

The Causes of Female Students' Drop Out in Schools (A Case Study of Tehsil Kalaya, District Orakzai, Khyber Pakhtunkhwa, Pakistan)

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ABSTRACT

This study explores the Causes of Female Students Dropout In schools (A Case Study of Tehsil Kalaya, District Orakzai, Khyber Pakhtunkhwa, Pakistan). There are two middle and one primary government school in the village of Sepoy, Tehsil Kalaya, District Orakzai. The main purpose of this study is to find out the cause of female students' dropout in schools, village Sepoy, Tehsil Kalaya, District Orakzai. There are many causes of students dropping out. The causes of female dropout found in this study are related to parents financial factor, school distance, family background, household factor, lack of parents involvement in school, poor school facilities and infrastructure, poor administration, death of parents, socio-economic factor, lack of parents supervision, curriculum issue, teacher behavior factor, students interest, parents' divorce, and the marriages of girls in early age. The study uses descriptive, analytical and quantitative approaches by collecting data through questionnaires from teachers of two middle and one primary government school of the village Sepoy, Tehsil Kalaya, District Orakzai. Sixty questionnaires were distributed randomly amongst the teachers to collect the relevant data and the result has been analyzed in general.

Key Words: Dropout, Female Students, Causes, District Aurakzai, Khyber Pakhtunkhwa

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1.1 Introduction: The progress of the country depends mostly on the percentage of literacy (UNESCO, 2020). So, for the progress of a country, education is too essential. Education is the main source of discipline, economic prosperity and understanding among the citizens of a main concern of human beings right from the ancient time (Emile Durkheim, 1956). As we know that Pakistan is a developing country (World Bank, 2018). So, educational improvement is exceptionally required for the development of country. For development of the country, female education is far more crucial as for man (UNICEF, 2019).

Almost half population in Pakistan is composed of female inhabitants (World Bank, 2020). If such a large portion is denied of the freedom of education, the country is unlikely to lag behind. But in our country the female literacy ratio is very poor (Pakistan Bureau of Statistics, 2021). Especially education for girls in rural and backward areas is a big problem. In rural areas, parents do not want to send their daughters outside their home due to social and conservative background (UNESCO, 2019). So, for the progress of a country. We have changed our minds. Equal rights should be given to women (UNICEF, 2020).

My research proposal is “Causes of female’s student’s dropout in school (A case study of Tehsil Kalaya, village Sepoy, District Orakzai, KP)”. District Orakzai is a tribal District of Kohat division, KP, Pakistan (Pakistan Bureau of Statistics, 2017). There are two Tehsils in district Orakzai, Upper and Lower Orakzai. As declared by 2017 statistics populace of Orakzai was 254,356 and the number of dweller in Tehsil Kalaya is 107,397 according to the 2017 population census. The main emphasis of this investigation is to find out the reasons of drop out amongst girls schools of Tehsil Kalaya, District Aurakzai (UNESCO, 2020; UNICEF, 2021).

There are two middle schools in only one primary school for females in Sepoy. Education is a basic right, which is imperative for every minimum people are educated but sophisticated and famous for their hospitality (UNESCO, 2020). Unfortunately, female literacy rate is really poor here, which is a basic fundamental right according to our 1973 Constitution of Pakistan. The total enrolled students in primary and middle schools are 342 and 249 respectively (UNICEF, 2021).

Education plays a major role in development of the country (World Bank, 2018). It’s a responsibility of every parent to send their child to school, when they get five years old. Girls in our village, especially the firstborn daughters are kept behind to help out with domestic chores or take care of younger family members (UNICEF, 2021). When parents see educated family

members are unable to get jobs, they are less likely to invest in education for their daughters (UNESCO, 2020).

1.2 Study Topic: My research thesis topic is the “Causes of Girls Drop-out at Primary and Middle level in Village Sepoy, Tehsil Kalaya, District Orakzai. There are two middle and only one primary school for girls in Village Sepoy, Tehsil Kalaya, District Orakzai.

1.3 Statement of the Problem: My research problem is the causes of girl’s dropout at schools in Tehsil Kalaya, village Sepoy, District Orakzai. The problem of the study was to find out the causes of girls dropout at schools in Tehsil Kalaya, village Sepoy, District Orakzai and provide information, suggestion and remove hurdles in the area.

1.4 Research Questions:

1. What are the basic reasons of girls drop out from schools in village Sepoy at Tehsil Kalaya, District Aurakzai?
2. What are the key factors that lead to drop out of girls children at school level?

1.5 Objectives of the Study:

Objectives of the recommended study are;

1. To identify the problem of girls drop out from schools in village Sepoy, Tehsil Kalaya, District Orakzai.
2. To find out the key factors leading to drop out of girls at school level.

1.6 Significance of the Study:

The importance of this study lies in its ability to furnish teachers and educational authorities with fundamental insights regarding the factors contributing to the dropout rate.

Furthermore, it will provide forecasts to the policy makers, curriculum planners, educationists and other officials to minimize the drop out at schools.

1.7 Delimitation: The scope of the study was delimited to only Village Sepoy, Tehsil Kalaya, District Orakzai, with special reference to female dropouts.

1.8 Data Collection Methods: The study uses descriptive, analytical and quantitative approaches by collecting data through questionnaires from teachers of two government middle schools and one primary school of Village Sepoy, Tehsil Kalaya, District Orakzai.

1.8.1 Primary Data: Primary data was collected through the questionnaires, interviews and personal statements.

1.8.2 Secondary Data: While secondary data was gathered from research papers, articles, books and online resources, etc.

1.9 Education: Education is a fundamental right for every person across the globe, as it empowers individuals to differentiate between right and wrong and aids them in reaching their ambitions (UNESCO, 2015). Education involves the growth of learning and cognitive processes. It represents a gradual journey that leads to positive transformations in people's lives and behaviors, thus shaping their identities. The education system encompasses the entire experience that a student must go through to gain knowledge. The word "Education" originates from the Latin term "Educare," which means to raise or to nurture. This word makes education a process of development. Taken together the meaning of education is to bring up a child physically and mentally (John Dewey, 1916).

1.10 Concept of Education: The term education has a wide connotation. Education deals with growing man in growing society. It is an ongoing process of inner growth and development (John Dewey, 1916).

With the help of education, it develops man's thinking and reasoning powers, intelligence, and skills. Man learns something every moment, hence his entire life is education (UNESCO, 2015). It is not a short-term process that begins at a specific time and ends at a certain point in a person's life. This process has no end. It goes on without any break (OECD, 2019).

1.11 Important of Education: Education is the basic need of one's life. Man is incomplete without it (UNESCO, 2015). Education teaches us to think, to act correctly, and make wise decision (John Dewey, 1916). In short, it tells us how to live a effective and focused life. With the help of ray of education, one can easily distinguish between reality, falsehood, humanity and brutality (OECD, 2019).

1.12 Importance of Education in Islam: Women's education is important in all religions. Islam specifically highlights its significance in its teachings (Prophet Muhammad, n.d.). The Prophet Hazrat Mohammad (SAWW) has said on several occasions to show the importance of education especially in case of female education his saying;

"It is obligatory to get proper education for every Muslim both men and women. Every Muslim both shall get education from the lap of mother till the last day of his or her life." (Qur'an, 7:1–5).

The importance of education in Islam can be gauged by the sayings of Prophet Hazrat Mohammad (SAWW) that [He] advised all the Muslims;

“Go even to China for the sake of education”. (Prophet Muhammad, n.d.).

The importance of education can be measured with the first Quranic Ayah, the first revelation that was sent to Prophet Muhammad (S.A.W.W) was about education and knowledge, in the first revelation Allah (S.W.T) says;

“Read, Read in the name of the Lord who created; He created the human being from a blood clot. Read in the name of the Lord who taught by the pen; He taught the human being what he didn't know”. (Qur'an, 96:1–5).

