

SOCIOCULTURAL BARRIERS AND PROFESSIONAL GROWTH: ANALYSIS OF THE STATUS OF WOMEN IN RURAL AREAS OF PUNJAB, PAKISTAN

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Abstract

Social cultural barriers create hurdles for females of rural areas in Punjab, Pakistan. Due to implementation of strong hold of elder male in home, they cannot nourish their abilities and professional growth. There is an inequality in gender equality between women and men in the different fields of life. They cannot enjoy their lives as compared to urban females. The aim of this study is to highlight the role of primary school teachers of public and private sectors and also available facilities in their schools and its effects on professional and mental growth. This is a quantitative study a revalidated questionnaire was used to collect data which covers 13 questions. Data was collected from female school teachers in different rural areas of Punjab, Pakistan from January 2020 to March 2020 and the sample size was of 60 respondents. The collected data was analyzed by descriptive statistics and from descriptive statistics, reliability test, and Independent sample T-Test using SPSS version 25.0. The study results show that different socio-culture factors affect the professional growth of the rural area female teachers. They seldom get chances for higher education, own business, participation in political activities and Co-curricular activities. Moreover, there is no rural community support, lack of facilities in school infrastructure, involvement of house hold activities, agricultural involvement, unawareness about their rights, unawareness of social networking, and transportation problems etc. All these factors create stress in the routine activities of females. Besides, appropriate rules and public awareness programs for females, awareness at rural areas should be encouraged for the professional growth of the rural area females.

Keywords: Political, Religious Values, Cultural differences, Poor Economical conditions, Lack of Gender Equality.

INTRODUCTION

Pakistan is facing different socio-cultural barriers in professional growth of females of rural areas. Numerous types of problems are faced as a result of old and out-dated socio-cultural customs and traditions within society which confine their entrance to rewarding services and other productive assets, and as a result, their prospective is left behind unexploited and unutilized (Samina & Manzoor, 2013). The six-labor policy was released in 2010, which mentioned increase wage rate of unskilled workers up to Rs. 7000/- per month and encouragement of skilled and empowered workers. The structure supported inflexible allotment of labor and containment of female freedom.

There is inequality between women and men in the field of education, service, political contribution, judgment, scheming, admittance to health amenities and job opportunities. There are fewer opportunities for female's education in Pakistan. Current, position of female's disparity in the relatives and in the public is not well thought-out acceptable in the system where she is differentiated (Tariq, 2010).

In Pakistan, a person is called literate if he or she can read or write. The literacy rate of Pakistan is 53% which is not heartening, comparative to the other countries of the world. There is bigger inequality in the literacy rate of male and female. It was found that in Pakistan 42% of the total female population in the age bracket of 10 and above is literate. Likewise, 48% of women are literate as compared to the 67% of the male in Punjab province (GOP, 2008). This study specifies that women are less advantaged in schooling than men (Hausmann, Laura and Saadia, 2008). Pakistan is facing awful condition in expression of female's contribution in employment. As per world economic forum 2008, the participation in labor activities of females in Pakistan are second ranked lowest of the world among 128 countries.

Participation of females in political activities is also very low as compared to males. These upsetting facts and statistics regarding female's condition, give rise to other problems across the country. They have less chance to gain property or land. They are even expelled of their heritage rights. They identify as independent female is lost under the heavy burden of domestic work and responsibilities. Furthermore, they have less involvement in decision making, fewer control over resources, unaware of their rights, low earnings in remunerated work, sexual persecution at work place, at marketplace or other community places, hygienic insufficiency, unsafe baby birth, underprivileged health stipulation, sexual & substantial brutality, etc (Mamonah & Anwaar, 2014).

As per constitution of Pakistan 1973, the government sanctioned the equal rights of all citizens such as irrespective of religion, cast, and sex, in the mentioned of law (Tariq, 2010). The government has signed many affirmations and rules regarding gender equalization and abolition of aggression against females. The government has taken many steps for the protection of rights and also launched a National Plan of Action (NPA) for women on 14th August, 1998. Health, violence, property rights, armed conflict, economic rights, education and training, and decision-making power, follows human rights, creation of pleasant environment for women, role on social media, and girl child (Samina and Kathy, 2012).

