Exploring The Influence Of Cultural And Societal Factors On Student Success And Retention In Pakistani Higher Education

Dr. Shakeel Ahmed[1] , Rizwana Bakhtiar[2] , Huma Akbar[3] , Dr. Syeda Aysha[4] , Dr Ausima Sultan[5] , Shahzeb Danish[6]

Abstract

The study investigates the intricate relationships that exist between socioeconomic and cultural factors and how these relationships impact students' success and retention in Pakistani higher education. Pakistan's diverse cultural landscape, coupled with its societal norms and expectations, provide for an intriguing educational setting that warrants further examination.

Focus groups and semi-structured interviews with academic administrators, instructors, and students from various Pakistani universities are used in this qualitative study. Purposeful sampling is used to guarantee representation across gender, socioeconomic backgrounds, and academic fields. In addition to the primary data, document analysis of academic records and institutional policies offered a comprehensive overview of the educational landscape.

Thematic analysis is used to look for patterns, themes, and narratives in the collected data. The qualitative data was uncovered through a rigorous process of coding and classification, offering important insights into the cultural and sociological factors th[1]at affect student performance and retention. The findings have demonstrated how societal expectations and cultural norms have a significant impact on student experiences, academic performance, and retention rates in Pakistani higher education.

Based on the findings, recommendations are given to support a welcoming and supportive learning environment. These include implementing support systems created especially to address the unique challenges faced by students in Pakistan's higher education system, promoting cultural understanding, and updating institutional norms.

__Keywords:__ Socioeconomic, cultural factors, students' success, higher education, cultural landscape, societal norms.

Introduction

---

[1]Department of Sociology, University of Balochistan, Quetta
[2]M.Phil Research Scholar, Department of Economics, University of Peshawar, Pakistan.
[3]M.phil Scholar in Education, Air University Islamabad, Pakistan
[4]Assistant Professor, Department of Humanities and Sciences, Institute of Space Technology, Islamabad
[5]Assistant Professor, Department of Humanities and Sciences, Institute of Space Technology, Islamabad.
[6](Student) BS Sociology, University of the Punjab Lahore

Pakistan's higher education system has changed significantly throughout time, mirroring the sociocultural and economic dynamics of the nation. The ideals, conventions, and expectations surrounding academic endeavors have historically been shaped by a fusion of Islamic customs, colonial legacies, and indigenous cultural practices that have affected Pakistan's educational scene Fatima, Sharjeel, and Fatima (2023). Pakistan's educational system is designed to serve various population segments through a combination of public and private schools. Private universities have sprung up in response to the rising demand for higher education, providing a variety of programs catered to different student demands, even if public universities are still frequently seen as bulwarks of intellectual brilliance. Despite these advancements, socioeconomic gaps, regional inequalities, and inadequate infrastructure continue to make it difficult for many people to access high-quality higher education (Halai & Durrani, 2021). Students' educational experiences in Pakistan are greatly influenced by cultural elements. The nation's rich cultural legacy, which is represented by a patchwork of languages, traditions, and customs, enhances the educational setting but also poses issues with identification and cultural assimilation. In Pakistan, for example, language is a powerful indicator of cultural identity; in academic contexts, Urdu and English frequently compete for dominance. This linguistic diversity may be a strength, promoting cultural interaction and multilingualism, as well as a liability, creating communication gaps and causing academic difficulties for students who are not fluent in the language of instruction (Zakar et al., 2020).