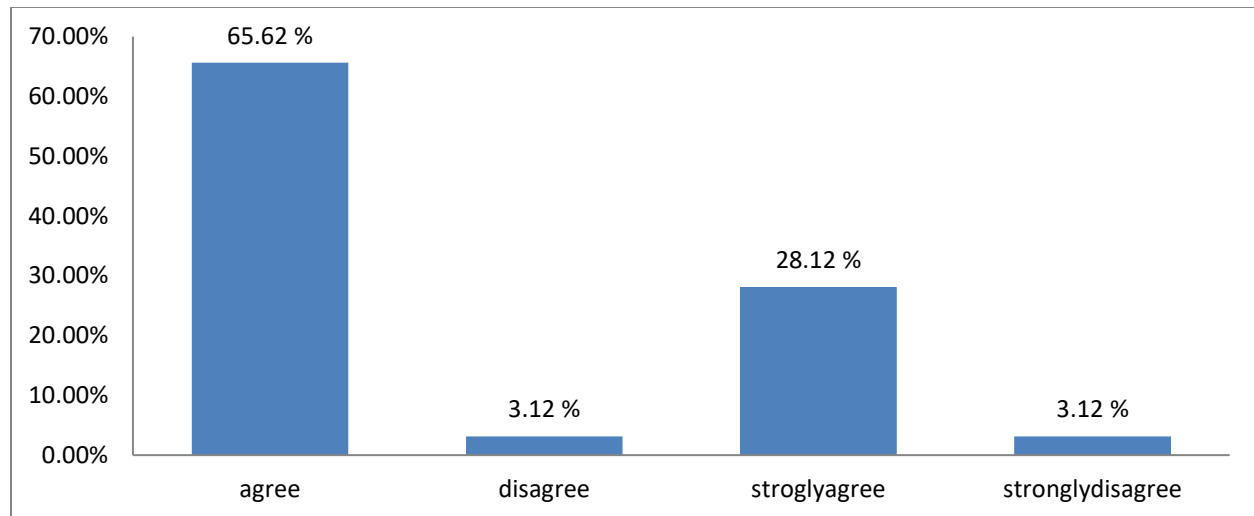
1.13 Factors of Female Students’ Dropout in Schools: Several factors lead to the female students dropping out of schools in the study region, like family income, poverty, lack of schools and facilities, School distance, lack of a proper transport system and early marriages, etc.

1.14 Quantitative Analysis: Quantitative analyses of the different aspects of the female students' drop out at schools are as follows;

Table # I: Do you think that the parents’ financial situation leads to children dropping out of school?

Categories	Frequency	Percentage
Agree	21	65.62 %
Disagree	01	3.12 %
Strongly agree	09	28.12 %
Strongly disagree	01	3.12 %
Total	32	100 %

Figure # I: Do you think that the parent’s financial situation leads to children drop out from the school?



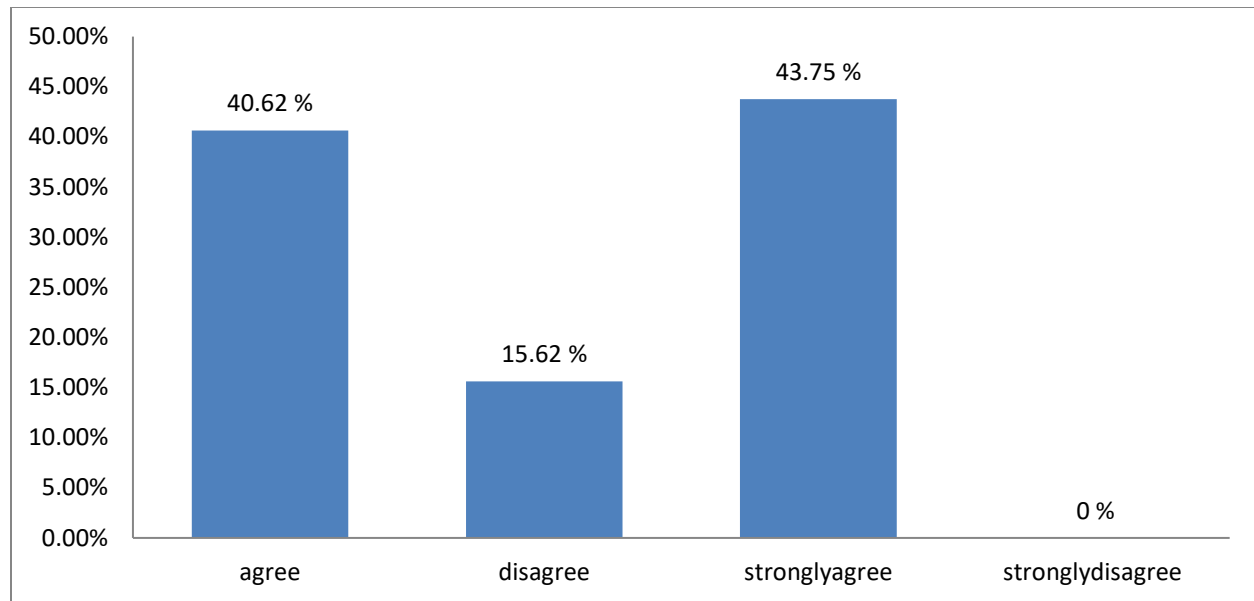
The data in table and figure # I. shows that; most respondents believe parents financial situation significantly affects children dropping out of school. A large majority, 65.62 % (21 respondents), agreed with this statement.

An additional 28.12 % (09 respondents) strongly agreed, bringing the total agreement to 93.74 %. In contrast, only 3.12 % (01 respondent) disagreed, and 3.12 % (01 respondent) strongly disagreed, indicating little opposition. This strong agreement suggests that; economic hardship is often seen as a major barrier to continued education. The findings point out how financial challenges impact educational success. They also highlight the need for support, like financial help and policy changes, to lower drop out rates in the study region.

Table # II: Do you think that most of the girls leave their school (drop out) due to school distance?

Categories	Frequency	Percentage
Agree	13	40.62 %
Disagree	05	15.62 %
Strongly agree	14	43.75 %
Strongly disagree	00	00 %
Total	32	100 %

Figure # II: Do you think that most of the girls leave their school (drop out) due to school distance?



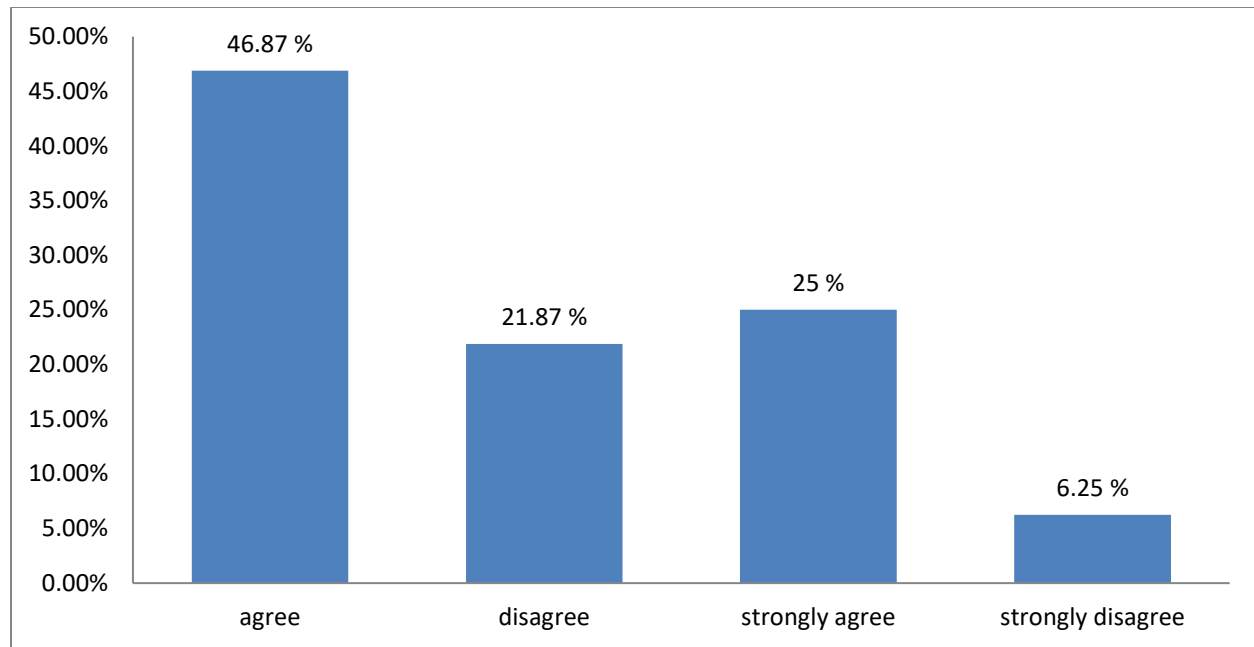
The data in table and figure # II. shows that; most of the respondents think school distance plays a big role in girls’ drop out rates. Specifically, 40.62 % (13 respondents) agreed and 43.75 % (14 respondents) strongly agreed, resulting in an overall agreement of 84.37 %. In contrast, 15.62 % (05 respondents) disagreed and no respondents (00 %) strongly disagreed, indicating there is not much opposition to this perspective.

