



HIGHER EDUCATION AS A CATALYST FOR WOMEN'S DEVELOPMENT IN DISTRICT FAISALABAD, PAKISTAN

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Abstract

Education is significant in development country. The only way a society or nation can move forward and need to economic growth and development is not just through education but especially education among the women citizens. Education in women is the most powerful mean to change the position in society. In the worldwide, attention in higher education has considerably increased. Developing countries recognize higher education as the most important method of science, technological and industrial progress which is necessary for poverty reduction and development of rich societies. Education is the type to open the golden door of freedom for development. Higher education in Pakistan is faced with serious problems nature. Education helps women to be dependent since all problems like religion, political and gender collapse through which an educated woman will not be differentiated from people because of these problems. It is argued that higher education increased jobs opportunities. In the same way, working women working are able to contribute to the family economy and the socio-economic development of the country. Economic emancipation and autonomy will be achieved through adequate education and development of women. The major objectives of this study are to discover the significance of high level of education in development of women and also study about women emancipation and women development. At the higher educational institutions of district Faisalabad, the study was conducted. Data has been collected through interview schedule. Statistically a package for social sciences (SPSS) was used for data analyzing. The major finding was that: major part of the respondents reported that the basic need of higher education is to control the present. It is also observed that Higher Education is playing role in eliminating all forms of discrimination. Findings correspondingly underscore the critical role of higher education in shaping career trajectories, income potential, and decision-making abilities within the teaching profession. The results also point to evolving social norms, particularly in relation to family structures and gender roles, which are gradually shifting towards more egalitarian and nuclear family models

Keywords: Higher Education, Women Development, Employment

Introduction

Pakistan is having 180 million people. More than half of this population consists of women. Traditionally, women's position has been measured in phrase of educational acquisition and labor force participation. In Pakistan's exposition, regardless of the measured used, Pakistani woman's status is viewed to be lesser relative to that of men in differentiation with other societies. For example, by the limited participation of women those are involved in economic activities outer of the house and this high percentage of women who are uneducated. The low status of women in Pakistani society to misunderstood notions and practices in Islam-the religion of majority population in Pakistan (Malik & Anees, 2017).



Education can be explained in a field of knowledge and development to learn a variety of skills and become a specialized in a field (UNESCO, 2012). According to Aristotle, education means, "Sound body has creation of sound mind." Educated women enjoy all the aspects of their life like truthiness, good deeds. Education is process of becoming critically aware of one's reality. Without educating the women we cannot hope for a developed nation. In progress of country, women play an important role. If we want to make democracy, women must be educated. Women help in creation of happy homes (Reshma, 2014).

Advanced education has been characterized as level of training that cooks undergraduate and postadvanced education programs that likewise incorporate research degrees i.e M.Phil. and PhD. Fulfillment of advanced education gives huge advantages to a person. Larger amount of training has striking impact on one's ability to decide, for instance, it expands her mindfulness towards vote interest and devotion towards society. It builds person's duty towards social work (Abid & Khan, 2017).

As indicated by UNESCO report, Pakistan's education rate is 58 percent. "The proportion of education rate for ladies in Pakistan is 48 percent. As indicated by Pakistan Economy Study, 2017-18 the education pace of whole Pakistan remained at 58 in which Punjab is on 54 percent (UNESCO, 2018). Instruction designs for the advancement of ladies ought to be taken by the administration of Pakistan towards the expert, professional and specialized training of ladies (UNESCO, 2014). 66% of the 774 million uneducated individuals on the planet are female (UNESCO, 2013).

Improvement isn't a disconnected movement and includes advance from second rate state to a favored senior one. Through improvement, individuals blend to circumstances which they accomplish. Advancement starts and finishes with individuals (Kongolo, 2009). For the welfare of society, condition of women must be improved. Women should be affirmed because individuals are comparable. Men are administered in the open field and women are seen as their specialist. Women have no rights. To get a change society, it's critical to draw in women, offered thoughtfulness regarding their benefits, certainty, manage their lives both at home and outside. Women status could change monetarily and besides in social requests and countries (Sohail, 2014).