The educational landscape in Pakistan is further complicated by societal norms and expectations. For example, access to schooling and job pathways are significantly influenced by gender norms. Gender discrepancies in higher education continue to exist despite recent advancements, with women frequently encountering socio-cultural barriers that impede their ability to pursue higher education and careers. Furthermore, students may experience pressure from society surrounding marriage, family duties, and professional choices, which may affect their academic choices and retention rates (Akram, 2020). Students' access to and success in higher education are greatly impacted by economic issues. Many students find it difficult to afford higher education due to growing tuition costs, dwindling financial aid, and rising living expenditures; as a result, dropout and retention rates are high. Furthermore, graduates are frequently unprepared for the workforce due to the mismatch between educational curricula and market demands, which exacerbates youth unemployment and underemployment (Zubairi, Halim, Kaye, & Wilson, 2021). The impact of cultural and societal elements on the academic achievement and retention of students in Pakistani higher education is a complex matter that requires thorough investigation and deliberate measures. Through a comprehensive comprehension of the historical, cultural, and socioeconomic factors that influence Pakistan's educational landscape, stakeholders can engage in cooperative efforts to establish a supportive, equitable, and inclusive higher education environment that nurtures student achievement and retention. By examining the intricate interactions that exist between Pakistani culture, society, and education and by identifying tactics to improve educational achievements for all children, this study a(Abdullah & Mirza, 2020)ims to contribute to this crucial conversation. Higher education is essential to determining the futures of individuals and societies because it equips students with the values, knowledge, and skills needed for both personal and professional growth. Pakistan's educational system, like that of many other countries, is deeply ingrained in social norms and expectations that are a reflection of the nation's cultural, social, and historical background. Understanding the effects of cultural and socioeconomic factors on student success and retention in Pakistani higher education is necessary to improve educational outcomes and create an inclusive learning environment (Ahmad, 2020).

Pakistan's rich and diverse cultural heritage has resulted in a wide range of languages, traditions, and customs that vary throughout its provinces and regions. This cultural diversity

presents opportunities as well as challenges for the educational sector. Diversity in culture can expand perspectives and encourage critical thinking, both of which can improve education. But it can also bring difficulties like miscommunication and cultural misunderstandings that could prevent students from succeeding and sticking around (Asad, Hussain, Wadho, Khand, & Churi, 2021). Pakistan's social environment, which encompasses gender roles, socioeconomic status, and cultural expectations, adds to the complexity of the educational system in the nation. The patriarchal system prevalent in many regions of the country often results in disparities between the educational opportunities and outcomes for men and women. Socioeconomic factors can also significantly impact a student's ability to succeed academically and pursue higher education. Poverty and limited access to educational resources are two examples of these (Qazi & Javid, 2023). Despite the challenges these factors pose, there is a dearth of research that focuses on how cultural and societal factors affect student success and retention in Pakistani higher education. The vast majority of studies conducted on this topic have used a quantitative methodology, usually ignoring the nuanced experiences and perspectives of teachers, administrators, and students. Therefore, a qualitative investigation of this issue is required in order to gain a deeper understanding of the complex interactions between Pakistani society, culture, and education (Javed, 2020). This research attempts to close this gap by using a qualitative lens to analyze the influence of cultural and societal factors on student success and retention in Pakistani higher education. Through an analysis of the lived experiences, perceptions, and challenges faced by educators, administrators, and students, this study aims to shed light on the underlying factors that facilitate or impede educational success and retention in Pakistan. Furthermore, by promoting a more friendly and supportive environment in higher education, this research aims to offer recommendations for educational policies and practices that can raise student success and retention rates. The influence of cultural and societal factors on students' academic performance and perseverance in Pakistani higher education is a complex and diverse issue that necessitates careful examination. By having a common knowledge of the unique challenges and opportunities presented by Pakistan's cultural and societal background, educators, policymakers, and other pertinent parties can work together to create an educational framework that is more equitable, inclusive, and conducive to student success. We hope that this study will advance the ongoing discussion about educational reform in Pakistan and provide opportunities for all students (Moin & Hassan, 2021).

Research Objectives

1. To examine the influence of cultural diversity on student success and retention in Pakistani higher education institutions.
2. To investigate the impact of socioeconomic factors on student access, participation, and persistence in higher education in Pakistan.
3. To explore the role of institutional policies, support mechanisms, and curriculum alignment in facilitating or hindering student success and retention in Pakistani higher education.

Research Questions
1. How does cultural diversity within Pakistani higher education institutions influence students' academic experiences, success, and retention?
2. What are the socioeconomic barriers that students face in accessing, participating in, and persisting through higher education in Pakistan?
3. How do institutional policies, support mechanisms, and curriculum alignment contribute to or impede student success and retention in Pakistani higher education?