Overall, the findings suggest that long distances to schools are seen as a serious issue, especially for girls. This highlights the need for better access to nearby schools or safe transportation options to help lower dropout rates in the region.

Table # III: Do you think that the family background of students contributes to the high dropout ratio?

Categories	Frequency	Percentage
Agree	15	46.87 %
Disagree	07	21.87 %
Strongly agree	08	25 %
Strongly disagree	02	6.25 %
Total	32	100 %

Figure # III: Do you think that the family background of students contributes to the high dropout ratio?



The information presented in table & figure # III. shows that; a significant majority of participants believe that family background has a crucial impact on student drop out rates. In particular, 46.87 % of respondents expressed agreement, while 25 % strongly agreed, resulting in a notable total of 71.87 % who support the perspective that family background is linked to elevated drop out rates. Conversely, only 21.87 % of respondents disagreed, and a minor 6.25 % strongly disagreed, leading to a combined total of 28.12 % who do not consider it a significant factor.

This distribution indicates that most survey participants acknowledge family-related issues such as; economic status, parental education levels, and the home environment as vital elements influencing a student's capacity to complete their education, underscoring the necessity of addressing these socio-familial aspects to mitigate drop out rates.

Table # IV: Do you think that girls who participate excessively in household activities are more likely to leave the school very early drop out?

Categories	Frequency	Percentage
Agree	06	18.75 %
Disagree	15	46.87 %
Strongly agree	08	25 %
Strongly disagree	03	9.37 %
Total	32	100 %

Figure # IV: Do you think that girls who participate excessively in household activities are more likely to leave the school very early drop out?

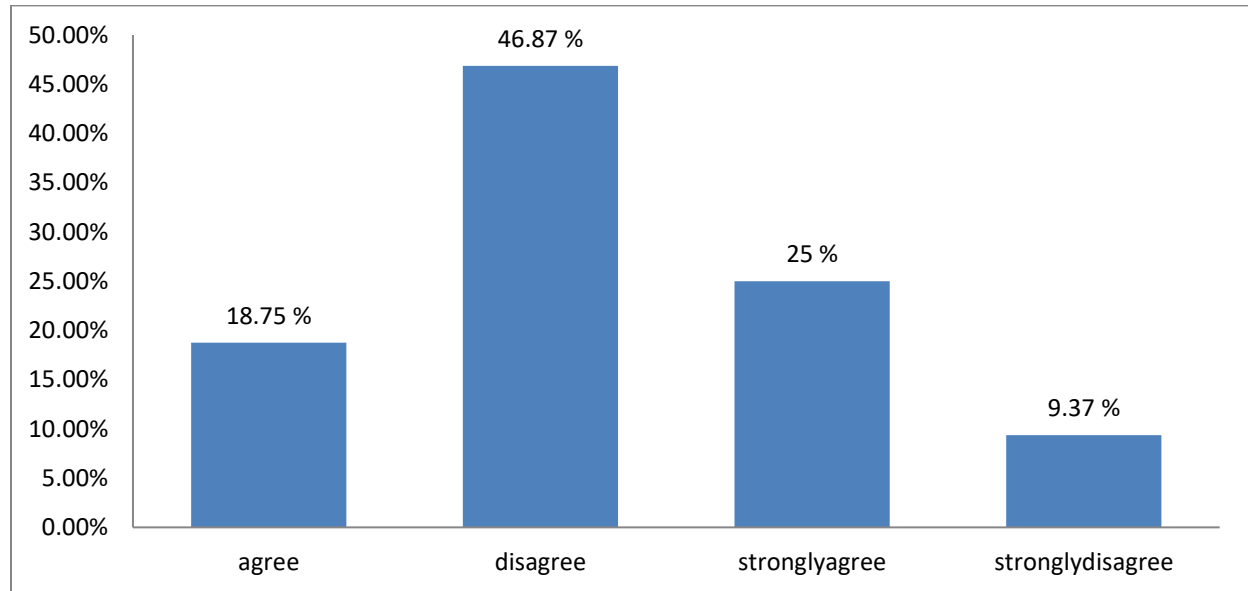


Table & figure # IV. offers a varied view point on whether girls' excessive participation in domestic duties leads to early school departure. A total of 43.75 % of respondents comprising 18.75 % who agree and 25 % who strongly agree believe that heavy household obligations contribute to girls leaving school prematurely. Nevertheless, a slightly larger percentage 56.24 % (with 46.87 % dis-agreeing and 9.37 % strongly dis-agreeing) do not support this perspective.

This suggests that, while a notable number of participants acknowledge the potential impact of domestic workload on girls' education, the majority do not view it as the main reason for dropout. In summary, the results imply that although household responsibilities might influence certain instances, other factors could have a more significant impact on girls' early school withdrawal.

Table # V: Do you think that the lack of parental involvement in educational activities is one of the concerning factor which leads to drop out in the study area?

Categories	Frequency	Percentage
Agree	10	31.25 %
Disagree	13	40.62 %
Strongly agree	06	18.75 %
Strongly disagree	03	9.37 %
Total	32	100 %

Figure # V: Do you think that the lack of parental involvement in educational activities is one of the concerning factor which leads to drop out in the study area?

