

THE IMPACT OF FAMILY SUPPORT ON WOMEN'S ACADEMIC ENGAGEMENT, PERSISTENCE, AND SELF-EFFICACY IN HIGHER EDUCATION

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ABSTRACT

This study examines the role of family support on women's higher education including academic engagement, persistence in education and self-efficacy in learning. Women in many developing countries have to overcome problems with finances, traditional expectations, marriage and freedom of choice to access and complete higher education. Support from the family is one important factor of their success in school among all these data were collected through semi-structured interviews from 20 female students studying in different public and private universities in Pakistan. Internally participants were selected with care to represent diverse backgrounds and experiences. Thematic analysis was used to identify common themes and patterns from the data collected. It is found that family support is significantly affecting the higher education of women. Family members are able to provide emotional support, which enhances students' motivation, confidence and participation in studies. They get financial support that helps to minimize financial issues and keep them in school. Support provided practically in the form of doing household work etc., boosts students' confidence and ability to perform academic tasks. Furthermore, family support contributes to women having clear goals for their future careers and remaining focused on their studies. In conclusion, family support plays an important role in women's academic success in higher education. Family support is crucial for women to stay in school and do well. The study draws attention of the importance of having a supportive family environment that will enhance women's education and equality in society.

Keyword: Family support, women's higher education, academic engagement, academic persistence, self-efficacy, gender equality

1.1 INTRODUCTION

Women's higher education has been considered as an essential driver of social progress, economic development and gender equality. At an international level, higher education can be used to empower women in terms of employment opportunities, health outcomes and participation in family and community decision making. International bodies stress the importance of educating women not only as a right to individual women but also as an investment in sustainable development (UN, 2015). Although considerable strides have been

made in the participation of women in higher education and their achievements within these institutions over the past decades, access and success in higher education vary by region, especially in the developing world. Globally, almost half of the total enrolment in higher education institutions is female. This does not, however, reflect the absence of inequalities in academic continuation, field choice and completion of degrees (UNESCO, 2022). Structural and cultural barriers to women are higher in LMIC countries than in developed countries. These barriers encompass

financial constraints, conservative gender norms, early marriage, family duties and lack of familial support. Furthermore, family support has been identified as one of the key factors affecting women's education trajectories, and research has been mounting in this area (OECD, 2019). In societies where family structures have a strong impact on an individual's life choices, there is a need for family support, particularly. Collectivist cultures frequently mean the family is the main decision-making authority on education, mobility and career aspirations of women. Whether or not women have access to higher education, it is largely determined by parental approval, emotional support, and financial support. In the absence of such support, women may suffer from psychological stress, disengagement from school or premature withdrawal from school (Kabeer, 2016).

Globally, empirical research shows that women with high family support are more likely to be enrolled in higher education, continue on to graduation, and that they are more likely to be academically motivated. In Europe and North America, for instance, research has shown that parental encouragement has a positive effect on women's academic confidence and career planning in the long run (Buchmann & DiPrete, 2006). Likewise, a study in Asia, Africa and the Middle East reveals that the benefits of financial and moral family support are significant in terms of minimizing dropouts, especially among female students (World Bank, 2021). The results confirm that family support is a common factor influencing women's education, but its nature and level of support will vary in different cultural settings. Family support, from a conceptual standpoint, is the emotional, financial and instrumental support that family members give to help individuals achieve their personal and educational objectives. Encouragement, motivation and moral support are the types of emotional support that can assist women in dealing with academic stress and societal opposition. Financial support includes paying tuition, transportation, books and living expenses, and is especially important for women of low-income families. Instrumental support is the assistance provided to women to help them manage housework and childcare, so

