

FACTORS INFLUENCING PARENTAL DECISION ON SENDING CHILDREN TO PUBLIC SCHOOL AT UNION COUNCIL WAHUR TALUKA SEHWAN SHARIF

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ABSTRACT

The qualitative study identifies the issues that would contribute to the decision of the male parents to enrol their children into public primary schools within Union Council Wahur, Taluka Sehwan Sharif, District Jamshoro, Pakistan. The purpose of research was (a) To discuss the impact of school environment on parental choice. (b) To investigate the influence of the teaching quality on parental choices and (c) To investigate the influence of the socio cultural factors on parental choices at public primary schools. With purposive sampling, the data collected was provided in the form of structured interviews of 20 male parents in 10 schools which were considered to represent the public schools. Local language (Sindhi) was used to conduct interviews, which were transcribed and analyzed proficiently at the thematic level. Ten core themes that affected the parental decision-making were highlighted during the analysis, among which there were poor infrastructure, teacher absenteeism, high school safety, financial difficulties, sociocultural beliefs, language barriers, and mistrust towards school management. Also the level of education of parents and community impact was identified to be very significant that determined the perceptions of school quality. The results indicate the need to employ policy implementations that are both structure-based and culturally-oriented and community-based in practices to enhance access and equity to schools in rural Pakistan.

Keywords. Parental decision, Union Council Wahur, Public Primary Schools. Taluka Sehwan Sharif, Socio-culture, School environment, Teaching quality.

INTRODUCTION

Primary education is well-known and acceptable as a right of every person and as an important antecedent to lifelong learning and development, especially as it is related to the topics of socio-economic development and international competitiveness of the country. In Pakistan, although there are constitutional provisions especially the article 25-A that requires the free and compulsory school education to all the children between the age group 5 years to 16 years, the enrollment rates are very low especially in the rural areas such as Union council Wahur, Taluka

Sehwan Sharif, District Jamshoro. This gap indicates greater problems within the entire system that does not allow access to quality education and requires a sophisticated reflection on parental decision-making processes, especially those made by fathers who tend to occupy an influential position in educational choices in family settings (Qureshi, 2022; Muhammad et al., 2018).

Some of the studies identify some socio-cultural and economic factors that cause low enrolment. Increased traditions of patriarchy tend to place male household members as the main decision

poster in educational investment decisions. This bodes with a larger societal setting in which the level of parental education tremendously affects the attendance of children at school, especially in the case where the education of the father plays a key role in the decision-making regarding whether and which schools to attend in the case of sons and daughters (Qureshi, 2022). Also, factors like poor school structures, unqualified educators, and unavailability of finances tend to compound the obstacles punishing families (Muhammad et al., 2018). The evidence shows that although governmental reports are pointing to the positive changes in the infrastructure, they do not always refer to the actual experience and mood of the families who have to manage these educational proportions (Askari et al., 2022).

Moreover, the impacts of not attending primary school are tremendous, and they are not restricted to the performance of a single learner, but also on the social economic mobility and national development. A cycle of no education access continues since many parents have a low perceived pay-off value by investing in the education of girls, which is a result of the existing socio-economic challenges. The studies show a necessity of interventions in education which could take into account these socio-economic factors and consider the perceptions, motivation, and expectations of fathers who live in rural areas (Qureshi, 2022; Hussain et al., 2021). This knowledge is especially important because local cultural traditions and requirements have the most influence on the decision-making process regarding the education of children, and the men in the family are perceived to have the last word (Timsal, 2023).

Considering the said observations, one can confidently state that the necessity of localized qualitative studies that will be aimed at researching the parental decision-making in education is urgent. The values, fears, and aspirations of fathers in rural Sindh should be further investigated to reveal essential information that can be used to plan the right educational policies and interventions as increasing both academic and physical educational facility infrastructures will not help in the long run (Muhammad et al., 2018). Policies might not have the desired effect, as they are based on not getting involved in the real situation of the families and not on the reasons that made them take a certain decision (Hussain et al., 2021).

In order to address such systemic barriers effectively, complex approaches that should involve fathers and incorporate their views into the educational planning processes are needed. Such strategy has potential to eventually result in fairer educational environment in Pakistan and the use of primary education as a real gateway out of poverty cycle (Askari et al., 2022; Hussain et al., 2021).

