

**BARRIERS IN BOYS' ENROLMENT AT PRIMARY
LEVEL IN TEHSIL MASHKEL: A
PHENOMENOLOGICAL STUDY**

By

Iltaf Hussain



**NATIONAL UNIVERSITY OF MODERN LANGUAGES
ISLAMABAD**

August, 2025

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By

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DEDICATED TO

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ABSTRACT

Barriers in Boys' Enrolment at Primary Level in Tehsil Mashkel: A Phenomenological Study"

This thesis investigates the barriers to boys' enrolment at the primary school level in Tehsil Mashkel, located in the border region of Balochistan, Pakistan. Despite education being a constitutional right in Pakistan, the enrolment rate of boys in this region remains abysmally low, with only 2% of the population literate. This study employs a phenomenological approach, interviewing educators, administrators, and parents to identify the socio-economic, cultural, and institutional factors contributing to this problem. The research identifies key barriers, including political interference, economic hardship, cultural norms that prioritize child labor over education, and a general lack of awareness about the importance of schooling. The education system in Mashkel is further hampered by non-functional schools, teacher absenteeism, and a severe lack of resources. Through in-depth interviews, the study explores how these barriers shape parental perceptions and discourage them from enrolling their children in schools. The findings reveal a deeply ingrained culture where education is undervalued, and there is little expectation for children to pursue formal schooling. Additionally, political figures in the region are resistant to educational reforms that might empower the local population, thus maintaining the status quo for their benefit. This research provides a comprehensive understanding of the multifaceted barriers to education in Mashkel and offers recommendations for policy interventions, including enhancing school functionality, engaging parents in educational campaigns, and challenging the political status quo to create a more conducive environment for education. The study concludes that without significant changes in local governance, socio-economic structures, and cultural attitudes, the region will continue to struggle with low enrolment and high rates of illiteracy.

Iltaf Hussain, 2025

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CHAPTER 1

1.1 Introduction

Education is a fundamental pillar for societal advancement across all domains, fostering growth and development in every sphere. Nations experience prosperity and progress when they prioritize enhancing their education systems, striving to make them exemplary. Despite international and national recognition of education as a fundamental right, millions of children remain excluded from access to schooling. This denial of a basic right continues to be a critical challenge in Balochistan, Pakistan's largest province by area. Approximately 70% of children in Balochistan are currently out of school, despite Article 25-A of Pakistan's Constitution, which mandates the state to provide free and compulsory education to all children between the ages of five and sixteen. This research sought to examine the persistent educational deprivation in Balochistan, analyzing the structural, economic, and social barriers contributing to this issue and evaluating potential pathways for reform and policy enhancement.

Education is widely regarded as a cornerstone for empowering individuals to confront societal issues such as violence, injustice, and corruption, positioning it as both a fundamental human right and a pivotal driver of gradual national progress and development. The utilization of human capital through education and skill development plays a decisive role in determining a nation's socioeconomic trajectory; educated individuals are more likely to accept and implement innovative ideas that enhance productivity, drive technological advancements, and combat social and economic challenges. Moreover, a skilled and educated populace fuels economic growth, contributing to broader social and economic progress through visionary thinking, innovation, and creativity (Government of Pakistan, 2020). Primary education, specifically, has been recognized as a fundamental human right essential for societal welfare and the development of cultural, economic, and social standing. As noted by Mirza (2003), the modern world has philosophically endorsed primary

education as a foundation for enhancing citizens' welfare, underscoring its critical role in the broader advancement of societies.

Balochistan, Pakistan's largest province by area, shares an extensive border with Iran. In the border region of Mashkel, the literacy rate is alarmingly low, standing at merely 2%, meaning only two out of every hundred individuals can read and write. A pressing issue within this context is the absence of effective initiatives to increase school enrollment rates among children. Neither the relevant stakeholders in the education sector nor parents or local representatives, appear to prioritize educational enrollment. This lack of engagement has contributed to a pervasive culture of educational dysfunction, with child labor reaching significant levels. By the age of twelve, most children are directed by their guardians to pursue income-generating activities instead of attending school. Consequently, many children follow in the footsteps of their elders, often engaging in illegal activities such as smuggling (oil and drugs), driving, or becoming shopkeepers.

Several factors contribute to the stagnant educational culture in this region, including political interference, religious influences, economic constraints, the prevalence of non-functional schools, teacher absenteeism, a lack of essential educational resources, and parents' unwillingness to support schooling. Despite these critical barriers, there has been minimal effort from individuals or groups to advocate for or improve the region's educational system.

The study is essential to analyze the underlying reasons contributing to the lack of interest in education among elders in Mashkel, a border region between Pakistan and Iran, who lead their children into local trades rather than sending them to school. In this area, parents frequently prioritize illegal trades, shopkeeping, and driving professions over formal education for their children. Despite the existence of 27 schools in the region, over 20 of them are non-functional, yet there is no pressure from

community members or local groups or stakeholders to address these closures or promote school enrollment.

Alarmingly, there is a pervasive sense of contentment within the community regarding the absence of literacy and education, indicating a broader resistance to change that hinders potential social or economic progress. UNESCO (2015) identifies primary education as a fundamental human right, widely recognized by contemporary society as essential for individual and community welfare, as well as a prerequisite for cultural, economic, and social development. The study aimed to investigate the factors that sustain the lack of educational engagement in Mashkel and examine potential strategies to foster a culture of schooling, ultimately aiming to address the broader socio-economic implications of educational deprivation in the region.

Parallel to this, Suleman (2018) asserts that the primary level of education is the most crucial phase in a learner's life. If structured effectively, it equips students with a foundational understanding of education, facilitating their comprehension of more complex concepts later. Primary education generally spans nine years, targeting children aged five or six, though the duration varies between government and private institutions (Shami, 2016). According to Longman (2015), primary education is intended for children aged five to nine, covering those younger than eleven years old. Seratuallah (2020), however, highlights that official statistics on Balochistan's educational system paint a bleak picture for Pakistan as a whole.

According to the economic assessment 2020–2021 published by the financial department of the Pakistani government, the government of Balochistan spends the least amount overall on education. In addition to this sobering figure, Balochistan has a 46% literacy rate. Urban areas have a 63% literacy rate, which is significantly higher than the 40% literacy rate in rural areas. Also, the PSLM numbers for 2019–2020 show another troubling aspect of Balochistan: the gross enrolment rate of the province's primary section was 72% (84% men and 56% women). In addition, the net enrollment

in primary classrooms (grades 1–5) was 56%, with a male-to-female ratio of 65% to 45%. So, it is evident from the facts and numbers that primary education is in a shackling situation. Yet, primary school is the area of the educational system that is most shunned, according to a 2015 study by Ahmed et al. The system is poorly administered and has an inadequate budget. Mainly because of politics Systemic interferences that breed corruption, favoritism, and nepotism pose a threat to the quality of the educational system. Also, the main-level supervisory system is unreliable and has a long history. There is no efficient system in place for teacher preparation. Instructors are not regularly trained, therefore they are unaware of new tactics and approaches. Government elementary schools offer a poor quality of education, which is why parents don't bring their kids there frequently.

In public sector schools, the monitoring and checking system is particularly ineffective at the primary level. Teachers in elementary schools are underpaid and less motivated. Due to subpar execution, inadequate assessment methods, and a lack of ongoing review, the subsequent educational policies have been unable to produce any significant changes. Primary education cannot be universalized because of the outdated assessment and curriculum, which encourages content cramming and robs students of opportunities for critical thought, reflection, analysis, and creativity in Pakistan (Ahmad & Salam, 2020). Most of the information and data in these materials are inaccurate as well as out of date. Education is crucial in the creation of human capital. It develops a skilled workforce capable of leading the economy down the path of long-term, sustainable economic growth by enhancing individual productivity and efficiency. The state of education in Pakistan is not particularly commendable, like that of many other developing countries. Low primary enrolment rates, substantial regional and gender differences, a shortage of qualified teachers, insufficient supplies of educational materials, and subpar school infrastructure are all indicators of this sector's poor performance.

