

An Empirical Study of Barriers Experienced by Female Married Student in Higher Education in Pakistan

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Abstract

The current study identifies the factors that affecting the Motivation to grow and its outcomes. The study gives significance value to the literature that it provides compete discussion and information on Motivation to grow and its antecedents and consequences. The purpose of the study is to find out barriers experienced by female married students in higher education in Pakistan. Questionnaire method is used for data collection. Researchers collect the data from married female student and those female. The total 51 question asked from the married female student of higher education in Islamabad Pakistan. The total data was collected through questionnaire from sample of 200 individuals and total 149 of respondent data was used for analysis. The result of this study indicated that there are significance relationship between independent and dependent variables and moderation was checked through (Baron & Kenny, 1986) condition. To test the reliability of the items cronbach's alpha was used and testing the hypothesis of the study regression analysis was used. The results and analysis make contribution to minimize the barriers to the married woman of higher education in Pakistan.

Keywords: *Motherhood, Motivation to grow, Work Life Balance, Personal Happiness, Self Esteem, Work load, Insecurity.*

Introduction

The focus of woman barriers is crucial in the context of Pakistan where woman are 53 percent of the total population, but a male dominated society imposes restrictions on woman in the name of religion and culture, value, often confining them to their home. However trends are gradually changing now as more and more woman are working in all sphere of life alongside men. But great differences persist in the lives of woman for higher education. Due to balance work and family when stress than the high level of professional female often decided to take less demanding position or new option to seek career childhood. There is important role of the family status in the individual work experience (Stoh, Gregerson, & Black, 1898). According to the (Chlebowski, et al., 2006) highly cost is the key problem of the higher education and different view of the work life balance. The married female students who work outside of the residence have larger conflict between work and family (Schein, 1993). However the married women conform to male career norms to achieve work life balance rather than working (Guillaume & Pochic, 2007). The work which research spend has life domains, the one's work, individual and spiritual life includes balance the amount of time to be paid for himself and whole family (Chalofsky, 2003). Pakistan has a patriarchal social

structure where woman typically have relatively to less opportunity higher education (Johnston-Anumonwo, 1992). According to Nepomnyaschy & Waldfoge, (2007) detrimental “family penalty “in the relationship of married woman student career progression. She explore that the penalty lasts for her careers work even after woman have to manage immediate child care concerns. The marital status is different since married women student has some personal factor and the family issue, which is exposed could be more better or for inferior, then their single peers (Brown, 2010; Yang, 2007). The family domain role and competence both are affected to the married women and personal factor which is reduce the higher education study.

The society norms, as the parenthood represented by the woman’s movement, the educational and career attainment of women, have an impact on married life. Enhanced career of the personal and non personal factors include increased enrollment for employment opportunities in higher education's, which is changing the attitudes toward the desirability of married woman relationships to the motivation (Kreyenfeld, et al., 2010). The perspective issue of work family of married woman which is specifically focusing of the role career motivation. The authority of married woman role as a husband’s and the wife (Crompton & Lyonette, 2006) comparably the role of capability of married woman role the both work and family domains come to easily motivation. The managerial ranks of the married women with her children slowly come to know in the compared corresponding to female (Tharenou, 2002).

Identification of Gap

The gap in this research is identified from the previous research studies. (Albertini, Kelly, & Matchett, 2012 ; Brown, 2010) studied that the impact of personal factors (motherhood, impact of age, marital status, joint family system /more reasonability) and non personal factors (workload, insecurity/ extremism, costly higher education) on motivation to grow. The study of Breen & Lindsay, (2002) showed the impact of motivation to grow on outcomes (work life balance, personal happiness and improve self esteem) and further suggest that to check the motivation to grow as a moderator to the depended variable with other independed variable. So it is a gap for this study from the above research papers to analyze the impact of motivation to grow as a moderator between the personal factors and outcomes, and motivation to grow as a moderator between non-personal factor and outcomes.

Problem statement

Motivations to grow are increasingly important for the married female student of higher education in Pakistan due to the competitive world and advancement. Considering this background the barriers to the married women in higher education must be disclosed to minimize it and motive them. This the actual association between the personal factors , non personal factors, motivation to growing and outcomes in the Pakistani married women student in higher education is still need to be discovered.

Objectives of the study

Research objective is to overcome all such barriers that are facing by married women in the way of their higher studies, and provide all the tactics that make motive them to carry on their higher studies with their other family matters.

