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## PARENTAL ATTITUDE TOWARDS GIRLS' HIGHER EDUCATION IN DISTRICT PANJGUR, BALOCHISTAN

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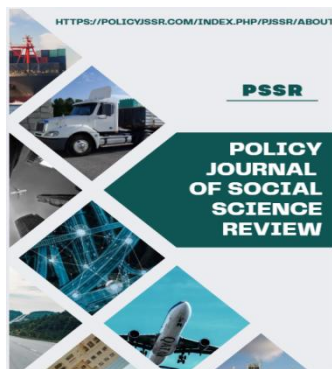
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### ABSTRACT

*The study examines parental attitudes toward girls' higher education in District Panjgur, Balochistan, where entrenched socio-cultural norms, financial hardship, and security concerns continue to restrict female educational participation. A quantitative, cross-sectional survey was conducted with 382 parents selected through random sampling, using a standardized questionnaire to measure demographic influences, perceptions, and perceived barriers. Findings show that although awareness of the importance of girls' education is increasing, access remains limited by economic constraints, traditional gender roles, and fears regarding safety during travel and accommodation. Parental education emerges as a strong predictor of support: educated parents are more likely to endorse daughters' career aspirations and view higher education as a pathway to empowerment, while less educated parents uphold domestic expectations and express concerns about the "marriageability" of educated girls. Cultural and religious beliefs significantly shape attitudes, yet the study notes*

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*a gradual shift, with many educated parents interpreting religious teachings as supportive of girls' education. The research highlights evolving perceptions and offers evidence to guide gender-responsive educational policies aligned with SDG 4 and SDG 5.*

*Parental Attitudes, Girls' Higher Education, Socio-economic Factors, Cultural Beliefs, Educational Barriers, Gender Equality.*

## INTRODUCTION

### 1.1 Background of the Study

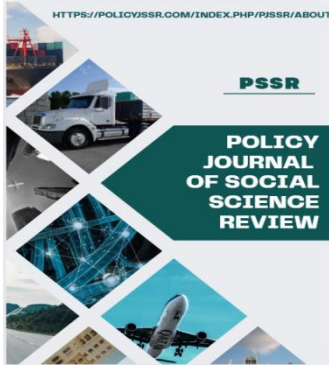
Education is widely recognised as a foundational driver of socio-economic development, enabling individuals to enhance their capabilities and societies to achieve sustained progress (UNESCO, 2023). Within this broader framework, girls' education functions as a transformative force, narrowing gender gaps in employment, increasing women's participation in the workforce, and improving family and community well-being (World Bank, 2024). However, in conservative regions such as Balochistan, parental attitudes toward girls' higher education remain a major barrier. These attitudes are shaped by entrenched cultural norms, economic hardship, and persistent security concerns, all of which contribute to low enrollment and high dropout rates among girls (Khan & Rind, 2023; Human Rights Watch, 2018).

Despite national reforms, such as the 18<sup>th</sup> Constitutional Amendment (2010) and the Balochistan Education Sector Plans (2013–2018; 2020–2025), educational inequalities remain stark. Balochistan

continues to be Pakistan's most educationally deprived province, with an overall literacy rate of 43% and a female literacy rate of only 24% (Pakistan Bureau of Statistics, 2023). These disparities are even more pronounced in remote districts like Panjgur, where socio-cultural restrictions, poverty, and limited institutional support severely constrain girls' access to higher education (Khalid & Khan, 2020).

This study examines parental attitudes toward girls' higher education in Panjgur, focusing on socio-cultural, economic, and institutional barriers. Parental perceptions are a decisive factor influencing whether girls pursue education beyond secondary school (Ali & Khan, 2021). Understanding these perceptions is essential in regions like Panjgur, where female participation in higher education remains critically low (Balochistan Education Sector Plan, 2024).

The literacy landscape in Panjgur reflects deep structural inequalities. Geographic isolation, conservative gender norms, and financial constraints collectively hinder educational access for girls. As the Social



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and Living Standards Measurement Survey (2021) reports, literacy in Balochistan is highly gendered, 27% for women compared to 55% for men, illustrating the magnitude of the challenge. These conditions often lead to early marriages, domestic responsibilities, and limited opportunities for girls to continue their education.

This study aims to fill a critical research gap by systematically analyzing the socio-economic and cultural factors shaping parental attitudes toward girls' higher education in Panjgur. The findings will support policymakers, educators, and development practitioners in designing gender-responsive interventions, such as targeted scholarships, parental awareness programs, and community-based advocacy. More broadly, the study contributes to Pakistan's progress toward the Sustainable Development Goals, particularly SDG 4 (quality education) and SDG 5 (gender equality).

## REVIEW OF LITERATURE

### 2.1 Introduction

The literature on parental attitudes toward girls' education consistently demonstrates that parents' beliefs, expectations, and socio-cultural orientations significantly shape children's educational participation and achievement. Across diverse global contexts, research shows that parental perceptions, particularly those influenced by gender norms, socioeconomic status, and cultural traditions, play a decisive role in determining whether girls' access

and complete higher levels of education. These patterns are especially pronounced in regions marked by poverty, conservative social structures, and limited institutional support, such as Balochistan in Pakistan.

International studies highlight both progress and persistent barriers. Azam et al. (2024) found that 67.7% of parents across several countries expressed strong support for girls' education, reflecting a global shift toward recognizing its socio-economic value. UNESCO (2023) similarly emphasizes that educating girls is essential for gender equality and national development. Yet, despite these positive trends, girls remain disproportionately represented among out-of-school children in many developing regions. Economic deprivation, restrictive cultural norms, and safety concerns continue to impede girls' educational advancement, even where schooling infrastructure exists.

These global patterns resonate strongly with the situation in Pakistan. Research in rural and conservative settings shows that entrenched gender roles often limit girls' educational opportunities beyond primary school. Mishra and Patel (2022) note that family honor, domestic responsibilities, and expectations of early marriage frequently override educational aspirations for girls. Comparable findings emerge from sub-Saharan Africa, South Asia, and the Middle East, where patriarchal norms and poverty intersect to constrain female educational attainment (World Bank, 2023).



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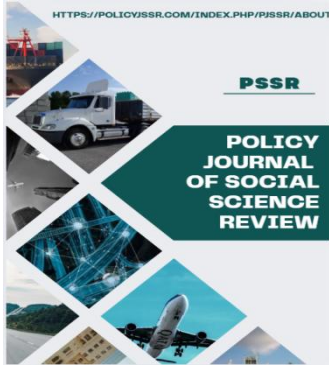
Within Pakistan, parental attitudes vary across regions but remain deeply influenced by socio-cultural and economic factors. Studies in Punjab and Khyber Pakhtunkhwa (KP) reveal that parental education, income, and awareness strongly predict support for girls' schooling (Iqbal, 2022). In many rural areas, however, traditional beliefs continue to position girls' education as secondary to domestic duties (Rehman & Ahmed, 2021). These dynamics are even more pronounced in Balochistan, where cultural conservatism, tribal structures, and chronic underdevelopment create formidable barriers to female education. Empirical research from different provinces provides further insight. In rural Punjab, despite growing awareness of the benefits of girls' education, many parents still prioritize early marriage and household responsibilities (Siddique, O. 2022). In contrast, studies in Gilgit-Baltistan show more progressive attitudes: Hussain et al. (2023) found that most parents viewed higher education as beneficial for girls' personal growth and social mobility. Arshad (2021) attributes this shift to evolving socio-economic conditions that have gradually reshaped traditional norms. In southern Pakistan, including DG Khan, parental education and occupational status significantly influence attitudes toward girls' education (ipindexing.com, 2022). However, even where parents express positive views, structural barriers, such as poverty, safety concerns, and lack of

nearby schools, continue to limit girls' access (Ilkogretim Online, 2023). Shah and Sandeelo (2023) argue that systemic issues in Pakistan's education sector, including weak policy implementation and inadequate infrastructure, further exacerbate gender disparities.

Balochistan, the least literate province in Pakistan, presents a particularly complex case. With female literacy hovering around 30% (Pakistan Bureau of Statistics, 2021), the province faces deep-rooted socio-cultural, economic, and structural challenges. Studies in districts such as Lasbela and Kech reveal that while parental awareness of the value of girls' education is increasing, persistent barriers, poverty, geographic isolation, security concerns, and inadequate infrastructure, continue to restrict girls' progression beyond primary or secondary school (Khan, A. R. 2025).

Family structure also plays a significant role. Gul and Majeed (2022) found that joint and male-dominated households often reinforce traditional gender roles, prioritizing marriage and domestic responsibilities over education. These findings align with broader research showing that patriarchal family systems in rural Pakistan tend to view girls' education as unnecessary or even counterproductive (poverty.com.pk, 2022; Rehman & Ahmed, 2021).

Despite these challenges, emerging evidence suggests gradual shifts in parental attitudes. Khan and Zaman (2023) report that an increasing number of educated parents in Balochistan now



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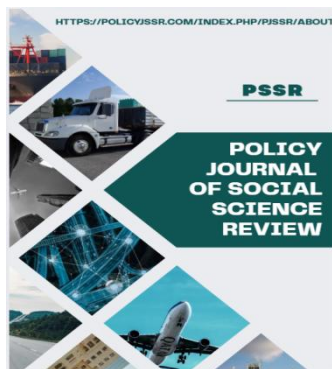
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view daughters' education as beneficial for both family welfare and societal development. However, supply-side constraints, such as lack of higher education institutions, inadequate transport, and unsafe learning environments, continue to hinder progress. Addressing these issues requires targeted policies, infrastructure investment, and community engagement. Economic considerations further shape parental decisions. In Panjgur, where livelihoods are largely agriculture-based, Baloch and Zehra (2024) found that 78% of farming families prioritize boys' education due to perceived economic returns. Similar patterns appear in KP, where 68% of rural families prefer educating sons (Khan & Rind, 2023). Khan (2023) explains this through an economic model showing that opportunity costs of girls' education are 35% higher due to domestic and agricultural labor expectations. These findings mirror global trends: girls from low-income households are significantly less likely to attend university than those from wealthier families (World Bank, 2024).

Cultural norms further reinforce these disparities. Marri and Qambar (2024) report that 82% of tribal elders in Quetta division consider higher education unnecessary for girls, especially those of marriageable age. A decade earlier, 72% of Balochistan parents viewed marriage as a better investment than education (Baloch & Zehra, 2024). These attitudes align with broader South Asian patterns

where girls' roles are culturally confined to domestic spheres (UNICEF, 2022).