The education system in Pakistan has challenges such as a lack of finance, ineffective program execution, and subpar management, monitoring, supervision, and teaching standards. The lowest among countries with comparable resources, and social and economic situations, Pakistan has one of the lowest rates of literacy in the entire globe. Indeed, the present research concentrated on the determinants of quality education in Tehsil Mashkel, District Washuk. Researcher have studied and found various factors regarding the quality of education in primary sections of Tehsil Mashkel. These factors include problems like lack of basic infrastructure in schools and classes, absence of teachers, course contents and curriculums issues, lack of learning and teaching materials, incompetent staff, absence of monitoring and evaluation mechanism of assessment, and many more such factors which affected the quality education in Tehsil Mashkel.

1.2 Rationale of the study

Education plays a pivotal role in the development of any nation, yet millions of children in Balochistan remain deprived of this basic right. Article 25-A of Pakistan's Constitution mandates free and compulsory education for children aged five to sixteen, but in Balochistan, particularly in the border region of Mashkel, this law has not been effectively implemented. With a literacy rate as low as 2 percent, the region's education system is plagued by various socio-political and economic issues.

Historically, Balochistan has been marginalized in terms of educational development, with government funds inadequately allocated and poorly utilized. Furthermore, political interference, religious dynamics, and economic pressures such as poverty have created a culture where formal education is not prioritized. Instead, many families rely on child labor to supplement their incomes, while some children are sent to informal religious institutions (madrasas) instead of schools.

The issue is exacerbated by institutional failures, such as non-functional schools, absent teachers, and lack of basic resources. According to a recent report, of the 27 schools in Mashkel, more than 20 are non-functional. The education department,

despite being aware of the situation, has not implemented meaningful reforms. There is an urgent need to address these barriers through targeted policies, community engagement, and improved governance to ensure that children in this region receive the education they deserve.

This region's educational system has historically encountered several difficulties, and no studies have been done yet to provide workable answers. Due to this lack of earlier research, there are still gaps in our knowledge of the community's particular needs and potential. This study attempted to close that gap by methodically examining the state of education today and suggesting specific changes. Through the use of focus groups and interviews, the study collected opinions from important stakeholders, such as parents, teachers, and local stakeholders. This participatory method guarantees that the suggested changes are based on community realities and promotes a sense of ownership and cooperation.

1.3 Statement of the problem

Despite the global emphasis on providing free and compulsory education, the primary-level enrolment of boys in Tehsil Mashkel, a remote area in Balochistan, Pakistan, remains critically low. The local population seems disengaged from the education system, with many children involved in child labor, smuggling, and illegal activities. This mentality is further entrenched by political interference, economic hardships, religious influences, and institutional failures, such as non-functional schools and absentee teachers. The education system is failing, with most of the schools in Mashkel either non-operational or severely underperforming.

The immediate financial benefits of having children contribute to household income through labor often outweigh the long-term advantages of education for these families, who in Mashkel, where poverty rates are high and many families struggle to meet basic needs, may prioritize sending their children to work rather than school, viewing

education as a luxury rather than a necessity. This survival-based practical decision perpetuates a cycle of poverty and low educational attainment.

The educational environment in Mashkel is made even more difficult by political meddling. Political patronage can affect how schools operate and how resources are distributed, and local governance mechanisms are frequently ineffectual. This meddling can result in poor administration, where money meant for educational advancement is embezzled for political advantage, leaving behind insufficient resources and infrastructure. If there are schools, enrollment and attendance may be discouraged by a lack of basic amenities including classrooms, sanitary facilities, and instructional materials.

Further entrenching low enrollment figures is the belief that education is unnecessary for certain activities, such as pastoral work or local trade, which can be influenced by religious beliefs. In some cases, conservative interpretations of religious teachings may prioritize traditional roles over formal education, especially for boys.

One of the biggest obstacles to enhancing Mashkel's educational system is institutional failure. Due to teacher absence, many schools are either completely non-functional or performing at a very low level. Numerous causes, such as low salary, a lack of enthusiasm, and difficult working conditions, might contribute to this absence. Children lose out on important learning opportunities when teachers are absent, which causes them to get frustrated and lose faith in the educational system.

To tackle these complex issues, a holistic strategy is required; community involvement is crucial; bringing local leaders and families into the conversation about the value of education can encourage a cultural change toward appreciating education; and initiatives could include awareness campaigns emphasizing the long-term advantages of education, like better economic opportunities and social mobility.

This research aimed to investigate the socio-cultural, economic, and institutional barriers contributing to the dismal enrolment rates of boys at the primary level in Mashkel. By exploring the perspectives of local parents, teachers, and administrators, the study deemed to provide a comprehensive understanding of the deep-rooted

challenges and suggest potential interventions for increasing enrolment and improving the quality of primary education in the region.

Because local beliefs and practices greatly impact attitudes toward education, it is important to understand the socio-cultural context. The research explored how family expectations, gender roles, and community values influence decisions about education, as well as the financial barriers that prevent families from prioritizing education, such as poverty and the use of child labor to support the family. Critical analysis was also done on institutional issues including teacher absenteeism and poor school facilities. The study evaluated how well the existing educational policies are working and investigated how community engagement programs could increase local support for schools. By combining these ideas, the study hopes to create practical suggestions that will help educators and legislators create a more welcoming and productive learning environment for Mashkel's boys. Such initiatives might open the door for long-term gains in the region's educational quality and accessibility.

1.4 Conceptual Framework

Political Interference in the education sector refers to unnecessary intervention and involvement whether by an individual as a political figure or by a group as a political party to shape the education setting by own self-interests and needs. Political interference violates the department's authority and discipline which rapidly disturbs the schooling and education culture. In Pakistan, many people in many regions are deprived of their basic right to education due to political interferences and self-interests. The term political interference can be used in two contexts; in the first context, the politician exploits resources and funds allocated to the education sector which is a very disturbing phenomenon. In the second context, interference is seen as preventing education and awareness to maintain political power and status quo because education is the practice of freedom. (Bal'azs, P., 2020)

Religious factor. Hashmi, M. A., & Akhter, N. (2021) stated that the religious factor is the strongest in the declining schooling culture in Pakistan particularly in KPK and Balochistan. According to recent statistical data, 34 lac students get enrolled in Madrasas every year. In Pakistan, religious groups have never been with one line to a single curriculum. In the context of Mashkel, the religious factors are referred to Madrasa system which is functional without having registered with Wafaqul Madaris. All these have always been seen in opposing students’ enrolment in schools.

Economic factors as barriers to boys’ enrolment refer to poverty and education is not affordable for all. Economic factors particularly are the parental income and available resources needed to live (UNESCO, 2020).

Institutional Factors. UNICEF (2018) described institutional factors as barriers to boys’ enrolment the schools that are not functional whether due lack of staff, funds or resources.

