

**CHALLENGES FACED BY WOMEN IN PURSUING (Ph.D.)
AFTER MARRIAGE**



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Abstract

The study concludes that our system must be modified and that married female students can be empowered by continuing to establish inclusive policies and procedures that are contextually and culturally appropriate. The researcher's purpose in conducting this study was to look at the societal, traditional, and educational challenges faced by married women pursuing a PhD, which hurt women's careers and societal grade both inside and outdoor the home. The main emphasis was on highlighting the respondents' socioeconomic characteristics and learning about married women following PhDs' perceptions of people's behavior toward them. The study also examines the degree of freedom and obligation provided to women in Pakistani society to improve their social status or gain control, as well as societal attitudes toward women pursuing higher education and the causes of this social problem.' It is a social phenomenon that needs attention. The researcher used a qualitative research approach to undertake this. A series of in-depth interviews were conducted. An interview guide remained used as a research implement on behalf of data collection, and thematic analysis was performed. The city of Islamabad, Rawalpindi, and Punjab University Lahore (Pakistan) was chosen because of the higher level of issues women face in this country. The married female students in this study showed a dedication to the educational process, a willingness to excel in the face of adversity, and a desire to make a significant contribution to their families, the university, the community, and the nation. The research was conducted to examine the challenges women faced while pursuing a PHD degree and explore how women can simultaneously manage both education and family responsibilities. Most respondents believe that education is a powerful catalyzing force that allows them to be fully aware of their lifestyles. More than half of those polled say they often struggle to balance dual roles due to a lack of time. A larger percentage of respondents believed that an educated woman makes a better mother and is more involved in child grooming. According to the results, more than half of the respondents stated that their family members are supportive of their higher education. According to the data, less marital satisfaction and a lower-quality marriage are major consequences of position conflict and less time to matrimonial relations. The study concludes that our system must be modified and that married female students can be empowered by continuing to establish inclusive policies and procedures that are contextually and culturally appropriate.

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INTRODUCTION

1.1 Background of the Study

Education is considered a first step in every human activity in this age of globalization and technological change. It is linked to welfare and chances to live better and plays an important role in the development of human capital. (Battle and Lewis 2002). Education provides opportunities for self-fulfillment, and at its finest, it can provide a rich and challenging atmosphere in which a person can explore in his or her own unique way (Barskay 2004). The growth and progress of a country are largely determined by the choices made existing to its people through education.

Every country's substructure is built on the foundation of education. It is the most efficient way to change. (Khan 2007). The goal of eliminating poverty in society is to resolve the root causes of poverty, such as a lack of education and abilities or poor strength, to close existing disparities in opportunity. (Pakistan MDG Report 2005). In the social context of society, the provision of educational facilities to all its inhabitants is the responsibility of every society (Shahzad 2011). Without active participation by women in all fields of life, no country can make progress. The education of women is as important as that of men. Women's education is more critical than men's education. This is because, in bringing up their children, they play the most important part. The value of female education should not be overlooked (Kapur 2005).

A woman facing many barriers to achieving education in Pakistan, in particular higher education after marriage. Education is a mind-based training that gives a person the opportunity to develop his/her skills and perform his/her duties in a positive way to improve society, but this opportunity is less available to women and particularly married women in Pakistan. Due to societal, traditional, spiritual, economic and educational issues, married women are not permitted by their families to receive higher education. Pakistani culture shows that for the purpose of education, women are only considered for homework and not allowed to leave home.

Many of the assumptions about the proper roles and obligations of women and men within a marital unit, as Weitzman shows, are part of long-standing legal assumptions steeped in a patriarchal hierarchical tradition. Such traditions, even though they may be inconsistent with current circumstances, underlie traditional standards.

Via contemporary position standards, these trends, once part of legal tradition, are retained. Unfortunately, we cannot decide whether marriage affects attitudes of the sex role or whether attitudes of the sex role affect marital conduct, but we can investigate the degree to which differences in attitudes of the sex role account for the differences between cohabiting and household labor time of married respondents.

With the transition in political power, women have always been marginalized and their educational opportunities have not improved significantly. The key aim of the thesis is to address the societal, traditional, and educational difficulties of married women pursuing a PhD in philosophy. (Goldin 2004) Due to a variety of societal and cultural factors, married women face various challenges and leave their education unfinished. Instead of accepted on research trips, married women should focus on their homes and children. Females' freedom to leave their homes after marriage is initially restricted by their parents and husbands. Women must work to provide for their husbands and children. Most women are eager to remain their learning next marriage, however aspect the challenges of juggling childcare workload, family responsibilities, job and research (Kuperberg 2009).

1.2 Worldwide Scenario

Both men and women, in the modern world, find self-expression in the world of work. In most cases, males and females are open to the chance of participation in any profession. It is claimed that education offers information and services with the potential for economic empowerment for better livelihoods and social growth. In the United Kingdom, a study was conducted which established the domestic and academic challenges facing married women in tertiary institutions. It was noted that, due to academic activities, women face difficulties in facilitating their family members at home. The causes of difficulties faced by married women were recognized as financial constraints and the fulfillment as married women of their marital obligations at home. In today's culture, gender stereotypes may still play a major role and have been throughout our history. They decided whether a woman would be allowed out of her own house without her husband beside her in colonial times. They were also a big concern as to whether women should be able to enter the career in education. Gender roles determined who was doing the dishes and who was mowing the lawn. Gender roles, either introduced by society or created within the household, have altered dynamics within the home and society throughout history. According to

the respondents, these issues resulted in poor attention during lectures and low academic expectations. They suggested that easing the pressure on their families and reducing the number of universities programs covered could help them manage with the condition. (Rogers 2007).

In patriarchal societies, women are often powerless, especially in the public sphere, while males grip control in both domains. (Moghdam 1992). In a patriarchal society, women's roles are mainly described as mothers and wives who raise children in accordance with social expectations and norms while also providing emotional support to their husbands. (Joseph 2010). (Tandon 1998) recognized that when accessing information and communication technologies, women could face additional barriers due to their gender, especially in parts of the developing world. Girls and women prefer to study conventional female subjects in subjects such as mathematics, science and technology and do not participate in training.

The educational policy in Nigeria offers equal opportunities for everyone, regardless of age, gender, qualification or class. It is not those women are deprived of their opportunities to learn, but for a woman to excel, she needs to have the diligence, commitment, and perseverance to leap over all the barriers in front of her, for example, married female students face the challenges of interfacing with their traditional obligations and duties as wives and even mothers with the demands of academic work. This situation causes incompatibility with the academic position of one family role.' All religions support women's education' (Musa 2005) is a very good reference point here for the remarks made by HajjiaBintu Ibrahim Musa (ibid.), former Minister of State for Education in Nigeria. Being a woman on her own presents a person with different problems. Indian women's concerns relate to their duty to family, community and the work of lions. Some of the issues faced by Indian women include culture, customs, socio-cultural values, ethics, motherhood subordinate to ling husband and men, physically weak, hard work areas, feelings of fear, cannot be difficult, and so on. Women belonging to rural areas, on the other hand, must suffer even more with tough resistance from men. They are regarded as helpers. It is not very conducive to society's attitude toward her and the constraints under which she must live and function. Other challenges faced by women are family relations, male-dominated society, and lack of education, social barriers, lack of raw materials, financial problems, tough competition, limited mobility, limited management skills, legal formalities, intermediary manipulation and lack of self-confidence (Sinha).

(Lee and Myers 2008) suggested that family problems create an imbalance for married women students who are day students or non-residential students whose husbands leave the family home and return late at night, and that being a student-mother is a delicate balancing act requiring time, flexibility, and limitless resources.(Quartey 2009), As a result of the demands on their time and money, married women report fatigue, a lack of time for revision and rest, and feelings of regret for not meeting their typical status expectations at home. During their research, they learned (Chignon and Chetty 2007) described One of the problems faced by the student-major mother is a lack of time to study and complete assignments. (Hallman & Grant 2009) described that missing classes or lectures for married female students pose as one of the major challenges facing university.

A similar sentiment was expressed in the United States, where it was argued that managing to care for a child while still devoting enough time to academic study was not an easy task for mothers, with little or no institutional support for mothers on campus. Women's needs during pregnancy, childbirth, maternity leave, and other life events are not considered in academic programming. (Moreau and Kerner 2012). Lectures are rescheduled in the evening or late at night after day-care or other childcare services have closed. Childcare has become a concern because of this. The continued influx of married students to American colleges and universities shows that the pursuit of higher education and marriage are becoming increasingly linked. Married women suffer from competing demands between family and academic study. Conflicts between academic work and maternity conditions, such as childbearing and breastfeeding, pregnancy and academic work; this implies that the advancement of scholarly work is halted or slowed down (Parker 2009).

(Adebayo 2006) Students are subjected to several stressful situations, according to the report. Continuous assessment, the pressure to get good grades, time constraints, ambiguous assignments, a heavy workload, uneasy classes, and family and friend relationships are just a few of them. In a more recent survey, students discovered that the main stressors were school-family clash. In female students, low wages, course work, and children were all causes of position stress (Hinds 2010).

The dual carrier often presents many issues for the individuals concerned. The totality and essence of the problem are determined by how well the person handles it. The same thing

happens in the lives of married girl's students in India. They have two responsibilities: one is to look after their families, and the other is to concentrate on their studies. (Tansel 2006). According to recent studies, early marriage has a detrimental impact on girls' health, education, and economic outcomes. (UNICEF 2005). Young women who marry early are also more likely to drop out of school, have lower earning potential, have multiple pregnancies, have complications during pregnancy, and have higher maternal and infant mortality (Lester 2012). Young people who marry soon have little household decision-making power and have been noted as being unable to focus well on their studies after marriage (Jensen and Thornton 2011).

(Becker 2000) noted that marriage in Ghanaian society ensures protection for the couple and their children, thus granting couples, especially women, high social status. He conducted research on Married Women Pursuing University Education in Africa showed that 35 percent were in the university between 35 and 40 years to upgrade themselves to be promoted to be up to date with time, to increase their social status or reputation, and to upgrade themselves to get a good job. Compared to adult learners, student mothers are expected to have more difficulties. Therefore, they must face the pressures of adult learners and student mothers at the same time.

Initially, formal Western education was introduced to the male gender with the express purpose of serving the colonial workforce growth agenda. When it was later introduced to women, it was an adaptability education, enabling the African woman to remain the custodian of African culture while at the same time internalizing the patriarchal ideas of domesticity of Western Victoria.

They are in a privileged position relative to the rest of their sex due to their position and higher education, but they are nevertheless unequal compared to men in the same institutions. These women are regarded ambivalently by the general population and the university community. They are supposed to take care of almost all family duties and be just as efficient as their male colleagues at the same time. Their presence is neither resented nor accepted in university circles.

Further based on the (Dale and Lissenburgh 2003) Women in conservative societies are considered for home duties and are not permitted to go out, according to studies on women's status in Asian countries. Purdah's logic, modesty, and Islamic interpretation of prejudices are the only options available to women. Married women are restricted in pursuing their education and careers in a male-dominated society because they must care for their homes and children. For women who obtain education, families with patriarchal attitudes are more restrictive

(Shaheen 2002). Female married students must fulfil their roles as a wife, mother, and daughter-in-law, as well as their academic responsibilities as students. Conflict during the management of all activities may lead to mismanagement and conflicts between partners that have a negative effect on academic achievement (Kulis & Scottie 2002; Darab 2004).

Despite the obvious development benefits, women and men in many parts of the globe give women's education less priority. For example, in sub-Saharan Africa, formal education is commonly viewed as the path to economic development and to improving the quality of life in general. Yet, like other forms of human capital, schooling is less available to women than to men, not only in formal education, but also in the context of on-the-job education and vocational education (Mueller 1983: 283).

Early female marriage has its own cost to the woman and the community of opportunity. The ability to proceed with education and the opportunities that come with it is denied to Borana girls because of early marriage. Women's education has a stronger negative correlation with fertility than men's education, with a stronger negative correlation than men's education. (Cochrane 1983; Cleland & Rodriguez 1988; Schultz 1993).

Women's position in the creation of human life is powerful. In terms of domestic, local, national and foreign viewpoints, various cultures identify different roles of women. Instead of going out to study, married women in Pakistan are supposed to take care of their homes and children. Owing to a variety of societal and traditional issues, married women face various challenges and leave their education unfinished. According to (Goldin 2004). Most married women want to pursue their education after marriage, but they face challenges such as safety and security, travelling long distances to attend colleges, and balancing child-rearing responsibilities, family commitments, career, and studies (Haque 2000).

Female empowerment can be improved by higher education. Higher education supports women in two ways. It helps professional women become social leaders and role models for younger girls by empowering them. It also enables women to choose their areas of expertise, whether as decision-makers influencing social, economic, and cultural development policy issues or as participants in family and community life (Shaukat & Siddiquah 2013).

The major issues found by the research include gender inequality, lack of decision-making authority and women's poverty (Rukshanda 2005). Women often face abuse at various stages of their lives, as well as low educational status, lack of empowerment, and conventional social styles that degrade women at various stages of their lives (Akhter 2011).

Despite the awareness of the value of women's education, in some developed countries there are many obstacles to women's access to higher education after marriage and to contributing their full contribution to the development of society in Pakistan as well. In Pakistan, some traditional families take home-confined and reproductive products with them. Society's mind set would not encourage married women to support gender discrimination and prioritize opportunities for men for higher education. (Goldin's 2004) research found Because of a variety of social and cultural factors, married women face various obstacles and leave their education unfinished.

Pakistan faces different issues about women's education, especially higher education (PhD). Marriage is seen as a necessary part of society, and married women find it difficult to continue their education after marriage since they are required to take care of the house and children rather than go to school. Females' freedom to leave their homes after marriage is initially restricted by their parents and husbands. Women must work when caring for their husbands and children (Kuperberg 2009; Lloyd &Haque 2000).

To make it sustainable, Higher education for women contributes significantly to the development of human resources as well as a country's overall socio-cultural and economic development. It is concerned with the personal, social, economic, and cultural aspects of human beings, and it underpins the goal of a sustainable society. It allows people to have a better "mind life," which has social and radical implications (Yasmeen 2005). An open, merit - based civil society necessitates higher education. It aids in the understanding of societal norms; it empowers people and discourages discrimination based on gender, beliefs, faith, or social status (Kramarae 2000).

Because of her decision to pursue education after marriage, married women in Pakistan face several problems; As a mother, wife, and daughter in law, they must play several roles. They are burdened with obligations, in addition to all 'involved student' roles, and are unable to play either task more effectively. Family support, especially from mothers, fathers, and other male family members, has a significant impact on married women's careers in fields such as arts, medicine, and engineering (Hassan 2010).

Economic issues, especially those affecting women, are extremely important in our humanity, according to (Khalid & Mukhtar 2002). Women must depend on their parents and husbands for financial help to pursue their education. For both political and dictatorial regimes in Pakistan, the right of women to education has been a motto; very few governments have been able to liberate women from the shackles of conservative culture. Adverse social environments consequently limit the capacity of women; constructive laws do not help them at all (Hassan 2011).

The study is relevant in terms of determining the root causes of various challenges faced by married female students prior to pursuing higher education after marriage. Respondents' views and perspectives are used to examine ways of dealing with societal attitudes and practices that limit women's access to higher education. The study provides social understanding of higher education problems for married women (PhD) and raises awareness of the value of women's education. The current study also serves as a motivator for married women who want to pursue a PhD.

1.3 Declaration of the Issue / Statement of Problem

The following research aims to highlight the problems women face with respect to education and address the challenges to achieving their goals. This research also exposes the secret reality of how the idea of culture influences women and their choices. The study will also concentrate on the concerns of married women pursuing a PhD, such as child rearing, the relationship between partners and dual responsibility issues. This is a major problem; it identifies women's struggle to achieve their goals, which has not been found in previous research.