COMMUNITY STANDARDS

The females of rural areas have much affected directly and indirectly the behavior of males' community in different circumstances. Unfortunately, our community gives the preference of males than females in society affairs and aspects. People do not want to see happy charm for working lady in both urban & rural areas. They have confined them home for house hold, just as house wife especially in rural areas. The head of family strictly prohibited the female for getting higher education in college or university. They think that college or university education is not good. After getting such education, females refuse to obey them. It is because, they aware of their basic right in society. If any female got higher education, they do not allow working in any office along with males. People argue that women take care of their homes and family rather than professional field. A large number of females have been destroyed their better future due to these socio-cultural barriers. The social cultural term embraces on three perceptions, such as Society, Culture and System. A developed society has numerous multi dependent organisms and types. A culture is learned the behavior that shared by the different individual of society that live each other with multiple type of psychological behaviors (Iqbal, Khalil, Asghar, Itbar & Fazal, 2014).

RELIGIOUS AND SPIRITUAL BINDINGS

Religious and spiritual direction, community traditions, standard and perform interlink with female condition and also this role change comprehensively. Significantly these rehearsals obstruct the ease of access of professional forecast available to females across the country, Pakistan. A large

number of Women have to follow substantial ethnicity professionally, pardah (veil) accurately a drape 'representing and create a system on remoteness of female and effecting of soaring 'doctrine of female reticence. In different South Asian civilizations femininity prejudice and female segregation involve in the tradition. They wear burqa regularly and has been distinct as a convenient resource of loneliness or privacy (Papanek, 1982). The females are painstaking to be the repositories of their relatives 'chastity and their respect. Now, they want to increase their influence in society and seeing their participation in the society in different forms and events with the equal rights of male. But the religious hindrances are affecting their participation and professional growth in the society not only in Punjab, but also across the country (Shaheed, 1990).

CULTURAL EFFECTS

Pakistani society is male lined and conquered the public where females are the secondary attention in life. They consider the female as no more than inferior and secondary citizens which can be due to cultural traditions and norms in their entire social life. Current conditions and responsibility of Pakistani females have been greatly destabilized in all walks of life. However, with the passage of time, Pakistan has poor and third world country in international ranking category, this system changed and the consciousness of female's talent, her civil rights, liberty and class comprehensive to approximately in across the country. The majority of Pakistani females belong to the rural areas. Most of them, want to work in their nearby industry area, agricultural land. They accept the doubles addle of external work and housework. As cultural norms, these females are eating food items in the last of male; they eat fewer and undergo from starvation and anemia. The female requires three times more iron and multi vitamins than men. Approximately, 45 % women suffer from iron deficiency anemia in Pakistan (Shaista & Farid, 2018).

TRANSPORTATION/TRAVEL PROBLEMS

Gender based problems in travel behavior have been deeply seen in developing countries, principally in the Asian countries (Pakistan, India and Bangladesh). The females of developing countries have less access to move in other cities of the country without male as per own choice. Pakistan is a poor country; the females have to use public transport for travel in other cities (Babinard and Scott, 2009). They face numerous problems like as cultural, religious, political and gender. They do not feel secure in traveling due to bisexual harassment from males (Gossen & Purvis, 2005). Secondly, religious scholars condemn on travel of female without male in ordinary circumstances. The economical conditions to use personal conveyance are unaffordable due to low income and unavailable resources to purchase their vehicle for own use in rural areas females (Adeel, 2016).

LACK OF EDUCATIONAL FACILITIES

The females of Punjab have fewer opportunities for getting higher education as compare to males. The multiple factors effect in discouraging female education (Azhar, 2008; Batool, Sajid, & Shaheen, 2013). It is an important trend that females can perform better in professional field than males. After the Independence in 1947, the government of Pakistan is trying to the provision of education without any discrimination of male and female. Numerous policies have been formulated such as free and compulsory education for all without gender equality (Siddiqui, 2016). In the constitution of Pakistan, Article 25-A, mention that, state shall provide free and compulsory education to all male and female without any gender decimation (Vieira, Vieira, & Raposo, 2017). The current literacy rate in the country is 62.3 % in which 72.5 male and 52.8 % in female (Shoaib & Hazir, 2019). Female of rural areas can make good professionals in getting higher education. The well-educated ladies can enjoy their professional job and family affairs better without any fear (Friedmann, 1992). One of the most disadvantages in rural area female is dissimilarity in imparting education, choosing for life partner and participating in other activities. The government of Pakistan along with other NGOs has taken steps for the awareness of the female of rural areas about their rights and norm values without any fear (Samia, 2019). The drop rate in education at primary level is high alarming and it is revealed that

33.8 % females and 47.18 % male can vacate the school at initial level of education and one this is Pakistan is 6th largest country in the world have not directly and indirectly access to the basic education (Khayyam & Tahir, 2019).

