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**RESEARCH PAPER**

**Effects of Infrastructure Impediments on Dropout of Female Students:  
A Cross-Sectional Based Study of District Bajaur Khyber  
Pakhtunkhwa**

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**ABSTRACT**

A cross-sectional study was carried out with the sole purpose of assessing the effects of militancy on female students in District Bajaur. Using Sekaran criterion, a sample size of 169 respondents was purposefully chosen. A conceptual framework consisting of a dependent variable (the nature of drop out) and an independent variable (infrastructure). For primary data collection, a well-structured questionnaire was used. Furthermore, descriptive (frequency and percentage distribution) and inferential statistics were used to analyse the data (chi-square test). Thus, the study revealed a highly significant association ( $P=0.000$ ) between the nature of drop out and infrastructure indicators (statements), namely, Are the number of girl schools less in your area? Furthermore, a significant association ( $P=0.001$ ) was found between nature of dropout and infrastructure impediments inadequate sanitation facilities and drinking water in schools massively affect girls' dropout. The teachers face many problems like lack of teaching and learning aids, lack of suitable environment and no proper building ( $P=0.004$ ), Lack of proper electricity and boundary wall affect girls schooling in your area ( $P=0.001$ ). As a result, the government should implement legislative and budgetary measures to reduce dropout rates, such as providing financial assistance, a safe environment, school infrastructure, basic educational facilities in schools, and employment prospects, particularly for female students. Some of the recommendations have been forwarded in light of the current investigation.

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**KEYWORDS** Bajaur, Cross-Sectional Study, Education, Female Students, Infrastructure

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**Introduction**

Education plays an important role in the development of an individual, society, and a country (Khan, 2016). The constitution of Pakistan empowers the state to afford the basic education of each and every citizen to eliminate illiteracy. However, the dropping ratio is an alarming day by day, as National Center for Education Statistics defined the drop out disclosed that leaving school without completing a high school education or equivalent credential such as a General Educational Development (GED) certificate. Students leaving schools is a continuous process which begins with slight opposing attitude and then slowly increases until in actual the student completely drops out from school, and it's no longer hidden. The term actual dropout refers to physical detachment of students from education system (McNeil, Franklin, and Wright 1991, Dupper 1993). Previous studies suggested that dropout of students from schools are involved in criminal cases and aberrant behavior (Beauvais, Chavez, Oetting, Deffenbacher and Cornell 1996).

In most part of the world dropout ratio of girls are high as compared boys. A report published by UNESCO in 2012, compared to boys the girl's dropout ratio is higher in forty-nine countries. The enrolment of boys and girls are same but cooperatively male students continue their study as compared to female students (Chimombo 1999). Status of education in comparison to Khyber Pakhtunkhwa (KPK) and rest of Pakistan in FATA is very low, especially that of females. The record of KPK government 2005 shows that the literacy ratio is 17.42 and which male and female proportion is 30 and 3. These are the shocking and distress status of literacy rate especially of females. There are 0.1 million above schools in Pakistan, nearly 20 thousand in KPK and 2425 over there in FATA. The ratio of male and female schools is 1:2. Girls have about 1600 schools, and it can be imaginary keeping in mind anti women education attitude of tribal area how many of them will be functional fully or partially. In Pakistan the enrollment ratio is 20 million and in KPK this ratio was 0.3 million (Social and living standard measurement survey, 2004-005).

### **literature Review**

There are different socio-cultural and economic factors which include behavior of child, family, peers, and schools, leading to dropout of students from educational institutions. Poverty and lack of parent's interest to monitor students schooling progress also leads dropout of school children (Pong & Ju et al, 2000).