For the advancement of society, ladies approval through instruction is the most ideal route in the entire nation. As a lady instruct her full family in expression of functional life, public activity, proficient life, customs and culture on the off chance that she is taught. On the off chance that a lady is unskilled or uneducated it is hard for her to confront the issues of the world in various circles. Some time ago ladies were given no situation in the general public (Chourasia, 2016).

Ladies in the workforce who procure a pay or a pay are a piece of an advanced occasion. Notwithstanding, ladies had been tested by separation in the workforce. A lady is a social creature. Keeping her in detainment, without access to work, funds or association with the outside world is a long way from reasonable. The money related, social and political endorsement of women is critical for the improvement of any overall population. Working women are noteworthy for the progression of society. Financial, social and social components associate to consolidate sexual orientation contrasts in proprietorship, control and access to arrive by legacy or marriage. Ladies have assumed significant jobs in homes for quite a long time. Presently ladies are additionally perceived for their incentive in the working environment and are occupied with an expansive scope of work exercises in spite of ordinary local work. The course of action of an overall population where in women can breathe in whole heartedly



unafraid of maltreatment, use and isolation is the prerequisite for time, to ensuring a better future for the individuals than come (Kumari, 2014).

Pakistan is a country which is formed build on religion that is Islam. Allah, the Almighty has provided its Muslims followers a complete instruction as how to follow the religion and spend the lives. The Holy Quran and the reference of Holy prophet (PBUH) are the complete advice and rule to follow the religion and live the lives so that the Muslims can be successful both here and after.

Allah says in his Holy book, The Quran that

“(O Beloved!) Read (commencing) with the Name of Allah, Who has created (everything). He created man from a hanging mass (clinging) like a leech (to the mother’s womb). Read, and your Lord is Most Generous, Who taught man (reading and writing) by the pen, who (besides that) taught man (all that) which he did not know” [al-‘Alaq, 96:1–5.]

The Holy Prophet (PBUH) also said that

“Seeking of knowledge is incumbent upon every Muslim” (IbnMajah 1/224 and Tirmidhi 218)

Objectives The fundamental goal of the investigation is to find the importance of higher education in women development:

1. To discover the socio-economic attributes of the respondents
2. To investigate the role of higher education in women development
3. To explore the level of women empowerment

Literature Review

Quisumbing, A. what's more, L. Pandolfelli (2009) expressed that ladies had little access to property and legitimate rights, i.e land, water and other normal assets. Absence of laws and poor implementation had diminished ladies' capacity to secure their privileges. Bajracharya (2010) demonstrated that ladies in creating nations, especially moms, had a double job in their homes as suppliers of essential consideration administrations and pay delivering for their youngsters.

Sultana (2010) contemplated the ladies training, strengthening and financial improvement. It was contended that ladies advanced education increment business openings. The information depended on secondary information. Ladies training, business, pay, decreases destitution utilized an independent variable and financial improvement utilized a dependent variable. The outcome demonstrated that in nation's financial advancement, ladies play a significant part directly or in an approximately way.

Kumari (2014) expressed the issues or difficulties confronting working ladies. It was contended that to comprehend the issues looked by ladies working in the city India. The data was based on primary sources. Challenges or problems were used an independent variable and the working women were used as a dependent variable. The result indicated that there are different problems of different age group working women and different categories such as married, single, divorced, single, separated parents had different problems at work. Some problems were very common, such as mental and physical anxiety, lack of sufficient balance between work and family care, unfair treatment at work, stressful living and discrimination in the workplace, etc. But some problems were specific to age or category such as biased and stereotyped thoughts, safety and security problems, ego problems with colleagues, etc. Ladies working in urban territories had been recommended to enable them to beat the issues they face in the work environment, sufficient safety measures by parents' organizations, sensitive and home support partners, effective childcare policies, sufficient mechanisms for repairing complaints for women in the workplace.



Mustafa and Jameel (2016) proclaimed the connection between ladies' training and liberation. It had been guaranteed that ladies assumed a significant job in arrangement of society. The population education rate was very low. The data was based on secondary sources. The education was used an independent variable and empowerment was used as a dependent variable. It was suggested that government should assign more quotes for women in governmental organizations and should try to ensure that all the private sector organizations also work on equal employment opportunities.