SEEK ABILITY OF LEADERSHIP

The women have equal rights in religiously, politically and socially in the world. In these days, they want to become leaders in global world. Numerous females have proven as their leadership abilities and responsible of Head of country such as Dame Susan Dougan, Dame Sandra Mason, Julie Payette, Dame Patsy Reddy, Dame Sian Elias, Muhtarma Behazir Butto and Jissenda Arnold etc. As per latest statistical report, 22.8 % of the parliamentarians are females in the world. Only 10 females in those parliamentarians have got chance to become head of state in which most them belong to developing countries. In the Nordic countries (Denmark, Finland, Iceland, Norway, and Sweden) femininity impartiality is advanced as women for 41.6% of the total parliamentarians (Torben & Rosenbluth, 2008). As per political, social and philosopher thinkers such as Plato, Aristotle, Rousseau, Johan Lock and Hegel etc have argued that females are more suitable in their natural roles as a mothers and wives (Phillips, 1998).

ROLE OF PAKISTANI FEMALE AS LEADER

The females of Pakistan are playing good role in the development of Pakistan since its independence. Most of them belong to rural areas across the country. All their efforts are being made to the empowerment in seeing the poor conditions of rural areas. Most of Women of the rural areas of Pakistan are continuing their lives under a feudal system where they have no importance and also underprivileged of civil rights specified by laws and common in teachings of Islam. Women provide their responsibilities in different fields such as house hold, agriculture, animal farming and also handle other family responsibilities without any hesitations. The literacy rate in female of rural areas in Pakistan is only 33 %. The job opportunities for female of rural areas are not good. Often, the wage rate offer to them is much low as per their skills and abilities as compare to the market. Killing of female under the shadows of honor is very common of rural areas. The role of vocational institute in rural areas is not good (Baig, Batool, Asghar, Sajjad, Hashim, & Zia, 2017.)

LACK OF FINANCIAL RESOURCES

Majority of the country population is living in rural areas. Most of them facing poor family life are under humiliation of land lord. Approximately, two billion population globally do not have a formal financial account and half population living in poorest households which means facing lack of financial resources, savings, investments and insurance for their better livings (Ibtasam, Lubna, & Haider, 2018). The financial empowerment of female facilitates in plummeting many problems in the society. In these days, they are changing their customary attitude and comprehend their value in the society. Women participate in family activities and also act as part of the labor force in the agriculture along with their males. They spread; harvest their crops but still their importance is not recognized by the government of Pakistan (Ashfaq, Naseer, Irfan, & Asma, 2008). In different areas of the country, feudal system is still being followed, and they are behaving very poorly by not giving them proper rights in land as per mentioned in religion Islam and others share in profits (Baig et al., 2017).

LACK OF AWARENESS

The female of rural areas of Pakistan are mostly cut off, scrappy and disheartened to talk about and share their feelings, knowledge and also unaware of their rights. Different issues happened in negatively in different forms such as micro and macro levels and disregard the value of female in society. The government of Pakistan must play a vital role in possible helpful guidelines and plans for the awareness of women. The government of Pakistan started with the support of non-government organizations (NGO's) and other political surround has taken action for rural areas women developmental plans. The access of the basic chance that guide to development of rural female and their pertinent behavior eventually they raise their status in the society and public. In our culture the

value of female is being deserted since the formation of Pakistan. Numerous tactics and guiding principle were prepared in last many decades but no implementation obligatory. Lack of income, deficiency, voluntary work in agriculture sector, all things made her unaware of in the society and interest (Bushra & Wajiha, 2013).

