GENDER DYNAMICS IN HIGHER EDUCATION: ANALYZING MOBILITY, SAFETY AND INCLUSION FOR WOMEN

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Abstract
The main purpose of this study was to find out how female students of the University of Okara experience their commuting to and from the University and what are the problems they face in this regard The study employs quantitative research methods to examine the variables of safety, harassment, travel time, transportation availability, cost, study time, and the impact of weather It is found that female students are subjected to numerous mobility related issues In particular, 63.6% of respondents reported irregular access to transport, which usually results in tardiness (58.2%), missed classes (51.8%), and disrupted academic schedules Moreover, 74.5% of participants were worried about safety and harassment, especially while using public transport or travelling at night, and 45.5% of them had been harassed Financial constraints were also an issue as 61.8 percent of respondents stated that transportation costs limit their attendance in academic activities By these challenges we underscore the need for the differentiated institutional strategies that guarantee safe and equitable experiences of commuting for women If these issues are addressed, the higher education institutions (HEIs) can create a safer, healthier and more inclusive environment for female learners The outcome of this study has also contributed to the broader discourse of student mobility and forms the basis of future research as well as comprehensive support systems for female students in HEIs.

INTRODUCTION

In the last few decades, there has been growth in female participation in higher education, with women making up an increasing percentage of students and members of academic staff worldwide (UNESCO, 2021)But the mere growth in numbers does not always equate to meaningful gender equity in higher education systemsIn most settings especially in the Global South, women's lives in universities continue to be characterized by structural imbalances, socio-cultural limitations, and gendered institutional routines (Morley, 2013; Unterhalter & North, 2017)The current paper interrogates the gendered intricate patterns in higher education using the analytic perspectives of mobility, safety, and inclusion and posits that these aspects are essential to unraveling women's access, retention, and success in the academic environment.

Mobility is an important axis of gendered disparity within tertiary education, especially within patriarchal nations with high degrees of cultural control of space and danger apprehensionSpatial confinement stemming from the restriction of public gender-sensitive transportation access, household regulation of journey, and built-environment challenges affect

girls more negatively in proportion to their increased education participation levels (Naveed & Butt, 2020; Hameed & Aslam, 2017)The "mobility justice" framework highlights the ways in which unequal access to spatial and social mobility reinforces wider trends of exclusion and marginalization (Sheller, 2018)In Pakistan, with its underdeveloped and masculinized transport infrastructure, female students tend to experience increased limits on their freedom to attend class, engage in extracurricular activities, or seek opportunities for academic enrichment (Nadeem & Hafeez, 2022; Ali & Bokhari, 2019).

Concern for safety both real and perceived powerfully influences women's educational experienceGender-based violence (GBV), sexual harassment, and fear of damage to reputation are strong disincentives to the full participation of women in educational life (Human Rights Watch, 2020)Despite the presence of institutional tools like anti-harassment policies in most universities, they are usually undermined by poor enforcement, cultures of victim-blaming, and overall avoidance of confronting habitual patriarchal norms (Zia, 2017; Qazi & Shah, 2021)Research shows that fear of harassment not only limits physical mobility but also affects academic performance, mental well-being, and long-term career choices (Bari, 2010; UNESCO, 2019).

Inclusion, then, has to be imagined as a multifaceted concept that transcends quantitative representation of women in the academyIt involves the shift of institutional cultures, pedagogical practices, and governance systems to promote equity, voice, and belonging for all, independent of gender (Ahmed, 2017; Bhopal, 2018)Feminist and intersectional theorists would contend that the experiences of women in university cannot be seen in abstraction from other axes of identity like class, ethnicity, religion, and urban-rural differences (Crenshaw, 1991; Mirza, 2015; Mama, 2003)Academic spaces that include all need therefore to take a holistic and justice-driven stance that works to actively deconstruct structural exclusions and foster sites for critical engagement and empowerment.

This paper critically discusses the gendered landscape of mobility, security, and belonging for women in higher education, with a special reference to the Pakistani contextBased on empirical research, feminist scholarship, and policy research, it intends to reveal the intersecting obstacles restricting the educational potential of women and to suggest strategies for promoting gender-sensitive institutional changeIn so doing, it adds to the prevailing scholarly and policy discourses on gender justice in higher education systems.

This study focuses on the specific mobility challenges faced by female students at the University of Okara, analyzing the barriers they encounter and the coping strategies they employBy examining the intersection of gender, transportation, and education, this research aims to contribute to the broader discussion on women's mobility and advocate for policy changes that prioritize safe and accessible transportation for female students in Pakistan.

Problems Statement:

According to the common complaints, female students endure enormous barriers to access means of transport to and from their learning institutions, which has adverse effects on their health, as well as performance, in equal measuresSome of these barriers are social cultural beliefs and practices that lock them down, and the risk associated with harassment and violence, lack of affordable and safer means of transport and housingThus, female students can end up being stressed, less involved in the campus activities, poor academic performers, and even drop out of schoolThough there are attempts at making gender equality in this respect these mobility hurdles continue to exist and spread to hinder the education needs of female students appropriately in safe, cheap, and convenient waysIn addition, societal attitudes, lack of social support, and barriers make the following challenges worse, restrict the mobility, and hinder well-being of the female students with mobility difficultiesMitigating these challenges and searching for the right solutions is particularly important for facilitating the educational process for female students without having barriers they do not need on their way

Significance of Study:

This paper focuses on a case study of the University of Okara to establish the mobility impairment and the measures that the female students use to manage withThere is the problem of the means of transport to school, security, and social-cultural barriers that affect

the female studentsSome anticipations of organizational barriers for female students were also discussed and how the female students organised themselves to counter them such as by using public transport, engaging their families and friends, and managing their timeDue to the methodology employed in this study, the results point at mobility issues that affect female students in their education and healthThis case study focused experiences of female students who commute to universities of Okara, PakistanThe data collection is done adopt through qualitative research methods by getting data from female students on their mobility experience of the challenges they encounter in terms of safety, time and accessThe work also discusses how the female students manage to overcome these challenges by asking for family and friends' help, by using a public transport and by learning how to manage their time

Objectives:

1To find out Socio Demographic profile of the students
2To examine the challenges faced by the female students regarding mobility
3To analyze the effect of mobility challenges on students' academic performance
4To give suggestions for combating mobility challenges faced by the female students

