



“Analyzing the Sustainable Development Goals Influencing Higher Education in the University of Balochistan, Quetta”

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ABSTRACT

This study investigates the socio-economic and academic challenges faced by the students in University of Balochistan in contrast with SDG 1,2 and 4. The data taken from 100 respondents highlights pronounced gender disparities in parental education, with 50% of fathers holding higher education compared to only 23% of mothers. Household reliance on government employment (50%), constrained incomes (mean: 116,480 PKR), and large family sizes (mean: 8.78 members) exacerbate financial burdens. Students primarily depend on parental support (80%), while scholarship access (33%) and research funding opportunities (21%) remain inadequate. Food insecurity is pervasive, with 39% of students skipping meals and 38% reporting limited access to nutritious food. Academic resources are insufficient, as only 28% of respondents have access to modern technology and 38% engage in research activities. Financial instability adversely affects academic performance for 80% of students.

These findings underscore the interplay between poverty, food insecurity, and education, emphasizing the critical need for interventions aligned with SDGs 1 (No Poverty), 2 (Zero Hunger), and 4 (Quality Education). To foster equity and student success, targeted measures such as expanded financial aid, gender-inclusive initiatives, enhanced academic resources, and nutritional support are imperative.

Background of Study

The Sustainable Development Goals (SDGs) are 17 global development goals adopted by the UN in 2015 to address pressing social, economic, and environmental issues (United Nations, 2015). Goals 1 and 2 eradicate poverty and hunger respectively, and Goal 4 ensures everyone has access to inclusive, equitable, and high-quality education. Paola, Lemmer, and Wyk (2004) state that the primary and most significant challenges faced by students to pursue their higher education are a lack of financial resources on their side as well as the issue of cost and financing availability on the part of educational institutions and universities. According to Shaukat (2016) the cost of higher education, on the other hand is a burden for students. These goals are interconnected and significantly impact education especially in regions with plagued with socioeconomic challenges.

The University of Balochistan is one of the largest institute of province and it caters to a variegated and usually disenfranchised student body. In this context, understanding the impact of poverty, hunger, and other SDG-related issues on higher education is essential to addressing students' overall well-being and academic success. The global backdrop surrounding student poverty highlights the significance of targeted interventions to tackle the socioeconomic issues impeding the educational progress of economically disadvantaged individuals.

Apparently in Pakistan, the poverty influence on capacity of the students in effort to have higher education is quite prominent. Pakistan Bureau of Statistics reveals that more than 24.3% of Pakistani population lives under level of poverty; specifically rural areas are more prone to poverty in comparison to urban areas (PBS, 2020). As regards provincial categorization, Punjab is richest province with highest number of percentages of

her population. In Punjab 67% of the population attended the school; while as regards Baluchistan, it has been reported with the 39 percent of the lowest rate. In Baluchistan, alongside significantly impacts students' capacity to get and afford higher education due to poor economic conditions. For many potential students, especially those who come from low-income group, the living and tuition expenses are indeed a considerable financial problem.

The province of Baluchistan which invests ample efforts to cope with determined poverty and least development, makes higher education more problematic with increased hindrances towards higher education. Students face several challenges in their pursuit of higher education, including limited access to quality educational institutions, inadequate educational facilities, and economic hardships that exacerbate the region's cycle of poverty and educational deprivation. Balochistan is a curious case of abundant opportunities but plentiful challenges. As a frontier province, it borders two countries, providing a corridor for trade with the Central Asian Republics and occupying two-thirds of the national coastline (World Bank 2008). The province has considerable resources, including 50 metallic and nonmetallic materials, of which 41 are two mined, the world's eighth largest herd of cattle and the third largest herd of goats, two-thirds of the national coastline and borders with Iran and Afghanistan, making it a potential trade corridor. However, its contribution to the national economy is only 4.3 percent of the GDP (World Bank 2008). Deep-rooted tribal complexities, poor infrastructure, natural catastrophes (prolonged drought followed by flash floods), and civil conflict all work to keep living standards low, with low participation in education and declining incomes.

