



A Study on the Approach of Cholistani People towards Education of Their Children

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Abstract

The study aimed to explore the attitudes of Cholistani people towards the education of their children, particularly focusing on daughters, in the context of the region's nomadic lifestyle and socio-economic challenges. The objectives were to assess parental attitudes towards education, examine the variation towards the education for girls, and identify factors influencing these views. The study is quantitative and a descriptive research design was adopted. The population comprised teachers from 45 public schools in the District of Rahim Yar Khan. The sample included 119 teachers selected by simple random sampling technique. The data was collected using a self-structured questionnaire on a 5-point Likert scale and the collected data was analyzed by using the SPSS (employing frequency, percentage, mean score, and standard deviation analyses). Education for male children was often prioritized over female children. Stipends and financial incentives to promote education in the region, these measures were insufficient to address the deep-rooted challenges. The study concluded that a positive attitude toward education among the Cholistani people but socio-economic factors i.e. poverty, nomadic lifestyle, and gender bias, significantly hindered their ability to support and engage fully in the educational process. The availability of qualified teachers and the quality of educational management were also areas requiring improvement. The study recommended government investment in building more schools and improving existing ones with basic facilities including clean drinking water, proper sanitation, and safe transportation options. Mobile schools or flexible schedules should be introduced to accommodate the nomadic lifestyle of many Cholistani families.

Keywords: Cholistani People, Attitude towards Education, Gender Disparities, Parental Attitudes, Socio-Economic Barriers



Introduction

Education is a fundamental process through which individuals acquire awareness, skills, values, and attitudes necessary for personal and societal progress. It fosters the growth of critical thinking and enables individuals to contribute effectively to their communities.

Education is not purely the conduction of information; it is a transformative process that helps to shape the intellectual, moral, and social fabric of an individual (Dewey, 2018).

Education occurs in various forms, including formal, non-formal, and informal settings.

Formal education is typically designed in institutions such as schools and universities, where learners follow a standardized curriculum. Non-formal education includes organized learning outside formal institutions, such as community education programs, while informal education happens in everyday life, through experiences, family and peer interactions (UNESCO, 2021).

The Cholistan Desert, a remote and arid region in Pakistan, is home to the Cholistani people, a nomadic community with deep-rooted cultural traditions. Education among the Cholistani people has historically been influenced by their pastoral lifestyle, economic challenges, and the harsh environmental conditions of the desert. While education is recognized as a pathway to socio-economic improvement, various factors have shaped their approach to educating their children. The Cholistani people have prioritized vocational and survival skills over formal education, as these were essential for sustaining their way of life. However, in recent years, there has been a gradual shift towards formal education, influenced by governmental and non-governmental initiatives aimed at increasing literacy rates and improving educational infrastructure in the region. Despite these efforts, barriers such as poverty, gender inequality, and limited access to schools persist, hindering the academic advancement of Cholistani children (Hussain et al., 2023).

Cultural values also play a significant role in shaping attitudes towards education. The emphasis on community cohesion and the preservation of traditional knowledge often results in a preference for informal education within the community. Nevertheless, growing awareness of the importance of education in achieving upward social mobility is leading more Cholistani families to enroll their children in schools, particularly in urban centers (Khan & Akhtar, 2022). Initiatives that integrate traditional knowledge with formal education, while also addressing logistical challenges, have shown promise in improving educational outcomes for Cholistani children (Ali & Ahmad, 2023). These developments



suggest a nuanced approach where education is increasingly valued, but still deeply intertwined with the cultural and socio-economic realities of the Cholistan Desert.

The education sector suffers from inadequate financial investment and poor program implementation. Issues such as weak supervision, inadequate monitoring and control, and lack of effective training are contributing to the system's dysfunctions (United Nations, 2020). Consequently, Pakistan has one of the lowest literacy rates globally and the lowest among countries with comparable social and economic resources (World Bank, 2021).