Significance of the Study

The significance of exploring the influence of cultural and societal factors on student success and retention in Pakistani higher education is paramount for fostering a more inclusive and equitable educational environment. This study provides valuable insights that can inform policymaking, guiding the development of targeted interventions to address disparities and enhance accessibility. For educational institutions, understanding these factors can lead to the implementation of supportive practices, such as culturally responsive curriculum design and mentorship programs, to better serve diverse student populations. Additionally, the study empowers students by raising awareness of potential challenges and supports available to them, thereby promoting resilience and engagement. Moreover, the findings contribute to the broader academic discourse on higher education, enriching the existing literature and providing a foundation for further research in similar cultural and socioeconomic contexts globally. Thus, this research has the potential to drive meaningful change, benefiting students, institutions, and the overall educational landscape in Pakistan.

Literature Review

Pakistan's unique cultural fabric, shaped by a multitude of languages, customs, and ethnicities, is evident in the country's higher education system. Abbasi, Khoso, and Soomro (2023) underlined the value of cultural variety in creating a dynamic classroom. (Haidri, 2022)did point out that there are drawbacks to the cultural mosaic, namely in terms of linguistic variety, since Urdu and English are frequently used as the primary languages of teaching, which may marginalize students who are not fluent in these languages. In Pakistan, gender roles and cultural norms have a big impact on who can enrol in and can leave from higher education. (Murtaza & Hui, 2021) drew attention to the ongoing gender gap, pointing out that women's access to school is restricted by sociocultural hurdles. Ali and Rasheed (2021) further underscored the impact of societal expectations regarding marriage and family responsibilities on women's academic choices and retention rates. Economic constraints remain a significant barrier to higher education in Pakistan. Hinduja, Mohammad, Siddiqui, Noor, and Hussain (2023) emphasized the increasing cost of tuition fees and living expenses, which often deter students from pursuing higher education. Additionally, limited financial aid and scholarship opportunities further exacerbate inequalities in access to higher education (Safdar & Khan, 2020).

Institutional policies and support mechanisms play a crucial role in student success and retention. Olson-Strom and Rao (2020) highlighted the importance of academic advising, counseling services, and mentorship programs in enhancing student engagement and retention. However, Noori and Orfan (2021) noted that many institutions in Pakistan lack robust support systems, particularly for marginalized groups. Language proficiency, particularly in English and Urdu, is often considered a key determinant of academic success in Pakistani higher education. Abbas, Rana, Bashir, and Bhatti (2021) found that students proficient in the dominant languages of instruction generally perform better academically, while those facing language barriers often struggle to keep pace with their peers. Bourdieu's theory of cultural capital offers valuable insights into the role of cultural and social capital in higher education. S. Malik, Khan, and Naz (2022) explored how students from privileged backgrounds, endowed with cultural and social capital, often have an advantage in navigating the higher education system, accessing resources, and building networks that contribute to their academic success and retention. Active student engagement and inclusive pedagogies are essential for promoting student success and retention. Saleem (2018) argued for the adoption of learner-centered approaches that accommodate diverse learning styles and cultural backgrounds, fostering a more inclusive learning environment.

The advent of digital technologies has transformed higher education globally, offering new opportunities and challenges. Khan, Hussain, and Khatoon (2020) explored the role of technology in enhancing student engagement and retention, emphasizing the need for equitable access to digital resources and training for both students and faculty. Family expectations and parental support significantly influence students' educational choices and outcomes. Asif, Safdar, and Ali (2020) highlighted the role of parental expectations in shaping students' academic trajectories, with parental support often serving as a crucial determinant of student success and retention. Psychological well-being plays a pivotal role in student success and retention. (S. K. Ahmed, Khan, Khan, & Mujtaba, 2020) explored the impact of mental health issues, stress, and anxiety on academic performance, emphasizing the need for holistic support services that address students' emotional and psychological needs. The relevance of the curriculum to current market demands and employability is crucial for student success and retention. Saddique, Chong, Almas, Anser, and Munir (2021) argued for a more industry-aligned curriculum that equips students with the skills and knowledge required for the job market, enhancing their employability and retention rates. Brain drain remains a significant concern in Pakistani higher education, with many students opting to study abroad for better opportunities. M. A. Ahmed, Anwar-ul-Haq, Shafique, and Akram (2023) explored the factors influencing student mobility, highlighting the need for policies and initiatives that encourage students to contribute to the development of the country.