### **Infrastructure Impediments**

Student activities, such as vandalism, absenteeism, suspensions, disciplinary issues, violence, and smoking, have all been linked to the quality of school buildings (Schneider, 2002). Schoolteachers are not provided with any inhabited housing by the government. Therefore, the teachers who are posted in far-flung areas are not able to carry out their duties, due to non-availability of inhabited conveniences. The teachers, who are not with their families, will not be able to perform effectively with regards teaching (Government of Punjab, 2004). Due to no official accommodation problems the teachers are not able to perform their duty in its good manner, because for best teaching there must be mental satisfaction with regards the above things which they are missing them already (Hussain, 2001).

The teachers face many problems like, lack of teaching and learning aids, lack of suitable environment, no proper buildings etc. Some schools even do not have indispensable aids such as boards and the textbooks. Some schools do not have classrooms for students and library for students to use it, in their spare time. The missing of playgrounds, which are very necessary for the physical development of the students (Qureshi, 2002). The concerned situations create more problems for the teachers, because sometimes the students demand for the above things and if they are not present to them, then even they don't take any interest in their study. On the other side these all Teachers are expected and compelled to cover the courses well, in the given time. In response the teachers become fail to provide the meaningful learning environment to their students (Hussain, 2001).

In most of the high schools physical and learning resources are very much limited, especially for attaining classes; proper classrooms are not available as well as learning resources libraries, and laboratories (Qureshi, 2002). Due to the public sector of Pakistan quality of education doesn't still exist in the society. There are various problems behind this which may be called the big hurdles in the development of education. These are lack of classrooms which support the teachers and provide them suitable environment during teaching, lack of able and trained teachers, poor quality of textbooks

and learning aids, lack of proper supervision for the students, lack of continue checking and periodical evaluation for the better outcomes of students, lack of proper management on behalf of government and public sectors (World Bank, "Third Punjab Education" 2006). According to the government Annual census report on Educational Institutions for the year 2008 2009, 1,015 primary schools in newly merged areas, have no boundary wall 1999 out of which 583 girls school don t have adequate water for drinking more than 2000 schools do not have electricity and more than 1800 schools do not have toilets (Ashraf 2012).

The poorest region in Pakistan is FATA in which more than 3 billion people live, out of which 60% of the population fall below the poverty line. In comparison to the national average of roughly 50%, the literacy rate there is just about 17%. Even by national standards, access to safe drinking water and health care facilities is inadequate. There is no proper check up on the schools and the teachers are only limited to collect their salaries even they do not attend the school. Out of 5625 schools, only 4442 institutes are functional which include 2614 schools of males 1828 of female (Annual Government Statistical Report 2012-13).

Political interference in educational institutions was another major problem of the as the teaching staff are posted, transferred on political approaches, however the scholarship for needy students is also distributed by PA which is not fair for needy students. The primary cause of teacher absence has been nonpayment of salaries. Teachers have been forced to resign their positions and hunt for other sources of income since the education department has been unable to pay the salaries of teachers for months.

### **Extra-curricular Activities**

There are several evidence that shown participation in extra-curricular activities varied by gender and girls are usually less participative than boys. For instance, Jacqueline et al. (2012) investigated gender dynamics in the valuing of extra-curricular activities and their survey results show a significant difference in the proportion of participation in extra-curricular activities of male and female students. Results show that approximately 76% of male students participate in extracurricular activities compared to only 48% of female students. Sometime girls' participation in extra-curricular activities constraints by the lack of facilities in schools. For instance, Osiki Jonathan Ohiorenuan (2008) observes that 90% of the schools in the study area had extracurricular facilities for the boys but the facilities for the girls were either not available or were provided minimally. This occurs in schools in most developing countries, especially in the rural areas.

Another foremost constraint is that some societies consider sports as a male activity. For instance, in Senegal participation in sports is socially and culturally prohibited for Muslim women (Hewett, 2010). In England, during the secondary school cycle, Muslim women face restrictions by their culture and religion to participate in sports activities in schools (Bern, 2002; Carroll & Hollinshead, 1993). In fact, Muslim culture does not permit some kit requirements of sports or outdoor games such as wearing short skirts, shorts and tee-shirts and public changing and showering.