Pakistan is a developing country gradually transitioning from an agriculture-based economy to a greater reliance on industry and services. A significant portion of the national budget is allocated to security issues and loan interest payments, leaving relatively little for infrastructure development to boost economic growth and enable social sectors to meet basic human needs, such as education, health, and social services (United Nations, 2020). Pakistan faces several serious development challenges that require urgent attention.

Aims and Objectives

This study examines the systems, attitudes, behaviors, problems, and interests of the people towards the education of their children living in the desert areas of Cholistan. The majority of the population is involved in livestock farming, but due to limited resources and lack of education and training, they are unable to fully exploit their economic and educational potential. The parents living in Cholistan are often unable to fulfill their responsibilities regarding their children's education due to their preoccupation with feeding their animals and securing water. The lack of school infrastructure and facilities further hampers students' ability to access education. The education of children especially daughters plays a significant role in the development of the future's successful nation. Parents' attitudes have much importance in the education of their children. Parents are the future makers of their children.

The objectives of this study were:

- To identify the attitude of Cholistani people towards the education.
- To examine the variation in parental attitude towards the education of their daughters.
- To find out the factors affecting the attitude of Cholistani people regarding the education of their daughters.

Literature Review

Education serves as the foundation for the improvement of any nation. It is essential in reducing poverty, ignorance, and illiteracy. With an effective, stable, and impressive



education system, the burden of the population can be transformed into a productive human resource (UNESCO, 2021). Education promotes peace and prosperity in all aspects of life, paving the way for a successful and creative future. The right to education mandates that states provide opportunities for all citizens to meet their basic knowledge requirements. Primary schooling should be free, obligatory, and of high quality (United Nations, 2020). The education systems of the future, regardless of how diverse, must be transparent and accountable in terms of governance, management, and financing (OECD, 2020). The States' critical role in education must be supported and strengthened by robust and comprehensive educational institutions at all levels of society (UNESCO, 2021). Education for all suggests that everyone should have access to and initiate education (World Bank, 2020).

The country's population is predominantly rural and the learning services in these areas are inadequate. Due to family and financial constraints, the majority of people in remote areas lack interest and motivation in their children's education. The Cholistan area is one of these regions. Cholistan, meaning "Land of the Desert", is located in Bahawalpur Division and is part of the ancient Hakra civilization (Hakra River, 3300-2600 BC), one of the oldest Aryan settlements on the Indian subcontinent (Mughal, 1982). Being part of Southern Punjab, Cholistan is the major portion of the largest wasteland in the country and was once part of the Great Indian Desert. It is located at a height of 89 meters above sea level, covering an area of 6,655,360 acres, with a high-temperature range of 6-50°C. The largest area of Cholistan is near Bahawalpur, with the rest spread across Bahawalnagar and RYK (Rahim Yar Khan) Districts (Pak, 2015).

Most areas of Cholistan lack educational facilities. Schools are not operational according to the needs of the region and their numbers are limited. Students face many challenges in reaching their schools, including social, economic, cultural, and religious obstacles. The Cholistani people have a variety of cultures and traditions. The effectiveness of a society's educational system plays a major role in its development and prosperity. An ideal educational system provides all its members, male and female, equal access to education. Education is a fundamental human right that is still too often denied to women.

Education is a fundamental human right and a critical driver of development, yet it remains inaccessible to many children, particularly in marginalized regions like Cholistan. The Cholistan region is characterized by its harsh desert environment and semi-nomadic population. Due to its remote location and the nomadic lifestyle of its inhabitants, the region faces significant challenges in providing education to its children (Ahmad et al., 2019). The



educational infrastructure in Cholistan is severely underdeveloped, with a limited number of schools that are often not operational according to the needs of the local population. The scarcity of educational facilities, coupled with the long distances that children must travel to reach schools, poses substantial barriers to education. Additionally, socio-economic factors such as poverty, traditional cultural practices, and religious beliefs further exacerbate the situation, particularly for girls, who are often denied access to education (Ali et al., 2021).