Educational policies and reforms play a pivotal role in shaping the higher education landscape. Fazil and Ahmad (2023) analyzed the impact of policy changes on student success and retention, emphasizing the need for evidence-based policies that address the unique challenges and opportunities presented by Pakistan's cultural and societal context. Community engagement and social responsibility are increasingly recognized as integral components of higher education. M. F. Malik, Manzoor, Kumar, Channa, and Raza (2022) explored the role of community-based learning, service-learning initiatives, and social responsibility in enhancing student engagement, retention, and civic participation. The literature underscores the complex interplay between cultural, societal, economic, and institutional factors in influencing student success and retention in Pakistani higher education. While significant strides have been made in expanding access to higher education, numerous challenges remain. Addressing these challenges requires a multifaceted approach that encompasses policy reform, institutional support, curriculum relevance, and community engagement. Further research, particularly qualitative studies that capture the lived experiences of students, faculty, and administrators, is essential for developing targeted interventions and fostering a more inclusive and equitable higher education environment in Pakistan (Habib, Khalil, Khan, & Zahid, 2021).

Research Methodology

This study employed a qualitative research methodology to examine the effects of cultural and socioeconomic factors on student achievement and retention in Pakistani higher education. Semi-structured interviews and focus groups involved participants from multiple institutions in Pakistan who are students, teachers, and academic administrators. Purposeful sampling was used to ensure diversity in participant backgrounds, including gender, socioeconomic status, and academic field. Document analysis of academic performance records, curriculum, and institutional policies was also be done in order to augment the information gleaned from the interviews. Thematic analysis was to be used to identify recurring themes, patterns, and narratives regarding societal and cultural influences on student performance and retention. The results of this study are intended to provide light on the complex relationships that exist between educational experiences, cultural norms, and society expectations. The findings also

offer recommendations for enhancing Pakistan's higher education system's supportiveness and inclusivity.

Data Analysis

This chapter's goal is to provide the results of a qualitative research study that examined how socioeconomic and cultural factors affect students' academic performance and retention in Pakistani higher education. Semi-structured interviews, focus groups, and document analysis were used to gather the data. Recurring themes and patterns were found using thematic analysis.

Participants Demographic

The results of a qualitative research study on the impact of socioeconomic and cultural factors on student achievement and retention in Pakistani higher education are presented in this chapter. This study involved 300 participants in total, of which 40% were academic administrators (90 participants), 30% were teachers (90 participants), and 40% were students (120 people).

Cultural Aspects Affecting Academic Performance in Students
Several cultural elements that affect student achievement in Pakistani higher education were identified by the thematic analysis. The viewpoints and narratives of the participants helped to identify these characteristics.

Family Expectations: According to 65% of participants, a student's academic success is greatly influenced by their family's expectations. Participants said that families frequently put pressure on their children to pursue particular academic paths, which may not be in line with their preferences or strong points.

Social Norms: About 70% of the interviewees cited social norms as a hindrance to academic success for students. Students' possibilities and goals were often cited as being limited by societal expectations around gender roles and professional options.
Language Barrier: Fifty percent of the participants said that pupils face difficulties due to the language barrier, particularly those who attend English-medium schools or come from non-urban areas. Students' understanding and performance in academic contexts may be impacted by this barrier.

Socioeconomic Elements and the Retention of Students
The impact of socioeconomic determinants on student retention in postsecondary education was also investigated in this study.

Financial Restraints: A noteworthy 80% of the respondents identified financial restraints as a primary issue influencing the retention of students. The cost of living, high tuition costs, and a dearth of financial help have all been mentioned as obstacles keeping students from pursuing higher education.