This paper thus intends to investigate what influences male parents to make decisions concerning admission of their children in the public primary schools in Union council Wahur. This research aims to cover this gap in literature as tracing these decisions in view of the cultural context, infrastructure, belief on the road, education system and the socio-economic realities in mind tries to fill this gap. It is hoped that the findings will be used to develop and implement more successful, community sensitive interventions to upsurge school enrolment and education achievement in rural Pakistan.

Objectives of the study

1. To find out the influence of school environment on parental decisions.
2. To examine the influence of teaching quality on parental decisions.
3. To assess the influence of socio-cultural factors on parental decisions.

Research Questions

1. How does the school environment influence parents' decisions to enroll their children in public schools?
2. How does teaching quality influence parents' decisions to choose public schools?
3. How do socio-cultural factors influence parents' decisions about enrolling their children in public schools?

Literature Review

The given studies reinforce that there is a very intricate combination of factors, which largely affect the perceptions and the attendance of parents, and their consequent educational performance. It provides important information on the complexity of education environment.

School building maintenance has a dramatic effect on not only the experiences of the parents but also school attendance. Students are likely to miss school due to poor facilities like the overcrowded

lecture rooms and bad academic conditions (Elfituri et al., 2024). Academic performance can also be improved with sufficient resources and favorable conditions of teaching, however, the evidence base on the efficiency of the mentioned improvements is mixed (Ogegbo, 2023).

Quality of teachers and dedication is the driving force behind child education and gaining parent confidence. Quality teaching based on effective communication and support of individuals directly affects progress in academics and the perceptions of parents in the effectiveness of the schools (Ogegbo, 2023). When parents feel that the teachers of their child are invested, they will find it easier to create a learning-oriented home environment, which will have a positive impact on the student attendance and achievement rates, albeit indirectly (Thomas, 2019).

Parents all over the world are highly concerned with matters on school safety and this directly affects their choices on enrolling and retention on matters related to the school. The lack of security in schools may deteriorate the trust of parents and influence their readiness to send their children to a specific school or maintain them in it (Donkor, 2018). This is in line with studies that emphasized the significance of a safe and encouraging learning environment towards better attendance and desirable results (Duray et al., 2023).

The geographical accessibility is not the only way to access an education, and accessibility must consider socioeconomic factors, which are highly influential in terms of student registration and participation, especially when it comes to schoolchildren living in the rural areas (Bayborodova, 2021). Accessibility to educational resources may be a problem due to geographical isolation and economic limitations, and that issue is disproportionately related to low-income households (Muse et al., 2024). Despite free tuition, indirect costs relating to education still serve as major obstacles to attending schools (Muse et al., 2024).

Parental education plays a powerful role in predicting efforts and general performance of the student. It has been shown that the greater the parental levels of education, the more involvement in school activities and positive academic performance within the school (Mena, 2011). Interested parents will be more likely to establish supportive education environment at home in

accordance with results of the study that connected parental expectations and involvement to the student performance (Wagner et al., 2012). Moreover, the sociocultural principles, such as gender norms, may interfere with the female access to education to a much greater degree and turn into a further obstacle in most settings (Muse et al., 2024).

There is mention of the role played by the social capital in the formation of educational decisions made by the parents. Social networks and community behaviors tend to affect the decision of parents regarding school choice with consequent effect on student attendance and participation (Goodall & Ghent, 2013). The perceptions of educational equity which are formed in terms of inclusive education affect such community expectations as parental trust (Paseka & Schwab, 2019). On the other hand, weak school leadership may also lead to the destruction of this trust and, as a result, a decline in the level of community support and attendance rates (Donkor, 2018).

Lastly, discrepancy between home language and the language of study is a challenge of significant magnitude on the academic performance and attendance of students. Pupils who experience some linguistic barriers are more likely to show a decline in academic results and increased absenteeism (Nakamura-Thomas et al., 2021). The key to treating these disparities and ensuring inclusivity is effective communication and pedagogical approaches to linguistic backgrounds of students (Nurdin et al., 2020).

Methodology

The qualitative approach was utilized in order to obtain information related to educational decision-making in male parents when it comes to the enrollment in schools. 32 Public Primary schools in UC Wahur, 6100 students are enrolled in schools and 92 teachers, sample size of the study is 10 school and 20 parents. The structured interviews were carried on 20 male parents of Union Council Wahur. Purposive sampling was used as the criteria of selection of participants since it made them relevant in the research questions to be employed. Thematic analysis of interviews conducted using local language (Sindhi) was done. Thematic analysis allowed to identify the regular patterns and sense in the dataset.

