

*Women Education in Sindh: A Comparative Study on Factors Exploring Gender Inequality and Women Educational Challenges in Rural and Urban Sindh*

## Women Education in Sindh: A Comparative Study on Factors Exploring Gender Inequality and Women Educational Challenges in Rural and Urban Sindh

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### Abstract

The objective of this study is to investigate whether cultural, economic, and infrastructural barrier differences exist between education of women in urban and rural Sindh, Pakistan. Quantitative data were collected from 500 participants using the cross-sectional survey and over 50 participants who were interviewed for generating qualitative data. Findings reveal significant differences: mostly the urban respondents regarded women education as necessary for social and economic development aimed at better infrastructure, cultural tolerance and economic facilities. On the other end of the scale the rural respondents had a lower perception towards the priority given to women's education due to cultural and social gender inequality, limited resources for education and dilapidated schools as well as poor infrastructure. The discussion reveals that cultural intermediaries, limited funds, and practical conditions affect the abilities of rural women to receive proper education. By comparing its results with regional and global research, the study insists on the need for such intervention measures as awareness campaigns, economic incentives, and infrastructural work that would be urgently needed in rural Sindh area. This study advances the literature on gender parity in education and offers policy directions for agents of change desiring to achieve contextualized and sustainable education transformation in Sindh province.

**Keywords:** Women's education, urban-rural disparity, gender equity.

### Introduction

It is unarguable that education is one of the basic human rights anywhere in the world and a key to positive change for socio economic development. Girls education in general is known to be a tool for change for gender parity, family happiness, and economic development (World Bank, 2021) In spite of expansion and acquisition of education for children around the world, regions such as the developing countries including Pakistan are some of the countries which still struggle with gender equity in education particularly in the rural areas (HRWT, 2022). Sindh is the second largest province of Pakistan and the picture regarding educational

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attitudes in the province is very diverse. Karachi and Hyderabad being securely developed cities, exposure toward modernization and the cultural standards are more flexible. On the other hand, the rural areas of Sindh suffer from traditional gender practices, a scarcity of educational facilities, and poor economic standards that limit women's right to education (Ahmed et al., 2021). These differences clearly raise the awareness of cultural and economic factors in Sindh that predetermine people's attitude towards women education.

Some of the researchers in the recent past have agreed that social factors play a remarkable contribution to the education of women. For instance, Ali and Qureshi (2019) have learned the current perceptions about female education reflect cultural norms and values, family practices, and economic status. Regarding education, urban families have a higher tendency to support higher education and especially for women because they believe such decisions will help their female members to land better jobs and improve their social status in society (Khan & Riaz, 2020). On the other hand, rural families are likely to defend conservative roles for women regarding education as a mere subset of women's supposed duties of mother and wife and early forced marriages (Bibi et al., 2021).

Infrastructural inequality adds to the existing urban-rural stratification in Sindh, and nothing formal has been initiated for it. According to the GoP, by 2022, learners in urban regions have more access to educational facilities, trainers, and progressive methods of teaching. On the other hand, rural areas have a number of barriers, such as poorly constructed school infrastructure, no transportation means, few female teachers which keeps the girls away from school (Shaikh et al., 2020). These sorts of barriers do not allow a change on a large scale and result in a constant pattern of gender disparity in education as pointed out in the Pakistan Education Statistics 2022.

Women education is another factor that faces a lot of criticism and rejection in rural Sindh. Research shows that deeply rooted patriarchy means women are expected to do house chores than going to school (Hassan et al., 2020). Elapsed informants and male community elders are instrumental in perpetuating such norms, hence such a hostile environment for female education (Rehman & Nasir, 2019). Similarly, early marriages – are widespread in rural Sindh – also prevent women from gaining education because girls are less free to make decisions and manage their lives primarily, their duties are to obey their families (UNICEF, 2021).

Economic related factors also bear a lot of influence on the perception of women's education. There is an investment perspective among urban families regarding education; educated girl can also contribute to the family income through employment (Farooq et al., 2019). However, the effect which has been observed in rural Sindh is poverty, where families lavishly spend their resources in desires and immediate economic gains rather than educating their children (Shaikh & Malik, 2021). This economic-oriented approach is often felt to lead to low or no enrollment among girls, especially at secondary and higher education levels.

However, efforts have been made to improve the education of women in Sindh province where there is positivity. The Sindh Education Foundation established the Girls' Education Initiative and with USDA, UNESCO and UNICEF have addressed educating the girls and increasing the awareness of girls being educated. However, these forms of intervention still do not mobilize enough effort in tackling the cultural and basic organizational challenges especially in the rural setting.