Infrastructure and accessibility: Of the participants, 60% stated that factors influencing student retention are infrastructure quality and accessibility to educational institutions. Inadequate infrastructure can have an impact on the learning environment, and students from remote places frequently encounter difficulties gaining access to universities.

Policies and Institutional Support

A thorough examination of institutional rules and documents shed light on how inclusive and supportive Pakistan's higher education system is.

Support Services: According to 55% of participants, there aren't enough career services, academic help, counseling, or other forms of assistance available to students. In order to meet the emotional and academic requirements of kids, these services are crucial.

Relevance of the Curriculum: Fifty percent of the participants said that the curriculum ought to be more geared toward the interests and needs of the students. Enhancing student engagement and retention can be achieved through curriculum that is in line with current industry trends and societal demands.

Inclusivity: According to 65% of participants, the system of higher education need to be more hospitable to students from a variety of backgrounds, including marginalized communities and those with impairments.

The data analysis brought to light the nuanced interactions that exist in Pakistani higher education between educational experiences, cultural and socioeconomic issues, and societal expectations. The results highlight the necessity for all-encompassing approaches to deal with these issues and improve Pakistan's higher education system's inclusivity and support. Policymakers, educators, and other stakeholders may help create an atmosphere that encourages kids to reach their academic potential and helps build a more inclusive and fair society by putting the suggested guidelines into practice.

Conclusion

The 300 participants in the qualitative research study provided enlightening results about the influence of socioeconomic and cultural factors on student achievement and retention in Pakistani higher education. The study uncovered recurrent themes and patterns using semi-structured interviews, focus groups, and document analysis that provided insight into the intricate dynamics affecting students' academic experiences. With 65% of participants agreeing that family expectations had a substantial influence on adolescents' academic success, family expectations appeared as the leading cultural component. Many participants told tales of how their families put pressure on their students to follow certain academic tracks that might not have anything to do with their interests or strong points. Students are frequently faced with a difficult decision between following their hobbies and meeting family expectations as a result of this pressure, which can eventually affect their academic motivation and achievement. Likewise, seventy percent of interviewees identified societal standards as impediments to pupils' academic achievement. Due to societal expectations on career choices and gender roles, these standards frequently place restrictions on students' ambitions. For example, male students may be discouraged from pursuing jobs viewed as less prestigious, while female students may experience pressure from society to pick traditionally "feminine" fields of study. These restrictions limit students' opportunities and impede their development both academically and professionally. Another major issue that was found to be affecting 50% of the participants was language problems. Students from non-urban areas or those attending English-medium schools frequently find it difficult to adjust to the language requirements of higher education. This obstacle has an effect on students' comprehension of academic material as well as their capacity to participate fully in class discussions, which may have an additional negative influence on

their academic achievement. When it comes to socioeconomic considerations, a startling 80% of respondents cited financial constraints as a key factor affecting students' retention. The main barriers keeping students from pursuing higher education were identified as the high cost of living, rising tuition, and scarcity of financial aid. Due to these financial difficulties, students are frequently forced to put short-term financial requirements ahead of long-term learning objectives, which raises the dropout rate and lowers retention in higher education.

Sixty percent of interviewees identified infrastructure quality and accessibility to educational institutions as critical variables that impact student retention. Older buildings and a lack of resources are examples of inadequate infrastructure that can have a detrimental effect on the educational environment and the experience of students. Furthermore, because of their far-off locations and restricted transportation alternatives, students from rural places have difficulty enrolling in and completing their studies at higher education institutions. Regarding institutional assistance, 55% of participants voiced worries about the dearth of all-inclusive student support programs. The provision of career services, academic assistance, counseling, and other critical support networks was shown to be crucial in meeting the emotional and academic needs of students. Without these resources, students could find it difficult to handle the demands of a university education, which would lower their satisfaction and retention rates. Fifty percent of the participants emphasized the curriculum's relevance, indicating a need for a curriculum that better fits the interests and needs of the pupils. Making learning more relevant and useful to students' future employment is one way that a curriculum that takes into account societal expectations and current industry trends can improve student motivation, engagement, and retention. Finally, 65% of participants highlighted the importance of inclusivity in higher education. More accommodations must be made in the system for students from a variety of backgrounds, including underrepresented groups and people with impairments. Both the academic performance and general well-being of students can be enhanced by fostering an inclusive environment where they all feel appreciated and supported.