1.4 Questions from Study / Research Question

What issues do women face while studying for a PhD degree after marriage?

What is the view of married women about the actions of individuals towards them?

1.5 Objectives for Analysis / Research Objective

- Examining the socio-economic attributes of respondents
- To investigate women's difficulties in seeking a Doctor of Philosophy (PhD) after marriage.
- Knowing the view of married women pursuing a PhD concerning the actions of people towards them.

1.5 Significance of Analysis / Significance of Study

The key focus of the study is on the problems facing women who are pursuing a PhD in philosophy after marriage, and the married woman's difficulties in handling their dual household chores and education obligations. It is basically happening in our society that women, particularly after marriage, do not get opportunities to pursue higher education. Women are barred from pursuing higher education due to the widespread belief that women's function is to care for their homes or perform household chores.

Some of the deciding factors determining whether a girl will be enrolled in higher studies and for how long she will stay in it have been described as several factors within the family, such as the level of education of the parents, their cultural beliefs, ethnicity, social economic status, and residency region. The current study is important because this research enhances the existing awareness of women's concerns in their higher education. It will raise consciousness among members of society and explain the problems of married women about their education. As mentioned above, married women face a lot of problems in pursuing their education, government policies at the state level should be made for the solution of those problems. The government should make Ph.D. flexible for married women; more women are coming to higher education as a result.

REVIEW OF LITERATURE

A literature review is a study of research papers that provide an overview of a subject. This chapter focused on locating and compiling relevant literature by collecting the most relevant publications on the topic. This chapter discusses the researcher's publications as well as a summary of their related articles.

Higher education is critical to a country's growth. It is concerned with the personal, social, economic, and cultural aspects of human beings, and it underpins the goal of a sustainable society. It allows people to live a more enriched "life of the mind," which has both social and radical implications (Yasmeen 2005). Higher education is a requirement for a democratic, meritocratic society. It aids in the recognition of social norms, boosts people's self-esteem, and reduces discrimination based on gender, beliefs, religion, and social status (Kramarae 2000).

Female empowerment can be improved by higher education. Higher education supports women in two ways. It helps professional women become social leaders and role models for younger girls by empowering them. It also encourages women to choose their areas of expertise, whether as decision-makers influencing social, economic, and cultural development policy issues or as family and community life (Shaukat & Siddiquah 2013).

Women's education is a strategic policy priority. If they want to be mothers, better educated women are healthier, more successful in the organized labor market, earn higher incomes, have less children, marry later in life, and give their youngsters better medical care and schooling. Educated women have a stronger sense of control over their lives and more power and control over family wealth than uneducated women. They gain social acceptance, allowing them to gain perspective about their current situation and become aware of what is unacceptable and unfavorable. A better condition and the chances of achieving it would be perceived by the educated woman. She needs to know what is out of her control and what she can do to help with the change (Usha & Sharma 2001). Educated women are motivated in this way, and their status and autonomy are increased. They will benefit from this empowerment in their community, regional/national level, and within their family/household (Friedmann 1992; Zafar 2004).

Every day, particularly after marriage, women face educational barriers, but donor and government investment in education is far from the only factor influencing whether girls attend school. Families' decisions on whether to send their daughters to school, and if so, for how long, are nuanced and varied across Pakistan. Distance, poverty, perceived education quality, dual

obligations, and protection are all factors that affect such decisions. There is also a complex interplay between demand and supply variables, meaning that focusing on one component of the equation while ignoring the other would not inherently result in increased participation. While it is important to build more schools, increase efforts to train female teachers, and ensure that teachers are paid on time, these measures alone would not be enough to solve the issue. Family and societal attitudes, the spread of instability, and economic factors all play a role in influencing girls' access to education (Herz & Sperling 2011). All these factors together would aid in the emancipation of families, communities, and nations from poverty.

Though marriage is influenced by a variety of social and cultural factors, it is important to remember that economics is frequently a factor. Researchers discovered several cases in which married women successfully negotiated permission to pursue their education, whether by formal schooling or literacy and vocational courses, during their field study. But, often, women have been unable to continue their education after marriage or motherhood. There was also the hope that once married, women would take on different responsibilities as women and mothers, including raising their children, taking care of their families, with little time to pursue higher education. Motherhood has also posed a huge barrier to girls pursuing their education (OXFAM 2011). Pakistani culture shows that for the purpose of education, women are only considered for homework and not allowed to leave home.

Women face several barriers to achieving education, especially pursuing a PhD in Pakistan after marriage. Education is a mind-based training that gives a person the opportunity to learn his/her abilities and to conduct his/her duties in a positive way to improve society. In Pakistan, however, women have less opportunities, and married women are less likely to pursue higher education due to social, cultural, religious, economic, and educational factors.

The onslaught of ongoing rapid social and cultural changes is confronting contemporary societies. In the behavioral and ideational changes of individuals in society, the effect of such modifications is noticeable. Some forms of sweeping social change have directly changed the lives of women and what was deemed restrictive to women is no longer considered to be so, both by women themselves and in the social and cultural background in which they live (dward 2011).

—There are so many capable women ready to make the critical choices necessary to shape the future of our country. Behind closed doors, we don't want these things to be decided for us.' (Samira Hamidi, Afghan Women's Network)

There is no question that education leads to the growth of individual earnings and national incomes. The greater the educational status of the individual, the higher the income, particularly in the public and private sectors. Therefore, this means that university education is a vital factor for earnings and growth and productivity beyond that. Universities undoubtedly play a critical role in generating new ideas, acquiring and distributing information, and generating profits, since economic growth is dependent on the ability to generate growth based on knowledge.

Women need both their families and the broader community's help. 'We teach women the right to education or the right to choose who to marry. "However, we likewise need to arrive at the young men so with regards to their sisters and spouses, they won't acknowledge their folks' thoughts," says Latifah Sultani, ladies' privileges facilitator at AIHRCC.

To better understand the effect of Pakistan's gender practices on women obtaining higher education, it is necessary to reflect on the structure of gender relations within traditional family households' organization. It will also define what it means to be a "healthy" daughter-in-law and wife, as well as make the connection between education and gender values. Extended family members have traditionally structured patriarchal families: parents, grandparents, unmarried sons and daughters, married sons and their partners, and grandchildren living together (Greaves 2002; Park & Chi 1999).

The importance of family as a collective group is stressed by working together with one another and focusing less on the individual self. Men are looked to for guidance and wisdom because they are more highly respected and valued than women. Fathers are often regarded as the heads of households, with the authority to make major decisions for the family (Vang 2008; Timm 1994).

However, mothers are still highly regarded and have considerable influence. Wives can influence their husbands' choices by expressing their views. Good relationships are highly regarded and appreciated between the mother-in-law and her daughters-in-law. The daughter-in-law relationship with the family of her husband is mainly seen as one that assists the mother-in-law

with domestic household chores. In the special relationship with the family of her husband, the mother-in-law is considered the head of the household (Long 2008; Timm 1994). The family is where Pakistani cultural values are embedded and where traditional roles and duties are taught and followed for both genders. The cultural roles and duties of men and women are also taught and explained early in the home (Lo 2001).

Such as, older believers believe that the younger generation will become less respected by the conventional extended patriarchal family home, shifting the structure of family households and gender perceptions. Families must renegotiate gender roles as women's roles become less evident in the home. The younger generations are now at a crossroads, receiving contrasting messages and ideals from both modern U.S. culture and the conventional cultural experiences of their parents (Park & Chi 1999).

The position of women is primarily defined in terms of domestic household chores such as cooking, cleaning, and dishwashing. The woman is also in charge of all the children and other members of the family. In addition, women in Laotian Hmong villages were responsible for feeding the animals, tending to the garden, and sewing traditional clothing ('Hmong Families,' 1997; Culhane-Pera et al. 2003; Long 2008).

Without being asked, a good wife was required to meet all standards and perform any other routine duties as needed. By being present and supportive around the house and during family ceremonies, a good wife is also expected to show her devotion and affection for the family. By being diligent in her job and doing more than required of her, she would also add honor to the family (Yang 2004). A good wife does not doubt her position or what is being asked of her, but she does what is being asked quietly instead, although she may be overburdened to the point of exhaustion (Lo 2001). The female's first duty is to satisfy the requests of her mother-in-law. In standard martial positions (Timm 1994).

The culture of Pakistan teaches children to be obedient, always do what is demanded, be submissive (which means never challenging or talking to parents) and be respectful of all elders (Lee 1997; Thao 1999; Yang 2004). In comparison, people teach their children in mainstream U.S. culture to be assertive, speak up and express their opinions and feelings, and stand up for what they believe in. Thus, young people growing up in conservative families are often at odds

with the beliefs of their parents when exposed to conventional cultural values (DuongTran et al. 1996).

According to (Goldin 2004), Women's education has the potential to influence society's growth and progress, as well as lead to better social and economic development (Bari's 2005) Women's education, according to analysis, benefits the family and society in the long run. Training for mothers has a major impact on their children's education as well as society. According to (Chaudhry and Rahman 2009), Higher education allows women to internalize their society's basic culture, in which they are expected to be a good wife and a wise mother. Women's health and job opportunities increase because of higher education, according to (Murray 2009). Despite the awareness of the value of women's education, there are many obstacles to women's access to higher education and their full contribution to improving society in Pakistan, including in some developing countries.

Educated women have a stronger sense of control over their lives and more power and control over family wealth than uneducated women. They gain social acceptance, allowing them to gain insight into their current situation and become aware of what is inappropriate and unfavorable. A better situation and the ability to pursue it can be viewed by trained women. She should be aware of what is beyond her control as well as what she can do to help the transition go smoothly. (Usha & Sharma 2001). Educated women are motivated in this way, and their status and autonomy are increased. They will benefit from this empowerment in their community, regional/national level, and with their family/household (Friedmann, 1992; Zafar 2004).

Women and higher education, as well as women and paid jobs, command the central stage in the transformation of women's lives by limiting their lives. The role of changing social structures in recent times is also demonstrated by encouraging women to seek higher education (PhD) and their participation in the labor force. In the passing of time, which historically spearheaded the traditional position of women as homemakers, family setup, religious and cultural prescriptions have become more accommodative. The stable, continuous and consistent path is no longer pursued in educational, occupational and family professions. In the timing and sequencing of events in women's lives, their respective impact on the course of life is measurable. The growing structure of the course of life therefore shows the new role of women today. (Duncan 2007)

Some traditional families in Pakistan bring home-confined and reproductive goods. The mentality of society prevents girls from pursuing higher education, which encourages gender inequality and places a premium on money for boys. They have less opportunities in schooling, economics, politics, and other areas of life than men (Daraz 2012; Bari 2005). (Goldin's 2004) Due to a variety of social and cultural factors, married women face various obstacles and leave their education unfinished, according to studies. Instead of going on research trips, married women should focus on their homes and children.

As a result of the prevalent socio-cultural climate in Pakistan, women endure gender discrimination (Sen 2001). Women's status varies greatly across classes, territories, and the rural/urban divide due to uneven socioeconomic development and the effect of tribal, feudal, ethnic, and social groups on women's lives. Women, on the other hand, face general subordination, which is characterized by patriarchal forces across classes, territories, and the rural/urban divide. The country has a traditionally male-dominated society, and many people have a hostile attitude toward women. According to the World Bank (1999) Pakistan's gender profile shows that women in Pakistan have the lowest status in the country.

The word "change life for women" itself applies both to behavioral change at the person level and to systemic changes at the social level. The person level is defined by life events, their timing of occurrence, as known as the micro level, and how these events are sequenced through cohorts. A main indicator at the macro level that illustrates behavioral improvement at the person level is the achievement of higher education (PhD), encouraged by the expansion of the education system. (Griffiths 2006).

Two kinds of domestic challenges and academic challenges are facing the rising interest of women in pursuing PhD women. Due to university events, it was discovered that their main domestic challenge was caring for their family members at home, and their main academic challenge was doing a large amount of work in a short amount of time. Women's participation in higher education is becoming more common, but their percentage remains low According to (Chaudhry and Rehman 2009), Higher education allows women to internalize their society's basic culture, in which they are expected to be a good wife and a wise mother. Women's wellbeing benefits from higher education, according to analysts, according to (Murray 2009).

Education is a basic need for every human being, male or female, but some Pakistani families refuse to enable females in general, and married women, to pursue higher education due to social, cultural, religious, economic, and educational factors. Guidance for married women's education is determined by the family's mindset, educational status, financial security, and the husband's point of view. Women's education, according to (Goldin 2004), has an impact on the development and advancement of society, and women's education will contribute to improved social development and economic growth.

Despite widespread recognition of the importance of women's education, many barriers to women's access to higher education and full participation in society exist in Pakistan, as well as in some developing countries. Some traditional families in Pakistan bring home-confined and reproductive goods. Boys are also seen as a safe bet for securing the comforts of old age; therefore, investing in them is seen as a safe bet for securing the comforts of old age. It is believed that by investing resources in them, they will become healthy enough to provide for their families and parents.

The mentality of society prevents girls from pursuing higher education, which encourages gender inequality and places a premium on money for boys. They have less opportunities in education, economics, politics, and other areas of life than men (Daraz 2012).

Aristotle described Education is as a process that leads to the creation of a healthy mind in a healthy body (Issani 2003: 09). In especially impoverished contexts, schooling is often connected to the process of women's empowerment. Education increases their chances of participating in economic activities. In exchange, they are compensated by economic participation to engage in decision-making processes relevant to the family.

Pakistan's culture is no different from that of any other patriarchal and male-dominated nation, where the dominant patriarchal system seldom enables the other half of the population to flourish and stand up for their own interests. Men and women also have unequal access to education and other important support services due to social and family control over women, economic reliance on men, and mobility restrictions. Education provides the citizen with an appreciation of their rights and the guidance to live in a prosperous way. The other important role of education is to increase thorough involvement in the workforce in social mobility and then to end up with a major inclusion in the decision-making process of households.

(Goldin's 2004) Due to a variety of social and cultural factors, married women face various obstacles and leave their education unfinished, according to studies. Instead of going on research trips, married women should focus on their homes and children. Females' freedom to leave their homes after marriage is initially restricted by their parents and husbands. Women must work to provide for their husbands and children. Most married women intend to pursue their education after marriage, but they must travel long distances to do so while balancing child-rearing responsibilities, family commitments, jobs, and research (Kuperberg 2009).

Education is important for providing opportunities for self-awareness and self-fulfillment to all people, male and female. This increases men's and women's ability to solve social, political, economic, and domestic problems and aids in the discovery of new solutions (Annette 2011). Women's self-esteem is boosted by training, which enables them to stand up and achieve their goals in society. Training allows people to cope with social norms and behaviors. Women who have received an education are eager to improve themselves and their children. Studies by (Strick 2007 and Stephanie 2006) reported that Education is a source of women's empowerment, health, and well-being, as well as a means of preparing them to intervene in socially harmful activities.

The quest for higher education develops intellectual well-being, according to (Egunyomi 2009), which offers versatile thought in all facets of life. The acquisition of higher education for married women allows rapid changes in social, cultural, economic and technological areas to be tackled. In ancient cultures, women were considered sacred and given a respectable position due to their reproductive function (Smith 2008). Women were responsible for indoor domestic work, while men were responsible for outdoor jobs. Males were bread earners, and the base of patriarchal societies was gradually established. Women's domestic position reduced their importance and male dominance, influence, power was given in all life affairs.

The gender structure of African cultures in favor of male dominance over women has been considered in many traditional Asian regions. Women have been enslaved and limited at home in many traditional societies, and they have been discriminated against in every field of life. Islamic philosophy is unaffected by ancient civilizations, and women have equal rights in education and other aspects of life.

As an integral part of society, they have been recognized and taught about their rights to education, integrity, possession, and empowerment. Women can play a constructive role in education, medicine, leadership and other life departments (Adeel 2010).