Problem Statement of the Study

Referring global perspective, the subject of student poverty provides substantial impairments in evaluating higher education particularly within Baluchistan. These issues indeed obstruct the possibility to follow additional education and extend the poverty cycle. Similarly, as other similar educational organizations in socioeconomic challenged places, University of Baluchistan seems to be disposed to notable problems in distributing to her students with the outstanding and the best possible learning surroundings. Factors like minimal resources, shortage of food and raised poverty limit these features to impart to a conducive situation for a healthier learning. Simultaneously, it may affect passively towards the well-being of the taught and may minimize their academic performances and activities. Understanding the contests confronted by the students of University of Baluchistan, Quetta and in effort to produce stressed variables in this respect are thoughtful in elevating and endorsing the student's achievements and the brilliance of education in this backdrop.

The problem statement for the study underlines the immediate necessity for beleaguered interferences to overcome these socioeconomic issues that interfere with the educational progression for underprivileged students. It also highlights the significance of generating a more available and wide-ranging system of higher education that, regardless of socioeconomic status, purposes to deliver chances for better and quality education.

Rationale of the Study

Province of Baluchistan is an area considered to be socio-economically challenged, due to its elevated poverty rate and scarcity of food. Multifaceted challenges may prominently influence the educational activities and academic products of students. This research

targets to establish insights into the understanding that in what way poverty, food, and other important factors do affect students' cognition and personality at higher education like University of Baluchistan. The explanation would also throw light on the study's consequence and brings out the significance of the research objectives. As cited by Perna and Titus (2005), poverty is considerable variable and barrier to pursue higher education.; At large, it has widely been agreed upon that the inter relationship between education and poverty functions in two opposite directions. In most instances, poor masses are usually deprived off in having admission to an adequate academic educational institution and are left behind with ample academicians are regularly inhibited and targeted to a life of poverty (IAE, IIEP, 2008).

Its important to investigate factors related to nutrition for establishing a helpful environment to have academic success on part of students. Food scarcity and malnutrition can have damaging effects on holistic well-being and academic performance of the students (Chaparro et al., 2014). Ample research reveals that struggle with hunger and poor nutrition students are more likely to experience difficulties with less memory, learning difficulties and concentration (Von Grebmer, K. et al., 2017). Additionally, finding other reasons undermining the University of Baluchistan's educational policies is imperative. Thus, inadequate education is viewed as poverty. Absolute poverty, or the lack of sufficient resources, impairs learning in underdeveloped nations through poor nutrition, health, household conditions (such as a lack of books, creativity, or spaces to do homework), and parental education. It decreases learning by discouraging enrollment and advancement to higher grades (IAE, IIEP, 2008).

Pre- dominantly it is important to examine these elements to overcome these variables which negatively impact academic progress of the students. comprehending that the issues are central for emergent beleaguered involvements to uplift the quality of higher education and help and contribute towards the success of the students.

Conclusively, the objectives of the study are significant to address the challenges faced by the students of University of Baluchistan students' challenges during the pursuit of higher education. Through finding additional barriers to high-quality education, determining the degrees of poverty and enhanced nutritional factors, this study aims to raise with specific interferences and strategies to elevate academic growth of the students at University of Balochistan.

Literature Review

SDG Goal 1: No Poverty

Sustainable Development Goal 1 emphasizes on eliminating poverty and safeguarding equal access to resources, facilities and provisions. SGD 1 aims to deter low-income families from contributing quality learning environments o their children, however, by bringing a negative impacting on their academic performance (Afzal et al., 2012). Higher education institutes may donate to SDG 1 though offering educational scholarships, monetary support, supervision programmes, and community related practical initiatives in effort to support poverty decrease policies (Dias, 2017).

There exists no doubt that Poverty obstructs with considerable barricades to higher education. Refraining low-income background students from retrieving vital capitals. As researched by Saeed et al. (2023), household responsibilities, economic constraints, limited parental support and lack of vicinity educational institutions like factors interfere students' ability to attain higher education.