they can dedicate time and energy to studying. These dimensions combine to provide a positive context that increases women's commitment and achievement in higher education (House, 1981). However, though the importance of family support is recognised globally, women in many developing countries are still struggling to cope with unhelpful family environments. In Pakistan, traditional gender norms tend to place greater emphasis on women's domestic duties than on their education. Families might regard the education of women as irrelevant or even dangerous because of the possibility of an increase in independence, among other concerns. This means that many women either fail to attend higher education or drop out when they have the capacity to (UN Women, 2020). In Pakistan, women's access to higher education has improved due to government initiatives, scholarship programs, and expansion of universities. Nevertheless, gender disparities persist in enrollment rates, field choices, and degree completion, particularly in rural and low-income areas. According to national and international reports, family-related constraints remain one of the most significant barriers to women's higher education in the country (World Bank, 2021). Families often control financial resources, mobility, and major life decisions, making family support a determining factor in women's educational participation.

This research holds strong international relevance as it aligns with the United Nations Sustainable Development Goals, particularly Goal 4 (Quality Education) and Goal 5 (Gender Equality). These goals emphasize inclusive education and the elimination of gender-based barriers to educational attainment (United Nations, 2015). Understanding the role of family support contributes to global efforts to promote women's education by highlighting the importance of family-level interventions alongside institutional reforms.

The issue isn't just getting into college, it's staying in and doing well. In many universities, women students are under pressure to study while taking care of their family, care for children, and marry early. These challenges are further compounded by lack of emotional encouragement, financial stability and result in stress, poor academic performance and drop-

out. There has been little attention paid to the family context that influences women's educational experiences, while efforts to boost enrollment are the main emphasis of policies. While there is a recognition of the significance of family support in previous research, there are some gaps. Much of the research is qualitative because it is conducted using interviews and case studies, which are informative, but are not generalizable. Secondly, family support is treated as a single variable rather than a multidimensional construct. Third, the empirical evidence of the quantitative study on the statistical effects of various types of family support on women's higher education outcomes is limited, especially in developing countries. This divide hampers policymakers and educators from creating an evidence-based intervention. Furthermore, international literature does not show any study that compares the family and context-specific support in a quantitative way to analyze the family support in a patriarchal society. Most of the big sample size quantitative studies are from developed countries, where family structures and gender norms vary greatly from South Asia. Consequently, results of these settings do not necessarily reflect women's situations in developing countries. To understand the impact of family support and education in culturally specific contexts and on women's educational outcomes, this gap must be addressed. This study aims to quantitatively study the effect of family support on women's higher education. The purpose of this study is to assess family support as a multi-dimensional phenomenon and examine the links between family support, women's participation, persistence and academic engagement in higher education. Using statistical techniques, the study aims to offer empirical evidence to answer the question of whether family support is an important predictive variable for the higher education outcomes of women.

In conclusion, while progress has been made in expanding women's access to higher education, family support remains a critical yet under examined factor influencing women's educational success. A quantitative investigation into this relationship is necessary to fill existing research gaps and provide evidence-based insights for policymakers,

educators, and families. By focusing on family support, this study seeks to contribute to both national and international discourse on women's higher education and gender equality.

1.2 Problem Statement

Although there has been considerable improvement in women's enrolment in higher education over the last few years, there remain many women who, despite their best efforts, have come across obstacles that have hindered their educational progress, particularly in developing nations. Research has consistently emphasized the role of family support in supporting women's educational achievement. Familiar support, including encouragement, financial aid and practical assistance can boost students' motivation, confidence and success to continue their studies (Eccles, 2009; UNESCO, 2023). While the importance of family support in education has been recognized already by previous research, little evidence exists on the effect of various forms of family support on women's higher education outcomes. Studies on family support have tended to focus on family support as a unified phenomenon or qualitative studies. Consequently, very little is known about the independent contributions of emotional, financial and instrumental support to women's academic success, persistence and schooling experiences. Without the quantitative evidence, there is a gap in the literature and a restriction on the creation of educational policies and interventions that can be targeted (Buchmann & DiPrete, 2006; Morley, 2013). The issue is significant because a lack of family support may be a barrier to educational success. The absence of support and encouragement from the family may lead to increased academic stress for females and problems in managing academic work and family demands. These difficulties can have a detrimental impact on academic outcomes, lower educational motivation and raise the prospect of dropping out of higher education (UN Women, 2022). Among women from the poorest families, rural origin and in traditional social settings where family influences educational choices are particularly strong, this problem is more noticeable. Women may not be able to maximise their educational opportunities, even if there is access to higher

