

Major Factors Contributing to Low Enrollment Ratios in Primary Schools in Sub-Division Wazir Bannu (Merged Area Khyber Pakhtunkhwa)

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Abstract: The objective of this quantitative research was to assess the major factors contributing of low enrollment ratios of male students in primary schools in Sub-division Wazir Bannu, Khyber Pakhtunkhwa, Pakistan. Despite continued efforts to expand access to primary education, male enrollment in rural and conflict-affected areas remains unreasonably low. The study investigated five key major factors: cultural norms, financial constraints, accessibility to school, parental illiteracy, and regional unrest. The study applied the descriptive survey approach. All of the teachers at government primary educational institutions in the remote sub-division wazir Bannu participated in the study's population. The study's sample was chosen using a simple random procedure. To choose teachers at government primary schools in faraway areas, the researcher employed a random sample approach. The sample has comprised of two hundred and fifty four government primary school's teachers. Research questionnaire was employed for data collection. Likert scale was used for each statement. Pilot study was also conducted for the instrument. The researcher individually contacted respondents to collect data through Conversations. The gathered data was examined using the social science statistics software. Cronbach Alpha was used to assess reliability, while an expert's judgment was used to assess validity. Statistical analysis using SPSS revealed that parental illiteracy, negative cultural views on schooling, poverty, and insecurity are key causes of low primary school enrollment. This study recommends enhancing general security, promoting economic empowerment, raising awareness about education's value, addressing cultural barriers, and providing financial assistance to parents to increase primary school enrollment in Wazir Bannu's rural areas.

Keywords: Major Factors, Low Enrollment, Primary School



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Introduction

The contribution of Education towards Economic development has been well recognized and Pakistan inherited impoverished system of education. Since the independence of Pakistan, no significant changes have occurred all over the education system especially in the primary education. It was the main aim of Millennium Development Goals (MDGs) in Pakistan that the enrollment ratio will be increased up to 100 percent till to the end of 2015 but the enrollment ratio of boys in the primary schools in the rural areas is very low. In many rural areas of Pakistan there are primary schools having no complete resources, and enough number of teachers for the teaching purpose. Education contributes to the protection of culture and the development of the fundamental values of the contemporary world in along with the exchange of information (Barghi et al., 2017).

The Millennium Development Goals (MDGs) offer a list of objectives to meet. Providing universal primary education till 2015 is one of these goals, following that, a new set of goals has been defined by the Sustainable Development Goals (SDGs). Ensuring 100% compulsory and free education to finish their entire primary institute curriculum for students aged 5 to 16 is one of these goals (Farooq, 2016). As stated in the Millennium Development Goals (MDGs) World Report, between 2000 and 2012, the number of children dropping out of school reduced from 100 million to 58 million, while the rate of students who achieve primary level enrollment increased remarkably from 81% to 92% (World Bank, 2015) (Government of Pakistan, Economic Survey, 2017), the most significant and vital phase of a children education is primary school. Pakistan can be able to meet its objectives of equity and universal access by strengthening primary education. Article 25(A) defines that "the State shall provide obligatory and free education to all children of the age of five to sixteen years in such way as may be prescribed by law." This provision was added to the 1973 Constitution of Pakistan by the 18th amendment.

The majority of provinces have passed legislation implementing Article 25-A. Pakistan has currently 51.53 million children aged 5 to 16 years, according to figures from the National Institute of Population Studies (NIPS, 2015). such a population, only 28.84 million children attend a public or private school, while 22.8 million children whose age between 5 to 16 are not go to school, of whom 5.06 million are elementary school-age (5 to 9). There is significant variation in enrollment by gender and province/area.

Pakistan is always facing criticism to improve accessibility and the standard of education, especially in the public sector. There is a decrease in enrollment and quality at government schools that were formerly responsible with providing affordable education to a variety of people (Ahmad et al., 2013). The responsibilities that teachers, parents, students, and governmental support systems have taken on to blame for this tendency. Education results are greatly influenced by the resources and facilities that the government can offer, especially in a developing nation like Pakistan where poverty is on the rise. Many families are impacted by the issue of financial constraints that prevent them from receiving high-quality education; hence issues with public education are equally pertinent. Due to these difficulties, Pakistan's education system has been more privatized during the past ten years. In an effort to lessen the strain on the general population system and improve educational quality, the government has allowed the opening of additional private schools throughout time (Rind, 2023).