Education is an essential component of social influence, with the conferment of status other than socialization of the educational system. Regrettably, women themselves are not conscious of the rights enshrined in Islam at the individual level, either. Islam views all men and women as equal human beings and confers equal human rights on them. All have equivalent activities to perform, such as prayer, rituals, fasting, etc. Personal supremacy, according to Islam, is only dependent on piety (Adeel 2010: 103 and 104) and not on gender. Women who obtain education or work outside their home have no religious limitations (Hakim and Status of Women in Pakistan 183 Aziz 1998: 732). But in fact, women, as preached by religious leaders with a certain bent of mind, are more familiar with the concocted version. Such passive identity is induced by severe cases of ignorance or may be lihaaz (respect) that is rooted in their psyche by family and surroundings. As women try to reconcile with violence and the sense of shame is very powerful inside them, this docility is certainly evident in Pakistan. In the Holy Quran, the first revelation of the Prophet (PBUH) also stresses the achievement of wisdom as well as duty aimed at equally men and women. Also, the Holy Quran states:

„Can those who have knowledge and those who do not be alike?“ So only the wise do receive the admonition. [Al-Zumar, 39:9.] So only those of His servants who have knowledge (of these realities with a vision and outlook) fear Him. Surely, Allah is Almighty, Most Forgiving. [Fatir, 35:28.]

Pakistan faces many education problems, especially about women's education. Women are getting opportunities for days now, but more thought is needed about women's education. These concerns are linked to the fields of family, environment, community and economics. In terms of female education, Pakistani society is still traditional, with patriarchal and conservative social and cultural views. In Pakistan's perspective, the social and cultural factors are very critical according to (Tisdell 2002), and Due to the child-rearing factor, married women are unmotivated to pursue education. Married women who pursue higher education can experience low self-possession and absence of provision from their husbands (Andrea 2005).

In contrast, as they considered choices for their future, family aspirations were a key factor for young people. In 60% of the encounters with students, and 63% of those with educators and counselors, this was stated. While this is obviously an important factor in every setting, in our focus groups, young people concentrated primarily on the intention of having children and then gave up work. As one female student said, 'you must have kids - if you wait too long to have kids, families will have a problem. They also think that if you work too hard, you neglect your children, but it is okay for men to neglect their children.

Economic issues, especially those affecting women, are extremely important in our humanity, according to (Khalid and Mukhtar 2002). Women must depend on their parents and husbands for financial help to pursue their education.

Studies by (Dale & Lissenburgh 2003) on Women's roles in Asian countries showed that in conservative cultures, women are expected to stay at home and are not permitted to leave the house. Married women are constrained in their pursuit of higher education and a career by the fact that they must care for their homes and children. For women who are educated, families with patriarchal views are more restrictive. However, studies by (Khalid and Mukhtar 2002) have shown that some families remain a source of inspiration and support for higher education for their daughters. For further research, there are several parents who are role models for their daughters. They believe that education in different areas of life is critical for personal and professional goals, as well as freedom of choice.

The issue of early marriages occurs at the higher and more senior levels of education. Parents are under financial stress to manage a dowry in preparation for an early marriage, which can lead to a desire for income from the family's men and a preference for investing in male learning (Maqsood et al. 2012).

Traveling for girls becomes a big challenge when educational institutions are not available nearby. Travel is regarded as a barrier to one's personal safety. This is a mostly powerful influence in discouraging girls from pursuing higher education, as universities are likely to be far away and there is a risk of sexual harassment and abuse, even if boarding facilities are available. (Sathar & Haque 2000)

Many traditional communities have changed their minds because of global knowledge and events according to (Osunde and Omoruyi 2003). Such opinions contribute to an increase in the number of higher education women achieving meaningful learning opportunities that have recently been recognized. Through thoughtful thinking, trained females will create more resourceful environments. Women's education offers the potential for better childcare, a safe atmosphere for nurturing children, and a better understanding of family values surrounding well knowledge. These viewpoints are in favor of women seeking higher education to improve the learning atmosphere in society. Society's efforts will build the atmosphere to recognize the challenges women face in the field of education to overcome the provision of a better environment.

In Pakistan, it has been observed that, despite cultural barriers, a growing number of girls are pursuing higher education. This is primarily a city phenomenon that has arisen because of social change. In certain cases, girls outnumber boys at higher educational levels. This trend appears to be beneficial for the development of Pakistani society since a significant proportion of the population comes out and participates in academic activities (Maqsood et al. 2012). The authors point out that other girls find it easier to adopt after an initial break-through happens in a family. The growth of new universities in urban areas is challenging the constraints imposed by socio-cultural norms, reducing travel problems.

The Higher Learning Commission's annual report (2008-09) reports that out of 803,507 There are 358,000 women enrolled in Pakistan's universities, accounting for 43% of the total. Personal motivation, family support, married life, and economic factors all play a role in married female students' status in Pakistan (Adebayo 2006) notes tension, test phobia, time management, workload, family responsibilities, relationships with couples, financial pressure, child rearing, caring families, mobility, and domestic work are all problems faced by married female students. Female married students must fulfil their roles as a wife, mother, and daughter in law, as well as their academic responsibilities as students. Conflict during the management of all activities may lead to mismanagement and conflicts between partners that have a negative effect on academic achievement (Home & Darab 2004).

(Khan 2010) conducted research on traditional Hmong marital roles and married Hmong American women's pursuits in higher education the study sheds light on a traditional Hmong society that is dominated by men. Young women are taught to focus on their roles as wives and

mothers, abandoning their careers and education in the process. The interview was used by the investigator to gather information from nine married women. The reading decided that, despite married women in higher education, the cultural structure of Hmong society attaches importance to gender roles. (Egenti and Omoruyi 2011) carried out a report on the complexities of women's participation in the Continuing Higher Education Program: engagement in counseling and education for adult women. Women in higher education face major time management problems, marital demands, low economic conditions, a lack of family and employer motivation, a low social status, and psychological distress, according to the findings.

Women's education is revealed to be extremely important for the next generation's self-awareness, self-fulfillment, and inclusive future. It contributes to the development of a strong nation's future while also providing opportunities for people to live happier lives after marriage. Women's education is also considered essential for society's personal and social growth since it offers awareness of fundamental rights. Women with a higher education are also assumed to be more concerned about their personal and social well-being. It is also believed that qualified women, with their expertise and understanding, can effectively deal with a variety of marital problems. Education is critical for their generation's development as a progressive nation., according to some women. Trained mothers are also shown to be able to transfer their skills and analytical abilities to the next generation.

Most parents would rather their daughters spend money on educating male family members and teaching housekeeping skills. Parents will also conclude that after receiving an education, women would not assist in domestic work. It has also been found that views of women's education differ in Pakistan's urban and rural areas. While the situation in cities has improved and society strives to provide equal educational opportunities for men and women, rural areas still have a conservative attitude toward female education. Some parents accept that women need appropriate opportunities, while others disagree. It is thought that well-informed parents are also interested in providing education for the women. Women are handled fairly for schooling, but parents still want to marry their daughter soon.

Some married women are barred from pursuing higher education because their husbands are concerned that their authority will be called into question and that women will refuse to obey their decisions. Some of the husbands are thought to believe that gaining self-empowerment

through education would allow them to disregard culture. It is commonly assumed that family neglect of household support and studies is also a barrier to married women's education. It has also been shown that married women are more independent of their decisions and extravagance in all aspects of their lives. Women who are married have more obligations than women who are single. They must provide for the children and the family, so they are not allowed to continue their education after marriage. It is often assumed that trained women would not be able to care for their children as well as they should. The actions of the family and in-laws, according to some of the women, demoralized the studies.

Married women face significant issues such as husband and family permission, time management, college workload, household responsibilities, and child rearing. Most respondents believed that approval from the husband and family was the most significant factor. Permission and support from a spouse are often thought to be important factors in married women's education. Child rearing is the family's most pressing problem. Family needs everyone on time, which can interfere with time management on the part of married women's education, a lot of household work, and attending family and relatives are also issues for married women. Early marriage is also linked to early school dropout, lower earning ability, early childbearing, multiple pregnancies, and pregnancy complications, as well as higher maternal and infant mortality. (Singh and Samara 1996; UNICEF 2001; Miller and Lester 2003).

Social views, feelings, values and habits in society prohibit women in Pakistan from receiving higher education. According to the teaching of Islam, there are many parents who believe that the higher education climate is not conducive to their daughters' moral growth. Women face social perceptions that are patriarchal. Females face very rigid and harsh societal views. Married women are not eligible to pursue higher education in other cities. Married women must depend on their husband's will in all aspects of life. Our majority of colleges are co-education, and most parents hate studying at co-institutes for their daughters.

For every aspect of life, women depend on their parents and husbands. There are challenges those women face due to demographic, financial and housing crises. Before being admitted to colleges, married women are considered to have to take care of the household budget and other expenses. Women say that their husband spends money on their children and other frivolous

expenses, but not on their mother's education. Parents financially sponsor their married daughters' further education; parents want their daughters to live separate lives.

The women said that the husband spends money on their children and other undesirable expenses, but not on their mother's education. Parents help their married daughters financially for their further education; parents want their daughters to have separate lives. Their husbands provide encouragement and inspiration to research further. As married women have shown, balancing studies and marital life is extremely difficult. It requires time management, goal-setting, and parental and in-law support to achieve harmony in both areas. Women are thought to be under a lot of pressure and stress to meet all their responsibilities. The health of married female students is also impaired by the pressure of assignments. Some of the women claimed that their priority is married life, and next comes science. Some of the women thought that household and academic work made it very difficult to manage time.

According to the teachings of Islam, every human being, male or female, requires and is obligated to receive education (Adeel 2010). It is important for the progressive growth of society. Despite ideological focus on the importance of education for all members of society, male or female, the study found. It is also concluded that the importance of educated mothers in fostering long-term peace and goodwill in society cannot be overlooked.

The education of the entire population, including women, is critical to a country's stability and growth, according to (Cheston & Kuhn 2002). Most of the conservative family believes that their daughter's higher education climate would bring spiritual deprivation, grant unlimited independence, and delay in marriage. Workshops and targeted programs are proposed as ways to shift society's perceptions of women's education in rural Pakistan. The importance of a woman's education and its possible impact on the next generation's education must be recognized by the entire family, not just the husband.

A married woman's husband is also an important factor in the education of women. They do not allow the majority because they believe they will not listen to them, and that will give them unrestricted independence. As a result, married women could face problems with time management regarding domestic work and academic workload. It can cause them stress and anxiety, which can have a negative impact on their academic performance and even household activities. It is suggested that higher education institutions plan flexible working hours for

married women to cope with their domestic work and academic workload without stress and tension.

Training is the backbone of every country's infrastructure. It is the most effective tool for improvement (Khan 2007). In the social context, society's responsibility is to provide educational opportunities to all its people (Shahzad et al. 2011). Girls have restricted access to higher education, as well as advanced and professional degrees (Khan 2007)

The ideology of sexual division of labor has produced an artificial divide between development and reproduction, placing women in reproductive roles as mothers and wives in the private home arena and men in productive roles as breadwinners in the public arena. Domestic skills, as well as how to be good mothers and wives, are taught to female family member (Situation Study of Women in Pakistan-An Overview) (Khan 2007).

Girls are taught not to disagree, but to be modest and submissive in their conduct. The causal reason for this behavior is that after marriage, girls are expected to do domestic work and care for their in-laws, husbands, and children. They must be taught in such a way that they would not have difficulty adjusting to married life afterward. In Pakistani culture, parents are primarily responsible for the marriage of their daughters, and traditional social norms include family marriages, cast, and baradari. If their cast or baradari has no respect for female education, parents find it difficult to go against the baradari's customs.

In recent decades, it has been observed that, amid cultural obstacles, many girls are pursuing higher education. This trend appears to be beneficial to the growth of Pakistani society, as a large portion of the population is emerging and engaging in academic activities. The factors that have contributed to this positive shift in women's education in Pakistani society have not been thoroughly researched and reported. According to our observations, the rise of consciousness among women is a key feature in this regard, as they want to build a solid foundation for their lives.

Two significant themes are included in the category of social pressure on the family: the Baradari system's rituals and extended family members' power another trend that emerged from the data was the role of extended family members. Immediate family decisions were usually not separate in the joint family structure, and interference with extended family was also a major

impediment. Female students have had to deal with their families' views of co-education as a cultural obstacle to higher education, as well as conservative society members and families who were generally opposed to co-education. The Pakistani family system was a conservative system, where there was no interest in mixing boys and girls, even for educational purposes.

In the process of prevailing over cultural barriers in obtaining admission to higher education institutions, girls have been through difficult situations. Despite these cultural obstacles, the study's findings revealed that girls' motivation for higher education had increased, demonstrating their moral bravery in defending their rights. Marriage can be described as a partnership in which each partner gives up some of their autonomy. (McQuillan, 2005). (Adebayo 2006) Students are subjected to a variety of stressors, according to the report. Continuous assessment, the pressure to get good grades, time constraints, uncertain tasks, a heavy workload, uneasy classes, and family and friend relationships are just a few of them. Role pressure from increased tasks and their expectations, as well as time pressure, were linked to high stress, depression, and anxiety in female students. (Darab 2004).

Studying is difficult for women because of their family commitments. When people try to balance their roles as university students with their roles in marriage and the family, they face several difficulties. Women have been saddled with many family responsibilities since time immemorial, and many roles are traditionally assigned, including child custody, home maintenance, and feeding and family health preservation. In addition to fulfilling their academic responsibilities, female married undergraduate students are also expected to perform duties as wives and mothers. Adapting to an academic setting can be challenging for all students, regardless of their life stage. The rigorous demand for university-level courses, combined with the institution's patriarchal traditions, can be daunting for even the most dedicated students. They also struggle with this transition because they are nervous and fearful of the perceived lack of order in their new lives (Haynes -Burton 2008). When hours are considered for sleeping, driving, and eating, the student is left with just a few hours to study.

As women students find time to do university work, they also lack a comfortable, private space in which to do so. With family obligations, a big obstacle for students was finding enough time to do homework without interruption (Aronson 2006). In addition to the responsibility for jobs, bills, families, and community responsibilities, non-traditional women must learn to navigate

through a patriarchal institution in which they feel invisible due to their gender, age, or circumstance. They also learned that they are more respected for their beauty than their intellect as girls reach puberty and tend to underestimate their academic skills (Kimmel 2008).

The socialization process and gender stereotypes are some of the issues that mature women students face, as are a lack of spousal motivation, low self-confidence, and an underestimation of the benefits of higher education. They may categorize their problems as social, psychological, and financial (Tan 2006). Adult students will provide each other with mutual understanding and motivation if they arrive on campus right before class and leave right after class, but they may experience social isolation if they leave right after class (Deandrea 2005).

Married students and those responsible for the treatment of children have family commitments before they enroll in a higher school, and the duties do not diminish after enrolment. When studying in university, some students are burdened with a disproportionate burden of household responsibilities and caregiver commitments, which makes it difficult for them to concentrate on coursework and provide for their families (Tan 2002).

As female students find time to do schoolwork, finding enough time to do homework without interruption is a major challenge since they often do not have a quiet, private space in which to do so (Aronson 2004). Women often face a huge challenge of not having enough time for personal interests and managing several tasks at the same time (Terrell 2008). Role contagion occurs when married female students are concerned about one role when serving another, such as thinking about a school assignment when cooking dinner at work or at home (Coverman & Home 2008). Role contagion is caused by a mixture of work commitments, family and school obligations. Due to school events, it was discovered that their main domestic challenge was caring for their family members at home, and their main academic challenge was doing a large amount of work in a limited amount of time. Financial pressures and the fulfilment of their marital obligations as married women at home have been identified as the root causes of these issues. These difficulties, according to the respondents, resulted in poor focus and academic performance during lectures.

A recent development is the mass involvement of women in ongoing higher education. Prior to the twentieth century, only a few women were allowed to attend school. As a result of their lack of access to education or being forced to attend school, the number of illiterate women increased.