education, because of a lack of family support. Hence, it is important to conduct a quantitative study to investigate the correlation between emotional, financial and instrumental family support and women's higher education outcomes. This research can help inform policy-making, education systems and families interested in increasing engagement and achievement in education for women.

1.3 Objectives of the Study

- To measure the level of family support received by women enrolled in higher education.
- To examine the relationship between family support and women's participation in higher education.
- To analyze the impact of emotional family support on women's academic persistence.
- To assess the influence of financial family support on women's higher education outcomes.

1.4 Research Questions

The following research questions guide the statistical analysis of this quantitative study:

- What is the level of family support received by women pursuing higher education?
- Is there a significant relationship between family support and women's participation in higher education?
- How does emotional family support influence women's academic persistence in higher education?

2.1 Literature Review

Despite increasing research interest in the impact of family support on educational outcomes over the last few decades, there is limited research that focuses specifically on how different dimensions of family support affect women's higher education. Significant differences in performance and engagement of students are reported in literature across the world including family support and there is evidence showing there are social and cultural issues specific to certain contexts such as Pakistan.

2.2 International Studies

Guo and colleagues (2025) conducted a large-scale qualitative study that compared the relationship between family support and adolescents' academic achievement in 71 countries. They discovered that family support had a positive correlation with academic performance across the board (more than 433,000 participants), especially in more collectivist societies and in economically less developed societies where family influence is greater and public education is less available. This study exemplifies the effects of family support in the context of education and demonstrates how family support systems, or those from parents and guardians, are important in students' academic achievement in collectivist societies, where the interdependency of family members is a strong theme. This study centres on adolescents instead of grown up women in higher education, however the outcomes are pertinent because they support the concept that family engagement is a long term predictor of education results in any age and culture. The focus on the cultural and economic context highlights the need to explore family support as more than just a pervasive determinant, but rather in relation to sociocultural and developmental contexts in which women are seeking higher education.

Gill et al. (2015) previously investigated the impact of family support and gender on mature student engagement in higher education. This article is very old, but the authors show how much familial influences and support can shape students' choices to enter and stay in the university system, even though the article is written in a more general fashion for older students. They also point to the difference in experiences for students as a result of gender roles and family expectations, where women mature students are more likely to carry out their studies while also taking care of family responsibilities. International studies have shown that family support is linked to student engagement and persistence. They also suggest that family support is not a standalone phenomenon, but rather is shaped by gender norms and cultural expectations, which further limit women's opportunities for higher education. The message here is that further research is necessary to explore the impact of

family support on women's academic trajectory in adulthood

2.3 National Studies

Patriarchy in the family is considered a major hurdle in the path of women's higher education and cultural limitations are also found to be the major obstacles. A qualitative study in Bahawalpur revealed that women are also subjected to discouragement from family members by the influence of traditional norms that encourage women to do household work, thereby discouraging them from continuing their education. This can pose challenges for women's education and career development as families may not be supportive of women's education in such contexts due to concerns about liberal influences or the desire to keep traditional gender roles. This research, though rich in context, has a qualitative approach and only deals with challenges and not measuring the quantitative effect of supporting the family to improve academic outcomes. Further, in addition to structural and cultural contexts, research on women's education in Pakistan generally looks at the structural and cultural barriers, instead of directly quantifying the statistical relationships between the various types of family supports (emotional, financial, and practical) and women's academic persistence and achievement. Additional national research has examined social support and educational continuation among women with varying marital statuses in Pakistan. Findings from such studies suggest that social support correlates with mental well-being and continued education among women. However, these studies often treat social support broadly and do not isolate family support as a distinct predictor of higher education outcomes.

