

## Problems and Issues in Secondary Education in Erstwhile Federally Administered Tribal Areas (Fata), Pakistan

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### ABSTRACT

The main aim of the study was to find out problems and issues in secondary education in erstwhile federally administered tribal areas. The nature of the research is descriptive and quantitative was collected Self-designed questionnaire. The researcher has selected three districts i.e Khyber, Mohmand, and Orakzai district, and four schools from each district as a sample of the study through convenient sampling. Further, the researcher selected eight students from each school which made 96 students in number. Statistical Package for Social Sciences (SPSS-25) was used for obtaining results and the same was present in the form of frequency and percentages. The result of the study was showing that Socio-demographic Problems, the majority of the students reported that there are restrictions on education in the sampled area, Joint family is a cause of low secondary education and Due to poverty inter tribal conflicts, children are deprived of secondary education and the enrollment in secondary level is very low in this area. Moreover, the Negative attitude of the community towards education, the Administrative Factors, Non-availability of adequate educational institutions, non-local teachers and Politicians of sampled areas are not taking interest in school problems due to which secondary education is very low. It is also the Quality of Education and Curriculum, Low qualification of teachers, inappropriate recruitment of teachers is mostly affecting secondary education of this area. Moreover in-competencies lead to the negligence of teaching the important and updated parts of the curriculum which is the cause of low secondary education. The curriculum is not according to the need of the students and does not help in the practical life of students, due to which secondary education is low in this area. The study recommended that Authorities may increase the number of qualified teachers; the irrelevant curriculum is one of the major issues in secondary education because the current curriculum is undoubtedly according to the need of the time but not according to the need of the people of erstwhile FATA. The government should make education economically beneficial and opportunities should be provided to educated people and the problems related to teachers may also be solved.

### KEYWORDS

Problems, Issues, Socio-demographic Problems, Administrative Factors, Quality of Education, Curriculum

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### INTRODUCTION

Erstwhile Federally Administered Tribal Areas (FATA) is large area of around 27,220 sq km which is 3.4 percent of territory of Pakistan. Erstwhile FATA situated next to the accessible border of Pak-Afghan (Javaid, 2016). FATA is an area with decades of chaos and uncertainty that has disrupted all aspects of life in general and especially in education. In history, the region of FATA has been governed by tribal customs which have scarcely supported the education in the region. With scarce or no emphasis on education, the British used the scene for their security interests.

Education in popular use is the transfer of knowledge and skills from individual to individual. Education plays an important part of human life. It is transforming information and making full use of one's potentials. There are two reasons why education in general is relevant. Without education, first human life isn't done, because education makes man good. It develops the mind to think correctly and to quickly take any decision. Second unlikely to be an uneducated person, an educated person will very easily obtain valuable knowledge from the rest of the planet. As we all know from the popular discourse, "education is light" means that when hanged somewhere, education provides a way for man. Education polishes human ability and capability and protects population character from burden to asset for the country (Islam Awareness, 2018).

According to the constitution of Pakistan Article 25A, the right to education is that it's the duty of the Govt. to offer compulsory and cost-free education to everyone from 5 to 16 years of age in such a manner as the law specifies. Constitution of Pakistan 1973 Article 37 also states that it is the responsibility of the government to eliminate the illiteracy and for providing compulsory and free education to every individual of Pakistan. The allocated budget is again short as 4.4 billion rupees for the former FATA education, while 24 billion rupees is the total ADP (Annual Development Program) for erstwhile FATA (Govt. of Pakistan, 2017).