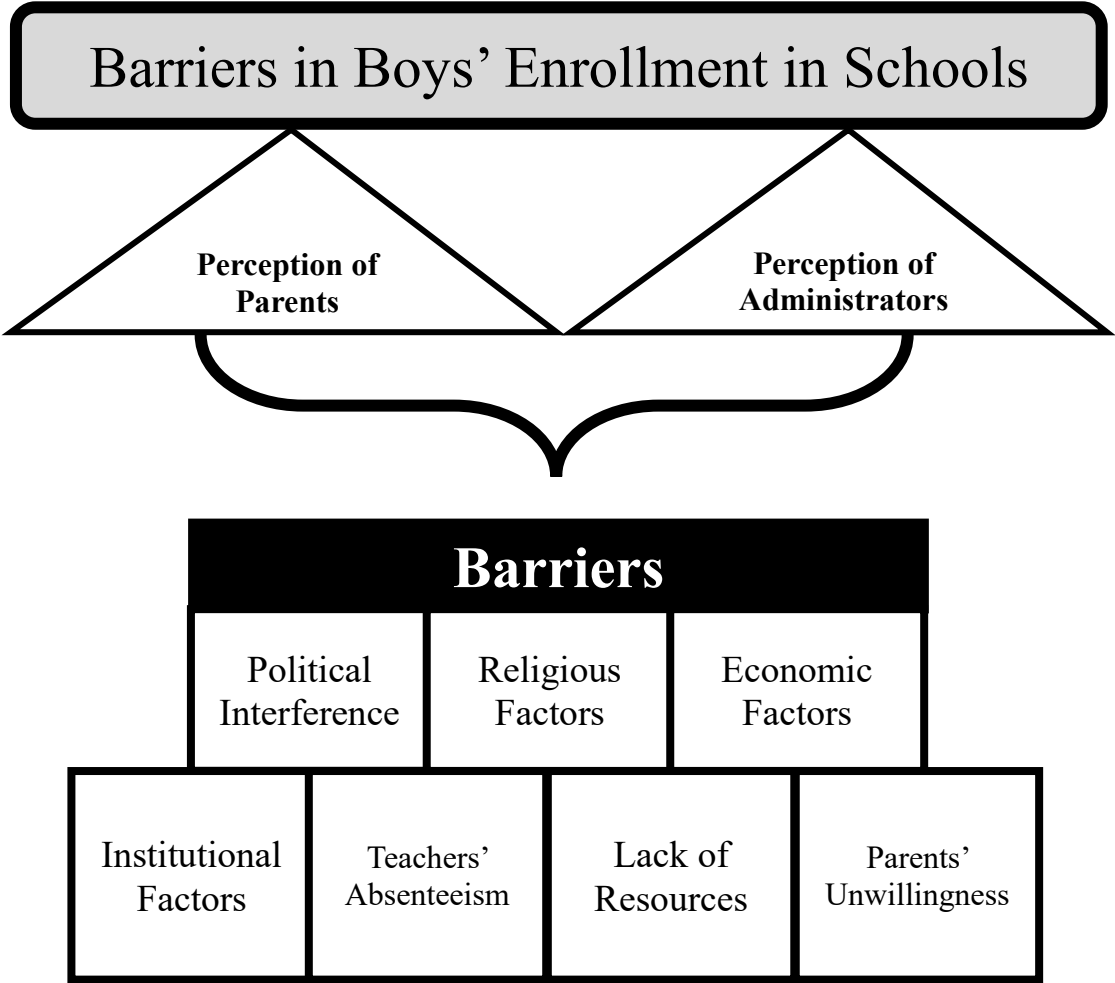


Figure 1: Barriers to boys’ low enrolment (BESP, 2020-25)

Studies show a large number of schools are non-functional and closed which are marked as barriers to boys' enrolment at the primary level.

Teachers' absenteeism is defined as the teaching staff who are not on duty and affecting schooling culture. In Tehsil Mashkel hundreds of teachers are not on duty and receiving a salary that is worse than from the education system. (BESP, 2020-25).

Lack of resources as a barrier is the unavailability of needed resources and equipment in the school setting. Due to a lack of resources, many schools are not functional which is a disturbing factor to schooling culture (World Bank 2020).

Parents' unwillingness. Education International (2022) has stated that parents' unwillingness is the parents' perception of those who prefer child labor but not education and schools. There is a mentality that parents send their children for illegal business, driving, shops, and so forth in ages of schools and learning. The phenomenon needs in-depth study to explore this mentality. In the context of selected research, such a mentality exists and disturbs schooling culture.

Boys' Enrolment. United Nations Children's Fund (2018) has referred to the term boys' enrollment as the strength of students enrolled in school. Simply it can be defined as a satisfactory schooling culture in the region which is the core concern of the research question.

1.5 Significance of the study

The 21st century is widely regarded as an era defined by advancements in education and technology. In this period, quality education is essential to successfully navigate the demands and challenges of modern society. Nations that have prioritized education and knowledge are well-developed and equipped to meet contemporary needs and challenges. In contrast, those that have neglected the importance of education and knowledge face difficulty in adapting to modern demands and often remain dependent on more developed nations.

In the Mashkel region, education has historically not been recognized as a crucial need for societal advancement. This lack of prioritization has left the community in a state

of deprivation, where many still experience limited access to fundamental needs and rights. This study sought to explore the factors contributing to the educational neglect in Mashkel and the implications this has for socio-economic progress in the region.

The study will be considered helpful to all partners in education sectors including students and their parents as well as. The research's conclusions will help parents and students better grasp the value of education by shedding light on the particular obstacles to learning. The suggestions made to enhance teaching methods and engagement tactics will help educators establish a more favorable learning environment. The results can also be used by policymakers to guide resource allocation and focused initiatives, which will eventually result in systemic changes to the educational system. All parties involved can endeavor to improve educational opportunities and outcomes in Mashkel by cooperatively tackling these issues.

The study will be helpful for all stakeholders in the education sector in Pakistan where all are lagging in terms of barriers to boys' enrolment. By offering a thorough examination of these issues, the study will give teachers the information they need to create methods and interventions that work and promote fair access to education.

The study will be helpful to teachers in assessing the barriers to boys' enrolment. By giving them a better grasp of the socio-cultural, institutional, and economic obstacles that exist in their communities, the study will assist educators in identifying the obstacles to male enrollment. Equipped with this understanding, educators can modify their methods to better engage students and address particular issues that might deter enrollment. Additionally, the knowledge acquired can help instructors work together more effectively, exchanging best practices and creating focused interventions that support an inclusive learning environment.

The study will be helpful to administrators to have a plan of action through explored factors. Administrators will benefit from the study's well-researched action plan, which is based on the factors affecting boys' enrollment. Administrators can create focused plans to improve educational access and quality by comprehending the underlying sociocultural, economic, and institutional limitations. They will be able to better

manage resources, carry out the required reforms, and encourage community involvement with this well-informed strategy, which will eventually increase enrollment rates.

Moreover, the suggested plan of action to improve boys' enrolment at the primary level will help all to fill the gap of lacking quality and compulsory education in the region.

1.6 Research Objectives

1. To explore the barriers to boys' enrolment at the primary level.
2. To assess parents' perception towards barriers in boys' enrolment at the primary level.
3. To assess education administrators' perception towards barriers in boys' enrolment at the primary level.
4. To suggest a plan of action to improve boys' enrolment at the primary level.

1.7 Research Questions

The following research questions were generated from the research objectives:

1. What are the primary barriers influencing boys' enrollment at primary level?
2. How do parents perceive barriers in boys' enrolment at primary level?
3. How do education administrators perceive barriers in boys' enrolment at primary level?
4. How to improve boys' enrolment at primary level?

1.8 Delimitations

Educational Level: Focus was placed solely on the primary level, recognizing its foundational role in shaping learners' future academic trajectories.

Respondent Scope: Only administrators, teachers, and parents were included, as they directly influence and reflect the educational experiences at the primary level.

Only fathers respondents: The study was limited to fathers only, as mothers were not willing to participate in any kind of discussion with males due to specific religious restrictions and, more generally, other social boundaries

Due to time constraints, the study only looked at the primary school system in sub-Tehsil Mashkel, district Washuk. This focused strategy made it possible to thoroughly examine particular obstacles to boys' enrollment within a specified setting, enabling in-depth analysis and practical suggestions. The study tackled the basic stage of learning primary education which is crucial for long-term educational results. By concentrating on just one sub-tehsil, the results are certain to be pertinent to the community's circumstances and useful for enhancing enrollment tactics that are suited to its particular difficulties.

1.9 Operational Definitions

Barriers in boys' enrolment are defined whatever inhibits a student from devoting their whole attention to the learning process is termed a learning barrier. This is how barriers to boys' enrollment are characterized. A person or even a group of people may become reluctant to engage in a learning environment to achieve their learning objectives when faced with learning hurdles. Primary Level of education is defined as usually the first phase of formal education, occurring after preschool and before secondary school. According to the International Standard Classification of Education, there is just one phase of primary education, and its programs are usually created to give students a strong foundation in reading, writing, and arithmetic. Primary education, or the first phase of basic education, is covered at Level 1. According to the ISCED definition from 2017, the goal of primary education, which normally starts between the ages of 5 and 9, is to give kids a strong foundation in reading, writing, and mathematics as well as a fundamental understanding of other subjects.” To develop a firm foundation for learning” replaced” to have a basic comprehension of other disciplines” in the 2011 version of the concept.

1.10 Summary

In brief, the study was conducted to answer a phenomenological question about the barriers to boys' enrolment at the primary level in Mashkel, district Washuk. The term barriers simply refers to obstacles, hurdles, factors and causes that prevent boys' high enrolment and disrupting schooling in the region. In alignment with barriers, the term enrolment very simply refers to the strength of students enrolled in school. Boys' unsatisfactory enrolment is also known as a declined environment to education behind which many factors are involved. Finally, the term primary level education is a universally common term that simply refers to the initial stage of education from grade one to five ages between 5 to 9.