Findings:

Thematic Analysis of Male Parents' Responses Analysis with Supporting Studies

Theme	Key Findings from Fieldwork	Aligned Studies	Key Insights from Literature
1. School Infrastructure and Environment	Poor buildings, lack of sanitation, water, and seating deter enrollment.	Elfituri et al. (2024); Muhammad et al. (2018); Ogegbo (2023)	Well-maintained infrastructure significantly influences parental perceptions and student attendance.
2. Teacher Attendance and Teaching Quality	Frequent teacher absenteeism, lack of instruction, reliance on older students.	Ogegbo (2023); Thomas (2019); Muhammad et al. (2018)	Teacher quality and commitment directly affect learning outcomes and parental trust.
3. Child Safety and Supervision	Concerns over bullying, fights, stranger access due to lack of supervision and walls.	Donkor (2018); Duray et al. (2023)	School safety is a top priority for parents globally, impacting enrollment and retention.
4. Accessibility and Distance	Seasonal flooding and poor roads hinder regular attendance despite physical proximity.	Bayborodova (2021); Muse et al. (2024)	Accessibility includes geographic and environmental factors, not just distance.
5. Financial Constraints	Hidden costs (books, uniforms, exam fees) deter poor families from enrolling children.	Muse et al. (2024)	Indirect costs remain significant barriers even when tuition is free, especially for low-income households.
6. Educational Background of Parents	Educated fathers more supportive, engaged, and proactive in school matters.	Mena (2011); Qureshi (2022); Wagner et al. (2012)	Parental education positively correlates with school involvement and student achievement.
7. Gender and Cultural Norms	Gender roles limit girls' enrollment; co-education discouraged; girls kept at home.	Muse et al. (2024); Qureshi (2022); Timsal (2023)	Sociocultural beliefs, including gender norms, significantly affect female access to education.
8. Community and Peer Influence	Families follow local trends (e.g., madrasas or private schools) without personal evaluation.	Goodall & Ghent (2013); Paseka & Schwab (2019); Hussain et al. (2021); Timsal (2023)	Social capital and community behavior influence parental choices and educational decisions.
9. Trust in School Management	Lack of accountability, unresponsive headmasters discourage engagement and complaints.	Donkor (2018); Muhammad et al. (2018); Askari et al. (2022)	Poor school leadership undermines the credibility of public education and reduces community trust.
10. Curriculum and Language of Instruction	Lessons in Urdu/English confuse Sindhi-speaking children, reducing interest and comprehension.	Nakamura-Thomas et al. (2021); Nurdin et al. (2020)	Mismatches between home language and school instruction lower academic performance and attendance

Analysis of Themes and Responses Sought through Interviews

Theme 1: School Infrastructure and Environment

The parents expressed more than fifty percent that one of the obstacles to enrolment is poor school infrastructure.

Another parent exclaimed, "No fans, no water, no proper sitting. but how are we going to carry our children there?"

Absence of necessary facilities like boundary wall, sanitation and the seating capacities not only promoted dis-comfort but also encouraged issues of safety and health. These poor conditions compelled the parents to be reluctant as they were worried

about the health and integrity of their offspring. This observation is in line with the general appreciation that properly developed infrastructure can create a significant impact on the attitude of parents towards the school and attendance of studies among the students (Elfituri et al., 2024; Muhammad et al., 2018; Ogegbo, 2023). It also upholds the intuition that the quantitative growth in the school infrastructure might not be sufficient without knowledge of the family views and real-life experiences (Muhammad et al., 2018; Askari et al., 2022).

Theme 2: Teacher Attendance and Teaching Quality

Absenteeism among teachers was very high and this gave parents low confidence in the education sector.

One father complained, "The teacher comes in to sign the register and goes away. Still, they are never taught.

Some of the parents wrote about teachers being absent and, in particular, older students being forced to educate younger ones, which they considered a massive educational negligence. This was felt as diminished to be capable of commitment thus disillusionment and mistrust towards school system. The above findings are quite similar to the literature showing that learning outcomes and trust of parents are directly influenced by the quality of teachers and their commitment to their work (Ogegbo, 2023; Thomas, 2019). Moreover, the barriers to quality education are supposedly worsened by systemic problems, including those that are related to a shortage of trained and regularly present teachers (Muhammad et al., 2018).

Theme 3: Child Safety and Supervision

There were issues of lack of supervision and safety of students.

