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## The Impact of Hostel Life on Girls Self-Reliance, Problem Solving Skills and Sense of Responsibility

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### ABSTRACT

Hostel life is often associated to different challenges, yet it is important environment for promoting independence among young women. Although the current research recognizes the developmental effects of residential settings, there is a clear gap in understanding how the hostel's life, especially influences self-reliance, problem-solving skills, and the sense of responsibility in the women's population, especially with limited focus on working professionals. This study examined the impact of hostel life on the, self-reliance, ability to solve the problem and a sense of responsibility among young women in Pakistan. A quantitative cross-sectional survey was conducted with 200 female university students and working professionals (aged 18+ years, minimum one year hostel stay) residing in hostels in Lahore, Pakistan. The data was collected using the self-report questionnaires and was analyzed through descriptive statistics, correlation, regression, independent sample t-tests, and one-way ANOVA. The results indicated that the increased duration of stay in the hostel significantly predicted more sense of responsibility ( $\beta = 0.27$ ,  $p = .012$ ). The important thing is that working professionals exhibited significantly higher levels in all three skills than students. Age also had a positive impact on self-reliance ( $\eta^2=0.25$ ,  $P < .001$ ). These findings, interpreted through social cognitive theory, highlight the development of skills in the residential environment, with implications for youth development programs and hostel management in non-Western contexts.

**Keywords:** Hostel Life, Pakistan, Problem-Solving Skills, Self-Reliance, Sense of Responsibility, Young Women.

## **INTRODUCTION**

Hostel life, especially in South Asia, works as a microcosm to develop skills beyond academics. In Pakistan, where hostels connect cultural diversity with organized freedom, young women face unique challenges that can promote self-reliance, problem-solving skills, and responsibility (Atif et al., 2024).

### **Self-Reliance**

Relying on your own resources and abilities to solve problems rather than relying on others is called self-reliance. The idea of self-reliance arises with the belief that a person is able to make decisions and guide himself (Dwyer, 2012). Even though hostel life has its share of difficulties, it also encourages self-reliance. Residents learn from their own experiences and watching their peers, even when there may not be direct guidance of parents (Bandura, 1986).

### **Problem-Solving Skills**

Problem-solving skills are defined as cognitive and behavioral skills that are essential to identify problems, find solutions, put plans into action, and evaluate the results in various life conditions (Rubin et al., 2012). Girls living in the hostel face various challenges, including management of conflicts and balance between educational and social affiliations. Solving the active problem increases self-esteem, which leads to future proactive actions. By deliberately adopting behavior, residents strengthen their ability to solve problems (Bandura, 1991).

### **Sense of Responsibility**

Youth need a profound development towards personal sovereignty and responsibility, which are often challenging in independent living environments such as hostels, recognizing and fulfilling their duties for themselves and others (Wong, 2020). Albert Bandura's social cognitive theory (SCT) offers a strong and comprehensive theoretical framework to understand this complex method that promotes and strengthens this sense of responsibility in the unique context of the hostel (Bandura, 1986).

### **Social Cognitive Theory**

The social cognitive theory, developed by Albert Bandura (1986), provides a strong theoretical structure to understand how environmental factors, personal features, and behavior samples affect individual development and learning (Bandura, 1986, 2001).

Social cognitive theory (SCT) highlights the role of observational learning, self-efficacy, and environmental impact in the hostel environment. This shows that human behavior is affected by personal factors, environmental impacts, and behaviors. Hostel provides opportunities for observational learning, social modeling, and unique experiences that can affect personal development. This triadic reciprocal causation model offers a comprehensive understanding of how the hostel environment promotes self-reliance, solves the problem, and increases the responsibility by being affected by a unique residential context.

The components of the theory focus on observational learning, self-efficacy, cognitive processes, and behavior ability, with self-efficacy being very important for young women to overcome challenges in hostel life and promote freedom. In

conclusion, SCT highlights the importance of the hostel environment in the shaping of young women's personal development and emphasizes the importance of observational learning, self-efficacy, and environmental impact.

Self-reliance, the skill of solving the problem, and the sense of responsibility are all connected to each other and strengthen each other, which contributes to the overall development of young women. Improved self-reliance, which is characterized by confidence in free action and decision-making, allows young women to take initiative and take responsibility for their actions. The strong sense of responsibility stimulates solving problems, especially when problems affect the hostel environment or collective well-being.