### **Distance from the School**

Distance from the school is the key factor of dropping out from school for female students. Juneja (2001) observes that if school distance is considered too far from home, young girls tend to drop out more due to for the vulnerability to sexual harassment (Colclough *et al.*, 2000; Nekatibeb, 2002). Parents are afraid for the safety of their children

when they must travel longer distances to school. According to Ainsworth et al. (2005), the likelihood of girls attending secondary school diminishes as the distance between them and nearby secondary schools increases. In many African countries, according to Nekatibeb (2002), distance from the school is the most significant barrier to females' education. Many studies in African regions report that school distance can discourage girls from being educated for two major problems. One of them is the amount of time and energy required to cross a distance by youngsters who are hungry. Another factor is parental concern about their daughters' sexual safety. The distance between school and home motivates girls to stay in school. The proximity of schools has a favorable motivating effect for girls, according to Ainsworth et al. (2005).

### Feminine Facilities in Schools

According to Lizettee (2000) inadequate sanitation facilities in schools massively affect girls' dropout because this inadequacy indicates that schools are not safe for girls. Although both girls and boys are affected by a lack of facilities and poor cleanliness, sanitation in schools has a particularly severe influence on girls. Parents expect their daughters to have safe and separate sanitation in school. In fact, especially for girls entering adulthood, they need to have separate and adequate facilities for their menstruation time in school; without proper facilities it would discourage them from being in school and consequently they tend to drop out (Lizettee, 2000). Birdsall et al. (2005) claim that a girl's lack of privacy in school is the primary reason that causes her to drop out. When designing a school's facilities, UNICEF (2009) recommends that separate clean toilets be provided for boys and girls.

Keeping in view the above stock of literature the present study was designed to overlook the nature of dropout students from schools in district Bajaur through infrastructure perspective. Moreover, a quantitative research technique was used to assert the association between the nature of dropout and infrastructure through the application of chi-square test statistics.

### Materials and Methods

The present study was carried out in the district Bajaur (previously known as Bajaur agency). Further, district Bajaur comprised 7 tehsils where 3 tehsils namely Khar, Utmankhail, and Salarazi were purposively selected. As per the pilot survey which was carried out from March 20<sup>th</sup>, 2021 to April 21 the total enrolled students were 3381, whereas the dropout students were documented as 379 in classes 9<sup>th</sup> and 10<sup>th</sup> respectively (see table 1). Thus 169 sample size was driven as per Sekeran's (2003) criteria. Further, the selected sample size was allocated proportionally to each stratum (Tehsils-based distribution) through the formula given by (S M Chaudry) (see table 2). Moreover, for taking primary information regarding the study dynamics (infrastructure impediments and nature of dropout from schools) structured questionnaire was used for data collection from potential sampled respondents i.e., household heads. Lastly, the data was coded into SPSS (25 versions) for further analysis i.e., descriptive and inferential statistics.

**Table 1**  
**Showing the name of schools along with their concerned Tehsils [enrolled & Dropout] with effect from 2015-2020**

| Name of schools<br>[Government Girls High Schools] | Tehsil | Enrolled students | Dropout students |
|--|--------|-------------------|------------------|
| Inayat kali  | Khar   | 253               | 45               |
| Raghgan  | Khar   | 204               | 38               |

|              |              |             |            |
|--------------|--------------|-------------|------------|
| Khar         | Khar         | 1424        | 88         |
| Nawagai      | Nawagai      | 36          | 09         |
| Bandgai      | Utaman kheil | 621         | 83         |
| Pashat       | Salarzi      | 164         | 22         |
| Nari tangi   | Salarzi      | 59          | 17         |
| Kamal dara   | Arang        | 496         | 47         |
| Sharbatai    | Arang        | 124         | 34         |
| <b>Total</b> |              | <b>3381</b> | <b>379</b> |