Hypothesis

Hypothesis-1: Higher the mobility challenges, lower will be the academic performance
Hypothesis-2: Higher the mobility challenges, higher will be the mental health issues
Hypothesis-3: Higher the transportation issues, less will be the involvement of students in extracurricular activities
Hypothesis-4: Higher the mobility challenges, higher will be the challenges regarding time management
Hypothesis-5: The students who have effective copy strategies, better will be their academic performance

Review of Literature

Women's participation in higher education has risen across the world, but their lives are still shaped by gendered social structuresIn most developing countries, such as South Asia, cultural norms severely limit women's mobility and agencyShah and Aslam

(2019) point out that gendered expectations frequently constrain female students' transportation and residential choices, which have a negative impact on their academic participationLikewise, Fatima and Arshad (2020) discovered that fear of mobility and safety discourages women from participating in extracurricular activities and social interactions, resulting in lower personal and professional exposure. Restrictions on mobility are frequently supported by the threat of harassment and violence in public areasDhillon and Bakaya (2014) recorded extensive street harassment in Delhi, with female students reporting frequent abuse on daily tripsChesnilund (2014) records similar findings in a Nepalese study where women reported experiencing verbal and physical abuse in transportation systemsGardner et al(2017) in an industrialized setting concluded that women tend to shy away from certain journeys or journey times out of fear of sexual assault more than men, revealing the cross-cultural consistency of these apprehensionsPublic transportation is a recurring site of vulnerability for womenCastro Reséndiz (2018) examined the metro system in Mexico City and reported that incidents of harassment often go unreported due to normalization of the behavior and lack of institutional support.

Logan (2015) built on this by investigating the social conversation about street harassment, contending that these incidents get dismissed as harmless and thus perpetuate silence and victim-blaming culture.

Within the context of university settings, accommodation is another predominant issueBano and Ullah (2018) highlight that housing demand for secure and affordable homes is usually greater than supply, and female students are compelled into unsafe or inferior living conditionsSaeed et al(2019) associated poor housing with adverse academic performance, such as absenteeism and poor healthThese living conditions not only negatively impact women's academic performance but also perpetuate gendered experiences of exclusion and discomfort in higher education.

The overlap of economic limitations with gendered norms further exacerbates these issuesFatima and Arshad (2020) noted that numerous women cannot afford private transport or find off-campus accommodation, leaving them at increased riskShah and Aslam (2019) also mentioned that families tend

to hold back from sending daughters to universities away from home, restricting education opportunities and perpetuating regional differences in female higher education enrollment.

Studies have also examined women's coping mechanisms in the face of gender-based harassmentLea et al(2017) categorized these reactions as silence, flight, and resistanceAlthough passive behavior by some women aims to prevent further provocation, others actively resist through confrontation or seeking helpYet these reactions also vary with context, support networks, and personal resilience, implying the necessity for wider institutional protection

In global literature, Gardner et al(2017) emphasized that even within developed nations, public transport safety is a gendered concern and that women divert their routes or travel times owing to fearIn contrast, research such as Logan (2015) have criticized societal preferences to trivialize street harassment as a factor promoting underreporting and institutional passivity. The psychological and emotional effect of gender-based harassment and limited mobility is considerableCastro Reséndiz (2018) established that continuous surveillance and fear cause stress and decreased well-being in female commutersThese fears find their way into the academic world, where chronic worry can weaken concentration, motivation, and overall learning performance.

Institutional reactions to these issues are still unevenWhile some universities have adopted gender-sensitive policies, many do not have the infrastructure or inclination to institute effective reformsShah and Aslam (2019) state that there is an urgent need for higher education institutions in Pakistan to make campuses safer and more inclusive by enhancing hostel facilities, transport services, and reporting mechanisms against harassment.

Lastly, the socio-cultural transformation plays a vital role in overcoming these structural barriersAccording to Fatima and Arshad (2020), policy interventions need to be supplemented with awareness campaigns and community mobilization to change attitudes towards female mobility and autonomyA comprehensive approach taking into account cultural, economic, and institutional considerations is vital for advancing gender equity in higher education.

Methodology

In order to conduct a sociological analysis of the Mobility challenges faced by female students, a quantitative -methods research approach can be usedThis would involve quantitative methods to gather and analyze data from multiple sources, including female students, educational institutions, and relevant stakeholders.

Universe of Study:

The Universe of study in this case would be female students who live off-University of Okara and travel to attend classesThe study aimed to understand the mobility challenges that these students of University of Okara face, so the focus was on female students who travel regularly to attend University of Okara

Research Population:

There were 8603 female students (5187 Morning and 3416-Evening) that are the total Population which were considered to be the Part of this study.

Sample Size:

There are many formulas used for calculating sample size one of the most common formulae used Yamens EquationTest size alludes to the quantity of the members and perceptions rememberedThe absolute example size through the comfort technique was 382 understudies (Female students).

Sampling Technique:

The researcher has used Stratified Random Sampling techniqueThis technique involves dividing the target population into subgroups (Age, Living Class, Household Income, Education Level, residence) or strata based on relevant characteristics (e.g., Female of University of Okara)After that the researcher identify participant from each sub group in a proportional or disproportionate manner according to the objective of the researchFirst, stratified sampling makes certain to balances the population by taking a quota from subpopulations.

Respondent of Study:

The respondents of this study were female students who live off-campus and commute to attend classesThese students are likely to face a range of mobility challenges, such as long travel times, limited

access to resources on campus, and difficulties balancing academic work with household responsibilities

Data Collection:
The data collection method for this study used is quantitative data collection method, depending on the research question and the data needed to answer itQuantitative data collected using questionnaires that ask participants to rate or rank their mobility experiences, as well as any challenges or barriers they faceThis provided numerical data that is analyzed statistically to identify patterns and associations among variables.

