



Exploring Motivations and Barriers of Students' Migration to Quetta City from Rural Areas of Balochistan for Higher Education

Urooba Jaffar Baig^{a*}, Dr. Hussan Ara Magsi^b, Dr. Bashir Ahmed^c, Syed Waheed Ullah^d, Dr. Sadia Saeed^e

^aM. Phil (Sociology) Scholar, Quaid-i-Azam University, Islamabad. ^bAssociate Professor, University of Balochistan, Quetta.

^cAssociate Professor, Balochistan University of Information Technology, Engineering & Management Sciences, Quetta.

^dLecturer, Balochistan University of Information Technology, Engineering & Management Sciences, Quetta. ^eAssociate Professor, Quaid-i-Azam University, Quetta.

***Email:** Uroobajaffar007@gmail.com

Abstract: This study explores the complex patterns and consequences of student moving from rural areas of Balochistan to Quetta city for higher education using a qualitative exploration methodology, which is grounded on primary and secondary data sources. This research further intends to add to the body of knowledge by providing insightful analysis of the always changing opportunities and difficulties coming from the interaction between migration and education. Diverse reasons, such as access to higher-quality education, exposure to new cultures and diversities, improved employment chances and the pursuit of specialized fields of study. Qualitative research approach was adopted to explore the phenomena through key informant interviews from key informants and exploratory research type was applied to the study as the study is exploratory in the nature. Considering the principles of saturation, overall, fourteen key informant interviews were conducted for collecting the primary data on the phenomena, whereas secondary data are gathered from available peer reviewed sources. The exploration aims to determine the factors driving pupil migration to Quetta city, assess the effect, explore the obstacles and hassles faced by shifting students. Complex insights into the qualitative dynamics of migration and their implications for students and the city are greatly added by this study. Through a in-depth comprehension of the intricacies linked to student mobility, the study illuminates motivating elements including the attraction of security and learning chances, as well as the transformational capacity of student movement. Furthermore, the research highlights historical, geographical, socio-political, and economic variables as impediments to student mobility. In general, this study improves our comprehension of the complex elements of student mobility and its effects.

Keywords: Student migration, Higher education, Rural areas, Balochistan, Quetta.

1. Introduction

Scholarly study has examined the complex relationship between education and migration, comparing the transformational power of education to the impacts of migration as an investment in human agency (Sjaastad, 1962). This relationship is essential since it influences people's paths in both their personal and professional lives.

The need of having a sophisticated awareness of this relationship, especially at critical junctures in the migratory journey when gaining knowledge and skills becomes vigorous (Ishrat, 2020). Understanding the intricacy of this relationship is crucial, considering its impact on the social and economic structures of both the home and host societies. The alignment of acquired skills with the demands of the labor market in the host nation is critical to the success of the migration-education dynamic. In these interwoven social and economic institutions, education is more than just an investment in oneself (Solimano, 2002). The investigation is framed by this intricacy, which compels us to situate our findings within a more expansive scholarly context.

It is crucial that the study lay within this larger academic framework as these complex processes take place in the context of shifting demographics, global landscapes and shifting economic paradigms (Ghafoor, Awan & Abdul, 2015). The objective is to contribute significantly to the academic community in addition to comprehending this complexity. This research intends to add to the body of knowledge by providing insightful analysis of the always changing opportunities and difficulties coming from the interaction between migration and education. Diverse reasons, such as access to higher-quality education, exposure to new cultures, improved employment chances and the pursuit of specialized fields of study, highlight the complex nature of student movement (Teichler, 2015). Economic considerations are particularly important, since students are looking for better employment opportunities and secure financial futures in their destination countries (Widgren, 2002). Students are particularly motivated to investigate universities that provide cutting-edge research, creative teaching strategies and a nurturing academic environment due to the globalization of education and the quest of excellence. The combination of these different motivations draws attention to how complicated the link is between migration and education, which makes it an interesting topic for scholarly research.