This study intends to fill this gap by comparing perspectives on women's education in both

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urban and rural Sindh. In this particular piece of research, thus learning cultures, economics and infrastructures shall have been embraced with a view of realizing constraints and possibilities of achieving gender equity in education. The study will help other policy makers and stakeholders to design effective gender sensitive policies and actions for a substantive increase in female literacy in Sindh, Pakistan and countries in the comparative south Asian region.

**Literature Review**

Education of women has always been a contentious issue concerning gender parity, human and social development. In every country of the world education has been recognized as a human right and as an instrument for women's emancipation to promote and empower them to engage in economic, social, and political life (UNESCO, 2020). However, at present there are still many hindrances to female education especially in the developing countries of south Asia where social culture, poverty alongside subordinate infrastructure prevents females from attaining education.

**Global Perspectives on Women's Education**

International research of today underscores the power of women's literacy in determining development indices such as poverty reduction, child mortality and improvement of income within households (United Nations, 2021). UNESCO (2020) Global Education Monitoring Report highlighted differences in educated mother's impact for one's children education and health, it means the positive consequences for the next generations. However, the report also highlights various inequalities concerning modernization, where rural client organizations are always behind urban-based organizations mainly due to structural and lack of access to resources, and inadequate support systems.

**The Context of Pakistan**

Pakistan is a member of the International Convention, including the Convention to End Discrimination Against Women, and has developed various policies related to gender equality in Education at the national level (Government of Pakistan, 2022). Even after these efforts have been made, the gender gap in education remains significant especially in the rural areas. Human rights watch with reference to the year 2022 reported Pakistan as a country that has 22.5 million children out of school, which are female-dominated. These factors include poverty levels, traditional and cultural practices, and inequitable access to education that are compounded in the regions like Sindh.

**Urban-Rural Disparities in Education**

Sindh has a large population and great division between urban and rural areas; attitudes towards women education can be studied well here. Probability 1 The results also indicate that Sindh province has better facilities and diverse choice of school and education, and exposure to progressive thoughts than other provinces including Punjab, in towns like Karachi and in Hyderabad. Rural Sindh on the other hand is characterized by poverty, lack of access to basic facilities and facilities, female drop out culture due to tradition (Ahmed et al., 2021).

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Distribution of education in urban and rural areas is not an exclusive tendency recorded in Sindh, but is common among developing countries. Research also shows that urban families are more inclined to regarding education as a foundation of social and economic capital (Farooq, et al., 2019). On the other hand, rural families often have a short term mentality that they need to earn money to survive, and follow the traditional gender stereotyping where there is no need to educate a girl child. These attitudes are worsened by navigational factors including; shortage of accessible schools especially in rural areas and a very low representation of female teachers nationwide (Khan & Riaz, 2020).

**Cultural Norms and Gender Roles**

Important as they are, few studies have explored how the cultural boundaries within the Sindh region influence the perception of women's education. This is particularly true for rural regions where tradition prevails to restrict women's education by making them homemakers at par with patriarchal ideologies (Hassan et al., 2020). Research conducted on gendered understandings in the Sindh region suggests that community elders and religious point of references play a major role in shaping attitudes in rural Sindh which include views that the education of women is regrettable or un-Islamic (Rehman & Nasir, 2019). Whereas the rural areas the teenage girls usually drop out of school due to culture and early marriage and poor husbands can hinder the girl from being educated unlike the urban areas where there is improvement on the recognition of economic and social importance of educated women (Khan et al., 2020).

**Economic Factors and Women's Education**

Another social factor that emerges as key determinants of attitudes toward women's education is economic considerations. These family types have more education investment probably due to the perceived returns from education such as employment opportunities and economic returns (Shaikh & Malik, 2021). Rural families, on the other hand, have restricted financial resources which compel the families to choose short term monetary yields over expensive and valued education yields (Hassan et al., 2020). For instance, there is exploitation of children's rights in Sindh where many families in the rural areas use children especially girls to source income for the family thus the children miss their right to education through dropping out (UNICEF, 2021).

**Infrastructure and Accessibility**

Findings indicate that educational infrastructure plays a paramount role in shaping attitudes and enrolment to women education. There is a reasonable level of education facilities in schools, transport means, and qualified teachers in the urban part of Sindh that may help families to facilitate girls' education (Ahmed et al., 2021). However, such constraints as poorly developed physical infrastructure, schools and infrastructures, sanitation, and transport infrastructure pose significant challenges, particularly to girls because of security risks and cultural pull factors (Shaikh et al., 2020). The scarcity of female teachers in rural Sindh only makes it worse because most households refuse to let their girls attend classes with male tutors (Bibi et al., 2021).