CHAPTER 2

2.1 LITERATURE REVIEW

2.1.1 In Balochistan Context

The quality of education in the province of Balochistan has been a question since the British Colonial era and so on. The people of Balochistan have been deprived of the fundamental right to education and prevented from experiencing any change in their lives. Education has been a dream of the people of Balochistan since partition but it has never been a priority of the ruling elite (Bazai, 2023). Despite investing billions of rupees annually from its limited financial resources in the education sector, the government of Balochistan has not yet succeeded in providing quality education to the public with the objectives set for transformation through education and is currently facing several challenges, the foremost among which is the substandard education provided by both public and private sector schools, one that forces residents of the province to endure two different kinds of challenges Bazai (2023).

Munaj, (2022) states that the primary causes of students dropping out of school are failing schools and a lack of essential resources. According to a recent estimate, 1,800 of the 70 percent of youngsters in Balochistan who are not in school are not functioning. The innocent children do desire to receive a high-quality education, but their dreams go unfulfilled. Numerous boys and girls are not in school, as is the case throughout the province, and they are too far from schools to access their fundamental rights. On the other side of the coin, the official statistical data regarding the education of Balochistan depicts a gloomy picture throughout Pakistan. The economic survey 2020-2021 issued by the finance division of the government of Pakistan indicates that the Government of Balochistan's total expenditure on education is 61,751 million which is the lowest among all other provinces of Pakistan. Besides this harsh fact, the literacy rate is 46% in Balochistan. The literacy rate of urban areas is 63% which is much better than the rural areas which is recorded as 40% (Habeeb, 2022).

2.1.2 The Concept of Drop out in Schools

There are many different perspectives on why young people or children drop out of school, and this topic has been debated on occasion. A dropout is generally understood to be a student who leaves school or college before earning their degree. Since it is crucial to support later foundational associations of education, primary education forms the cornerstone of the entire educational system. "Any child who enters primary school but does not complete a year's cycle, whatever the reasons, will be considered a dropout, according to the report of the Advanced Level Workshop on Universalization of Education of Dropouts in 1984 (Malik, 2012).

Access to primary education has been formally recognized as a fundamental human right for more than 50 years, and it is crucial for achieving national development. Nevertheless, 101 million children are not enrolled in school, and many countries have not attained universal primary education. The implementation of universal primary education is hampered by numerous factors. Ensuring that pupils remain in school until they finish their education is the main goal of basic education. Dropping out is a serious problem because it denies individual students their fundamental human rights to education. Internationally, the individual right to education has been repeatedly affirmed in many treaties and conventions such as The 1948 Convention on the Rights of the Child and the 1990 World Conference on Education for All. There is a consensus that the school dropout problem has reached epidemic proportions internationally and has become a global problem confronting the education industry around the world. In this regard, a UNESCO report (2000) on the state of the world's children, points out that about 130 million children in the developing world are denied their right to education through dropping out.

Ahmed and others (2015) According to their analysis in their article, education is the essential factor that will ultimately determine whether the entire country achieves its objectives in the moral, political, social, and economic spheres of existence. To achieve success. Furthermore, it is now widely accepted that states with strong educational systems also tend to have strong political and social structures. The nations with

extensive educational systems enjoy independence in addition to having advanced economies and political systems.

2.1.3 Factors Affecting Primary School Drop Out

Kousar and Shoukat (2020) identified some key factors that influence the provision of high-quality education, including better facilities, a supportive home environment, parents' cooperation, better teaching personnel, and recognition and encouragement from both teachers and parents. The information gathered from the students also showed that they believed their academic performance would improve if they were not subjected to parental conflict and financial worries. According to the respondents, these issues have a disastrous impact on the quality of education provided by their educational system. According to Akareem and Hossain (2016), several factors play a significant role in ensuring that university students receive high-quality education, including parents' knowledge of education, prior test scores, age, extracurricular activities, university culture, and the availability of student scholarships.

In their study, Zafar, Mustafa, and Jameel (2016) identified several variables that can be used to assess the quality of education offered to students in both colleges and schools, including curriculum, admissions standards, and price structures. Also, this study's survey results showed that, when given a reasonable pricing structure, an appropriate curriculum, and admission, more than 93% of respondents were satisfied with the overall quality of education. Toshtemirova (2020) concluded that if the system solely prioritizes one class of people, like as the privileged, providing high-quality education would not be feasible. The overall quality of education depends on how it is provided to each individual who can go for competitive employment, who is professionally self-determined as well as they are prepared to adjust to the new social setups and perform their responsibility in society. This is done while ignoring the other group.

Ibad (2017) revealed in his study that political intervention in higher education is the most significant factor negatively affecting educational quality. In addition to this, other drivers include poor allowances and wages, research focused on politics, a lack

of administrative skills, and others. Over the years, the nation's educational programs have not been accurately and effectively implemented. Systemic issues, corruption, weak management, and monitoring are just a few of the elements that affect how slowly or effectively policies are implemented (Rehman, 2020). Additional concerns include the nation's fragile economy and unpredictable political climate. It is impossible to completely rule out a part of inferior later government measures in the ineffective implementation of educational policy. Every subsequent administration comes up with a brand-new plan to roll back its policies.

Okere, Awour, and Odero-Wanga (2018) showed in their study that the teacher-to-student ratio has an impact on how available resources are used, which has an impact on the delivery of high-quality education. As a result of the same problem, teachers are unable to offer each student the time and focus they deserve. Moreover, inadequate management and administration at the schools affect how resources are used, which leads to poor learning activities. Political intervention also has a significant impact on the ability to provide high-quality education. In their study, Damirchili and Tajari (2019) stated that some of the key elements that can effectively provide for the provision quality are modern teaching methods used by teachers, learning environments for both teachers and students, curriculum contents, classroom ambiance, and accessibility to internet for students.

According to Henderson's (2018) research, teachers play a crucial role in raising the standard of instruction in every field of study when they are qualified, dedicated, and equipped to handle any challenges that may arise. For this reason, merit-based hiring policies are used to select teachers so they can best serve their country. Also, a study showed that students with educated parents outperform students without educated parents in terms of academic performance because educated parents are better able to interact with their kids about their studies and may also assist with the learning process (Krashen, 2015). Bhatti et al. (2019) found that education is widely regarded as the foundation for improving the country's economic situation and providing a key to scientific and technological advancements. As a result, education is crucial for human

development as well as a key tool for sustaining socioeconomic growth and development. Moreover, education can aid in overcoming societal issues including unemployment, awareness, a strong social foundation, tolerance, and political indoctrination. With the development of their skills and capacities for guiding an economically flourishing society, education also serves to increase an individual's efficiency and production.

According to Shaterloo and Mohammadyari (2016), education is crucial for fostering students' abilities since it allows them to reach their full potential. The academic success rate of students and the kinds of skills they have acquired to succeed in the workforce are indicators of the quality of education. According to Abaalkhail and Irani (2015), some of the key elements that form the cornerstones of high-quality education are properly qualified teachers, a curriculum that is up-to-date and well-labeled, managing knowledge, and research-based teaching. According to Bhuttah, Ullah, Javed, and Xiaoduan (2019), basic education is the foundation for all later educational levels, hence it plays a role in human growth. The development of all other educational systems will result from elementary-level education changes. Yet, Pakistan is one of the twelve nations that consistently spends less than 3% of its GDP on education; as a result, a large proportion of its youth are untrained. Primary education for all people is essential for every civilization to advance and develop. The state must guarantee free and obligatory education to every citizen between the ages of 5 and 16 by Article 25-A of the Pakistani Constitution (UNESCO, 2015). The goal of universal primary education cannot be reached without the combined efforts of all social institutions and stakeholders.

According to Eisenman's (2007) primary education study, dropout rates are frequently too high in developing nations. According to the report, sub-Saharan African nations had the highest dropout rates, with 22% of primary school pupils and 21% of secondary school students dropping out. This was because there were fewer single-stream schools than double-stream ones. Additionally, this study found that the majority of education

sector stakeholders favor large school sizes due to their large-scale production (Mwingirwa, 2014).