Consequently, such challenges mi minimize chances for academic development and confine admittance to teaching, test arrangements preparations and cocurricular activities, eventually distressing academic accomplishment.

Students from disadvantaged backgrounds often struggle to persist in higher education due to financial hardships. Many students cannot afford course materials, housing, social engagement, or study abroad opportunities. Low-income students are more likely to enroll part-time, work long hours, take semester breaks, or drop out, leading to increased isolation and lower retention rates (Dias, 2017). These challenges contribute to a cycle of poverty by limiting educational attainment and career opportunities.

SDG 2: Zero Hunger

SDG Goal 2 aims to eliminate hunger, ensure food security, and improve nutrition. Proper nutrition is crucial for cognitive development and academic success. The University of Balochistan, located in a region with high food insecurity which face significant challenges in providing students with adequate nutrition. Geographic factors also impact employment opportunities, further exacerbating financial difficulties (Tate, 2008).

Food insecurity among university students significantly affects academic performance and well-being. Malnutrition impairs cognitive development, concentration, and overall health (Eng, 2023). Milner et al. (2017) emphasize that hunger prevents students from fully engaging in academic and skill-building activities, limiting their personal and professional growth.

Poor nutrition negatively affects students' academic performance and cognitive function. Research by Garza-Levitt (2023) shows that financial instability, food insecurity, and unstable housing contribute to low academic achievement. Taras (2005) found that a well-balanced

diet improves focus, behavior, and learning outcomes. Hunger-related issues extend beyond college, impacting long-term health, graduation rates, and career prospects (Loofbourrow et al., 2023).

Nutritional deficiencies affect both physical and mental well-being, making it harder for students to concentrate, attend classes, and participate in academic activities. Marginalized students, part-time learners, and those with caregiving responsibilities face the highest risks of dropping out due to financial stress. Poor diet contributes to mental health issues, fatigue, and stress, further hindering academic progress. Addressing these challenges requires food assistance programs, mental health support, and access to nutritious meals on campus (Bruening et al., 2016).

SDG Goal 4: Quality Education

SDG Goal 4 emphasizes inclusive and equitable education for lifelong learning. The University of Balochistan is committed to providing quality education despite financial and infrastructure challenges. Ensuring educational access in regions with socioeconomic disparities requires curriculum reforms, teacher training programs, and inclusive policies. Higher education is a critical investment for economic and social development (Barnet, 1990). Integrating SDG 4 into the university's curriculum can improve student learning outcomes and expand access for disadvantaged groups.

In efforts to get successful higher education, monetary restraints, minimize abilities of the students to get enrolled, buy textbooks, pay tuition fees, , and boarding and expenses for lodging make noteworthy challenges for low-income students, especially. Research supports that financial unpredictability decreases student registration and limits admission to academic possessions, negatively affecting prolonged educational achievement (Altbach & Knight, 2007).

Libraries, digital resources and laboratories significantly contribute towards high-quality teaching and learnings. Nevertheless, under monetary grant institutions brawl to deliver these facilities. Consequently, these effect on learning experiences of the student. for financial stability, in low middle-income countries, universities progressively depend on tuition and student other fees (Clifford et al., 2012).

University of Baluchistan, being one of the biggest university of the province, plays a vital role in dissimilating higher education at regional level regional; however, financial and resource limitations are major constraints faced by her.

By discourse these questions, organizations and relevant governments need to execute programs like scholarships, student loan, financial aid programs and alike initiatives. To Strengthening the Sustainable Development Goal 4, partnerships with non-governmental and governmental and organizations may more enhance the performance of the university.

Sustainable Development Goals 1, 2, and 4 meaningfully influence higher education and relevant to University of Baluchistan in a way. Aligning these goals along with university of Baluchistan's educational and finical aid programs, enhanced food refuge, and safeguarded inclusive education may help in reduction of poverty. Approaches, like academic research, educational scholarships, agriculture research initiatives, and appropriate curriculum are serious measure in deterring the challenges. Unremitting research, industrial collaboration, and effective policy may contribute and enrich the role of university's in advancing sustainable development goals in the province of Baluchistan.