In the former Federally Administered Tribal Areas (FATA), there are 5,890 institutions of which 4,961 are primary (included mosque schools), middle schools are 545 (338 male & 207 female), 359 high schools (269 male & 90 female), and



21 higher secondary schools (16 male & 5 female) and 4 GCETs; (3 for male and 1 for female) (erstwhile FATA Education Statistics (2017-18), 2018). As the approximately figure of high schools is 12576 in Pakistan and above 2195 in Khyber Pakhtunkhwa, this number remains behind in the former FATA (Pakistan Education statistics 2016-17). Some high schools are located in unattractive and far flung zones while these zones are also inhabited conservative minded people as well as having transport problem. The condition at secondary level is further worsening. Such environment is the result of the scarcity of institutes and staff for girls, and societal factors that is early marriages, cultural taboos and tribal conflicts make traveling dangerous. Hider parents to realize the importance of schooling because of the norms and insular existence of tribal society. The shortage of local female workers and non-local teachers, who have trouble serving here, is the cause of lowest literacy rate among girls who do not meet local needs in the area. The erstwhile FATA Secretariat shorthanded to meet the requirement of erstwhile FATA in the field of education. There is not have sufficient accountability and transparency, tribal values and political intervention destabilizes the merit of teacher's induction and student's evaluation. The dimensions of all the variables in education are undernourished (Awan, 2013).

In FATA there are at least 5,994 schools in which 1,036 schools (611 male & 425 female) are non-functional, while nine (5 male & 4 female) have been close down (Muneeb, 2016).

FATA Secretariat and the Statistics Bureau (2018) conducted a survey showing that tribal belt has been left in deep trouble by violence and conflict. According to the report, the literacy rate of former FATA is around 33.3%, as it is quite far from average of 62% literacy rate of rest of the country, as calculated in 2017-18. Similarly, the literacy rate of adult is 28.4%, which is fairly far from overall literacy rate of Pakistan. In the literacy of erstwhile FATA, There was a clear gender gap, i.e. the male adult literacy rate was 45% while the literacy rate of female was only 7.8%. As of the above data it is possible to imagine a significant difference in the consistency and amount of the factors of education. So it is concluded that, former FATA still far worse in the field of education than KP and even the rest of the country.

Bari (2010) concluded from her research that the terrorism has seriously harmed the entire education system (especially women's education) in the areas in conflict. In her research focused on Rawalpindi, Swat and former FATA respondents, she demonstrated that 51 percent of women and 53 percent of men perusing education were influenced by the conflicts and chose to leave schooling. And during the Swat conflicts approximately 120 female and 80 male schools were demolished. She claimed that the most extreme social effect in Pakistan was highlighted by 72 percent of respondents, who lost education. Training is no longer free from attacks during armed conflict. Armed groups in many regions of the world are deliberately targeting schools, teachers and students and violating children's right to educate. Such is the case in Pakistan, where militant violence and continued armed conflict have disrupted hundreds of thousands of children's education (Khan, Kanwal & Wang, 2018). Educational institutions and the citizens directly or indirectly associated with them were the most affected. However, there are striking figures and data on the number of ruined educational institutions (primary, middle, high schools and colleges) for boys and girls. 317 were for boys and 141 for girls in 458 damaged schools (primary, middle, high schools and colleges) (Naqvi, 2012).

Quick all circumstances in all angles influence society. Every military action to destroy safe heavens from militants is undermining economic and social life, as it also threatens the safety of common indigenous people. Thought that people's economic and social lives were too much affected, but three major areas of the social lives of those individual were exposed to dynamic changes i.e. health, education and best choices of living style (Ahmad et al., 2016).

Asghar (2013) found that continuing militant attacks have dramatic and long-lasting impact on Pakistan's economy and people's social expectations. Especially in the former FATA the youth psychological and mental level has dropped critically. Children in these camps had the opportunity to continue their education in temporary schools founded by NGOs, but those who did not migrate had restricted access to education or no access to it. This situation resulted in more students leaving school in the years preceding 2015, before peace-building and resettlement (Naveed, 2018). FATA have become a battlefield between the militants and the foreign forces and every now and then drone attacks take place in the area which have adversely affected the education sector of the region and has brought destruction in all walks of life. There are military operations against the militants and the people of the area are compelled either to leave their land are to face the music of war. This has made education a neglected area in the region and people only care for their life instead of educating their young ones (Daily Mashriq, Monday February 10, 2012).