Research Questions

1. What is the relationship of personal factors with motivation to grow?
2. What is the relationship of non-personal factors with motivation to grow?
3. What is the relationship of motivation to grow with outcomes?
4. What is the moderating role of motivation to grow between personal factors and non-personal factors?

Significance of the study

The higher education area is focused upon motivation to grow in their entry to college married women. When the researcher studies than they suggested that identify the motivational force which is the married women student grouping (Baruch & Barnett, 1986). However there was a significant relationship between the married woman student and younger students life younger students has adjustment skills attitude, learning life as more powerful motivator for advancing higher education than did the married women student.

The Breen & Lindsay, (2002) the concept of personal factor and outcome as a key motivation to grow, they suggest that there is a moderate to strong relationship between a married women in higher education and a reported an individual life. For married women student desire to attend college had been for long time period barriers which are effected motivation to grow. The researcher suggests that a married women's decision to enter the higher education is made within relationship of family, children workers. The researcher considered satisfaction is a key variable in understanding the married women adaptation. Schein, (1993) examined aspects of married women students' satisfaction in relation to academic performance. The researcher found that the significant difference of married woman and higher education, the married women student is less academic satisfaction in their undergraduate student's status than the higher education. However when the aggregate of married women student, there were no pattern to influence variable upon the academic performance satisfaction with the higher education or affecting the result of married women attendance. Hill & Argyle, (2001) Married women student in a comparative examination reported higher satisfaction with their academic performance which is more highly related to their self esteem. These influences are a lack of conflict in academic performance; positive relationship; more academic standing; services and support; family support; moderate work performance; positive attitude, skills about the married women in higher education in Pakistan.

Bernardi, Nazio, Universitaet Bielefeld, & fuer Soziologie, (2005) Consider that due to early socialization experience, married women less expectation of careered related behaviors. The stronger relation of career option married women student has interest of self efficacy. The substantially of low expectation of married female their ability of higher educational requirement or perform job duties. According to Auster, (2001) work experience, including perception of self esteem, work performance, career growth, by early perception of job opportunities for married women. The researcher has found that the self efficiency beliefs are strong interests of the careers option of married women. (Hackatt, Esposito, & O, 1989). Work interest and self esteem are influence in the early of childhood which expected begin to develop, by parents, teacher, friends. According to the Breen & Lindsay, (2002) the behavior of childhood are genetics which is not affected by the mother because the mother known has child attitude.

Delimitations

Researchers states that there are many other variables that to be tested as antecedent an consequences of motivation to grow like it should be tested with work ordination , personality, energy level, and personal control (Lambert, Hoghan, & Barton, 2004). For the generalization of the research finding its suggested that in future the research should be tested in qualitative and quantitative techniques like interviewees and longitudinal surveys.

Literature Review**Personal factors**

The married female has a lot of reasonability, even they are often also in full time employment. As a result household responsibility can be seen as a constraint on the personal time of married female. However the demonstrated that married female with a high wage levels appear to commute for a short periods in order to secure time to spend on domestic

chores, parenting and leisure (Schafer, Wickrama, & Keith, 1996). The household responsibility Johnston-Anumonwo, (1992) and it is found that leisure time for married woman student appears more sensitive to marital status and turner and it is also demonstrated that the presences of children tended to reduce woman's time travels time to work; the married woman short commutes tend to choose short because of their relatively combined low wages with comparatively responsibility of household. Albertini, Kelly, & Matchett, (2012) the mature age of married women students a wide range of higher education experiences considerable of academic performance and the career success growth. The personal resource of woman had education, marital status, age house hold, however the woman region associated with the relative high level of education of married female. Pakistan has a patriarchal social structure of woman typically have relatively to the higher education (Siddiqui, Hamid, & Siddiqui, 2000). Before the labor force even the house hold and dual earning are more working hours (Edwards & Wajcman, 2005).

Motherhood

The perception and realities of married women in higher education is the professional advancing of motherhood. They societal attitude also seek to assess the conflicting relating to work and family responsibilities with focus the married women role towards with the stereotype workplace and mother in higher education. The well educated married women until that their children reach a level of higher education than the achieve the professional goals. The married woman worked in a house and but they struggle to managing the house responsibility and studies because both are important for mother. Guillaume & Pochic, (2007) Defined as mother who has remain in employment professional working mothers during the development period of education their family while investment in there (Breen & Lindsay, 2002). Motherhood is central expectation to gendered contemporary women (Crompton & Lyonette, 2006) . The married women student struggle to spend enough time to with her child while still successful on continuing professional path. The married women student who works the outside of house experience between works in family conflict than the women counterparts. Whitley, (1983) The married women student the career of success that the base of traditional of success. The work life balance of professional mother experience is the combination/balance for working career. The participation of married women has a dual career couples within the two parent family and work resulting Kirrane & Monks, (2004) Work to personal life and the dual career couple of managing the multiple demand can led to conflict from personal life work.