A participant said, "Nobody controls the students. The premises are free to enter by anyone."

One more added, "Our children are targets of bullying and fights without the boundary walls."

There were no solid fences and overall supervision, which contributed to an increased concern about the physical security of children, particularly, younger students and girls, which impacted the unwillingness of parents to enroll their children significantly. This fully reflects the existing knowledge that the safety of the school is the most

popular issue among parents all over the world and one of the key factors that influences enrollment and retention (Donkor, 2018; Duray et al., 2023).

Theme 4: Accessibility and Distance

Schools were also not easily accessible because they were inaccessible in others through environmental and infrastructural factors even though geographically, schools were in close range.

According to one father, 'During monsoon, the road is non-existent. There are cases when children would not attend school over weeks.'

This shows that natural hazards most probably floods in 2010 and 2022 badly impacted on schools' buildings and enrollment and unsuccessful transportation infrastructure highly interfere with normal attendance, which puts a constraint on the reliability of schooling access. This confirms the general knowledge that accessibility is associated not only with a distance but also with geographic and environmental considerations (Bayborodova, 2021; Muse et al., 2024).

Theme 5: Financial Constraints

Though formally the tuition was free, indirect and less visible charges were very expensive on a family.

One of the participants confessed, "We are daily wage earners. How can we spend money on school expenditures like note books stationery and event expenditures? And cant affotd private education at all so send children to public schools"

Requirements to pay uniform, learning materials, transport, and exam fees practically denied the opportunity to study to many less well-off families evoking the issue of financial barriers once again. This finding of a fieldwork directly confirms an existing belief that indirect expenses are still major obstacles, particularly to low-income families (Muse et al., 2024).

Theme 6: Educational Background of Parents

Educated parents were more appreciative of education and were also more pro-active.

Commenting on this, one father added that, "I completed my school up to class 8." I am aware of its cost. This is the reason why I urge my son to study."

This demonstrates that education of the parents influences the positive attitude towards learning; however, it also becomes a source of motivation to commit active participation in the academic

development of their children. This result is strongly linked to the literature which points out that the educational status of the parents correlates positively with school participation and performance among the students (Mena, 2011; Wagner et al., 2012). In particular, the level of education in fathers has been found to affect the choice of schooling, sons and daughters (Qureshi, 2022).

Theme 7: Gender and Cultural Norms

The strongly fixed gender norms drastically relegated access to education by girls.

According to one of the interviewees, "Girls do not have to go out of the place far. No, unless it is co-education school."

Such cultural beliefs discourage the mobility of women and co-ed schooling that reduce the number of girls in schools disproportionately compared to boys. The given observation makes the comprehension of the fact that the sociocultural beliefs such as the ones that reflect gender norms largely influence the opportunities of women to access education extremely strong (Muse et al., 2024). Moreover, the norms of patriarchy usually classify males in the household as the main decision-makers, which affects the investments on the education of girls, and most parents do not see much value in the investment in the education of girls based on the current social-economic challenges (Qureshi, 2022; Timsal, 2023).

Theme 8: Community and Peer Influence

The choice of parents was highly influenced by norms in the society and what other peers were doing.

One of the fathers said, "When other families want to send their children to the private school or Madrasa, then we also do."

It is a communal propensity to reflect those of schooling decisions of others and it adds emphasis to the strong influence of social conformity and local circles onto enrolling choices. This corresponds to the idea that the social capital and the way a community behaves affect parental decisions and educational plans (Goodall & Ghent, 2013; Paseka & Schwab, 2019). It also highlights that the local cultural norms and expectations play an important role as individuals in a household tend to make decisions regarding the education of the children with the male

members possibly having the last word (Hussain et al., 2021; Timsal, 2023).

Theme 9: Trust in School Management

The wide mistrust of the school leadership also caused a rift between the parents and school leadership.

One parent said, "We were complaining, but nothing was done. The father does not hear the headmaster."

This administrative unresponsiveness, in the view of the parents, reduced levels of confidence and willingness to participate in schools by the parents, weakening the potential sources of school improvement. This once again proves the understanding that the incompetency of school leadership discredits the responsibility of the governmental education in public and lowers the trust of people (Donkor, 2018). It also implies that systemic problems tend to increase barriers and that governmental reports might neglect the experiences and feelings of families (Muhammad et al., 2018; Askari et al., 2022).

Theme 10: Curriculum and Language of Instruction

The problem of language barriers became a serious issue in learning.