In light of these broader changes, there has been a noticeable change in higher education as students are increasingly selecting particular locations as their academic destinations (Dustmann, Christian, & Albrecht Glitz, 2011). One significant development is the increasing number of students moving to Quetta City for higher education. This study aims to provide a thorough analysis of the phenomenon and provide light on the social, economic and educational ramifications of this trend by thoroughly examining its numerous elements. It is essential to place the work within the larger context of previous research before diving into our own analysis. Previous studies have looked at many aspects of student migration and found that program offerings, academic reputation and geographic location are important factors (Koser, 1997). Furthermore, research on the implications of this kind of migration has shown that it has an impact on students, local communities and infrastructure in both positive and bad ways (Phillips, 2015). Expanding upon these discoveries, this research seeks to provide a more inclusive comprehension of Quetta City's distinct circumstances and their function in drawing in students.

Focusing on Quetta city student migration is motivated by the city unique attributes, its educational system, and the possible consequences of this trend. Quetta, the provincial capital of Balochistan, has a special status as a center of education that attracts learners from all across the province. By examining the reasons underlying this movement tendency, our research aims to provide important insights that might guide legislative decisions, instructional tactics and community development plans (Fred, 2017). A qualitative research methodology was used to capture the nuances and flexibility of participant narratives using semi-structured interviews in order to decipher the complexity of student migration (Aspers, & Corte, 2019). It argues that there are significant ramifications for individuals, the neighborhood and the larger educational system from the increasing trend of students moving to Quetta City for higher education. By means of an exhaustive analysis of the origins, obstacles encountered by students and consequences for the host community, so the objective is to furnish perceptive data to stakeholders, instructors and decision-makers for improved administration and utilization of the possible benefits of this occurrence.

1.2 Rational of the Study

Understanding the dynamics of educational mobility in the area depends on a study on the reasons behind and obstacles to students' movement from rural Balochistan areas to Quetta City for higher education. Offering high-quality higher education options in Balochistan presents particular challenges because of the region's large rural landscapes. Through an investigation into the reasons for students' migration to Quetta City, the study seeks to clarify the variables affecting this notable movement in population. It can be helpful to design efforts and strategies

for education that are specifically targeted at these children' needs and objectives. Even more important for resolving possible issues that can delay children' access to and achievement in school is looking into the obstacles they encountered during this transition process. By generating a thorough understanding that may guide policy suggestions and actions, this research aims to close the gap between the educational landscapes of rural and urban Balochistan and ultimately promote equitable access to higher education. Investigating the reasons for the movement of students to Quetta City will also shed light on the advantages and opportunities that are thought to exist in metropolitan educational centers. This could entail having access to improved facilities, improved educational materials, and a more varied learning environment. By identifying these variables, it may be possible to better allocate resources throughout the region by identifying regions in which rural educational institutions may require development. Additionally, it is crucial to comprehend the obstacles encountered by students during their relocation process in order to design customized support networks. Financial limitations, adjusting to a new culture and problems with accommodations are just a few of the difficulties that can seriously affect how successful and happy migrant students are overall. Through the identification of these obstacles, educators and policymakers can devise modified approaches to mitigate difficulties and establish a more favorable atmosphere that fosters the academic and individual development of students hailing from rural regions. Furthermore, the study's consequences go beyond the immediate setting of schooling. It can provide guidance for more comprehensive regional development plans that highlight the importance of education in promoting social and economic advancement. Through a systematic analysis of the driving forces behind and obstacles to students' migration, the research hopes to support evidence-based policymaking and advance a more diverse and equitable higher education environment in Balochistan. In the end, the goal of this research is to open doors for programs that empower learners, close the achievement gap and improve the area as a whole.

1.3 Objectives of the Study

The Main objective of this research study is understand the nature of students' migration from rural areas of Balochistan province for attaining higher education to the capital city Quetta and to explore the motivations and barriers to the students' migration.