Marital Status

The marital status has become a legal and social issue which is more complex. The issue of discriminations against the co-worker and the married women because their status for the new development. The international assignment of the marital status is so important because that is effect of the whole family (Brown, 2010). The personal factor or family issues which could be more exposed of the marital status is different since married woman, for better or for inferior, then their single peers (Clark, Hackmann, & Mcmanus, 2000). Marital status may make a different since married self initiated expatriates could be more exposed to family issue, for better or for worse, than their unmarried counterparts (Kuster, Orth, & Meier, 2012). The role of personal factor and married woman competence both in her work and the family reasonability come too easily. The human behavior and the marital status of social value are motivation, self esteem, emotion, and social interaction which is working in group (Markus & Kitayama, 1991; Shkodriani & Gibbons, 1995).

Impact of Age

The researcher focus to the married women student attributes like age, good health, work performance condition as challenges work (Clark, Hackmann, & Mcmanus, 2000). Although

the researchers suggest that the age impact married women student attitude. Specific managerial norm and age have been neglected (Duxbury, Higgins, & Coghill, 2003). The married woman student is associated the work in family with the low fertility which increase the older age specifically more reasonable for the better job in higher education. While the married women analysis the effect of age an attitude toward different responsibility which means work and family Martin, Myers, & Mottet, (1999) argue that although impact of age norms on human behavior has been debate for decades now, it is a still lacking an extensive empirical test. The researcher estimate that the married women effect the age of norms and stereotype on the decision making. Martin, Myers, & Mottet, (1999) the married women decision is impact of age and behavior. The married women age distinction relations are fair or unfair with has study engagement. Mature age of married women student has increase the life satisfaction rate themselves in higher education ability and give the value of studied results.

Non-personal Factors

Woman's increased involvement in the non-personal factor however is not paralleled within the household. Although the advancement has happen in the status of married women student of the work load, insecurity, and costly higher education unmoving occur in the terms of factor Auster, (2001) and house budget. Even as the married woman student of married woman are being promoted to personal factor, than the married women in a house hold remains posts relatively low. Markus & Kitayama, (1991) Contends that the managerial position of the higher education, that the consequently of lower importance of objective higher education recommendation such as potential for the prejudiced of married women. However the studies conducted the number of the married women student since the 1980s which shown that the married female characteristics, the mother skills, individual development motivation, basic work satisfaction, good communication and interpersonal skills, costly higher education, the ability to related to each other's (Chlebowski, et al., 2006). The long-held belief that the man are loyal to their workers than the married female , in order to fulfill the realty show that married women are not necessarily to their family responsibility and quit their jobs (Brett & Stroh,1994). The married female student are dominated on work market with relatively lower earning and the traditionally house hold responsibilities to imply shorter work which related to married women.

Workload The appropriate workloads across the married women teaching and service dimension of the higher education, and it's the must develop measures of appropriate performance in each of these factor. The work load has infrequently included has inhabitants since primarily focused has on married female student with her children. The higher education institutions have been going through a major work load with a significant impact on the role and working mother of the academic performance (Guest, 2002). The issue which focusing of the married woman student work and family with the role of children career. A married women is the under the authority of her husband and needed his permission, (Brown, 2010). The higher education institutions have been going through a major work load with a role of significant working mother which impact of the academic performance (Baruch & Barnett, 1986). The institutional demands and accountability and work intention a 60 or 70 hours per week work load in several universities (jacobs & Winslow, 2004). The tension and conflict between work and family occur as a result of non personal factor .Both the work and family tension has a great negative impact on family life.