LACK OF POLITICAL SUPPORT

Urbanization is compound dimensional energetic procedures that involve not ecological but also political sustainability. It includes rural connection and complete assortment of individual settlement from village to town to city to capital. Female should take part on political support in the world and make decision as per their state benefits without gender equality (Samuel, 1968). Currently, women are full active in the participation in political activities. But, due to gender discrimination, they cannot take fully support in politics. Globally, Women are involved in socio-political level and also find them in representation of female in parliament (Morobane, 2014). Women in different countries of the world have continue to be fundamentally marginalized from poor of education, lack of health care and the inconsistent consequence of poverty on female" (Courage Mlambo & Forget Kapingura, 2019). The role of Pakistani female in political activities is very poor. Due to religious, social, traditional and political support, they cannot participate in political activities. Due to lack of poor financial resources, and political instability, female can't perform their good in politics and chose better option for their better future. Therefore, the people of the country can't choose their good leader as per own choices. Muhtarma Benazir Bhutto, for Prime Minister of the country and Chairman of Pakistan People Party, was a good lady in the political structure of the country, but unfortunately, she has killed in 2008. Since that time, no woman can replace her in political system. Lack of stability in the country, it is deep hold of rising political disorder, sectarian violence and social instability is a big hindrance for the professional growth of the female of rural areas (Iqbal et al., 2014).

LESS JOB OPPORTUNITY

The female has to spend 16-18 hours daily in domestic and live stock home activities without seeking any cost. The wage rates in agriculture and other industry in rural area is much low than their abilities. The female contributions in house hold activities and their income is less significant in national level. The basic reason for the less participation in employment is cultural bindings, poor economic conditions, land lord system and involvement in agriculture of rural area female. The contribution of female income in family is very low i.e. 5.8 % in family affairs. However, the rural female (72 %) is not paid to her for their work and also consider as unpaid family worker. Most of them involve in agriculture activities such as cutting, binding sheaves, thrashing, cotton picking, hoeing, sowing seeds, transplanting seedlings, cleaning and storing grain, caring and feeding animals, ginning and spinning etc. It is additional responsibility from her routing domestic works. This situation has created a big gap among gender equality and weaker bargaining power of rural female within and outside the household (Samina & Manzoor, 2013).

OBJECTIVE OF STUDY

- To highlight the political hindrance to females in performing their
- To find out cultural barriers to female and its effects on their professional growth in rural areas
- To highlight the role of primary school teachers of public and private sectors and also available facilities in their institution and its effects on female professional growth

RESEARCH QUESTIONS: The proposed research questions for this study are:

Q1: What are the factors effects that female face for starting the professional career growth?

Q2: What scope of socio-cultural barriers contributes to the female professional work in Punjab, Pakistan?

Q3: What are the political and religious barriers effects on rural areas females in Punjab, Pakistan?

METHODOLOGY

TYPE OF RESEARCH

Quantitative research was descriptive. ANOVA test was carried out to measure cultural barriers in percentages. It increases the internal reliability of study.

DATA COLLECTION SOURCES

To collect the required data for this study, secondary data used as a resource for the collection of data such as books, journals, dissertations, and other resources. The primary source used such as Questionnaire for the assortment of data from teachers in education department. The questionnaire formulated in English for the understanding of the participants.

SAMPLE SIZE AND DURATION OF STUDY

This study selected respondents who were working as females teachers of rural areas in Punjab, Pakistan. The data collection took 3 months, i.e. from January-March 2020.

FIELDWORK / DATA COLLECTION

In this study, both primary and secondary data was used as methods of data collection. Primary data was a questionnaire which was collected from the participants of educational institution those whom belong to teaching profession at primary level in the rural area of Punjab, Pakistan. While secondary data was collected from previous feedback forms, records and annual reports (Kothari 2004). Written informed consent form was provided in English and consent was obtained prior to questionnaire distribution and data collection in different personally filled by the primary teachers of rural area. All basic demographic information of each variable (age, gender, qualification, and experience etc.) was also noted.

DATA ANALYSIS

In order to ensure the instrument was reliable and valid, the internal consistency method was employed using a reliability coefficient attained by computing Cronbach's alpha for every factor in the study. All multi-item scales used in the study attained high internal scale reliability with Cronbach's alpha standardized values ranging from 0.709 to 0.971.