The United Nations Commission on the Status of Women recommended that further steps be taken to increase women's access to education, including the inclusion of a gender perspective into all policies and programming in the education field, at the forty-first session of the Fourth World Conference on Women in Beijing (Becker 2010).

In contemporary times, dual women's roles help us to understand how these roles have evolved across various cultures with different cultural connotations of women and function in the historical passage of time. At the same time, these studies help us understand how women play their role in the family and vice versa (how they accommodate their family role or role as working mothers).

2.1 Causes of bad academic performance for married female students.

In traditional Islamic countries, marriage and childbearing play a crucial role. Females normally marry at an early age (16-20) in Islamic countries. Females normally graduate at 24 years of age. This era makes it impossible to choose a successful marriage. Thus, during their academic years, most families support the marriage of their postgraduate students, while they recognize the extra burden of marriage, pregnancy, childbearing and child rearing on their academic success. Housework and childcare have historically been seen as women's work, and with these positions, some men are uncomfortable. (Neale 2006)

Some married female students feel guilty that their children are not available, especially during the examination period and when they step out of their family roles. It is an open confidence that, only because of their being women, female students must face many family issues. Conflicts can also occur when the husband cannot tolerate less participation of the married students in the duty of family life.

After marriage, the married female learner undergoes three steps. They will first participate in PhD academic research and will make every effort to be available to their families at the expense of their studies, as they are aware that their family life has suffered because of their studies (second phase). Many married female students will later find a way to reconcile schooling and their responsibilities as women in higher education (Lidgard 2004)

2.2 The effect of women's dual roles on their academic performance

At first glance, role conflict seems to be very prevalent when discussing the dual role of women who continue their studies, especially after marriage, since they handle both household duties and academic requirements at a time. This position conflict impacts their academic success in a way that splits their interest into their family and PhD degree achievement. Stress is another product of this dual role conflict between women; they discover time constraints for both family and academic purposes and continue to try to properly manage both of their roles. In this way, low university attendance, poor class participation, less participation in university affairs, low grades, and poor performance in examination participation often occur because they sacrifice their academic requirements on their family needs most of the time on their family problems, as their priority is to take care of their family. (Lester 20008)

Due to high levels of dual role conflict, married female students even quit their studies sometimes, they do so to properly manage their family roles. Sometimes spouses and families in law are not supportive of sharing the burden of female students and the decision to continue the studies depends entirely on the female person either she is prepared to take on both duties or quit her studies to save her marital relationship and family responsibilities to avoid dual role conflict. The academic performance of married female students studying quality and quantity, class attendance and lateness, academic self-efficacy are directly affected by dual role conflict. (Green 2013)

According to research, students who are mothers face unique challenges in pursuing and achieving their educational objectives. In addition to daily living expenses and study-related expenses (e.g., course fees, books, travel), mothers pursuing higher education face the financial burden of paying for childcare. Another significant challenge for mothers who are PhD students is finding time to spend with their children, husbands, extended families, and friends while still studying and finishing their thesis (Lidgard 2004)

Women are encouraged to pursue higher education (PhD) and participate in the labor force, demonstrating the importance of changing social systems in recent times. In the passing of time, which historically spearheaded the traditional position of women as homemakers, family setup, religious and cultural prescriptions have become more accommodative. The stable, continuous and consistent path is no longer pursued in educational, occupational and family professions. In

the timing and sequencing of events in women's lives, their respective impact on the course of life is measurable. Therefore, the growing structure of the course of life shows the new role of women today (Duncan 2007).

2.3 Multiple Roles: Education and Family

Women have permanently withdrawn from studies after marriage and motherhood. This sequence began to shift gradually, and some years after the child had grown up, women started returning to studies. This was referred to by the author as the "Contemporary feminine dilemma" (Mydral 2001) in which, on the one hand, marriage and having one's family are a rewarding experience for women, while, on the other hand, the need to change their personality. It is claimed that the pleasures of one domain need not be overlooked by women to experience the enjoyment of the other (Bay 2008). (Henan 2006) Women's caring responsibilities, time poverty due to the management of academic, childcare, and domestic activities, emotional stress related to childcare, and shame in relation to the contrasting roles of "mother" and "student" are identified as obstacles to women advancing further with their PhD degree.

(Hakim 2003) explores how the prospect of the contraceptive revolution allows different roles for women, the expansion of white-collar employment through equal opportunity legislation, the development of jobs for secondary earners, and the growing material wealth that dominated personal preference for a specific choice lifestyle. Similar study in the Indian context that studies the changes in women's lives is minimal, although the educational achievement of women and their participation in the labor force have increased throughout (Smita 20004).

Since world war, the role of women, particularly the role of married women, has changed quite dramatically in Dutch society (Liefbroer 2004). According to the researchers, there were measurable gains in women's private family lives as well as in the public sector, such as educational achievement and participation in the labor force. Egalitarian relationships between partners and household work sharing have become a common phenomenon with women going out for studies. National initiatives have also helped to bring about changes in the lives of Dutch women by empowering them. (Henan 2004).

Women with higher levels of education have lower rates of marriage and fertility, as well as higher rates of divorce (Baker 2007). The recognition of family obligations continues to be unevenly distributed even among university academics. Research from several countries has

shown that more male scholars are married to children, while female scholars are more often never married, separated, divorced and single parents (Bischof 2006).

2.4 Assumption

Educated women tend to be a great asset for country growth and development.

Women empowerment plays a vital role in country's growth.

Educational right is equal for both men and women.

Family is most important and valued as a cohesive entity, which is reinforced by close collaboration.

Women are meant to do household chores and take care of family members.

Gender discrimination prevails in the Pakistani Culture.

THEORETICAL FRAMEWORK

The theoretical structure plays an important role in directing the whole study process. An academic context provides a rationale for predictions about a research study's relationship between variables.

3.1 A role theory and Explanation

The general function theory was provided by Jean- Jacques Rousseau to the theoretical structure for investigating work-family conflict. This relates to a series of acts that have socially agreed-upon positions and an established code of standards. Spouse, father, student, girlfriend, friend and more are traditional positions. Roles may represent relationships of roles and are important for the achievement of objectives and the preservation of unity between groups. The entire assortment of roles a person performs or plays at a time is a role collection. Strain may occur when two or more simultaneous positions held by one person are conflicting or competing demands made. The theory of roles suggests that multiple roles can lead to stressors (work overload and tension between roles) and symptoms of strain in turn. Conflict between dual positions leads to improper fulfillment of both areas of obligation. Overload of jobs on non-work domains within the job. Inter function dispute applies specifically to the dispute between the positions.

As mentioned earlier, role theory, compared to role conflict theory, has a much broader and more general scope for work-family conflict. While one aspect of the role theory focuses on role conflicts, as found in the role conflict theory, it does not include a detailed explanation of the relevant components. Both home and university are entirely distinct realms and require certain unique tasks to be completed. Although being female, it is the quality of women to perform several tasks at a time, but it does not guarantee that all tasks are properly fulfilled.

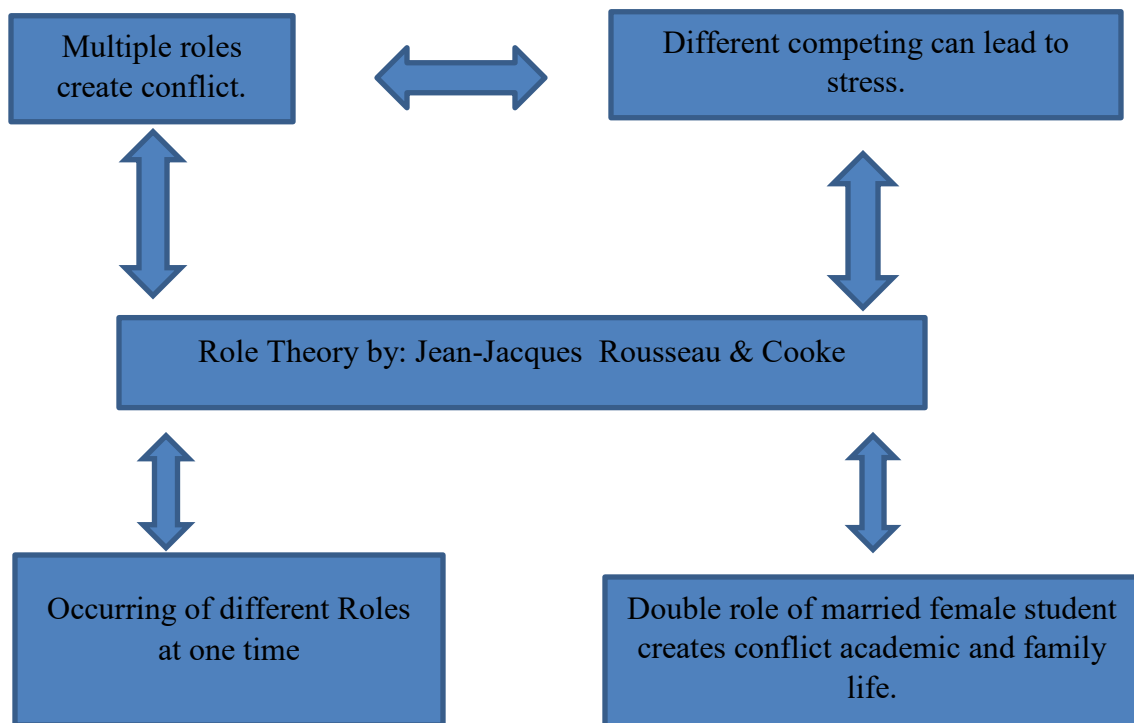
This theory addresses issues faced by married women who simultaneously handle their home and work, as is the case in the current study in which married female students manage their domestic duties and academic duties at one time. They are in a very different role at home as a daughter, a wife, and a mother, as caretaker of the whole family and in university they have a different role as a student, a learner and are required to act according to the academic requirements and perform well in their academic results. All these things sometimes mess up the life of a woman and cause tension in their various positions. Role theory clearly explains the traditional roles and responsibilities attributed to women in our culture, which are typically gender-based roles.

3.2 Application of Theory / Theory's Implementation

In the management of both fields of responsibility, the dual positions of women in family and higher education (PhD degree) achievement are contradictory. It is considered the responsibility of women to carry out household chores, take care of family members, bear, and rear children, etc. Roles are like tags that allow individuals to understand what they can expect from each other. The position of a mother, for example, is a social norm that is evolving because of educational achievement by women. Gender roles, expansion of job possibilities for women and various roles that women combine throughout their lives reflect on the role of women and the shifts in the role of women prevalent over time. They must take dual obligations or dual roles for family and educational achievement if they want to pursue their higher education after marriage. For married female students, management of both families and academics creates a contradictory circumstance and directly affects their academic success.

Both family and academic success have their own specifications that are very distinct from each other. To continue their studies, students need to meet academic criteria, but married female students with dual responsibilities pay less attention to their academic success whenever they face problems or pay more attention at home. Family tasks performed by students at universities, on the other hand, were found to include performing marital duties, supplying meals, decision-making, resolving disputes, cleaning, supervising household work, helping children do schoolwork, disciplining children, mending clothing, caring for children and leading religious activities. For most individuals at different points in their lives, there is a need to manage these multiple positions simultaneously. Instead of pursuing a transitional sequence from one place to another, women are expected to concurrently fulfill an accumulation of different roles with their own specific strain.

3.3 Theoretical Model



3.4 Propositions

Performing multiple roles simultaneously leads to improper fulfillment of the tasks, which ultimately results in stress.

3.5 Hypothesis

Women face time management with the dual responsibilities pursuing PHD after marriage.

H0: women did not face any issues time management with dual responsibilities pursuing PHD after marriage.

CONCEPTUALIZATION AND OPERATIONALIZATION

4.1 Conceptualization

The process of determining what an abstract or a collection of variables implies is referred to as "conceptualization." When we use concepts in research, the term conceptualization is used to describe what we mean and what we do not mean.

Challenges

A request for others to compete or fight to determine who is superior in terms of skill or power (Oxford Dictionary)

To demand as due or deserved (Merriam Webster)

–Challenge is a demand and competitive situation to decide the superiority of me in terms of ability or strength.”

When you are faced with a task that requires a lot of emotional, physical, or financial effort to complete successfully (Olajidia Adebayo Afolabi 2018)

It is a plural type of difficulty, implying that difficulties or problems arose simultaneously from all realms and necessitated significant effort, perseverance, and determination to cope with the collection of circumstances to be resolved (Priya Vaidya & Naushad Ali)

4.2 Marriage

Marriage is a union in which each spouse gives up some of his or her sovereignty (McQuillan, 2005).

According to Encyclopedia Britannica, –Marriage is a physical, lawful, and moral union between a man and a woman in complete community life for the creation of a family,”

According to Malinowski, Marriage is a contract between two people to produce and maintain children.”

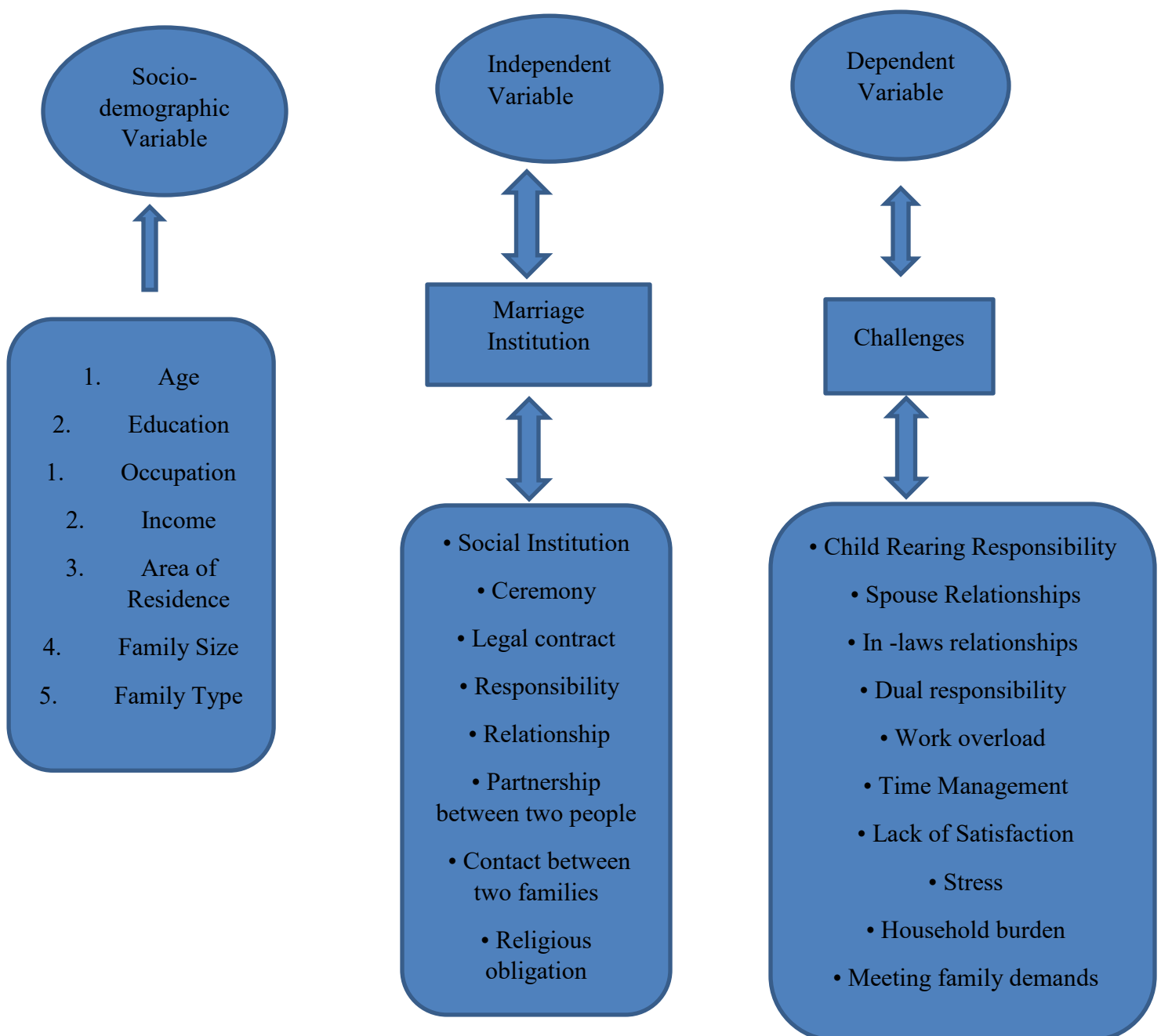
–Wedding is a physical, legal, moral union between males and females and a partnership in which everyone sacrifices for each other’