Similarly, analyses of the relationship between higher education and women's empowerment in Pakistan confirm that higher education enhances women's decision-making and independence, highlighting the overall importance of education for women in patriarchal societies. But like many national studies, they focus more on the outcomes of education (e.g., empowerment, employment) than on the role played by family support in achieving those outcomes.

This study conducted by Silva, Vautero, and Ussene (2021) examined how family influence affected academic performance among university students in Mozambique. Using path analysis, the study found that family support significantly influences students' academic performance, largely through its effect on academic self-efficacy and perceptions of progress toward academic goals. Material support from the family was shown to be particularly important for strengthening students' confidence in achieving academic outcomes. These findings imply that family influence extends beyond basic encouragement to include psychological pathways that enhance educational success.

Such cross-national results are consistent with all the literature in the field of educational inequality, which shows the effects of family background or home context on long-term educational achievement. Research has shown that, based on the large amount of data it has gathered from around the world, family background including parental education and resources is one of the strongest factors influencing educational success. Inequality studies in education show that students with supportive family backgrounds start higher education with advantages which lead to better academic outcomes than students with less supportive family backgrounds. A few qualitative research studies on family support and higher education of women exist in Pakistan, but no quantitative studies have been conducted directly. Research conducted on higher education and career development of women in South Punjab revealed that family discouragement and gendered traditions are one of the factors that limit women's pursuit of education. The study was qualitative, but it showed that families are more interested in marriage and domestic duties than in academics, which in turn affects women's participation in the academic realm negatively, e.g., affecting their dropout rate (PJSSR, 2025). In support of this, other national surveys highlight the structural issues of women's participation in education in Pakistan, such as the gender gap in access to school and in participation and retention rates. For instance, socio-cultural norms that limit mobility and focus on male education are seen as indirect

measure of lack of family encouragement and support for female students to continue to secondary or higher education, as only a minority of girls continue to these levels of education. In addition, research in Pakistan has confirmed that parenting styles have a positive relationship with the academic performance of students, with responsive parenting favored and such parenting may lead to better academic performance, if encouraged. Although this study was not targeted exclusively at females and/or higher education, the results suggest that family roles have an impact on academic outcomes at all levels of education, which further emphasizes the importance of gender-specific qualitative studies.

Overall, these international results are consistent with the vast body of literature on educational inequality that shows the impact of family background and home environment on lifelong achievement. Extensive research findings from around the world show that family background (such as parental education and resources) is one of the most consistent factors that relate to educational outcomes. Studies on education inequality suggest that students from nurturing families have a head-start in higher education, which contributes to higher achievement than students from less supportive families. Though there are no specific quantitative studies on family support and higher education of women in Pakistan, the available studies on the subject offer contextual evidence on family, gender norms and educational barriers. A research study on higher education and women's career in South Punjab revealed that family discouragement and patriarchal culture tend to undermine women's education. While the research was qualitative, it did indicate that families might give more importance to marriage or domestic duties than to academic aspirations for girls, leading to greater dropouts and less academic involvement (PJSSR, 2025). This is echoed by other national surveys which highlight the structural barriers women encounter in education in Pakistan, such as enrollment and continuation disparities in schools, and limited access. For instance, gender norms that limit mobility and place greater

emphasis on the education of boys than girls mean that a smaller proportion of girls attend secondary (and postsecondary) education, even though they may want to; such norms also indirectly reflect a lack of family encouragement and support for girls' education. The parenting style research in Pakistan also revealed that parenting involvement and responsive parenting have positive relation with academic outcomes among students and therefore if they can be encouraged, their academic achievement could be improved due to supportive parenting norms. There was no exclusive focus on women or on higher education in this study, but the results suggest that family roles shape academic outcomes at all levels of education, underscoring the need for further gender-specific qualitative studies.