The tribal districts and tribal subdivision (TSD) or the former FATA of Pakistan are currently complete part of Khyber Pakhtunkhwa (KP) province after a twenty-fifth (25th) constitutional amendment in the constitution of Pakistan. This erstwhile FATA region is socio-economically very backward within Pakistan. The reasons are that the federal government kept the area deliberately under-developed for vested interest. Other reasons include dry or semi-dry weather conditions, mountainous regions, geographical remoteness, and lack of education (Ali, Iqbal & Iqbal, 2020).

The shortage of local female teachers has contributed to the recruitment of female teachers from outside the NMDs, mainly from neighboring Peshawar and Charsadda districts of KP. This trend has contributed to regular teacher absenteeism, as these outside teachers move long distances, undergo many security checks and live in Maliks' houses if they want to stop traveling which is not culturally appropriate for them in this area. Furthermore, government teachers have employed

increasingly proxy teachers to cover their absences. These proxy teachers are often local women unqualified for the job. These problems contributed to low quality education and de-motivated students, which led to the dropout of girls and low enrollment (Naveed, 2018).

Very short number of institutions is available and most of the teaching staff comes in remote areas of former FATA. It often happens that there will come only one teacher or even half-educated person is hire from the community on the place of missing teacher and have her / his sit in the school. The person just doesn't teach. In the case of an inspection visit by the highest official, they are there to inform the actual teachers. The inspection is rarely visited, since they will often talk to the inspectors and give them some of their salaries as a bribe. In addition, people in the village do not have the information and do not care enough to get together and call on teachers to attend school regularly (Jamal, 2016).

FATA have the education system which is lagging far behind in quality and access than the rest of the country. Both the education of men and women has not been given due importance in the Tribal areas. Traditions oriented people have kept women away from the field of education in joint economic activities. No-one can deny that knowledge is important. Proper education is the utmost need of each and every member of the society. Beside the education of male, female education is also very much necessary in FATA (Muzaffar & Yaseen, 2019; Ali, Khan & Zeb, 2012).

In Fata alone, the Directorate of Education failed to enroll some 150,000 children in primary education during a two-month campaign ending on May 31, 2016. The campaign's ineffectiveness suggests the need to address other obstacles i-e poor security, lack of capacity to implement education plans and inadequate allocation of resources, as part of a three-year push in the country's militancy-affected northwest. Such dismal education indicators are dangerous for the future for a militant region when the militants' campaign against education has spread fear among students, their families and teachers (DAWN News, 2016).

FATA ranks among the most underdeveloped areas of Pakistan. People are poorly educated, there is a lack of access to adequate health care and basic facilities such as sanitation and drinking water are lacking. The vast majority of the population resides in rural areas, where agriculture and the use of natural resources at subsistence level are the basis of the economy. In the meantime, infrastructure on the ground is thin, affecting not only trade and industry but also depriving the population of access to health care and education (Naveed, 2018; Islam & Faqir, 2014).

During the current financial year, the Khyber Pakhtunkhwa government has allocated thirty-six billion rupees to promote education in tribal districts. A provincial government spokesperson said more than seven hundred thousand scholarships will be awarded to students to reduce dropout ratios in schools. In addition to setting up four hundred science and IT laboratories in these districts, 500 play areas will also be constructed in classrooms. He further clarified that vacancies in tribal districts schools should be filled early (Khyber News, July 14, 2019).

Most of these schools exist in FATA "on paper," not in the physical sense. With 405,602 boys and 201,402 girls, there are 607,004 students enrolled at these institutions. A few of the "ghost schools" are buildings that have their own hujras or use them as business centres for tribal Malikans. There are even certain buildings where they keep their animals. The low general enrolment rate and high dropout rate in FATA schools are explained by this situation. Few parents would like their children to go to school in this situation. With no accountability mechanism in place, many school teachers just show up to receive their wages. Needless to add, there is no systematic way of measuring and monitoring teaching staff's efficiency. In the matter of staff promotions, postings and appointments there is considerable political involvement. While, the political agent disburses scholarships, and he is free to give such scholarships to anyone he likes. Given the abysmal teaching standards, despite the absence of basic facilities such as desks and fans in classrooms, drinking water and latrines, the lack of transport for pupils to and from school and the absence of teachers, there is the issue of un-affordable tuition fees (Noor, Hashmi & Bukhari, 2018; Ali, 2012).