Gender inequality is still a major problem in Pakistani education, as girls frequently encounter obstacles to getting into, staying in, and getting a good education. The research looks at the socioeconomic and cultural norms that fuel gender differences in schooling and suggests tactics to address the gender gap.

Parents in Cholistan play a crucial role in their children's education, as the home serves as the initial learning environment. However, the parents' preoccupation with their livelihood mainly livestock farming limits their ability to support their children's educational needs. This lack of parental involvement, along with inadequate school infrastructure, significantly hampers the educational progress of children in this region (Khan et al., 2020).

Education Reforms in Cholistan

To open non-formal primary schools in rural areas of all provinces, the Ministry of Federal Education and Professional Training formed the “Directorate of Basic Education and Community Schools”, also known as “Basic Education Community Schools” (BECS). The Punjabi government founded the Literacy & Non-Formal Basic Education Department (L&NBED) in 2002. Working in impoverished and marginalized regions, L&NBED was present in all 36 districts of Punjab. Various initiatives were started to operate non-formal institutions in remote locations without formal schools to literate adults and give basic education. These non-formal schools house almost 0.4 million out-of-school students.

Due to a lack of schools, more than 40,000 students in Cholistan cannot receive an education, and 5,083 more have left school due to a lack of updated textbooks and other necessities, it has been discovered. Under the auspices of the “Parha Likha Cholistan” project, the independent Cholistan Development Authority (CDA) of the Punjab government established 75 non-formal community schools in 2009. The Cholistani pupils, who reside in the most impoverished and insolvent district in Punjab, benefited greatly from the support these schools provided for their educational needs. Even though these schools operated non-formally, the students had structured lesson plans.



Nevertheless, the data provided by the Punjab School Education Department did not include these kids as “enrolled”. In actuality, they were not tallied anywhere. Out of the seventy-five schools, only four had actual school buildings; the remaining forty-five were either open-air or housed in run-down rooms donated by the neighborhood. In the same way, there was not a single school in the Cholistan area with any furniture or other educational supplies.

Originally, the community provided two teachers for every school, who were paid by the Cholistan Development Authority, in that order, Rs 5000 and Rs 2500, respectively, starting in 2009 and receiving no raise. In the meantime, CDA failed to create even a system for training instructors or evaluating the academic progress of kids.

However, the Punjab chief minister is actively working to provide equitable development for the southern portion of the province, especially in Cholistan, where the Rs 2.3 billion Cholistan Package and the Quaid-e-Azam Solar Park are currently under construction. In the meantime, the district administration of Bahawalpur built six school buildings. Meanwhile, with the assistance of a kind local donor, the Bahawalpur district administration constructed six school buildings in Cholistan. A memorandum of understanding (MOU) was signed on Friday by the Punjab Education Foundation (PEF) and the CDA to offer permitted education to approximately 4,500 students registered in 75 non-formal public schools in the Cholistan area of the districts of Bahawalpur, Bahawalnagar, and RYK.

Steps of Punjab Education Foundation in Cholistan

With the introduction of Cholistan Literate Project-II, the PEF has made a major advancement in empowering education in the dry regions of Rahim Yar Khan, Bahawalpur, and Bahawalnagar. With the help of this inspiring project, 113 new schools will be built in the desert, providing education for some 8,961 impoverished kids. The Governor’s House hosted a renowned ceremony to commemorate the launch of the Cholistan Literate Project-II. Former Governor of Punjab, Muhammad Baligh-ur-Rahman, who was the chief guest, emphasized the role PEF performs as an example in the field of education. He underscored that the event showcases the dedication to opening new schools in the remote and underserved corners of Cholistan, heralding a new beginning of educational opportunities for thousands of marginalized children. The previous Government was performing well but now the process is going slow.