2.4 Theoretical Framework

To grasp the impact of family support on women's higher education success, a solid theoretical underpinning is crucial. The Social Support Theory and the Ecological Systems Theory are the most pertinent theories for this study. These theories provide some insight into the way family dynamics relate to individual motivations and academic involvement and the conceptual framework visually represents the relationships among the variables.

Social Support Theory

According to Social Support Theory, relationships and interactions with others can have an impact on individual functioning and wellbeing through emotional, informational, and instrumental supports. Social support can come from formal (institutional) or informal (family, peers) sources, and has a profound impact on the outcomes for people, including psychological resilience and success in difficult places. Educational researchers have found that family support is a form of informal social support and that it relates to students' achievement, self-efficacy, and persistence. For example, when families support and encourage students, they are likely to feel good about themselves and this can have a positive impact on their academic success (Pierce & Sarason, 2013).

Conceptual Framework: Influence of Family Support on Women's Higher Education



Theoretical Model of Family Support and Educational Outcomes



Figure 1 Theoretical Model

In the context of women in higher education, family support provides a supportive social network that can reduce stress and strengthen academic engagement. Emotional support encouragement, belief in ability builds academic self efficacy, which is a significant predictor of persistence and academic success. Studies show that academic selfefficacy, influenced by familial support, mediates the relationship between support and educational outcomes (Frontiers research on social support and academic selfefficacy, 2025).

Thus, Social Support Theory explains why family support matters: it creates psychological and practical resources that empower women to navigate the demands of higher education.

2.5 Ecological Systems Theory

UrieBronfenbrenner's ecological systems theory emphasizes that human development happens

in a series of nested environmental systems, ranging from the immediate family to more distant cultural systems. The theory highlights the importance of the family as the microsystem, the immediate environment that has a direct impact on the development of the individual. This support or lack thereof in the family therefore has a very significant impact on learning behaviours and decisions. Families have a strong impact on immediate attitudes to education, and they are also connected to institutional and social contexts that affect the opportunities for learning. For instance, parental involvement and cultural expectations are part of wider educational experiences and socioeconomic status (which is related to family support) is part of this

According to this view:

- **Emotional support** influences individual motivation.

- **Financial support** affects access to educational resources.
- **Instrumental support** (e.g., help with domestic duties) affects time allocation for studies.

Together, these interactions illustrate how different family support dimensions operate within the wider socio educational system to shape women's higher education outcomes.

3.1 Methodology

The qualitative research design was used in this study in order to understand the influence of family support to women in higher education. The qualitative approach was deemed suitable as it enabled the researcher to further understand the experiences, perceptions and opinions of participants on issues of family support and educational attainment.

3.2 Research design

The type of research used in this study was qualitative research, focusing on women's academic involvement, persistence, and self-confidence in higher education, which is influenced by family support. Therefore, a qualitative approach was used to enable researchers to obtain a better understanding of these participants' personal experiences, viewpoints, and interpretations related to family support. The study explored the individual experiences to understand the impact of emotional encouragement, financial support and practical support from family members on the educational progress and achievement of female students. The lived experience of female students was explored using a phenomenological approach with the aim of gaining insight into how family support contributes to the development and success of female students.

3.3 Population

Target population included female students of different universities, both government and private, across Pakistan. A diversity of participants from various socioeconomic backgrounds, family backgrounds and across the nation. Their various experiences offered insights into the importance of family support in fostering engagement, persistence, and confidence in education.

3.4 Sample and Sampling Technique

The method of purposive sampling was employed to recruit the participants who have experiences related to the study to provide detailed information about family support and academic life. The study was conducted with 20 female university students from different programs, universities and social status. Both undergraduate and postgraduate students from urban and rural areas participated in the research. The sample size was determined when data saturation was achieved, in that no further insights or themes were gained from further interviews.