Despite the qualitative evidence, empirical research on these results is rare. This study addresses this gap by examining the hostel period, professional status (student vs professional), and how age affects these abilities.

### **Research Objectives**

- To investigate the relationship between the duration of hostel stay and young women's self-reliance, problem-solving skills, and sense of responsibility.
- To compare the self-reliance, problem-solving skills, and sense of responsibility between student and working professional hostelized girls.
- To examine the differences in self-reliance, problem-solving skills, and sense of responsibility across various age groups of hostelized girls.

### **Hypotheses**

**H1:** There will be a significant positive relationship between the duration of hostel stay and girls' self-reliance.

**H2:** There will be a significant positive relationship between the duration of hostel stay and girls' problem-solving skills.

**H3:** There will be a significant positive relationship between the duration of hostel stay and girls' sense of responsibility.

**H4:** There will be significant differences in self-reliance, problem-solving skills, and sense of responsibility between student hostelized girls and working professional hostelized girls.

**H5:** There will be significant differences in self-reliance, problem-solving skills, and sense of responsibility across different age groups of hostelized girls.

### **Significance of the Study**

The aim of this study is to inform young women who reside in Lahore, Pakistani hostels about the challenges and benefits of living in dorms. This will benefit parents, teachers, hostel administration, and the educational community. The findings will help students understand the value of hostel living for academic success and personal growth. The study will also provide insights into hostel life's impact on critical life skills like self-reliance, problem-solving abilities, and responsibility.

## **LITERATURE REVIEW**

Rafique and Manzoor's (2021) study found that life of the hostel increases public affairs, emotional stability, cost management and increasing administrative

skills, especially for women in traditional cultures like Pakistan. The majority of women suggested staying in the hostel despite some flaws, suggesting the possibility of long-term changes in the residential personality.

Akmal et al. (2023) studied the quality of life of the residents of the university residents. They discovered that the quality of life of male students is low and the adjustment rate is higher than the female students. During the transition, women faced more risk of adjustment. The study recommends better hostel facilities and conditions. Study recommends improvement of hostel facilities is compulsory.

Akmal et al. (2023) investigated the problems faced by students and the standard of living of the university residents. He found that compared to the students, the quality of life of the male students is low and the adjustment rate is higher. Women were at greater risk of adjustment during the shift. The study offers a recommendation for better hostel facilities.

Atif et al. (2023) found that students aged 18 to 25, who live in the hostel of Pakistani universities, face economic obstacles, such as difficulties, behavior, theft and homosexuality. (2023). However, hostels promote positive competitive skills, self-reliance, and patience, potentially improve hostel services and student satisfaction.

Yousfani et al. (2024) Studied the problems of 1951 students of the University of Peshawar who were in their residential halls in 2015-16, emphasizing educational achievements. The study discovered the significant correlations between students' academic achievements, food types, and health using open questionnaires and statistical testing. The study also revealed a high correlation between group conversation and hostel facilities. The results can improve students' satisfaction and hostel services.

Igbal et al. (2024) discovered that the hostel environment, which provides benefits such as peers and access to essential facilities, affects students' health and educational achievements. However, to ensure comprehensive and educational performance, effective management and policies are needed for issues such as stress, social obstacles, and financial problems.

Memon et al. (2023) study have revealed that MUET and LUMHS female students in Pakistan reported psychological problems such as loneliness, domestic problems and lack of sleep. They found similar level of anxiety. The hostel facilities are mostly failed to meet the satisfaction of the students. The research recommends providing full medical facilities and emergency travel facilities for girls.

Awan et al. (2025) study discovers the experiences of hostel students and feelings of home through semi-made interviews. The results show that the establishment of the hostel promotes social and personal development but struggles to establish a sense of home. Future intervention should focus on emotional and environmental support.

Prajapati (2025) study examines the emotional development and self-worth of postgraduate students who live in dorms versus those who live with their families. Families offer emotional support but may restrict opportunities for emotional development, whereas hostels exhibit greater emotional maturity due to their independence and accountability.

These studies collectively imply that hostel students improve their academic performance, life skills, emotional maturity, adaptability, mental health, and quality. Although no research has been done on working professionals.