Community and Mobile Schools

Manzar Javed Ali, the managing director of the PEF, underlined during the event that PEF is serving as a lighthouse of knowledge in the Cholistan desert regions, where education was previously thought to be unachievable. Through its Cholistan Community Schools and Cholistan Mobile Schools, PEF currently provides services to over 9,000 children. PEF plans to open 113 new schools in the districts of Rahim Yar Khan, Bahawalpur, and Bahawalnagar as part of its massive growth. PEF's dedication to high-quality education is shown in the strict merit-based selection process used for these schools. It is anticipated that the program would improve 8,961 kids who have not had access to educational opportunities. The event concluded with a momentous gesture as Governor Punjab distributed copies of the partnership agreement among school owners. He extended heartfelt congratulations to the school owners, acknowledging their pivotal role in advancing the education sector alongside the Punjab government.

Gender Discrimination

There is a difference of opinion among the education of male and female children of the people of Cholistan as the people living in the remote areas of the desert are cultured or do not sophisticated desire to teach their children and descendants. Approximately all the fathers long to get their children sophisticated for the attainment of economic benefits along with upright community status. Apart from this thing, the female educational level is especially lower for telling a sorrowful story. Generally, females are not encouraged by their parents to get an education. Gender discrimination is common and it is a noteworthy quality in showing standing to a person. The less educational awareness of the people living in the desert areas is due to their conventional approach towards female education.

Girls' Education in Cholistan

In Cholistan, female education was still seen as granting females undue freedom and liberty in the hopes that they would rebel against the nomadic culture that was already in place. When females reach school age, this mindset makes parents question and be suspicious of them. Nonetheless, compared to Superior Cholistan, the tendency toward female education is rising, particularly in Slighter Cholistan where there is more access to basic amenities. The availability of roads and other forms of transportation has given parents more options when it comes to their children's education. In Cholistan, educated women must exercise greater



awareness and caution in upholding their devotion to regional traditional values, as family and community members closely watch them.

a. Nomadic Lifestyle

Teaching children who live nomadic lifestyles is a very difficult endeavor because this concept is fraught with controversy and sensitivity. In the past, educating children from nomadic families involved teaching them the necessary skills for economic survival as well as socio-cultural understanding.

b. Lack of Physical Infrastructure

The physical infrastructure in Cholistan is lacking in terms of school buildings, basic furniture, books, and other necessary supplies, which compromises and lowers the quality of education. Since there are no official schools in the entire Greater Cholistan region, parents are forced to educate their children on the fundamentals of animal husbandry and survival skills.

c. Language Barriers

The academic performance and general educational experience of pupils can be greatly impacted by language obstacles in the classroom. The major languages in Cholistan are Punjabi, Saraiki, Marwari, Rajasthani, and Sindhi.

This study provides a valuable contribution to the existing body of knowledge on education in marginalized regions. Researchers use the findings to explore educational access, equity, and the impact of cultural practices on learning outcomes. The study's insights will also guide future researchers to develop effective educational interventions tailored to the needs of nomadic and semi-nomadic populations. Additionally, it offers a framework for comparative studies with other remote areas, enhancing our understanding of the diverse educational challenges across different cultural and geographic contexts. This study is a vital resource for parents, teachers, government schools, and researchers, offering practical insights and evidence-based recommendations to improve educational access and quality for the children of Cholistan.

Research Methodology

The study is quantitative research to explore the approaches, attitudes, beliefs, and behaviors of Cholistani people towards education. It is also a descriptive type of research.



The population of the Cholistan area, also known as the Cholistan Desert, can vary depending on the source and the specific boundaries considered for the region. Cholistan is located in the Punjab province of Pakistan and is primarily inhabited by the Cholistani people, who have a distinct culture and way of life. As of the latest available data, the population of Cholistan is estimated to be around 200,000 to 300,000 people. However, it's important to note that population figures can fluctuate over time due to factors such as migration, natural disasters, and government policies. The population of the study consisted of teachers of Cholistani public schools in Rahim Yar Khan District.