Conceptual Framework:
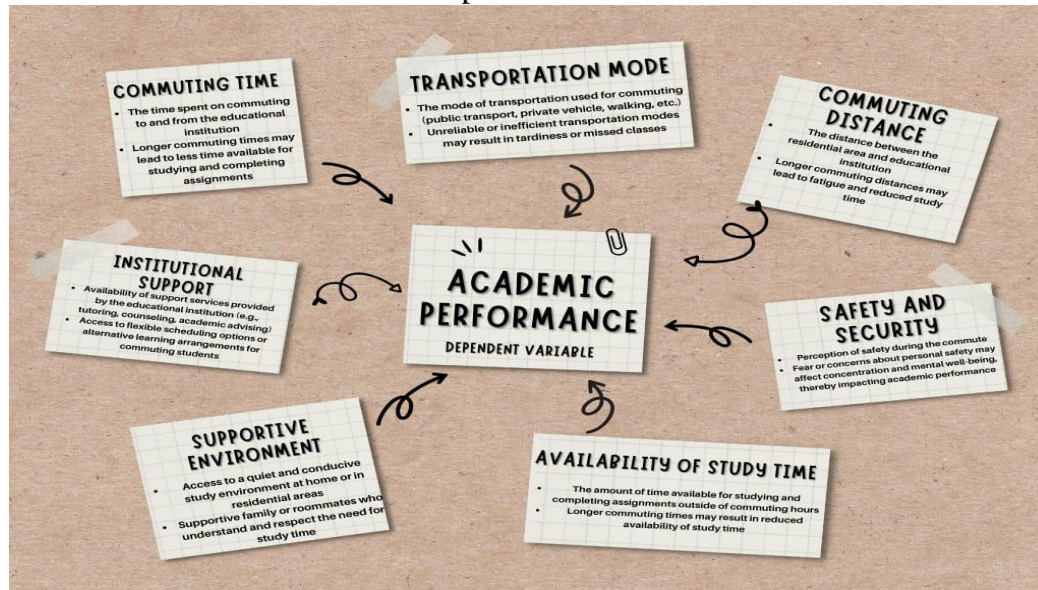
This theoretical model investigates the correlation between academic achievement (dependent variable) and other commuting and environmental variables (independent variables)According to the model, such extraneous variables as commuting time, mode of transportation, safety issues, and institutional support critically influence students' academic performance

Independent Variables and Their Impact on Academic Achievement
Commuting Time: The distance of travel from a student's home to his/her learning facility can lessen the time spent on studying and doing homeworkIncreased travel times could cause fatigue, lower concentration, and lower academic motivation

Transportation Mode: The mode of transport (e.g., public transport, private cars, walking, etc.) can effect on-time arrival, attendance, and stressInefficient or erratic transportation systems can contribute to

lateness and missed classes, with a negative effect on learning

Commuting Distance: Physical distance from home to the institution can influence the daily life of a student directly, and increased distance contributes to fatigue and reduced study hoursIncreased distance could also imply increased transport fares, imposing an added financial burden that could have implications on learning outcomes

Safety and Security: The feeling of safety while commuting is of particular importance to the psychological well-being of studentsFear or apprehension about personal safety can result in stress and anxiety, thus decreasing concentration and motivation to study

Availability of Study Time: The amount of time available for studying and coursework is an important

factor of academic achievementCommuting long distances decreases the amount of time available for study, which might result in poor academic performance

Supportive Environment: Having access to a quiet, distraction-free place to study is necessary for academic successHaving supportive family members or roommates who value study time can promote better learning results

Institutional Support: Schools and colleges have an important role to play in minimizing the adverse effects of commuting through providing academic facilities like tutoring, counseling, and flexible schedulingThe availability of institutional support mechanisms can increase students' participation and academic achievement

This model emphasizes the intricate relationship between commuting variables, environmental support, and academic achievementIt calls for school policies to accommodate commuting students, including flexible class hours, accessible learning space, and effective transportationThe resolution of these variables has the potential to enhance academic achievement by minimizing external learning barriers

Results

Table 1: Demographic Details of the Sample (N = 383)

Variables	Categories	f	%
Age	18-20	59	15.4
	21-24	241	62.9
	25-30	70	18.3
	above 30	13	3.4
Living Class	Elite Class	47	12.3
	Lower Class	70	18.3
	Middle Class	265	69.4
Household Income	Less Than 25000	19	5.0
	25000-50000	75	19.6
	50000-75000	162	42.3
	75000-100000	76	19.8
	Above 100000	51	13.3
Education Level	Undergraduate	176	46.0
	Graduate	98	25.6
	Postgraduate	85	22.2
	Other	24	6.3
Residence	Okara	111	29.0
	Depalpur	35	9.1
	Renala Khurd	99	25.8
	Hujra Shah Muqeem	67	17.5
	Pattoki	28	7.3
	Other	41	10.7

Table 1 shows the distribution of the sample based on age, living class, family income, education level and residenceTotal samples collected were 383, out of 15 percent was in the range of 18-20 years of age, 63 percent are between the ages of 21-24, 18 percent are between the age of 25-30 years range and only 3.4 percent was above the age of 30 years Among the total respondents, 70 percent belongs to middle

class families, 18 percent belongs to lower class and 12 percent belongs to elite class familiesAccording to the income slabs 19 percent respondent's household income is below the range 25 thousand rupees, 19.6 percent respondent's family income is between the range of 25-50 thousand rupees, 42.3 percent respondent's family income is between the range of 50-75 thousand rupees, 19.8 percent respondent's family income is between the range of 75-100 thousand rupees, and 13.3 percent respondent's income is above the range of 100 thousand rupeesAccording to the education level results of respondents' 46 percent respondents are at undergraduate level, 26 percent respondents are at graduate level, 22 percent respondents are at postgraduate level and 6 percent respondents are doing other courses at universityOut of total respondents' 29 percent are from Okara, 9 percent are from Depalpur, 26 percent are from Renala khurd, 18 percent are from hujra Shah Muqeem, 7 percent are from Pattoki and 11 percent are from other areas.
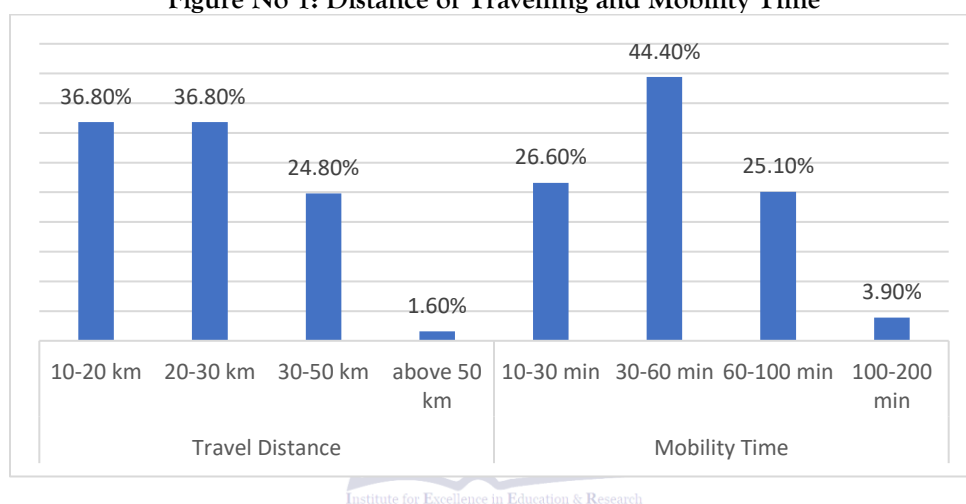