2. Literature Review

The literal migrations that have shaped Pakistan's socio- political geography have been pivotal in forming the country's demographics and artistic geography. Region like Balochistan and the frontier Province are still affected by the chaotic 1947 split, the enormous migration that followed, and the 1979 migration of Afghans as a result of the Soviet irruption(Kundi, 2005). Balochistan which makes up about half of Pakistan, has incomparable difficulties as it develops socially and economically(Notezai, 2016). The Province complex terrain is moldered by political dynamics, literal conflicts and geographic advantages. All of which are hampered by walls in physical structure, profitable growth and social indicators(Gazdar, 2007). Pakistan's blend of religion and cultural legacy highlights the fundamental link between education and Islamic principles, also emphasizing the significance of pursuing an education as a religious obligation for Muslim men and women (Malik, 2016). Education is an integral part of Pakistani culture and any attempt to keep religion out of educational endeavors is seen as a denial of a birthright, particularly for women. In Islam, women are portrayed as equal partners with men, with spiritual and material worth (Muhabat Khan, 2020).

In addition, the influence of early marriages, seclusion and cultural standards is discussed, along with the difficulties facing female education in the context. Because to the early marriage customs of the Pashtun tribe, girls formal education is severely disrupted, which lowers women's social standing (UNICEF, 2001). It also discusses parent's hesitation to accept co-education, saying that their daughters should not attend the same schools as boys. Social attitudes, especially in the Pashtun area, are reflected in the limitations placed on the mobility of women and the scarcity of post-matriculation higher education options (Saeed, 1990).



In addition, technology has a revolutionary effect on education in the modern day, leading in a new period of transnational information access and collaborative literacy cross-border pupil relations (Dogruer, Eyyam, & Menevi, 2011). Technology has accelerated operation procedures, impacted decision making and allowed for virtual connections with educational institutions, all of which have shaped patterns of migration (Ventayen, 2017). High-professed settlers are also largely signed from overseas pupil mobility, which is fueled by largely good students. The institutional terrain and regulations affecting to advanced education have a big impact on the choices and volume of transnational students (De Haas, 2010). Opinions made by migrants are now heavily expressed by knowledge, which is allowed to be necessary for both profitable growth and social integration (Kahanec, 2011). Global trends in pupil movement, which are primarily led by China and India, offer a further comprehensive frame for comprehending the dynamics of pupil mobility (King, 2013).

The ability of "brightest and best" students to contribute new knowledge to the knowledge economy gives them a distinct advantage that makes them competitive across a range of industries. In order to comprehend student migration, it is important to understand the concept of "knowledge." The word "knowledge" is used more broadly to refer to different typologies, such as embodied or explicit, in order to acknowledge the range of components that students are required to learn (Williams A, 2008). Depending on the matters explored and certain demographic traits, different knowledge types have different levels of significance. The key is to recognize how student mobility is entwined with the flow of different kinds of knowledge and the spatiality's that are connected to knowledge production (Williams, 2007).

A more refined theory of student migration is required in light of the difficulties this complex phenomenon presents. The emphasis is on geographic views, particularly the contributions made by geographers to empirical, theoretical and policy studies on student migration (Parvati, 2013). Analyses of the stocks and flows, institutional

roles in influencing migration, and the human, social, and cultural capital involved have all been applied to the spatiality's of student movement (Waters, & Brooks, 2012). The relationship between individual motives and migration results who add to the conversation by illuminating variables including household size, types of moves, and financial resources (Bradley, & Haas, 2008). Furthermore, research conducted in Canada sheds light on how economic circumstances affect migratory trends, with a particular emphasis on the traits of non-return migrants. The paragraph does, however, draw attention to a gap in the literature regarding the migration outcomes of highly educated and talented workers, notably foreign students, and calls for more in-depth research in this particular area (Simmons, 1985).

The discussion then turns to the United States, noting a rise in immigrants coming to the nation for schooling and the consequent lack of research on the movement patterns of foreign graduates living in the country. Study on Filipino graduate students offers a unique insight into the complex factors influencing migration outcomes, including stay rates, cultural assimilation and incidental changes during their stay in the U.S (McGill, 2013). In light of this, Quetta city appealing story as a top educational destination becomes further significant. Quetta is a desirable preference for students looking for stability and educational possibilities because of the current circumstances of indigenous insecurity, demographic shifts, and economic issues (Michael Brown, 2012).

