected by the (Dha) Multan development project. The individuals from this community were mostly those who did not own significant property and were members of a lower socio-economic strata. These people had been living here for decades, some as early as the time after independence, alongside their relatives, sharing close-knit bonds with their fellow community members.
- Their traditional customs and practices were significantly affected. Their schools, clinics, and neighbourhood stores had been razed. Their graveyards were marked out and limited to a constrained space.
- The project authorities were seen as neglecting the well-being of the individuals involved, prioritising their project and personal interests instead. Multiple accounts also detailed instances of fraud, threats, and unethical conduct throughout the land acquisition procedure.
- Incidents when individuals left their family, friends, and familiar life behind and moved away with joy were seldom recorded.
- Upon learning about the challenges faced by the community members who had migrated were encountering more fraud, struggling to adapt to the new city lifestyle, realising the support they had in their community during tough times, feeling unhappy, and regretting selling their land.

Conclusion

- Others who are not involved can only see the positive effects of a project or development initiative and expect the people who sell their land and migrate to be thrilled with the compensation when that is not always the case.
- The study provides feedback for urban planners to ensure fair compensation, transparent land acquisition, and community participation for individuals selling land to private developers.
- Policies should be made where it should be mandatory for the private developers to conduct comprehensive community impact assessments prior to land acquisition and development.
- The project authorities could set up meeting with the village leaders to engage in meaningful consultation and dialogue throughout the land acquisition and development process.
- Adding tech courses to public schools is a further proposal. By taking these steps, people who are impacted by development projects can learn the skills and information they need to deal with new situations and seize opportunities that may arise.

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Role of Microfinance in Promoting Social Entrepreneurship

Tayabba Shahtaj¹, Ms. Tehniyat Fatima^{1*}

¹ *Department of Sociology, Forman Christian College (A Chartered University)*

² *Department of Sociology, Forman Christian College (A Chartered University)*

Presenter: 243976221@formanite.fccollege.edu.pk

ABSTRACT

This research explores the role of social entrepreneurs in advancing inclusive education. For this study, social entrepreneurs are defined as those individuals who have initiated solely or have led as founding members of a social entrepreneurial venture promoting inclusive education for various disadvantaged communities such as those belonging to underprivileged economic backgrounds or students with disability in Pakistan. Pakistan is a developing country with a growing sector of social entrepreneurship that has the potential to contribute to socioeconomic well-being. However, social entrepreneurs encounter certain challenges and prospects in their journey, which are pertaining to collaboration between universities, colleges, schools, the private sector, and civil society. The present study will highlight the challenges and barriers that social entrepreneurs working in the education sector face in developing their ventures as well as the motivation to pursue educational social entrepreneurship. The present study will utilize a qualitative approach. In-depth interviews will be conducted with twenty social entrepreneurs working in the educational sector in Pakistan who will be sampled using purposive sampling. Data would be analyzed using thematic analysis. Social entrepreneurs can play an important role in advancing inclusive education by addressing the social and environmental issues facing marginalized communities. Therefore, it is important to understand the challenges they face in their endeavors so that a supportive socio-economic environment can be generated for them.

Keywords: Inclusive education, social entrepreneurship, microfinance



Role of microfinance in developing social entrepreneurship ventures in Lahore, Pakistan

Tayabba Shahta¹, Ms Tehniyat fatima²

¹Forman Christian College (A Chartered University), Zahoor Elahi Road, Gulberg III, Lahore.

²Forman Christian College (A Chartered University), Zahoor Elahi Road, Gulberg III, Lahore.