Dzombo (2013) presented the study *Factors Affecting Primary School Enrollment in the Era of Free Primary Education*. As an example, consider Kilifi County, which has extremely low enrollment despite having free and mandatory education since 2002. The researcher looked for answers to three fundamental questions: what are the trends, what factors influence enrollment, attendance, or retention in Kilifi County, and what are the parents' opinions? The study's foundation was survey research, and it also made use of Robert Merton's goal means gap theory and human capital theory. Four schools were chosen for the study, two of which were urban and two of which were rural. Interviews were conducted with 125 study participants, including parents, teachers, headmasters, DEOs, and children enrolled or not. For the kids, instructors, and headmasters, purposeful sampling was employed, and for the nine parents, the snowballing technique was employed. According to a significant study, parents in the Kilifi area were unable to pay for their children's tuition and school supplies due to the terrible poverty that prevailed there. Instead, the school authorities charged monthly taxes. The government's failure to include parents in Free Primary Education (FPE) programs was the second cause. Parents are unaware of the value of education.

Segumba, (2015). *Factors contributing to primary school dropout issues in Temeke District*: This study examined the state of Temeke District's elementary schools. The study employed mixed-method research, and 30 instructors, 30 recently dropped-out children, and IDEO were chosen for interviews. In addition to selecting six teachers and six dropouts for the (FDG) focus group discussion, purposive and sample random selection approaches were employed for the chosen respondents. The study identified the main factor influencing Temeke district's high dropout rate and primary-level enrollment performance. Girls drop out at a higher rate than guys. According to the results of the FDGs, the respondents believed that several issues that were prevalent in primary school, including the distance to school, repetition of classes, teacher conduct,

packed classrooms, and incompetent teachers, were the main causes of high dropout rates. Does it study identify the main causes?

Thirruane, (2016). Examining the Reasons behind Student Dropouts in Imenti North Sub County, Meru County, Kenya's Public Primary Schools. The study's goals were to examine socioeconomic determinants, school-based factors, and the characteristics of primary school dropout students. To gather information, a descriptive and questionnaire-based approach employed stratified random sampling with SPSS data analysis to choose schools, instructors, and head teachers. A significant study confirmed that poverty is caused by financial difficulties. Low socioeconomic status, subpar school infrastructure, a lack of essentials, drug and substance misuse by parents and instructors, and so forth.

Lekhetso, (2013) presented a study on how Lesotho's primary education system's quality and accessibility are affected by free primary education. Lesotho, a tiny, mountainous nation inside the Republic of South Africa, is home to just 2.2 million people. The nation is now ranked 158th out of 186th in terms of least developed nations.

When compared to other nations, Lesotho's Human Development Index is quite low. Farming is a source of income for many, while other individuals travel to neighboring countries to work in South African mines. The primary issue that prevents people from simply accessing even the most basic amenities is poverty. According to a significant study, children who have many responsibilities, such as caring for livestock or performing child labor around the house, do not attend school. The primary cause of dropouts, particularly in rural regions, is school-based, and the government sector lacks enough and unqualified personnel. They are discouraging people and kids in a variety of ways that prevent them from learning well. They had various illnesses as children, but they were not given the right care when they were ill. The government introduced Free Primary Education (FPE) for all children, which is a commendable move. They have maintained highly qualified staff in each school and promoted high-quality education.

Loduze, (2010) looked at the author's study on the average distance Nigerian primary and secondary school pupils commute to school and how it affects attendance. Primary and secondary schools in three distinct states Anambra, Enugu, and Ebonyi selected the 144 respondents using a straightforward random sample technique. The pilot survey simply addressed four questions on the distance to school: less than one kilometer, 1-2 kilometers, 3-5 kilometers, and 5 or more kilometers. There are no independent factors. Distance has a significant impact on schooling. The academic achievement of children is negatively impacted by absenteeism. The main findings showed that attendance in Anambra states was 77.78% and 71.43%, while in Enugu states, attendance was 85% and 70%, and in Ebonyi, the distance traveled was 96% and 93.7, respectively, according to participation observation.

The factors influencing school dropout in Rajasthan: A study based on NSSO data was described in Chouhan's (2017) publication. The primary measure of human development is education. Rising income levels alter lifestyles and provide job options. The Indian state of Rajasthan has collected statistics on dropouts between the ages of 5 and 29 with an emphasis on elementary school data. A global conference titled "Education for All" was organized in 1990. Although all boys and girls must finish primary school by 2015, the government is in charge of providing free basic education to everyone. NSSO 64th Round (2007-08) data on education was used to perform the survey using the cross-tabulation logistic regression technique. The main finding indicated that factors influencing dropout included both home socioeconomic and demographic aspects as well as school-specific characteristics. 59% of kids between the ages of 5 and 29 do not attend school regularly. The primary factors that influenced parents' decision to send their children to school were caste differences, age of the student, gender discrimination, and distance to school.

The study by Adam et al. (2016) looked at the main causes of basic school dropout in rural Ghana, specifically in the Asunafo South district of the Brong Ahafo Region. Any society's development must include education as a means of raising living standards and per capita income. The goal of sustainable development is to raise

awareness of the value of education worldwide, the necessity of education for all children, and the obligation of the government to offer free education to both boys and girls aged five to sixteen. Ghana is a developing nation with numerous problems that have persisted for several decades, including poverty, inadequate economic conditions, and education. The study used a mixed-method approach with a cross-sectional design. 176 responses of various sizes, including head teachers, administrative education, and child dropouts. Questionnaires, focus groups, interviews, and participant observations were used to gather data, which SPSS software was then used to analyze to provide objective information. Major research findings include things like teachers' harsh attitudes, physical punishment, illiterate parents, who die or get ill, financial difficulties, child work, poverty, and the distance to school, which is particularly problematic for female children.

In their (2012) study, Sajjad et al. examined socioeconomic factors that contribute to primary school dropouts using data from South East Delhi, India. Information was gathered from 129 respondents using a sample random procedure, giving every primary school student an equal chance. Four schools in Delhi that are part of the Muslim community Noor Nagar, Batla House, Abdul Fazal Enclave, and Okhla—were chosen. One of the most crucial elements in the field of education is socioeconomic. Every society's members who create human resources, which are then converted into the national economy, benefit from socio-economic development in the form of appropriate growth rates, employment opportunities, improved attitudes, and new ideas and perspectives. According to the survey, the reasons for dropouts were individual lack of enthusiasm, poor diet, and child health issues. Teachers' harsh attitudes, the school's location and distance, absenteeism, and subpar instruction are all school-level factors that put more pressure on kids to drop out of school early.

2.1.4 In Pakistan Context

By 2015, Pakistan is most likely to default on its EFA (Khan, 2011). To realize the aim of universal education, particularly for females, it is crucial to identify the obstacles and bottlenecks. Pakistan's progress towards achieving universal primary education,

one of the Millennium Development Goals (MDGs), has been interrupted. Pakistan and its provinces are dedicated to achieving UPE as part of the globalization process. National education programs, national action plans, and other measures have been developed as part of emblems of achievement. Nevertheless, there hasn't been much effort made to achieve UPE. The provinces must develop their strategies by their suitability given the changing situation as a result of the 18th Amendment to the Constitution. The government OF Punjab has expressed a strong interest in the UPE objectives, and as a result, its School Reforms Roadmap includes the goal of ensuring equitable access to high-quality education throughout the province. Notwithstanding such pledges, there is always room to consider many delicate ground realities and imagine some potential policy recommendations. Right now, efforts are being made in that direction.

Balochistan has the lowest provincial Net Primary Enrolment Rate (NPER) at 39 percent, whereas Sindh and KPK have NERs of 50 percent and 53 percent, respectively. With a NER of 64 percent, Punjab is far ahead of the other provinces and above the national average of 57 percent. Since Punjab accounts for 60 percent of the nation's total population and its indicators have an impact on national indicators, Punjab's contribution to Pakistan's UPE target is substantial. A Joint Statement on Education was adopted by federating units in September 2011 following the passage of the 18th constitutional amendment. Together with other objectives, this declaration obligated the provincial governments to create an action plan to establish budgetary priorities and increase spending in light of time-sensitive concerns like the MDGs and EFA. The 18th Constitutional Amendment, which was ratified by parliament on April 19, 2010, states that. The Federal Ministry of Education was abolished as a result of the 18th Amendment's transfer of responsibility for education to the provinces. Policy decisions, program execution, and coordination subsequently fell under the exclusive purview of provincial governments. Children in numerous villages around the world often miss school due to various factors. These factors include social, economic, and cultural variables. Poverty plays a significant role as it compels children to work and

support their families instead of attending school. Many families prioritize their immediate financial needs over the long-term benefits of education because they cannot afford school fees, supplies, or uniforms. Consequently, children are often compelled to engage in domestic service, agriculture, or small-scale trading to contribute to their family's livelihood. Furthermore, access to schools is another crucial aspect. In rural areas, schools are often situated far away from children's homes, making the journey risky and time-consuming, particularly for girls. The lack of reliable transportation exacerbates this issue, leaving children with limited options. Gender biases and cultural norms play a significant role in the lack of education among children, especially girls. In many traditional societies, girls are expected to focus solely on household chores and getting married at an early age, while education is not given the importance it deserves. Parents often prioritize boys' education, believing it will benefit the family in the long term. Additionally, early marriages are common in certain regions, leading girls to drop out of school to fulfill family and marital responsibilities. This belief that girls' education is less valuable perpetuates a cycle of limited educational achievements and restricted opportunities.