Research Design

Descriptive research method is employed to extract SDG combination and to identify the tests faced by students following their higher education at the **University of Balochistan**. **Descriptive research method** approach would enable us for the methodical collection and analysis of data, a comprehensive understanding of the socioeconomic fences distressing the educational journey of the students.

Selection of Study Area

This study addresses to the one of the largest educational institution in the province, **University of Baluchistan, Quetta**, University of Baluchistan got established during **October 1970**. **University of Baluchistan** offers across diverse programs in **humanities, arts, science, management, health sciences, law, and with six faculties, 52 departments, five federal centers, and a University law college**. It cumulates to an enrollment of **14,000 students and even over**.

An overall **geographic isolation** of the province, **minimal infrastructure, scarcity of resources and overall security anxieties** have delayed its significant socioeconomic progress. Due to **widespread poverty and financial constraints**, many students struggle to afford **tuition, housing, food, and educational materials**. Scholarships and financial aid remain **limited**, making higher education inaccessible for many.

The study focuses on **undergraduate students** at the **University of Balochistan** who face financial difficulties in continuing their education. It examines the impact of **poverty on affordability, student retention, and overall well-being**. A mix research method of research inclusive of **qualitative and quantitative research methods** would be adopted to discover the economic barricades affecting education of the students.

Sampling Technique and Size

A **randomized technique** of **sampling** was adopted for the selection of students from **low socioeconomic backgrounds**. A list consisting of **economic disadvantaged students** at University of Baluchistan was gotten from university administration, and participants of the study were selected randomly for one-to-one interviews.

Criteria for the selection includes **parental level of education, financial need and family income**. The study aimed to collect feedback from **100 university students**, who come across the most momentous challenges in evaluation and supporting higher levels of education. Aims of proposed sampling strategy guarantees miscellaneous and illustrative group of study participants, if appreciated perspectives on the issue are highlighted.

Results

The findings of the research highlight critical factors such as family income, parental educational of education, the financial subtleties of finances for higher education in a resource-constrained location, and sources of livelihood. The results of study illumine the physical injustices and financial pressures, students experience of educational expenses, access to educational scholarships, transportation and housing arrangements. Larger families, poor income levels, and a high dependance on parent support, all contribute significantly to inability of the students in efforts to focus totally on their academic actives.

Besides, the analysis of data and results are aligned with "Zero Hunger," Sustainable Development Goal (SDG-2) by nearsighted the belongings of restrictions related to students financial, overall well-being and nutrition, that are important for actual learning. inadequate nutrition and poverty may substantially impress student's academic presentation,

particularly, in resource-constrained sites such as province of Baluchistan. The conclusions also are in line with, "Quality Education," Sustainable Development Goal-4, which impacts discriminations in effort to achieve a reasonable level of education, owed to socioeconomic confines. The results focus on the relationship between hunger, poverty, and higher education. There is a need of underscoring the important need for made-to-order interferences to safeguard those students who receive the financial support, students need to grow academically and recollect well-being of the students.

participants profile

The research data delivers understandings towards the socio-economic condition of students at university of Baluchistan. Families have an average size of 8.78 members, with incomes ranging from 20,000 to 500,000 PKR and a mean income of 116,480 PKR, highlighting significant income disparities. On average, 2.09 family members earn, while students' siblings educational expenditures on average 23,070 PKR/month. Monthly pocket money of the students averages 5,910 PKR, and semester fees average 19,510.90 PKR, reflecting substantial financial pressures on families of educational cost of their children.

Variable	Min:	Max:	Mean
Family Size	3.00	28.00	8.7800
Income	20000.00	500000.00	116480.0000
Number of People Earning	1.00	6.00	2.0900
Siblings Educational expenditure	.00	100000.00	23070.0000
Monthly pocket money	300.00	20000.00	5910.0000
Fee per semester	1800.00	65000.00	19510.9000

Parental Education

The data reveals a significant disparity in parental educational levels among

university students in Balochistan. Among mothers 46% had only primary education, and only 23% had graduate-level qualifications. Fathers exhibited higher educational attainment, with 50% holding graduate degrees, while only 15% had primary-level education. This contrast highlights systemic gender inequalities in education within the region. Fathers' relatively higher education levels may provide some socio-economic support for students, but the limited educational background of mothers could affect overall household educational guidance.