Insecurity /Extremism

The issue of married women student insecurity and the relationship with work and family which have one child they have a lot of responsibility. Many studies have looked at the possible ways which insecurity and uncertainty my affected child reasonability (Ames &

Archar, 1988). The combination of married women employment and family existence, the learning of the effect of possible work and family insecurity on fertility plans even more relevant. The insecurity in working family careers extends to other dimension of life which related to uncertainty about the married woman affects the way of individuals life balance their choices between work and family spheres. Many studies have looked at the possible ways which insecurity and uncertainty affected child reasonability (Ames & Archar, 1988). When the work and family insecurity, then the theory risk dislike implies an economic investment in safety (education .work force, and saving) rather than in the insecurity that accompanies having children responsibility (Ahn & Joyner, 2004). The insecurity has a negative effect on work and family which decision making is shared by many scholars. Decision making that is the acceptance of lifelong responsibility, such as a union or having more children (Baruch & Barnett, 1986). The mother hood may be seen that the uncertainty by family working condition, then the relative work life balance that come with the lifelong right and obligations in relationship to their children reasonability When the married woman seeks to reduce as their biographical uncertainty by having children responsibility has been the number of recent studies looking and the relationship between work and family insecurity.

Costly Higher Education.

The higher education and work opportunities for the married women the basic role in society that she formed the public poli Kirrane & Monks, (2004) Still the partners alongside the married women had worked as the men for the culture in the centuries (Haavio-Mannila, 1970).The married woman student in the higher education cover a small family and do not go to children and the attitude near child hood and family who invest changing while in Ames & Archar, (1988) when the higher education roughly likened when do not consider the effect of work experience. The life cycle of the married woman which is the early marriage to give the birth but not wealth but does not earning the profit and increasing the higher education. The effective and efficiency performance of married women student in higher education in Pakistan the last five decades issue. The term include increased the higher education and labor market experience especially for married women then the establishing a career as well as a relationship with a partner and the role of work and family uncertainty that may be particularly in early child hood (Greenhaus & Beutell, 1985). The higher education in Pakistan is after five year cannot get the required level of performance married women. The initial higher education growth rates in Pakistan are increase by the crises which is affected by whole country. The higher education institution and international organization become more responsive and more accountable of the internal need of married women, especially the academic performance (Chlebowski, et al., 2006).

Motivation to Grow

Married women student's motivational orientations have long focus of higher education Chalofsky, (2003) the researcher focus of married women student the relationship between perceives the teaching quality and student motivation. The married women student of motivation patterns which is connect the performance goals. Ames & Archar, (1988) suggest that the motivation patterns of high achieving married women student which is perceived the result of the performance goals orientation. The increasing alternative a growing adolescent can choose from to develop his personality and broaden his interest's lead to a decline in higher education motivation. The researcher suggests that the motivation link with the outcome desirable for married women student benefits (Crompton & Lyonette, 2006). The married woman student involve to every achievement of the activity of children's comprehension and their values about impression of a motivation (Ames & Archar, 1988). The individual's personal goals which are the positive ways of motivation, the outcomes of married woman student with the value and beliefs Guthrie & Wigfield, (2000) the mother

student has a better performance and the young female student because they have a great experience.

Outcomes

Work life Balance

Work life balance is the full time of engagement commitments of excellent performance work and at house of the married woman student minimum role conflict and maximum satisfaction (Bernardi, Nazio, Universitaet Bielefeld, & fuer Soziologie, 2005). Work life balance is the work performance of individual's and his personal life satisfaction. The work life balance has also become way of corporate and attracting or retaining best talent. Guest, (2002) define the work life balance is a central interest influence to every married women. Work-life balance has been characterized by "the absence of unacceptable levels of conflict between work and non-work demands" (Clark, Hackmann, & Mcmanus, 2000). The work life balance includes the need for achievement for a work involvement belong the personal factors and non-personal factors. The significant role of married women play the work life balance and a job satisfied to exist a life a more develop in work place or at home life. According to the Clark, Hackmann, & Mcmanus, (2000) the responsibility of work life balance refers to good work satisfaction and conflict at home. When a balance is a "wheels" than typically including some aspects of life (family, friend, relationships), physical (physical health, ecological condition, and common health), intellectual (learning, mental test), emotional, religious, and work (job, money, homemaking). The work life balance has increased number of working woman mean dual career families and increased the number of married women which have a lot of responsibility (Duxbury, Higgins, & Coghill, 2003). Loscocco & Roschell, (1991) studied the importance in the context of both work and no-work to asses work life balance and six factors, that to be consider important are, career and job satisfaction, work stress, work control, condition of working, high performance, and interface home work. Pakistan has a patriarchal social structure of woman typically have relatively to the higher education (Baruch & Barnett, 1986) the configurations of new "work and family" the married woman in the work force are more earner dual families (Tharenou, 1999). According to Greenhaus & Beutell, (1985) strain, conflict, and the absence of support contribute to work family conflict.