3. Theoretical Framework

This section examined the study's theoretical foundation, providing a thorough theoretical framework within which the motivation and barriers of students migrating to Quetta City for higher education were explored. The central idea of this framework is a 'Pull of Stability and Educational Opportunities,' which is based on the idea that people are frequently forced to migrate in search of stability, both in terms of socioeconomic status and educational opportunities. This theme accepts the notion that Quetta City's stability draws students in addition to its opportunities for educational growth. In addition, the subject 'Transformative Potential of Student Migration' draws from transformative learning theories to suggest that the experience of migration can significantly influence students' viewpoints, promote personal development, and aid in the advancement of society. Furthermore, through the lens of critical geopolitics, historical background and geopolitical events are integrated as hurdles. Through this lens, it is possible to investigate how geopolitical dynamics and historical occurrences might function as obstacles, influencing the story of student migration. Last but not least, the concept of "Socio-Political and Economic Barriers" is placed inside a social constructivist framework, highlighting the influence of political and social structures on migratory patterns. This approach emphasizes how important socio-political and economic aspects are in determining whether or not students choose to move abroad for higher education. Through the synthesis of these themes, the theoretical framework is designed to provide a thorough grasp of the multifaceted factors that both facilitate and impede student migration to Quetta City. This theoretical framework offers a solid basis for examining the complex patterns and outcomes related to student migration in the given context by incorporating pull factors, transformative potential, historical and geopolitical contexts plus socio-political and economic barriers.

4. Material and Methods

A qualitative research approach based on constructivism was used in this study to look at the intricate dynamics of student movement. The justification for opting for a qualitative approach is its appropriateness in delving into the complex and subjective aspects of people's experiences, cognitive processes and viewpoints about the phenomena. Researchers can capture the complexity and flexibility of participant narratives through qualitative methodologies like semi-structured interviews. This decision is informed by the constructivist theory, which acknowledges that people actively shape their perception of the world through their experiences. This philosophical position is in line with the study's objective of recognizing the diversity of viewpoints and contextual variables influencing student migration decisions in addition to identifying motivations, barriers and commonalities.

4.1 Instrument

Semi-structured interviews through question guide were conducted for collecting the primary data. The purpose of these interviews was to obtain detailed answers from participants so they could discuss their ideas, worries and experiences regarding the phenomena. Selecting semi-structured interviews allowed for greater freedom in

examining individual stories while guaranteeing that important subjects were addressed uniformly in each interview.

4.2 Sampling and Sample Size

For the study key informants were focused based on their experiences, knowledge on the phenomena and relevancy to the study. The inclusion of gender and race and ethnicity were ensured to ensure in-depth understanding on the phenomena through wide range of viewpoints and experiences.

4.3 Universe

The research study was conducted in Quetta city of Balochistan Province. Where student from all across the provinces are migrated for attaining higher education.

4.4 Data Analysis

Thematic analysis was the selected method for analyzing the qualitative data that was gathered through KIIs. This methodology facilitated the assessment of recurring themes and patterns in the participant's answers. A thorough examination of the underlying variables impacting students' migration decisions was made easier by the thematic analysis. The study's methodological integrity was further demonstrated by the deliberate inclusion of a wide range of participants and the adherence to established principles for qualitative investigation.

5. Result and Findings

During thematic analysis process the below themes and nodes were emerged and accordingly the relevant data were added the themes

5.1 A Pull of Stability and Educational Opportunities

The research indicates that migration is primarily driven by factors such as stability and educational attainment (Cerrutti, 2003). According to Zlotnik (1998), migration also happens in order to maintain stability.

One of the research subjects said:

“Migration trends are significantly influenced by stability and educational possibilities. I'm inclined to cities with stable political and economic environments as well as easily available educational prospects as I am looking for better living and employment opportunities”.

Similarly, another research participant remarked that;

“In my region there is a lack of educational resources and stability, therefore I personally look for better opportunities. The relationship between access to education and stability affects migration dynamics. That also influences my own decision to migrate to Quetta”.