Marriage is a special relationship created by social rules and laws that has a profound effect on people's growth and self-realization. It involves the marriage of two people with conflicting desires, ambitions, and needs (Ersanl & Kalkan 2008)

A relationship in which one or more men (male or female) and one or more women (male or female) have a continuing right to sexual access to each other that society recognizes (Haviland 2000)

4.2 Operationalization

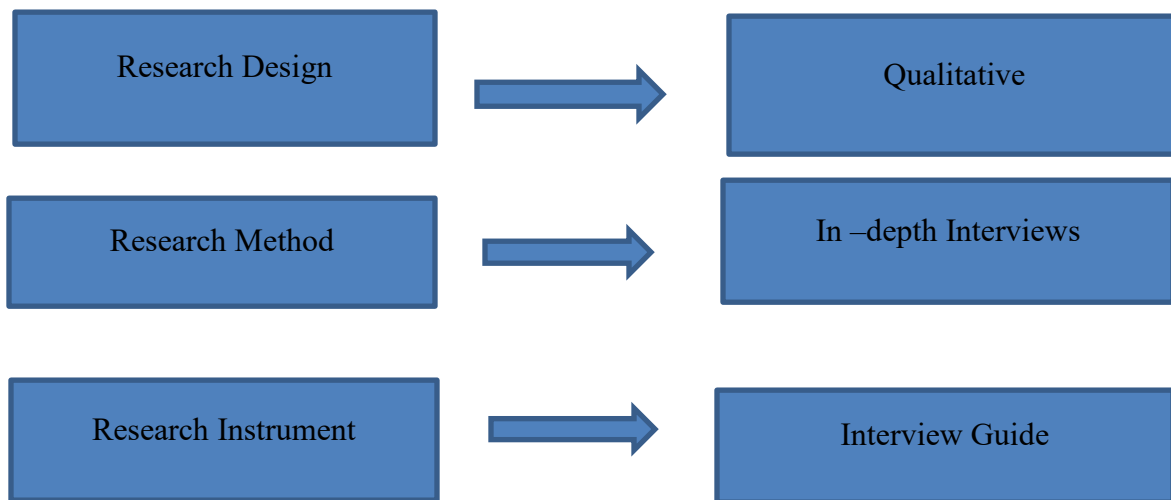
Operationalization is the process by which a researcher determines how he or she will measure a variable based on his or her conceptualization.



RESEARCH METHODOLOGY

5.1 Research Design

The research proposal, structure, and strategy—the blueprint that will guide the research process—are referred to as research design. Qualitative architecture would be used in current research to obtain data from respondents. Because of the descriptive nature of the subject, a qualitative design has been used, as the aim of this study was to resolve the difficulties that married women face while pursuing higher education (PhD). The model for this study is outlined below.



5.2 Method of Data Collection

The method of in-depth interviews has been used to collect data in this report, according to the nature of the study objectives.

5.3 Universe of Study Research

In universe, research has been applied on married female students of Islamabad and Rawalpindi who pursue Doctor of Philosophy (PhD).

5.4 Population of Study

In current research population was married female students of Quaid-I-Azam University Islamabad, International Islamic University Islamabad, Bahria University Islamabad, Nust, and Arid University, Fatima Jinnah University Rawalpindi, Punjab University Lahore who pursuing P.H.D. The reason for selecting these universities is that these universities offer more PhD programs for women and provide a flexible environment for married female students of PhD.

5.5 Sampling Method

Nonprobability sampling method is used to collect data.

5.6 Sampling Technique

Convenience sampling technique was adopted for the collection of data. The reason for adoption of this technique is that as a student I do not have more information about married female PhD students and it is difficult for me to find them that is why I adopted this technique and get data from those married PhD female students who were convenient to me.

5.7 Sample size

Sample size of this study was selected on the saturation level of respondents.

5.8 Research Instrument

The research instrument of present study was Interview Guide.

5.9 Data Analysis (Thematic Analysis)

According to the present research data was analyzed through thematic analysis. Data was gathered through interviews. The data was analyzed using thematic analysis, and the available literature was used to support it using the context analysis approach. Pseudonyms was used in thematic analyses to maintain the confidentiality of the respondents' original name and identity and make the analyses more realistic and forceful.

5.10 Ethical Concerns

The researcher followed each aspect of research ethics in during research process.

ANALYSIS

Participants	Age	Husband's Qualification	Husband's Occupation	Husbands Income	Family Size	Family Type	Marriage	How long been married? In Year	Maid for Home Tasks	Children's
Ma'am Amna Afzal	43	BS Civil Engineer	Government Employee	Above 60,000	4	Nuclear	Endogamy	14 Year	Yes	2 children
Ma'am Beenish	38	M.Com	Chartered Accountant	Nil	5	Nuclear	Exogamy	16 Year	Yes	3 children
Ma'am Asma	40	MBA	Business	2Lac		Joint	Endogamy	17 years	yes	3 children
Ma'am Rabiya	31	MBA	Account Officer	50,000	6	Joint	Exogamy	3 Year	Yes	Nil
Ma'am Naila Zaman	33	MS	Air Force	2Lac	4	Nuclear	Exogamy	5 Year	Yes	3 Children
Ma'am Amna	33	MPhil	Software Engineer	1.7Lac	5	Joint	Exogamy	1.5 Year	No	1 child
Ma'am Areej	34	M.Com	Chartered Accountant	5 Lac	9	Joint	Exogamy	10 Year	Yes	Nil
Ma'am Ambreen	46	MS	Working in form	3Lac	5	Nuclear	Endogamy	19 Year	Yes	3 children
Ma'am Fareeha	Nil	MS	Consultant	Nil	4	Nuclear	Exogamy	8 Year	Yes	2 children
Ma'am Ayesha Rafique	65	Graduated	Land Agriculture	Nil	4	Nuclear	Exogamy	29 Year	Yes	2 children
Ma'am Hina	37	MBA Finance	Businessman	1Lac 20,000	5	Nuclear	Exogamy	91/2 Year	Yes	3 children
Ma'am Anila	34	MBA	Telenor company sales head executive	Nil	2	Nuclear	Exogamy	8 Year	No	Nil
Ma'am Shaista Ibrahim	28	PhD	Lecturer at College	Above 50,000	3	Nuclear	Endogamy	3 Year	No	1 child
Ma'am Ujala	33	MBA	HR Manager	31/2 Lac	6	Joint	Endogamy	2 Year	No	Nil
Ma'am Zubia Khattak	28	MBBS	Doctor	Nil	2	Nuclear	Exogamy	3 Year	No	Nil
Ma'am Hira Sohail	29	CA	Accountant in Bank	2 Lac	6	Joint	Endogamy	4 Year	Yes	2 children

Interviews with Married PhD Students in Depth

The interview conducted in-depth interviews with married PhD students. Respondents were asked about the most common issues faced by married students pursuing a PhD, marriage practices and norms in Pakistani society, and the issue's key causes and consequences. The in-depth interviews took place at Quaid e Azam University, Nust, Arid University, Fatima Jinnah University, and International Islamic University Islamabad, Punjab University Lahore Pakistan.

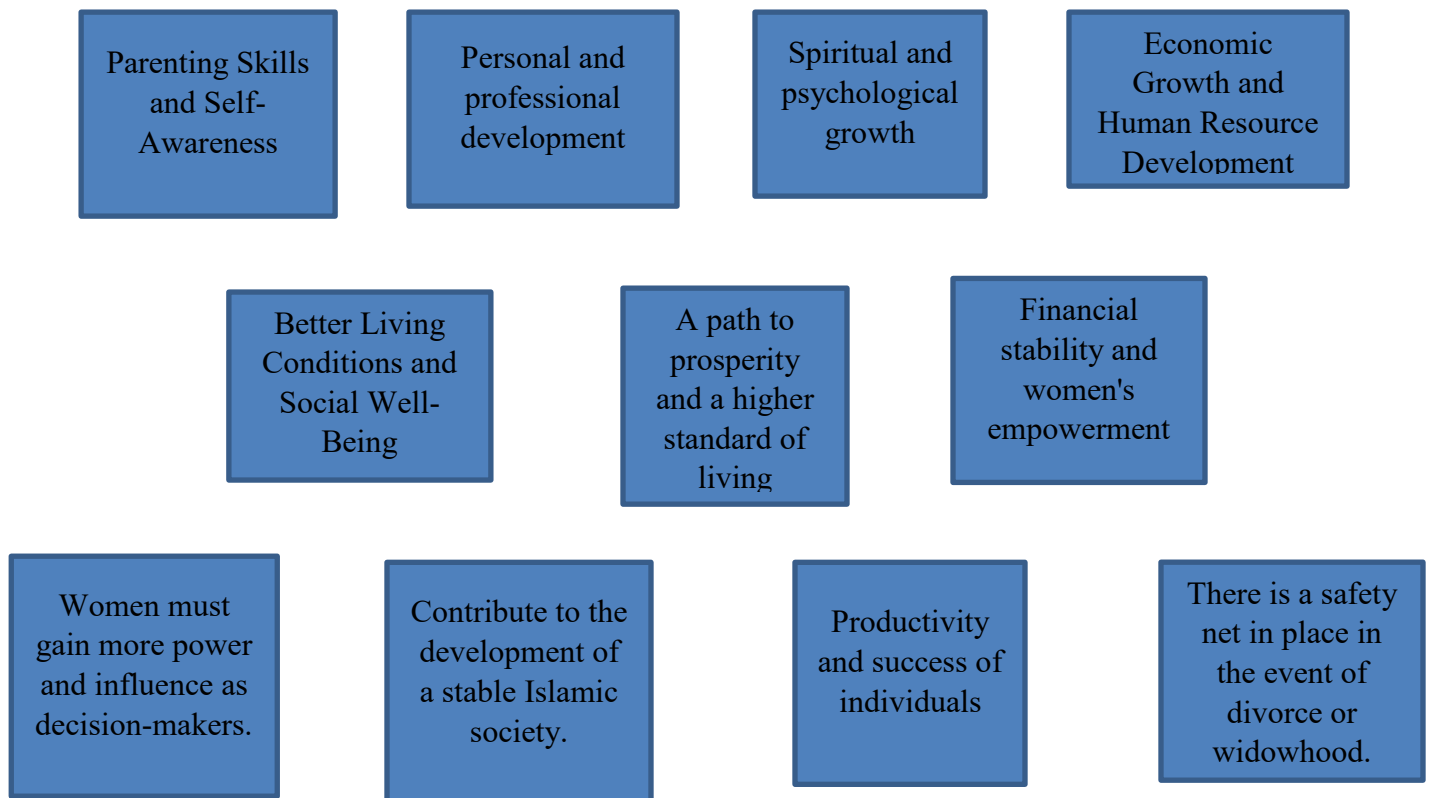
6.1 SOCIO DEMOGRAPHIC STATUS OF RESPONDENTS

6.1 Socioeconomic characteristic of respondents

Socioeconomic characteristics of respondents are given above in Table 1.1.

6.2 Education as a foundation to achieve power and Independency.

Importance of Women Education

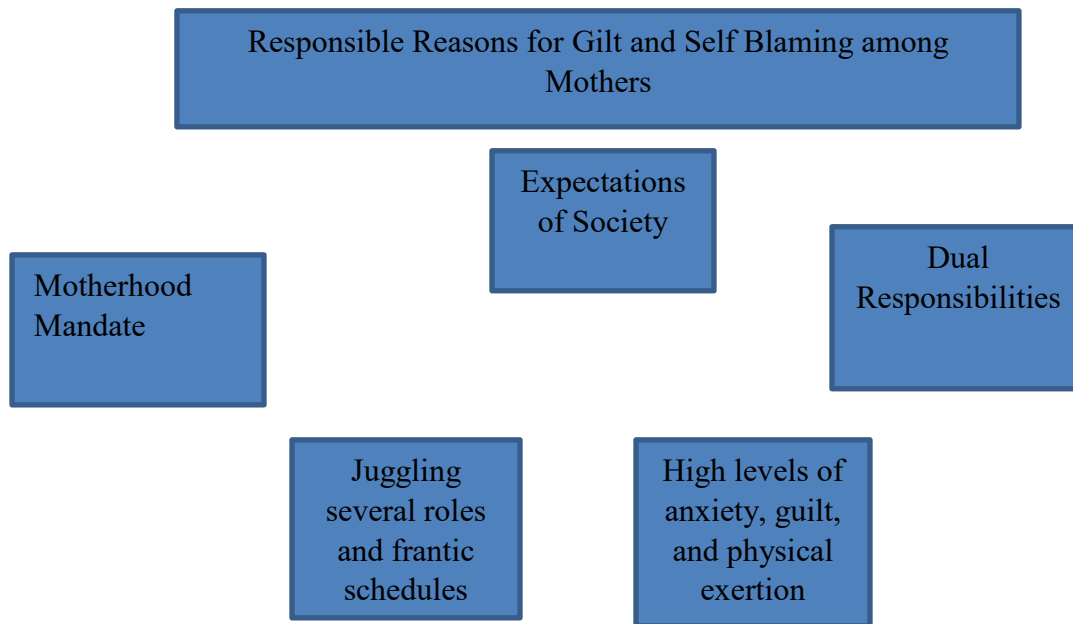


An educated woman can play crucial role based on income related activities and moreover, employed women can play more important role than unemployed or uneducated women. It is analyzed that woman who are working are more empowered than those who are jobless and can access resources, ownership and play decisive role in in-house decision making. Furthermore, they have a capability to solve all the issues if they are more educated and consequently it would be beneficial for whole family. If priority is given to a woman in powerful seat or in decision making, then it will lead towards the humanize society. It is difficult to analyze a good society if women are not educated so education is important for every woman to develop the country and form good society.

So, giving education to the women it will help in eliminating the social evils for instance, dowry and unemployment etc. Education is one of the most influential factors that enhance the mental, physical, ideological, spiritual and moral values of a person. Moreover, education make a person more confident and stronger so that they can fight for their rights without any fear.

Islam has also made an education compulsory for both men and women as it develops the attitudes and behavior of the individuals how to behave and talk with others and it help in developing the Islamic society. If the girls are getting education, then it is one of the effective ways for an investment for her family, society country and for the entire world. Educating a girl is one of the basic rights as it empowers her with self-confidence, skills and knowledge as it is needed for the development of the country. More education opens the gate of economic prosperity and opportunities specifically for women. Empowering women is essential for the empowerment of society as they nurture a society. In addition to this it provides an opportunity to a woman to participate in the important matters and can-do decision making for their family and country as well. While conducting an interview, it is analyzed that higher education is one of the important sources for achieving independence, livelihood and employment. One of the respondents stated that education fulfilled the desire of a person as it bring both money and knowledge in human life. Both are important for a sustainable peace as money is required for the maintenance of life.

6.3 Guilt and self-blame among mothers



Women have played the role of mother throughout history, and society has high standards for both men and women's behavior. The "mother-mandate" for women is a gender-role requirement that requires men to be breadwinners while women are supposed to be caregivers. (Mottarella Fritzsche Whitten & Bedsole 2008).