Personal Happiness

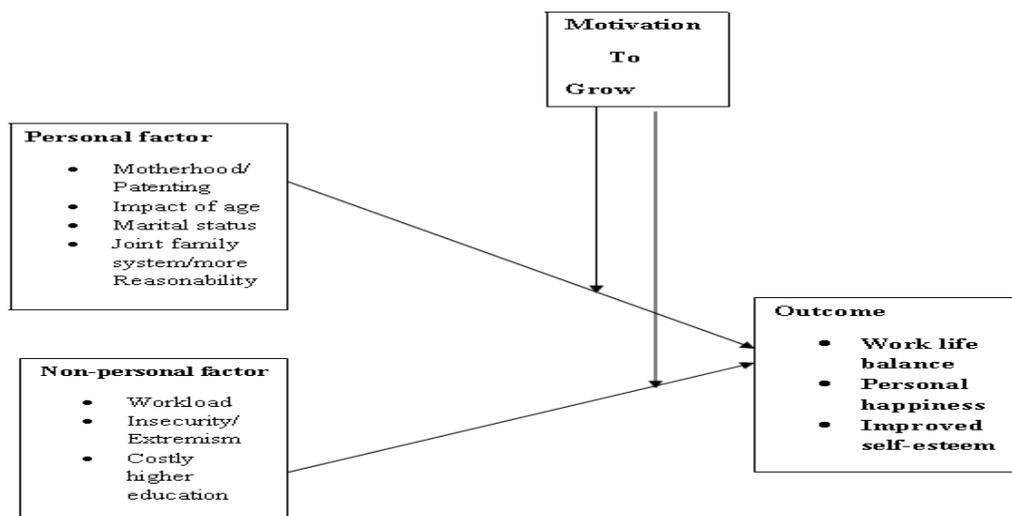
Married women happiness is that "helping others" have "good family relation "and being "respected once". The woman happiness focuses self confidence, being free of tension, working personal and non personal factor, personal relation and family support. Hill & Argyle, (2001) Believes that collective relationship control the happiness through sources of joy, an opportunity of activities for self esteem. Happiness depends on many things, including income, married status, good job, health, family, social relationship, security, moral values and many others (Ahn & Joyner, 2004). A good marriage or high-quality of job, the security does not happiness (Diene, Horwitz, & Emmons, 1985). The degree of Happiness is the individual of the quality of his own life judges to be a life goal ultimate everybody who wants to be happy. Earlier marriage generally showed that marital happiness initially after marriage and increased of the existence cycle (Clark, Hackmann, & Mcmanus, 2000). Higher education satisfaction of married female life outcome is to be equal between partners, a situation of equity ((Orth, et al., 2011). Happiness is associated with success across personal factor and non personal factor which is related to female life domain .happiness is the multiple benefits, including female education which the numerous success outcome, as well as paralleling female behaviors success. Carl Rogers and Abraham Maslow who stressed the importance of married female student of personal factor and non- personal factor uniqueness in self actualization and educational barriers. Martin, Myers, & Mottet, (1999) they say that the personal factor and non personal factor of marital locus of control effect marital

happiness; however the Schafer, (Schafer, Wickrama, & Keith, 1996) dynamics of within interaction affect of marital happiness.

Self Esteem

Self esteem is a general evaluation of the self. Self esteem has focus on the married women student life or a lot of responsibility (Chlebowski, et al., 2006). But the results of married women are inconsistent. The recent studies of married women are important from the self esteem of the life outcomes (Kuster, Orth, & Meier, 2012 ; Orth, et al., 2011); The higher education of individual report of higher self esteem, although effects decreased of married life. Self esteem is difference between the real self and the ideal self which is achieving the life goal (Pettus, 2001). The change of self esteem on a available resources of the self which reflect an evaluation of such resources to self esteem an age specific on the individual demands of young, middle, or adulthood. Self esteem is simply the individuals feeling about themselves (Steinberg, Wittmann, Bao, & Redish, 1999). Self esteem is distinction between the ideal personality and real personality (Pettus, 2001). There are higher levels of self esteem to achieve their goals (Pettus, 2001). Younger woman role may give the successful female and the self esteem to fulfill their own career goals.