Table 1 Reliability of the Job Stress

Cronbach's Alpha	No. of items
0.913	29

Table 1 shows reliability of job stress scale. The Cronbach's Alpha value was 0.913 that shows high reliability and items of the scale were 29. Result shows this was reliable tool for the target population.

Table 2 Reliability of Employees Performance

Cronbach's Alpha	N of Items
.0762	36

Table 2 shows reliability of employees' performance and the value of Cronbach's Alpha were 0.762 that shows good reliability. The total items of the scale were 36. Result shows this was reliable scale for the target population. The analysis methods employed for addressing the research questions of the present study range from descriptive statistics, reliability test, and Independent sample T Test. In the first phase of data analysis, Statistical Package for the Social Sciences (SPSS) 20.0 for Windows was used for preliminary uni-variate statistical analysis. An attempt was made to screen data.

Table 2 Descriptive statistics of variables

Variables	N	Minimum	Maximum	Mean	Std. Deviation
Exposure to mass media	60	4	10	8.86	1.28
Facilities at local level	60	24	54	99.34	26.30
Political participation	60	16	49	31.81	7.30
Rural community support	60	8	24	15.92	4.59
Tendency towards religion	60	10	37	23.29	7.79
Women's willingness for change	60	14	43	28.32	8.65
Awareness about the Rights	60	17	38	120.88	8.00
Control over Economic Resources	60	12	27	21.52	2.73
Women Participation in discussions	60	12	21	18.03	1.70
Decision making with in family	60	16	28	22.12	3.16
Mobility of women	60	8	25	16.33	4.60

The summary of mean, standard deviation for socio culture barriers items is presented in Table 4.7. A summary of the descriptive analysis is presented in Table 4.2.

Table 3 Independent sample t-test utilized for socio culture barriers among female in professional growth

Variable	Urban Teacher (n = 60)	Rural Teacher (n = 60)	T	95%CI	
	M (SD)	M (SD)		LL	UL
Exposure to mass media	8.44 (1.53)	9.27 (.79)	-3.44**	-1.30	-.350
Facilities at local level	74.85 (10.05)	123.83 (8.55)	-26***	-52.6	-45.3
Political participation	26.21 (4.76)	37.40 (4.61)	-12***	-13.0	-9.36
Rural community support	11.88 (1.75)	19.96 (2.52)	-18***	-8.92	-7.23
Tendency towards religion	16.02 (2.88)	30.56 (2.55)	-27***	-15.5	-13.4
Women's willingness for change	20.73 (4.61)	35.90 (3.55)	-18***	-16.7	-13.5
Awareness about the rights	117.94 (9.26)	123.83 (5.08)	-4***	-2.97	-8.79

Control over economic resources	21.00 (3.26)	22.04 (1.96)	1.96	-.009	2.08
Women participation	17.65 (1.99)	18.40 (1.27)	2.28*	.098	1.40
Decision making	20.13 (1.83)	24.10 (2.97)	-8***	-4.92	-2.99

Note. CI = Confidence Interval, LL= Lower Limit, UL = Upper Limit, df = 102

Table 7 shows the comparison in terms of rural and urban teachers. Result shows that rural areas barriers was high (M= 9.27) in respondents as compared to teachers from urban area (M= 8.44) respondents as well as t-score was (t= -3.44**) shows significant difference between urban and rural teachers. Meanwhile overall socio culture barrier was high (M= .123.83) in rural respondents as compared to urban (M= 74.85) respondents as well as t-score were (t= -26***) shows highly significant difference between rural and urban teachers.

Table 8| Comparison of Married and unmarried females regarding socio culture barriers among female in professional growth