Security concerns and geographic isolation compound these challenges. Only 12% of rural girls in Balochistan continue education beyond secondary school (BESP, 2023), compared to 35% nationally (Pakistan Ministry of Education, 2024). In Kech, 67% of parents would permit university attendance only with female-only transport and accommodation (Balochistan Women's Resource Center, 2024). Yet, promising counter-evidence exists: Hussain (2024) found that even madrasa-educated parents supported postsecondary education when culturally appropriate arrangements were provided. Policy interventions show potential. Cash transfer programs increased girls' enrollment in Balochistan by 22% (World Bank, 2025), and satellite campuses reduced parental resistance from 47% to 29% (Khan & Ali, 2024). Theoretical frameworks such as Bourdieu's (1986) cultural capital theory and Bandura's (1986) social cognitive theory help explain how tribal habitus and social learning perpetuate gendered educational inequalities. Feminist scholars argue that tribal patriarchy and state neglect intersect uniquely in Balochistan, intensifying barriers to girls' education (Mumtaz, 2023; Stromquist, 2015). Comparative studies from India and Turkey further illuminate these dynamics. Research in Jharkhand, Manipur, and rural Punjab shows that economic hardship, cultural norms, and



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limited school availability constrain girls' education (Devi, 2020; Choudhary, 2024). Similar patterns appear in Pakistan's Gilgit and DG Khan regions (Baloch & Iqbal, 2021; Khan, 2019). Studies also show that gender biases influence early literacy practices, with parents' gendered assumptions negatively affecting children's reading attitudes (Ozturk et al., 2016). Socioeconomic status consistently emerges as a key determinant of parental support for girls' education (Moshkelgosha et al., 2017; Devi, 2020).

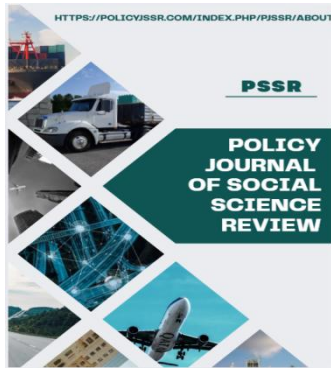
Despite extensive research on gender disparities in Pakistan, significant gaps remain, particularly regarding remote districts like Panjgur. Existing studies focus heavily on urban centers such as Quetta and Turbat, overlooking how poverty, tribalism, and geographic isolation uniquely shape educational barriers in peripheral regions (Ali & Raza, 2020; Hussain, 2020). This study addresses these gaps by documenting local socio-economic and cultural constraints and examining policy implementation failures that hinder progress toward SDG 4 (quality education) and SDG 5 (gender equality).

## RESEARCH METHODOLOGY

The study employed a quantitative research design to investigate parental attitudes toward girls' higher education in District Panjgur, Balochistan. A cross-sectional survey was used to collect data at a single point in time, enabling the measurement of prevailing trends, perceptions, and influencing factors

within the target population. This design allowed for systematic data collection and statistical analysis, supporting generalizability and ensuring that findings could be meaningfully applied to the broader community. Quantitative methods were selected because they allow attitudes and perceptions to be measured objectively through numerical data, aligning with the study's aim of identifying relationships between variables such as socioeconomic status, cultural norms, and educational aspirations. The use of statistical software such as SPSS further strengthened the analysis by enabling the identification of correlations and patterns within a large dataset, consistent with best practices in social science research (Creswell & Creswell, 2018).

The study was conducted in District Panjgur, a region characterized by significant gender-based educational disparities. According to the 2023 census, the district has 509,781 residents, a sex ratio of 112.09 males per 100 females, and a literacy rate of 42.07%, with female literacy at only 37.80%. These demographic indicators underscore the importance of examining barriers to girls' education in this context. To determine an appropriate sample size, Cochran's formula for finite populations was applied, using a 95% confidence level, 5% margin of error, and a conservative proportion estimate of 0.5. Based on an estimated 80,880 rural households, the minimum required sample size was calculated as 382, consistent with



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established sampling guidelines (Krejcie & Morgan, 1970). Adjustments for potential non-response were also considered to enhance reliability.

A stratified random sampling technique was used to ensure representation across key demographic groups, including rural and urban households, income levels, and parental education backgrounds. A total of 300 parents with daughters eligible for higher education were selected, allowing for diverse perspectives while minimizing sampling bias. Data were collected using a standardized questionnaire consisting of demographic items, Likert-scale measures of parental perceptions, and questions assessing perceived barriers to girls' higher education. The instrument was piloted with 30 participants to refine clarity and eliminate ambiguities, strengthening both validity and reliability.

## 4.2 Demographic Characteristics of Respondents

Table 4. 1: Gender Distribution of Respondents

	Frequency	Percent
Female	170	44.5%
Male	212	55.5%
Total	382	100%

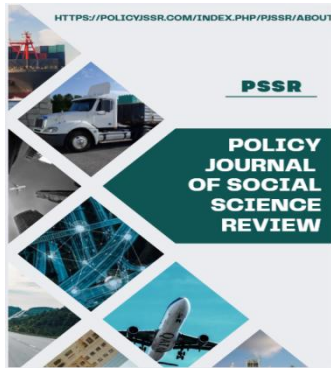
The table number 4.1 shows the gender distribution of the sample, including 382 respondents; 55.5 percent of them are male (n = 212) and 44.5 percent are female (n = 170). Although the male domination is minimal, the percentage of female participants is also high, and it indicates the variety of views on the topic of higher education among girls.

To ensure internal consistency, Cronbach's alpha was applied to the Likert-scale items, with  $\alpha \geq 0.7$  considered acceptable. Data collection was conducted in local languages, including Balochi and Brahui, to accommodate literacy levels and cultural preferences, thereby improving response accuracy and participant engagement.

## RESULTS AND DISCUSSIONS

The study is conducted on the quantitative data of 382 respondents (fathers and mothers). The findings are interpreted with the help of descriptive statistics, frequency distributions, and cross-tabulations. The findings are based on demographics, awareness status, cultural and economic factors and the perception towards higher education of girls.

The gender balance is paramount because it shows that all the male and female perceptions are well-represented, and one can understand the attitude of the community towards the education of girls comprehensively. The gender imbalance might be explained by the socio-cultural processes in the area where the tradition of males to be more involved in such studies may be higher



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because of their greater levels of social activity or accessibility.

Although there is an imbalance in the gender representation in this case, the data indicates that a large number of females form a large sample that is well represented in the analysis. The

**Table 4. 2: Age Distribution of Respondents**

	Frequency	Percent
25-35 years	157	41.1%
36-45 years	130	34%
46-55 years	83	21.7%
Above 55 years	12	3.1%
Total	382	100%

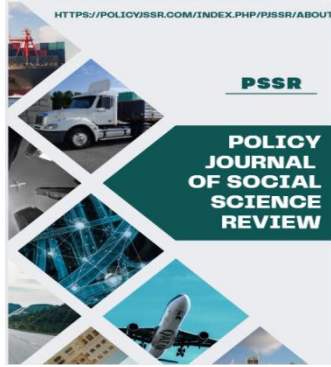
Table 4.2 shows the distribution of the age of the 382 respondents with the highest proportion (41.1) of respondents in the range of 25-35 years (36-45 years), and the age of 36-45 years made 34 percent (n = 130). The 46-55 years group consists of 21.7 percent respondents and the respondents above the age of 55 years are 3.1%. This age structure is an indication that the sample will be mainly made up of economically active adults, who are in the better position to have strong opinions and experiences in the education of their children. The fact that the number of respondents in the age bracket of 25-45 years is the highest can

**Table 4. 3: Educational Status of Respondents**

	Frequency	Percent
No Formal Schooling	2	0.5%
Middle (Class 6-8)	4	1%
Matric (SSC)	26	6.8%
Intermediate (HSSC)	90	23.6%
Bachelor's Degree	116	30.4%
Master's Degree or Higher	144	37.7%

importance of this diversity is to the extent of reliability and generalizability of the results since it will be possible to interpret the parental attitudes towards higher education of girls in a balanced manner.

be attributed to the fact that it is during this age bracket that parents care the most about the future of their children and their education. In addition, the lower percentage of older (above 55 years) population can mean that due to their age, older generations are less direct when it comes to decisions on new educational practices among children. This break down indicates that the data used will reflect the up-to-date socio-economic and educational trend within the district as the younger to middle-aged age group will play a bigger role in the future educational policy and practice formulation.



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Total	382	100%
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Table 4.3 indicates the level of education of the respondents, and it is evident that the sample size is largely comprised of people with formal education. Although very few (0.5) (n = 2) students failed to receive formal schooling, a low percentage (1) went through to middle school (Class 6-8). The most common group (30.4, n=116) is one with a Bachelor degree and 37.7 (n=144) have a Master degree or higher. This means that the population under the sample is reasonably educated, with most of them having intermediate (HSSC) or better education. The educational status of the respondents is also high, and this is one

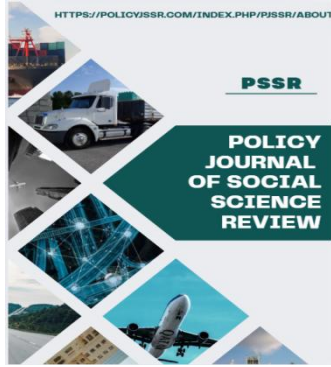
of the factors that can be used to explain their attitudes and perception of the importance of higher education to girls. Most probably, individuals in the segments further educated have a better understanding of the social, intellectual and economic utility education can offer individuals and communities. The high proportion of the population with higher educational qualification indicates that the results of this sample can be illustrative of a more educated and progressive mind and as such, their perception of the significance of higher education to girls.

**Table 4. 4: Monthly Household Income**

	Frequency	Percent
Farmer/Agriculturist	48	12.6%
Government Employee	118	30.9%
Labourer	12	3.1%
Private Job/Business	62	16.2%
Unemployed	57	14.9%
Other (Please specify)	85	22.3%
Total	382	100%

Table 4.4 shows the monthly household income distribution of the respondents in District Panjgur where the level of income-generating activity is diverse with the display of the socio-economic status of the people. The most numerous respondent group comprises of government employees with 30.9 percent (n=118) indicating that a large segment of the population in Panjgur is engaged in more stable, formal jobs with certain incomes that are more predictable and

consistent. The group of Farmers/Agriculturists (12.6% n=48) is the most important in the rural district, which is why agriculture may be unreliable in terms of income because of seasonal and market changes. Owners of private jobs/businesses constitute 16.2% (n = 62) which suggests the presence of a significant number of small-scale entrepreneurs or the individuals who are in the sphere of the business, but the level of their financial stability can be



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different depending on the circumstances in the business. The respondents that are unemployed constitute 14.9% (n = 57), which indicates the level of unemployment that a significant number of the population encounters, which may affect their capacity of meeting the cost of education. The largest proportion of 3.1% (n = 12) is the labourers, and the 22.3% (n = 85) is in the other category which is probably informal or irregular employment and yet another aspect of economic diversity in Panjgur.