## **STUDY GAP**

In the meantime FATA is an area with decades of chaos and uncertainty that has disrupted all aspects of life in general and especially in education. The country was hardly able to pay attention to tribal region education, war against terrorism, and current wave of terrorism coupled despite the operations by militants truly. Taking into account this troubling situation of the sector of education in the former FATA, the study was conducted to examine the present condition of secondary education in the former FATA in terms of access and equity, identifying issues and establish a practical strategy for solving problems and issues in education in the former FATA, which could ensure success for the better future of the former FATA.

## **RESEARCH METHODOLOGY**

The nature of the research is descriptive quantitative survey based; therefore, for achieving objective of the study, quantitative data was collected with the help of Self-designed 3 point Likert scale questionnaire from the respondents of the study. Random sampling technique was used to select 96 students from 4 schools (4 schools in each district). After data collected from the surveys questionnaire, it was put into a computer for analysis using Statistical Package for Social Sciences (SPSS-25).

The statistical tools were applied, and the test was interpreted accordingly. The obtained results were presented in tabular form by apply frequency and percentages.

**Table 1 : Socio-demographic Problems**

S.#	Statement	A	UD	DA
1.	There are restrictions on education in sampled area.	60 (62.5)	7 (7.3)	29 (30.2)
2.	Joint family is a cause of low secondary education.	50 (52.08)	11 (11.45)	35 (36.45)
3.	Due to poverty children are deprived of secondary education.	85 (88.41)	3 (3.12)	8 (8.33)
4.	Parents do not allow children to school due to security reason are the cause of low secondary education.	51 (53.12)	15 (15.6)	30 (31.25)
5.	Early marriages affect the secondary education of an individual.	91 (94.8)	0 (0)	5 (5.2)
6.	People think education makes individual rebellious in nature and out spoken.	70 (72.92)	18 (18.75)	8 (8.33)
7.	People are psychologically disturbed of incidents where children are tortured/killed for going school.	53 (55.20)	23 (23.95)	20 (20.83)
8.	Long distance of schools from homes is the cause of low secondary education.	75 (78.12)	4 (4.3)	17 (17.7)
9.	Strict Purdha culture is a cause of low female secondary education.	47 (48.95)	31 (32.29)	18 (18.75)
10.	Due to Inter-tribal conflicts the enrollment in secondary level is very low in this area	61 (63.54)	14 (14.6)	19 (19.8)
11.	Negative attitude of the community towards education is the cause of low secondary education.	52 (54.17)	5 (5.83)	39 (40.62)

Item 1 indicated that 62.5% of the respondent's says there are restrictions on education in sampled area. Item 2 indicates that 52.08% of the respondents say Joint family is a cause of low secondary education. Item 3 indicates that 88.41% of the respondents say Due to poverty children are deprived of secondary education. Item 4 indicates that 53.12% of the respondents say that Parents do not allow children to school due to security reason are the cause of low secondary education. Item 5 indicates that 94.8% of the respondents say early marriages affect the secondary education of an individual. Item 6 indicates that 72.92% of the respondents says people think education makes individual rebellious in nature and out spoken. Item 7 indicates that 55.20% of the respondents say people are psychologically disturbed of incidents where children are tortured/ killed for going school. Item 8 shows that 78.12% of the respondents say long distance of schools from homes is the cause of low secondary education. Item 9 indicates that 45.95% of the respondents say strict purdha culture is a cause of low female secondary education. Item 10 shows that 63.54% of the respondents say due to Inter-tribal conflicts the enrollment in secondary level is very low in this area. Item 11 indicates that 54.17% of the respondents say negative attitude of the community towards education is the cause of low secondary education.