According to the above answers participants constantly highlighted the attractiveness of stability and an excess of educational options in Quetta. Migration was prompted by the difficult circumstances in their home areas, with Quetta being seen as a place that provided a welcoming environment for postsecondary study.

5.2 Transformative Potential of Student Migration

The possibility for student mobility to profoundly influence society change by influencing views and promoting cross-cultural interaction is highlighted by migration (Anne White, 2018). The 'inside-out' strategy to assessment is proposed, highlighting the impact of student migration on influencing and diversifying societal trends (Douma, 2003).

A study participant said:

“As a participant, I see migration as a potent force for social change, especially in terms of how it shapes attitudes and encourages intercultural communication. Migration has a noticeable effect on views and raises extensive cross-cultural interactions”.

This subject illustrates the wider socio-economic benefits associated with the migration-education dynamic by encapsulating the various benefits that students see from professional opportunities to personal development.

5.3 Historical Context and Geopolitical Events as Barriers

This study clarifies the critical role that geopolitical events and historical background play in forming cultural barriers that affect the dynamics of migration (Ederveen, 2012). Also the importance of common cultural ties in shaping migration patterns by using sophisticated indices that precisely assess cultural distance, including language and religious affinities (Hofstede, 2001). The persistent impact of historical legacies and geopolitical developments presents significant obstacles to promoting labor mobility between culturally diverse nations (Hatton TJ, 2006). Migration of students has been hindered by the aftermath of geopolitical events and the historical context of emigration, especially in areas like Balochistan. That explores the difficulties brought forth by the historical setting, such as political unrest and conflict, which might make it difficult for students to relocate smoothly.

5.4 Socio-Political and Economic Hurdles

The study reveals key factors that influence an economy, including political stability, corruption, economic inequality, unemployment rates, and environmental clues. The complex links between migration and the advancement of the sending and receiving countries' economies, societies, politics, and environments are emphasized (Aleksy Kwilinski, 2022). In addition to recognizing the fact that migration is a worldwide phenomenon that affects both origin and destination nations, the discussion emphasizes how poverty and inequality within the prevailing economic paradigm significantly exacerbate the difficulties associated with migration (Tooichi, 2020).

A study respondent, asserted that;

“One of the most difficult things about being a migrant student is getting through social, political and financial challenges. To ensure an easier adjustment for all migrants, it is necessary to actively engage in pushing for inclusive policies and awareness, as cultural adaptation, economic disparity, prejudice, and other factors all affect the migratory process.

Participants identified real conflicts and geographic advantages as barriers in addition to logistical ones. This highlights how socio-political and economic element are intertwined, illuminating the intricate web of difficulties that come with migrating. It covers topics that influence students' lives, such as political concerns, economic inequalities and legal obstacles.

6. Discussion

The intricate structures that influence people's life trajectories have been shown by the scholarly inquiry into the relationship between education and migration. Sjaastad (1962) emphasized the transforming potential of both occurrences when he compared education to migration as an investment in mortal agency. Ishrat (2020) highlights how important it is to comprehend this relationship, especially at various points in the migratory trip when acquiring information and skills becomes essential. One of the key component of the migration-education dynamic is the fit between the acquired skills and the demands of the labor market in the host country (Solimano, 2002). In addition to influencing people's individual paths, this alignment has an impact on the social and economic structures of both the home and host communities.

It becomes essential to acknowledge the complexity of the relationship between migration and education when

situating the study in a larger academic framework. These intricate processes take place in the context of changing global landscapes, demographic shifts, and transforming economic paradigms. Gaining an understanding of this intricacy is both an objective and a way to significantly advance the scholarly community. By providing insights into the always shifting opportunities and difficulties coming from the interaction between education and migration, the research seeks to advance the body of knowledge already in existence.