Variables	Marital status	Mean	Std. Deviation	t	Sig.
Exposure to Mass Media	Married (N=30)	24.60	4.20	-2.28	0.03
	Unmarried (N=30)	27.17	4.52		
Facilities at Local Level	Married (N=30)	11.67	5.45	-6.42	0.00
	Unmarried (N=30)	19.30	3.55		
Political participation	Married (N=30)	10.43	3.07	-5.25	0.00
	Unmarried (N=30)	13.80	1.71		
Rural community support	Married (N=30)	8.07	1.51	-3.25	0.00
	Unmarried (N=30)	9.37	1.59		
Tendency towards religion	Married (N=30)	12.60	2.82	2.76	0.01
	Unmarried (N=30)	10.77	2.30		
Women's willingness to change	Married (N=30)	7.33	2.81	-1.54	0.13
	Unmarried (N=30)	8.73	4.12		
Awareness of rights	Married (N=30)	5.23	1.07	-3.15	0.00
	Unmarried (N=30)	6.37	1.65		
Control over economic resources	Married (N=30)	24.47	3.34	12.26	0.00
	Unmarried (N=30)	13.80	3.40		
Women participation	Married (N=30)	13.00	2.39	-3.18	0.00
	Unmarried (N=30)	15.23	3.01		
Decision making	Married (N=30)	18.73	3.42	12.90	0.00
	Unmarried (N=30)	6.77	3.76		

Results of independent sample t test revealed a significant difference between married and unmarried females in terms of mass media exposure (t=-2.28, P=.03). Unmarried females are more exposed to mass media (27.17±4.52) as compared to married females (24.60±4.20). Significant

difference was found regarding facilities availability at local level among married and unmarried females ($t = -6.42$, $P < .001$). Unmarried females were found to have more local level facilities (19.30 ± 3.55) as compared to married females (11.67 ± 5.45). Political participation was found significantly different among married and unmarried females ($t = -5.25$, $P < .001$). Married females were found less involved in political participation (10.43 ± 3.07) as compared to unmarried females (13.80 ± 1.71). Rural community support was found higher for unmarried females (9.37 ± 1.59) as compared to married females (8.07 ± 1.51) which was significantly different ($t = -3.25$, $P < .001$). Significant difference was found regarding tendency towards religion among married and unmarried females ($t = 2.76$, $P = .01$). Married females were found to have more tendencies towards religion (12.60 ± 2.82) as compared to unmarried females (10.77 ± 2.30). Willingness to change was found insignificantly different among married and unmarried females ($t = -1.54$, $P = .13$). Married females were found less willing to change (7.33 ± 2.81) as compared to unmarried females (8.73 ± 4.12). Awareness of rights was found higher among unmarried females (6.37 ± 1.65) as compared to married females (5.23 ± 1.07) which was significantly different ($t = -3.15$, $P < .001$). Significant difference was found regarding control over economic resources among married and unmarried females ($t = 12.26$, $P < .001$). Married females were found to have more control over economic resources (24.47 ± 3.34) as compared to unmarried females (13.80 ± 3.40). Women's participation in home conversation was found significantly different among married and unmarried females ($t = -3.18$, $P < .001$). Married females were participating minimum (13.00 ± 2.39) as compared to unmarried females (15.23 ± 3.01). Decision making was found higher among married females (18.73 ± 3.42) as compared to unmarried females (6.77 ± 3.76) which was a significant different ($t = 12.90$, $P < .001$). (Table 8)

Table 9 Comparison of Public and Private primary school teachers regarding socio culture barriers among female in professional growth

Variable	Job	Mean	Std. Deviation	t	Sig.
Exposure to Mass Media	Public Primary School Teacher (N=30)	24.00	5.27	-3.53	0.00
	Private Primary School (N=30)	27.77	2.53		
Facilities at Local Level	Public Primary School Teacher (N=30)	11.40	4.26	-7.25	0.00
	Private Primary School (N=30)	19.57	4.45		
Political participation	Public Primary School Teacher (N=30)	10.07	2.82	-7.28	0.00
	Private Primary School (N=30)	14.17	1.26		
Rural community support	Public Primary School Teacher (N=30)	7.73	1.55	-5.63	0.00
	Private Primary School (N=30)	9.70	1.12		
Tendency towards religion	Public Primary School Teacher (N=30)	12.27	3.33	1.69	0.10