**Table2: Administrative Factors**

S#	Statement	A	UD	DA
1.	Non-availability of adequate educational institutions is the main cause of low secondary education.	90 (93.75)	6 (6.25)	0 (0)
2.	Most of the teachers are non-local due to which secondary education is very low.	80 (83.33)	10 (10.42)	6 (6.25)
3.	Politicians of sampled area are not taking interest in school problems due to which secondary education is very low.	50 (52.08)	40 (41.7)	6 (6.25)
4.	Due to shortage of teaching staff secondary education is very low.	81 (84.37)	6 (6.25)	9 (9.38)
5.	Due to improper and inadequate residential facilities, non local teachers are mostly absent which is the main cause of low secondary education.	58 (60.41)	30 (31.25)	8 (8.33)

Item 1 indicated that 93.75% of the respondents say non-availability of adequate educational institutions is the main cause of low secondary education. Item 2 indicated that 83.33% of the respondents say most of the teachers are non-local due to which secondary education is very low. Item 3 indicated that 52.8% of the respondents say politicians of sampled area are not taking interest in school problems due to which secondary education is very low. Item 4 indicated that 84.37% of the

respondents say due to shortage of teaching staff secondary education is very low. Item 5 indicated that 60.41% of the respondents say due to improper and inadequate residential facilities, non local teachers are mostly absent which is the main cause of low secondary education.

Table3: Quality of Education and Curriculum

S#	Statement	A	UD	DA
1.	Low qualification of teachers is mostly affect secondary education of this area.	80 (83.3)	11 (11.45)	5 (5.2)
2.	Due to not attending of Teacher Training Programs and Refresher Courses the teachers are not able to teach students properly and according to the need of the students at secondary level is the cause of low secondary education.	70 (72.9)	22 (22.9)	4 (4.1)
3.	All the teachers not teach only the subjects in which they have specialized degree is the cause of low secondary education.	93 (96.6)	3 (3.1)	0 (0)
4.	Inappropriate recruitment of teachers adversely affects the teaching learning process at secondary level.	69 (71.9)	19 (19.8)	8 (8.3)
5.	Teachers' in-competencies lead to the negligence of teaching the important and updated parts of curriculum which is the cause of low secondary education.	56 (58.33)	18 (18.7)	22 (22.9)
6.	You are not satisfied with the course contents of all subjects that these are not according to the need of this area is the major cause of low secondary education.	57 (59.4)	31 (32.3)	8 (8.33)
7.	The curriculum is not according to the need of the students' and not help in practical life of student, due to which secondary education is low in this area.	85 (88.5)	5 (5.20)	6 (6.25)

Item 1 indicates that 83.33% of the respondents say low qualification of teachers is mostly affect secondary education of this area. Item 2 shows that 72.91% of the respondents say due to not attending of Teacher Training Programs and Refresher Courses the teachers are not able to teach students properly and according to the need of the students at secondary level is the cause of low secondary education. Item 3 indicates that 96.9% of the respondents say that all the teachers not teach only the subjects in which they have specialized degree is the cause of low secondary education. Item 4 shows that 71.9% of the respondents say inappropriate recruitment of teachers adversely affects the teaching learning process at secondary level. Item 5 indicates that 58.33% of the respondents say teachers' in-competencies lead to the negligence of teaching the important and updated parts of curriculum which is the cause of low secondary education. Item 6 indicates that 59.4% of the respondents say are not satisfied with the course contents of all subjects that these are not according to the need of this area is the major cause of low secondary education. Item 7 shows that 88.5% of the respondents say curriculum is not according to the need of the students' and not help in practical life of student, due to which secondary education is low in this area.

## DISCUSSION

Problem related to Socio-demographic, majority of the students reported that there are restrictions on education in sampled area, Joint family is a cause of low secondary education and Due to poverty children are deprived of secondary education. It is also Parents do not allow children to school due to security reason are the cause of low secondary education, early marriages affect the secondary education of an individual, People think education makes individual rebellious in nature and out spoken and People are psychologically disturbed of incidents where children are tortured/ killed for going school findings same as the study of (Shah, Nawaz & Mustafa, 2021; Ahmad, Rauf, Rashid, Rehman & Salam, 2013). Long distance of schools from homes is the cause of low secondary education, Strict Purdha culture is a cause of low female secondary education and due to Inter-tribal conflicts the enrollment in secondary level is very low in this area. Moreover the negative attitude of the community towards education is the cause of low secondary education, the findings of the study reveal the findings of the study of (Rasoul, 2007).