Figure No 1: Distance of Travelling and Mobility Time

Figure 1 shows the frequency and percentage of travelling distance and Mobility time to and from universityAmong the total respondent's, 36 percent students distance from home to university is in the range of 10-20 km, 37 percent student's distance from home to university is in the range of 20-30 km, 25 percent student's distance from home to university is in the range of 30-50 km, and 2 percent student's distance from home to university is above 50 kmAmong the total respondent's, 27 percent student's commute time from home to university is between 10-30 minutes, 45 percent student's commute time from home to university is between 30-60 minutes, 25 percent student's commute time from home to university is between 60-100 minute and 4 percent student's commute time from home to university is 100-200 minutes.

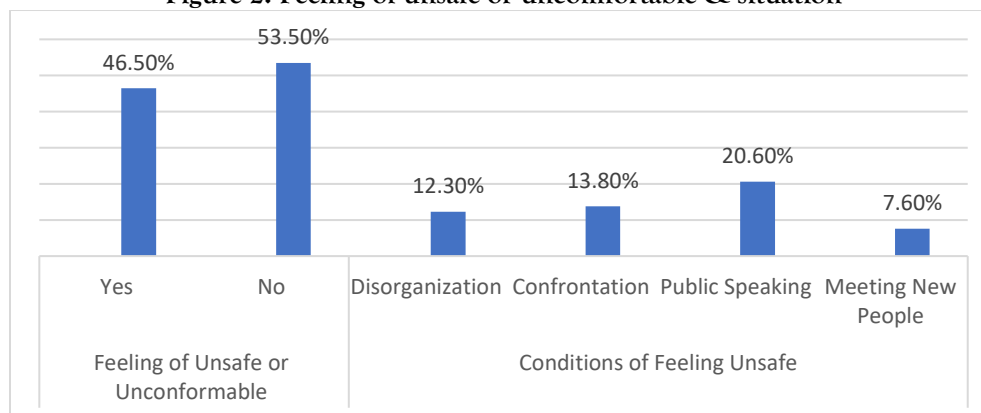**Figure 2: Feeling of unsafe or uncomfortable & situation**

Figure 2 shows the frequency and percentage of unsafe or uncomfortable and situations of feeling unsafe or uncomfortableAccording to the results 47 percent female students feel unsafe or uncomfortable while 53 percent don't feel unsafe or uncomfortableAccording to the results 12.3 percent female students feel disorganization during travel, 13.8 percent respondents feel confrontation during travel, 20.6 percent respondents feel unsafe by public speaking and 7.6 percent respondents feel uncomfortable when the meet new people while travelling.
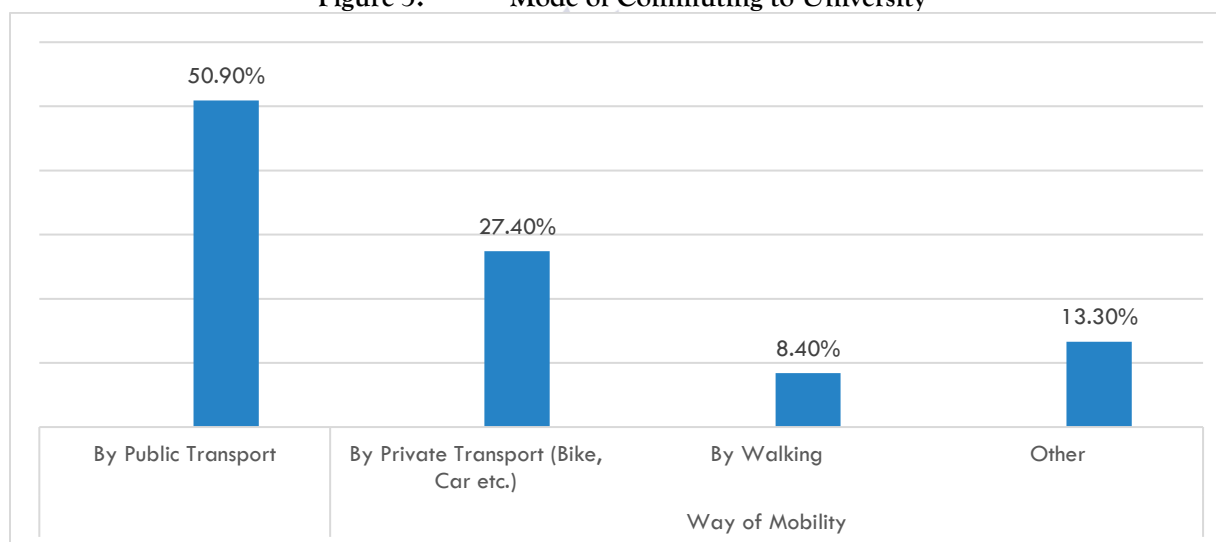
Figure 3:   Mode of Commuting to University