3.5 Data Collection Instrument

Data Analysis

Semi-structured interviews were used to collect data. A semi-structured interview protocol with open ended questions was prepared to allow the participants to speak about their experiences freely. The following areas were the focus of the questions: Familiar support and encouragement. Financial assistance for educational needs and costs. Support with school and homework duties. Achievement of academic confidence and self-belief. Any educational involvement and retention in post-secondary school. The interviews were conducted in person or online, depending on the interviewees' preferences, and were approximately 40-60 minutes.

The collected data were analyzed using thematic analysis.

Thematic analysis was used to analyze the collected data. The procedure went as follows: Accurately transcribing interviews. Reading the transcripts several times to familiarise oneself with the data. Developing starting codes off of key statements and responses. Grouping together codes that belong to similar areas and topics. Interpreting themes, understanding participants' experiences and opinions. Member checking, peer review and detailed documentation of the research process were conducted to ensure that the findings are credible and trustworthy.

3.6 Findings and Results

Through analysis of interview data, three main themes were found to show how family support

influences the academic engagement, persistence and self-efficacy of women.

3.7 RESULTS AND DISCUSSION

In this chapter, the results of the interviews with 20 female university students are reported. Thematic analysis was used to analyze the data. Three themes occurred in the participants' responses to the role of family support in their academic engagement, persistence, and self-efficacy. Three themes arose from the participants' responses to the role of family support in academic engagement, persistence and self-efficacy. Participant statements for the themes follow below.

3.8 Theme 1: Emotional support and academic engagement

The results indicated that the emotional support of family members is an important factor to improve the academic engagement of students. The majority of participants reported that parental encouragement, appreciation and motivation assisted them to stay engaged in their learning. Family support for participants' skills enabled them to be more motivated to attend classes, do their tasks, and engage in academic activities. Emotional support eased them in their stress and academic pressure.

One participant stated:

"My parents supported me and helped remind me of my promise to myself in times of stress related to my studies, so I kept on working hard."

Another participant shared:

"All the time, my achievements were very much appreciated by my family, so that I could perform better in my studies."

The results indicate that emotional support establishes positive learning environment and enhances students' engagement in learning. The findings suggest that the encouragement of family members had a positive effect on reinforcing the students' interest in learning and their participation in learning activities. Emotional support for female students has a positive impact on their feeling valued and motivated, thus enhancing their academic engagement.

3.9 Theme 2: Financial Support and Educational Persistence

The second theme highlighted the importance of financial support in helping women continue their education. Many participants explained that higher education involves various expenses such as tuition fees, books, transportation, and internet costs.

Participants reported that family financial assistance reduced their worries about educational expenses and allowed them to focus on their studies. Some students mentioned that continuing university education would have been difficult without family support.

One participant said:

"My family's financial support allowed me to stay enrolled at university without worrying about fees. It helped me focus entirely on my studies."

Another participant stated:

"My parents sacrificed many things so that I could complete my education."

These responses show that financial support contributes significantly to students' ability to remain in higher education.

Discussion

The findings demonstrate that financial assistance is a major factor in educational persistence. Students who receive adequate financial support are more likely to continue their studies without interruption. Financial stability reduces stress and enables students to concentrate on academic goals.

3.10 Themes 3: Instrumental Support and Academic Self-Efficacy

The third theme was related to instrumental or practical assistance from family members. A study session was held on the contribution made to the participants by help with household chores and daily tasks to help them focus on school work. Some students reported that their family members set up a supportive environment by assisting with household tasks and establishing a study corner. This assistance boosted their self-confidence in handling academic difficulties.

One participant explained: *"Having my family's support in my household made me feel able and confident to reach my academic goals as I had more time to study."*

Another participant shared:

"I had a peaceful environment in my family to prepare for exams."

The results show that a sense of competence in students' academic performance was reinforced by practical support.

Discussion

Instrumental support helps students to coordinate multiple responsibilities that females are called on to do. Students are confident and capable of achieving success in school when they are supported by family members who provide practical support and share responsibility for household chores. This support helps students develop academic self-efficacy.