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**The Role of Policy and Interventions**

Some of the government and non-governmental interventions undertaken in the province of Sindh for enhancing women's education have been the least effective. Efforts have been made in the education programs launched in Sindh education foundation like Girls Education Initiative to enhance enrolment and awareness level girls Education (Government of Pakistan, 2022). However, these efforts tend to be hindered by poor implementation due to cultural criticism and other problems that may be associated with implementing these measures especially in the rural setting (UNESCO, 2020). Other institutions like UNICEF and UNESCO recognized these issues and have been working with stakeholders who include community members and infrastructure (UNICEF, 2021).

**Gaps in Existing Literature**

Although the literature has been published on education in Sindh province as well as southeast Asia Urban/ Rural Divide, education for girls/women in Pakistan and other south Asian countries, no study has so far focused on the attitudinal differences in Sindh province of Pakistan. Although there is a preponderance of literature related to culture, economy, and infrastructure separately in urban and rural settings, the complex interdependence between the two is not explored. Therefore, this study proposes a comprehensive approach to documenting attitudes toward women's education in urban and rural Sindh with an emphatic view to identifying enablers and barriers that characterize the two settings.

Literature reveals that women's education is a sensitive issue and owes to a variety of barriers which encompasses cultural practices, economic status and structural differences. Sindh given its higher urban rural bifurcation sheds interesting light on these dynamics. In this study, an attempt has been made to find out the attitudes of people in urban and rural Sindh toward women education so that it can help in forming policy to reduce the gender disparity in education.

**Methodology**

To identify and understand attitudes towards women education in urban and rural Sindh, this work used a mixed method of cross-sectional research. The study used both primary and secondary research methods to obtain both the numerical values and contextual factors that defined perceptions in the province. The main research approach was chosen to be quantitative in order to assess possibility of interlinkage between its validity, reliability and context applicability and create a strong base for comparative analysis of urban and rural attitudes towards women education.

**Research Design**

This study adopted an Explanatory Sequential research design whereby a quantitative approach was used first to ascertain the general attitude towards PPE among the healthcare workers, as well as the prevalence of a positive attitude, followed by a qualitative analysis to explain the observed trends. This approach was chosen because it enables combination of patterns with small particulars, while working for studying cultural, economic and infrastructural factors intertwined.

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**Study Area and Population**

The research was conducted in Sindh, Pakistan, with a focus on two distinct contexts: large cities like Karachi and Hyderabad, and rural regions of Sindh such as Tharparkar, Dadu and others areas. The study employed participants 18 years old and above including parents, teachers, community leaders and young women. Such a diversification of focus groups aimed to capture attitudes of various groups of society.

**Sampling Method**

A kind of systematic random sampling was applied in order to incorporate equal numbers of people from urban as well as the rural areas. In the first stage, the province was split in to Urban/Rural stratum using the administrative maps and population density. In each stratum we randomly selected clusters of households, schools, and community organizations. The final sample consisted of 500 participants with 250 from urban settings and 250 from rural settings. This sampling technique was particularly useful in reducing bias while at the same time improving the broad applicability of the study results within Sindh.

**Data Collection Methods**

Data collection involved two primary methods: have used both quantitative questionnaires and qualitative semi structured interviews. Questionnaires were used for quantitative while interviews were given qualitative data.

**Surveys:**

A preliminary structured questionnaire was self-developed using close ended and some open ended questions were presented. The closed-ended questions used a five-point Likert scale in the responses that focused on respondents' perceptions toward education for women. Some of the areas included in the questionnaire were; perceived need for educating women, culture and religion, economic issues, and physical facilities. To guarantee validity and reliability of the data collected, the developed questionnaire was pretested with a small sample. In urban areas the surveys were conducted both face-to-face and when possible self-administered either on paper or via the internet.

**Interviews:**

Data was collected from the respondents through semi structured interviews with 25 respondents each from urban and rural areas. The stakeholders that were involved in the study were teachers, parents, and traditional leaders, as well as young women. The interview guide concentrated on individual encounters, societal norms affecting the impression of women's education and other social factors. This approach proved very friendly because it provided the participants with freedom in responding while also allowing them to expand more on an answer if they wanted to. If required, the interviews were translated to Sindhi, Urdu, or English depending on participants' choice to avoid social desensitization of academic English.



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### **Data Analysis**

#### **Quantitative Analysis:**

The survey data collected were analyzed using a statistical tool known as Statistical Package for Social Sciences (SPSS). In an effort to describe the results, frequency and percentage parameters were used on key variables. Chi square and t tests were other forms of inferential statistics used in the cross tabulation to isolate differences between the two groups of respondents, the urban and the rural. In order to examine the relationship between variables like socioeconomic status and attitude towards education of women correlation analysis was done.

#### **Qualitative Analysis:**

All the interviews were transcribed and coded manually based on thematic analysis guidelines suggested by Braun and Clarke (2019). The oral narratives were initially transcribed and translated from the original into English when and where appropriate. Coding was done manually where data was then categorized into related themes such cultural beliefs, financial constraints and infrastructural ettes. To enhance the reliability of data obtained from survey and interviews conducted, data triangulation technique was used.