The low enrollment rate in Pakistan has long been a source of debate. Regarding the government's initiatives to raise the literacy rate and advance education. This study will investigate the major factors that contribute to Sub-division Wazir Bannu's low primary school enrollment rates in (merged area Khyber Pakhtunkhwa).

Additionally, Pakistan has the second-highest number out of children worldwide, according to the United Nations Children's Fund (UNICEF, 2019). According to Ullah (2020), 22.8 million children in Pakistan between the ages of 5 and 16 are estimated to be out of school. Five million primary school-age children are not enrolling in school, with 60% of them being female. However, a number of major factors contribute to the low enrollment rate in primary education, including accessibility to nearby schools, unqualified teachers, a poor learning environment, absentee teachers, socio cultural insecurity, financial constraints, and a lack of community involvement in school affairs (Malik et al. 2014). This research was focus on few important major factors of low enrollment phenomenon on ends for understanding the issues from teacher's perspectives. The focus of this study is on Sub-division Wazir Bannu. This research investigates the major factors of low enrollment ratio of primary school students in Sub-division Wazir Bannu.

Literature Review

One key measure of a country's dedication to attaining universal education and ending the cycle of poverty is elementary school enrollment. Due in large part to the introduction of international initiatives such as the Education for All (EFA) movement and the Sustainable Development Goals (SDG 4), which promote inclusive and equitable quality education for all by 2030 (UNESCO, 2016), there has been a notable increase in access to primary education over the past 20 years.

Disparities in enrollment still exist despite these initiatives, particularly in areas plagued by war and poor poverty. The enrollment ratio of children, especially boys in rural regions, is still lower than the national average in many



emerging nations, including Pakistan. The primary school net enrollment rate is around 64%, with notable disparities between rural and urban populations as well as between genders in particular locations, according to the Pakistan Social and Living Standards Measurement Survey (PSLM, 2021).

For several kinds of reasons, many kids—particularly males in remote mountainous regions—did not go to school in spite of the admirable initiatives mentioned above. These consist of severe poverty, cultural customs including males' initiation schools, and unsuitable school environments. Some parents forced their boy offspring to take care of their own cattle or let them out to help with the urgent household needs. According to UNICEF (2016), "more than 30 percent of orphans are out of school, despite the fact that primary education is now free for all primary school grades." Furthermore, many students who join in Grade 1 leave before completing Grade 7, and other students take longer than the seven years that are officially needed to finish primary school.

Despite initiatives by organizations like UNICEF and UNESCO, providing universal primary education is still difficult on a worldwide basis. Access restrictions are a major obstacle, according to studies conducted in poor countries, with rural regions being the most affected (Smith et al., 2019). Families are forced to put work before their children's education due to financial difficulties, which are frequently made worse by economic crises.

In primary schools, the gross enrollment ratio is 78%, with 83% of students being males and 72% being girls. In middle, high, and upper secondary school, the corresponding percentages are 54%, 43%, and 22%. In an explanation of the data, PIE Director General Dr. Muhammad Shahid Saroya said that there were 349,909 educational institutions in 2022–2023 compared to 313,445 in 2021–2022, a 12% rise. While the number of educators climbed from 2.14 million to 2.57 million, representing a 19% increase, student enrollment went from 54.87 million to 56.07 million, representing a 3% increase. According to the research, there are 26.089 million children in Pakistan who are not enrolled in school. Of these, 10.855 million are in primary school (with 5.060 million boys and 5.795 million girls), 4.850 million are in middle school, 4.404 million are in high school, and 5.980 million are in upper secondary. According to estimates, more than 20 million children in Pakistan do not go to educational institution, making that one of those nations with the greatest rates of out-of-school children's (Alif Ailaan, 2014).

In the newly merged (NMDs) districts, males' contributions to home income are frequently valued more highly than their schooling due to cultural traditions. Families promote their boys' participation in labor-intensive activities since they are often viewed as the future breadwinners. Boys are frequently not enrolled in school due to labor in unorganized industries like construction and transportation, or in agricultural or animal keeping. According to a 2021 study by the Pakistan Bureau of Statistics (PBS), 35% of boys and 15% of girls between the ages of 10 and 14 in the newly merged (NMDs) districts were involved in child labor (PBS, 2021). Boys' labor may be seen by parents as having greater immediate value than their education. For instance, boys are frequently assigned to herd sheep and goats, grazing cows, buffalos in the field in South Waziristan, a culturally prescribed male-oriented job that conflicts with school timetables (Khan & Ahmed, 2020). In the newly merged (NMDs) districts, cultural notions of masculinity frequently link economic contribution and physical work to male identity, inhibiting extended participation in formal schooling.