Table 4 represents the frequency and percentage of the ways of commute to university by respondentsAccording to statistics 51 percent students use public transport while Mobility to university, 27.4 percent students use private transport like (bike, car etc.) while Mobility to university, 8.4 percent students commute to university by walking and 13.3 percent use other means of transportation while Mobility to university
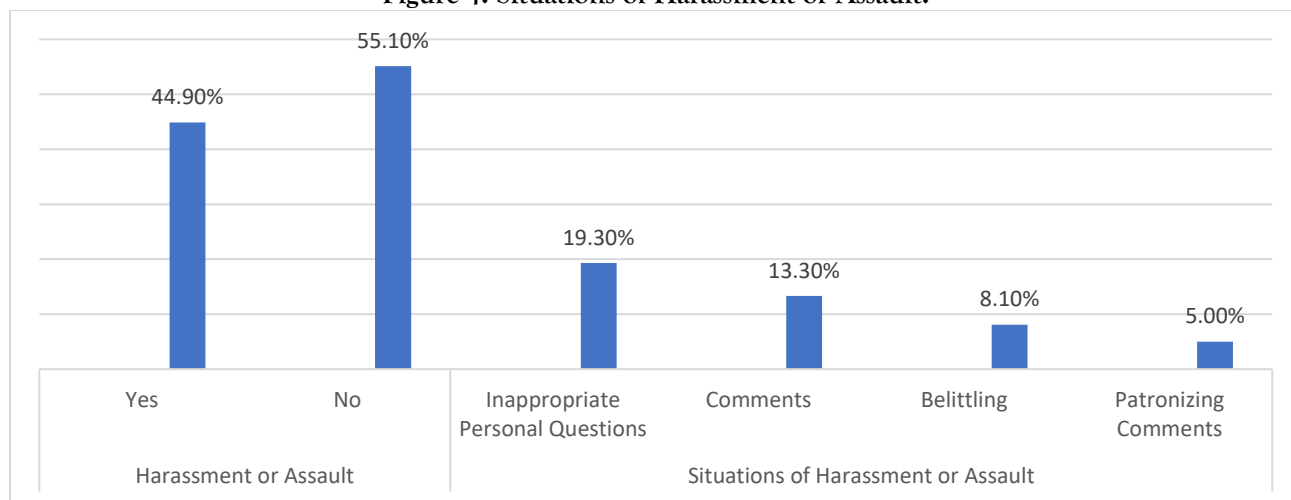
Figure 4: Situations of Harassment or Assault.

Figure 4 represents the frequency and percentage of respondents who face harassment or assault during commute to universityAccording to the results 45 percent respondents feel harassment or assault during travel and 55 percent respondents don't feel harassment or assault while Mobility to university and homeAccording to statistics 19.3 percent respondents feel harassment or assault due to inappropriate personal questions, 13.3 percent respondents feel harassment or assault due to bad comments, 8.1 percent respondents feel harassment or assault due to belittling and 5 percent respondents feel assault due to patronizing comments
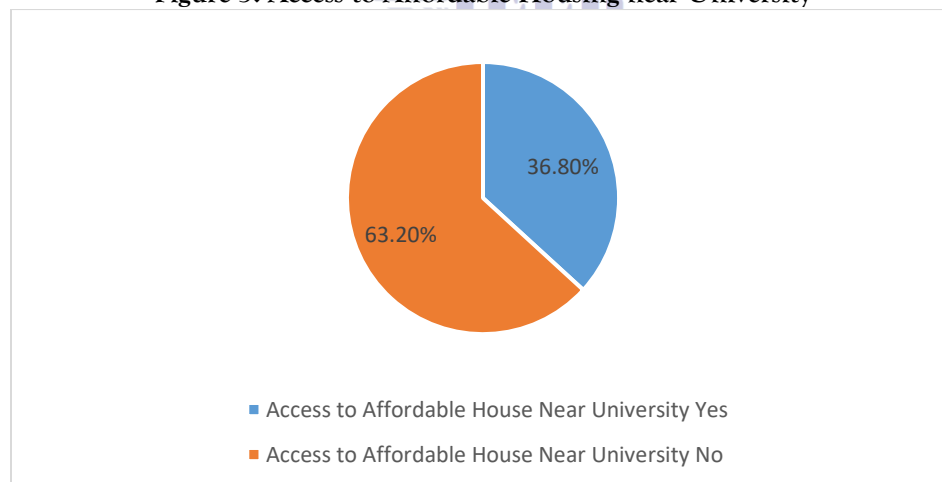
Figure 5: Access to Affordable Housing near University

Figure 5 shows the frequency and percentage of respondents who have access to affordable house near universityThe results of respondent show that only 36.8 percent students have access to affordable house near university while 63.2 percent students don't have access to affordable house near university

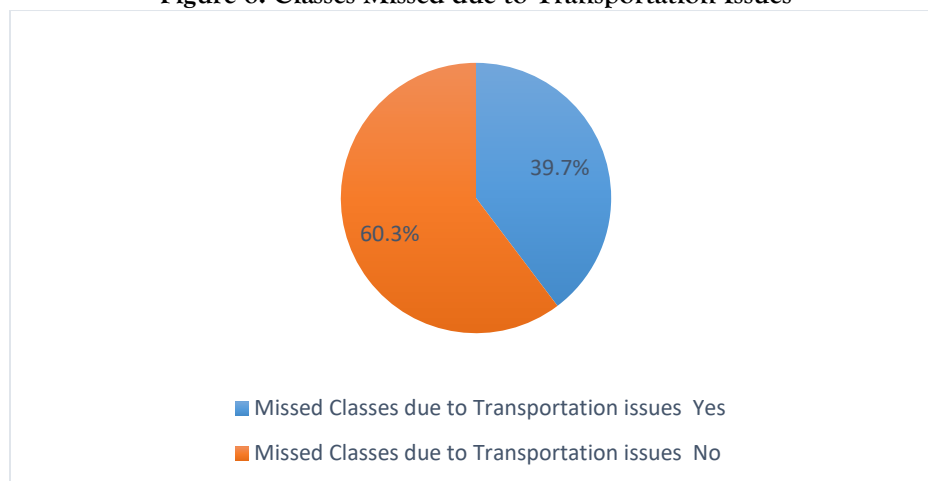**Figure 6: Classes Missed due to Transportation Issues**

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Figure 7 shows that due unavailability of the transport sources to the students how much their study effected this table 7 shows about 39.7% student missed their classes due to unavailability of the transport and on the other hand 60.3% students said they don't miss their classed due to transportAs 39.7% female students missed their classed and that will directly impact their academic performance if suitable mobility sources available these students can best create best grades in their studies.