### **Ethical Considerations**

The study conduct received ethical approval from the mentioned institutional review board. Participants provided consent and were also told that their identity and information that they provide would be kept confidential and anonymous. Informed consent was sought from the participants and informed them of the reason for the study, that they had a right to withdraw from the study at any time and that the information to be fed into the research would only be used for research purposes. Interviews also avoided probing into issues that could cause cultural insult and these were mostly realized when in the rural areas.

### **Limitations of the Study**

Some of the challenges encountered in the study include: Although the mixed-methods approach and the strong sampling structure provided credibility to the results of the study, the study had several limitations. First, practical difficulties in arranging a sample of isolated rural inhabitants may have limited the generalize-ability of the rural results. Second, participants might have been constrained by cultural beliefs on issues referring to gender and demography especially those in the rural areas. Lastly, the utilization of self-assessment data also poses the risk of social desirability; this is eliminated by ensuring that participant identities remain anonymous in the whole process of data collection and analysis.

### **Results**

This section presents the findings of the study, integrating quantitative and qualitative data to explore differences in attitudes toward women's education in urban and rural Sindh. Key themes include the perceived importance of women's education, cultural norms, economic considerations, and infrastructural barriers. Results are organized into subsections, each supported by tables, figures, and interpretations.

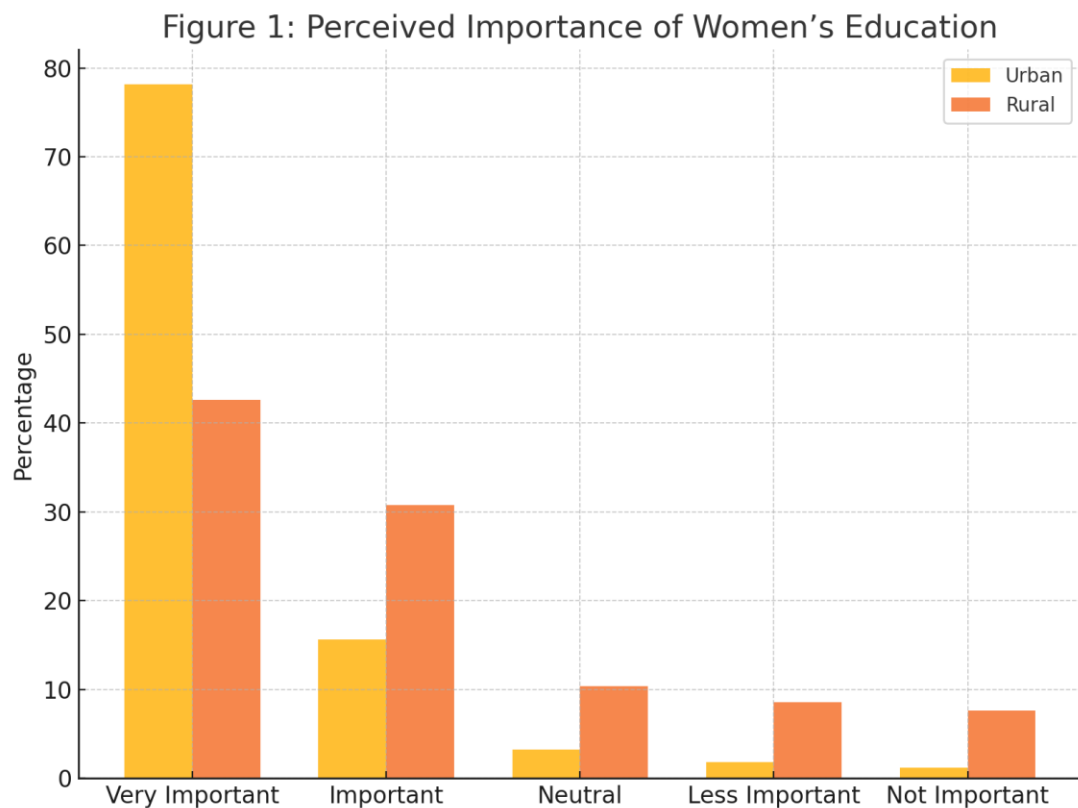
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**Perceived Importance of Women's Education**

**Table 1: Perceptions of Importance of Women's Education**

Response Category	Urban (%)	Rural (%)
Very Important	78.2	42.6
Important	15.6	30.8
Neutral	3.2	10.4
Less Important	1.8	8.6
Not Important	1.2	7.6

**Figure 1: Bar Graph of Perceived Importance of Women's Education**





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The data in Table 1 and Figure 1 indicate a significant difference in the perceived importance of women's education between urban and rural respondents. In urban areas, 78.2% of participants considered it "very important," compared to only 42.6% in rural areas. Rural respondents were more likely to rate women's education as "less important" or "not important." This disparity reflects the influence of cultural norms and limited awareness in rural areas compared to urban settings where exposure to progressive ideals is higher.