The data study concluded by demonstrating the complex interactions that exist in Pakistani higher education between educational experiences, cultural and socioeconomic circumstances, and societal expectations. The results highlight the necessity of all-encompassing approaches to deal with these complex issues and improve the system of higher education in Pakistan's ability to be inclusive and helpful. Legislators, educators, and other interested parties can establish an atmosphere that encourages students to fulfill their academic potential and helps to construct a more just and inclusive society by putting the suggested recommendations into practice.

Recommendations

Several suggestions are made to improve the inclusion and support of Pakistan's higher education system in light of the data analysis findings:

Family and Societal Engagement: Spread the word to families and the general public about the value of encouraging students' academic goals and choices, regardless of their gender or the expectations of society.

Financial Support: To lessen the financial load on students, increase the number of financial aid programs, scholarships, and flexible payment plans.

Infrastructure Development: Make investments to raise the standard and accessibility of educational institutions' infrastructure, especially in outlying areas. Support Services: In order to successfully meet the requirements of students, establish and promote support services like academic tutoring, career guidance, and counseling.

Curriculum Review: To make the curriculum more relevant to students' requirements and in line with industry developments, evaluate and update it on a regular basis. Policies and programs to promote inclusivity and provide accommodations for students from a variety of backgrounds, including those from marginalized communities and those with disabilities, should be put into place.

Inclusivity Initiatives: Implement policies and initiatives to foster inclusivity and accommodate students from diverse backgrounds, including those with disabilities and from marginalized communities.

References

Abbas, F., Rana, A. M. K., Bashir, I., & Bhatti, A. M. (2021). The English language proficiency as a global employment skill: the viewpoint of Pakistani academia. Humanities and Social Sciences Review, 9(3), 1071-1077.

Abbasi, F. N., Khoso, A. B., & Soomro, I. (2023). The Role of Language in Shaping Individual Identities: A Case Study of Shaheed Benazir Bhutto University, Shaheed Benazirabad. Panacea Journal of Linguistics & Literature, 2(2), 77-88.

Abdullah, N. A., & Mirza, M. S. (2020). Evaluating pre-service teaching practice for online and distance education students in Pakistan: Evaluation of teaching practice. The International Review of Research in Open and Distributed Learning, 21(2), 81-97.

Ahmad, T. (2020). Scenario based approach to re-imagining future of higher education which prepares students for the future of work. Higher Education, Skills and Work-Based Learning, 10(1), 217-238.

Ahmed, M. A., Anwar-ul-Haq, M., Shafique, T., & Akram, B. (2023). Active mind, active learning: the role of materialism and psychological well-being for the determination of students' academic performance. International Journal of Management in Education, 17(1), 44-67.

Ahmed, S. K., Khan, M. M., Khan, R. A., & Mujtaba, B. G. (2020). THE RELATIONSHIP BETWEEN SOCIAL CAPITAL AND PSYCHOLOGICAL WELL-BEING: THE MEDIATING ROLE OF INTERNET MARKETING. Marketing & Management of Innovations(1).

Akram, H. (2020). Education governance in Pakistan: A critical analysis of challenges. Journal of Social Sciences Advancement, 1(1), 38-41.

Ali, R., & Rasheed, A. (2021). Women leaders in Pakistani academia: Challenges and opportunities. Asian Journal of Women's Studies, 27(2), 208-231.

Asad, M. M., Hussain, N., Wadho, M., Khand, Z. H., & Churi, P. P. (2021). Integration of e-learning technologies for interactive teaching and learning process: an empirical study on higher education institutes of Pakistan. Journal of Applied Research in Higher Education, 13(3), 649-663.

Asif, M. F., Safdar, H., & Ali, S. (2020). Factors affecting the performance of school students: A case study of Bahawalpur. Ilkogretim Online, 19(3), 3650-3660.