#### 4.3 Awareness and Importance of Girls' Higher Education

**Table 4. 5: Awareness about the Importance of Girls' Higher Education**

	Frequency	Percent
Less than 20,000	76	19.9%
20,000 - 40,000	197	51.6%
40,001 - 70,000	83	21.7%
Above 70,000	26	6.8%
Total	382	100%

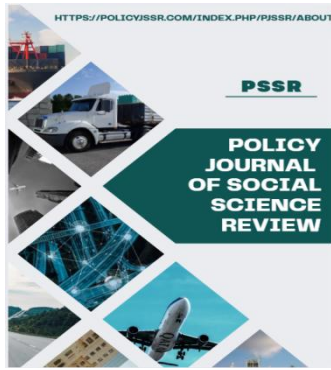
Table 4.5 presents the distribution of household income of the respondents per month. The large part of the respondents (51.6, n = 197) has the income of between PKR 20,000 -40,000 which is lower-middle-income population. Moreover, 19.9% (n = 76) make below PKR 20,000 and 21.7% (n = 83) make between PKR 40,001 - 70,000 and a small percentage (6.8, n = 26) make above PKR 70,000. Such income distribution shows the economic limitation of most families, and it can be of great importance to their capacities of giving higher education to

**Table 4. 6: Family Type**

	Frequency	Percent
Joint Family	262	68.6%

Household incomes are characterized by both stable and volatile sources of incomes, with a major dependency on agriculture, government jobs, and the informal sectors, at the same time, as many households are unemployed. Such economic variables are critical in interpretation barriers to education in the district especially to girls, since low-income families might be more in need of basic survival than investment in education.

their girls. Financial obstacles are a burning problem in the area, with most of the families unable to afford the expense of tuition, travel, books among other related costs. The results indicate that economic constraints are a major factor of the ability of girls to access higher education, particularly in rural and semi-urban regions such as Panjgur, where the levels of income are lower. Therefore, it is important to tackle the economic issue by providing financial aid programs that will boost the number of girls taking higher education.



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Nuclear Family	120	31.4%
Total	382	100%

The family structure data in District Panjgur can help to learn important facts about the socio-cultural processes that can affect the decisions related to education. Most of the respondents (68.6, n = 262) are inhabitants of joint families and 31.4 (n = 120) are the members of nuclear families. The prevailing joint family arrangement is a manifestation of the local cultural and social trends that particularly in the region, the multigenerational family setup tends to

have a say in the decision. They also have collective educational choices in these joint families and educational choices especially regarding girls are made in groups and contributions of different people including elders play a role in this and can alter the financial and gender priorities. This type of family can also have an influence in the allocation of resources to education in particular where family income is low.

**Table 4. 7: Total Family Member**

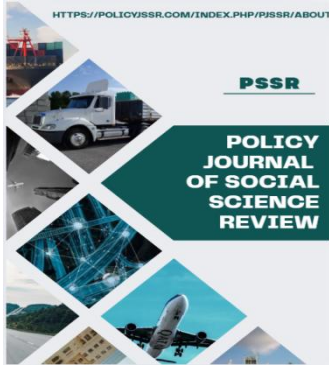
	Frequency	Percent
Less than 5	153	40.1%
5-10	195	51%
above 10	34	8.9%

According to the table 4.7, most respondents seem to live in 5-10-person families because of the medium size of the family, 51% (n = 195) are the respondents, 40.1% (n = 153) are the ones in smaller families of less than five people. Only a small percentage of 8.9 (n = 34) live in big families consisting of more than ten people. The fact that medium and large family types predominate implies high dependency ratios where there are many family

members who depend on few earners. This condition may have an impact on financial planning particularly regarding the education costs. Reliable families can be concerned with family needs that can be satisfied now and not invest in higher education especially on girls. Financial strains imposed by the need to maintain education, and competing household costs, can lead to a lack of access to education, especially by the members of larger and poorer households.

**Table 4. 8: Belief That Higher Education Benefits Girls**

	Frequency	Percent	Chi-Square	df	Asymp. Sig.
Strongly Disagree	2	0.5	217.031 <sup>a</sup>	4	0.000
Disagree	49	12.8			
Neutral	59	15.4			
Agree	174	45.5			



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Strongly Agree	98	25.7
Total	382	100.0

The table 4.8 shows the perception of the respondents in regards to the benefits of higher education to girls. Most of the respondents (45.5, n = 174) are in agreement and 25.7% (n = 98) strongly agree that higher education is being beneficial to girls. This is a very low percentage (0.5, n = 2) of strongly disagree, and 12.8 (n = 49) agreed, showing very little resistance to the conception of girls having higher education. The results indicate that the higher education value among girls has a positive attitude, which indicates that the accord of the society is becoming more favourable. These responses are statistically significant (Chi-square test =

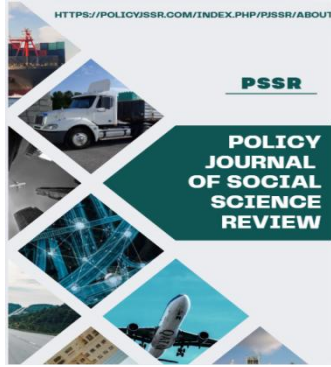
217.031,  $p = 0.001$ ). Such findings highlight the increased appreciation of the importance of educating girls in the context of personal empowerment, intellectual empowerment and social-level gains. Nevertheless, a minor number of respondents still express negative perceptions, which may be explained by the cultural prejudices or by cultural gender roles that are more focused on the household duties of women rather than their educational preference. Their groups can be subjected to educational campaigns to demonstrate the long-term advantages of educating girls not only in their personal development but also in development of communities.

**Table 4. 9: The primary role of a woman is to take care of her home and family**

	Frequency	Percent	Chi-Square	df	Asymp. Sig.
Strongly Disagree	6	1.6%	241.953 <sup>a</sup>	4	0.000
Disagree	58	15.2%			
Neutral	91	23.8%			
Agree	185	48.4%			
Strongly Agree	42	11%			
Total	382	100%			

Table 4.9 shows the opinion of the respondents on the old concept that the main role of a woman is to organize her home and family. Most (48.4, n = 185) hold this view and 11 percent (n = 42) hold this view strongly which is an indication of the prevailing gender roles. These findings indicate that a large percentage of the population continues to believe in the traditional way of women being at home. Nevertheless, a

significant percentage (23.8) of (n = 91) are neutral, and 15.2% (n = 58) are not, which is an indication of certain variation in opinion. The Chi-square ( $\chi^2 = 241.953$ ,  $p < 0.001$ ) shows that this attitude is statistically significant and, therefore, the societal norms concerning gender roles continue to be a critical predictor of making choices on the basis of the education of girls. These results indicate that although the concept of the



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positive impact of girls' education is gaining more attention, the traditional views might be used to affect the parental attitudes toward higher education of girls, in the aspects of prioritizing housework over higher education. Covering these

cultural perceptions using awareness campaigns that would instigate the importance of empowered women within the family, and the society may be a crucial measure towards achieving higher educational equality among girls.

**Table 4. 10 Educated daughters can better support their families financially if needed**

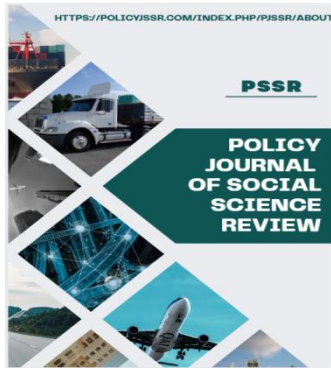
	Frequency	Percent	Chi-Square	df	Asymp. Sig.
Strongly Disagree	28	7.3	138.759 <sup>a</sup>	4	0.000
Disagree	95	24.9			
Neutral	103	27.0			
Agree	138	36.1			
Strongly Agree	18	4.7			
Total	382	100.0			

The statistics show that the respondents are aware of the economic value of education among girls. Precisely, 36.1% (n = 138) took the view that educated daughters would support them financially in case of need and 4.7% (n = 18) strongly supported it. On the other hand, 24.9 percent (n = 95) also contradicted it and 27 percent (n= 103) were neutral, which indicates that the perceptions are quite diverse. The Chi-square test ( $\chi^2 = 138.759$ ,  $p = 0.001$ ) proves that the differences are statistically significant. These results indicate that although most families think that the education of daughters is an investment in the potential economic stability, there are quite a number of respondents who do not know or doubt its practical effect.

The view of the contribution of educated daughters financially is probably associated with the growing understanding of the role that women may contribute to supporting household earnings or are engaged in economic activities. It also suggests that the campaign against the economic advantages of educating girls may be a good idea in the societies in which financial gains are a powerful determinant of educational choices. Overall, the findings demonstrate the criticality of the position of higher education as the tool of personal growth as well as practical investment in the welfare of the family and the community development.

**Table 4. 11: A higher educated girl may face difficulties finding a suitable marriage match in our society**

	Frequency	Percent	Chi-Square	df	Asymp. Sig.
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Strongly Disagree	42	11%			
Disagree	97	25.4%			
Neutral	118	30.9%	115.513 <sup>a</sup>	4	0.000
Agree	113	29.6%			
Strongly Agree	12	3.1%			
Total	382	100%			

Table 4.11 elucidates that, the respondents perception concerning social constraints give diverse answers. Approximately 29.6 percent (n = 113) and 3.1 percent (n = 12) responded affirmatively and strongly affirmative, respectively, that higher education can make the girls find it hard to get an appropriate marriage match, and 30.9 percent (n = 118) responded neutrally. On the other hand, 25.4% (n = 97) chose not to agree and 11% (n= 42) strongly did not agree meaning that there is a sizeable portion of people that do not see education as a barrier to marriage. Chi-square value ( $\chi^2 = 115.513$ ,  $p < 0.001$ ) is significant. Such results indicate the impact of existing cultural and social values, according to which the increase of

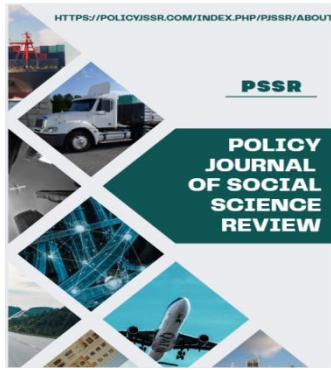
educational level could be viewed as contradictory to the conservative expectations of marriage. These findings emphasize the fact that socio-cultural barriers are still there even when the value of education is acknowledged. These views have the potential of influencing the parental choice towards the higher education of their daughters since marriage is mostly a major consideration in conservative societies. By communicating these notions and bringing to light successful cases of educated women who are able to have both an academic and a family life, it may be possible to eliminate these cultural barriers and encourage the acceptance of higher education of girls without breaking the social norms.