Theoretical Framework



Statement of Hypotheses

H1: Personal factor have positive impact on outcome.

H2: Non personal factor have a positives impact on outcome.

H3: Motivation to grow positively moderate relationship between personal factor and outcomes.

H4: Motivation to grow positively moderate relationship between non personal factor and outcomes.

Research Methodology

Research Design

The present study is conducted to check the relationship between antecented and outcomes of motivation to grow. This study tries in questions to describe the importance of motivation to grow, its antecedent and outcomes.

Instrument Development

The questionnaire of the study has been adapted from different previous studied. The items of Personal factor (motherhood) are adapted from the study of Lorra M & Brown William (2010, 2009). The item of Non personal factor are adapted from several studies to capture the sub-dimensions that are workload, insecurity .Workload items were adapted from the study of Greg Robbins & Cloud Slay, (2005), and Agnes McKenna (2012), the item of insecurity were adapted from the study of Gilbe, (2008) and the items of Motivations to grow were adapted from the study of Richard et al, (2006). Outcomes have three dimensions (work life balance, personal happiness, and improved self esteem).Work life balance items were adapted from study of Zeiger, (2007), Personal happiness items were adapted from the study of Hill & Argyle, (2009) and Self esteem items were adapted from the study of Owe & Timothy, (1993).

Sampling strategy and data collection techniques

For the hypothesis testing of this study, the researcher has selected the married woman barriers in higher education of Pakistan. A survey of 200 questionnaire will be filled from the married woman student in higher education sector because these are the respondent' that are directly related to the contents of the questionnaire. The questionnaires were distributed in different universities married woman student who are involved of higher education. Out of which 160 was collected by responded in which 11 questionnaire were not filled correctly. A convenience-sample of 149 questionnaires is used for analysis.

Unit of Analysis

This is an individual study based on cause and effect, and aims at analyzing the married female student in a higher education in Pakistan. The study capture the perception regarding antecedent and outcomes of motivation to grow; therefore the unite of analysis is individual.

Results and Analysis

Before the estimation of the model, it is necessary to check the validity and reliability of the questionnaire. As the measures adapted from the previous studies, so content reliability test was used to check the internal consistency and reliability of the study. The reliability of questionnaire is found by using Cronbach's alpha. First, the reliability test was run for each variable separately, the Cronbach's alpha for motherhood, workload, insecurity , motivation to grow, work life balance, personal happiness, self esteem value was greater than the cut off criteria for scale reliability After that the reliability of all the variables' was checked collectively, the α was equal to 0.917 which shows that the questionnaire used in this study is reliable.

For the normality of the data descriptive statistics shows whether the data collected lies within the normal range or not. For this purpose skewness and kurtosis has been checked and which show in the above that the data is within the normally prescribed range that is for skewness +1, -1 and kurtosis +3. Statistical analysis show that respondents mainly satisfied with the constructs statement asked from them. Mean values of the above statistics are approximately. Which shows the overall responses of respondents are towards the agreement.

Pearson Correlation was used to check the correlation among the variable.

		MH	WL	INS	MOTI	WLB	SE
MH	Pearson Correlation						
WL	Pearson Correlation	.480**					
INS	Pearson Correlation	.304**	.459**				
MOTI	Pearson Correlation	.506**	.433**	.218**			
WLB	Pearson Correlation	.244**	.362**	.347**	.448**		
PH	Pearson Correlation	.290**	.314**	.314**	.499**	.454**	
SE	Pearson Correlation	.319**	.302**	.117**	.263**	.433**	

For direct relationship

In order to unearth if the dependent variable can be predicted by independent variable, for this purpose, simple regression is executed at the 99% confidence level ($\alpha = .01$), because both of the variables, independent as well as dependent are continuous variables. Since the sample size in the current study is good enough for simple regression, therefore R Square is our interest to report rather than Adjusted R Square.

Regression Analysis

IV	DV	R	R ²	F Stat	B	Beta	t value	Sig.
MH	OC	.371	.138	23.466	.322	.371	4.844	.000S

** Significance level $p < 0.01$

Hypothesis No 1: Personal factor have positive impact on outcome.

Demonstrate the basic results for simple regression. Referring to Table4which provide model summary value between the dependent (outcomes) and the independent (personal factor) variable i.e., R (.371). Accordingly, the R square value (.138) shows that 13.8% of the variance was explained in outcomes due to personal factor. ANOVA results for the regression model. In this table, the p value (.000) corresponds to the F-statistic is less than the cut-off criteria ($p < .001$) to reject the hypothesis. It allows us to conclude that there is enough proof existed to reject the null hypothesis in support of the alternative hypothesis that.