The complicated and multidimensional correlation between education and migration is shaped by various factors, including cultural norms, early marriages and the globalization of education. Socio-political upheavals and actual migrations have altered demographics and presented particular difficulties for social and economic development in areas like Balochistan (Kundi, 2005; Notezai, 2016). The way that Pakistan's religious legacy and culture interact highlights the significance of education as a religious duty, especially for women, and emphasizes the equality of Islamic ideals (Malik, 2016).

Technology has a major influence on how people learn and migrate in the modern world, according to the literature review. A new era of transnational knowledge circulation is highlighted by the revolutionary effects of technology on cross-border student connections, collaborative literacy, and information access (Dogruer, 2011; Ventayen, 2017). Furthermore, the idea that the "brightest and best" students will have a competitive advantage in the information economy highlights the revolutionary potential of student mobility.

The geographic component of the topic is also covered, with a focus on the contributions made by geographers to empirical, theoretical, and policy studies on student mobility. The intricacies entailed in student migration can be better understood by examining the forms of student movement, which include stocks and flows, institutional functions, and the many types of capital involved (Waters J, 2012). The analysis shows that the attractiveness of educational opportunities and the impact of institutional terrain explain the strong relationship between highly-professed settlers and abroad student movement (De Haas, 2010).

The gaps in the literature are also discussed, with a focus on the effects of migration on highly skilled and educated workers, especially international students. The complexity of the elements that affect migration results, including cultural integration, economic conditions and personal motivations, highlights the necessity for further in-depth research in this particular field (Simmons, 1985; McGill, 2013).

7. Conclusion

This research explores the complex interrelationship between migration and education, illuminating the transformational potential and societal effects that arise from the combination of these two occurrences. The results highlight the intricate relationships established by globalized educational trends, sociopolitical environments and cultural norms. By providing insights into the always changing opportunities and problems brought about by the interaction between education and migration. Furthermore, this study clarifies the reciprocal dynamic effects of migration on educational systems. It emphasizes the necessity for careful awareness of cultural and sociopolitical settings while highlighting the transformative possibilities of international student mobility. In order to create inclusive and flexible learning environments, it is essential to comprehend the complex effects of migration on education as educational opportunities become more globally distributed. By identifying existing gaps in the literature, the study provides a foundation for comprehensive insights into the changing dynamics of migration-education and acts as a catalyst for future research that delves deeper into the particular outcomes and challenges faced by highly educated migrants. The increasing globalization and mobility of the world make it increasingly important to comprehend the complex reasons behind student migration. The study fills in current gaps in the literature by encouraging future research to focus more intently on the particular effects of highly educated migrants. This research attempts to pave the way for a more thorough understanding of the intricacies inherent in the migration-education interaction by identifying its limits and suggesting areas for future study.

8. Limitations

Although the study's findings greatly advance our knowledge of the complex interactions between migration and education, it is important to acknowledge some limitations that might affect how broadly the findings can be applied. The regional emphasis on Quetta might not adequately represent the wider range of experiences in other geographic and cultural contexts, even though it offers insightful information on the dynamics within that particular area. Recognizing the contextual limitations of a study focused on a specific area is crucial, and care should be taken when extrapolating these results to various worldwide contexts. Furthermore, the research's qualitative design, which depends on a small number of participants for in-depth interviews, raises questions regarding the possibility of underrepresentation of different viewpoints and experiences. A possible drawback in the thorough investigation of the migration-education dynamic is that the small sample size might not adequately capture the variety within the population