Another issue is the quality of education. Even when schools are accessible, they often lack basic supplies, qualified teachers, and instructional resources. Insufficient resources and overcrowded classrooms create an unfavorable learning environment. Inadequate access to medical treatment can impact children's ability to learn and perform well in school. When kids are sick or not getting proper nutrition, it can be hard for them to keep up with their studies. This is especially true in areas where diseases like malaria are common. To help address these challenges, we need a variety of solutions such as financial support for families, better infrastructure, community education programs, laws that support gender equality, and improved educational opportunities. It's crucial to ensure that all children have access to education to break the cycle of poverty and support long-term development.

2.1.5 Conclusion

Based on the review literature mentioned above, it can be concluded that a wide range of factors originating from multiple facets influence primary school dropout rates. These elements, which include accessible unskilled teaching staff, various curricula, teacher conduct, transportation options, and more, have been dubbed school-based factors. The same is true for economic factors including parental income and direct and indirect educational expenses that contribute to early school dropouts. Finally, family-based characteristics such as parent income, family size, and family type have been covered in this section.

2.1.6 Summary

In this chapter, the researcher reviewed a wide range of thematic and contextual literature on the discussion of primary school enrollment for boys. The literature identified several variables that contribute to this problem, including socioeconomic limits, cultural standards, and educational regulations. Financial constraints are frequently stated as the principal barrier, with families prioritizing limited resources for immediate survival over education. Many families see education as a secondary concern because of this immediate focus on survival, particularly when necessities like food and shelter are at risk. Cultural norms can also make enrollment decisions more difficult; in certain areas, parents may place a lower importance on formal education due to traditional ideas about masculinity and males' roles in the workforce. The literature also emphasized how educational rules, such as insufficient infrastructure and cumbersome enrollment procedures, can deter families from sending young boys to school. Furthermore, parents may believe that education is not a practical or advantageous alternative due to a lack of nearby schools or inadequately funded establishments. These elements work together to provide a difficult environment that significantly restricts boys' access to elementary school, perpetuating a cycle of low enrollment and poor performance in these neighborhoods.

Cultural views and gender norms also play an important influence, with some communities placing a low value on boys' education, expecting them to contribute to household income or work in family companies. Furthermore, the quality of

educational facilities and the presence of male role models in schools are important considerations. Poor infrastructure, a shortage of trained teachers, and insufficient learning resources all contribute to lower enrollment and retention rates.

CHAPTER 3

3.1 Research Approach

The qualitative research approach was used in this study to describe and examine functioning in typical situations, extending from in-depth discussions among participants to procedures. Instead of dissecting a phenomenon into its parts, qualitative researchers choose to concentrate on the overall picture to better comprehend it. Instead of a data analysis based on numbers, the aim was to have a comprehensive picture and depth of knowledge. Since the nature of the research and the information analysis reflect the questions identified, the qualitative method was selected for this study. The researcher selected a phenomenological design for particular research questions to respond to this holistic research question.

3.2 Research Design

Qualitative research enables extensive fieldwork, the extraction of themes and categories from massive data sets, the disclosure of participant perspectives, and flexibility (Creswell, 2016). Merriam (2015) states that the goal of qualitative research is to use participant views to demonstrate how people interpret their experiences and make sense of their lives. A qualitative research method, phenomenology aims to explain how one or more participants experience a phenomenon (event, situation, concept, etc.) (Christensen, Johnson, & Turner, 2015). Phenomenology is an approach that views reality and experiences separately and is predicated on the researcher's maximum level of objectivity. Investigating the experiences associated with the phenomenon that was revealed in depth is the main goal of phenomenology (Ersoy, 2016). The current study employed a phenomenological approach to comprehend the teacher candidates from the viewpoint of the school administrators. The interview form, which is based on the research's points, has been attempted to be thoroughly analyzed utilizing a variety of data sources, including document analysis and observations.

A qualitative study can be conducted using a variety of methods. Phenomenology design was employed in this study to shed light on the participants' experiences about their perception of boys' enrolment. The study of an experience's essence was the main goal of phenomenological design. Phenomenology is a method used by researchers to comprehend and characterize the experiences that people have had as well as the nature of those experiences. In this study, it will be crucial to determine what similar experiences the participants shared as their perceptions. The phenomenological design meets the criteria set out for studying the individual's experience and providing an in-depth description of it. To do this, the researcher first approached the research intending to understand the participants' experiences while avoiding introducing one's personal bias into the interpretation of the experiences. Participants in this study were interviewed about their experiences with the phenomenon of barriers in boys' enrolment.

3.3 Phenomenological Study

Sociology served as the early home of phenomenology. The two parts of Edmund Husserl's *Logical Investigations* were published in 1900 and 1901, which is when the phenomenology movement began. Husserl, a mathematician who was 50 at the time, evolved into more of a philosopher during this period and began disseminating his ideas across Germany. Heidegger, Levinas, Sartre, Hegel, Merleau-Ponty, and Schutz, all members of the school of phenomenology, were profoundly influenced by his schools and teachings. Schutz used phenomenology and its methodology in a more societal context. A phenomenological study, according to Bogdan and Bilken (2017), is "research focused on understanding the point of view of the subjects" in sociology. According to Hoepfl (2016), under the section on the differences between qualitative and quantitative research paradigms, "Phenomenological inquiry employs a naturalistic approach that aims to comprehend phenomena in context-specific contexts." The researcher chose to employ a phenomenological approach for this research because it begins with the idea that numerous realities are founded in

participants' viewpoints. This kind of research is intended to characterize and interpret an event by figuring out the meaning of the experience as viewed by the people who have participated in it. The participant's point of view represents their perception of the surroundings. The individual participant's perspective influenced how each experience was seen. The focus on the individual's subjective experience sets phenomenology apart from other qualitative research methods. Due to its comprehensiveness, phenomenology may be appealing to some people. One way this comprehensiveness may be understood is in the fact that phenomenology always starts from the standpoint of consciousness and admits that whatever reveals itself to awareness, just as it presents itself, is a viable starting point for investigation.

Interpretive phenomenological analysis.

The chosen research methodology for this study is Interpretive Phenomenological Analysis (IPA). Because of its "concern with exploring experience in its terms," IPA is phenomenological and enables qualitative researchers to examine how other people interpret important life events (Smith et al., 2009, p. 1). Interpretative phenomenological analysis is idiographic, according to Smith et al. (2009), because of its "commitment to the detailed examination of the particular case" (p. 3). Furthermore, IPA uses a twofold hermeneutic, which means that "the researcher is trying to make sense of the participants trying to make sense of their world (Smith et al., 2009, p. 53) and the participants are trying to make sense of their world." To thoroughly grasp how administrators, teachers, and parents interpret their personal and professional lives and their experiences with our school children. IPA was finally selected for this study.

3.4 Data Collection Procedure

For accessing the participants to get data collected the setting was managed at the easiness of the participants. Participants from education sectors were accessed and interviewed at their offices while participants from local representors were accessed and interviewed at their job places. All the interviews were recorded through a voice recording app and saved for transcribing.

3.5 Population

1. Participants

Participants were selected from education sectors as administrators, and teachers, and from local representors as parents. Administrators were education officers having five or more than five years of experience, teachers were also with the same experiences. For inclusion of a deeper context of the phenomenon, two education officers namely District Education Officer, Deputy District Education Officer, one Headmasters from high school, and two teachers were included. While for local representation ten parents were interviewed whose children were out of the school. With fifteen participants the researcher felt enough understanding of the context and concluded the interview process. Mashkel is a Tehsil of Washuk a district in the province of Balochistan of Pakistan. Mashkel is located on the Iran Border, 600 km away from the Capital of Balochistan, Quetta. Mashkel comprises of three Union Councils. According to the last 2017 census, Sub-tehsil Mashkel has a total population of 70000.