**Table 4. 12 :Education improves a girl's character and makes her a better mother and wife**

	Frequency	Percent	Chi-Square	df	Asymp. Sig.
Strongly Disagree	12	3.1%			
Disagree	79	20.7%			
Neutral	97	25.4%	115.042 <sup>a</sup>	4	0.000
Agree	138	36.1%			
Strongly Agree	56	14.7%			
Total	382	100%			

The data contained in Table 4.12 indicate the beliefs of respondents on the overall personal and family advantages of

education. Quite a significant number of respondents either agreed (36.1, n= 138) or strongly agreed (14.7, n= 56) that



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education has a positive effect on a girl character, making her a mother and a wife. There was a certain degree of disagreement as 25.4 percent (n=97) were neutral, and 24.8 percent (n=91) disagreed. These responses are statistically significant as indicated by the Chi-square test ( $\chi^2 = 115.042$ ,  $p < 0.001$ ). This indicates that a lot of parents and members of the community view education not as a means of academic or economic benefit but as a states manly process, which can increase moral and social ability. Through character, education is regarded as a factor that

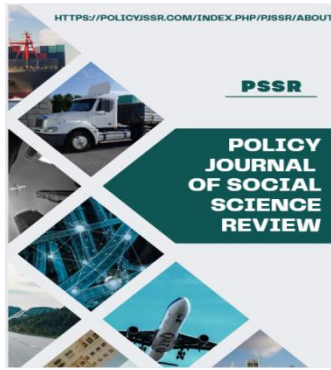
improves a girl to handle family roles, make sound decisions, and have a harmonious relationship. These beliefs could have a positive effect on the desire of parents to finance higher education to their girls. Simultaneously, the presence of neutral or opposing view implies that such perceptions are not universal, and this is why the awareness programs that underline the versatile advantages of the education process with the focus on forming characters, gaining empowerment, and mastering practical skills in life, as well as typical household roles, are necessary.

**Table 4. 13: It is not safe for girls to travel to another city for university education**

	Frequency	Percent	Chi-Square	df	Asymp. Sig.
Strongly Disagree	20	5.2%	158.052 <sup>a</sup>	4	0.000
Disagree	124	32.5%			
Neutral	102	26.7%			
Agree	122	31.9%			
Strongly Agree	14	3.7%			
Total	382	100%			

Table 4.13 indicates that, answers on the safety issue of girls traveling to gain higher education indicates a split opinion. It is unsafe with 31.9 percent (n = 122) agreeing and 3.7 percent (n = 14) strongly agreeing and 32.5 percent (n = 124) disagreeing and 5.2 percent (n = 20) strongly disagreeing. The neutral answers were 26.7% (n = 102). The Chi-square ( $\chi^2 = 158.052$ ,  $p < 0.001$ ) value is statistically significant. Such results indicate that perceived safety risks are a significant consideration in higher education choices of girls in their non-

hometowns. The issue related to safety can be caused by cultural traditions, fear of being socially criticized, or travel and accommodation difficulties. These perceptions may serve as a hindrance even in the case of educational opportunities that may restrict access of the girls to good institutions of higher learning that are in other cities. To handle these issues, it might be necessary to use safer methods of transportation, residence centres which are safe and community-based awareness programs, to assure parents of the safety of their girls.



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Overall, as much as there is acknowledgement of the importance of higher education, issues of practicality such as the safety of travelling still

influence the decisions of parents and might affect the enrolment program and the attendance of females in remote universities.

**Table 4. 14 The cost of higher education is not worth it for daughters**

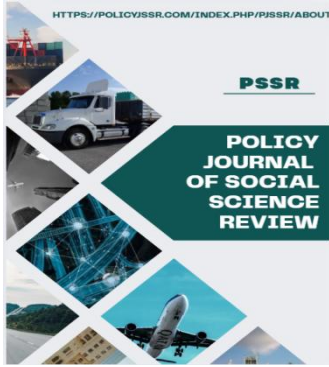
	Frequency	Percent	Chi-Square	df	Asymp. Sig.
Strongly Disagree	36	9.4%	125.251 <sup>a</sup>	4	4.03E-26
Disagree	103	27%			
Neutral	119	31.2%			
Agree	112	29.3%			
Strongly Agree	12	3.1%			
Total	382	100%			

Table 4.14 shows that the perceived economic value of higher education has shown reluctant behaviours among the respondents in regard to investment in finance. Approximately 29.3 percent (n = 112) responded that it may not be worth the price of higher education and 3.1 percent (n = 12) strongly agreed, and 36.4 percent (n = 139) disagreed or strongly disagreed. The number of neutral responses was 31.2 (n = 119). Chi-square test ( $\chi^2 = 125.251$ ,  $p < 0.001$ ) verifies the statistical significance. This information shows that financial factors are at the centre of parental decisions on the education of daughters. The cost-benefit analysis is a factor that tends to affect the decisions on pursuing higher education in communities with low economic standing where the economic

payoff in the long-term is not clearly known or where the investment in the education of daughters is considered a household rather than an individual investment. Although most people are aware of the social, personal, and profession benefits of higher education, some parents perceive that the cost of higher studies may be greater than the benefits, hence not encouraging their children to pursue higher education. This highlights the need of the policy interventions like scholarships, financial assistance, and low-cost education to minimize economic differences and promote the wider access to the higher education of girls to ensure that academic progress is not impeded by the price factor.

**Table 4. 15: Girls who pursue higher education become too independent and challenge family norms**

	Frequency	Percent	Chi-Square	df	Asymp. Sig.
Strongly Disagree	14	3.7%	201.534 <sup>a</sup>	4	1.7581E-42
Disagree	95	24.9%			



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Neutral	81	21.2%
Agree	168	44%
Strongly Agree	24	6.3%
Total	382	100%

Table 4.15 The data in this table indicate the results of responses to a specific statement (can be located according to the circumstances of the study, e.g., the attitudes to the education of girls, the usage of technologies, etc.). The answers will be classified into five levels which include Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree. The proportion of people who agreed to the statement was rather large (44% or  $n = 168$ ) which means that the position of people on the issue under measure is quite positive. In the meantime, 6.3% ( $n = 24$ ) strongly agreed, which also supports this positive opinion. Conversely, 24.9 percent ( $n = 95$ ) disagreed, and 3.7 percent ( $n = 14$ ) strongly disagreed, and this represents a smaller percentage of respondents with negative perceptions.

The rest 21.2% ( $n=81$ ) were neutral meaning that they were neutral or uncertain about the statement.

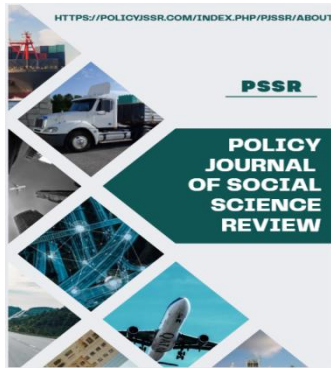
The value of the Chi-square of 201.534 with p-value of 1.7581E-42 (which is very large) indicates that there is no chance distribution of the responses and that there is a significant trend in the data. The p-value is very low which means that the differences in responses were observed statistically which proves that there is an apparent pattern in the respondent's views. This can indicate that the issue under consideration (e.g., the advantages of girl's education, or integration of technology in schools) had strong opinions, but the overall trend is towards the affirmative, yet there is some opposition or ambivalence as well, in the neutral and disagree views.

**Table 4. 16 :Higher education opens up better employment opportunities for women**

	Frequency	Percent	Chi-Square	df	Asymp. Sig.
Strongly Disagree	24	6.3	122.476 <sup>a</sup>	4	1.5799E-25
Disagree	71	18.6			
Neutral	109	28.5			
Agree	140	36.6			
Strongly Agree	38	9.9			
Total	382	100.0			

The numbers presented in this table 4.16 reflect the response rate to a certain statement or question and the levels lie

between strongly disagree and strongly agree. The greatest number of the respondents (36.6,  $n = 140$ ) agreed with



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the statement, and then were 9.9% (n =38), who strongly agreed. This shows that there is a fairly good response in general. Nevertheless, 28.5% (n=109) were neutral (seeming to be unsure or indifferent) with 18.6% (n=71) disagreed and 6.3% (n=24) strongly disagreed, indicating a minority of the negative opinion.

The Chi-square value and the p-value of 122.476 and 1.5799E-25 respectively are very significant and not a chance occurrence as the distribution of

**Table 4. 17 : Religious teachings encourage the pursuit of knowledge for both men and women**

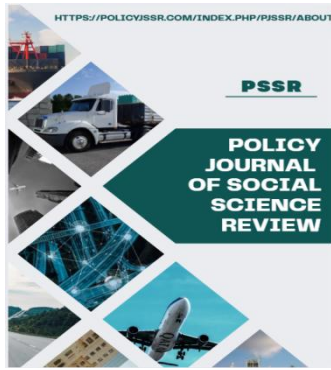
	Frequency	Percent	Chi-Square	df	Asymp. Sig.
Strongly Disagree	6	1.6	145.199 <sup>a</sup>	4	2.17432E-30
Disagree	61	16.0			
Neutral	104	27.2			
Agree	147	38.5			
Strongly Agree	64	16.8			
Total	382	100.0			

Table 4.17 shows the way the responses were distributed to the statement; religious teaching promotes knowledge seeking among men and women. The findings reveal that it has great support with 38.5% (n = 147) agreeing and 16.8% (n = 64) strongly agreeing. A combination of 55.3 percent of respondents articulates their positive perception, which may be said to represent a general feeling that religious teachings advocate the same educational opportunities to both sexes. Conversely, 16.0% (n = 61) said no and 1.6% (n = 6) said strongly not thus, there are a minority who do not hold these sentiments. Also, 27.2 percent (n = 104)

responses is statistically significant. The p-value is very low, and this indicates that there is a distinct pattern of the data as most of the respondents held the view of being agreeable or neutral on the issue. It may indicate widespread approval of the topic under discussion (e.g., the significance of educating girls or the usefulness of a particular intervention), but still a significant number of respondents, who do not agree with or are indifferent to it, can be seen in the neutral and disagree categories.

were undecided indicating there was a level of uncertainty or ambivalence concerning the matter.

The Chi-square of 145.199 with a very significant p value of 2.17432E-30 is also another confirmation which shows that the distribution is not random. It is found that results are more or less in line with the fact that religious teachings promote education among both men and women but a good percentage among the respondents (almost 28 percent) disagreed or did not know meaning that religious interpretations or conviction might differ within the population. This observation plays a critical role in the



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interpretation of the role of religious leaders and teachings in either enhancing or discouraging gender equality in education.