## RESEARCH METHODOLOGY

The purpose of this study was to investigate the effects of hostel life on girl's self-reliance, problem-solving skills and the sense of responsibility. This study uses a quantitative cross-sectional survey to assess the current levels of psychological attributes such as self-reliance, problem-solving skills, and sense of responsibility among young women living in hostels in Pakistan. The sample includes 200 girls which are students and working professionals who have been living in the hostel for at least one year. The study will use convenience sampling to reach accessible hostels in Lahore, Pakistan. Inclusion criteria include female residents of a women's hostel in Pakistan, who must be a current university student or working professional, be at least eighteen years old, have lived in a hostel for at least one year, and be able to fill out the research questions and voluntarily give their informed consent. Exclusion criteria include males, under the age of 18 are not currently living in the hostel, those who have lived in the hostel for less than a year, unwilling participants, or those who have serious mental health problems. Multiple linear regression, reliable analysis, Pearson Product-Moment Correlation Coefficient, independent sample t-tests, one-way Anova, and descriptive statistics will be used in data analysis using the Statistical Package for Social Sciences (SPSS) software. Ethical considerations include voluntary participation, informed consent, anonymity and privacy, and the protection of the participant privacy when collecting data.

The purpose of this study is to provide valuable insights about the psychological characteristics of young women living in hostels in Pakistan and to inform policy makers and practitioners on how to help these individuals in everyday life.

## RESULTS

**Table 1**

Demographic Characteristic of Participants

Variable	Category	n(%) / M(SD)
Age	18-22	69(34.5%)
	23-28	92(46.0%)
	29-35	39(19.5%)
Education	Matric	10(5.0%)
	Intermediate	51(25.5%)
	Graduate	93(46.5%)
	Postgraduate	46(23.0%)
SES	Middle Class	95(47.5%)
	Lower Class	51(25.5%)
	Upper Class	54(27.0%)
Hostel Duration	1-3 Years	88(40.0%)

4-6 Years	80(40.0%)
7-10 Years	31(15.5%)
10-15 Years	1(0.5%)

**Note:** SES=Social Economic Status.

These are the results of an analysis of the sociodemographic traits of the 200 female participants in this research. The sample's age distribution was as follows: young people between the ages of 18 and 22 made up 34.5% ( $n = 69$ ) of the participants, followed by those between the ages of 23 and 28 who made up the majority (46.0%;  $n = 92$ ), and those between the ages of 29 and 35 who made up 19.5% ( $n = 39$ ). The participants' educational background was classified in four different levels. Graduates made up the majority (46.5%,  $n = 93$ ), followed by matriculators (5.0%,  $n = 10$ ), postgraduates (23.0%,  $n = 46$ ), and those with intermediate credentials (25.5%,  $n = 51$ ). The participants' socioeconomic status (SES) showed that almost half (47.5%,  $n = 95$ ) classified as middle class, while 27.0% ( $n = 54$ ) were upper class and 25.5% ( $n = 51$ ) were lower class. The majority of participants (84.0%: 44.0% for 1–3 years [ $n=88$ ] and 40.0% for 4–6 years [ $n=80$ ]) have lived in hostels for 1–6 years, according to the length of their stay. Fewer people (15.5%,  $n = 31$ ) reported stays of 7–10 years, and just 0.5% ( $n = 1$ ) reported stays longer than 10 years. In conclusion, young adult women (ages 23–28) from middle-class origins, graduating from college, and having moderately long (1–6 year) hostel stays made up the majority of the sample. These attributes offer a basis for comprehending the background of the study and the characteristics of the participants.

**Table 2**

Reliability Coefficients for Study Scales

Scale	K	M	SD	Range	Cronbach's $\alpha$
GSE	10	3.24	0.28	2.10-4.00	.50
IIPSS	10	4.3	0.38	3.25-5.00	0.77
RS	8	4.15	0.32	3.00-5.00	0.86

**Note:** GSE = General Self-Efficacy; IIPSS=Independent Interdependent Problem-Solving Scale; RS=Responsibility Scale.

Table 2 presents the psychometric properties of the study scales. Perceived self-reliance was assessed using the Generalized Self-Efficacy Scale (GSE), which had 10 items. On a scale of 2.10 to 4.00, the average score was 3.24 ( $SD = 0.28$ ). Because of the scale's moderate internal consistency ( $\alpha = .50$ ), its results should be regarded with caution. The 10-item Independent-Interdependent Problem-Solving Scale (IIPSS) evaluated problem-solving abilities and produced a higher mean score of 4.30 ( $SD = 0.38$ ), with a range of 3.25 to 5.00 and good reliability ( $\alpha = .77$ ).