Presenter: 243976221@formanite.fccollege.edu.pk

Correspondence: tehniyatfatima@fccollege.edu.pk

Abstract

This research aims to explore the role of social entrepreneurship in advancing inclusive education in Pakistan. It will highlight the challenges and barriers that social entrepreneurs, working in the education sector, face in developing their ventures as well as their motivations to pursue educational social entrepreneurship. Social entrepreneurs encounter certain challenges and prospects in their journey, which are in terms of collaboration between the universities, colleges, schools, the private sector, and civil society. The present study will utilize a qualitative approach. In-depth interviews will be conducted with twenty social entrepreneurs working in the educational sector in Pakistan who will be sampled using purposive sampling. Data would be analyzed using thematic analysis. Social entrepreneurs can play an important role in advancing inclusive education by addressing the social issues faced by marginalized communities and enhancing their access to quality education. Therefore, it is important to understand the challenges they face in their endeavors so that a supportive socio-economic environment can be generated for them.

Introduction

There is a growing interest in academic literature regarding social entrepreneurship and its potential to bring social change, however, there is a gap in research on the role of social entrepreneurship in advancing inclusive education (Lackéus, 2015). Inclusive education is an approach that emphasizes that all students in educational institutions get accepted regardless of their abilities or disabilities (Barry,2023). Social entrepreneurship brings innovative solutions to challenges faced by inclusive education by developing new models that are effective and efficient for inclusive education and creating social enterprises that generate revenue for the initiatives of inclusive education and this reduces the dependency on government funding and donations (Asif et al., 2018). Poverty and inequality lead to educational marginalization in Pakistan. The educational system is weak, polarized, and non-unified so it contributes to educational marginalization in Pakistan (Ahmad et. al., 2014). Social Entrepreneurship can become the solution to Pakistan's discriminatory educational system. Therefore, understanding the challenges of social entrepreneurs can help elevate the barriers and pave the way for establishing for social entrepreneurs and in turn laying the foundation for an inclusive education system in Pakistan.

Objectives

The following are the objectives of the research:

- To understand the role of Social entrepreneurship in advancing inclusive education in Pakistan
- To highlight the challenges and barriers that are faced by social entrepreneurs working in the field of inclusive education in Pakistan
- To understand the motivation of Social Entrepreneurs in developing social entrepreneurial ventures in the field of inclusive education.

Significance of the Research

1. This research will address the gap in academic literature regarding the role of social entrepreneurship in advancing inclusive education.
2. SDG(Sustainable development Goal) focus greatly on inclusive education. SDG 4 explains the importance of "Quality Education" and emphasizes equal access to all levels of education and vocational training for vulnerable communities.
3. Social entrepreneurs can play an important role in advancing inclusive education by addressing the social and environmental issues faced by marginalized communities.
4. Pakistan is a developing country with a growing sector of social entrepreneurship that has potential to contribute not just to economic stability but also to the reduction of inequality in the education system (Li et al.,2022). Therefore the barriers need to be understood to eliminate the hurdles in the way of social entrepreneurs striving for inclusive education in Pakistan.

Research Questions

- Q1. What are the perceived challenges and barriers that social entrepreneurs face in initiating and sustaining their educational venture?
- Q2. What role do they play in changing the perception and attitude towards inclusive education in the broader community?
- Q3. What are the motivations of social entrepreneurs behind developing their ventures in the field of inclusive education?

Methods

The present study will employ a qualitative research design to explore the role of social entrepreneurship in advancing inclusive education.

Data will be collected from twenty participants through semi-structured in-depth interviews.

The purposive Sampling technique will be used to select participants who have initiated solely or have led as a founding member a social entrepreneurial venture promoting inclusive education for various disadvantaged communities such as those belonging to underprivileged economic backgrounds or students with disability etc. in Lahore, Pakistan.

Expected Results

Social entrepreneurs, working on inclusive education, face unique challenges to initiate and sustain their ventures. The present study will highlight these obstacles in the context of Pakistan. The findings will help in developing a conducive environment for social entrepreneurs generally and specifically for those working in the field of inclusive education.

By understanding the motivations behind establishing SE ventures for inclusive education the study will be able to inspire future Social Entrepreneurs in the field by providing role models.

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