**Table 2**  
**Proportional allocation of Sample Size**

| Tehsils   | Schools Name of GGHs | Dropout Ratio | Sample Size |
|-----------|----------------------|---------------|-------------|
| Khar      | Inayat Kali          | 45            | 26          |
|           | Raghgan              | 38            | 22          |
|           | Khar                 | 88            | 51          |
| Utmankhel | Bandgai              | 83            | 48          |
| Salarzi   | Pashat               | 22            | 12          |
|           | Nari tangi           | 17            | 10          |
|           | <b>Total</b>         | <b>293</b>    | <b>169</b>  |

## Results and Discussion

**Table 3**  
**Demographic profile of the respondents**

| Characteristics  | Respondents' response |           |            |
|--|-----------------------|-----------|------------|
|  | Married               | Widow     | Divorced   |
| Marital status of the respondents                          | 160(94.7%)            | 7(4.1%)   | 2(1.2%)    |
| Family head of the respondents                             | Male                  |           | Female     |
|  | 169(100.0%)           |           | 00(0.0%)   |
| Family types of the respondents                            | Joint                 | Extended  | Nuclear    |
|  | 133(78.7%)            | 16(9.5%)  | 20(11.8%)  |
| Any other family who daughters are dropped out from school | Yes                   | No        | Don't know |
|  | 102(60.4%)            | 31(18.3%) | 36(21.3%)  |

Table 3 depicted the socioeconomic characteristics of respondents in terms of marital status, household head, family type and other factor to determine the nature of dropout in terms of familial members or others. Thus, among the total 169 respondents, 94.7% were married, 100% households head were male, 78.7% of respondents belonged to joint families and 60.4% of respondents know the other family daughter or daughters who were dropped of school. It could be deduced from these findings that due to rural hinterland in nature the study area (Bajaur) was based on patriarchal norms which is prevailed since the dawn of *Pukhtunwali* (Pashtun code of conduct (Khan *et al*, 2019). Women in general while girls in particular were limited to domestic work which is sometime come under the domain of private sphere resulted into higher drop out from schools. On the other hand, sons were preferred to go to schools or come under the domain of public sphere resultantly evoked to involvement in greater jobs in future than female in the study area (Khan *et al*, 2018).

**Table 4**  
**Respondents Perception Regarding the Nature of Dropout**

| Statement   | Yes        | No        | Don't know |
|---|------------|-----------|------------|
| Distance from school is the key factor of dropping out from school for female students. | 130(76.9%) | 29(17.2%) | 10(5.9%)   |

|   |            |           |           |
|---|------------|-----------|-----------|
| Pregnancy is the significant cause of school dropout for girl.  | 81(47.9%)  | 68(40.2%) | 20(11.8%) |
| Domestic work of girls at household level dysfunctional the school performance which resulted into dropout. | 93(55.0%)  | 64(37.9%) | 12(7.1%)  |
| Parents' illiteracy cause dropout of girls from school.   | 110(65.1%) | 50(29.6%) | 9(5.3%)   |
| Fear of failure in exams enforces dropout of girls from school.   | 56(33.1%)  | 99(58.6%) | 14(8.3%)  |
| Peer pressure of course mates cause to dropout of girls from school.  | 60(35.5%)  | 91(53.8%) | 18(10.7%) |
| Long distance and unsafety on the way to girl's school encourages dropout.                                  | 127(75.1%) | 32(18.9%) | 10(5.9%)  |
| Timely marriage for young girls is a priority as compared to schooling.                                     | 110(65.1%) | 43(25.4%) | 16(9.5%)  |
| Lack of awareness regarding female education is also reason for female school dropout.                      | 130(76.9%) | 29(17.2%) | 10(5.9%)  |