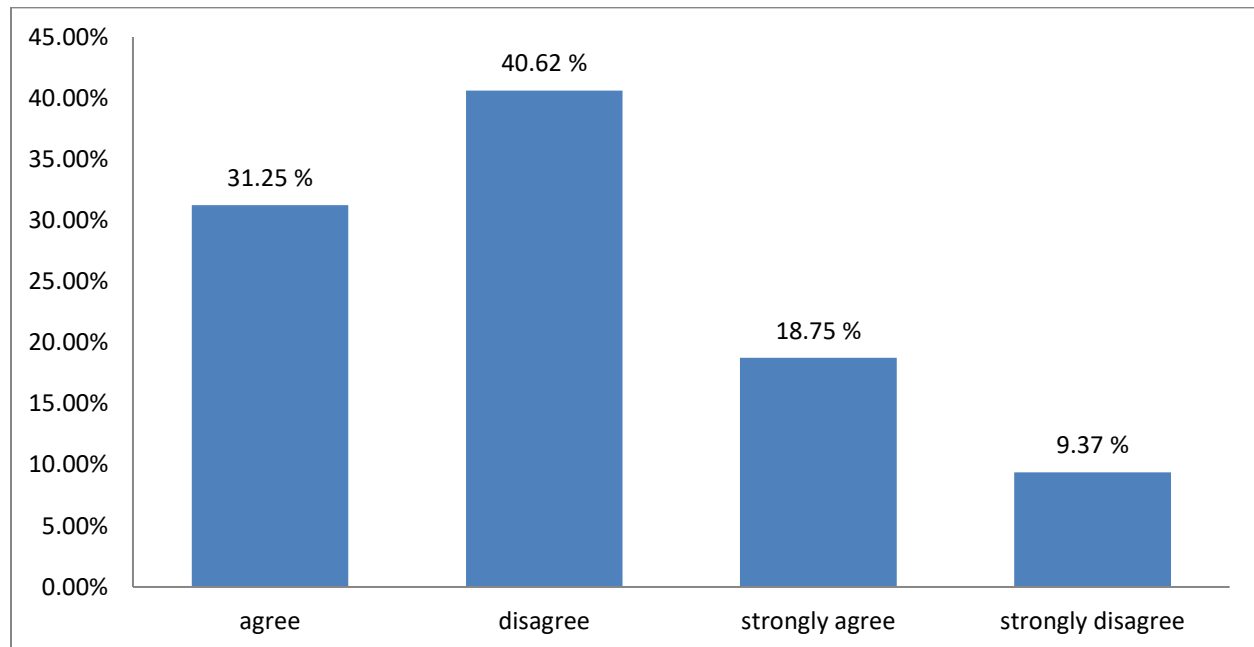


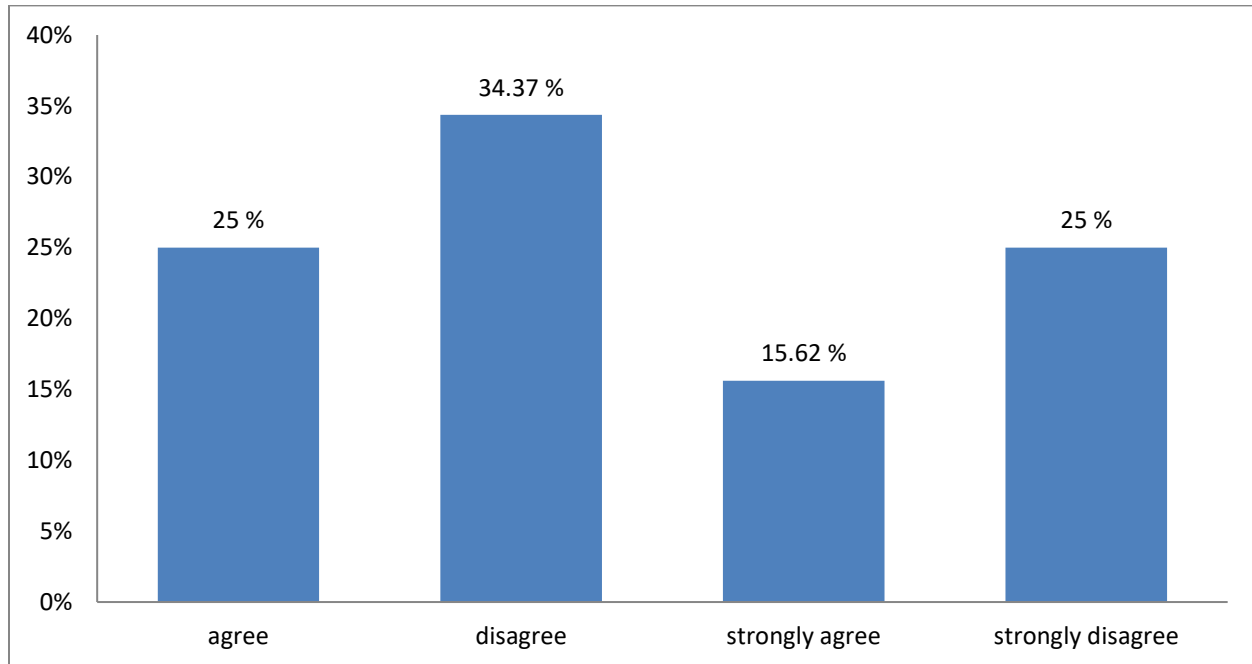
Table and figure # V. illustrates a split perspective on the impact of parental involvement on student dropouts. A total of 50 % of those surveyed (31.25 % agree and 18.75 % strongly agree) think that the absence of parental participation in educational activities significantly contributes to dropout rates.

Conversely, nearly the same percentage, 49.99 % (40.62 % disagree and 9.37 % strongly disagree), do not view it as a major factor. This close alignment in opinions shows that there isn't a definitive agreement among respondents, indicating that while many acknowledge the importance of parental involvement, it might not be seen universally as the primary cause affecting dropout rates in the studied area.

Table # VI: Do you think that poor infrastructure in schools leads to drop out of students in the region?

Categories	Frequency	Percentage
Agree	08	25 %
Disagree	11	34.37 %
Strongly agree	05	15.62 %
Strongly disagree	08	25 %
Total	32	100 %

Figure # VI: Do you think that poor infrastructure in schools leads to drop out of students in the region?



The information presented in table & figure # VI. Reveals; a split opinion regarding the effect of inadequate school setup on student drop outs. A total of 40.62 % of respondents (25 % agree and 15.62 % strongly agree) acknowledge that poor facilities contribute to student drop out rates. Conversely, a greater number 59.37 % (34.37 % disagree and 25 % strongly disagree) do not view it as a significant factor.

This indicates that while some participants recognize the detrimental effects of subpar infrastructure, the majority believe that other elements play a more crucial role in students leaving school. Overall, the results suggest that while infrastructure might have some influence, it is generally not regarded as the leading cause of dropout in the area.

Table # VII: Do you think that the poor administration in schools also contributes to drop out ratio in the study area?

Categories	Frequency	Percentage
Agree	10	31.25 %
Disagree	16	50 %
Strongly agree	01	3.12 %
Strongly disagree	05	15.62 %
Total	32	100 %

Figure # VII: Do you think that the poor administration in schools also contributes to drop out ratio in the study area?