**Cultural Norms and Beliefs**

**Table 2: Influence of Cultural Norms on Women's Education**

Influence Category	Urban (%)	Rural (%)
Encourages Education	65.4	29.8
Neutral	20.3	25.7
Discourages Education	14.3	44.5

**Figure 2: Cultural Influences in Urban and Rural Sindh**

Figure 2: Influence of Cultural Norms on Women's Education

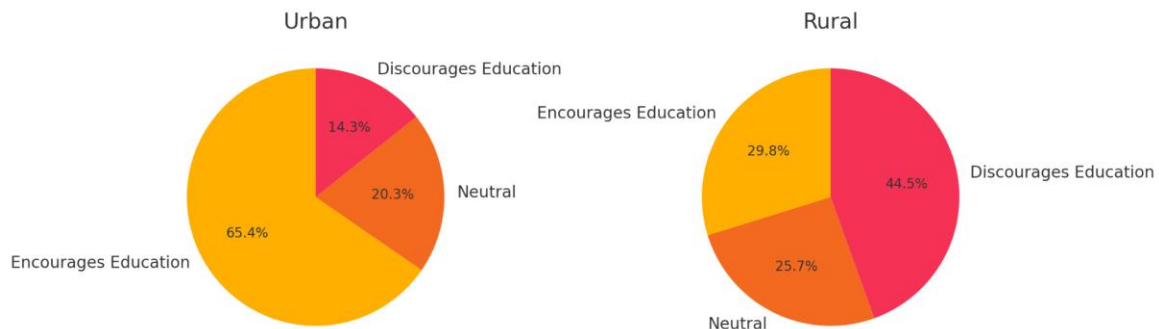


Table 2 and Figure 2 highlight the role of cultural norms in shaping attitudes. In urban areas, 65.4% of respondents reported that cultural norms encouraged women's education, while in rural areas, 44.5% stated that cultural norms actively discouraged it. Qualitative data revealed that community elders and religious leaders in rural areas often uphold patriarchal values, viewing education as secondary to domestic responsibilities for women.

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**Economic Considerations**

**Table 3: Economic Factors Affecting Women's Education**

Economic Factor	Urban (%)	Rural (%)
Affordable	72.8	38.4
Expensive but Worthwhile	22.4	31.6
Not Worth the Investment	4.8	30.0