One of the most often mentioned major factors of the low enrollment percentage is financial constraints. In areas of extreme poverty, Families prioritize short-term economic stability above ongoing investments in education. According to research by Jamil (2024) even if school-related costs are small, they frequently become unaffordable for families with incomes below the poverty line. Children, especially males, are frequently expected to contribute to home income in Sub-division Wazir Bannu due to seasonal job patterns and high dependence ratios, which further lowers school attendance. Lack of resources of wellbeing, which has several aspects, but the most affective is poverty. Some significant aspects of poverty include low income, difficulty accessing essential products and services, poor health, education, and clean water, among other things [World Bank, 2012]. Many families lose out on a possible source of income when their children attend school. Children are frequently expected to work to support their families, especially in the informal economy, agriculture, and livestock husbandry. According to an International Labor Organization (ILO, 2019) research, nearly 30% of children between the ages of 5 and 14 are employed in some capacity, making the newly merged districts (NMDs) one of Pakistan's highest rates of child labor.



These include of costs like examination fees, textbooks, stationery, and school outfits. Even these seemingly little expenses might be unaffordable for low-income households. 60% of out-of-school children in the newly merged districts (NMDs) indicated financial restrictions as their main reason for not enrolling, according to a poll conducted by Alif Ailaan (2020). Families are additionally burdened by indirect expenditures like food and transportation. Children sometimes have to travel great distances to attend school in rural places, and the expense of transportation can be a major deterrent. Furthermore, a lot of schools lack basic amenities like food and clean drinking water, thus families are left to supply them for their kids (UNICEF, 2020). In the newly merged districts (NMDs), low enrollment rates are both a cause and an effect of child labor. Many kids are forced to work rather than go to school due to financial need, which feeds the cycles of illiteracy and poverty.

Access is a complex problem that includes schools' financial, physical, and infrastructure availability. The long drives to school deter attendance in rural regions, especially for girls, according to studies by Ahmed and Saeed (2020). The issue is exacerbated by inadequate infrastructure, such as a deficiency of suitable classrooms and restrooms. Enrollment in Sub-division Wazir Bannu is restricted by the lack of schools and the state of the infrastructure. According to reports, many kids had to walk more than five kilometers to get to the closest school, which is further worse by inadequate transportation facilities (Government of KP, 2021). Another important factor influencing primary school enrollment is the distance to the closest primary school. The distance to the closest primary school considerably lowers the likelihood of school enrollment, as indicated by the significant and expectedly negative coefficients of all distance major factors. Of all the distance models, the coefficients of DIST2 and DIST5 have the lowest and greatest absolute values, respectively. It shows that the likelihood of school enrollment declines with increasing distance to the closest school. These findings support the idea that supply-side factors also influence primary school enrollment in addition to demand-side factors.

Parents who are illiterate encounter particular difficulties in appreciating the importance of education, which has a direct impact on enrollment choices. The economic advantages of education are frequently underestimated by parents who lack formal education. According to 2021 UNICEF research, compared to 15% of educated parents, 40% of illiterate parents in the newly merged districts (NMDs) said that primary school was "unnecessary" for their kids (UNICEF, 2021). The Pakistan Social and Living Standards Measurement Survey (PSLM, 2019–20) shows that 65% of older people in the newly merged districts (NMDs) are illiterate, which is higher than the national average of 43%. Female rates of illiteracy are especially concerning, surpassing 75% in rural areas (PBS, 2020). Household norms and restricted opportunities for women have traditionally restricted girls' access to education, creating a population of illiterate mothers who are less likely to give preference to schooling for their kids (Malala Fund, 2021). This is one of the highest adult illiteracy rates in Pakistan.

Low enrollment rates are greater in deltaic and mountainous locations. In these areas, it can be exceedingly challenging to find primary schools and educators, and getting to school can be a challenge for students. Students who reside in places affected by conflict or natural catastrophes are more probable to have poor school enrolment and leave out, according to several studies. Approximately 33.5 lakhs individuals left their homes due to the Khyber Pakhtunkhwa conflict that lasted from 2008 to 2010, especially in newly merged districts (NMDs) with children making up over 60% of this population (UK Aid, 2017). Naylor (2014) notes that the majority of the displaced people stayed in their hometowns, where local educational institutions often struggled to accommodate the additional pupils (Jones and 44 Shah et al. / International Journal of Curriculum and Instruction 11(2) (2019) 38–74).