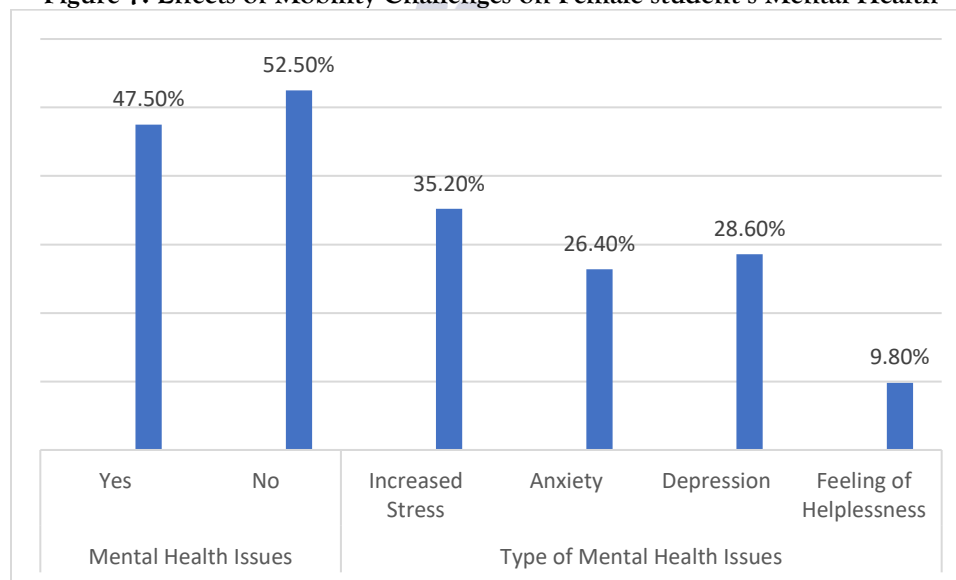**Figure 7: Effects of Mobility Challenges on Female student's Mental Health**

Figure 7 shows that 47.5% female students faced mental health issues and 52.5% students have not faced any issues related to mental health issues further analysis shows that from 182 students who said yes faced and from 182 students they have face 4 type of mental health issues in which 35.2% face stress problems, 26.4% faced anxiety, 28.6% faced depression and 9.8% faced feeling of helplessnessThis table shows that when suitable mobility sources are not available to the female students a large figure faces mental health issues which will directly affect the academic performance of the students.

Figure 8: Sought any support or Resources to Address Mobility Challenges

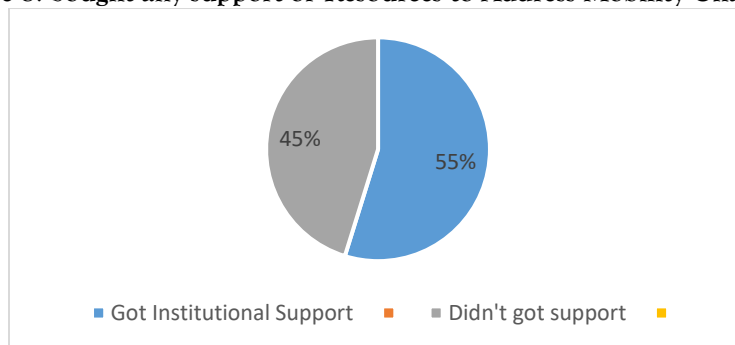Figure 8 shows that female students got how much support from their institute while travelling to the universityThe analysis shows that about 55% students got support from their institute while 45% didn't get any supportThe support from university is much needed fact for the female students to save their time and to improve their academic performanceEvery institute should provide best solutions to accommodate female students in mobility issues so that they can improve their academic skills in efficient way.
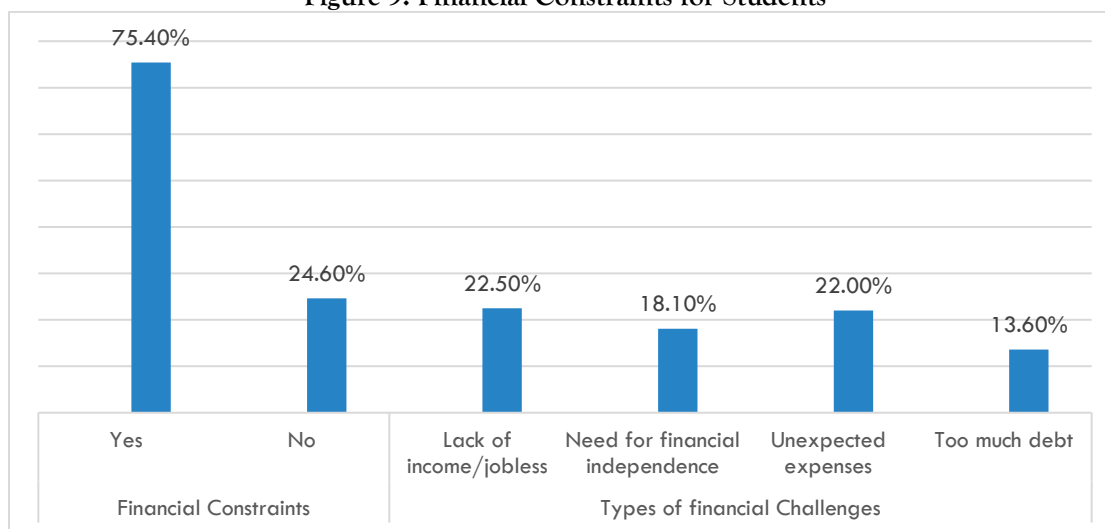
Figure 9: Financial Constraints for Students

Figure 9 represents the frequency and percentage of students who faces financial constraints and the different types of financial constraintsAccording to the results 75.4 percent female students face financial constraints while only 24.6 percent respondents have not faced financial constraints.

According to statistics 22.5 percent students face financial constraints due to lack of income/joblessness, 18.1 percent respondents face financial constraints as a reason of not independent in financial matters, 22 percent of the respondents faces unexpected expenses and 13.6 percent respondents are facing financial constraints de too much debt burden.

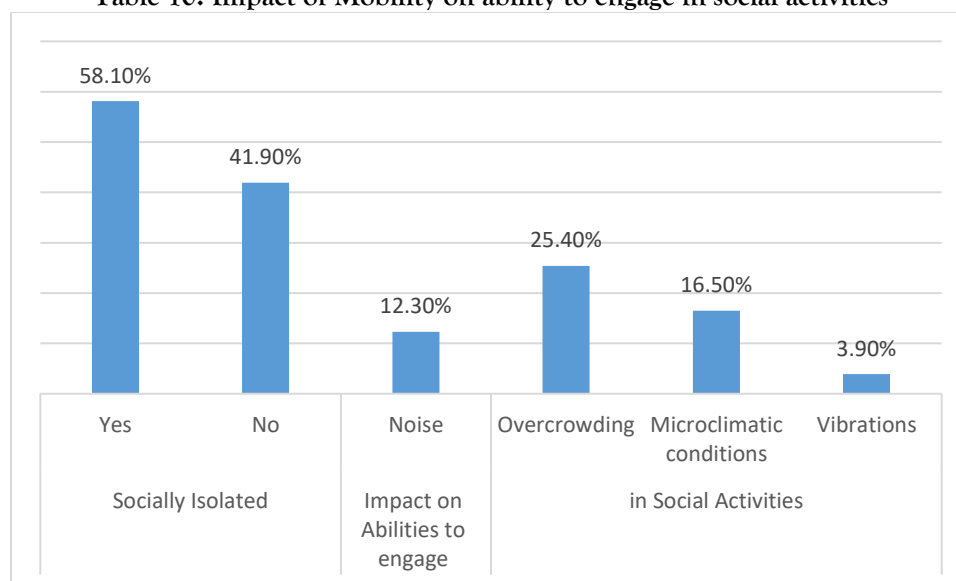**Table 10: Impact of Mobility on ability to engage in social activities**