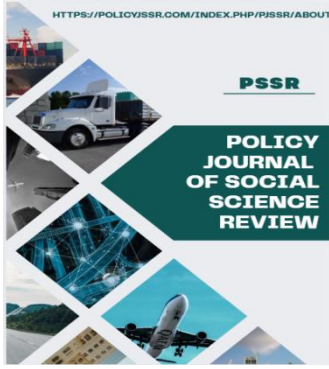
**Table 4. 18: If you have a daughter, what is the highest level of education you aspire for her to achieve?**

	Frequency	Percent
I have no specific aspirations / It is up to her.	73	19.1%
Matric (SSC)	8	2.1%
Intermediate (HSSC)	6	1.6%
Bachelor's Degree (e.g., BA, BSc)	52	13.6%
Master's Degree or higher (e.g., MA, MSc, MPhil)	243	63.6%
Total	382	100%

Table 4.18 gives the answers of the participants in District Panjgur about their desire to the highest level their female children would get. Most of the respondents, 63.6% (n = 243) wanted their daughters to receive a Master, or more, which means that the level of higher education and a progressive attitude towards women education is high in the district. This implies that higher education is becoming an important objective among parents especially to their daughters. Conversely, the lesser proportion of respondents 13.6% (n= 52) reputed that they want their daughters to pursue a Bachelor's degree, with even fewer respondents, 2.1% (n= 8) and Intermediate (HSSC), reputed to 1.6% (n= 6) respectively. Interestingly, 19.1 percent (n=73) respondents stated that they did not have certain aspirations and left it to their daughters. This could be an indication of a more permissive or enabling attitude to education of daughters, who have the freedom to attain their educational ambitions.

These results indicate that there is a relatively high aspiration among girls to higher education in the District Panjgur but there are practical constraints that should be overcome such as financial, cultural and access to educational institutions to ensure that these aspirations are achieved. The high demand on the Master's degrees and higher is compatible with the overall tendency towards the importance of education as the tool of women empowerment despite the current obstacles.

Table 4.19 shows the answers of the surveyed persons in the District Panjgur on the largest benefit they see in allowing their daughters to receive a higher education. Most of the respondents, 34.3% (n=131) emphasized the significance of education to their daughters to empower them to be more educated and more knowledgeable and their views were that most of them consider education as a way to grow both intellectually, and personally wiser.



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**Table 4. 19 : What is the most significant BENEFIT you see in your daughter getting a higher education?**

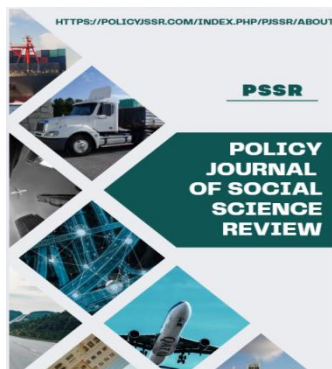
	Frequency	Percent
I see no significant benefit.	18	4.7%
To be a better parent and manage her future home efficiently.	77	20.2%
To become more knowledgeable and wiser.	122	31.9%
To get a good job and earn money.	34	8.9%
Total	382	100%

The percentage of those who agreed to this sentiment was significant (31.9% (n =122)) and strengthens the notion that learning is one of the main advantages. This is an indicator of the strong belief in the worth of education that is not limited to financial outcomes, and that education is important in moulding the complete individuals.

The benefit of making their daughters good parents and take good care of their future homes was mentioned among the respondents, 20.2% (n = 77). Respondents in Panjgur perceive higher education as having the greatest impact on women in terms of education preparation in the traditional roles that women play in the family life, which explains the difference in the ways education is perceived as most important to the respondents (8.9%). Although the number of the participants who focused on this economic factor was lower, it represents a sign of understanding how higher education can be used to provide women with better economic prospects.

Lastly, 4.7 percent (n = 18) of the interviewees did not see a big value in their daughters having a higher education which could suggest either resistance to cultural values or not perceiving value in formal education. Finally, even though most of the respondents in District Panjgur cherish education because of its intellectual and personal development advantages, another aspect is the possibility of enhancing their practical life skills and economic prospects. Nevertheless, these views have to be taken into consideration when one considers the socio-cultural processes which might impact the very process of education realization in the district.

Table 4.20 provided the answers of participants of District Panjgur about the most prominent obstacles they consider as the ones that prevent them to send their daughters to get higher education. The data points at the complex of socio-cultural, economic, and institutional reasons which create the problem of the families in the district.



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**Table 4. 20 : What is the biggest BARRIER to sending your daughter for higher education?**

	Frequency	Percent
Cultural and tribal traditions (purdah, family honor).	83	21.7%
Financial constraints (fees, expenses).	62	16.2%
It is not necessary for her future life as a wife and mother.	47	12.3%
Lack of quality higher education institutions nearby.	42	11%
There are no significant barriers.	32	8.4%
Total	382	100%

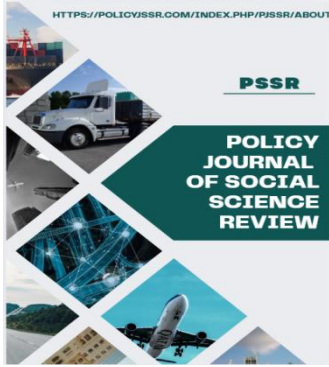
Those practices that the greatest number of respondents (30.4% or n= 116) cited as the main obstacles to educating girls were cultural and tribal practices such as purdah (the isolation practice) and family honour. Here we can see the strong tradition of cultural norms in District Panjgur where educational process of girls is perceived to be not in harmony with traditions of gender roles and social expectations of honour of family.

Another notable percentage of 21.7% (n = 83) also cited the cultural and tribal traditions to block the education of girls and the socio-cultural impact of shaping parental attitudes towards female education further. These obstacles are enhanced by the fact that it is believed that educating females would destroy family prestige and social standing. Of 16.2% (n = 62) respondents, financial barriers especially education fees (costs), transport, and materials were seen as a major barrier. This is in line with the larger economic issues encountered by most families in District Panjgur whereby

limited finances can hardly bear the cost of higher education.

Higher education was the one in which 12.3 percent (n=47) of the respondents felt that girls will not need higher education especially as future wives and mothers. This view highlights the continuity of the old mindsets or beliefs of women being driven by the household chores rather than the academic or career goals. Insurance of the proximity of good higher education institutions was revealed by 11% (n = 42) of respondents, which represents the aspect of the concern with the accessibility of the educational opportunities within the District Panjgur. The rural and geographically remote nature of the district is another problem that increases this problem by making access to quality institutions difficult.

Lastly, 8.4% (n=32) of those who responded that there were no major impediments, perhaps because the respondent was more progressive in his/her thinking on girls' education of a lack of awareness over the hardships



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other families go through. To sum up, the answers given by District Panjgur reveal that there was a complicated chain reaction between cultural, economic and institutional factors which still keep girls

out of higher education. These results demonstrate the necessity of requires specific intervention to focus on traditional norms and the practical barriers to education.

**Table 4. 21 Who has the MOST influence in the final decision about your daughter's higher education?**

	Frequency	Percent
Father	89	23.3%
Mother	54	14.1%
Both parents equally	146	38.2%
The daughter herself	34	8.9%
Tribal elders or community leaders	40	10.5%
Other	19	5%
Total	382	100%

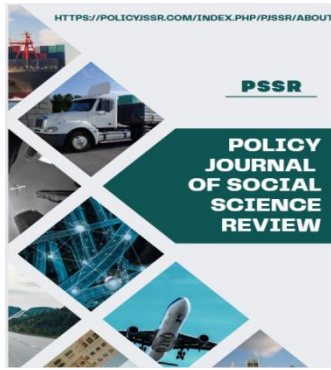
The table 4.21 will show the distribution of the responses on who has most influence on final decision regarding higher education of a daughter in District Panjgur. The information indicates that the father is the dominant figure in the decision-making process and 23.3% of respondents (n = 89) state that it is the most influential figure. This observation is typical of gender roles in families where fathers are expected to make the last decision when it comes to making vital decisions such as making educational decisions especially in quite conservative or rural places such as Panjgur.

A high number among them 38.2 percent (n = 146) said that parents equally determine whether their girl is educated or not. This implies that even despite conventional beliefs, there is the increasing appreciation of the need to

make decisions collectively in the family with both parents increasingly participating in the decision-making process regarding the education of their children including girls.

Mothers play the greatest role in 14.1 percentage (n = 54) cases which shows a small but significant number of mothers as the main decision-makers. This could be prevalent in families where mothers are better educated, or in families where the mothers are more involved in educational issues.

Only 8.9% (n = 34) of the daughters have the most influence in their respective family indicating that in the majority of the family's young female in District Panjgur still does not have the freedom to make independent decisions regarding their education. Such an observation indicates the inertia of patriarchies that deny girls their agency in education.



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In 10.5% (n=40) of cases, tribal elders or community leaders are reported to make a significant contribution, which is evidence of the persistence of the social norms and traditions on educational choices. This is particularly applicable in tribal communities such as Panjgur whereby elders can very much be decisive on matters regarding family including education. Finally, 5 percent (n = 19) of the respondents said that other factors or

people affect the decision, but such a type of answer concerns less significant percentage of the sample. Finally, the conclusions in the study indicate the persistence of the role of the paternal influence in the educational choices, yet it also reveals the tendency towards the shared decision-making between parents. Moreover, cultural and communal values still have a significant influence on such decisions in District Panjgur.

**Table 4. 22: If a reputable university for women opened in Panjgur city, how likely would you be to send your daughter there?**

	Frequency	Percent
Likely	167	43.7%
Very Likely	117	30.6%
Unlikely	96	25.1%
Very Unlikely	2	0.5%
Total	382	100%

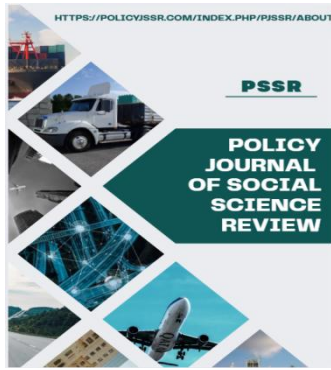
Table 4.22 shows the responses of the probability of sending a daughter to a reputable university among women in Panjgur city. According to the findings, 43.7 percent (n = 167), of the sample of respondents revealed they would be likely to send their daughter to a reputable women university in Panjgur. This is an indication of a positive cooperation with regard to female higher education especially when local choices are made ready and open, which can significantly decrease the hindrances associated with mobility and security.

Another 30.6% (n = 117) of the respondents indicated that they would become a very likely sender of their daughter in such a university, and this was a high index of enhancing education

opportunities to girls in Panjgur. It means that the population has a significant need to have more educational infrastructure of women, especially in such rural regions as Panjgur where the provision of higher education is rather low.

In contrast 25.1% (n=96) of the respondents said that they were likely not to send their daughter to a women university in Panjgur so it is evident that there are still certain concerns, may be on a cultural aspect, financial factor or other personal reasons in the community.

Only a very small percentage, 0.5% (n = 2), said that they would be very unlikely to send their daughter to such an institution, which is a minor indication of strong resistance to the notion.



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Conclusively, the statistics show that there is extensive support in general that a reputable university should be established in Panjgur to educate women, and most parents see the importance of their daughters having higher education.