Military actions and militancy have always been commonplace in the newly merged districts (NMDs). The area became a hideout for terrorist organizations after the U.S.-led invasion of Afghanistan in 2001, which resulted in a protracted war between insurgents and state troops. Remaining instability exists despite the 2018 incorporation of FATA into KP, which attempted to incorporate the area into Pakistan's mainstream administration. As representations of governmental power, schools were attacked by organizations such as the Tehrik-i-Taliban Pakistan (TTP). 600,000 students in the area suffered from missing an education as a result of the destruction or damage of 1,200 schools between 2009 and 2018 (GCPEA, 2019). Over a million people were displaced by operations like Zarb-e-Azb (2014–2016), which also caused a generation of youngsters to miss school (NDMA, 2017).



Methodology

Major factors contributing to low enrollment ratios in primary schools in Sub-Division Wazir Bannu was the main theme of this research. To collect data a survey research design used to investigate the major factors contributing to the low student enrollment ratio.

Population

The population of this study included all the male teachers of primary school in Sub-division Wazir Bannu.

Sample

There are total 342 working male primary schools in Sub-division Wazir Bannu. The strength of these schools is 720 male teachers. Through simple random technique total 171 schools and from these school's 254 male teachers were randomly selected.

Table 1

Total Primary schools	Sample	Total teachers	Sample Teachers
342	171 (50%)	720	254

The Instrument of Data Collection

The primary instrument for data collection was a researcher self-developed questionnaire designed to measure various major factors contributing to the low enrollment ratio in primary schools. The questionnaire consisted of closed-ended items measured on a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The questionnaire was structured around five key facets related to the study's objectives. Each facet comprised seven statements, resulting in a total of 35 items in the questionnaire. These statements were designed to capture teachers' perceptions and experiences regarding the specific factors affecting student enrollment at the primary school level.

Table 2

Mean range	Decision
1.00-1.80	up to very low extent
1.81-2.60	up to low extent
2.61-3.40	up to moderate extent
3.41-4.20	up to high extent
4.21-5.00	up to very high extent

Validity and Reliability of Instrument

Validity and reliability are components of any research instrument, to ensure content validity; the questionnaire was reviewed and validated by 10 subject matter experts in education and research methodology. A pilot study was conducted on a small group of teachers from a similar context to refine the wording, relevance, and clarity of the items.

For reliability the questionnaire was given to 30 respondents. The pilot data were analyzed using Cronbach's alpha, and the overall reliability coefficient exceeded the acceptable threshold of ($\alpha \geq 0.70$), indicating a good level of internal consistency across the instrument (Fraenkel et al., 2019).

Data Collection & Data Analysis

Before the collection of data from respondents, the researcher requested permission of the heads of the institutions through a letter of request duly signed by researcher and the Director of Institute. Letter carried the research title and purpose of the data collection, and the researcher also provided surety that the collected data will not be used for any other purpose. The objective of data collection was also clarified to the respondents. On the spot willingness of the respondents were sought. All the teachers agreed to provide data for major factors contributing to low enrollment.



After data collection, responses were coded and entered into the Statistical Package for the Social Sciences (SPSS) version 25.0 for analysis. Descriptive statistics, such as frequencies, percentages, means, and standard deviations, were used to summarize the demographic data and responses related to each variable. All statistical tests were conducted at a significance level of 0.05, and results were interpreted accordingly. The findings were presented in tabular form for clarity and ease of interpretation.

Results

Table 1

Culture as Major Factor of Student's low Enrollment

S-No	Statement	Mean	SD
1	Parents believe that education for male children is not necessary	2.55	1.06
2	Early child labor is more valuable than formal education	3.78	1.49
3	Traditional beliefs discourage boys from attending school	3.55	1.22
4	Religious obligations limit school attendance	3.87	.74
5	Families prioritize religious education over formal schooling	4.28	.99
6	Parents believe that formal education does not align with cultural values	3.62	1.26
7	Social pressure discourages families from enrolling boys in school	2.77	1.32
	Over all	3.49	.64

Table 1 shows the outcomes of the culture as major factor of students' low enrollment ratio. Mean value is 3.49, SD 0.64. The mean value fall in the range of High = 3.41 to 4.20. That means culture is responsible for students' low enrollment ratio as much as high extent.