Table 4 showed that the majority of the respondents 76.9% agreed that distance from school is the key factor of dropping off from school for female students. This statement was supported by Juneja (2001) who disclosed that, distance from school is the key factor of dropping out from school for female students. Likewise, the table further revealed that 47.9% of the respondents were the opinion that pregnancy is the significant cause of school dropout for the girl. This statement was also supported by Dunne and Leac dismantled that one of the main causes of female dropout is pregnancy and some states give permission for the students re-enter to school after getting pregnant however this ratio is very less. However, this is not applicable in Pakistan's context. Similarly, 55.0% of the respondents were of the opinion that the domestic work of girls at the household level becomes dysfunctional the school performance which resulted in dropout. These results were also in line with Khan et al, (2019), Abena (1991), & Atayi (2008) who disclosed that parents in Africa were more worried about the role of girls at home, because this role does not require schooling because girls are expected to care for children and make food. In addition, Brock & Cammish (1997) also studied that girl sometimes begin working at an earlier age than boys especially in rural areas and girls also tend to do more work in the household than boys. Studies indicate that female students tend to drop out of school to take care of their younger siblings.

Moreover, 65.1% of the respondents agreed with statement that parents' illiteracy caused dropout of girls from school, 58.6% did not agree with the statement that fear of failure in exams enforces dropout of girls from school, and 53.8% of the respondents disclosed that peer pressure of course mates cause to dropout of girls from school. Additionally, the table further showed that majority of the respondents 75.1% agreed with the statement that long distance and unsafely on the way to girl's school encourages dropout. According to Nekatibeb (2002) distance from the school is the most significant barrier to females' education. Many studies in African regions report that school distance can discourage girls from being educated for two major problems. One of them is the amount of time and energy required to cross a distance by youngsters who are hungry. Another factor is parental concern about their daughters' sexual safety. In addition 65.1% of the respondents were in the favor that timely marriage for young girls is a priority as compared to schooling. Based on various studies suggested that when the girls reached to maturity the family tends to arrange their marriage instead of continuing their study<sup>22</sup>.

Moreover, most of the respondents 76.9% were in the opinion that lack of awareness regarding female education is also reason for female school dropout.