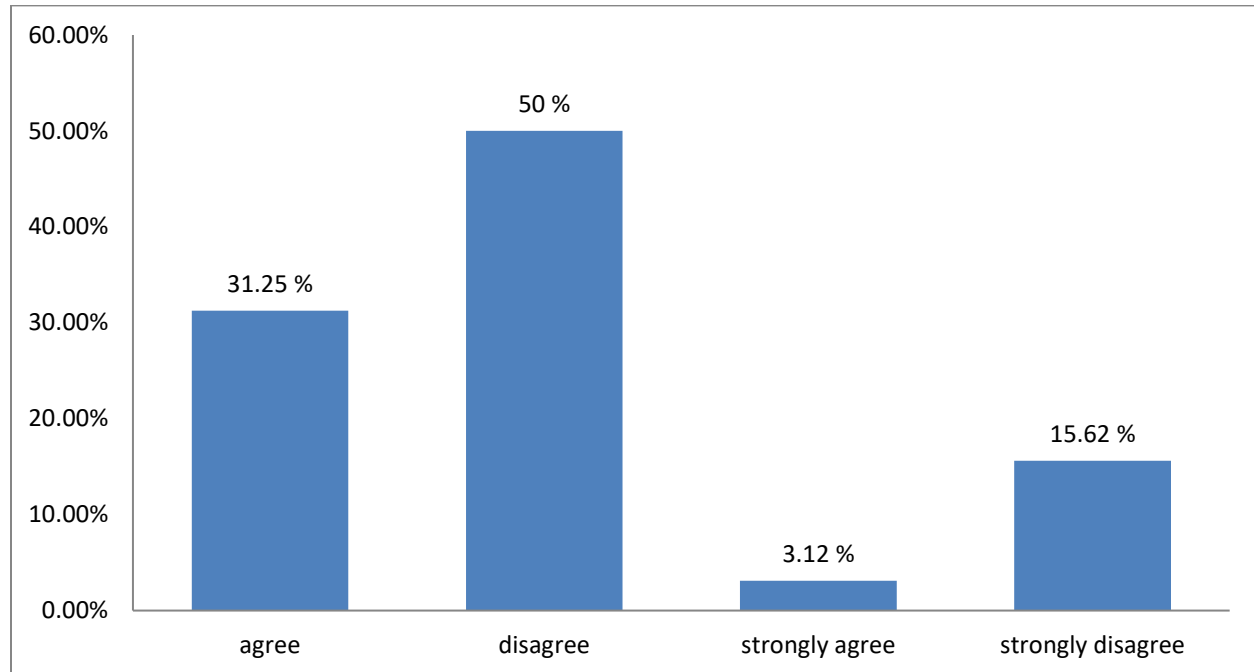


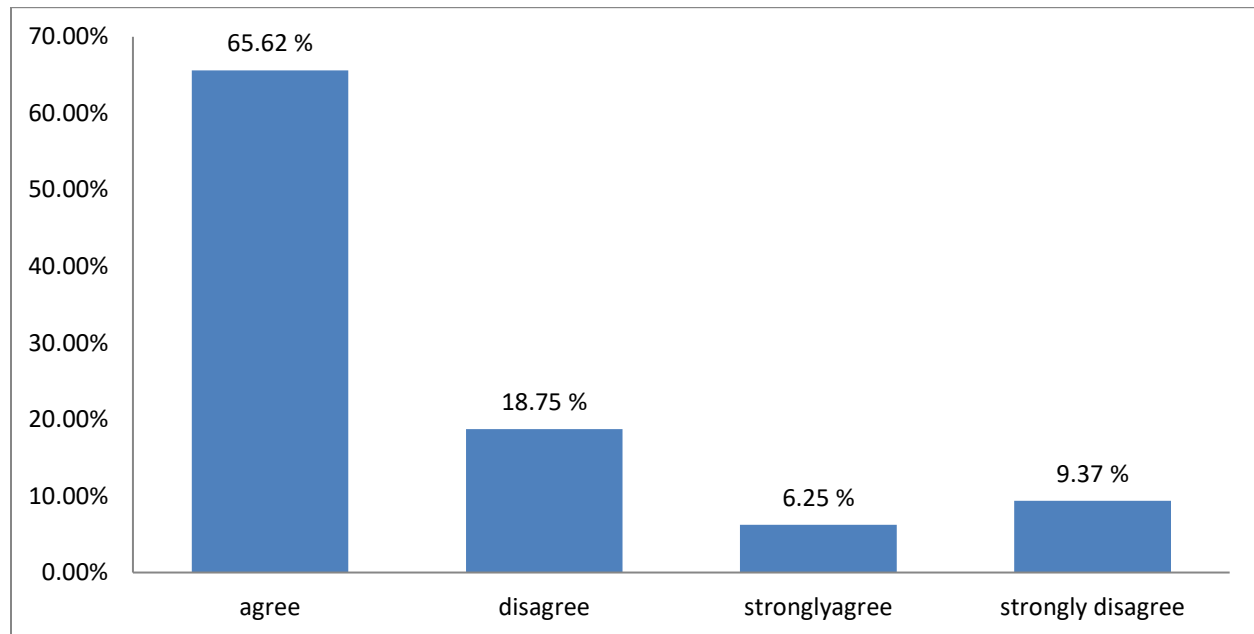
Table and figure # VII. shows that; most respondents do not view ineffective school administration as a significant cause of student dropout in the area being studied. In particular, 50 % of the respondents disagreed, while 15.62 % strongly disagreed, resulting in a combined total of 65.62 % who reject this perspective. In comparison, only 31.25 % expressed agreement, and a minimal 3.12 % strongly agreed, leading to a total of 34.37 % who consider poor administration to be a factor.

This distribution indicates that while some participants recognize administrative challenges as a contributing factor, the majority believe that other issues are more critical in affecting dropout rates.

Table # VIII: Do you think that the death of parents leads to drop out in the study region?

Categories	Frequency	Percentage
Agree	21	65.62 %
Disagree	06	18.75 %
Strongly agree	02	6.25 %
Strongly disagree	03	9.37 %
Total	32	100 %

Figure # VIII: Do you think that the death of parents leads to drop out in the study region?

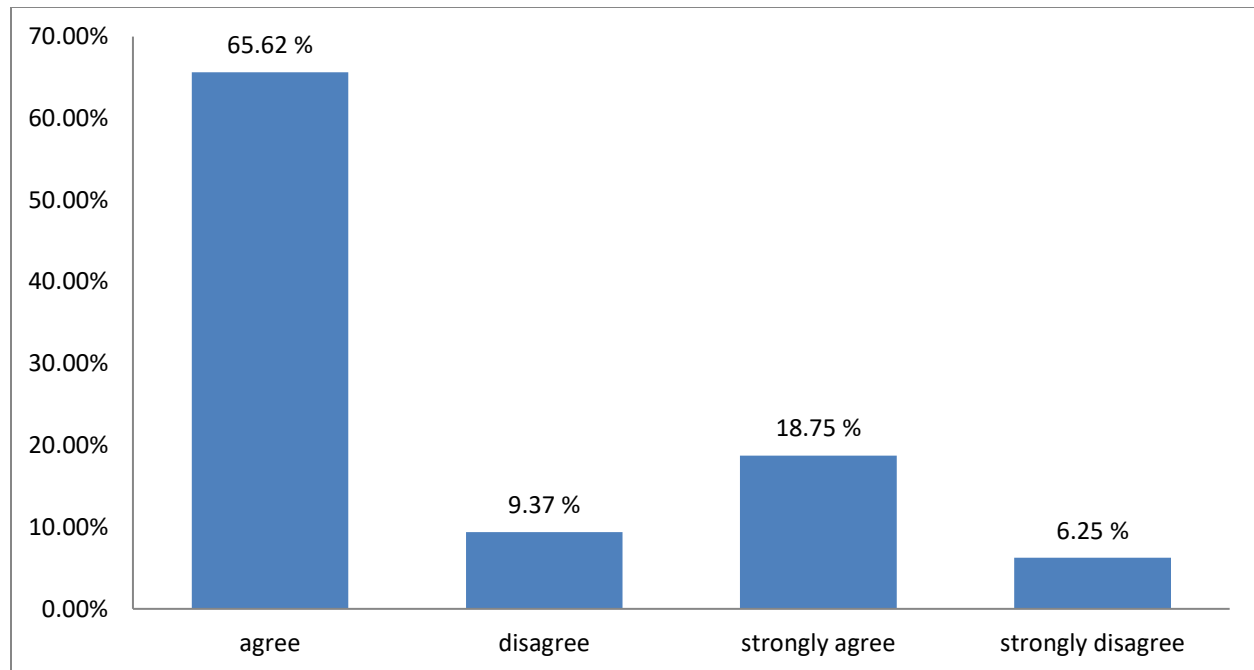


The information presented in table & figure # VIII. indicates that; a substantial majority of participants perceive the death of parents as a significant factor contributing to student drop out rates in the studied area. Specifically, 65.62 % expressed agreement while 6.25 % conveyed strong agreement, resulting in a total of 71.87 % endorsing this perspective. Conversely, only 18.75 % dis-agreed and 9.37 % strongly dis-agreed, accounting for 28.12 % who do not view it as a major issue. This reveals a clear agreement among respondents that parental loss deeply influences student’s capacity to pursue their education, likely due to the emotional, financial and social difficulties that emerge following such a loss.

Table # IX: Do you think that the socio-economic factors also lead towards the students drop out in the region?

Categories	Frequency	Percentage
Agree	21	65.62 %
Disagree	03	9.37 %
Strongly agree	06	18.75 %
Strongly disagree	02	6.25 %
Total	32	100 %

Figure # IX: Do you think that the socio-economic factors also lead towards the students drop out in the region?

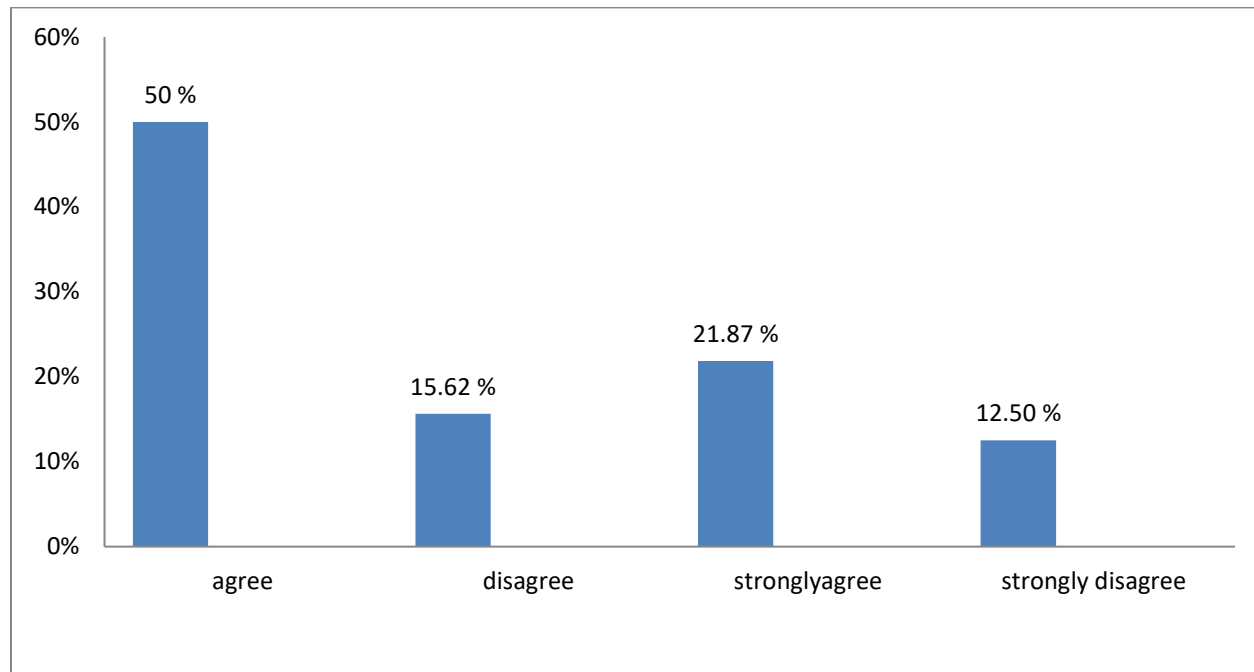


The data in table and figure # IX. shows; a strong agreement among respondents about the significant role of socio-economic factors in student dropout rates in the region. A large majority, 84.37 % (65.62 % agree and 18.75 % strongly agree), support this view. They recognize issues like poverty, low household income, and financial difficulties as major reasons for students leaving school. In contrast, only 15.62 % of respondents (9.37 % dis-agree and 6.25 % strongly dis-agree) do not think socio-economic conditions are a key factor. This strong consensus suggests that economic hardships and related social challenges are seen as the main reasons students drop out. It emphasizes the need for economic support and policy changes to lower drop out rates in the region.