Girls faced difficult circumstances in addressing cultural barriers and gaining admission to higher educational institutions. The findings of the study also showed that, despite these cultural barriers, girls' enthusiasm for higher education had increased, suggesting their moral strength in advocating for their rights. Marriage is a relationship in which each spouse surrenders some of their autonomy. (McQuillan 2005).

Students, according to (Adebayo 2006), are subjected to a variety of stressors. Continuous evaluation, the pressure to achieve good grades, time constraints, ambiguous assignments, a heavy workload, unwelcoming classes, and relationships with family and friends are only a few. Due to increased responsibilities and demands, as well as time conflicts, female students reported high levels of stress, depression, and anxiety. (Darab 2004).

The mother mandate refers to a collection of social and cultural forces that suggest that all women should take on the role of "good mother," which is defined by the number of children and the amount of time spent with them. (Barling MacEwen & Nolte 1993).

Participant stated that:

"The most important thing is that I need to devise a strategy focused on the children's schedules and childcare options. Also, I miss the kids or feel guilty for being gone for too long, and I miss them terribly while I'm gone."

According to a study by (Giesler and Ingalls 2007), juggling professional obligations with childcare is challenging and overwhelming even in the best of circumstances.

Participants mentioned "Desperation," "great tension," "nostalgia," "guilt," and "fatigue and physical pressure" are some of the words that come to mind. Others also claimed that motherhood is different in terms of the lessons learned and the positive rewards. Due to job demands and various tasks, the student mothers were exhausted. Participant argued that,

"Sometimes I face issues like difficulty in completing my tasks in time. And face stress when I have to meet study related deadlines while doing households".

According to respondents, they have a lot of responsibilities, which makes them feel bad as mothers. Some of them attributed their limited time with their children to their studies and hectic schedules. Their lives are no longer the same as they were before they had children. Respondent stated,

"Women has a lot of responsibilities either it's related to household or professional jobs. It must keep control on both aspects. She stated that after attending classes I must look various task like making food for family, grocery and laundry. When I complete my work then I want to do my academic work but due to much tiredness I cannot concentrate on my studies, so it is difficult to manage everything".

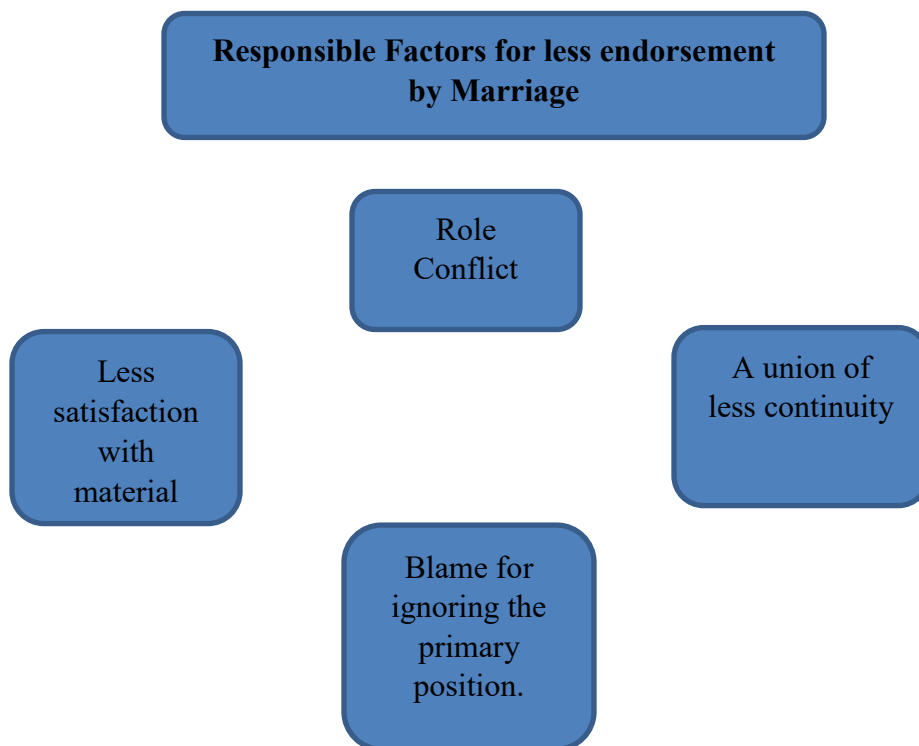
As well as those who are part of a joint family consider themselves lucky in terms of child socialization.

"Socialization is very important for children, who begin the process at home with family. I do work at home with the children and give time to my Children."

As a result of a lack of childcare, many mothers who juggle all activities face emotional and financial stress. The lack of high-quality, affordable childcare is an example of women's devaluation of public policies and programs. Children are harmed by our current beliefs, regulations, employment policies, and culture, which are especially detrimental to mothers who work outside the home. (Browns miller 1999). A well-educated woman has the intelligence, confidence, and strength to be a more effective citizen. Women possess the same power and ability as men, as shown by the many opportunities provided by higher education.

6.4 Dual Responsibilities influence Marital Affairs, Family, and Personal Life

6.4.1 Less endorsement by Marriage



The word "marital quality" refers to a thorough assessment of a couple's relationship. (1987; 1990; Bradbury & Fincham). Marital quality has become a popular subject of study for stress-related outcomes such as wellness, well-being, psychological distress, and marital stability when used as a measure of overall dyadic performance by stress researchers (Kluwer 2000).

While task overload has no direct effect on a couple's marriage quality, how they evaluate and react to potential challenges in the context of their relationship does (Fraenkel & Wilson 2000).

Dual responsibilities have ramifications in social, economic, and familial positions and relationships and home management and child-rearing and education arrangements. In most cases, one partner's career is flourishing while the other is trapped in a funk. Since one partner is required to put in additional time and energy to seek significant career opportunities while the other is left to pick up the slack at home, these imbalances can trigger friction. This, of course, begs the issue of who has the most urgent requirements. If not treated properly, perceived inequities can quickly transform into feelings of indignation.

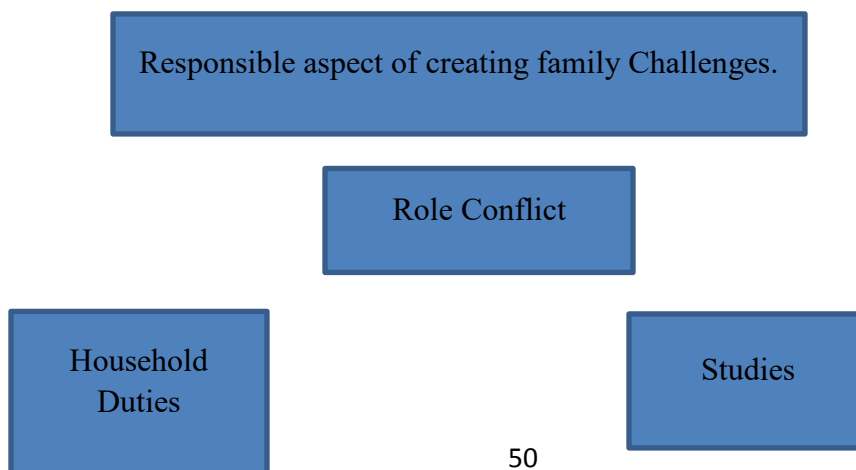
Couples who do not actively plan for the pressures of different career paths are more likely to have serious relationship issues. When couples are less stressed because of work overload, they have more time to reflect and feel positively about themselves, their spouses, their friends, and their education, which has a positive effect on marital quality standards and evaluations. According to a report, partners who can build and maintain a positive view of their partnership amid a mountain of educational and family stressors have higher marital productivity. (Howard 2001).

Participant stated that:

“No, as I want to publish some research articles and interested in some research activities but difficult to manage time along with my family life. Same in the case of family and households. Wanted to do something better for family but utilize extra time for studies”.

Significant implications of role conflict and devoting less time to marital affairs include role conflict and devoting less time to marital ties.

6.4.1 Family Related Challenges



When considering two facets of the emotional effect of one's educational and family domains on the person's functioning, positive and negative, from the viewpoint of an organization and an individual, the development of professional and social competences is an indispensable commodity resulting from the process of integrating life roles.

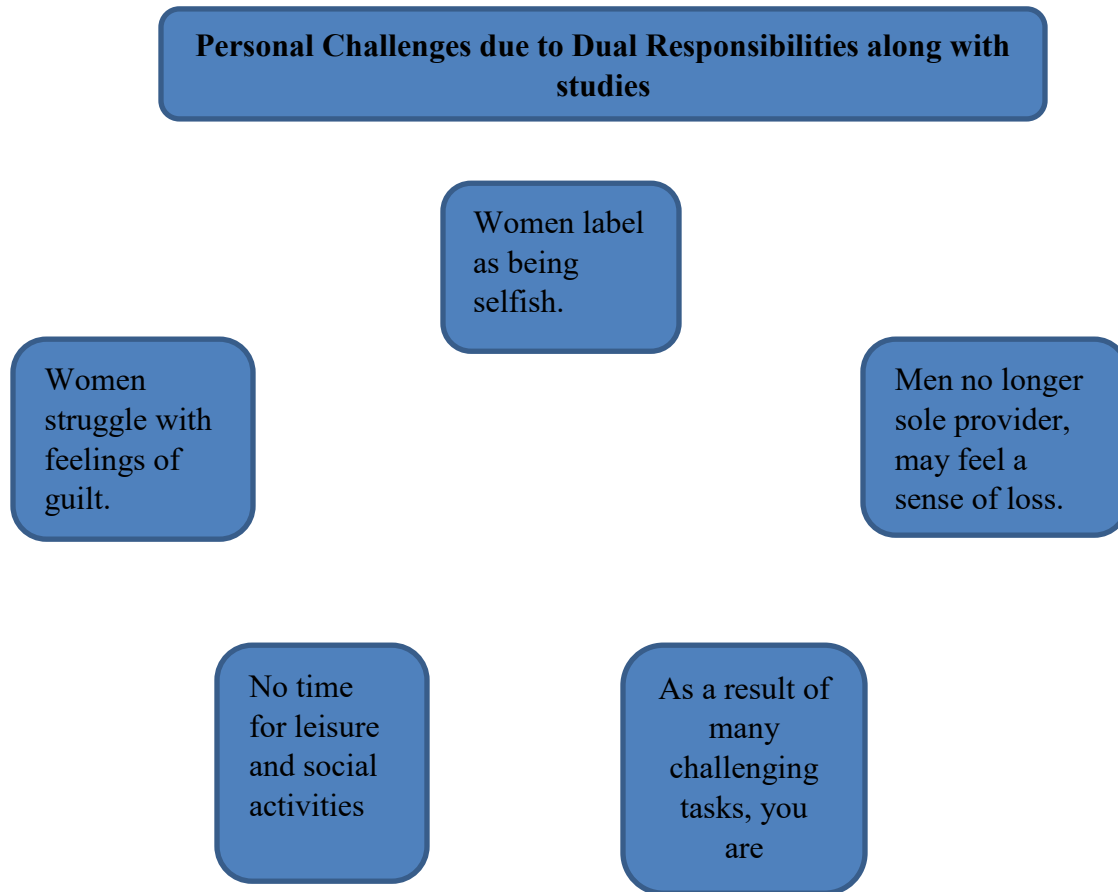
Workplace stressors, combined with family pressures, have a negative effect on women's mental health. (Lennon & Rosen field 1992). For starters, for most couples with dual roles, the division of household duties is a major problem. Women perform 70 percent to 80 percent of household chores in 80 percent of couples. Any effort to preserve a conventional division of labor leads to a situation where women are overworked.

Next, considering the amount of time and energy spent on research, dual-career couples must decide whether to have children.

Respondent stated that,

“Manage my daily routine and tasks according to priorities and urgent work. Rise early in the morning and stay awake late at night to complete my study related stuff. Sometimes I face issues like difficulty in completing my tasks in time. And face stress when I have to meet some study reload deadlines while doing household.”

6.4.2 Personal Challenges



Men and women face vastly different personal and professional challenges. Men see work and family responsibilities as distinct, while women rarely make job choices without considering how they would affect their families. Guilt is a common emotion that women experience. They can also obtain little to no assistance from their families or society, leading to accusations of avarice. Women may feel as though they are losing control of their lives as the demands and expectations of work, home, and family grow.

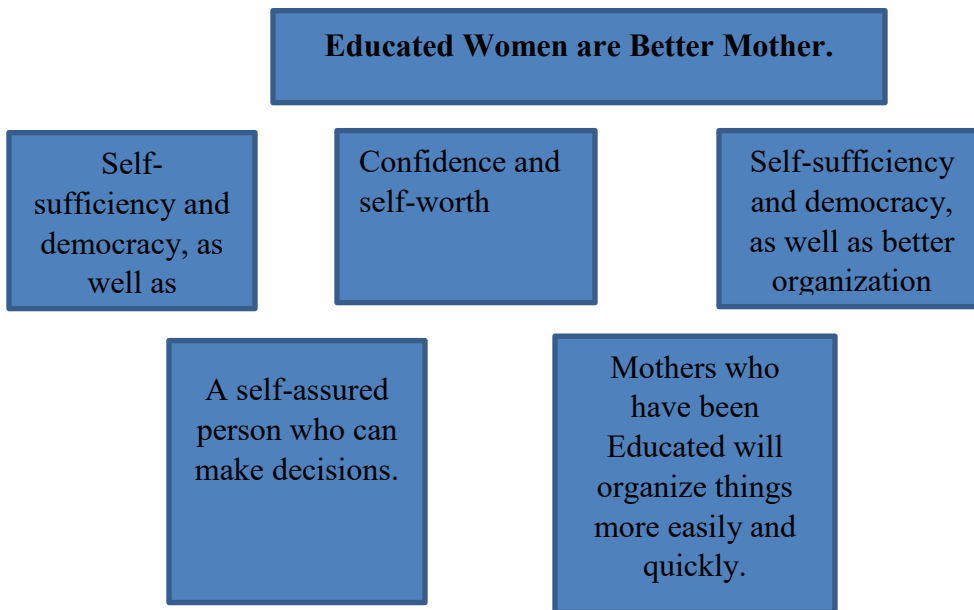
Men, on the other hand, are adjusting to the fact that they are no longer the household's sole breadwinner. Their wives may be able to meet, if not exceed, their financial and professional responsibilities to the family. Husbands may feel a sense of loss in their new place in a society that still defines masculinity in terms of accomplishment outside the home.

For dual-career couples, leisure and social opportunities are often minimal. Owing to their inability to balance their lives' demands, they are unable to devote quality time to their children or each other. Outside of the immediate family, this may leave little time for relationships. When couples make time for each other or friends, the event is often overshadowed by guilt. (Dr. Dave 2013)

In addition, there is overload because of several difficult tasks, as well as the risk of being blamed for failing to meet the primary duty responsibility of caring for family. Therefore, the love of family and friends is crucial. If their spouses/partners can take on family duties when they are occupied with their studies, this group of students may have more time to complete university assignments and experience less tension. Respondent stated that,

“I face personal challenges less time of discussion and limited social activities together”.

6.5 Educated Women are Better Mother.



A qualified woman is more likely to be a competent and intelligent mother, an active and well-paid mother, an educated citizen, a self-assured individual, and a professional decision maker, according to (Obanya 2005).

We learn a lot from our experiences, and one comes with its own set of rules to obey. A married student must juggle home and school, which forces her to learn how to organize things more

efficiently and quickly. She needs to develop her time management and multitasking skills to do justice to the personal and educational roles she holds; otherwise, her future will be compromised. They could also improve their coordination.

Instead of depending solely on their mothers' presence, some children of dual-role mothers learn to adjust to their surroundings. They learn to adjust to unfamiliar faces and bond with new people more easily because they are forced to be cared for by relatives such as grandparents or nannies. This could make it easier for them to develop their social skills more quickly. They get used to not needing constant care and learn self-sufficiency and independence more quickly than their peers.