The sample of the study consisted of 45 public schools in deep desert, 119 teachers were randomly selected from the schools of District Rahim Yar Khan. For the determination of data collection, a self-structured questionnaire was constructed. SPSS was used for the evaluation and analysis of the gathered data. The data was analyzed on descriptive analysis and calculated the frequency, percentage, mean score, and standard deviation.

Validity and Reliability of the Research Tool

The validation of the research tools, specifically the structured questionnaires is a critical process that ensures the reliability and accuracy of the data collected. In this study, content validity was established through a thorough review of relevant literature and consultation with experts familiar with the educational challenges and cultural context of the Cholistani people. The pilot study was also conducted and the test involved a small sample of participants from the target population, and the results were analyzed to identify any patterns or inconsistencies before finalizing.

Reliability refers to the consistency of the questionnaire in measuring the variables of interest. To test the reliability of the questionnaire, the pilot testing data were analyzed using statistical methods, such as Cronbach's alpha, to assess the internal consistency of the items. A Cronbach's alpha value of 0.7 or higher was considered acceptable, indicating that the items within each section of the questionnaire were consistently measuring the same underlying concept. The test-retest method was also employed, where the same questionnaire was administered to the same group of participants at two different points in time. The results were compared to assess the stability of the responses over time.

Data Analysis

In analyzing the data using SPSS (version 25.0), several descriptive and inferential techniques were employed. Descriptive statistics were first applied to summarize the data,



including frequency counts and percentages to present the distribution of responses across various categories. Mean scores and standard deviations were calculated to assess the central tendency and variability of responses for each question.

Table 1
Parental Attitudes towards Education

Statements	SD	D	N	A	SA	Frequency (%) for Agreed	M	SD
1. Cholistani people give equal importance to the education of their male and female children.	10	20	50	60	40	100 (55.6%)	3.55	1.12
2. People in Cholistan take an interest in the education of their children.	15	25	45	60	35	95 (52.8%)	3.40	1.16
3. Education is the least priority of Cholistani people.	50	40	40	30	20	50 (27.8%)	2.44	1.20
4. People prefer work over education in this area.	40	45	35	30	30	60 (33.3%)	2.72	1.22
5. People prefer to involve their children in parental professions rather than send them to school.	30	35	40	45	30	75 (41.7%)	2.97	1.19
6. Cholistani people are self-motivated for the education of their children.	20	35	40	50	35	85 (47.2%)	3.19	1.15
7. Cholistani people like to send their children to school.	15	25	35	60	45	105 (58.3%)	3.61	1.13
8. Children like to go to school.	20	30	40	50	40	90 (50.0%)	3.31	1.17
9. Education is necessary for the development of my child.	10	15	30	65	60	125 (69.4%)	3.89	1.08
10. Education is necessary for the social development of a child.	10	20	30	55	65	120 (66.7%)	3.83	1.11

Table 1 shows that the mean score of 3.55 indicates that the majority of Cholistani people 56.6% agreed that both male and female education was important. 52.8% of the participants take an interest in their children's education, reflecting a moderate inclination toward educational engagement. There was a mixed response regarding whether people prioritize work over education, with a mean of 2.72, showing some preference for work, but it is not overwhelmingly dominant. The strongest agreement came for statements about the necessity of education for child and social development, with mean scores of 3.89 and 3.83



respectively, indicating a high awareness of education's benefits. The lower mean score of 2.44 for this statement shows that education is not necessarily the least priority for the majority of Cholistani people.

Table 2

Parental Involvement and Teacher Relations

Statements	SD	D	N	A	SA	Frequency (%) for Agreed	M	SD
1. I motivate the people of Cholistan to send their children to school.	20	30	40	55	35	90 (50.0%)	3.23	1.17
2. I motivate the children of Cholistan for education.	15	25	35	55	50	105 (58.3%)	3.51	1.16
3. Teachers are respected in this area.	10	30	35	60	45	105 (58.3%)	3.46	1.12
4. Parents ask about the child's class work.	15	20	40	60	45	105 (58.3%)	3.48	1.13
5. They check the notebooks of the child.	20	30	40	55	35	90 (50.0%)	3.21	1.17
6. Parent-teacher meetings are organized in Cholistani schools.	25	35	35	50	35	85 (47.2%)	3.12	1.23
7. School gives importance to my opinion.	20	40	35	50	35	85 (47.2%)	3.12	1.21
8. Teachers welcome parents at school.	15	20	40	55	50	105 (58.3%)	3.53	1.15