**Figure 3: Economic Considerations**

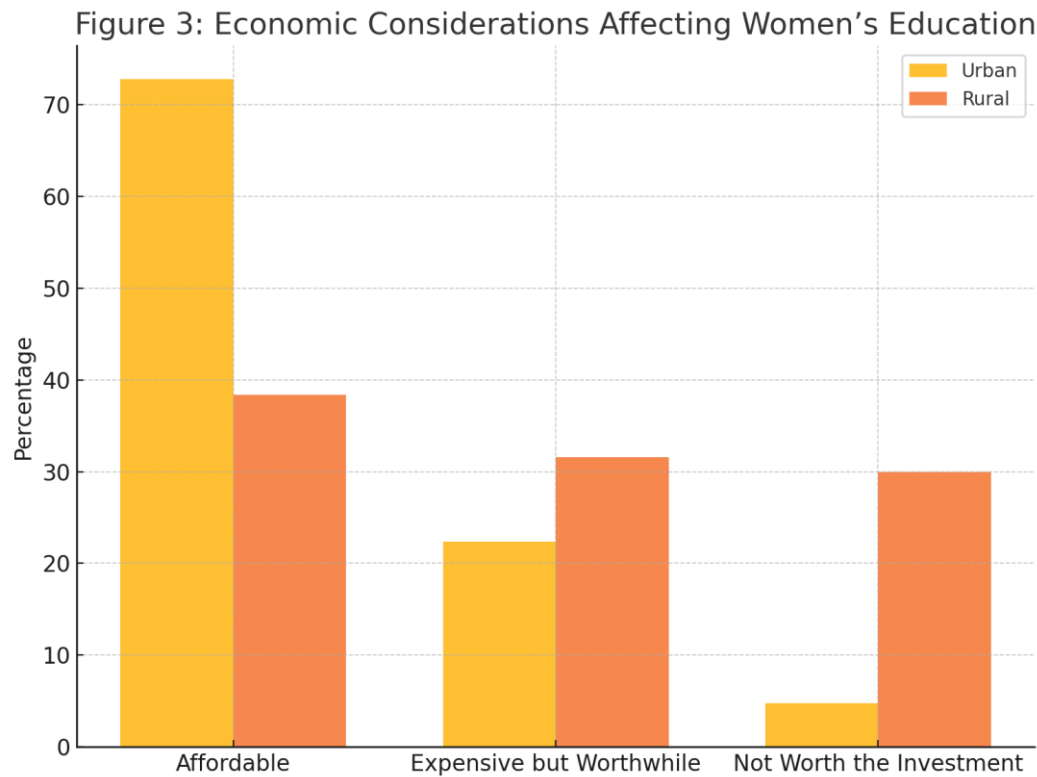


Table 3 and Figure 3 demonstrate that urban respondents are more likely to perceive education as affordable (72.8%) and a worthwhile investment (22.4%). In rural areas, 30.0% considered education "not worth the investment," reflecting the economic constraints and prioritization of immediate income over long-term benefits. Rural participants frequently cited the cost of education and its limited perceived return due to restricted job opportunities for women in their communities.

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**Infrastructural Barriers**

**Table 4: Access to Educational Infrastructure**

Infrastructure Available	Urban (%)	Rural (%)
Nearby Schools ( $\leq 2$ km)	89.6	35.2
Sufficient Female Teachers	78.4	41.0
Transportation to Schools	84.2	39.6

**Figure 4: Infrastructure Availability**

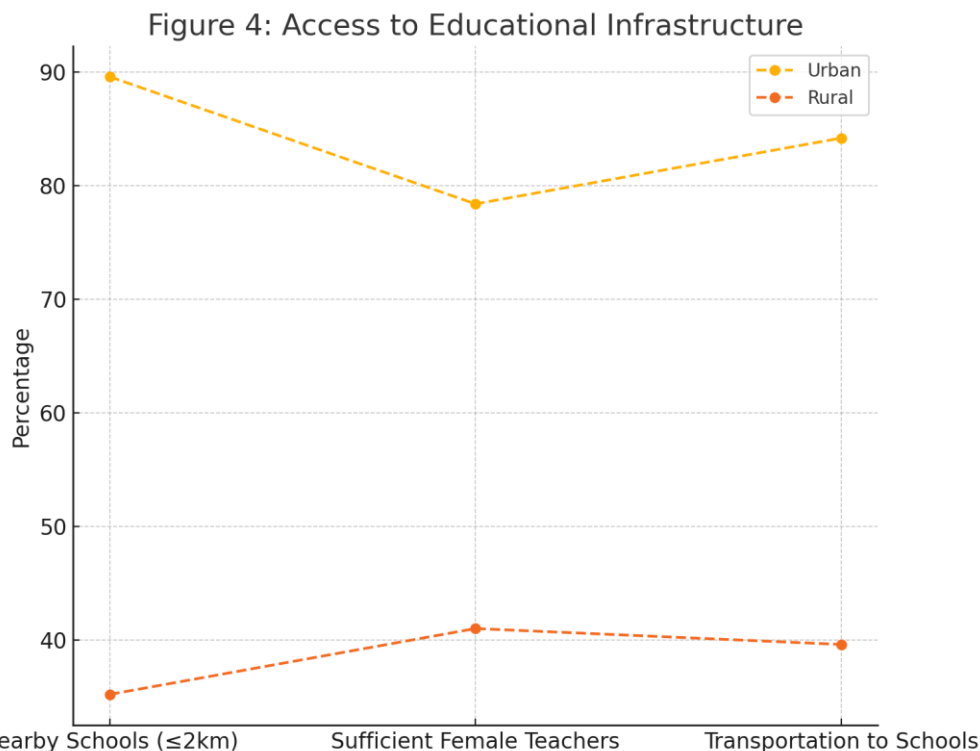


Table 4 and Figure 4 highlight stark differences in infrastructural access. Urban respondents reported significantly better access to nearby schools, female teachers, and transportation. Rural participants emphasized the lack of schools within a reasonable distance, contributing to lower enrollment rates. Interviews revealed that the absence of female teachers is a major barrier in rural areas, where families are hesitant to send girls to schools staffed by male teachers.

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**Enrollment and Retention Rates**

**Table 5: Women's Education Enrollment and Retention Rates**

Level of Education	Urban (%)	Rural (%)
Primary	92.3	65.8
Secondary	85.7	45.3
Higher Education	63.2	18.9

**Figure 5: Histogram of Enrollment and Retention Rates**



Table 5 and Figure 5 reveal a sharp decline in retention rates as education levels progress, particularly in rural areas. While urban respondents showed relatively high enrollment and retention across all levels, rural participants demonstrated a significant drop-off after primary education. Qualitative data linked this trend to early marriages, economic constraints, and limited infrastructure.