3.6 Sampling Technique and Sampling Size

The technique used in this study was purposive sampling, which is especially well-suited for qualitative research, particularly phenomenological studies. Participants in this technique are chosen based on their unique experiences that are pertinent to the issue being studied. The main objective of purposive sampling is to collect comprehensive, rich data from people who can offer a profound understanding of the lived experiences under investigation. Intentionally selecting people with pertinent experiences allows researchers to guarantee that the information gathered is not only significant but also accurately reflects the complexity of the phenomenon. It is crucial to confirm that every participant in phenomenological research had firsthand experience with the topic under study. Because the insights gathered from participants are based on their lived circumstances, this verification helps preserve the study's validity and rigor. The purposive sampling strategy increases the richness of the qualitative data by allowing researchers to concentrate on people who can describe

their experiences in detail. Additionally, by examining differences among experiences, this approach enables researchers to spot subtle themes and patterns that may surface among various people. A more thorough grasp of the phenomena can be obtained by researchers by choosing participants according to particular characteristics, such as demographics, experience duration, or context. This allows for a more thorough examination of the meanings that participants assign to their experiences. This focused method not only supports the results but also advances the overarching goal of phenomenological research, which is to understand lived events from the viewpoints of individuals who have experienced them.

The focus of the study was to explore the experiences of the participants to fulfill the purpose of the study by reaching the research objectives. In this study, the researcher started interviewing participants from the population as experienced representatives. As the researcher felt that the interviewed participants have fully answered the purpose of the study and further they go for repetition, the researcher ended up sample size. For the purposeful interviews, the sample comprised participants from the education sector as administrators while participants from the local population as parents. For inclusion of administrators, the participants were Deputy District Education Officer Mashkel and a headmaster from high School in Mashkel. For inclusion of parents as participants, the researcher included those parents whose children were out of school. According to Creswell interviews with up to 10 participants are ideal. To fully explore the experiences of participants, the researcher prolonged the interviews for a deeper conversation exploring their perceptions.

3.7 Instrumentation

The researcher used self-structured open-ended questions for interviews to involve the participants in storytelling for in-depth perception as a picture of boys' low enrolment at the primary level. Through the use of self-structured open-ended interview questions, the researcher encouraged participants to share their stories and allowed for a more thorough investigation of their opinions on the low primary enrollment of boys.

Phenomenological research benefits greatly from this qualitative method since it enables participants to freely and naturally tell their stories. By promoting storytelling, the researcher sought to identify the complex elements such as institutional difficulties, cultural norms, and socioeconomic barriers that lead to low enrollment. By allowing participants to comment on their experiences and contextualize their opinions, open-ended questions encourage an engaged debate. This approach gives participants a voice to voice their issues and thoughts, while also enhancing the data. The breadth of data acquired using this method offers a more thorough comprehension of the situation, revealing the lived reality of local families and encapsulating the complexities of the problems of boys' education.

The open-ended questions were generated based on research objectives covering three themes; exploring the barriers in boys' enrolment, assessing parents' perception towards barriers in boys' enrolment, and assessing education administrators' perception towards barriers in boys' enrolment. The interviews were recorded with mobile recording because hand-written can't ensure the recording of all stories and there may be a chance to miss any information in told stories.

A self-developed structured questionnaire was used as the research instrument, comprising two sections: six questions for school administrators and seven for parents. To ensure participant understanding, all questions were translated into the Balochi language. Data collection was conducted through in-person interviews, which were audio-recorded using a mobile device with consent. Each recorded interview was carefully transcribed into English, maintaining the accuracy and context of responses. This approach allowed for meaningful engagement with participants and ensured the reliability of the collected data, while addressing linguistic and cultural relevance within the study's target population.

3.8 Data Collection

Before interviewing the researcher got the participants on a telephone call to confirm the participants' interest in contributing to the study. In an initial talk in a telephone call, the researcher briefly discussed the purpose of the study and decided on the appropriate and comfortable setting for conducting interviews. The data were collected from three groups as sample size comprises four groups first as administrators DEO, DDEO and headmaster, second as teachers and third as parents as local representatives. In the interviewing phase, the researcher involved the respondent for open answers to get the reflection of experience perception. The interviews were time-intensive and required extensive participant involvement. Each interview duration was between 1 and 1.5 hours.

1. Audio Recording of the Interviews

Each interview was audio recorded. The recording was started after the researcher reviewed the informed consent at the beginning of each interview. The audio recording was concluded at the end of the participant's answer to the final prompt. All recordings were time and date-stamped. The audios were transcribed in written form. The researcher stored the transcribed audio data in a password-protected file (USB) (along with the interview notes). The researcher scanned all hard copies connected with the study and stored them in a password-protected file (USB). All notes will be destroyed after the dissertation defense or within five years, whichever comes first. All consent forms will also be kept for five years.

2. The Researcher's Role

All the possible precautions were followed by the researchers to be just an instrument for approaching the participants to get data collection rather than any kind of diversion of feelings, thoughts, ideas, or experiences. Any preliminary meeting did not take place to ensure a time-oriented context and experiences of the phenomenon. In addition to this, the researcher had some personal

relationships and friendships with some participants but all settings were managed with all possible precautions to avoid any bias.

3.9 Data Analysis

In data analysis, the researcher transformed the audio recordings of participants into transcriptions, and the transcripts of interviews were sent to participants for an overview. In cases of no response, the transcripts were considered as approved. After approval researcher translated the approved Balochi transcripts to English with translation accuracy corticate. After translation in English researcher used the coding method to categorize data for order and avoid overlapping themes. In the final stage, the transcriptions were summarized to the purposeful findings of the study. Having segments and code-based themes, the researcher went to a thorough and true interpretation of the phenomenon in the selected context.

3.10 Considerations Regarding Ethics

This study analyzed experienced participants from the education sector and local representatives to gain an in-depth understanding of barriers to boys' enrollment at the primary level. The research stayed focused on the experiences and perspectives of experienced participants. The experienced participants who participated in the study trusted me as the researcher, allowing for free communication and in-depth discussions. I informed participants verbally and in writing about the guidelines for this study as well as their roles as participants. Throughout the interview, security measures were implemented to preserve the voices and all identities of the participants. Every precautionary protocol and procedure were applied to assure the protection of every study participant.

3.11 Summary

This qualitative, phenomenological study set out to examine participant perceptions of barriers to boys' primary school enrollment. Four weeks were taken for conducting the interviews, which were recorded and transcribed. Data were coded and emergent

themes were noted and analyzed for relevance. The description of emergent themes, a participant overview, and a summary of the study questions are presented in chapter four. Then, in chapter five, the researcher discussed how the four research objectives that guided this study were addressed by the data, which was arranged into emergent themes.

CHAPTER 4

4.1 FINDINGS

This phenomenological study sought to explore how representatives from the education sector and local perspectives determine the barriers to boy's enrollment. According to Patton (2002), this kind of research captures the unique way that a person perceives a phenomenon. He defines that experience as how people see it, explain it, feel about it, assess it, recall it, interpret it, and discuss it with others. The study provided an opportunity to the representors to explore the phenomenon in their own lenses. Through an in-depth interview meeting and discussions, the researcher became able to get a deep understanding of the phenomenon. In this chapter, the researcher analyzed the findings from the interviews of the fifteen participants who are currently experiencing the phenomenon. All participants discussed their own perceptions toward the barriers to boys' enrollment at primary level. The interviews covered both the local representation and education sectors as well as. Following the research objectives, the researcher firstly analyzed the parents' perceptions of how they see the barriers to boys' enrollment, secondly, the researcher analyzed the perceptions of administrators and teachers that how they perceive the barriers and thirdly and lastly, the researcher suggested a plan of actions to overcome the explored barriers.

4.2 Research Objectives

1. To explore the primary barriers to boys' enrolment at the primary level.
2. To assess parents' perception towards barriers in boys' enrolment at the primary level.
3. To assess education administrators' perception towards barriers in boys' enrolment at the primary level.
4. To suggest a plan of action to improve boys' enrolment at the primary level.