Finally, scores ranged from 3.00 to 5.00, with a mean score of 4.15 ( $SD = 0.32$ ), and excellent internal consistency ( $\alpha = .86$ ), the 8-item Responsibility Scale (RS) performed the best, showing high reliability for assessing participants' feeling of responsibility. The IIPSS and RS scales should be used for additional analysis, according to these results, while the moderate reliability of the GSE scale calls for taking into account constraints.

**Table 3**  
Bivariate Correlations among Key Variables

Variables	M	SD	1	2	3	4	5	6
Duration	3.21	1.12	-					
Age	2.45	0.72	.75**	-				
CS	0.59	0.49	.72**	.71**	-			
GSE total	3.24	0.28	.48**	.46**	.53**	-		
IIPSS total	4.3	0.38	.26**	.26**	.39**	.21**	-	
RS total	4.15	0.32	.40**	.33**	.37**	.46**	.15**	-

**Note:** CS=Current Status; GSE=General self-Efficacy; IIPSS=Independent Interdependent Problem-Solving Scale; RS=Responsibility Scale.

Table 3 presents the bivariate relationships between key study variables. Strong significant associations were found between hostel duration and age ( $r = .75$ ,  $p < .01$ ) and current status ( $r = .72$ ,  $p < .01$ ), suggesting that longer hostel stays were more common among older individuals and working professionals. Indicating that longer hostel stays are linked to higher development of key life skills, duration was weakly connected with problem-solving abilities (IIPS total:  $r = .26$ ,  $p < .01$ ) and moderately associated with self-reliance (GSE total:  $r = .48$ ,  $p < .01$ ) and responsibility (RS total:  $r = .40$ ,  $p < .01$ ). The highest correlation between self-reliance and current position ( $r = .53$ ,  $p < .01$ ) was found for working professionals, confirming that they had greater levels of self-efficacy than students. The outcome variables that exhibited the strongest interrelationships were self-reliance and responsibility ( $r = .46$ ,  $p < .01$ ), whereas problem-solving skills had lesser but nevertheless significant relationships with both ( $r = .21$ ,  $p < .01$ ) and responsibility ( $r = .15$ ,  $p < .05$ ). These trends show that the length of time spent in a hostel and occupational position have a significant impact on young women's growth in independence and accountability, while having less of an impact on their ability to solve problems.

**Table 4**  
Multiple Regression Analysis Predicting Self-Reliance (GSE total)

Predictor	B	SE	$\beta$	t	p	95%CL for B
Constant	2.68	0.06	-	41.69	<.001	[2.56,2.81]
Age	0.04	0.04	0.1	0.99	0.324	[-0.04,0.13]
CS	0.22	0.06	0.35	3.73	<.001	[0.11,0.34]
Duration	0.07	0.04	0.15	1.56	0.121	[-0.02,0.16]

**Note:** CS=Current Status.

Using multiple regression analysis, self-reliance was projected to explain 29% of the variance (adjusted  $R^2 = .29$ ), with  $F(3, 196) = 27.97$ ,  $p < .001$ . Students scored 0.22 points lower on self-reliance than working professionals (95%  $CI [0.11, 0.34]$ ), with current status being the only significant predictor ( $\beta = .35$ ,  $p < .001$ ). The period of stay ( $\beta = .15$ ,  $p = .121$ ) and age ( $\beta = .10$ ,  $p = .324$ ) did not achieve significance; however their positive values indicate directional tendencies that are in line with potential theories. The substantial intercept ( $B = 2.68$ ,  $p < .001$ ) indicates that all subjects had high levels of baseline self-reliance.

**Table 5**

Multiple Regression Analysis Predicting Problem-Solving Skills (IIPSS total)

Predictor	B	SE	$\beta$	t	p	95%CL for B
Constant	3.8	0.09	-	42.61	<.001	[3.62, 3.98]
Age	-0.01	0.06	-0.01	-0.1	0.923	[-0.12, 0.11]
CS	0.34	0.08	0.42	4.04	<.001	[0.17, 0.50]
Duration	-0.02	0.06	-0.03	-0.29	0.776	[-0.13, 0.10]

**Note:** CS=Current Status.

The regression model explained 14% of the variation (adjusted  $R^2 = .14$ ) and strongly predicted problem-solving skills  $F(3, 196) = 11.46, p < .001$ . Working professionals scored 0.34 points higher than students (95%  $CI$  [0.17, 0.50]), and current status was the only significant predictor ( $\beta = .42, p < .001$ ). Age ( $\beta = -.01, p = .923$ ) and length of stay ( $\beta = -.03, p = .776$ ) did not substantially affect the results. Despite being non-significant, the negative coefficients for age and duration indicate little real-world impact.