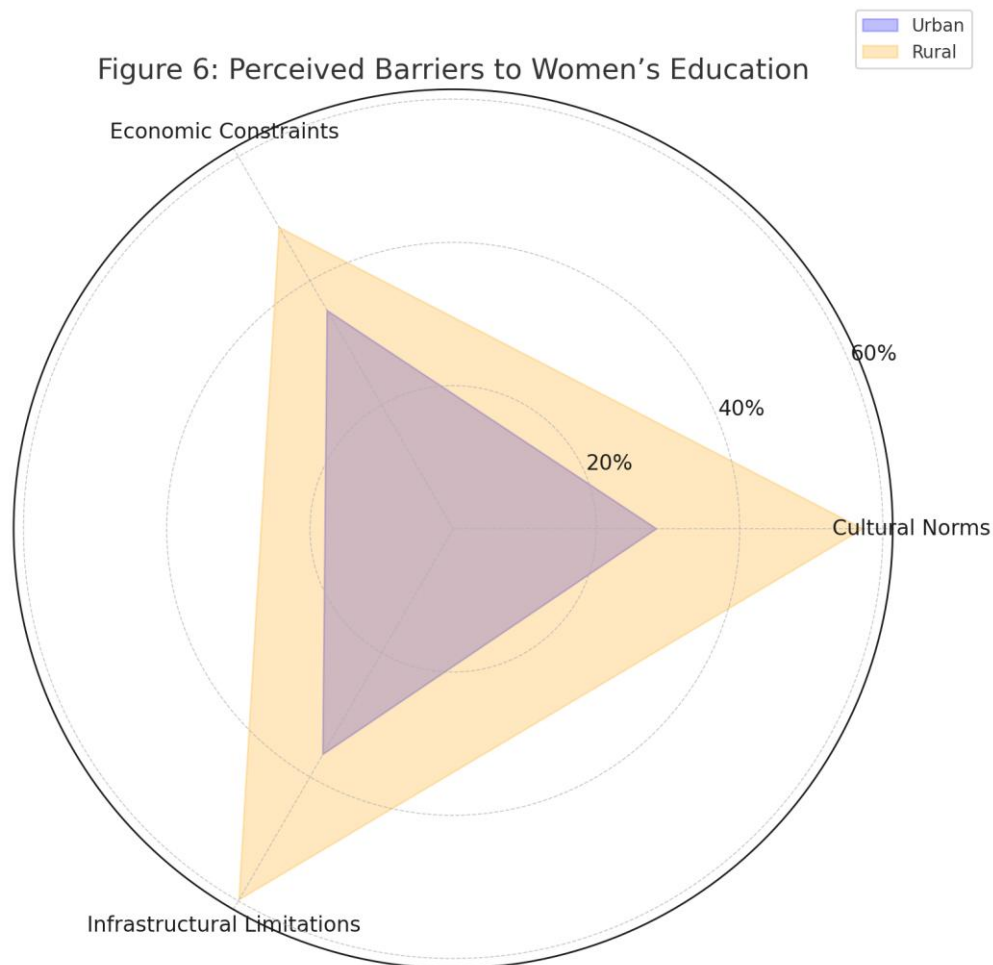
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**Perceived Barriers to Women's Education**

**Table 6: Major Barriers to Women's Education**

Barrier	Urban (%)	Rural (%)
Cultural Norms	28.4	57.2
Economic Constraints	35.2	48.6
Infrastructural Limitations	36.4	59.8

**Figure 6: Perceived Barriers**



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Table 6 and Figure 6 summarize the major barriers to women's education in Sindh. Rural respondents identified cultural norms (57.2%), economic constraints (48.6%), and infrastructural limitations (59.8%) as significant obstacles, while urban respondents reported these barriers at lower rates. This finding reinforces the need for targeted interventions in rural areas, addressing both systemic and cultural challenges.

The findings also revealed a clear urban-rural gap on perception about education for women in Sindh province. The attitudes in urban areas are more supportive than the attitudes observed in rural zones, this could be because more urban zones have better infrastructure, availability of jobs and improved cultural beliefs. On the other hand, rural women experience structural factors in the form of social, economic, and institutional support, cuts, and widespread culture of traditional, authoritative male domination. Hence, the results of this study emphasize the importance of context-sensitive policies and interventions to address inequality in the access to education and perceptions of Sindh's society.

### **Discussion**

This study therefore underscores the existing gaps in Sindh, with more negative attitudes towards women education in rural than in urban areas due to a myriad of factors including culture, economics and structures. The findings highlight the findings concerning these aspects and their combination, as well as the difference between their impact and prior research on the topic, and the overall picture of the shortcomings and prospects of women's education promotion in Sindh.