#### 4.4 Cultural and Social Factors

**Table 4. 23: Cultural Restrictions Affecting Girls' Higher Education**

Response	Frequency	Percentage
Strongly prevalent	112	37.3%
Moderately prevalent	127	42.3%
Rare	41	13.7%
Not at all	20	6.7%

Table 4.23 shows the answer to the questions on cultural restrictions to higher education among girls in District Panjgur. Most of the respondents 42.3 (n = 127) respondents commented that the cultural constraints are moderate, demonstrating that cultural norms have a strong impact on educational opportunities of girls in the district. Such norms can comprise the traditional gender roles, family honour and societal expectations which tend to favour male education than female education and restrict girl's access to higher education.

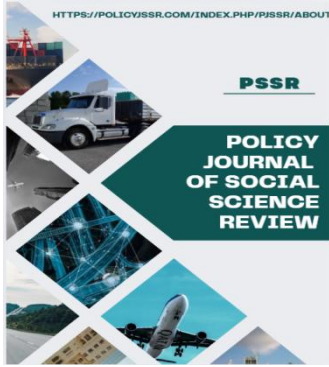
Of the respondents, the presence of cultural restrictions is pronounced with 37.3% (n=112) of the survey respondents believing that the presence of cultural restrictions is strong and therefore the cultural practices may be deeply rooted and therefore create a great obstacle in the education of the girls. This observation implies that, cultural and tribal beliefs in the area continue to have overall influence in determining attitudes towards girls' education which tend to

Nevertheless, the undecided or reticent portion of the population still exists, which can be seen as a relic of the still existing socio-cultural inhibitions or the doubts about the feasibility and efficacy of such establishments in the area.

limit their movement as well as access to higher education. In the meantime, 13.7% (n = 41) of the respondents reported that the cultural restrictions are "infrequent" which implies that despite being less common, there are families or groups of people in which cultural norms are less restrictive to the education of girls. This may reflect a change of mind or areas of more liberal view in the district.

Lastly, cultural restrictions are only considered not at all (n = 20) by 6.7% of the respondents which could represent a minority of the respondents who do not see cultural barriers or could be living in more liberal societies where the education of girls is not neglected.

To sum up, the facts indicate that the cultural constraints remain an influential determinant of girls' access to higher education in District Panjgur. Although other families and communities might not be highly affected by the traditional norms, the dominance of such limitations points to the necessity of



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culture change and community-based interventions to facilitate gender equality in education.

**Table 4. 24: Concern for Girl's Safety While Attending Distant Colleges**

Response	Frequency	Percentage
Very concerned	168	56.0%
Moderately concerned	84	28.0%
Slightly concerned	32	10.7%
Not concerned	16	5.3%

Table 4.24 provides the answers on the issue of safety of girls attending remote colleges in District Panjgur. Most of the respondents (56.0) (n=168) indicated that they are more than concerned about the safety of girls who are studying in colleges in remote regions. This implies that safety in the district is a key obstacle to most parents and families and especially girls when it comes to the possibility of taking them to schools that are far off their homes. It is possible that the concerns are related to the cultural norms, security concerns, as well as to the logistical problems related to traveling. Another 28.0% (n= 84) of the respondents indicated that they were moderately concerned, indicating that they were aware of the existence of certain safety risks but might have other concerns like the possible benefits of education to girls.

#### 4.5 Economic Factors

**Table 4.8 4. 25 : Financial Constraints as a Barrier to Girls' Higher Education**

Response	Frequency	Percentage
Strong barrier	124	41.3%
Moderate barrier	98	32.7%
Slight barrier	51	17.0%
Not a barrier	27	9.0%

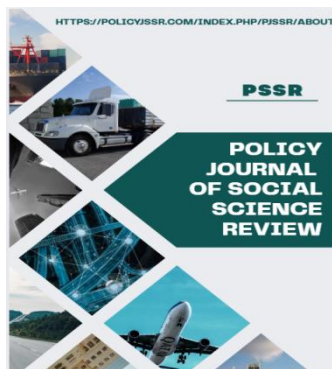
Table 4.25 identifies the financial limitations as the obstacle of higher

This group would be willing to send girls to far away colleges but will be mindful of the exposure to risks.

In the meantime, 10.7% (n = 32) of the respondents reported being slightly concerned, which represents a smaller community that is less concerned with the safety issue or might think that it can be taken care of by the safety measures.

The percentage of the respondents who indicated that they are not concerned with the issue of safety (n = 16) represents a small number of families who might feel comfortable with the safety measures or reside in a locality where students have more-developed infrastructure and security systems. Such issues can be resolved by providing better security, safe means of transport and awareness of the community in order to make more girls join institutions of higher education.

education among girls in District Panjgur. The data has indicated that a good



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number of respondents were found to be a strong barrier to financial constraints (41.3 percent  $n = 124$ ). This indicates that many families are struggling with serious economic difficulties that cannot enable them to sponsor the education of their daughters, especially the higher education level. This obstacle can probably be attributed to the expenses arising as a result of tuition fees, transportation, and schooling supplies, which are probably beyond the financial means of many families in the district.

Another 32.7% ( $n = 98$ ) view the financial limitations as a moderate obstacle, which implies that although these families are financially challenged to some degree, they can also afford to educate their daughters with the help of loans or the scholarships, among other things. Yet, financial issues continue to present them with a challenge of investing in education completely.

Conversely, 17.0% ( $n = 51$ ) of the respondents consider the financial

#### 4.6 Parental Attitude Scores

**Table 4. 26 : Overall Parental Attitudes Toward Girls' Higher Education**

Attitude Category	Frequency	Percentage
Positive	176	58.7%
Neutral	82	27.3%
Negative	42	14.0%

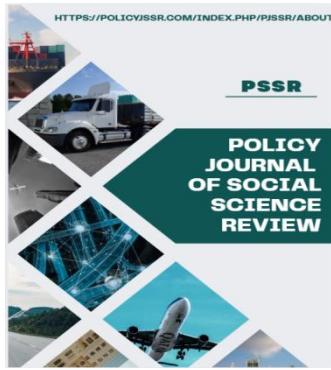
Table 4.26 indicates a discussion of total parental attitudes to higher education of girls in the District Panjgur. The trends reveal that most parents, 58.7% ( $n = 176$ ) are positive about higher education in their daughters. It implies that there is a wide acceptance of the importance of education among girls, thus an increased

constraint to be a minor hiccup implying that in some cases, the financial burden of education is not a major factor since more money is available or the external environment like the community may assist them.

A minority of the respondents ( $n = 27$ ) (9.0 percent) indicated that they did not consider financial constraints as a barrier, and this indicated a minority of families who might have the means or avail themselves to financial aid programs that mitigate the cost of their education.

To sum up, monetary issues are a major obstacle to higher education of girls in the District Panjgur, and more than three-quarters of the participants indicated that financial constraints were either a serious or an average threat. To mitigate this problem, the policies will involve financial loans, scholarships, and low costs of education to make sure that the economic variables do not limit girls to higher education.

appreciation of the importance of education among girls in the district. Such parents are most probably perceiving education as their personal empowerment and social mobility, and they should be encouraged to further promote the educational opportunities of girls in the area. A large percentage of



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those who respond, 27.3% (n = 82) are neutral meaning that though they are not strongly against higher education of girls, they are still not convinced of its importance or may not be convinced that it is possible. Such parents might be interested in the concept, but they might need to be informed or motivated to make tangible actions in the support of their daughters learning. However, the percentage of negative attitude of parents toward the higher education of girls is 14.0 percent (n = 42). This group would be more conservative perhaps due to cultural, traditional or socio-economic

factors. These parents can either be of the opinion that girls do not require education or that other aspects like marriage or home duties are more important as compared to schooling.

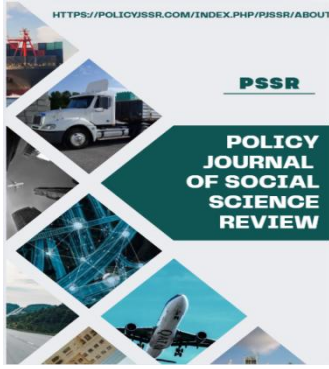
Most of parents in District Panjgur are in support of higher education of girls, although there is still a considerable number of parents that think negatively or neutrally. By managing fears and obstacles of such parents, via awareness efforts, community involvement, and policy amends, it may also have a positive impact in supporting the education of girls within the district.

**Table 4. 27 Cross-Tabulation: Parental Education vs. Parents Attitude**

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
What is your highest level of education?	No Formal Schooling	0	2	0	0	0	2
	Middle (Class 6-8)	0	0	0	4	0	4
	Matric (SSC)	0	12	2	6	6	26
	Intermediate (HSSC)	2	6	8	56	18	90
	Bachelor's Degree	0	2	18	58	38	116
	Master's Degree or Higher	0	27	31	50	36	144
Total		2	49	59	174	98	382
Chi-Square		Value		df		Sig	
Pearson Chi-Square		88.140 <sup>a</sup>		20		1.56466E-10	
Likelihood Ratio		81.69224963		20		2.02245E-09	

Table 4.27 is a cross tabulation of the education of parents and their perceptions about the higher education of girls in District Panjgur. The statistics positively show the high correlation between parental education and support of the education of girls. In the case of

parents who had no formal schooling (n = 2), most of them shared negative perceptions, and 2 parents did not agree with girls' higher education. This is indicative of the issues that may be faced in case of low levels of education



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attainment where such exposure to educational benefits may affect attitudes. The same goes with parents with middle education (Class 6-8), as only 4 out of the parents approve of education of girls higher. Probably because of cultural and traditional limitations, this group might not be fully aware of the long-term worth of the education of girls.

In case of matriculation (SSC) ( $n = 26$ ), 12 parents were not agreeable with higher education to girls and others were more neutral or agreeable. This is an indication of a small change of attitude as the education of parents goes up, but as well it points to the fact that the cultural and societal standards have a long-standing influence. Intermediate parents (HSSC) ( $n = 90$ ) have a higher tendency in favor of the education of girls. Most people are in support of higher education among girls and a substantial percentage of them are following their remarks. The discovery implies that the higher the level of education the more the appreciation of the need to educate the girls.

In the bachelor's education segment ( $n = 116$ ), the attitudes are less differentiated with 58 of them agreeing and 38 strongly agreeing that girls should be educated further. There is a significant change in positive attitudes in this group, which indicates that with an increase in educational levels the support of gender equality in education can increase.

Among parents with master degrees or doctoral degrees ( $n = 144$ ) most of them strongly support higher education of girls,

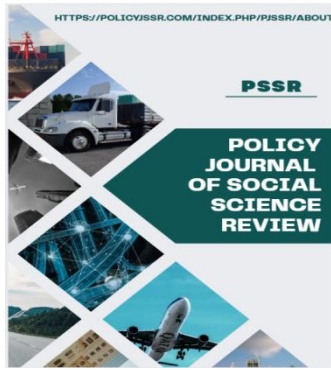
50 said they strongly supported and 36 strongly supported and this is the clear trend that the level of higher educational attainment is connected with high advocacy of higher education to girls.