Table # X: Do you think that the lack of parental supervision leads to drop out of students from school?

Categories	Frequency	Percentage
Agree	16	50 %
Disagree	05	15.62 %
Strongly agree	07	21.87 %
Strongly disagree	04	12.5 %
Total	32	100 %

Figure # X: Do you think that the lack of parental supervision leads to drop out of students from school?

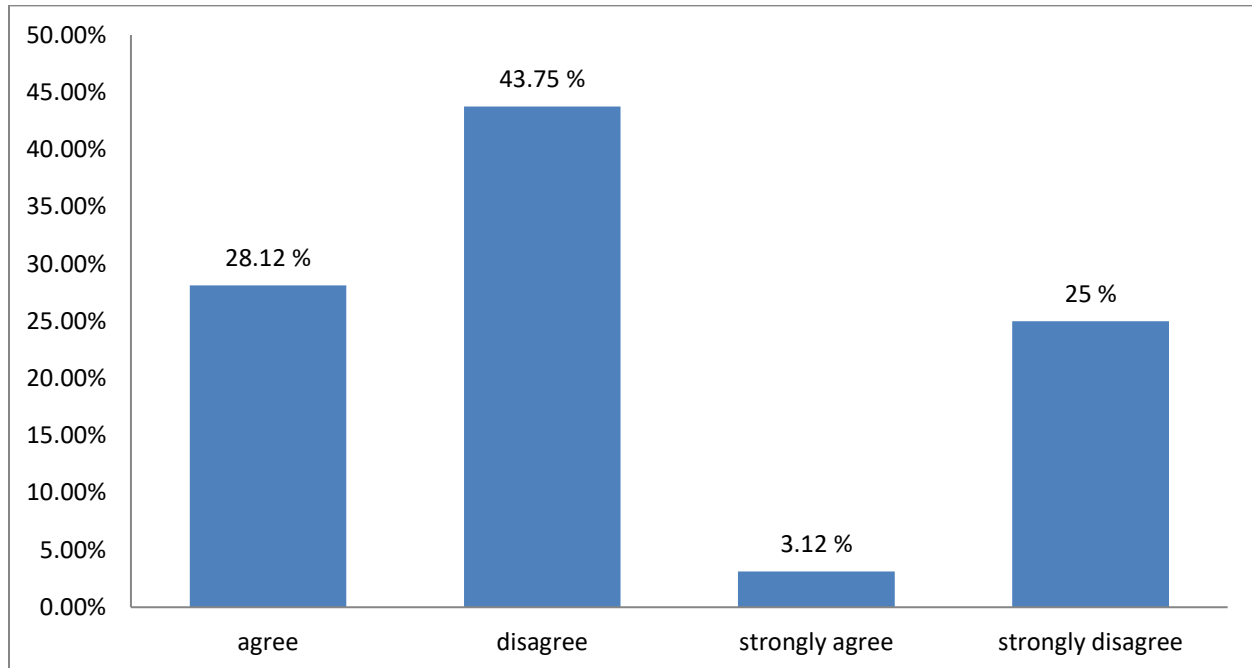


The data in table & figure # X. shows that; most respondents think lack of parental supervision is an important factor in students drop out. Specifically, 50 % agreed and 21.87 % strongly agreed, totaling 71.87 % who support this view. In contrast, 15.62 % disagreed and 12.5 % strongly disagreed, making up 28.12 % who do not view it as a major cause. This distribution suggests that many participants understand the role of parental guidance and monitoring in keeping students engaged with their education. Its absence can greatly increase the chances of dropout.

Table # XI: Do you think that the difference in curriculum leads to drop out from the school?

Categories	Frequency	Percentage
Agree	09	28.12 %
Disagree	14	43.75 %
Strongly agree	01	3.12 %
Strongly disagree	08	25 %
Total	32	100 %

Figure # XI: Do you think that the difference in curriculum leads to drop out from the school?

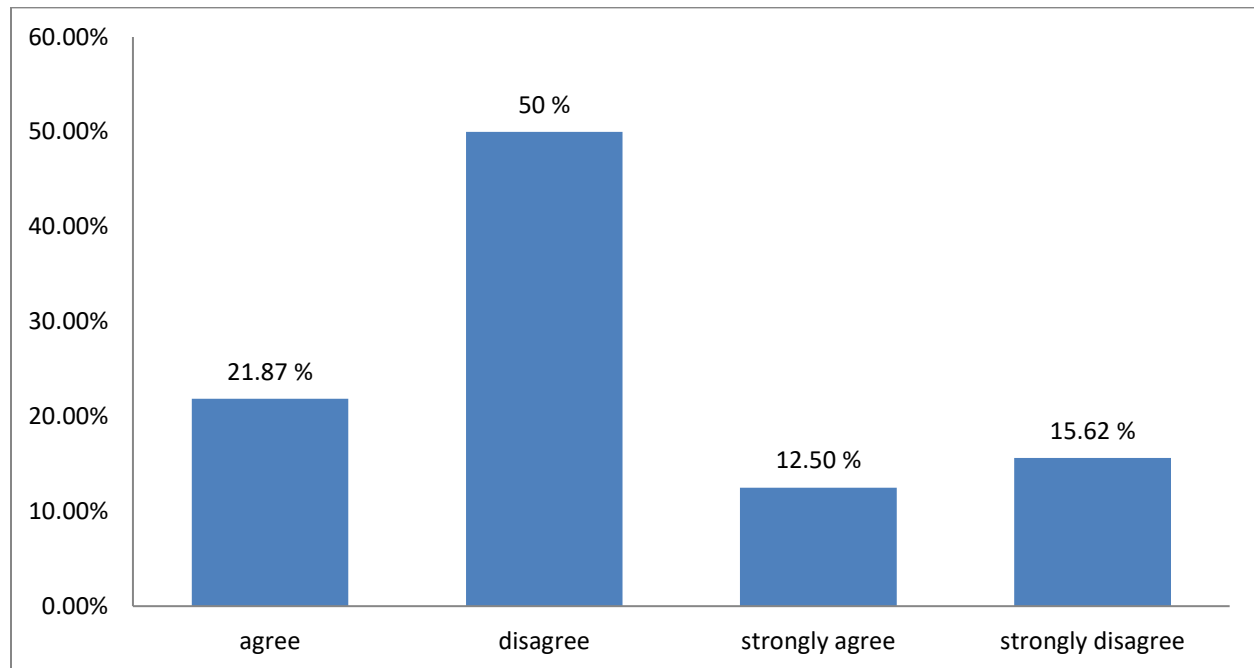


The data in table and figure # XI. shows that; most respondents do not see differences in the curriculum as a major reason for school drop out. Specifically, 43.75 % of respondents disagreed, and 25 % strongly disagreed, totaling 68.75 % who reject this view. In contrast, only 28.12 % agreed, and 3.12 % strongly agreed, adding up to 31.24 % who think curriculum differences play a role in drop out. This distribution indicates that, while a small number of participants recognize curriculum-related issues, most respondents view other factors, such as socio-economic conditions or family influences, as more important causes of student dropout in the study area.

Table # XII: Do you think that the teacher’s behavior also increases the student’s drop out ratio?