Abid and Khan (2017) found the key factors that Pakistani ladies looked in advanced education. It was battled that best in class training could be a critical wellspring of empowering an individual. Monetary autonomy, high self assurance and regard, expanded self-adequacy, decreased reliance and more profession open doors were described for profoundly taught people. The information dependent on top to bottom meetings. Advanced education was utilized a free factor and difficulties were utilized ward variable. The outcome demonstrated that absence of family support, negative generalizations, absence of monetary help and weakening frame of mind of instructors were key difficulties. It was proposed that, thinking about the significance of advanced education, Higher Education Commission (HEC) of Pakistan has been taking activities for instructive changes in Pakistan and advance more prominent amount of training at national level.

Methodology

The methodology is a discipline that studies human behavior in different social environments. Different ways and techniques like collection, analyses and interpretation of data applied to explain this chapter:

The number of inhabitants in the present examination was the female educators of the higher educational institutions in Faisalabad District. Teachers of higher educational institutions in District Faisalabad were chosen for this present study. Take one hundred and fifty teachers were randomly selected by Higher Educational Institutions Faisalabad using suitable sampling method. For quantitative investigation, the data was collected through a well-organized interview program consisting of open and closed questions. The program of interview was arranged in English, but the investigation was posed in Urdu or Punjabi relying upon the circumstance. After completing data collection, a data was coded. For statistical processing, sociological software was used. In the first phase of data analysis, attempts were made to describe the facts in a simple and understandable way. Two-way analysis is one of the simplest forms of quantitative (statistical) analysis. It consists the analysis of two variables (often referred to as X, Y), with the aim of determining the experimental relationship between them. To see if the variables are interconnected, it is common to measure how these two variables change at the same time.

Results and discussion:

Data investigation and explanation are the most important steps in social research. Without these steps, generalization and forecasting cannot be achieved, which are the bases in the field of social research. The generalization and the conclusion are based on a simple percentage. In this chapter the analysis and interpretation of the data were presented.

Table1. Socio-Economic Characteristics of the Respondents

Characteristics	Number	Frequency (%)
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Age (Years)		
22-32	92	61.3
33-42	41	27.3
43-52	16	10.7
above 52	1	0.7
Education Level		
Graduate	6	4.0
Post graduate	103	68.7
Ph.D.	41	27.3
Family Type		
Nuclear Family	58	38.7
Joint Family	86	57.3
Extended Family	6	4.0
Marital Status		
Married	81	54.0
Unmarried	69	46.0
Occupation		
Teaching	150	100.0
Respondents monthly income (Rs.)		
30000-60000	88	58.7
61000-90000	33	22.0
91000- 120000	20	13.3
Above 120000	9	6.0

Table 1 dataset provides insights into the demographic characteristics of a group of respondents, likely involved in the teaching profession, as indicated by the data on occupation. The largest group (61.3%) is between 22-32 years old, suggesting that the teaching profession is attracting a younger demographic. This trend could be related to the increasing demand for education professionals and the availability of teaching positions for recent graduates. The prevalence of younger educators is consistent with findings by Ingersoll and Merrill (2011), who observed a trend towards the "greening" of the teaching workforce, with younger teachers entering the profession at higher rates. About 27.3% of the respondents fall within the 33-42 age group, indicating a significant number of teachers who are likely in the middle stages of their careers. This aligns with Day and Gu (2007), who discuss the importance of ongoing professional development and support for mid-career teachers to maintain job satisfaction and effectiveness. The smaller percentages in the 43-52 years (10.7%) and above 52 years (0.7%) categories suggest that fewer teachers remain in the profession as they approach retirement age. This could be due to early retirement or career changes, which is consistent with research by Borman and Dowling (2008), who noted higher attrition rates among older teachers.