Balancing household duties and schoolwork is a huge challenge for married women. Married women do not have enough time to devote to their studies and must make do for what they have available during university hours. They must deal with it while still losing sleep. Married female students neglect their hobbies to fulfil their academic obligations.

Despite the pressures of demands and the neglect of their own needs, some of the women feel that their intrinsic strength is what motivates them to conduct research. Their husbands inspire and encourage them to pursue their studies. Managing studies and family life at the same time is a challenge. According to married women, is extremely difficult. To manage both areas, time management, prioritization, and parental and in-law assistance are needed. Women are thought to be under a lot of stress and strain to fulfil all their responsibilities. Task-related tension influences the wellbeing of married female students. Some women claim that their marriage should come first, followed by their studies. Some of the women believe that their priority is their marriage, followed by their studies. Because of household and academic responsibilities, some of the women feel that managing their time is incredibly difficult.

Although some say that a mother who spends all her time with her child has a stronger relationship with her child, the adage "distance makes the heart grow fonder" has some merit. When women are separated from their children, their emotions become more strong and powerful. There is an enhanced sense of affection and connection when a child sees his or her mother after a long time apart. It is a motivating experience that instils trust and self-worth in them.

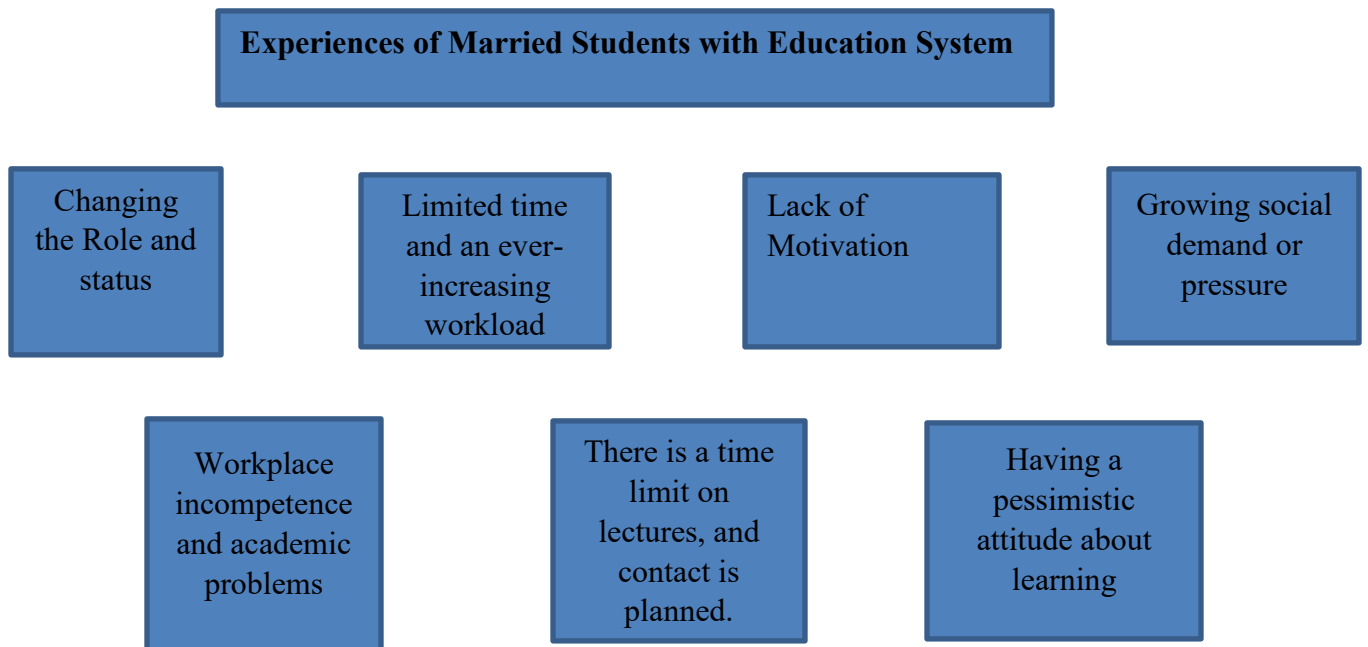
According to a survey, women will educate and influence their children's future household and resource management practices. A well-educated woman, according to the participants, is a stronger mother and is more interested in child grooming. She expressed that.

“If we comparatively analyze then we can see that educated women are better than uneducated women i.e., they can do decision making either it is related to education, financial and household for country progress”.

A well-educated woman is also critical in a family because she oversees both health care and financial support. She stated that,

“Education is only a way that can empower women and good for their wellbeing. It is a step that can eradicate superstitious belief from the society”.

6.6 Experience with an Education system



Time constraints, the marital demands, a weak economic or financial base, a poor learning atmosphere, a lack of support from their spouse and employers, the social demand/pressure, a poor psychological disposition toward learning, an issue of inadequate job organization, and a limited amount of lecture time are some of the obstacles married female students face in pursuing their education.

According to studies, the household activities they must complete in addition to their studies further reduce the amount of time available for them to conduct successful research. Learning becomes difficult or time-consuming because of this. They have a poor self-rated condition due to the mental and social demands or pressure on them. They are mentally averse to the curriculum because of the tension or distress they are subjected to. As a result, some of their coworkers have dropped out of the plan.

Participants had to plan, manage various tasks, and deal with a variety of scenarios. As a result, they had to prioritize their responsibilities, prioritizing "their families and children above their studies." One of respondents said,

"The way I want to enjoy the time unable to enjoy it. I really want to enjoy my education but unable to do it due to busy routine as I have to look after my house and children as well".

One of participants stated that initially she feels hesitant to come to university after marriage.

"I took admission in MS after 12 years gap. In these years I only read fiction novel during these years, so it was difficult for me to give answer to any question or get confused when somebody ask question from me".

Some students arrive late for lectures or even miss lectures for a prolonged period due to domestic stresses or demands. All of this influences their ability to learn and succeed. Their situation is made even worse by the non-conducive learning climate and the strained student-teacher relationship. Balancing the demands of child rearing, family obligations, a job, and studies, according to respondents, are the factors that discourage women from pursuing higher education after marriage. One Respondent stated that,

"I refuse my two-marriage proposal due to limitation of studies after marriage. Some educated person and against studies after marriage".

6.6.1 Academic Problems

In Pakistan, education, especially for women, is a patchwork of befuddling complexity and size (Khalid and Khan 2006). Another initiative to close the gap in educational provision for all is the introduction of Non-Formal Basic Education (NFBE), which is based on active community

engagement and offers free and flexible learning opportunities at the doorsteps of those girls who would otherwise be denied the basic human right to education (Shami and Hussian 2008).

When it comes to dual roles of women who continue their education after marriage, position conflict appears to be very common at first glance, since they are responsible for both household and academic responsibilities. Since their attention is split between their family and their educational goals, this status their academic performance is affected by conflict.

Many of the respondents were having academic problems in some way, according to the responses. The majority of those interviewed said they have a lot of academic performance, not enough time, and a lot of housework. For instance, a respondent stated that,

“It’s quite difficult to manage and fulfill all the task timely, short of time is major problem”.

Another Respondent indicate:

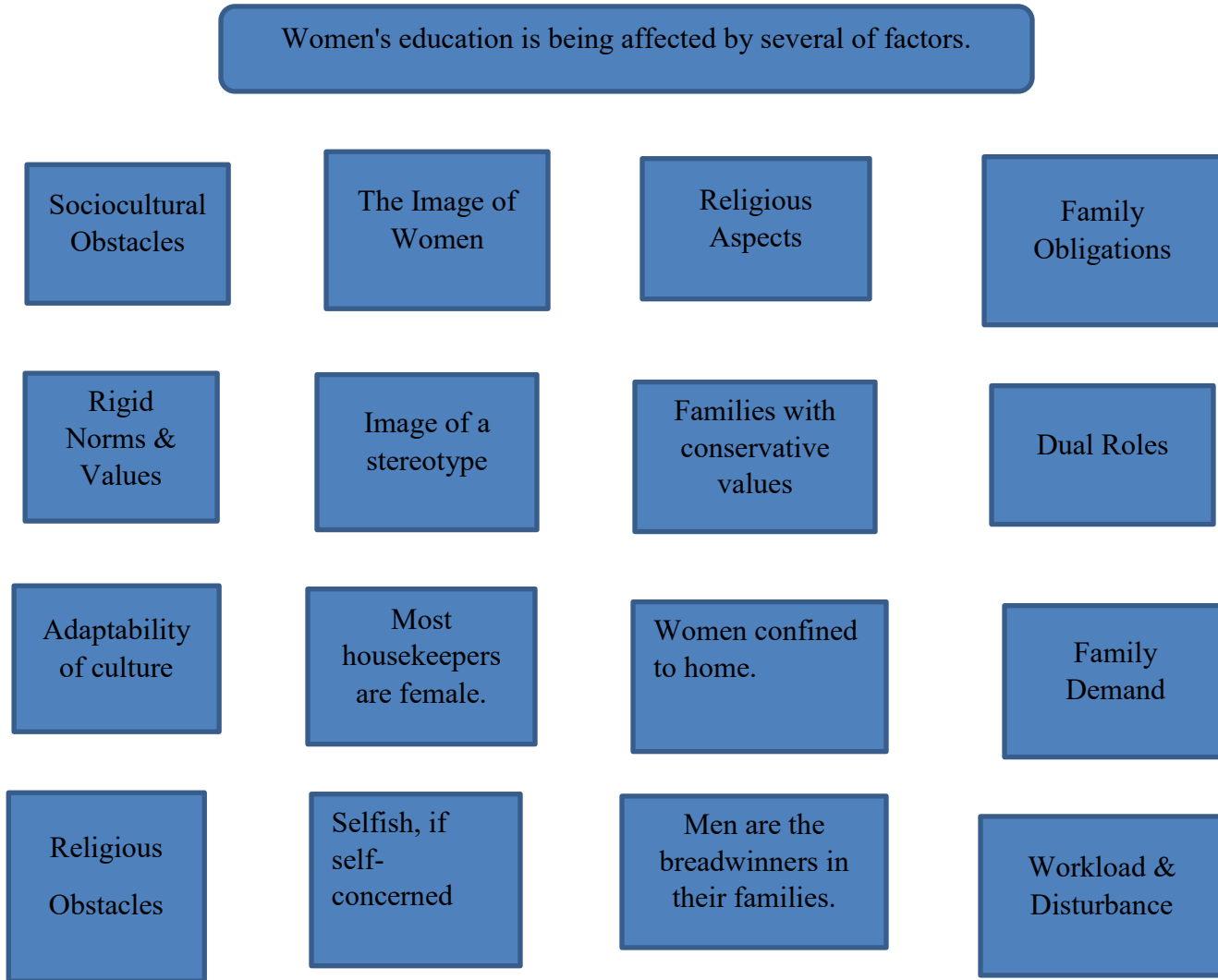
–Normally I spend time in university from 9am -4pm, but after childbirth I spend almost 2-3 hours hardly.”

Low enrollment at university, poor participation in class, less participation in class, less participation in university relations, low grades, absenteeism, or poor performance in examination participation are all common outcomes because they often sacrifice their academic obligations to provide for their families. (Lester 2008).

Like other students, most married women face academic challenges such as an unfavorable or bad learning atmosphere, a short lecture time, a negative psychological attitude toward learning, and so on. Married female students are often accused of neglecting their hobbies to fulfil their academic obligations. Balancing domestic work and research, according to the respondent, is a challenging task for married women. Married women, it is commonly assumed, do not have enough time to devote to their studies and must make do with what time they do have during university hours. They must deal with it while still losing sleep. Respondent said that,

“Rise early in the morning and stay awake late at night to complete my all-course work-related task I won't be able to research unless I sacrifice my sleep.”

6.7 Women's education is being affected by several of factors.



6.7.1 Social Culture Obstacles

In most Third World countries, cultural attitudes toward what is widely believed to be the woman's role and status are another often cited obstacle to women's participation in education. Pakistani women's educational status is still weak, ranking among the lowest in the world. The social structure in which women live determines their educational opportunities, and perceptions and standards do not change for them. Household responsibilities are often seen as family responsibilities that must not be jeopardized in the name of women's education. (Basnet et al. 2013).

In Pakistan, sociocultural values and norms have a major impact on women's status. (Klien and Nestvogal 2004). Even though the patriarchal system is not universal, men rule society in general. The gender gap is ingrained, and constitutional laws are regularly disobeyed. (Mehdi 2006). Men are more likely to occupy positions of power, while women are marginalized in every way (Medhani 2007). In South Asia, Pakistan has the highest gender inequality, and violence against women persists in all facets of life. (UNICEF 2009).

Despite the current political climate favoring women's educational opportunities, social views toward girls' education remain heavily distorted and essentially unchanged. Even though successive governments have announced a variety of initiatives to support female education, deep-seated political, social, and cultural barriers have prevented them from following through on their promises. As a result, the educational status of Pakistani women remains low, ranking among the lowest in the world. Women in Pakistan do not form a homogeneous community, and their educational opportunities differ greatly depending on their social status. (Khan 2007).

Negative social expectations and cultural flexibility, according to the report's findings, are obstacles to women's empowerment and peaceful living. Owing to our cultural setup and people's conservative mentality, women's education is being resisted. Women's primary roles in our society are confined to caring for their homes and serving their families. Girls from ethnic communities are further marginalized because of social inequity and religious barriers. Married women are forced to care for their homes and children instead of going to Studies.

On the other hand, men have complete power over decision-making, property ownership, and other tools. Marriage is also one of the culturally defined social institutions, so it is viewed and practiced differently in various cultures. According to collected data many of respondents agreed with the statement that,

“The efforts of society have resulted in women's empowerment. It necessitates men and officials analyzing their behavior to change it.”

Several factors influence Pakistani women. Traditions and customs rule their lives for the most part. While their fathers make all important decisions for them when they are young, their husbands and in-laws take over and make those decisions for them after they marry. Male family members make most decisions that impact a woman's life. (Weiss 2006) argues that Women's

absence from the decision-making process is one of the reasons for their marginalization in all aspects of Pakistani society.

The entire basis of our society is built on one person judging another. External appearances and actions affect our views and decisions, which is unfortunate. Respondents were troubled by these beliefs and traditions, which are held dear across Pakistan: the concepts of family responsibilities preceding education. Their parents made them dependent rather than helping them to become self-sufficient.

Unmarried young women in rural areas are currently confined to their parents' home, where they must care for their siblings and contribute to family management. They are often barred from working for a living, leaving them with no way of obtaining even a piece of economic independence. Married women can work for a living in various fields, such as farming. However, this may be a low-paying job, and yet, his income will be used to supplement the family budget. Women cannot expect to be equal in society if they remain economically dependent on their families or husbands.

At the individual and social level, the term "transform women's lives" suggests moral and structural changes. At the human level, also known as low level, life events, their travels, and how these events are sequenced in translated groups. The attainment of higher education (PhD), which is strengthened by the expansion of the education system, is a major indicator of the effects of behavioral change at each level. (Griffiths 2006).

6.7.2 Image of Women – Motherhood Role

Participants discussed the image of mothers, emphasizing "lack of family support." According to the "socially responsible image of the role of motherhood, a good mother was regarded as a housekeeper who was always available to her children and spent all her time with them, according to" the social status of the role of motherhood. "Those mothers who do otherwise are accused of being poor and greedy.

According to respondents, some married women are not allowed to pursue higher education because their husbands see it as a challenge to their authority and that women will not listen to their decisions. Married women, on the other hand, are more responsible than single women. They are not allowed to continue their education because they must support their children and

their families. It is widely believed that educated women cannot adequately care for their children. Some women say that their families and in-laws should be blamed for not paying attention to their studies.