	Private (N=30)	Primary	School				
				11.10	1.79		
Women's willingness to change	Public Teacher (N=30)	Primary (N=30)	School	7.00	2.18	-2.33	0.02
	Private (N=30)	Primary	School	9.07	4.35		
Awareness of rights	Public Teacher (N=30)	Primary (N=30)	School	5.50	1.31	-1.58	0.12
	Private (N=30)	Primary	School	6.10	1.63		
Control over economic resources	Public Teacher (N=30)	Primary (N=30)	School	22.20	5.88	4.26	0.00
	Private (N=30)	Primary	School	16.07	5.25		
Women participation	Public Teacher (N=30)	Primary (N=30)	School	12.53	2.97	-4.97	0.00
	Private (N=30)	Primary	School	15.70	1.84		
Decision making	Public Teacher (N=30)	Primary (N=30)	School	17.90	5.03	8.41	0.00
	Private (N=30)	Primary	School	7.60	4.44		

Results of independent sample t test revealed a significant difference between Primary school teacher of public and private sector in terms of mass media exposure ($t=-3.53$, $P<.001$). Primary school teacher of private sector is more exposed to mass media (27.77 ± 2.53) as compared to Primary school teacher of public sector (24.00 ± 5.27). Significant difference was found regarding facilities availability at local level among married and unmarried females ($t= -7.25$, $P<.001$). Primary school teacher of private sector was found to have more local level facilities (19.57 ± 4.45) as compared to Primary school teacher of public sector (11.40 ± 4.26). Political participation was found significantly different among married and unmarried females ($t=-7.28$, $P<.001$). Primary school teacher of public sector was found less involved in political participation (10.07 ± 2.82) as compared to Primary school teacher of private sector (14.17 ± 1.26). Rural community support was found higher for Primary school teacher of private sector (9.70 ± 1.12) as compared to Primary school teacher of public sector (7.73 ± 1.55) which was significantly different ($t= -5.63$, $P<.001$). Insignificant difference was found regarding tendency towards religion among Primary school teacher of public and private sector ($t= 1.69$, $P=.10$). Primary school teacher of public sector was found to have more tendency towards religion (12.27 ± 3.33) as compared to Primary school teacher of private sector (11.10 ± 1.79). Willingness to change was found significantly different among Primary school teacher of Public and private sector ($t=-2.33$, $P=.02$). Primary school teacher of public sector was found less willing to change (7.00 ± 2.18) as compared to Primary school teacher of private sector (9.07 ± 4.35). Awareness of rights was found higher among Primary school teacher of private sector (6.10 ± 1.63) as compared to Primary school teacher of public sector (5.50 ± 1.31) which was insignificantly different ($t= -1.58$, $P=.12$). Significant difference was found regarding control over economic resources among Primary school teacher of public and private sector ($t= 4.26$, $P<.001$). Primary school teacher of public sector was found to have more control over economic resources (22.20 ± 5.88) as compared to Primary

school teacher of private sector (16.07 ± 5.25). Women's participation in home conversation was found significantly different among Primary school teacher of public and private sector ($t = -4.97$, $P < .001$). Primary school teacher of public sector was participating minimum (12.53 ± 2.97) as compared to Primary school teacher of private sector (15.70 ± 1.84). Decision making was found higher among Primary school teacher of public sector (17.90 ± 5.03) as compared to Primary school teacher of private sector (7.60 ± 4.44) which was a significant different ($t = 8.41$, $P < .001$). (Table 9)

CONCLUSION

The females of rural areas are facing numerous types of problems such as socio-cultural custom, traditions within society that confine them in their home. The participation of female in political activities is very low as compared to male. As per constitution of Pakistan in 1973, the government has sanctioned the equal rights of all citizens such as irrespective of religion, cast, and sex, in law. Unfortunately, our community gives the preference of males than females in different community programs and aspects. A large number of females have to follow substantial ethnicity professionally, pardah (veil) accurately a drape representing and create a system on remoteness of female. They consider the female as inferior and secondary citizens which can be due to cultural traditions and norms in their entire social life. They travel less than male due to restrictions and limited resources. The multiple factors effect in discouraging female education. Most of Women of the rural areas of Pakistan are passing their lives under a feudal system where they have no importance and also underprivileged of civil rights specified by laws and common in teachings of Islam. The financial empowerment of female facilitate in plummeting many problems in the society. Due to lack of poor financial resources, and political instability, female can't perform well and chose better option for their better future. They have to spend 16-18 hours daily in domestic and live stock home activities without seeking any cost. All these things show the negative impacts on females' professional growth in rural areas of Punjab, Pakistan.

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