The Chi-Square test ( $\chi^2 = 88.140$ ,  $p < 0.001$ ) proves the point that the correlation between parental education and attitudes towards the education of girls is statistically significant. This raises the possibility that raising the level of education of parents would be significant in altering the attitudes and making them more supportive of higher education of girls in District Panjgur.

Table 4.27 puts emphasis that the positive attitudes towards higher education of girls are highly associated with the level of parental education. According to this relationship, educational programs aimed at enhancing the level of education among both males and females may have a great influence in the creation of more open minds towards the issue of educating girls in the district.

Table 4.28 shows the cross-tabulation between the parental education and their worry on the safety of girls travelling in search of higher education in District Panjgur.

The results indicate a strong trend of growing concern with higher levels of education whereby, educated parents are more likely to voice their concerns about the security of their daughters' attending colleges in greater distances.



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**Table 4. 28: Parents Education Vs Safe traveling**

	DA	DA	N	A	SA	Total
No Formal Schooling	0	0	0	2	0	2
<b>What is your highest level of education?</b> Middle (Class 6-8)	2	2	0	0	0	4
Matric (SSC)	2	2	16	4	2	26
Intermediate (HSSC)	6	34	14	28	8	90
Bachelor's Degree	6	36	24	48	2	116
Master's Degree or Higher	4	50	48	40	2	144
Total	20	124	102	122	14	382
<b>Chi-Square Tests</b>	<b>Value</b>		<b>df</b>		<b>Sig</b>	
Pearson Chi-Square	68.049 <sup>a</sup>		20		3.78048E-07	
Likelihood Ratio	59.87449531		20		7.44736E-06	

This lack of concern would be attributed to the fact that not many are exposed to the wider social, cultural and educational effects of sending girls out to school. Amid middle school education (Class 6-8, n = 4), 2 parents disagreed, and 2 parents said that safety was a concern. This is because of the small sample, which implies that, similar to the non-educated ones, such a group might not be aware of the dangers of being unsafe and have less information about the impact on the education of girls in general.

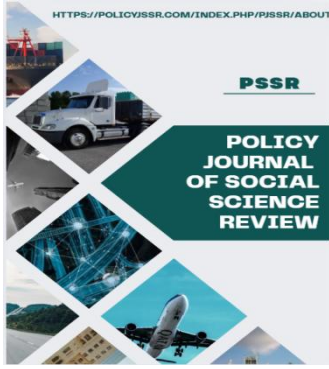
The answers in parents with matriculation (SSC) education (n = 26) are more diverse, and 16 parents will stay neutral, and a minor part will agree with the worry about safety.

This trend indicates that the trend is that the higher the educational level, the more the safety issues are recognized though the awareness is not fully established. Concern among those with intermediate qualifications (HSSC) (n=90) is much more pronounced with 34 parents disagreeing, 14 remaining

neutral and 28 getting into agreement that safety is of great concern.

This implies that parents who have intermediate education are more sensitive on the possible danger of sending away girls to receive education. In parents who hold bachelors (n = 116), the level of concern with regards to safety increase is very clear with 36 indicating that they disagree, 24 are neutral and 48 say that safety is of concern.

This organization demonstrates an increased degree of sensitivity to the issues and possible risks of sending girls to far-off institutions. Among the parents who have master's degrees or higher education (n = 144), most of them (50) asserted that they agreed with the safety issues, and 40 asserted that they were highly concerned about the safety of their daughters. This can be indicative of a greater comprehension of the issue of geographical and cultural obstacles, and sensitivity to safety problems in classroom settings.



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The Chi-Square test ( $\chi^2 = 68.049$ ,  $p < 0.001$ ) also affirms that parental education has a statistically significant relationship with the concerns about safety and hence parents who have higher education level have more chances of expressing concern about safety of their girls who are going to school.

The results have shown that parental safety concerns grow with the level of education acquired. Educated parents are more sensitive on the risk that may be faced when sending their girls to remote colleges and this can shape their inclination towards further education of girls.

These results highlight the importance of considering safety issues among measures of the enhancement of access to education by girls, and especially in rural and isolated regions such as District Panjgur.

The cross tabulation of parental education levels and their opinion on girls' employment in District Panjgur is given in table 4.29. The statistics indicate a definite pattern where the higher the education level of parents, the higher

their level of support of girls' employment that there exists a strong relationship between parent education and the attitude towards the female economic activity.

Among parents who have not been taught in school ( $n = 2$ ), there is not much support of the fact that girls should work, and only 2 support the idea.

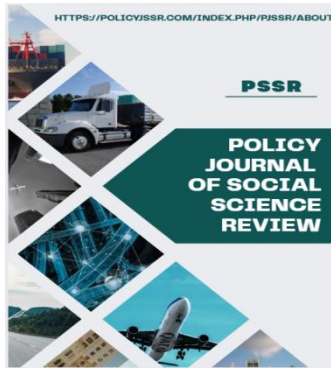
This group might not be sufficiently aware of the importance of the economic independence of girls, perhaps because they are not exposed to the modern standards of the society, or due to economic need of the females to work outside the home.

The attitude towards the employment of girls in the middle school education category (Class 6-8,  $n = 4$ ) varied in a rather mixed way, with 2 parents disagreeing and 2 agreeing with the concept.

This is a rather small sample of people to speak, which could signify ignorance of the societal and economic advantages of female workforce, particularly in less liberal communities.

**Table 4. 29 : Parents Attitude Vs Girls employment**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		
What is your highest level of education?	No Formal Schooling	0	0	0	2	0	2
	Middle (Class 6-8)	2	0	0	0	2	4
	Matric (SSC)	2	2	16	4	2	26
	Intermediate (HSSC)	10	12	22	38	8	90
	Bachelor's Degree	2	24	38	40	12	116



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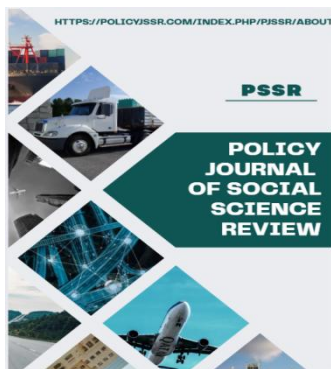
Master's Degree or Higher	8	33	33	56	14	14
Total	24	71	109	140	38	38
						2
Chi-Square Tests		Value		df		Asymptotic Significance (2-sided)
Pearson Chi-Square		54.879 <sup>a</sup>		20		4.2806E-05
Likelihood Ratio		48.17365748		20		0.00040217

In parents who have matriculation education (SSC) (n=26), the attitudes toward girls working are more divergent with 2 not agreeing and 2 strongly disagreeing and 16 neutral, 4 agreed and the rest strongly agreed on the idea of girls working. The group appears to be a state of transition in which traditional gender norms are still in effect but a certain degree of openness to women economic participation exists. With intermediate (HSSC) education (n = 90) there is more of an apparent trend of parents supporting the employment of girls, with 10 strongly disagreeing, 12 disagreeing, 22 neutral, 38 agreeing, and 8 strongly agreeing. This can be indicated by the point that the more the education level of the parents, the more they understand the necessity of girls to take part in the work force, but there are still traditional perceptions. Those who have a bachelor's degree (n=116) have majority of the respondents expressing positive attitude towards the employment of girls with 2 strongly disagreeing, 24 disagreeing, 38 neutral, 40 agreeing, and 12 strongly agreeing. This shows that the educated parents tend to view the employment of girls as useful more often,

as the society has changed and shifted its expectations towards gender equality in the labor market. The support to girls taking employment is even greater among the parents who have a master degree or above (n = 144) where 8 strongly disagree, 33 disagree, 33 neutral, 56 agree and 14 strongly agree. There is an indication that the better the parents are educated, the more they are inclined to think that the employment of girls is a necessity and a desirable objective. This is in line with other general tendencies in the societies where education and gender equality have a high correlation.

The Chi-Square ( $\chi^2 = 54.879$ ,  $p < 0.001$ ) test shows that the parental education level is a significant predictor of the attitude towards the employment of girls and the higher the level of parental education is, the more progressive the attitudes towards women who work outside the home. The findings indicate that the more the parents are educated, the more they develop an appreciation and acceptance of female employment as a significant source of economic empowerment.

Findings reveal that parental education is of significant importance in the



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development of the attitudes toward the employment of girls in District Panjgur. Parents who are more educated tend to encourage their female children to join the labour market and this process represents the larger trends in gender equality and economic integration. These results indicate that the level of parental education should be improved to change the cultural attitudes and attitudes towards encouraging women to play more economic roles in the district.

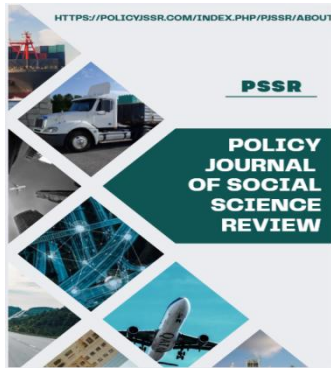
The cross-tabulation of the parental educational level and their perception to the role of religious teachings in promoting girls' education in District Panjgur is in Table 4.30. The statistics indicate that there is a large variation of the attitudes according to the education of parents, which demonstrates the changing correlation between education and religions on the educational aspect of females. In the case of parents who do not have formal education ( $n = 2$ ), the role of religious teachings in assisting the education of girls is not much recognized. The number of parents who disagreed was 2 and there were none that agreed

meaning that the parents were not exposed to educational opportunities or wider interpretations of the religious teachings that favor female education.

The education group (Class 6-8,  $n = 4$ ) of middle school education was selected, and 2 parents disagreed and 2 agreed with the religious support of education among girls. This means that the traditional inclinations are still in control, although some people now understand that girls can be educated using religious teachings. This transitional view describes the overall social shifts that can impact educational goals of girls in this cohort. In the group of parents who had matriculation (SSC) education ( $n = 26$ ) 4 disagreed, 14 were neutral and 6 agreed with the statement. These findings show that there is a divided picture with a large number of parents still being uncertain or not yet coming to an agreement on whether religious teaching can go hand in hand with girls' education. This group appears to be struggling with the old ways of thinking although there is a rising acceptance that religion does not always ban women education.