3.11 Theme 4: Family Encouragement Supports Career Aspirations

Many participants stated that their family members encouraged them to think about their future careers and educational goals. Parents and family members motivated them to continue their studies and pursue professions of their choice. This encouragement helped students remain focused on their academic work and inspired them to achieve success.

Several participants explained that their families believed education was important for building a better future. Because of this support, they felt motivated to complete their degrees and work toward their career ambitions.

"My family always encouraged me to continue my education and achieve my career goals. Their support gave me confidence to work hard."

"Whenever I felt uncertain about my future, my parents motivated me and reminded me of the importance of education."

3.12 Discussion

The findings show that family encouragement plays an important role in shaping students' career goals and educational ambitions. Positive guidance from family members helps female students stay committed to their studies and develop confidence in their future plans. When families support their daughters' educational and career aspirations, students are more likely to remain motivated and work toward achieving their objectives.

3.13 Summary of Findings

The analysis showed that there were three key points to take away:

1. Emotional support helps to improve academic engagement through motivation and participation.
2. Financial support fosters educational persistence through economic barriers reduction.
3. Instrumental support increases students' self-efficacy in schoolwork to perform well.

4. Conclusion

This study aimed to investigate how family support influences women's engagement, persistence, and self-efficacy in Higher Education. The study explored the impact of various types of family support on the educational experiences of female university students, based on interviews with students. The results indicated that family support is an important factor in the success women achieve in school. Parents and family members' emotional support boosted students' motivation and involvement in learning activities. Financial assistance alleviated economic problems for students' further education. Instrumental support including help with household tasks and create an appropriate learning environment improved students' confidence to undertake academic tasks. The study results indicate that a lack of family support is a factor affecting the educational success of women. Women students with robust family support are more likely to persevere, overcome.

4.1 Recommendations

Based on the findings of the study, the following recommendations are suggested:

1. There is a need by families to emotionally encourage female learners continuously in order to boost their motivation and confidence.
2. Parents need to help their daughter achieve her educational objectives and be supportive of further education.
3. Families are encouraged to support students in their education by providing financial assistance where appropriate to minimize education access barriers.

4. Housework should be distributed within family and allow female students to have enough time for studying.
5. The university should carry out awareness programmes focusing on the importance of family support for the academic success of students.
6. Counselling must be offered to the students who have no family support and are struggling in the studies.
7. Policymakers need to create programs to promote family engagement in girls' education.

4.2 Suggestions for Future Research

Recommendations for further study

1. A larger sample may be provided from other provinces of Pakistan in the future studies.
2. The experiences of male and female students with family support can be compared with each other for the purpose of research.
3. A quantitative study can be done to look at the relationship between family support and academic performance.
4. Further studies could examine the importance of family support in other educational levels. Final Statement The study shows that it is crucial for women to have support from their families for their success in higher education. The presence of emotional, financial and practical support from family members improves academic engagement, persistence and self-efficacy. The education of female students is supported through a supportive family environment and this supports their personal and professional development.

Interview question

1. Please tell me about your educational background and current level of study.
2. Can you briefly describe your family background and living arrangements?
3. How would you describe the support you receive from your family for your education?
4. In what ways does your family help you continue your higher education?
5. How important was your family's support in your decision to pursue higher education?
6. Did your family encourage you to continue your studies after school? Please explain.
7. How has family support influenced your participation in higher education?

8. What role do your parents or other family members play in your academic life?
9. How do your family members motivate or encourage you when you face academic difficulties?
10. Can you describe a situation where emotional support from your family helped you continue your studies?
11. How does your family react to your academic achievements and successes?
12. What type of financial support does your family provide for your education?
13. How has financial support from your family affected your ability to meet educational expenses?
14. What challenges would you face if your family were unable to provide emotional or financial support?
15. In your opinion, how can families better support women in achieving success in higher education?

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