Table 2

Financial as Major factor of Students' low Enrollment

S. No	Statements	Mean	SD
8	School fees discourage parents from enrolling their children	2.26	1.36
9	The cost of school supplies is a barrier to education	2.87	1.30
10	Parents cannot afford transportation costs for school	2.37	1.49
11	Economic hardships force boys to work instead of study	4.60	.70
12	Parents cannot afford the cost of schooling	2.72	1.68
13	I have many children to be educated, but limited income	3.92	.76
14	Child labor is the main cause of low enrollment	4.50	.50
	Overall	3.32	.71

The findings in the table 2 show the results of the financial as major factor contributing to students' low enrollment ratio. The mean value 3.32, SD =0.71. Mean value is between Moderate level = 2.61 to 3.40, which means that financial is responsible for students' low enrollment ratio up to moderate extent.

Table 3

Access as Major Factor of Student's low Enrollment

S. No	Statements	Mean	SD
15	Schools are too far from residential areas	1.77	.93
16	Lack of proper roads makes it difficult for students to reach school	1.73	.81
17	There is an insufficient number of schools in the area	1.59	.95
18	Schools lack basic facilities (e.g., drinking water, toilets, electricity)	3.16	1.25
19	The quality of education in nearby schools is poor	3.99	.86
20	Schools in the area lack qualified teachers	1.97	.78
21	The absence of secondary schools discourages primary school enrollment	2.46	.96
	Overall	2.38	.43



Table 3 presents the outcomes of access as major factor of students' low enrollment ratio. The mean value 2.38, SD = 0.43. Mean value is fall in the range of (Low = 1.81-2.60) which means that access is responsible for students' low enrollment ratio up to low extent.

Table 4

Illiterate Parents as Major Factor of Student's low Enrollment

S. No	Statements	Mean	SD
22	Parents' lack of education affects their children's motivation to study	3.98	.79
23	Illiterate parents do not understand the importance of schooling	4.24	.43
24	Parents are unable to help children with homework	4.72	.44
25	Family decisions about education are influenced by lack of awareness	4.15	.71
26	Parents prefer children to work instead of studying	4.70	.63
27	Parents prefer children to work instead of studying	3.99	.97
28	Parents do not engage in their children's academic progress due to a lack of knowledge	3.85	.78
	Overall	4.23	.28

Table 4 presents the results of the illiterate parents as major factor of students' low enrollment ratio. The mean value 4.23, SD = 0.28. Mean value is between within limits of (very high = 4.21-5.00) which means that illiterate parents is responsible for students' low enrollment ratio up to very highly extent.

Table 5

Unrest in the Region as Major Factor of Student's low Enrollment

S. No	Statements	Mean	SD
29	Security issues affect school enrollment	3.09	1.26
30	Political instability affects school operations	4.26	.88
31	Armed conflicts have led to school closures in the area	.88	1.05
32	Fear of violence prevents parents from sending their children to school	2.68	1.04
33	Displacement due to conflict disrupts children's education	3.32	1.07
34	Fear of kidnappings and threats keeps children away from school	3.18	.73
35	Government efforts to ensure school security are inadequate	3.64	.92
	Overall	3.42	.59

Table 5 presents the results of the unrest in the region as major factor of students low enrollment ratio. The mean value 3.42, SD = .59. Mean value is fall in the range of High = 3.41 to 4.20. That means unrest in the region is responsible for students' low enrollment ratio up to high extent.

Discussion

The results of the study "Major factors contributing to Low Enrollment Ratio of Male Students in Primary Schools: A Case Study of Sub-division Wazir Bannu" are covered in this chapter. The data was collected through questionnaires from teachers. Cultural variables, financial reasons, school accessibility, parental illiteracy, and regional unrest are the five basic major factors under which the results are arranged. The discussion that follows is based on the data collected for this study. The considerable effect of cultural values was one of the most important conclusions. Given the availability of religious education, many parents feel that boys do not require formal education. This reinforces the results of Khan and Shah (2020), who claimed that education is frequently viewed as a Western idea at odds with traditional values in conservative tribal communities. Hussain (2019) noted that families in rural areas frequently



expect boys to contribute to household income rather than attend school, which is consistent with parents' preference for their sons to start working early. Families may also experience social pressure to keep boys out of school in some situations, particularly when formal schooling is not supported by community standards. One of the biggest obstacles to increasing enrollment is still this cultural avoidance.