Categories	Frequency	Percentage
Agree	07	21.87 %
Disagree	16	50 %
Strongly agree	04	12.5 %
Strongly disagree	05	15.62 %
Total	32	100 %

Figure # XII: Do you think that the teacher’s behavior also increases the student’s drop out ratio?

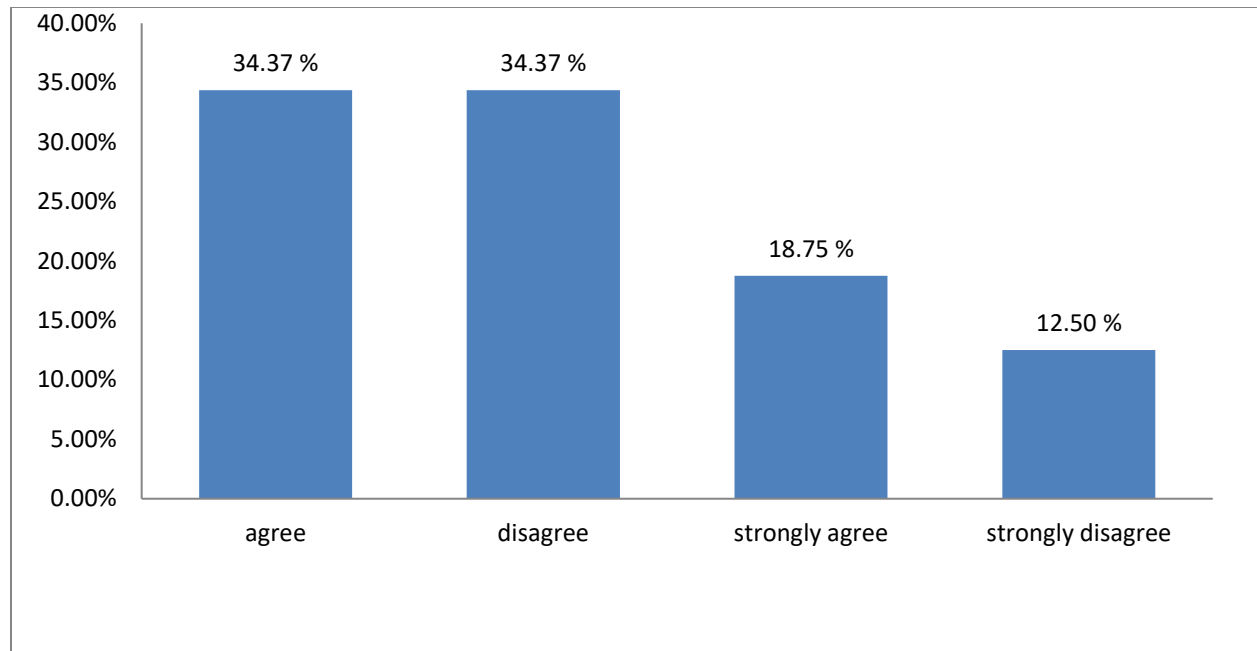


The data in table & figure # XII. shows that; most respondents do not see teachers’ behaviour as a major factor in the increase of the student drop out rate. Specifically, 50 % dis-agreed and 15.62 % strongly dis-agreed, which makes a total of 65.62 % who reject this idea. In contrast, 21.87 % agreed and 12.5 % strongly agreed, totaling 34.37 % who think that teachers’ behaviour does affect dropout rates. This distribution suggests that while some participants recognize the possible impact of teachers’ attitudes and interactions with students, most respondents view other factors as more important in causing students to leave school.

Table # XIII: Do you think that student’s interests affect the drop out percentage?

Categories	Frequency	Percentage
Agree	11	34.37 %
Disagree	11	34.37 %
Strongly agree	06	18.75 %
Strongly disagree	04	12.5 %
Total	32	100 %

Figure # XIII: Do you think that student’s interests affect the drop out percentage?



The data in table and figure # XIII. Shows; a divided opinion on whether students’ personal interests impact the drop out rate. A total of 53.12 % of respondents (34.37 % agree and 18.75 % strongly agree) feel that a mismatch between students’ interests and their studies leads to drop outs. In contrast, 46.87 % (34.37 % dis-agree and 12.5 % strongly dis-agree) do not see this as a significant factor. This nearly equal division suggests that while student motivation and engagement matter to some, other factors, such as family background, socio-economic conditions or parental supervision, might have a greater influence on dropout rates in the study area.

Table # XIV: Do you think that the divorces of parent’s lead to students drop out from school?

Categories	Frequency	Percentage
Agree	12	37.5 %
Disagree	12	37.5 %
Strongly agree	03	9.37 %
Strongly disagree	05	15.62 %
Total	32	100 %

Figure # XIV: Do you think that the divorces of parent’s lead to students drop out from school?

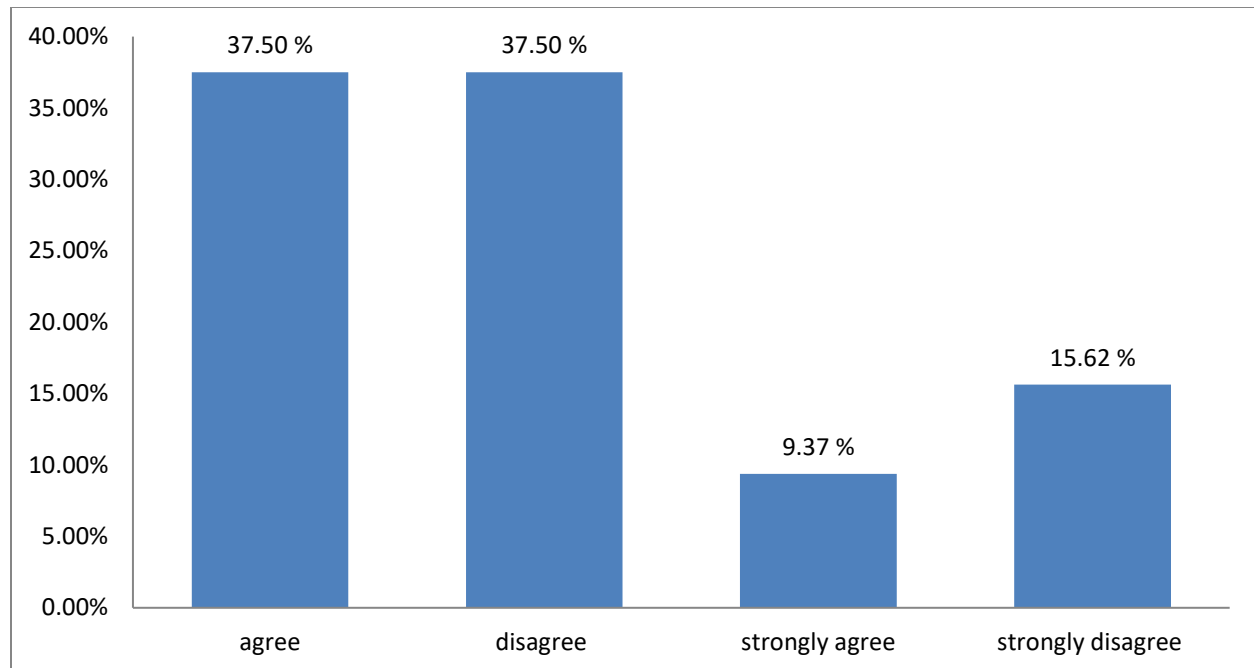


Table and figure # XIV. Presents; a varied opinion on how parental divorce affects student drop out rates. A total of 46.87 % of respondents (37.5 % agree and 9.37 % strongly agree) believe that parental divorce leads to students leaving school. In contrast, 53.12 % (37.5 % dis-agree and 15.62 % strongly dis-agree) do not consider it a significant factor. This distribution shows that, while parental separation may impact some students' education, it is not regarded as a major cause of dropout across the board. This suggests that other social, economic, or family-related issues might play a bigger role in this area.

Table # XV: Do you think that the marriage at an early age leads to student’s drop out in the region?

Categories	Frequency	Percentage
Agree	15	46.87 %
Disagree	03	9.37 %
Strongly agree	13	40.62 %
Strongly disagree	01	3.12 %
Total	32	100 %

Figure # XV: Do you think that the marriage at an early age leads to student’s drop out in the region?