Figure 10 represents the frequency and percentage of students who feel socially isolated during travel to university and the impact of socially isolation on the abilities to engage in social activities in universityAccording to statistics 58.1 percent respondents feel socially isolated during travel to university and 41.9 percent respondents don't feel themselves socially isolatedAccording to the results

12.3 percent respondents' abilities are affected due to noise, 25.4 percent respondents feel socially isolated due to overcrowding while travelling, 16.5 percent female students feel socially isolated and it has impact on their abilities while engaging in social activities, 3.9 percent respondents feel socially isolated due to vibrations

Figure 11: Steps taken by University to check out Mobility problems

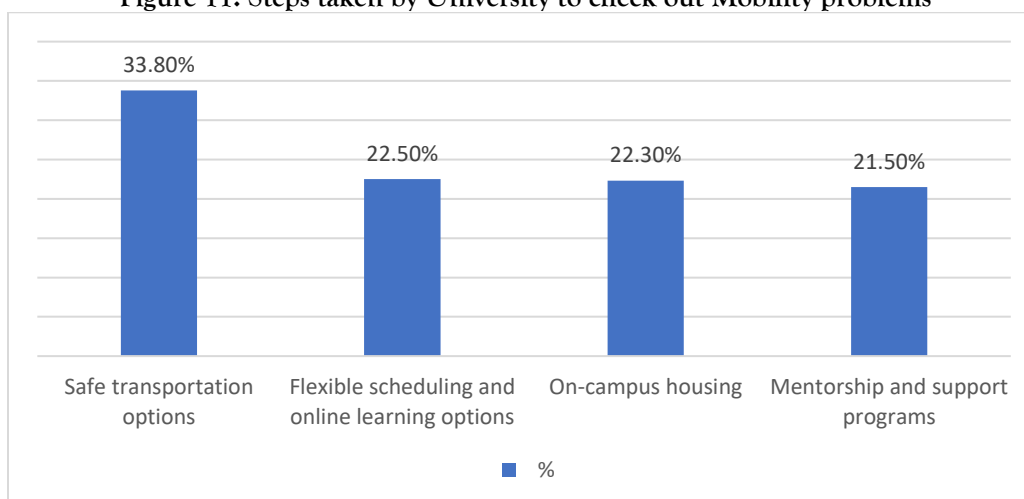Figure 11 represents the frequency and percentage of respondents who think that universities could take some remedial measure to reduce the challenges faced by female students while Mobility to

universitiesAccording to the statistics 33.8 percent female students feels that university should provide safe transport facility, 22.5 percent respondents think that the university should consider the online learning

options and provide flexible schedules of classes, furthermore, 22.3 percent females students feel that university should built hostels and provide on campus housing to them and 21.5 percent female students

point of view is that mentorship and support programs should be launched by university to facilitates students

Hypothesis Test-H1

Model	Unstandardized coefficients	Standardized coefficients	T	Sig
(Constant)	1.944		10.88	0
CD_COM	0.564	0.642	13.297	0

The analysis indicates that the model fits the data well in predicting academic performance by explaining a large proportion of the variance, as indicated by a large regression sum of squares (53.228) in comparison to the residual sum of squares (75.861)The mean squares are 53.228 for the regression and 0.301 for the residuals, leading to a highly significant F-statistic of 176.816 (p < .000)This implies that the predictor, mobility distance, is important in affecting students' academic performanceTotal sum of squares is 125.089, which is model and unexplained varianceThe constant has an

unstandardized coefficient of 1.944 (standard error = 0.179, t = 10.880, p = .000), which means that if mobility distance is zero, then the predicted academic performance score is 1.944The unstandardized coefficient for the predictor mobility distance (CD_COM) is 0.565, indicating an increase of 0.565 in academic performance for a one-unit increase in mobility distanceThe standardized coefficient (Beta) of 0.642 also validates a strong positive relationship between mobility distance and academic performance.

Hypothesis Test-H2

Model	Unstandardized coefficients	Standardized coefficients	T	Sig
(Constant)	1.303		5.503	0
TM_COM	0.703	0.625	12.695	0

The analysis shows that the model explains the variance in academic performance to a great extentThe regression sum of squares (50.352) is far greater than the residual sum of squares (78.737), and the mean square values are 50.352 for regression and 0.312 for residualsThe calculated F-statistic is 161.152 (p = 0.000), which establishes the strong significance of the modelThe constant has an unstandardized coefficient of 1.303 (SE = 0.237, t = 5.503, p = 0.000), that is, when the predictor transportation mode is

zero, the predicted score of academic performance is 1.303With every unit rise in transportation mode score, academic performance becomes better by 0.703 (t = 12.694, p = 0.000)The value of Beta for the transportation mode is 0.625, revealing a positive relationship between the mode of transportation utilized and students' academic achievementThe value of R^2 for the model, which is 0.87, also validates its high explanatory capability.

Hypothesis Test-H3

Model	Unstandardized coefficients	Standardized coefficients	T	Sig
(Constant)	1.739		4.821	0
SS_COM	0.575	0.407	7.083	0

The regression analysis shows that the model accounts for considerable variation in academic performance, with a high regression sum of squares (21.431) against the residual sum of squares (107.658)The F-statistic of 50.164 (p ≤ .0001) agrees that the model is significant, and that Google search histories contain good information for the diagnosis of academic performanceThe total sum of squares is 129.089, which accounts for model and error varianceThe constant has an unstandardized coefficient of 1.739 (t = 4.821, p =.000), which indicates the predicted academic performance score is 1.739 at the lowest level of safety and securityThe predictor of safety and security (SS_COM) has a positive effect, with an unstandardized coefficient of 0.575, which suggests a likely increase of one unit in academic performance for every unit increase in safety and securityThe standardized coefficient (Beta) is 0.407, suggesting a moderate and positive relationship between security and safety and academic performance.