Financial difficulty was another significant component identified in this study. Even while some schools don't charge tuition, impoverished household struggle to make costs meet uniforms, transportation, and Educational resources. This supports the findings of Malik (2019), who pointed out that many children, particularly boys, are forced into early work due to the weight of indirect investments, that the results shows child labor dominates in low-income homes and frequently takes the place of schooling, many parents in the current study stated that boys are expected to work in the fields or markets to support the family. Some families must make tough decisions about who to send to school because they have several children but little financial resources. Unfortunately, when fundamental necessities like food and shelter are not provided, education suffers.

Additionally, the topic of school access was examined. According to the report, while physical distance may be an issue in some places, the low quality of schools is a bigger issue. Numerous schools lack the availability of sufficient infrastructure, furnishings, power, clean water, and bathrooms. As a result, parents are less inclined to send their kids to these kinds of schools. Parents in the present research also expressed dissatisfaction about poor learning results and a shortage of trained teachers in schools. Therefore, even if physical access may be greater than it was previously, schools' performance and condition still require significant improvement.

The impact of parental illiteracy was one of the study's most compelling conclusions. Uneducated parents are less likely to recognize the importance of education for their kids. Additionally, they are unable to support their kids' academic advancement or assist them with schoolwork. This backs up the findings of Hussain (2020), who demonstrated that one of the best indicators of a child's academic achievement is the parent's level of education. Many of the parents in the current study acknowledged that they did not go to school themselves and, as a result, did not believe that their kids needed to go to school. Some even showed a total ignorance of the long-term advantages of education by preferring their kids to work rather than go to school. This lack of parental support has a direct negative effect on male student's enrollment.

Finally, it was discovered that another significant major factor to schooling was regional instability and security issues. Sub-division Wazir Bannu is a sensitive region that experiences political unrest, evictions, and occasionally acts of violence. A lot of parents are afraid to take their kids to school because of dangers like terrorism, armed warfare, or kidnapping. According to the current study, consistent attendance is hindered by fear of violence, even while schools are open. The local scenario in sub-division Wazir Bannu confirms UNICEF's (2020) emphasis that children in conflict-affected regions have a higher probability of never attending school.

Discussion concludes by confirming that a number of reasons, like parental illiteracy, cultural views, financial difficulties, and regional insecurity, contribute to the region's low male attendance. While getting to school is less of an issue, there is still a need to pay close attention to the quality of instruction. The results bring particular insights from sub-division Wazir Bannu while also supporting earlier study. Raising parental awareness, helping low-income families financially, upgrading school infrastructure, hiring excellent teachers, and—above all—restoring local safety and tranquility are all critical to increasing enrollment. We can only hope to improve primary school students' attendance for boys in this region of Pakistan by tackling all of these issues at once.

Conclusions

1. The culture as major factor contributing to students' low enrollment in subdivision Wazir Bannu is responsible for students' low enrollment ratio up to high extent.
2. The financial as major factor contributing to students' low enrollment in subdivision Wazir Bannu responsible for students' low enrollment ratio up to moderate extent.



3. The access as major factor contributing to students' low enrollment in subdivision Wazir Bannu responsible for students' low enrollment ratio up to low extent.
4. The illiterate parents as major factor contributing to students' low enrollment in subdivision Wazir Bannu responsible for students' low enrollment ratio up to very high extent.
5. The unrest in the region as major factor contributing to students' low enrollment in subdivision Wazir Bannu responsible for students' low enrollment ratio up to high extent.

Recommendations

1. The finding of the study revealed that culture is responsible up to high extent for students' low enrolment ratio. Therefore, the community, government should arrange different programs, trainings, meetings, jergas, mass campaigns to bring awareness regarding the significance and importance of Education.
2. The finding of the study revealed that financial is responsible up to moderate extent for students' low enrolment ratio. Therefore, government, private sectors, NGOs and UNICEF help out financially and start monthly stipends for poor students in all government educational institutions to get better education.
3. The finding of the study revealed that access is responsible up to low extent for students' low enrolment ratio. Therefore, government and other stakeholders arrange free transportation for long distance students and build new schools in such remote areas for easy access to obtain education.
4. The finding of the study revealed that illiterate parents are responsible up to very high extent for students' low enrolment ratio. Government should launch literacy programs specifically targeted at parents to raise awareness of the importance of education. Government arranges parents engagement campaigns; like use mosques, radio, television and community meetings to induce parents about the long-term benefits of education.
5. The finding of the study revealed that unrest in the region is responsible up to high extent for students' low enrolment ratio. Therefore, government and community strengthen school security through police force, local guards, and collaboration with tribal leadership. And also provide counseling and trauma support for students affected by violence or displacement.



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