Variable	Frequency	Percent
Mothers Educational level		
Primary	46	46.0
Secondary	16	16.0
Higher Secondary	8	8.0
Undergraduate	7	7.0
Graduate	23	23.0
Fathers educational Level		
Primary	15	15.0
Secondary	18	18.0
Higher Secondary	14	14.0
Undergraduate	3	3.0
Graduate	50	50.0

participants source of livelihood

The primary source of livelihood for 50% of students' families in Balochistan Is government jobs, indicating the importance of public sector employment in the region. Business accounts for 31%, while agriculture, at just 7%, reflects limited reliance on farming due to regional challenges. An additional 12% rely on other income sources, highlighting the need for diversified economic opportunities to support families and education.

Variable	Frequency	Percentage
Agriculture	7	7.0
Business	31	31.0
Govt Job	50	50.0
Other	12	12.0

Participant's source of funding and scholarship availed

The data shows that 80% of university students in Balochistan finance their studies through parental support, reflecting a heavy reliance on family resources. Scholarships account for 11% of funding, offering limited relief to a minority of students, while 9% fund their education through part-time jobs. This indicates a significant dependence on familial financial backing, with limited access to alternative or independent funding sources.

Variable	Frequency	Percent
Financing studies		
Parents Money	80	80.0
Part-time job	9	9.0
Scholarship	11	11.0
Total	100	100.0
Scholarship availed		
Yes	33	33.0
No	67	67.0

data shows that 65% of university students in Balochistan reside at home, while 20% live in hostels and 15% in rented accommodations, with an average residence cost of 3,720 PKR per month. Transportation costs average 2,734 PKR, ranging up to 15,000 PKR, reflecting the financial burden of commuting for some students. Public transport is the most common mode of travel (57%), followed by personal vehicles (25%) and pedestrians (18%).

Variable	Frequency	Percent
Accommodation		
Hostel	20	20.0
Home	65	65.0
Rent	15	15.0
Transportation		
Public Transport	57	57.0
Personal Vehicle	25	25.0
Pedestrian	18	18.0

Variable	Minimum	Maximum	Mean
Cost of residence	.00	30000.00	3720.0000
Cost of transportation	.00	15000.00	2734.0200

Lack of Food and Nutritional Outcomes

Regarding balanced diets, 63% of participants have access to a nutritionally diverse diet, while 37% suggesting some dietary gaps. A similar percentage (62%) reported having access to nutritious food, but 38% further indicating challenges in maintaining a healthy diet.

A significant 80% of participants stated that food and nutrition issues affect their academic performance, emphasizing the link between food security and education. Ultimately leading to 27% of participants reported skipping meals, suggesting that some face challenges in maintaining consistent food intake. Studies highlight that financial struggles force students to prioritize basic survival over education, reducing their ability to focus on learning Foster et al. (2022).

Variable	Frequency	Percent
Balanced diet		
Yes	63	63.0
No	37	37.0
Access nutritious food		
Yes	62	62.0
No	38	38.0
Affect academic performance		
Yes	80	80.0
No	20	20.0
Skip meals		
Yes	27	27.0
No	73	73.0

Challenges on Quality Education

The data reveals that 53% of participants have a laptop. Only 39% have access to academic journals, with 61% lacking this resource, which limits access to essential research materials. Similarly, 38% of participants have engaged in research opportunities, while 62% have not, indicating a lack of involvement in academic research for most students. 21% reported having access to research funding, with 79% lacking financial

support for academic projects. Internship opportunities are available to 34% of participants, while 66% do not have this resource. According to studies limited access to technology, scholarly publications, and study spaces creates barriers to academic excellence, particularly for students from disadvantaged backgrounds (NASSP, 2019).