The Administrative Factors, Non-availability of adequate educational institutions is the main cause of low secondary education, Most of the teachers are non-local due to which secondary education is very low and Politicians of sampled area are not taking interest in school problems due to which secondary education is very low finding also same as the finding of (Ahmad, 2014). Furthermore Due to shortage of teaching staff secondary education is very low and Due to improper and inadequate residential facilities, non local teachers are mostly absent which is the main cause of low secondary education result of the study same as the (Hashmi, 2016).

Furthermore the Quality of Education and Curriculum, most of the students reply that Low qualification of teachers is mostly affect secondary education of this area, Due to not attending of Teacher Training Programs and Refresher Courses the teachers are not able to teach students properly and according to the need of the students at secondary level is the cause of low secondary education and All the teachers not teach only the subjects in which they have specialized degree is the cause of low secondary education also same as the (Ahmad, 2014). Moreover Inappropriate recruitment of teachers adversely affects

the teaching learning process at secondary level, Teachers' in-competencies lead to the negligence of teaching the important and updated parts of curriculum which is the cause of low secondary education, You are not satisfied with the course contents of all subjects that these are not according to the need of this area is the major cause of low secondary education. The curriculum is not according to the need of the students' and not help in practical life of student, due to which secondary education is low in this area, the findings of the study same as the (Naqvi, Khan & Ahmad, 2012).

## CONCLUSION

Finding of the study that there is restrictions on education in sampled area and due to poverty children are deprived of secondary education. People think education makes individual rebellious in nature and out spoken and People are psychologically disturbed of incidents where children are tortured/ killed for going school. The Long distance of schools from homes is the cause of low secondary education and due to Inter-tribal conflicts the enrollment in secondary level is very low in this area. Non-availability of adequate educational institutions is the main cause of low secondary education, Most of the teachers are non-local due to which secondary education is very low and Politicians of sampled area are not taking interest in school problems due to which secondary education is very low. Shortage of teaching staff secondary education is very low and Due to improper and inadequate residential facilities, non local teachers are mostly absent which is the main cause of low secondary education. Quality of Education, curriculum and low qualification of teachers is mostly affect secondary education of this area. Moreover inappropriate recruitment of teachers adversely affects the teaching learning process at secondary level, teachers' in-competencies lead to the negligence of teaching the important and updated parts of curriculum which is the cause of low secondary education. The curriculum is not according to the need of the students' and not help in practical life of student, due to which secondary education is low in this area.

## RECOMMENDATIONS

Education plays an important part in the development of human capital. All worlds have admitted the fact that importance of education in poverty alleviation can't be denied, so low literacy become the main reason of poverty in erstwhile FATA. When we compare the erstwhile FATA literacy rate with others areas it is very low. Pakistan have 62.3% literacy ratio 2018-19. KPK has 55.3% Punjab have 64.7% literacy ratios but erstwhile FATA has literacy rate is just 33.3% (Pakistan education statistics, 2016-17). Therefore the following recommendations for the development of education were made on the basis of the results and findings, particularly for secondary education in erstwhile FATA. Authorities may increase the number of qualified teachers; Quantity of schools/institutions should be raised with qualitative buildings in order to provide education at door step the distribution of educational intuitions should be on the bases of population because some participants explained that locations of schools are too far from our homes. The irrelevant curriculum is one of the major issues in secondary education because the current curriculum is undoubtedly according to the need of the time but not according to the need of the people of erstwhile FATA. The government should make education economically beneficial and opportunities should be provided to educated people and the problems related with teachers may also be solved so that they would be able to play their role for reducing illiteracy. For example, teachers are facing transportation problems, non-availability of residential facility and feel insecurity etc. Education for special children should be made focus and scholarship and encouraging activities be initiated.

## RECOMMENDATION FOR FUTURE RESEARCHER

Following are the recommendation for future researchers

1. Researches may be conducted at university level and also include ICT
2. Researcher may also conduct the study on FATA merger

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