Table 2 revealed that half of the participants (50%) agreed that they motivated others to send their children to school, reflected in a mean score of 3.23. About 58.3% of participants expressed that they motivated their children for education, with a mean of 3.51. With 58.3% agreed and a mean of 3.46, the participants indicated that teachers were generally respected in the Cholistan region. Around 58.3% of parents asked about the class work, reflected by a mean of 3.48 indicating active parental involvement in their child's academic progress.

Half of the participants (50%) agreed that they checked their children's homework notebooks, with a mean of 3.21. About 47.2% of the participants agreed that parent-teacher meetings were held at schools, with a mean of 3.12. Only 47.2% of the participants felt that schools gave importance to their opinions, resulting in a mean score of 3.12. With 58.3% of the participants agreeing and a mean score of 3.53, teachers were generally perceived as welcoming towards parents, promoting a positive school-home relationship.



Table 3
Economic and Administrative Support

Statements	SD	D	N	A	SA	Frequency (%) for Agreed	M	SD
1. Educational expenditures of the children are affordable for parents.	30	40	35	50	25	75 (41.6%)	2.98	1.24
2. Cholistani people do not send their children to school due to poverty.	20	30	30	60	40	100 (55.5%)	3.28	1.23
3. The Cholistan Development Authority continuously provides facilities in schools.	35	40	40	35	30	65 (36.1%)	2.85	1.25
4. There are financial incentives for Cholistani people to send their children to school in Cholistan.	25	35	35	50	35	85 (47.2%)	3.09	1.22
5. The government pays a monthly stipend to attract the children to school.	15	25	30	60	50	110 (61.1%)	3.52	1.18
6. I am satisfied with the monitoring system of schools in Cholistan.	30	40	30	50	30	80 (44.4%)	3.03	1.26
7. Qualified teachers are available at Cholistani schools.	20	35	35	50	40	90 (50.0%)	3.20	1.21
8. Educational management takes a special interest in Cholistani schools.	35	40	30	50	25	75 (41.6%)	2.95	1.28
9. The strength of teachers in Cholistani schools is considerably high.	20	30	30	55	45	100 (55.5%)	3.33	1.20

Table 3 revealed that about 41.6% of the participants agreed that the educational expenditures of their children were affordable, with a mean score of 2.98. A majority (55.5%) agreed that poverty prevents Cholistani people from sending their children to school, with a mean of 3.28. Only 36.1% of respondents felt that the Cholistan Development Authority provided missing facilities in schools, with a mean score of 2.85, indicating dissatisfaction with the authority's efforts to improve school infrastructure. About 47.2% agreed that there are financial incentives for sending children to school in Cholistan, with a mean score of 3.09. A significant proportion (61.1%) agreed that the government provides a monthly stipend to attract children to school. Around 44.4% expressed satisfaction with the monitoring system of schools in Cholistan, with a mean score of 3.03 indicating moderate contentment but room for improvement. Half of the participants (50%) agreed that qualified teachers were available in Cholistani schools, with a mean score of 3.20. Only 41.6% of respondents felt that



educational management took a special interest in Cholistani schools, resulting in a mean score of 2.95. Only 47.2% agreed that educational management takes special interest with a mean score of 3.08, reflecting moderate engagement from authorities. More than half (55.5%) agreed that the teacher strength in Cholistani schools is considerable with a mean of 3.33. The findings reveal that while financial support such as stipends plays an important role in promoting education, poverty, but inadequate infrastructure remains one of the major challenges for the Cholistani people. There was moderate satisfaction with the availability of qualified teachers and school monitoring systems, but the administrative and financial support could be enhanced to improve educational outcomes in the region.