**Table 5**  
**Association between Infrastructure Impediment and Nature of Dropout**

| Effects of Infrastructure Impediments on Dropout of Female Students   | Effects of Infrastructure Impediments on Dropout of Female Students |           |            | Effects of Infrastructure Impediments on Dropout of Female Students | Effects of Infrastructure Impediments on Dropout of Female Students |
|---|---|-----------|------------|---|---|
|   | Yes   | No        | Don't know |   |   |
| Are the number of girl schools less in your area?   |   |           |            |   |   |
| Yes   | 74(43.8%)   | 11(13.0%) | 4(2.4%)    | 100(59.2%)  | X <sup>2</sup> =21.355<br>P=0.000                                   |
| No  | 45(26.6%)   | 14(8.3%)  | 4(2.4%)    | 63(37.3%)   |   |
| Don't know  | 1(0.6%)   | 2(1.2%)   | 3(1.8%)    | 6(3.6%)   |   |
| Are the classrooms overcrowded?   |   |           |            |   |   |
| Yes   | 77(45.6%)   | 26(14.2%) | 10(5.9%)   | 111(65.7%)  | X <sup>2</sup> =7.148<br>P=0.128                                    |
| No  | 34(20.1%)   | 14(8.3%)  | 1(0.6%)    | 49(29.0%)   |   |
| Don't know  | 9(5.3%)   | 0(0.0%)   | 0(0.50%)   | 9(5.3%)   |   |
| Lack of educational facilities in school causes dropout of girls.   |   |           |            |   |   |
| Yes   | 64(37.9%)   | 25(14.8%) | 4(2.4%)    | 93(55.0%)   | X <sup>2</sup> =10.142<br>P=0.038                                   |
| No  | 44(26.0%)   | 11(6.5%)  | 3(1.8%)    | 58(34.3%)   |   |
| Don't know  | 12(7.1%)  | 2(1.2%)   | 4(2.4%)    | 18(10.7%)   |   |
| Inadequate sanitation facilities and drinking water in schools massively affect girls' dropout.                               |   |           |            |   |   |
| Yes   | 76(45%)   | 20(11.8%) | 6(3.6%)    | 102(60.4%)  | X <sup>2</sup> =17.715<br>P=0.001                                   |
| No  | 41(24.3%)   | 17(10.1%) | 2(2.1%)    | 60(35.5%)   |   |
| Don't know  | 5(3.0%)   | 7(4.1%)   | 0(0.0%)    | 12(7.1%)  |   |
| The teachers face many problems like lack of teaching and learning aids, lack of suitable environment and no proper building. |   |           |            |   |   |
| Yes   | 97(57.4%)   | 21(12.4%) | 7(4.1%)    | 125(74.0%)  | X <sup>2</sup> =15.654<br>P=0.004                                   |
| No  | 18(10.7%)   | 10(5.9%)  | 4(2.4%)    | 32(18.9%)   |   |
| Don't know  | 5(3.0%)   | 7(4.1%)   | 0(0.0%)    | 12(7.1%)  |   |
| The school have classrooms and library for students to use it in their spare time.  |   |           |            |   |   |
| Yes   | 33(19.5%)   | 13(7.7%)  | 6(3.6%)    | 52(30.8%)   | X <sup>2</sup> =5.610<br>P=0.230                                    |
| No  | 74(43.8%)   | 23(13.6%) | 3(1.8%)    | 100(59.2%)  |   |
| Don't know  | 12(7.1%)  | 3(1.8%)   | 2(1.2%)    | 17(10.1%)   |   |
| The school have playgrounds for physical development.   |   |           |            |   |   |
| Yes   | 47(27.8%)   | 19(11.2%) | 5(3.0%)    | 71(42.0%)   | X <sup>2</sup> =6.381<br>P=0.172                                    |
| No  | 64(37.9%)   | 19(11.2%) | 4(2.4%)    | 87(51.5%)   |   |
| Don't know  | 9(5.3%)   | 0(0.0%)   | 2(2.1%)    | 11(6.5%)  |   |
| Lack of proper electricity and boundary wall affect girls schooling in your area  |   |           |            |   |   |
| Yes   | 77(45.6%)   | 18(10.2%) | 5(3.0%)    | 100(59.2%)  | X <sup>2</sup> =19.505<br>P=0.001                                   |
| No  | 41(24.3%)   | 18(10.7%) | 3(1.8%)    | 62(36.7%)   |   |
| Don't know  | 2(1.2%)   | 2(1.2%)   | 3(1.8%)    | 7(4.1%)   |   |
| The school have proper and separate toilets for male and female students.   |   |           |            |   |   |
| Yes   | 69(40.8%)   | 18(10.7%) | 6(3.6%)    | 93(55.0%)   | X <sup>2</sup> =1.328<br>P=0.857                                    |
| No  | 39(23.1%)   | 16(9.5%)  | 4(2.4%)    | 59(34.9%)   |   |
| Don't know  | 12(7.1%)  | 4(2.4%)   | 1(0.6%)    | 17(10.1%)   |   |

### Association between Infrastructure Impediments and Nature of Drop Out

Based on indexation and cross tabulation method chi square test statistics was ascertained to expose the association between dependent and independent variable attributes. Therefore, table 5 depicted that A highly significant association (P=0.000) was found with the indicator that Are the number of girl schools less in your area and with nature of drop out. This statement was supported by a report published by (Social and

living standard measurement survey, 2004-005) stated that, there are 0.1 million above schools in Pakistan, nearly 20 thousand in KPK and 2425 over there in FATA. The ratio of male and female schools is 1:2. Girls have about 1600 schools, and it can be imaginary keeping in mind anti women education attitude of tribal area how many of them will be functional fully or partially.

In addition, with, a non-significant association ( $P=0.128$ ) was found between nature of drop out and are the classrooms overcrowded?