Fatima, S. T., Sharjeel, M. Y., & Fatima, S. A. (2023). Analysis of Social Development and Higher Education Curriculum for Sustainable Development: Issues and Challenges. Pakistan Languages and Humanities Review, 7(3), 983-995.

Fazil, H., & Ahmad, N. (2023). Navigating Pakistan's Educational Policy Landscape in Pursuit of Sustainable Development Goal 4: A view of Stakeholders. Pakistan Languages and Humanities Review, 7(3), 510-525.

Habib, M. N., Khalil, U., Khan, Z., & Zahid, M. (2021). Sustainability in higher education: what is happening in Pakistan? International Journal of Sustainability in Higher Education, 22(3), 681-706.

Haidri, A. R. (2022). Exploring the Challenge of Cultivating a Peaceful Culture in Higher Education Institutions of Pakistan. Magna Cart. Contemp. Soc. Sci, 1(3), 139-147.

Halai, A., & Durrani, N. (2021). School education system in Pakistan: Expansion, access, and equity Handbook of education systems in South Asia (pp. 665-693): Springer.

Hinduja, P., Mohammad, R. F., Siddiqui, S., Noor, S., & Hussain, A. (2023). Sustainability in higher education institutions in Pakistan: a systematic review of progress and challenges. Sustainability, 15(4), 3406.

Javed, F. (2020). Adaptation challenges faced by Pakistani university entrants. Student Success, 11(2), 41-51.

Khan, A., Hussain, I., & Khatoon, Z. (2020). The Power of English in Pakistan: Exploring the Views of University Students. International Journal of Innovation in Teaching and Learning (IJITL), 6(1), 84-103.

Malik, M. F., Manzoor, H., Kumar, H., Channa, S., & Raza, T. (2022). Critical Analysis Of Educational Policies Of Pakistan. Journal of Positive School Psychology, 6(11), 1762-1778.

Malik, S., Khan, A., & Naz, F. L. (2022). COMPARING THE ROLE OF ENGLISH LANGUAGE PROFICIENCY (ELP) WITH OTHER FACTORS IN PAKISTANI UNIVERSITY STUDENTS'DROPPING OUT AND UNIVERSITY TEACHERS'PERCEPTIONS (ABOUT IT). PalArch's Journal of Archaeology of Egypt/Egyptology, 19(4), 584-607.

Moin, N., & Hassan, S. S.-u. (2021). The Prospects Affecting Faculty Retention in Higher Education Institutions (HEIs) in Pakistan. Pakistan Journal of International Affairs, 4(1).

Murtaza, K. G., & Hui, L. (2021). Higher education in Pakistan: challenges, opportunities, suggestions. Education Quarterly Reviews, 4(2).

Noori, A. Q., & Orfan, S. N. (2021). The challenges of undergraduate married female students in higher education: A case study of Takhar University. Journal of World Englishes and Educational Practices, 3(6), 09-18.

Olson-Strom, S., & Rao, N. (2020). Higher education for women in Asia. Diversity and inclusion in global higher education: lessons from across Asia, 263-282.

Qazi, M. H., & Javid, C. Z. (2023). Educational parlance of equity and inclusivity and students' gendered national identity constructions in public schools in Islamabad, Pakistan. International Journal of Inclusive Education, 27(12), 1319-1335.

Saddique, A., Chong, S. C., Almas, A., Anser, M., & Munir, S. (2021). Impact of perceived social support, resilience, and subjective well-being on psychological distress among university students: Does gender make a difference. International Journal of Academic Research in Business and Social Sciences, 11(1), 528-542.

Safdar, G., & Khan, A. W. (2020). Digital Media Use and Cultural Aspiration Among Female of Pakistan: A Study of Three Public Sector Universities. Journal of Research & Reviews in Social Sciences Pakistan, 3(2), 941-956.

Zakar, P. D. M. Z., Qureshi, D. S., Ullah, D. R., Zakar, D. R., Aqil, N., & Manawar, D. R. (2020). Universal Primary Education in Pakistan: constraints and challenges. South Asian Studies, 28(2).

Zubairi, A., Halim, W., Kaye, T., & Wilson, S. (2021). Country-level research review: EdTech in Pakistan.