Hypothesis Test-H4

Model	Unstandardized coefficients	Standardized coefficients	T	Sig
(Constant)	3.291		12.892	0
AS_COM	0.244	0.24	3.916	0

The analysis substantiates that the model accounts for a large proportion of variance in academic performanceA high regression sum of squares (7.405) and a low residual sum of squares (121.684) are an indicator of a good fit of the modelThe mean square for regression is 7.405 and for residuals is 0.483, with an F-statistic of 15.335, which is very significant (p < 0.001)This indicates that the presence of study time has a strong impact on academic performance.

Based on the coefficients table, the constant has an unstandardized coefficient of 3.291, representing the expected academic performance score with zero study timeThe predictor for study time (AS_COM) has an unstandardized coefficient of 0.244, signifying that every one unit of study time adds 0.244 to academic performanceA standardized coefficient (Beta) of 0.240 again establishes a moderately positive relationship between study time and student performance, and this predictor is thus statistically significant.

Hypothesis Test-H5

Model	Unstandardized coefficients	Standardized coefficients	T	Sig
(Constant)	2.17		10.248	0
SE_COM	0.507	0.537	10.11	0

From the analysis, the following can be noted about the model; the regression sum of square is 37, and this implies that the model has achieved an ability to predict a considerable portion of the variance in the academic achievementAre approximately 251, whereas the sum of squares residues is just 91838The Mean Square for regression is 37251 and the residual variance is Mean square = 0364On that same account, one gets an F-statistic of 102214 while the p-value is below 005 indicating high level of significance of the test000This indicates that among all the variables that are being measured by the predictor, supportive environment plays a major role in the academic performanceThe sum of squares total is 129Coefficients are 089, which are the total variance explained by the model and also the residual, or unexplained, varianceFrom the coefficients table, one can observe that the constant term equals the unstandardized coefficient of 2170 +/- 0212, and t-test for hypothesis that is statistically significant is 10248 and the respective p-value is equal to 0000This indicates that for when the supportive environment predictor is zero, the mean score of academic performance is 2170For the SE_COM supportive

environment predictor, the coefficient is 0507 which implies that with an increase by one in the supportive environment score the corresponding prediction for the academic performance score would be an increase by one507T –value for this predictor is highly

significant which 10 is127 and p value of000The standardized coefficient (Beta) to supportive environment is 0537, this suggested that there was a strong positive correlation between the supportive environment and scores.

Hypothesis Test-H6

Model	Unstandardized coefficients	Standardized coefficients	T	Sig
(Constant)	4.023		27.763	.000
IS_COM	.088	.115	1.840	.067

The regression equation used here provides the measure of association between independent variable; IS_COM and dependent variableThe constant is 4023 which is representing in the context of the current study IS_COM expected value of the dependent variable when the independent variable IS_COM is zeroThe unstandardized coefficient for IS_COM is zeroEarlier, result displayed at value of 088, thus meaning that for every unit change in IS_COM, the dependent variable changes one step088 unitsThus, the standardized coefficient is 0Theoretical minimum absolute value is equal to 115, showing the magnitude of how impactful IS_COM is to the dependent variable in comparison with other variables of the modelTherefore, in IS_COM t-value = 1840 with significance level (p-value) < 0067Such a p-value is slightly over the standard significant value of 005, i.e., IS_COM is not significant at the 5% level, but is 'almost' significant at $p < 01$.

Discussion

This research finds that female students, when travelling to university, experience many transport and mobility problemsMany female students also reported harassment, unsafe travel and no proper transport facilitiesAccording to the findings, 172 females were harassed on public transport129 females suggested safe transport services and 85 females preferred on campus housing facilities as they do not want to go through daily travel issues.

According to the feminist theory, public spaces are generally unsafe for women, and thus, it increases fear and anxiety of women when traveling (Loukaitou-Sideris, 2014)Theories of intersectionality point out that being a female and other aspects such as class and location makes their travel experience more difficult (Valentine, 1989)It is shown in social capital theory that lack of mobility reduces their social networks and learning opportunities (Putnam, 2000)According to ecological systems theory, unsafe transport affects female students' academic life because of environmental conditions (Bronfenbrenner, 1979).

The female students are negatively affected in their academic performance and mental wellbeing by these transport issuesPoor academic results (Khan, Ahmed & Shah, 2020) are caused by stress, fear and lack of access to educational resourcesThus, some females use coping strategies such as travelling in groups, avoiding public transport or using private ridesHowever, these are not solutions for the long run.

Safe transport services, flexible study schedules, on campus housing and support systems for female students are needed stronglyAwareness sessions, counselling services and proper complaint systems by the universities should be provided to ensure safety and wellbeing.

Recommendations:

Based on the findings of the case study on mobility challenges faced by female students, the following recommendations can be made to address these challenges and enhance the Mobility experiences of female students:

Improve Transportation Infrastructure: Strengthen operational frequency of public transport and ensure their availability both in number and availability of measures towards increased safetyIt is recommended that provision of transport services or company

shuttles be offered exclusively for women students, thereby providing easy and cheap means of transport

Enhance Safety Measures: Increase measures to secure the premises, and especially in the means of mass transportation and near academic facilitiesThis entails enhancing vigil, laying down lit-up corridors and also making provision for immediate support mechanismsTake routine safety check at sites and have corrective measures to deal with any issues considered potential risks

Provide Affordable Housing Options: Engage with the local housing authorities and look for opportunities to partner with affordable housing service providers with a view of ensuring that the female students get safe and affordable housesThis will eliminate cases of long distances to be covered in looking for employment opportunities will be eliminated thus boosting their quality of lives

Establish Supportive Services: Develop particular services that would correspond to the needs of mobility students such as tutorial services, counseling services, mentorship services and Children care centersThese services should be available at any time convenient for Mobility female students apart from the standard class times

Raise Awareness and Sensitize the Community: Organize actions like sensitization and training on gender issues, gender sensitivity, and people's role to prevent women abuse or exclusion of women studentsEnsure the atmosphere of non-tolerance to harassment or any violent activities whatsoever

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