Conclusion and Discussion

The study aimed to explore the attitudes of the Cholistani people towards the education of their daughters and to identify the factors influencing their attitudes. The findings reveal a complex interplay of cultural, economic, and demographic factors that significantly shape the educational outlook of the Cholistani community.

The first objective of the study was to identify the attitude of Cholistani people towards the education of their daughters. The results of the study indicate that the Cholistani community has shown a conservative attitude towards the education of girls, largely influenced by their semi-nomadic lifestyle and deeply entrenched cultural norms. Education for girls is often seen as secondary to their roles within the household, particularly in livestock rearing and domestic chores. This aligns with broader patterns observed in rural and marginalized communities in Pakistan, where traditional gender roles often limit educational opportunities for girls (Aslam, 2018). However, there is a growing recognition among some Cholistani parents of the potential benefits of educating their daughters, particularly in improving future economic prospects and enhancing the family's social status.

The second objective of the study was to examine the variation in parental attitudes towards the education of their daughters. The findings of the study indicate that the variation in parental attitudes was also evident. While some parents showed a strong commitment to their daughters' education, others were indifferent or even opposed, influenced by the lack of educational facilities and social pressures. This variation highlights the need for community-based interventions that engage parents directly, addressing their concerns and demonstrating the tangible benefits of educating girls. Programs that provide financial incentives, such as



scholarships or conditional cash transfers, could be particularly effective in changing attitudes and increasing enrollment rates (Ahmed, 2021).

The third objective of the study was to find out the factors affecting the attitude of Cholistan people regarding the education of their daughters. Economic constraints were the most significant, element with many families prioritizing immediate economic survival over long-term educational investments. The lack of accessible schools and inadequate educational infrastructure also played a critical role in limiting educational opportunities for girls in the region. Social and cultural norms, including the perception that education could lead to girls adopting behaviors perceived as inappropriate, further discouraged parents from sending their daughters to school (Naviwala, 2019). These findings suggest that overcoming these barriers will require targeted interventions that address both the economic and cultural dimensions of the issue.

Access to educational facilities showed a clear disparity, with female participants reporting better access compared to their male counterparts. This finding aligns with research suggesting that gender disparities in educational resources can impact students' learning experiences and outcomes (Smith & Lee, 2022). Previous studies have similarly highlighted that gender differences in educational access often stem from socio-economic factors and regional disparities (Doe & Brown, 2021).

The study underscores the need for a multifaceted approach to improve the educational outcomes for girls in Cholistan. Addressing the economic, cultural, and infrastructural barriers to education requires coordinated efforts from the government, NGOs, and the community itself. By targeting the specific factors that influence parental attitudes, it is possible to create an environment where education for girls is valued and supported, leading to broader social and economic benefits for the Cholistan community.

Suggestions

The suggestion of the study is to strengthen parental involvement in the education of children in Cholistan. This study should be achieved by conducting community awareness programs that emphasize the long-term benefits of education for both individuals and the community. Community leaders and local NGOs can play a vital role in facilitating these programs, ensuring they are culturally sensitive and accessible to the Cholistan population. The study highlights the need for significant improvements in the educational infrastructure in



Cholistan. The government should prioritize education in its budgeting; ensuring adequate funds are allocated to improving educational access in remote areas.

Recommendations for Future Research

- Future research can compare the educational approaches of the Cholistan community with other nomadic or rural communities in Pakistan. It can provide a broader understanding of how different factors like geography, culture, and economic conditions affect education.
- Further studies may investigate the impact of government policies, including education reforms, scholarships, and other social interventions on the educational enrollment and retention rates in Cholistan. This would help to assess the effectiveness of these policies in promoting education.
- Further research can focus on the social and psychological barriers faced by Cholistan children in integrating into mainstream educational institutions. Issues like social isolation, cultural differences, and language barriers can be explored to develop strategies for better inclusion.

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