6.7.3 Religious Matter

According to the UNESCO Institute of Statistics, only 42% of high school students are women, and only one in ten can complete her secondary education. The dropout rate in higher education is a major concern. Girls' education is as important as it is for boys.

Major theologians have criticized the education of women, and attacks on female education advocates have led to a decline in the number of female students in many countries. Women are not allowed to work in third world countries, which creates a major barrier to women's education. Women's rights are advancing in many countries in today's world, but there is still room for improvement. Governments, non-governmental organizations, and other international organizations focus their efforts on supporting women's education. Their programs are not just focused on educating women; they also try to reduce gender inequality. They also try to improve the status of women by allowing for things like equal pay for men and women, equal opportunities for men and women in the workplace, and a higher employment rate for women, among others. (Malala 2013)

According to Islamic teachings, it is the duty of every man and woman to follow knowledge. It clearly shows that Muslims prioritize their education for both men and women. Unfortunately, the education of girls is ignored in the Muslim community. As a result, the level of literacy of women in Muslim societies is very low. In addition, no effort has been made to design a framework to provide them with educational opportunities. In addition, there are many factors that contribute to a girl's education.

Education is a necessity for everyone, male or female; however, some families in Pakistan do not allow women in general, and especially married women, to pursue higher education on social, cultural, religious, economic and educational grounds.

Most foster families believe that a higher education environment will improve moral standards. Women should take full responsibility for their roles as mothers and wives. Women are

caregivers who should be homeowners and child caregivers. And they should be respectful and obedient.

It has been said that institutions of higher learning provide married women with flexible working hours so that they can manage their home and academic roles without feeling overwhelmed.

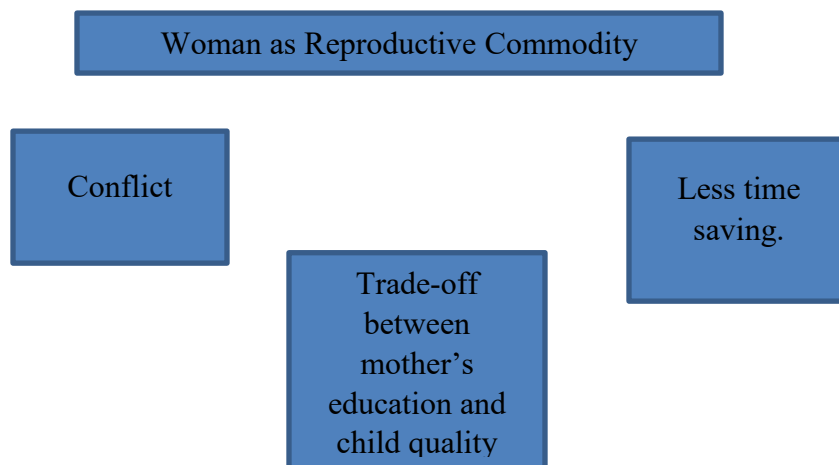
6.7.4 Family Responsibilities

–Most respondents said they had to face difficulties when balancing two roles. Sometimes they must skip homework lessons. In addition, they sometimes must skip family responsibilities because of time management. As a result, family needs and expectations are not always met.”

After marriage, women are under great pressure, as is the burden of caring for their families and children in some cases. It is true that there are times when women deliberately leave their home and appear to be making good sacrifices for their families. He decided that he should stop studying, but in the process, he proved himself wrong.

"One respondent also explained that I was admitted to Punjab University Lahore, going to classes every week I had to visit Lahore once a week which was difficult for me as I had my children and for one minute, I thought I should drop out of school, but my children were very supportive of me.

6.8 Woman as Reproductive Commodity and its effect on their Educational



Increased educational opportunities for females have been proposed as an explanation for low fertility, and maternal responsibility has been proposed as an explanation for women's educational and paid job underachievement when compared to men.

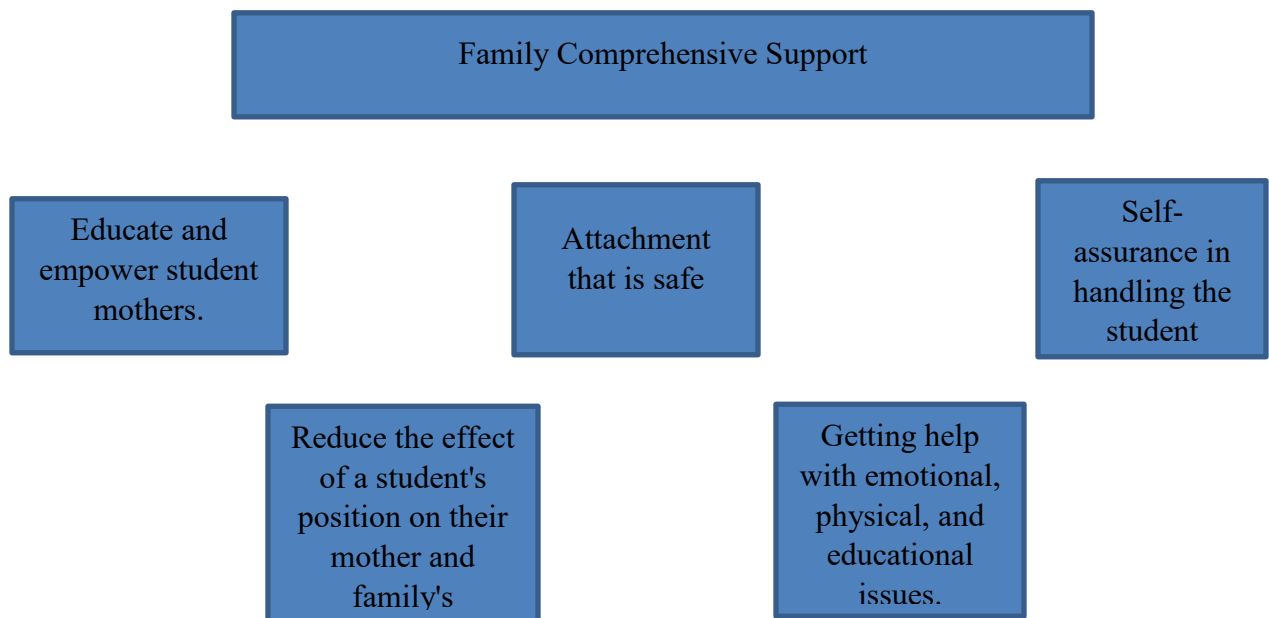
Promoted women's education opportunities as a concept of inferior reproduction, and maternal responsibility has been elevated as a reflection of the education and income paid for women compared to men.

Although both growth and reproduction are important to human health, it is widely believed that women's participation in education and childbearing is closely linked. However, there is a difference between the time spent in school and the time spent raising children.

There will be a trade-off between mother-to-child education and child quality if children with mothers pursuing higher education receive less investment time, especially if there are negative factors, such as maternal stress or inadequate care. The belief that women's education reduces the number of children born is commonplace, though not everywhere. One respondent concluded that.

"As our program is male-dominated and restricts women to domestic work only, it leads to women relying on their husbands rather than focusing on their work.

6.9 Comprehensive Family Support



Social and cultural factors play a large role in how families decide whether to educate their daughters or not. Family factors, such as income, parental level of education, family structure, religion, race, class, and parental involvement, are also important factors affecting a family's decision to educate girls; each directly affects the time and resources devoted to children's education. Family-level social grants refer to the educational benefits children receive in their relationships with their families. (Coleman 20014).

Family support can help student mothers become more empowered and reduce the impact of their student status on their maternal and family life, especially for their children. (Wainwright and Marandet 2010). All participants were convinced that access to social, economic, motherhood, housing, and education assistance made it easier to assume roles and responsibilities. The defendant said,

–My family plays a vital role in my education. I come from an educated family, and they always encourage me to study. My father and my husband encouraged me to pursue my studies and to become a better person rather than an academic one. My husband helps me with babysitting and household chores”.

According to respondents, married female students face various challenges before starting their studies. Consent from the husband and family, time management, college responsibilities, household responsibilities, and child rearing are all considered major issues facing married women. According to many respondents, the consent of the husband and family is the most important factor. Husband's consent and encouragement are often thought to play a major role in the education of married women. One respondent said,

–When I was living in a close-knit family (in-laws) it was hard to think about continuing with studies and they always discouraged me when I talked about continuing with studies. Later, in a nuclear family, I enrolled in a higher education because of my husband's support. She is very supportive of me in the family and in the care of the child”.

Some respondents, on the other hand, believe that women have support from their husbands and their families. Men are also included in the process of selecting an educational institution. The student's husband, family members, university professors, or classmates can all provide support.

These variables are classified as institutional or institutional according to the source of funding. One respondent said,

“I only study today because of my husband's support. He wants me to keep learning. With high blood pressure, I was using depression, which turned into health problems. Whenever I watch television and see the bad news this has an impact on my life and gives me stress”.

Older female students can benefit from a stable attachment, faith in student governance, and reliable relationships if they can find support from family, friends, colleges and others. They will be more confident and confident and will be able to cope with other academic challenges. In addition, the fact that adult female students can combine childcare with homework has an impact on their health and academic satisfaction (Ouinby & O'Brien 2006).

Numerous studies conducted in the United Kingdom have established parental support for Muslim female students who wish to pursue higher education (Abbas 2003; Ahmad 2001, 2009; Tyrer & Ahmad 2006). For example, the results of the analysis (of Abbas 2003), which looked at the effects of home-based religion and culture on attitudes and experiences of young South Asian women, revealed that Muslim women in the study were supported by parents. As a result, according to Abbas, Muslim parents have advised their daughters to pursue higher education.

The educational support of married women is determined by their family's attitude, level of education, financial security, and husband's opinion. Most foster family believe that higher education can lead to spiritual ruin, unrestrained independence, and even delay in marriage for their daughter. Workshops and programs aimed at changing public perceptions of women's education in rural Pakistan will have to be planned and conducted, according to the study. The amount of women's education and the impact it can have on the education of future generations must be seen by the family and the man.

DISCUSSION AND CONCLUSION

7.1 Discussion/findings

The study was to examine the challenges women face in pursuing PHD after marriage at Quaid - Azam University Islamabad, Bahria University Islamabad, International Islamic University, Nust, Arid University, Fatima Jinnah University Rawalpindi and Punjab University of Lahore. Challenges are common in our society. Women face many barriers to accessing education, especially after enrollment in higher education after marriage. Education is an intellectual training that gives a person opportunity to develop his or her skills and performance in a positive way for the betterment of society, but this opportunity is not available to women especially married women in Pakistan. It is because of social, cultural, religious, economic differences.

In total, 15 respondents were given interviews that were for different ages, group and job status. The study also analyzed and asked questions what types of challenges women face after marriage. Most women explained that they could not devote enough time to their studies because of two responsibilities and said that they did not always have enough time to balance two roles. Most respondents believe that educated women will be powerful mothers and play a significant role in child rearing. Respondent believes that education is a great force that allows them to fully realize their lives and see higher education as an important opportunity to gain freedom and livelihood. According to the data, low satisfaction in marriage and low-level marriage are the main consequences of disagreements and giving less time to male relationships. According to many respondents, a married woman must move around at home and at school, forcing her to learn to organize things easily and quickly. Based on the data collection, the respondent agrees that having two positions reduces their freedom. Maternal authority is the influence of social and cultural influences, which means that all women should play the role of “good mothers.” Respondent noted that “depression,” “severe depression,” “intense longing,” “guilt,” and “fatigue and heaviness.”

The study found that mothers who are students are tired of the demand for various jobs and careers. Most respondents cited their studies and busy schedule as reasons for spending less time with their children. Most respondents spent 5-7 hours a week at the University to get Academic results. Most respondents made housework arrangements. Most respondents dropped out of higher education to share family responsibilities and promotions. Most respondents believed that their two roles influenced the entertainment of their children. The study found that negative

social attitudes and cultural change are barriers to women's equality and a more peaceful society. A high percentage of respondents said they had trouble managing their time. Most respondents indicated that maintaining their two roles was a challenge for them. Given the lack of time, the respondent said that is trying to stop participating in the family event. And they must relinquish their family responsibilities to focus on their studies, and vice versa. According to academics, women face social and cultural barriers to graduation. In addition, some families put even greater pressure on women's reproductive assets after marriage, followed by a costly caregiver job. All participants were convinced that access to emotional support, savings, motherhood, housekeeping, and family education made it easier to assume roles and responsibilities. According to the data, most respondents said that their family members support their higher education.

7.2 Conclusion

With the growing global awareness, education is considered an essential element of any citizen of society. The roles and responsibilities of women vary depending on the culture of the community, and they are empowered accordingly. Women's education after marriage is increasingly popular around the world, as it is seen as important for better communication with future generations through educating mothers. Apart from the fact that women continue their education after marriage, they face many challenges and obstacles. Women are expected to take care of family, children, and household chores, so there is no way around these social elements. Women are obliged to perform these duties in this way and continuing their education after marriage is a personal decision; if they want to do so, they must hold both their positions as a family member and as a student on their own. Married female students face many challenges in managing their time and maintaining high academic performance. The purpose of this study was to look at the challenges faced by female PhD students while pursuing their studies. The most critical stage in the scientific study of conclusions is data collection and analysis. The whole area of the study included Islamabad universities with married PhD female students, with the population including Quaid-e-Azam, as well as Nust universities in Islamabad, Arid University Rawalpindi and Fatima Jinnah University. Data were collected using a simple sampling method, and the sample size was determined based on the response level. The interview guide was a key data collection tool. Conceptual analysis was performed using quality methods after data collection. Looking at and analyzing, the study found that a high number of respondents believed

that their focus was divided between multiple tasks, and faced many difficulties while doing their PhD studies, such as failing to attend all family events, giving enough time to family, stress management and depression, and development problems children.

To summarize the results, it is alleged that the families of married female students with academic problems have many implications for their academic success. Students often skip classes and delay learning assignments because of personal problems. As they try to reconcile their two positions, they often experience pressure during studies. Married female students in this study showed a commitment to the educational process, a willingness to excel in the face of adversity, and a desire to make a significant contribution to their families, university, community, and nation. But on the other hand, failed to manage it.

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Annexure

Interview Questions

1. What is your age?

2. Numbers of family members?

Male

Female

3. Which type of family you are living in?

Nuclear Family

Joint Family

Extended Family

4. What is your type of marriage?

Exogamy

Endogamy

5. What is your husband's qualification?

6. What is your husband's occupation?

7. What is your husband's income?

8. How long have you been married Year?

9. How many children do you have? What are their ages? Please specify (Gender)

10. Why you want to do higher studies? Kindly tell me.

11. How is your experience about higher qualification after marriage?

12. What is your opinion about the view that married women face difficulties to fulfill their educational goals?

13. How do you manage your dual responsibilities along with studies? Do you face any issues regarding education?

14. Do you arrange any maid for home tasks?

15. In your experience, do married women faces challenges while juggling academics and family responsibility after marriage?

16. What kind of problems you are facing in your personal life/ spouse relationship due to dual roles?
17. Are your in-laws supportive in household?
18. What kind of support you get from your in-laws?
19. How many hours have been spending on you daily Academic activities in university?
20. How many hours you spend to your education on daily basis?
21. Do you feel that educated women are better mothers?
22. Do your dual responsibilities effect your kid's socialization?
23. Do you spend equal time to family occasions along with your education?
24. Which difficulties are faced by you in meeting family demands?
25. Are you satisfied with your dual roles?
26. What is the attitude of your family towards female higher education after marriage?
27. How much supportive your husband is in Education?
28. Do you think our society and culture support female education after marriage?
29. What kind of behavior people show towards you? Either they encourage you for your decision of pursuing PhD after marriage or discourage you?
30. Which factors (social, cultural, religious, economical) plays the crucial role in resisting women education after marriage in our society?
31. How the concept of home confinement and reproductive commodity which attached with women effect on their educational achievement in our society?