The majority of respondents hold postgraduate (68.7%) or Ph.D. degrees (27.3%), highlighting a highly educated teaching workforce. This reflects the increasing emphasis on advanced qualifications in the teaching profession, as discussed by Darling-Hammond (2000), who emphasized the link between higher educational attainment and teaching effectiveness. Only a small percentage (4.0%) have graduate-level qualifications, which may indicate the rising



standards and expectations within the educational field, as teachers with higher degrees are often preferred or required. The majority of respondents (57.3%) belong to joint families, which may reflect cultural norms and socioeconomic factors in the region. The prevalence of joint families is consistent with Desai and Dubey (2011), who noted that joint family structures remain common in many parts of South Asia due to their economic and social benefits. A significant portion (38.7%) live in nuclear families, suggesting a trend towards smaller family units, possibly due to urbanization and changing lifestyles. Extended families (4.0%) are the least common, which could indicate the gradual decline of this family structure as people move towards more independent living arrangements.

A slight majority (54.0%) of respondents are married, which is typical for adults in this age and professional group. The nearly equal split between married and unmarried respondents may reflect broader societal trends towards later marriage and the prioritization of career development before settling down, as observed by Thornton, Axinn, and Xie (2007). All respondents are engaged in teaching, confirming the focus of this study on educational professionals. This allows for a deeper understanding of the specific challenges and characteristics associated with this profession. A majority of respondents (58.7%) earn between Rs. 30,000-60,000, which may reflect the typical salary range for teachers in the region. The income distribution is aligned with the pay scales discussed by Sharma and Jyoti (2018), who highlighted the variations in teacher salaries based on experience, location, and institution type. Smaller percentages of respondents earn between Rs. 61,000-90,000 (22.0%), Rs. 91,000-120,000 (13.3%), and above Rs. 120,000 (6.0%). These higher income levels may be associated with senior teaching positions, administrative roles, or additional income sources, which is consistent with findings by Sharma and Jyoti.

Table 2. Role of Higher Education in Respondents Development & Empowerment(150)

Characteristics	Number	Frequency (%)
To which extent do you think that higher learning serves as an agent to Strengthen and change of the entire education system		
To great extent	93	62.0
To some extent	32	21.3
Not at all	25	16.7
To which extent do you think that higher learning qualification increase the manpower		
To great extent	117	78.1
To some extent	23	15.3
Not at all	10	6.6
To which extent do you believe that higher education plays a crucial role in development		
To great extent	85	56.7
To some extent	60	40.0
Not at all	5	3.3
To which extent do you think that higher qualification play role in increasing the Income		
To great extent	56	37.3



To some extent	81	54.0
Not at all	13	8.7
To which extent do you think that higher qualification play role to make better decision		
To great extent	89	59.3
To some extent	56	37.3
Not at all	5	3.4
To which extent do you think that higher qualification play role to become independent		
To great extent	96	64.0
To some extent	51	34.0
Not at all	3	2.0
To which extent do you think that higher qualification provide the confidence of empowerment		
To great extent	90	60.0
to some extent	56	37.3
Not at all	4	2.7
To which extent do you think that every person must obtain the university education.		
To great extent	85	56.6
To some extent	55	36.7
Not at all	10	6.7
To which extent do you feel Pakistani education system is comfortable.		
To great extent	55	36.7
To some extent	75	50.0
Not at all	20	13.3
To which extent do you think that women and men should get equal pay for work.		
To great extent	90	59.5
To some extent	59	39.8
Not at all	4	2.2
To which extent do you think that a man should make decisions and a woman should obey		
To great extent	12	8.0
To some extent	14	9.3
Not at all	124	82.7
To which extent do you think that you have the freedom to decide how to do your job		
To great extent	28	18.7
To some extent	79	52.7
Not at all	43	28.6

This dataset table offers insights into perceptions regarding higher education, gender roles, and the education system within a specific population, likely composed of individuals involved in the educational sector. The responses reflect attitudes toward the role of higher education in



personal and societal development, as well as views on gender equality and autonomy in professional settings. A significant majority (62.0%) believe that higher learning serves as an agent to a great extent in strengthening and changing the education system. This suggests a strong faith in higher education's transformative potential, consistent with Altbach and Salmi's (2011) view that higher education is crucial for national development and reform in educational practices. A smaller portion (21.3%) believe it does so only to some extent, while 16.7% see no impact, indicating some skepticism or perceived barriers within the current system.