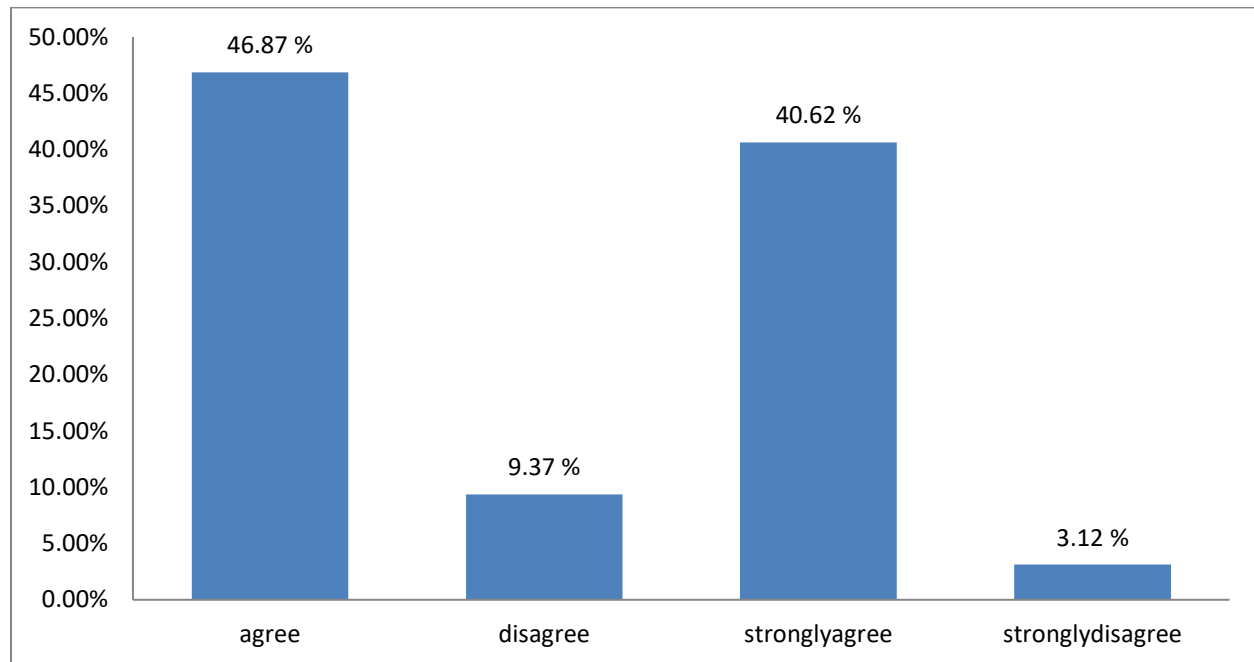


Table & figure # XV. shows that; many people view early marriage as a major reason for student drop out in the region. A total of 87.49 % of respondents 46.87 % agree and 40.62 % strongly agree, i.e. think that marrying young disrupts students’ education. In comparison, only 9.37 % disagree and 3.12 % strongly disagree and do not consider early marriage a drop out factor. This strong agreement emphasizes that early marriage, especially among girls, is a significant social issue that keeps students from continuing their education and likely plays a major role in the high dropout rates in the study area.

Table # 15. Combined Results of the questions in a Questionnaire Survey:

S.No:	Questions	Agree	Disagree	Strongly agree	Strongly disagree
1.	Parental Financial Factor	65.62 %	3.12 %	28.12 %	3.12 %
2.	School Distance	40.62 %	15.62 %	43.75 %	0 %
3.	Family Background	46.87 %	21.87 %	25 %	6.25 %

4.	Girls who participate excessively in household activities	18.75 %	46.87 %	25 %	9.37 %
5.	Lack of parental involvement in educational activities	31.25 %	40.62 %	18.75 %	9.37 %
6.	Poor infrastructure in schools	25 %	34.37 %	15.62 %	25 %
7.	Poor administration	31.25 %	50 %	3.12 %	15.62 %
8.	Death of parents	65.62 %	18.75 %	6.25 %	9.37 %
9.	Socio-economic factors	65.62 %	9.37 %	18.75 %	6.25 %
10.	Lack of parental supervision	50 %	15.62 %	21.87 %	15.5 %
11.	Poor Curriculum leads to drop out of students from school	28.12 %	43.75 %	3.12 %	25 %
12.	Teachers behaviour	21.87 %	50 %	12.5 %	15.62 %
13.	Lack of students interest	34.37 %	34.37 %	18.75 %	12.5 %
14.	Divorce of parents	37.5 %	37.5 %	9.37 %	15.62 %
15.	Early Age Marriages	46.87 %	9.37 %	40.62 %	3.12 %
	Total Results	40.62 %	28.74 %	19.37 %	11.44 %

The study uses descriptive, analytical, Qualitative and quantitative approach by collecting data through questionnaires from teachers of four government girls middle schools of village Sepoy, Tehsil Kalaya, District Orakzai. Hence, about sixty questionnaires were distributed randomly amongst teachers to collect the relevant data. After collecting the data, different responses of the teachers were analyzed one by one by quantifying methods as shown above in the form of tables and figures.

1.16 Conclusion: After analyzing the facts, the researcher reaches at the following results. It was found that the student's dropout is due to many factors. The main factor of the student's dropout is poverty. Apart from that, in the village Sepoy, Tehsil Kalaya, District Orakzai, being a rural area, there is no proper transport system for the female students. As a result, they do not reach to a school on time. It is also worth mentioning that the lack of schools in their vicinity leads to student's dropout. Physical entrance to school can also obstruct a child's enrolment,

especially in girls' cases, which is one of the most important factors that lead to students dropping out in the region.

Another important cause of female students that leads to dropout is the girls' participation in household chores and the lack of parents' involvement in educational activities. When the parents are unaware of the student's academic activities, then the student's didn't take an interest in studies and ultimately dropout from the school. Similarly, lack of facilities (books, library, and computer labs) and poor infrastructure in schools are also some of the major reasons of student's drop out in the region.

Besides this, there are loaded classrooms, untrained teachers and a lack of physical facilities like toilets, boundary wall, drinking water, limited classrooms, desks and blackboards, etc., are the major causes of drop out. Another factor that leads to the student's dropout is the parent's death. Students become more distressed when their daily schedule changes. When parents die, the data revealed that they become emotionally unstable & it leads to a dropout scenario. Sadness can be a long & painful process that can disturb their educational activities. The next factor which contributes to dropout is the poor socio-economic conditions. Similarly, the lack of parental supervision also has effect on the student's performance which leads to dropout at the end.

As earlier discussed that most of the parents are not interested in children's academic activities, which has a negative impact on their performance. Another factor which leads to the student's dropout is the divorce and separation problem, which affect their study and it leads to dropout. One of the most important and significance factor that leads to students dropout is the parents illiteracy, because in case of the village Sepoy, Tehsil Kalaya, District Orakzai it is noticed that parents here mostly prefer to get their daughters married as soon as possible. In this sense, many parents prefer to arrange their daughters' marriages at the earliest age possible.

1.17 Recommendations: The researcher, after completing this research, suggests some recommendations which would be beneficial and give direction to the policy makers in future. The government should provide basic facilities in the schools, such as drinking water, electricity, washrooms, seating chairs, blackboard, boundary walls and additional classes to be built in the school, especially for girls. Schools in rural areas should be set up in a central location having easy access to most of the students, especially for girls, and the government should provide transportation facilities to the students at door steps. A strong surveillance system should be put in

place to check the school's academic activities and teachers' absenteeism. The local community's role in this regard is encouraging, and they should communicate with the parents about students' activities and performance. The government should arrange career counselling seminars to encourage them to choose a better career. The government should support poor families' children by providing uniforms, shoes and bag etc.

The curriculum should be based on the basic needs of the society. When teaching and learning, textbooks should be tailored to the community's needs and the mental level of a child. Lack of teachers is a serious challenge at the primary and middle levels. Therefore, additional teachers should be provided to the schools for better results. A strong surveillance organization should be put in place to investigate the academic activities of schools. State-of-the-art teachers, preparation programs aiming at content, educational skill, child consciousness and activity-based teaching schemes for primary and middle school teachers should be announced. Awareness about the value of education in a society should be guaranteed through electronic and print media to reduce the dropout ratio. The government should appoint the professional and component staff purely on merit basis and through competitive exams only.

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