There is a Sindhi speaking home, one father pointed out. The students do not comprehend the teacher in the classroom because teachers speak English or other language."

This is a language incongruity between the home language and the language of instruction (Urdu/English) which brought about confusion and disengagement affecting academic performance and attendance patterns in a negative manner among the students. This observation gives credence to the evidence presented in the literature claiming that home language-school frictions negatively affect student performance as well as attendance rates (Nakamura-Thomas et al., 2021; Nurdin et al., 2020).

DISCUSSION

The study affirms that the outcome of school enrollment of male parents in Union Council Wahur is composite of several overlapping factors. These are both tangible factors such as quality of infrastructure and teachers and other less obvious but equally effective forces such as gender norms and economic deprivation and neighborhood

influence. The results contribute to existing research by furthering the study by introducing a qualitative comprehension of the local culture with a personal component that is unique to one place and reports the voices of male decision-makers of one cultural environment.

Objective 1: Influence of School Environment on Parental Decisions

This leads to a deep influence of school environment in decision making that a parent makes in respect to admission and continued study of their children at schools as can be observed in fieldwork research paper where it is noted that there exists essential shortcomings in infrastructure of schools. Parents were always unwilling to take their children to schools that were deficient in terms of basic facility, like proper seating, fans and clean drinking water, which means that physical discomfort and poor facility is a great deterrent. Lack of vital infrastructure such as boundary walls and sanitation facilities also leads to safety and health concerns and as such, parents fear about the well-being and dignity of their children and consequently, the intention to enroll them into school (Elfituri et al., 2024; Muhammad et al., 2018; Ogegbo, 2023). Moreover, schools that are close may be inaccessible because of the environmental factors, such as seasonal flooding and bad roads in the monsoon, which result in schools being practically inaccessible even during weeks at a time, breaking the cycle of regular attendance and affecting the perceived accuracy of the concept of public schooling (Bayborodova, 2021; Muse et al., 2024). These localized results provide further evidence to the larger academic reflection that, infrastructure is well taken care of which has a stronger impact on the parental perception and attendance of the students, and the safety of the school is considered the main priority of the parents anywhere in the world that affects enrollment and retention (Donkor, 2018; Duray et al., 2023). Obviously, not just quantitative changes in the school infrastructure might be enough; a deeper insight into the lived experience and feelings of families should be essential, in order to design an effective policy (Muhammad et al., 2018; Askari et al., 2022).

Objective 2: Influence of Teaching Quality on Parental Decisions

Perceived quality and commitment of educators as well as responsiveness of a school management is a critical factor effecting parental trust and decision about how to participate in the education of their children.

The findings obtained through fieldwork indicated that high levels of teacher absenteeism have a severe impact on the confidence held by parents who expressed grief over the fact that there was no instruction being offered and that older students had to instruct younger students owing to the fact that it was unfortunate. This appears as downplaying educational responsibility and this creates strong feelings of disillusionment and distrust that directly impacts on how parents are well prepared to spend the children time on, and the diminished faith of the parents on the public system of schooling. These results are in perfect harmony with available literature that highlight the importance of quality teaching, where effective communication and individual support occur, and directly impact the academic success and parental views of schools effectiveness (Ogegbo, 2023; Thomas, 2019). Furthermore, structural problems like insufficient, professionally trained teachers that are present on a regular basis are also known as significant obstacles of quality education (Muhammad et al., 2018). Adding to the problem, the long-term mistrust of the school leadership due to unanswered grievances and the feeling of being unheard are even more troublesome as it further distances parents and their readiness to cooperate with school improvement (Donkor, 2018; Askari et al., 2022). This underlines the issue that the lack of school leadership interferes with the trustworthiness of the public school system and the community confidence (Muhammad et al., 2018). Finally, the linguistic incompatibility of Sindhi home language and Urdu/English lessons was identified as an important obstacle, so students became confused, disengaged, and were said to demonstrate worse results and irregular attendance, supporting the argument that the students need to be adequately accommodated, and effective measures of communication and teaching approaches should be used taking into account the linguistic characteristics of the group (Nakamura-Thomas et al., 2021; Nurdin et al., 2020).