**Table 6**

Multiple Regression Analysis Predicting Sense of Responsibility (RS total)

Predictor	B	SE	$\beta$	t	p	95%CL for B	$sr^2$
Constant	3.74	0.08	-	50.17	<.001	[3.59, 3.89]	-
Age	0.003	0.05	0.01	0.06	0.956	[-0.09, 0.10]	0
CS	0.12	0.07	0.17	1.67	0.096	[-0.02, 0.26]	0.014
Duration	0.13	0.05	0.27	2.54	0.012	[0.03, 0.22]	0.032

**Note:** CS=Current Status.

The regression analysis explained 16% of the variation (adjusted  $R^2 = .16$ ) and substantially predicted responsibility,  $F(3, 196) = 13.59, p < .001$ . A 0.13-point increase in responsibility (95%  $CI$  [0.03, 0.22]) was linked to each extra year spent in the hostel, making duration of stay the greatest predictor ( $\beta = .27, p = .012$ ). Age exhibited no correlation ( $\beta = .01, p = .956$ ) with current status, although current status had a marginal effect ( $\beta = .17, p = .096$ ). Based on the semi-partial correlations ( $sr^2$ ), duration is responsible for 3.2% of the unique variance.

**Table 7**

Independent Samples T-Test Analysis Group Comparisons between Students and Working Professionals Descriptive Statistics

Variable	Groups	n	M	SD	SE
GSE total	Students	83	3.03	0.32	0.04
	Working Professionals	117	3.37	0.23	0.02
IIPSS total	Students	83	4.11	0.31	0.03
	Working Professionals	117	4.42	0.41	0.04
RS total	Students	83	4	0.33	0.04
	Working Professionals	117	4.25	0.3	0.03

**Note:** GSE = General Self-Efficacy; IIPSS=Independent Interdependent Problem-Solving Scale; RS=Responsibility Scale.

**Table 8**  
Inferential Statistics

Variable	T	Df	p	Mean Difference [95% CL]	Cohen's d
GSE total	-8.72	198	<.001	-0.34[-0.42, -0.26]	1.24
IIPSS total	-6.17	197.36	<.001	-0.31[-0.41, -0.21]	0.87
RS total	-5.50	165.97	<.001	-0.25[-0.34, 0.16]	0.8

**Note:** GSE = General Self-Efficacy; IIPSS=Independent Interdependent Problem-Solving Scale; RS=Responsibility Scale.

Working professionals ( $n = 117$ ) and students ( $n = 83$ ) were compared using an independent samples t-test on three variables: the responsibility scale (RS total), interpersonal problems (IIPS total), and general self-efficacy (GSE total). Significant differences ( $p <.001$ ) were found for all variables, and working professionals outperformed students in GSE total ( $M = 3.37$  vs.  $3.03$ ,  $d = 1.24$ ), IIPS total ( $M = 4.42$  vs.  $4.11$ ,  $d = 0.87$ ), and RS total ( $M = 4.25$  vs.  $4.00$ ,  $d = 0.80$ ), all of which indicated large effect sizes. These results point to possible areas for focused assistance in educational and professional contexts by indicating that professionals report more interpersonal difficulties despite having higher levels of self-reliability, problem-solving abilities, and sense of responsibility.

**Table 9**  
One-Way ANOVA Results by Age Group

Variable	SS <sub>between</sub>	df <sub>between</sub>	MS <sub>between</sub>	F	p	$\eta^2$
GSE total	5.12	3	1.71	22.36	<.001	0.25
IIPSS total	2.41	3	0.81	5.37	0.001	0.08
RS total	4.13	3	1.38	14.43	<.001	0.18