A non-significant association ( $P=0.038$ ) was found between nature of drop out and Lack of educational facilities in school causes dropout of girls. the statement was supported by Qureshi (2002) investigated that in most of the high schools physical and learning resources are very much limited, especially for attaining classes; proper classrooms are not available as well as learning resources libraries, and laboratories.

Furthermore, a significant association ( $P=0.001$ ) between Inadequate sanitation facilities and drinking water in schools massively affect girls' dropout and nature of drop out. According to Lizzette (2000) inadequate sanitation facilities in schools massively affect girls' dropout because this inadequacy indicates that schools are not safe for girls. Although both girls and boys are affected by a lack of facilities and poor cleanliness, sanitation in schools has a particularly severe influence on girls. Parents expect their daughters to have safe and separate sanitation in school. In fact, especially for girls entering adulthood, they need to have separate and adequate facilities for their menstruation time in school; without proper facilities it would discourage them from being in school and consequently they tend to drop out.

The table further illustrated that a significant association ( $P=0.004$ ) association present between nature of drop out and the teachers face many problems like lack of teaching and learning aids, lack of suitable environment and no proper building. The table further demonstrate the presence of a non-significant association ( $p=0.230$ ) between nature of drop out and the school have classrooms and library for students to use it in their spare time. A non-significant association ( $p=0.172$ ) between the perception of nature of drop out and the school have playgrounds for physical development. The above statements were supported by Qureshi, 2002 which investigated that the teachers face many problems like, lack of teaching and learning aids, lack of suitable environment, no proper buildings etc. Some schools even do not have indispensable aids such as boards and the textbooks. Some schools do not have classrooms for students and library for students to use it, in their spare time. The missing of playgrounds, which are very necessary for the physical development of the students.

The table showed that a significant association ( $P=0.001$ ) was found while analyzing the statement Lack of proper electricity and boundary wall affect girls schooling in your area and nature of drop out. According to the government Annual census report on Educational Institutions for the year 2008 2009, 1,015 primary schools in newly merged areas, have no boundary wall 1999 out of which 583 girls school don't have adequate water for drinking more than 2000 schools do not have electricity and more than 1800 schools do not have toilets (Ashraf 2012).

A non-significant association ( $P=0.857$ ) was found between nature of drop out and the school have proper and separate toilets for male and female students.

## Conclusion

The present study was conducted in a cross sectional manner to assess the nature and extent of drop out among female in district Bajaur (formally known as Bajaur



agency). Thus the study revealed that the prevalence of infrastructure impediments is the root cause of higher dropped out of female students as Parents believed that religious education was far more important than formal education along with unavailability of resources and less number of female schools were also reasons girls dropped out. There were no separate toilets for male and female students as both genders were using same building as school but which were divided into portions so due to which girls lacked privacy to use toilets many dropped out.

### **Recommendations**

To control the worse situations of students' dropouts from educational institutes relevant stakeholders should take some remedial measure, such as;

1. Government should ensure provision of "Free, equitable, inclusive & Compulsory schooling" to all students especially girls as per the constitution of the country (Article A-37). Government should arrange provision of all desired education supplies to students inside the school.
2. Government should consider building new schools in proximity of areas/ villages so that girl's students shouldn't travel immense distances to go to schools. Priority should be given to rehabilitation of damaged institutions due to militancy.
3. Establishment of schools with availability of all basic facilities such as adequate teaching staff, boundary wall, furniture, electricity, drinking water and computer/ science lab.
4. Community awareness should be encouraged to develop the interest of parent and students towards study and avoid school dropout. Political Representatives, Religious Leaders, Local Influential, Local District Administration, Volunteers, Civil Society Organizations & Print, Electronic and social media should be utilized to create awareness among the masses towards girl's education.
5. The school should provide favorable environment for students and makes school the place of interest for the students. Environment of school would be interesting, and students feel it as a place of learning as well as relaxation and liberation.

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