Additionally, in order to estimate the pressure of independent variable (Personal factors, non personal factors) on the dependent variable (outcomes), providing β value i.e., standardized regression coefficient of the dependent variable. However, since the researcher performed simple regression rather multiple regression therefore, only one predictor is showing significant relationship ($\beta = .371, p < .001$).

Regression Analysis

IV	DV	R	R ²	F Stat	B	Beta	t value	Sig.
NPF	OC	.460	.211	39.373	.449	.460	6.275	.000

** Significance level $p < 0.01$

Hypothesis No 2: Non personal factor have a positives impact on outcome.

Tables 6 demonstrate the basic results for Simple regression. Referring to which provide model summary value between the dependent (outcomes) and the independent (non personal factor) variable i.e., R (.460). Accordingly, the R square value (.211) shows that 21.1% of the variance was explained in outcomes due to non personal factor. ANOVA results for the regression model. In this table, the p value (.000) corresponds to the F-statistic is less than the cut-off criteria ($p < .001$) to reject the hypothesis. It allows us to conclude that there is enough evidence existed to reject the null hypothesis in favor of the alternative hypothesis that.

Additionally, in order to estimate the influence of independent variable on the dependent variable, providing β value i.e., standardized regression coefficient of the dependent variable. However, since researcher performed simple regression rather multiple regression therefore, only one predictor is showing significant relationship ($\beta = .460, p < .001$)

Regression Analysis – Moderation Results 1

Steps	IV	DV	R ²	F Stat	B	Beta	t value	Sig.
1	MH	OC	.138	23.466	.322	.371	4.844	.000
2	MOTI	OC	.362	83.40	.475	.602	9.133	.000
3	MH	MOTI	.256	50.706	.558	.506	7.121	.000
4	MH*MOT	OC	.318	68.680	.083	.564	8.287	.000

** Significance level $p < 0.01$

Hypothesis No.3 Motivation to grow positively moderate relationship between Personal Factor and Outcomes.

To test the effect of moderator variable the study followed Barron and Kenny (1986) conditions. First the study found the simple regression to check the effect of independent variable (personal factor) on depended variable (outcomes) shown in Table 6 then the Second, researcher have found the effect of independent variable (personal factors) on moderator (motivation to grow). Third researchers have also found the effect of moderator (motivation to grow) on dependent variable (outcomes). The results have satisfied all the above three proposed in conditions by Barron and Kenny (1986). Further, they have proposed that if all the predicated these conditions hold in directions, the last condition is “regressing the interaction effect of (personal factors) and (motivation to grow) on dependent variable (outcomes)”. Table 6 that shows that the result of interactive variable on dependent variable that was $R^2 = .138$ was increase to $R^2 = .318$. Thus according is to the conditions if the R^2 value increase then we can reject the null hypothesis in favor of alternative hypothesis that.

Regression Analysis – Moderation Results2

Steps	IV	DV	R ²	F Stat	B	Beta	t value	sig
1	NPF	OC	.211	39.373	.449	.460	6.275	.000
2	MOTI	OC	.362	83.405	.475	.602	9.133	.000
3	NPF	MOTI	.168	29.680	.507	.410	5.448	.000
4	NPF*MOTI	OC	.401	98.680	.098	.633	9.912	.000

** Significance level $p < 0.01$

Hypothesis No.4 Motivation to grow positively moderate relationship between non personal factor and outcomes.

To test the effect of moderating variable researchers have followed Barron and Kenny (1986) conditions. First, researcher have found the simple regression to check the effect of independent variable (Non personal factor) on depended variable (outcomes) shown in then the Second, researcher have found the effect of independent variable (Non personal factor) on moderator (motivation to grow)Third researchers have also found the effect of moderator (motivation to grow) on dependent variable (outcomes). The results have satisfied all the above three conditions planned by Barron and Kenny (1986). Further, they have proposed that if all these conditions hold in the predicted in directions, the last condition is “Regressing the interaction effect of (Non personal factor) and (Motivation to grow) on dependent variable (outcomes)”. that shows that the effect of interactive variable on dependent variable that was $R^2 = .211$ was increase to $R^2 = .401$ see Table 8. Thus according to the conditions if the R^2 value increase then the researcher can reject the null hypothesis in favor of alternative hypothesis that.