The UG and rural participants' perception of the importance of women's education was not similar. Urban participants were more likely to prioritize education as the indicator that is "very important", although the responses of the rural participants were even more polarized. This accords with the study by Hameed, Iqbal & Rehman (2020) who pointed out that because of exposure to the standards, policies, and better facilities, the population in the urban areas of South Asia tend to be more progressive with regards to education. The rural population, however, does not consider educating females as important since there are traditional beliefs that confine the female sex to the home front. A similar trend was detected in the case of Punjab Pakistan where Malik and Jamil (2021) had identified that a parent's decision regarding their daughter's education was influenced by early marriage and domestic chores. Peculiar cultural practices were highlighted as having a key influence on the perception of women education especially in the rural societies. Whereas, urban participants revealed that the belief system aided education, rural participants argued that the belief system hindered education. This provided a confirmation to the study of Ahmad, Zaman & Hassan, 2020 which underlined the contribution of urban development in the alteration in gender set-up and encouragement of female education in the urban areas of Pakistan. On the other hand, Zafar and Ahmed (2019) showed that in the rural areas, the community elders, and religious scholars perpetuate culture that hinders women's education. This paper builds on these studies to illustrate that the cultural enforcers in rural Sindh set and sustain barriers to women education. In response to this, the need to work in a culturally sensitive manner is needed, partnering with cultural brokers to ensure education promotion.

Another category that the authors identify to explain changes and attitudes towards women



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education is economical. The metropolitan respondents preferred education as cheaper and valuable, indicating that they benefited from more resources and economic access. Regarding the barriers, while the modern sections of the participants emphasized that lack of perception of actual and potential benefits is a critical factor that hinders education, rural sample participants complained about finances as the major reason why educational needs were not pursued. These findings are in sync with those of Ali & Nasir (2021), who examined similar financial constraints in one of the rural provinces of Balochistan. These are some practical realities of life in rural areas: for instance, girls drop out of school early in order to supplement family income, as do their brothers; as a result, girls have no chance at education. Many of these barriers can be addressed, as Patel and Riaz (2020) showed using the example of incentives in the form of conditional cash transfers and stipends. Such interference could be used in Sindh to persuade rural families to send their daughters to school.

Another area that was highlighted as a major cause of impact on women education was infrastructural constraints mainly in rural areas. According to the responses, urban participants had improved nearness to schools; female teachers and transport facilities compared with rural participants who experienced a deficiency in these trains. These findings support the results of Iqbal and Sheikh's study which identified inadequate accommodation for school infrastructure; water; sanitation; and transport among the largest problems in Rural Sindh. This increase has further been underlined by Hussain, Ali, and Malik, who have stressed the dearth of female teachers in rural areas which makes parents wary of educating their daughters. On the other hand, Rahman and Chowdhury (2021) observed that the expansion of community based schools and female teacher recruitment initiatives in rural Bangladesh accomplished enhanced entry and engagement of girl students. Such endeavours in Sindh could help fill a similar infrastructural deficit.

In the same light, the study showed enrolment and retention differences in favour of urban areas and especially in secondary and higher levels of education. Urban respondents expressed higher retention rates in tune with the realization by Farooq, Khan & Raza (2021) that urban-centred families are more likely to understand the importance of education because of employment opportunities for women. They meant that rural dropout rates rose steeply after primary level due to such impediments as early marriage, culture and poverty. This shares the finding of Karki and Shrestha (2020) where they attributed early marriage as one of a long list of reasons that compel girls in rural Nepal to drop out of school. In addressing this problem in Sindh it should take both awareness, a tight observation on the legal age of marriage as well as education facilities for married girls.

The observed barriers to women education were probably higher in rural areas whereby culture, lack of capital and poorly developed infrastructure was evident. This evidence supports the conclusion that rural women are at a greater disadvantage, as Yousaf and Hashmi (2020) pointed out. Urban respondents indicated these barriers far less often which evidences the fact that failure is improbable and the outlook is rather promising if people, organizations, and institutions pay attention to change for improvement. In a sample survey conducted among urban Kenyan women by Omondi and Akinyi (2021), added investments in school facilities and community sensitisation efforts had produced outstanding gains in female schooling. They are applicable in rural Sindh may include construction of schools, selection of female teachers and media often for change of attitude.

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The findings of the study therefore suggest the imperative for specific and context-specific interventions with the Afghan refugees women in rural Sindh to break the barriers that hinder their education. Even though the older and more developed regions of the population have improved their results, rural districts need individual approaches that take into account the cultural and financial characteristics of their environment. There is therefore the need to avail support that will also lighten the financial cost that comes with taking education, enhance structures and involve the people in supporting the cause of gender. If these challenges are to be met, then the divide between the urban and rural women of Sindh can be closed so that all women in Sindh receive an equal education. The findings of this study can be used in future scholarly work and policy making in relation to gender equity in education.

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