**Note:** GSE=General self-Efficacy; IIPSS=Independent Interdependent Problem-Solving Scale; RS=Responsibility Scale.

All three of the evaluated variables show significant variations across age groups, according to the one-way ANOVA results. Regarding general self-efficacy (GSE total), the analysis showed a substantial effect size ( $\eta^2 = 0.25$ ), and a strong significant impact ( $F(3) = 22.3$ ,  $p <.001$ ), suggesting that age group differences account for almost 25% of the variance in self-efficacy scores. Although the impact size ( $\eta^2 = 0.08$ ), interpersonal problems (IIPS total) also shown substantial variation among age groups ( $F(3) = 5.37$ ,  $p = 0.001$ ), indicating that other factors probably have a higher influence than age. With a moderate effect size ( $\eta^2 = 0.18$ ), the undefined RS total measure showed significant age-related changes ( $F(3) = 14.4$ ,  $p <.001$ ). Together, these results suggest that age is a particularly powerful predictor of self-

efficacy, while interpersonal issues and the unidentified category have more subtle but still significant associations. The findings imply that age-related developmental or life-stage influences may have a significant impact on these psychological traits, with self-efficacy exhibiting the most noticeable age-based variance.

**Table 10**

One-Way ANOVA Results by Current Status

Variable	SS <sub>between</sub>	df <sub>between</sub>	MS <sub>between</sub>	F	p	η <sup>2</sup>
GSE total	4.43	2	2.21	27.84	<.001	0.22
IIPSS total	2.81	2	1.40	5.69	<.001	0.09
RS total	2.78	2	1.39	69	<.001	0.12

**Note:** GSE = General Self-Efficacy; IIPSS=Independent Interdependent Problem-Solving Scale; RS=Responsibility Scale.

The results of the one-way ANOVA that looked at sense of responsibility (possibly represented by RS total), problem-solving abilities (probably reflected in IIPS total), and self-reliance (GSE total) showed significant differences between groups according to current status ( $F(2)=27.84, p<.001, \eta^2=0.22$ ;  $F(2)=5.69, p<.001, \eta^2=0.09$ ;  $F(2)=69, p<.001, \eta^2=0.12$  respectively). According to the analysis, working professionals outperform students in problem-solving abilities, but they also exhibit more modest but still noteworthy advantages in self-reliance (big impact size) and sense of responsibility (moderate effect size).

## DISCUSSION

This study examines the effects of living in the hostel on the development of Pakistani young women's life skills, focusing on responsibility, problems-solving skills and self-reliance. It highlights the complex relationship between how independent life arrangements affect personal development during a significant transition towards maturity.

This research found a significant positive relationship between sense of responsibility and the duration of the hostel stay, which shows that social learning theory emphasize the gradual acquisition of accountability through independent functioning. However, the absence of significant effects on the problem-solving skills and self-reliance shows that other factors may need to promote freedom and problem solving skills.

Age-related trends make complications in understanding the development of skills. The notion that confidence and independence arise in the early youth, supports a strong age-related effect on self-reliance ( $\eta^2= 0.25, P <.001$ ). However, the weak effects of age on problem-solving skills ( $\eta^2 = 0.08$ ) and responsibility ( $\eta^2 = 0.18$ ) suggest that these abilities can depend more on specific experiences than the normal maturation process. The study shows significant discrepancies in various aspects

between students and working professionals, suggesting that professional settings offer more powerful development experiences than academic.

### **Limitations**

- Cross-sectional design precludes drawing inferences regarding causality or the temporal evolution of these characteristics.
- In a cultural context in Pakistan, the generalization of the study is limited by the inclusion of only professionals and students.
- All measures were based on self-reports, which are sensitive to biases such as self-presentation bias or social desirability.

### **Future Suggestion**

- Future research should use longitudinal mixed-methods designs to assess the impact of prolonged hostel stays on self-reliance, problem-solving skills and the sense of responsibility of young Pakistani women.
- Qualitative interviews can also be used to explore the coping mechanisms and the contextual challenges.
- Cooperation with the hostel administration is recommended for the development and evaluation of culturally adaptable interventions, such as age-specific training programs, problem-solving seminars, and responsibility sharing measures.
- Comparative studies between Pakistani hostels and international settings could reveal optimal practices, with alumni success tracking revealing long-term effects on personal growth and professional preparedness.

## **CONCLUSION**

This study plays an important role in understanding how the hostel life affects the important life skills self-reliance, solving problems, and sense of responsibility among young women in Lahore, Pakistan. It shows that a long stay promotes responsibility, but the experiences of working professionals significantly higher levels in all skills than students. Age also plays a role, which indicates maturity and confidence. This research provides valuable insights for educationists and hostel administrators, guiding the improvement of residential programs to maximize the development of skills and empower young women for their professional and personal lives.

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