Discussion

The result of this study confirms the relationship and interaction of barriers experienced by female married student in higher education in Pakistan. The researchers discuss the depended variable, independed variable and moderator. These variables have the significance relationship which each other. In the first hypotheses the personal factors have a positive impact on outcomes. The first hypotheses accepted because the **B** value is .371 which show that if one unit change in independed variable will cause 37.1% change in depended variable and the value of P is less than 0.01 which show that their relationship between the variable. In the second hypotheses no personal factors have positives impact on outcomes. The B value .460 shows that if one unit change independed variable non personal factors will cause 46.0% change depended variable outcomes. The third hypotheses which is motivation to grow positivity moderates relationship between personal factor and outcomes. The Barron and Kenny have four steps for the moderates which the researchers follow it. The variable is significance than the moderates are occurring. The fourth hypotheses are also significance and the moderate is occurring. In this study the third and fourth hypotheses are accepted. These studies suggest that learning is very essential for the married female student. In today’s knowledge driven environment of married student of higher education in Pakistan should not only focus on their personal factors and non personal factors. Motivation to grow should use both the personal factor, non personal factor and outcome to acquire new knowledge and innovate the existing knowledge base using different types of knowledge, electronic information sources and observe practical works. The married woman student has much workload actions in order to face successfully the fast changing environment and fulfill the reasonability of work and family requirements. The married women’s student careers required

the different experiences in the different situations. Married woman student has been the opportunities by jobs rather than career, on the personal factor and non personal factor rather than the long term benefit of outcome. Motivation to grow has a moderating influence on married woman action within the particular context. The married woman student issues of affect the personality, cognition, and cognitive problem solving. The purpose of this study the barriers of married woman student in higher education in Pakistan that is checking, if an individual experience work life balance then what is the hood that the married female student will feel towards his work on the part of work life balance experience plays in the feeling of person being engaged to his work.

Conclusion and recommendation

Managerial Implications

The results and analysis of the study show some practical implication as well. As the married woman barrier is the hot issue which is increasing day to day in Pakistan so this study gives important information on barriers of married female student to minimize it by motivating them. The married woman has a lot of responsibility because of which they do not give proper time to study and family both. In particular, motivation to grow increase the recourse of married woman who help them to attain balance between work and family responsibility that will oblige them to reciprocate in kind with higher levels of education toward their work.

This study also shows that motivation to grow can be achieved by helping the married woman to balance her family responsibility. Motivation to grow an important role by making this relationship between personal factor, non personal factor and outcomes is more effective. The motivation to grow has stronger positive relationship which each other. So if a married woman is to achieve balance between his work and family life than we will be more engaged toward his work because she will be complete attention toward her work.

Limitations of Research

The results of this study should be considered by keeping its limitations in view. This study is relational in nature and only the questionnaire distribution method was used for data collection. Secondly, this study focuses on specific sector i.e. married female student of higher education in Islamabad. Third, this study is limited to discussing the impact of personal factors and non-personal factors on outcomes while there is other factors as well which in relationship with personal factors and non-personal factors can affect the outcomes (Work life balance, personal happiness, and improved self-esteem).

Finally, because to time constraint data was collected from twin cities Rawalpindi and Islamabad only and sample size was small so a study with larger sample size can give concrete conclusion regarding the generalizability of the results.

Future research

The future research of married woman barrier has following.

1. It is further suggested that other antecedents of married woman student barrier may be explored.
2. For future researches, researchers can focus on other dimensions of married woman student such as guilt, financial resources, religiosity, and altruism as IVs', (personal factors, non personal factors) and self image would be taken as another DV (outcomes). The prospect research studies can also empirically examine the individual affect of the above given four IVs with the individual three dimensions of the personal factor, non personal factor and outcomes as well.

Conclusion

The purpose and objective of this study was to explore the gap which are barrier of married women higher education attainment. In this study researcher tried to identify those barrier and that how personal and non personal factors has impact on married women when she tried to

get higher education. There is significant correlation found between the variables personal factors, non personal factors, outcome and motivation to grow. From the result of the study the independent variables personal and non personal factor has positive relationship with dependent variable outcomes and the result also show significant role of the moderator motivation to grow between independent and dependent variables. Which show that the variables are correlated and affect each other. The whole study concludes that to minimize the barriers of married female student of higher education of Pakistan by helping them to balance her work and family and motivate them for higher education.

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