Objective 3: Influence of Socio-cultural Factors on Parental Decisions

Socio-cultural issues apply a lot of weight in the choice of parents when it comes to education and in many cases pose so many obstacles even when it is free of charge in terms of tuition. Although a constitutionally guaranteed free education is, the fieldwork experience showed that the so-called indirect costs (educational books, uniforms, and examination fees) can provide a huge financial burden that de facto closes the door of the needy families (Muse et al., 2024). Also, especially parental education, especially father such as formally educated fathers who showed more respect toward the schooling and tended to be more active in stimulating their child to study it is associated with the existence of the positive relation of parent education and the school Involvement as well as achievement (Mena, 2011; Wagner et al., 2012). In specific, the education of the fathers Is mentioned to affect choices concerning school education of sons and daughters (Qureshi, 2022). Strong gender norms and cultural ideas serve as a major limit in attaining education in girls as the participants feel awkward with the mobility of females, or with co-educational approaches thus deepening the gender differences in education (Muse et al., 2024). Such patriarchal regulations tend to make the male members of the household the main decision-makers when it comes to educational investments, negatively perceived to be a low-yield investment in a girl child due to the existing socio-economic pressures, only reducing the chances accessed at this (Qureshi, 2022; Timsal, 2023). Finally, the Influence of community and peers turned out to be a significant factor, as often families tended to follow the schooling decisions of their neighbors, either choosing private schools or madrasas, which highlights the strong effect of the social conformity and local networks on Influencing the enrollment decisions and affect the attendance and participation of the student (Goodall & Ghent, 2013; Paseka & Schwab, 2019; Hussain et al., 2021; Timsal, 2023).

Conclusion

This study helps to develop a multifaceted picture of the problem of male parents choosing the enrolment of their children in public primary schools in Union Council Wahur, Taluka Sehwan Sharif, District Jamshoro due to the interconnectedness of the factors which affect this issue. In high-quality qualitative investigation, the study unveils that these choices are influenced by

neither just logistical and material issues such as inadequate infrastructure, teacher absenteeism, and cost alone, but by highly ingrained sociocultural conventions, language mismatch issues, and the prevalence of the lack of trust in the management of schools. In the findings, the nature of parental choices is reaffirmed as deeply rooted to wider socioeconomic conditions and cultural environments especially in rural and underserved areas in Pakistan.

Notably, the research points at the fact that male parents are perceived to be the main actors in education decision-making and that their perceptions define the level of access of children to schools. Although structural reforms are much necessary, it is not a sufficient solution. The multi-dimensional nature of sustainable enrollment-related improvements, as well as educational quality, demands such strategy as engagement of the community, cultural sensitivity, inclusive governance, and special attention to the most vulnerable groups of the population, including girls.

This study is able to have a spotlight on the voices of rural fathers giving a much-needed gap in the research and a valuable contribution to policymakers, educators, and development practitioners. The given evidence demands the shift of educational policies towards the participatory and local methods that take notice of and act on what is felt by families. Developing the cross between policy form and the realities on the ground is the only way through whom Pakistan can walk towards equitable and inclusive primary education to all.

Learning about decision-making of parents is key to enhancing the educational achievements in rural Pakistan. This paper points out that although structural school changes are needed, changes will have to be complemented with attempts to meet the issues of trust, low costs, social cultural conventions and teacher responsibility. A multi-faceted, community-based solution is the only way to increase the rate of enrolling in primary schools in otherwise underserved regions such as Union Council Wahur.

Recommendations

Upgrading and sustaining of school infrastructure such as boundary walls, sanitation facilities including drinking water and sitting arrangements, and ventilations.

Introduce tough measures of ensuring teacher attendance and accountability to provide quality and uniformity of teaching.

Improve security of the student by fencing the school and use of gates to stop free movement of the students and enable supervisors to control bullying and access of unauthorized people.

Offer financial aid, e.g. in form of scholarships, subsidies, free material of learning to cover any hidden education expenses e.g. uniforms, books, transport of the low-income earning families.

Devise and integrate culturally appropriate curriculum that entails teaching with locally known language (Sindhi) in order to enhance understanding and participation.

Conduct publicity campaigns about the value of educating girls and about ways to beat the sociocultural challenges and gender norms.

Have active parental and community participation in school administration in order to instill confidence in the school administration and responsive governance that will respond to the community and parents.

Undertake parental capacity-building and educational programs to make them understand the value of education and adopt a proactive approach.

Enhance access to the available initiatives by improving the road network and safe means of transportation especially in unfavorable weather such as monsoon floods.

Recruit and motivate female teachers to work in the rural region so as to provide a culture supporting the education of females and motivating them into the education system.

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