A large majority (78.1%) believe that higher learning qualifications significantly increase manpower. This aligns with Psacharopoulos and Patrinos (2018), who argue that higher education significantly boosts human capital, making individuals more capable and skilled, which is essential for economic growth. A smaller group (15.3%) believes in a moderate impact, while 6.6% see no effect, possibly reflecting concerns about the mismatch between qualifications and job opportunities.

Most respondents (56.7%) believe that higher education plays a crucial role in development, with 40.0% agreeing to some extent. This reinforces the widespread view that higher education is essential for socio-economic development, as discussed by Bloom, Canning, and Chan (2006). Only 3.3% do not see higher education as a crucial factor, which could reflect doubts about its accessibility or effectiveness in current contexts.

Responses show that 37.3% believe higher qualifications greatly increase income, while 54.0% see this relationship to some extent. This reflects the findings of Oreopoulos and Petronijevic (2013), who noted that higher education is typically associated with higher earnings, though this can vary based on field and region. However, 8.7% feel that higher qualifications do not affect income, which may point to challenges like wage stagnation or underemployment. A majority (59.3%) believe higher qualifications enhance decision-making abilities, supported by Mincer (1974), who noted that education improves cognitive skills and critical thinking, which are essential for effective decision-making. Another 37.3% see a moderate impact, while a small group (3.4%) sees no effect, which might be due to structural or organizational constraints.

A strong majority (64.0%) believe that higher qualifications contribute significantly to personal independence, with 34.0% agreeing to some extent. This is consistent with literature that emphasizes education's role in fostering self-sufficiency and empowerment (Sen, 1999). Only 2.0% see no connection, perhaps reflecting limited opportunities or cultural factors. Most respondents (60.0%) believe higher qualifications provide significant confidence in empowerment, while 37.3% see a moderate impact. Nussbaum (2011) argues that education is key to personal empowerment, enabling individuals to participate fully in society. A small minority (2.7%) see no effect, possibly due to entrenched social norms or personal experiences. A majority (56.6%) believe every person must obtain university education, with 36.7% agreeing to some extent. This belief aligns with Trow's (1973) concept of the "massification" of higher education, where university education is seen as increasingly necessary for all. However, 6.7% disagree, perhaps reflecting concerns about accessibility or the relevance of university education for all career paths. Responses indicate mixed feelings, with 36.7% finding the Pakistani education system comfortable, 50.0% seeing it as moderately comfortable, and 13.3% finding it uncomfortable. This echoes the concerns raised by Hoodbhoy (2009) about the quality and accessibility of education in Pakistan, highlighting ongoing challenges.



A majority (59.5%) strongly support equal pay for men and women, with 39.8% agreeing to some extent. This is consistent with the global movement towards gender pay equity, as discussed by Blau and Kahn (2017). A small minority (2.2%) do not support this, possibly reflecting traditional gender norms. The overwhelming majority (82.7%) reject the idea that men should make decisions and women should obey, with only 8.0% agreeing to a great extent. This indicates a shift towards more egalitarian views on gender roles, in line with changing social norms observed by Kabeer (1999). A significant portion (52.7%) feel they have some autonomy in their job, but only 18.7% feel they have great freedom, while 28.6% feel they have none. This reflects concerns about hierarchical structures and limited professional autonomy in certain educational settings, as discussed by Evans (2001).

Conclusion

The analysis of the demographic characteristics and professional contexts of teaching professionals reveals significant trends that reflect broader societal and educational patterns. The predominance of younger teachers and the high level of postgraduate qualifications suggest a well-educated and dynamic workforce, yet one that is still early in their careers. The data highlights the continued importance of traditional family structures, with a majority living in joint families, and a balanced distribution between married and unmarried individuals. Income levels predominantly fall within the middle range, reflecting typical salary scales for educators, with higher earnings linked to more advanced positions. These findings underscore the critical role of higher education in shaping career trajectories, income potential, and decision-making abilities within the teaching profession. The results also point to evolving social norms, particularly in relation to family structures and gender roles, which are gradually shifting towards more egalitarian and nuclear family models. Overall, the study provides valuable insights into the demographic and socioeconomic factors that influence the professional lives of educators, contributing to a deeper understanding of the challenges and opportunities within the field.

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