**Table 4. 30 Parent attitude vs Religious factor**

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
What is your highest level of education?	No Formal Schooling	0	2	0	0	0	2
	Middle (Class 6-8)	2	0	0	0	2	4
	Matric (SSC)	0	4	14	6	2	26
	Intermediate (HSSC)	2	18	20	40	10	90
	Bachelor's Degree	0	16	26	58	16	11



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Master's Degree or Higher	2	21	44	43	34	14
Total	6	61	104	147	64	38
Chi-Square Tests		Value		df		Asymptotic Significance (2-sided)
Pearson Chi-Square		106.119 <sup>a</sup>		20		9.96567E-14
Likelihood Ratio		56.50502056		20		2.43919E-05

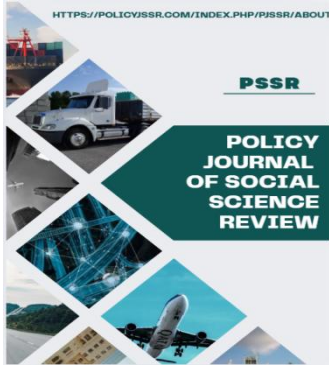
In the case of parents who are of intermediate (HSSC) education (n= 90), 2 strongly disagreed, 18 disagreed, 20 were neutral and 40 agreed and 10 strongly agreed that religious teachings promote the education of girls. This is a more positive attitude, as most of them stated that religion promotes girl's education. The higher the education of parents the greater is the appreciation of the compatibility of religious values and empowering women by means of education. The pattern of support is also observed among the parents who have bachelor degrees (n=116) 16 disagreed with the support of religious teachings on girls' education, 26 were neutral, 58 agreed, and 16 strongly agreed. These answers represent a drastic change in the attitude to religious support of the education of a girl, probably because of the further exposure to various educational and religious attitudes.

In parents who had master degrees and above (n = 144), most of them (43) agreed and 34 strongly agreed, which means that there was a good support on the idea that religious teachings support education of

girls. They were the most amicable group, and this further highlighted the relationship between higher education and recognition of religious support to the education of girls.

A statistically significant relationship between parental level of education and their perceptions on religious support to help girls get an education is found to be statistically significant as seen in the Chi-Square test ( $\chi^2 = 106.119$ ,  $p < 0.001$ ). The higher the parental education the more they are willing to welcome the role of religious teachings to aid female education and that indicates that education is very instrumental in refining old-fashioned attitudes of gender roles and religious views.

To summarize, Table 4.30 results indicate the strong impact of parental education on the views on how religious teachings and girls education could be compatible. More educated parents are likely to perceive religious education as helpful in advancing the education of girls, which signifies a change of the community to more liberal and inclusive mindsets. These findings indicate that the need to



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ensure that parents are more educated might be a major component of ensuring that there is more acceptance regarding

the education of girls in culture conservative communities such as District Panjgur.

**Table 4. 31: Parental Education Level and Attitudes Toward Girls' Higher Education in District Panjgur**

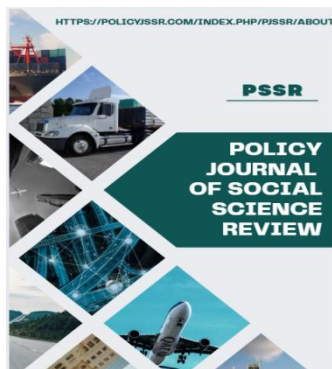
Parental Education	Positive	Neutral	Negative
No formal education	41%	36%	23%
Primary-Middle	55%	28%	17%
Matric-Intermediate	66%	27%	7%
Bachelor and above	82%	15%	3%

The findings on the parental education level and the parental attitudes towards higher education of girls in District Panjgur are well illustrated in Table 4.31. The statistics indicate that there is a direct relationship between the level of education a parent has achieved and his or her positive attitudes towards female education. Of parents who never had formal education, only 41% of the parents have a positive attitude towards higher education of girls, 36 are neutral, and the rest 23 have negative attitudes. This implies that a big percentage of uneducated parents can still subscribe to the traditional norms and this can hinder the education of girls. On the contrary, those parents who have only primary to middle school education exhibit the increase in the positive attitudes where 55% of parents believe in higher education of girls. It is, however, very high that a percentage of the people who reply neutrally is high at 28 and negative attitudes remain at 17 percent. That is an indication that although the primary and middle levels of education begin to change the attitudes, there still exist difficulty in fully accepting the idea of

girls going to higher education institutions. The percentage of positive answers increases further among parents that are matriculated to intermediate education to 66%. The percentage of parents who had negative views in this group was only 7 and 27 were neutral. These statistics show that the more parents are educated, the more they support the higher education of girls, and this is a good development of the social norms.

In cases of parents with bachelor's degree or more, the support to the higher education of girls is overwhelming and 82 percent have positive attitudes. It was only 15%. with 3 being negative. This brings out the point that not only does higher education improve the individual knowledge and skills of the individual, but also contribute greatly in the advancement of progressive attitudes towards gender equality in education.

The data is quite clear about the need to raise the level of education of parents as the approach that would result in more girls being accepted and encouraged to pursue higher education. The Chi-Square test reports that there is statistically



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significant relationship between the level of parental education and their views on the female education. With an increased parental education, positive attitudes begin to grow substantially, implying that an educational campaign on parents and children alike may be very effective in bringing the change to the society and enhancing the educational chances of girls in District Panjgur. The results highlight the importance of increasing access to education among parents as a way of disputing the conventional opinions and advocating more accommodating and liberal perspectives towards girls' education.

## Discussion

The study discusses empirical findings on parental attitudes toward girls' higher education in District Panjgur, based on quantitative data from 382 parents. The sample included 55.5% men and 44.5% women, providing a balanced representation of community views. As the text notes, this gender mix "offers a clear picture on what the community thinks about the education of girls," reflecting both male and female perspectives.

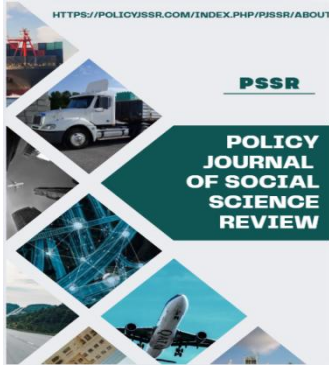
Most respondents were between 25 and 45 years old, an age group actively involved in making educational decisions for their children. Their views are therefore highly relevant to understanding current educational trends. A significant proportion of parents held Bachelor's or Master's degrees, suggesting a relatively educated sample. According to the document, such

parents "appreciate the value of girl education" and recognize its long-term socio-economic benefits.

Despite this, financial constraints remain a major barrier. Many families fall within the lower-middle-income bracket and struggle with tuition, travel, and educational materials. The study identifies financial limitations as "one of the greatest impediments to girls' education," highlighting the need for scholarships and affordable education policies.

Cultural norms also strongly influence parental attitudes. A large segment of respondents still believes a woman's primary role is domestic, reinforcing the idea that girls' education is secondary to household responsibilities. Although attitudes are gradually shifting, these traditional views continue to restrict opportunities. Safety concerns further discourage parents from sending girls to distant colleges. The document notes widespread worry about "the threats that might be involved" when girls travel outside their communities.

Parental education plays a crucial role: better-educated parents show stronger support for girls' higher education and greater awareness of safety issues. The study concludes that while progress has been made, significant economic, cultural, and security-related barriers persist. Addressing these through financial support, improved infrastructure, cultural awareness, and enhanced safety measures is essential for



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creating an inclusive educational environment for girls in Panjgur.

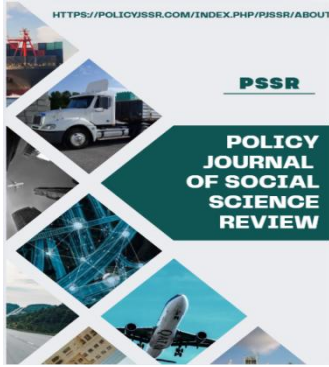
## CONCLUSION

The study targeted to evaluate the factors that affect parental attitudes towards higher education of girls in the District Panjgur, Balochistan. The quantitative method was used in which 382 respondents, both fathers and mothers, were involved in the study which centered on different social, economic and cultural determinants. The research revealed that there are a few major results concerning parental education, financial limitation, and the beliefs about higher education of girls.

The study concludes that multiple interconnected factors shape parental attitudes toward girls' higher education in Balochistan, with progress evident but significant barriers still persisting. The document notes that although increasing awareness of the need to educate girls has been witnessed in the region, obstacles related to finances, culture, and security continue to limit access. Parental education emerges as one of the strongest predictors of support: parents with higher education are more supportive of the career ambitions of their daughters, recognizing education as a pathway to economic mobility and empowerment, while less-educated parents tend to uphold traditional gender roles that restrict girls to domestic responsibilities. Cultural norms remain a major influence. Many families still view women's primary role as homemaking, and concerns about the "marriageability of educated girls"

discourage investment in higher education. Yet the study observes a gradual shift, with more parents valuing advanced degrees for daughters and acknowledging education as a means for women to make autonomous life decisions. Religious beliefs also shape attitudes, but the research highlights that educated parents increasingly interpret religious teachings as supportive of girls' education. This creates opportunities for religious leaders to advocate for gender-equitable education in conservative communities. Safety concerns, particularly regarding travel, accommodation, and social judgment, remain a major deterrent. The text states that parents worry about the risks their girls are exposed to when studying away from home, making improved transportation, secure hostels, and community support systems essential for increasing enrollment.

The recommendations of our study emphasize financial support, including scholarships, subsidies, and reduced-cost educational materials, to ease economic burdens. Parental education campaigns should target families with low literacy levels, highlighting long-term social and economic benefits and showcasing successful educated women. Cultural barriers should be addressed through community engagement, gender-equality messaging, and collaboration with religious figures. Infrastructure improvements, safe transport, hostels, and women-only institutions, are



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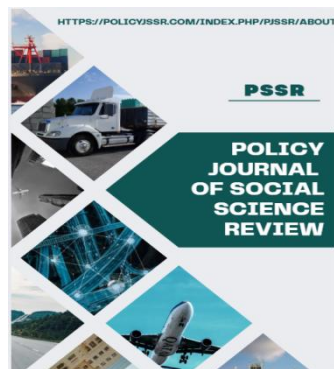
proposed to reduce logistical and cultural constraints.

Future research should explore long-term outcomes of girls' education, the evolution of cultural norms, the effectiveness of parental education campaigns, the potential of online learning to overcome geographic barriers, and the impact of existing policies on enrollment and retention.

Overall, while progress is visible, the study stresses that economic, cultural, religious, and safety-related barriers must be addressed through a multifaceted strategy to create an inclusive and supportive environment for girls' higher education in Balochistan.

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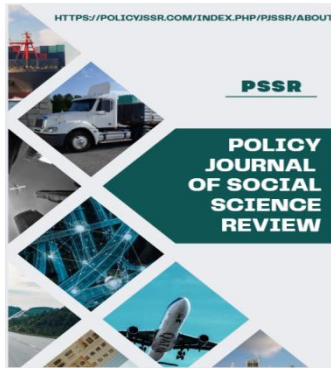


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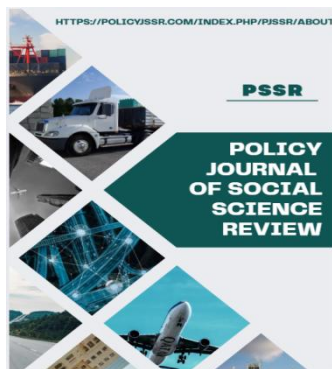


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