References

- Ahmed, N., & Ishrat, S. (2020). Push and pull factors of internal migration in Balochistan province: A case study. *Pakistan Journal of Applied Social Sciences*, 11(1),39-56.
- Aspers, P., & Corte, U. (2019). What is qualitative in qualitative research. *Qualitative sociology*, 42,139-160.
- Awan, A. G. (2015). Shifting Global Economic Paradigm. *Asian Business Review*, 4(3),35-40.
- Bradley, D. E., Longino Jr, C. F., Stoller, E. P., & Haas III, W. H. (2008). Actuation of mobility intentions among the young-old: An event-history analysis. *The Gerontologist*, 48(2), 190-202.
- Dogruer, N., Eyyam, R., & Menevis, I. (2011). The use of the internet for educational purposes. *Procedia-Social and Behavioral Sciences*, 28, 606-611.
- Dustmann, C., & Glitz, A. (2011). Migration and education. In *Handbook of the Economics of Education* (Vol. 4). Elsevier.
- De Haas, H. (2010). Migration and development: A theoretical perspective. *International migration review*, 44(1), 227-264.
- Scholz, F. (2017). Baluchistan and Quetta Former and Actual Frontier Region and Frontier Town. *The Arab World Geographer*, 20(4), 347-357.
- Gazdar, H., Kaker, S. A., & Khan, I. (2010). Buffer Zone, Colonial Enclave or Urban Hub? Quetta: between four regions and two wars.
- Gazdar, H., Budhani, S. J., Mallah, H. B., & Khan, N. M. I. (2007). Balochistan Economic Report: Background Paper on Social Structures and Migration. TA4757-Pak: *Balochistan Economic Report, Collective for Social Science Research*173-I Block, 2.
- King, R., & Raghuram, P. (2013). International student migration: Mapping the field and new research agendas. *Population, space and place*, 19(2), 127-137.
- Kahanec, M., & Králiková, R. (2011). Higher education policy and migration: The role of international student mobility. *CESifo DICE Report*, 9(4), 20-27.
- Kundi, M. A. (2005). Pakistan an immigrant country: Afghan migration and its impact on Balochistan. *Strategic Studies*, 25(2), 55-74.
- Koser, K., & Salt, J. (1997). The geography of highly skilled international migration. *International Journal of Population Geography*, 3(4), 285-303.
- Muhabat Khan, N. K. (2020). A Critical Evaluation of Female Students' Inclination towards Higher Studies: A Case Study in the District of Loralai Balochistan. *Progressive Research Journal of Arts & Humanities (PRJAH)*, 2(2), 51-66.
- Malik, Z. A., & Nawaz, A. (2016). Female Education Problems in Pakistan. *Journal of Educational Science and Research*, 6, 1.
- McGill, J. (2013). International Student Migration: Outcomes and Implications. *Journal of International Students*, 3(2), 167-181.
- Michael Brown, M. D. (2012). Balochistan case study: Ethnic conflict:causes,consequences and management. *CIFP Conflict Report*.
- Notezai, A. M. (2016). Tug of Nationalisms in Balochistan.

- Phillips, D., & Robinson, D. (2015). Reflections on migration, community, and place. *Population, Space and Place*, 21(5), 409-420.
- Parvati, R. A. (2013). Theorising the spaces of student migration. *Population, Space and Place*. *Population, space and place*, 19(2), 138-154.
- Solimano. (2002). Globalizing Talent and Human Capital: Implications for Developing Countries. *Santiago UN*.
- Saeed, A. (1990). Structural Issues in Women Development in Pakistan.
- Simmons, A. B. (1985). Recent studies on place-utility and intention to migrate: An international comparison. *Population and Environment*, 8, 120-140.
- Sjaastad, L. A. (1962). The Costs and Returns of Human Migration. *The Journal of Political Economy*, 70(5, Part 2), 80-93.
- Teichler, U., & Cavalli, A. (2015). The diverse patterns and the diverse causes of migration and mobility in science. *European Review*, 23(S1), S112-S126.
- UNICEF. (2001). Life after Early Marriage: Child Marriages Must Stop. *Journal of Adolescent Health*, 52(5), 513-515.
- Ventayen, C. (2017). Role of social media in education: A teacher's perspective. *ASEAN Journal of Open and Distance Learning*, 9(2).
- Waters, J., & Brooks, R. (2012). Transnational spaces, international students. *Changing spaces of education: New perspectives on the nature of learning*.
- Williams A, B. V. (2008). *International Migration and Knowledge, Policy & Society*.
- Williams, A. M. (2007). International labour migration and tacit knowledge transactions: a multi-level perspective. *Global Networks*, 7(1), 29-50
- Widgren, J., & Martin, P. (2002). Managing migration: the role of economic instruments. *International Migration*, 40(5), 213-229.