Access to modern technology is reported by only 28% of participants, while 72% do not have this access, suggesting that the lack of up-to-date technology is a barrier to academic success. Only 14% are involved in student clubs, while 86% are not, suggesting limited extracurricular engagement.

Variable	Frequency	Percent
Laptop		
Yes	53	53.0
No	47	47.0
Access to journals		
Yes	39	39.0
No	61	61.0
Engage research opportunities		
Yes	38	38.0
No	62	62.0
Funding for research		
Yes	21	21.0
No	79	79.0
Internship opportunities		
Yes	34	34.0
No	66	66.0
Access to modern technology		
Yes	28	28.0
No	72	72.0
Student clubs		
Yes	14	14.0
No	86	86.0

Linear Regression Analysis Report

This analysis evaluates the factors affecting income, with a focus on household and individual expenditures, financial burdens, and demographic variables. The results indicate that family size ($B=6455.360, p=.001$) and the number of people earning ($B=19899.592, p=.003$) are significant positive predictors of income, demonstrating that larger families and more earners per household lead to higher income. Monthly pocket money ($B=4.660, p=.005$) and daily meal cost ($B=23.777, p=.041$) also significantly influence income, suggesting the importance of financial management and daily necessities. Spending on notebooks and course books ($B=8.019, p=.049$) has a smaller but statistically significant positive impact. Conversely, printing handouts ($B=-16.923, p=.010$) negatively affects income, indicating a possible reallocation of resources that limits income growth.

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-51852.514	27535.009		-1.883	.063
	Family members	6455.360	1827.045	.327	3.533	.001
	Number of Earners	19899.592	6493.173	.278	3.065	.003
	Educational expenditure of Siblings	.644	.354	.162	1.820	.072
	Monthly pocket money	4.660	1.601	.264	2.911	.005
	Cost of printing handouts	-16.923	6.438	-.272	-2.628	.010
	Cost of notebooks/Coursebooks	8.019	4.022	.194	1.993	.049
	Daily meal cost	23.777	11.484	.185	2.070	.041

The correlation analysis examines the relationships between income and various factors such as family size, number of people earning in an household and educational expenditure of siblings. A significant positive correlation exists between income and the number of people earning

($r=.423, p<.01$ $r = .423, p < .01$), indicating that households with more earners tend to have higher incomes. Family size ($r=.335, p<.01$ $r = .335, p < .01$) and siblings' educational expenditure ($r=.312, p<.01$ $r = .312, p < .01$) are also positively associated with income, suggesting that larger families and investment in siblings' education contribute to better financial outcomes. Income is negatively correlated with significant challenges faced ($r=-.402, p<.01$ $r = -.402, p < .01$), demonstrating that households experiencing more challenges often have lower incomes. Skipping meals shows a weaker negative relationship with income ($r=-.014, p=.042$ $r = -.014, p = .042$), reinforcing the link between financial constraints and nutritional stability. These findings emphasize the potential adverse effects of financial strain on household well-being, particularly for students living in hostels.

The analysis highlights the importance of the number of earners, family size, and educational investments as key contributors to income, while challenges and skipped meals correlate with lower income levels. Results of the study suggests a multifaceted interface between financial burden, household external dynamics and challenges.

	Income	No of earners	Family Size	Siblings Educational	pocket money	Number of meals	Skip meals	Significant challenges
Income		.423 ^{**} .000 100	.335 ^{**} .001 100	.312 ^{**} .002 100	.184 .066 100	.267 ^{**} .007 100	-.014 .887 100	-.402 ^{**} .000 100
No. of earners	.423 ^{**} .000 100		.370 ^{**} .000 100	.089 .378 100	.001 .990 100	.136 .177 100	-.073 .468 100	-.253 [*] .011 100
Family members	.335 ^{**} .001 100	.370 ^{**} .000 100		.046 .648 100	-.113 .262 100	.043 .673 100	-.204 [*] .042 100	-.029 .772 100
Educational expenditure of Siblings	.312 ^{**} .002 100	.089 .378 100	.046 .648 100		.135 .180 100	.302 ^{**} .002 100	.129 .201 100	-.178 .076 100
Pocket money	.184 .066 100	.001 .990 100	-.113 .262 100	.135 .180 100		-.029 .773 100	.112 .269 100	-.005 .961 100
Number of meals	.267 ^{**} .007 100	.136 .177 100	.043 .673 100	.302 ^{**} .002 100	-.029 .773 100		.384 ^{**} .000 100	-.188 .062 100
Skip meals	-.014 .887 100	-.073 .468 100	-.204 [*] .042 100	.129 .201 100	.112 .269 100	.384 ^{**} .000 100		.065 .519 100

The outcomes of present study disclose noteworthy socio-economic tests affecting students pursuing higher education in Baluchistan. The outcome of the study results highpoint the interaction between food insecurity, poverty, and incomplete educational resources, that delays academic progress of students and their overall well-being. The reflected challenges are indeed connected to Sustainable Development Goals 1 (SDGs) (No 1, Poverty), (No, 2 Zero Hunger), and (No 4 Quality Higher Education), representative the vital and essential requirement for a beleaguered policy interference.

However, Financial restraints emerge as a major fence to higher education in Baluchistan. Mainstream of these students rely on financial support by their parents; however, income of the families is inadequate to fulfil their academic and living expenditures. Few scholarship opportunities and funding for research additionally worsens financial level of stress. Ample students live distinctly from their homes, experiencing extra

costs for travel and living that affects excessively those who come from low-income backgrounds. There is no doubt that there are insufficient academic resources, too. These shortages delay students' experiences towards their learning and boundary their academic possibilities. Findings of the study underline the crucial need for universal reforms to provide students in coping with socio-economic barricades. As a management strategy, addressing these challenges need a multi-faceted approach, counting improved food security programs, gender-inclusive policies, increased financial aid and enhanced academic substructure. In absence of such interferences, students from marginalized communities will keep to struggling, preserving sequences of poverty and educational prohibiting in Balochistan.

Recommendations

Addressing Poverty under (SDG 1: No Poverty)

- In effort to minimize financial barricades, the university of Baluchistan should wide spread and increase academic scholarships and programs related to financial aid. In effort to providing added on support to students from disadvantaged economic backgrounds, may help themselves to focus on their higher education and minimize the need for partial work opportunities that can support with their academic success.
- Establishment of an academic emergency through funding for students who suffer from unexpected financial disasters could safe guard these students from dropping of due to unforeseen financial loads.

Addressing Food Security via (SDG 2: Zero Hunger)

- The university may conceive and execute sponsored lunchtimes or food facilitating programs, in special, focusing

upon students suffering from food insecurities. Programs conceived therein would reflect indispensable nutritional support, allowing students to distillate on their academic activities deprived of their stress for food scarcity.

- There is a need to conduct workshops and seminars on nutrition, specially focusing upon reasonable and strong eating possibilities. It's imperative to empower these students with breath of knowledge about composed foods on a economical helps to recover their overall academic performance and well-being.

Improving Access to Educational Resources (SDG 4: Quality Education)

- University of Baluchistan should deliver laptops or offer fundings for students to access comfortable online resources.
- Government and educational institutions should be Investing in digital platforms and devise stogies in effort to improving physical library options. This would eventually would support better to the students in their academic domain. Additionally, access to books, journals and research databases should be on a top priority.
- Likewise, development of increased opportunities for internships, research and hands-on learning experiences may enhance academic profiles of the students and get them prepared for their upcoming endeavors.

Conclusion

Achieving SDG 1 (No Poverty), SDG 2 (Zero Hunger), and SDG 4 (Quality Education) at the University of Baluchistan requires a multi-dimensional approach that addresses food insecurity, poverty of messes, and easy access to quality education. Through effective implementing of these recommendations, the educational institution may create an additional supportive conducive environment, where university students who have the resources, they may

succeed academically and thrive a vibrant personality. With these strategies, the university may contribute significantly to achieve the Sustainable Development Goals, promoting not only the students but the broader community as well.

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