4.3 Participant's Summary

Participants were chosen from both the education sector and local representations as well as. five participants were from the education sector as experienced administrators, headmaster, and teachers while ten participants were chosen from the local population as parents. All fifteen participants voluntarily participated in the study. Local representatives were parents whose children were out of school while education sector representatives were with five or more years of experience. All participants asked the researcher not to mention their original names at any section of the study. Considering this concerning point, the researcher used code names for all of the respondents instead of their original names to avoid any anticipated threat to them.

4.4 Participant's Description

4.5 Individual description of participants:

The following description of the participants is by their status, experience, and the phenomenon. All participants are described below with their assigned code names:

Table 4.1: Administrators and Teachers (Education Sectors)

	Name	Description	Experiences
1.	DEO A	DEO	5 years
2.	DDEO D	DDEO	3 years
3.	Head A	Headmaster	15 years
4.	Teacher J	Teacher	20 years
5.	Teacher M	Teacher	20 years

Table4.2: Parents (local representors)

	Name	Children	Description	UC
1.	Parent 1B	5	Driver	Chakull
2.	Parent 2N	2	Businessman	Chakull
3.	Parent 3Y	8	Shopkeeper	Chakull
4.	Parent 4J	10	Driver	Sotagan
5.	Parent 5U	3	Labor	Sotagan
6.	Parent 6K	5	labor	Sotagan
7.	Parent 7H	4	Driver	Zawag
8.	Parent 8Q	4	Shopkeeper	Zawag

9.	Parent 9D	5	Former	Zawag
10.	Parent 10A	7	Businessman	Zawag

4.6 Administrators and Teachers (Education Sectors)

DEO A

District Education Officer (DEO) is experiencing the phenomenon with the last five years of experience. He is aware of all the root causes and factors behind these barriers to boys' enrollment. With vast experiences and services, he can have in-depth understanding of the case within the context.

DDEO D

District Deputy Education Officer DDEO has 3 years of experience in this status while he has a vast 20 years of teaching experience and has been working as headmaster for some years too. He voluntarily expressed his participation as a respondent in the study. He has enough interest to discuss and overcome the barriers to boys' enrollment.

Head A

Head A is a school headmaster at the middle level. He has been working with this status for 15 years and since acknowledges as failed to get enough enrollment at any stage. He has also a deep understanding of the phenomenon and expresses the factors and barriers as mutually related to both local and related sectors.

Teacher J

Teacher J has 20 years of experience in the teaching profession. He participated with self-willing and analyzed the case very thoroughly. He expressed with sorrow that he has never seen a satisfactory enrollment in his whole career of teaching in the region.

Teacher M

Teacher M is a JVT teacher having 20 years of experience in the teaching profession. He belongs to Union Council Zawag where out-of-school children are at a higher ratio in the region. As in the first approach, he expressed his willingness to be part of the study as a participant interviewee.

4.7 Parents (local Representatives)

Parent 1B

Parent 1B is a 35-year-old and a driver having 5 children. He himself is uneducated and working as a driver on the border at a trade point. He resides in the smallest union

council Mashkel that's Chakul. There is a primary school but still all five children have no schooling background.

Parent 2N

Parent 2N is 50 years old and a businessman and has no educational background by himself. He is well settled and has had his own business for a long but still, his both children are uneducated and follow him in his business. He has no regret regarding his children's illiteracy. He also belongs to the smallest union council, Chakul.

Parent 3Y

Parent 3Y is a 40-year-old laborer who works on a daily routine to earn his income. He father of 8 children and is uneducated too. None of all 8 children is enrolled in school while some of them are enrolled in Madarsa. He resides in UC Chakul.

Parent 4J

Parent 4J is the father of 10 sons aged 60 residing in the second Union Council, Sotagan. He is a shopkeeper by profession and has no educational background and all ten children are out of school with still no will to be enrolled. The elder children support their father in shopkeeping.

Parent 5U

Parent 5U is the father of three sons and a laborer working for daily wages. He has basic education in reading and writing to some extent but his children are all out of school. He belongs to Union Council Sotagan where residents have facilities for middle school but yet his three sons are not enrolled.

Parent 6K

Parent 6K is 45 years old working as a laborer and having five children. He his self has no education and his children are also not having education or enrollment currently. They also reside in a town where the middle school is functional but they have no interest in being educated.

Parent 7H

Parent 7H is a driver on a trade route on the border. He is at the age of 30 and has four teenage children who have no school enrollment. He belongs to the largest Union

Council of Mashkel where some primary and middle schools are functional but his children are out of school and will follow his father's profession as a driver.

Parent 8Q

Parent 8Q is a resident of Zawag UC and is a shopkeeper by profession. He is the father of four youngsters. He himself has an education to the middle level but all four children are out of school and helping out their father in the shop.

Parent 9D

Parent 9D has been a former for a very long with no educational background. He is the father of four children and has no interest in their children's education. As a father, all four children are not willing to be enrolled or educated. They are satisfied with their way of living in illiteracy.

Parent 10A

Parent 10A is a father of seven sons having himself a matriculation education. He is a businessman by profession and a well-settled resident of the town. He has all the opportunities for educating his children but still, there is a lack of willingness towards schooling and education.

4.8 Interviews and Focus Group

To better understand the research setting, the approach to respondents, and other precautionary considerations, the researcher conducted a focus group interview. This focus group consisted of five members who were easily accessible and familiar with the phenomenon under study. The members included a mix of teachers, religious leaders, and parents. During this session, the focus group provided the preliminary insights and discussions that the researcher needed prior to conducting the main study.

4.9 Interview and Respondents

Interview questions were developed for two groups, firstly, a set of six questions was developed for covering the focus group from the education sector, and secondly, a set of seven questions was developed for covering the local representations. Participants from education sectors were approached and interviewed in their offices while parents

were approached and interviewed in different settings at their request of easiness. At the end, all of them were asked if want to share anything else they can. The interviews were recorded and transcribed sequences with interviewees' code names. All the responses of the respondents are transcribed with following the research questions.

4.9 Direct Speech Narration

Transcribing responses in direct speech narration involves representing spoken language exactly as it was articulated by the speaker, capturing both the content and style of the original utterance. This approach preserves the speaker's authentic tone, phrasing, and linguistic choices, allowing for an accurate portrayal of their perspective and communicative intent. Direct speech transcription is often employed in qualitative research, particularly in fields like sociology, linguistics, and psychology, where the fidelity of participant responses is crucial for analysis. By documenting responses in the speaker's own words, researchers maintain the integrity of the data, ensuring that interpretations and conclusions are grounded in participants' true expressions. Additionally, direct speech can reveal subtle nuances, such as emotional inflections or unique speech patterns, providing deeper insights into underlying attitudes, cultural contexts, and personal experiences. Thus, direct speech narration is a valuable tool for producing authentic, participant-centered analyses in academic research.

4.9 Administrators and Teachers (Education Sectors)

Question 1:

Question one is from administrators and teachers to share their views about the current status of primary education in Mashkel.

DEO A

The status of primary education is not satisfactory with a very low enrollment ratio. As it is the base for further levels of education but still lacking in too many aspects. This

was not poor for the time being but for a very long period the primary education in the region suffered a lot of shortcomings and lacking.

DDEO

Education at the primary level is worse than we think. As compared to other surrounding regions, the primary education in Mashkel is at its worst status. As administrators, we all failed to cover up the shortages and the gap.

Head A

As I have been headmaster for the last fifteen years, I am experiencing the status of primary education as the same as it was at the time of my joining. I have no idea regarding the standard and quality of primary level of education throughout the country but I can with standard we are here is not good and boosting children.

Teacher J

Very unfortunately we cannot get satisfactory enrollment in the primary section and get worse ahead in the middle and high sections. The current status is tense but not for all or the majority.

Teacher M

As a teacher, I cover my duty and am not aware of the status of the whole region. But one thing I know is as we face low enrollment as same we face a very low presence of teachers.

Question 2:

Question two brings the discussion of respondents towards the barriers to boys' enrollment at the primary level.

DDEO A

From my experiences and observation, the biggest barrier to enrollment at the primary level is a lack of awareness regarding the need, importance, and role of education. Locals are completely unaware of the modern changes and development. All they living still in a very dark age.

DDEO

There can be so many factors as barriers but the burning one uneducated environment. Parents are uneducated their selves and they do not believe in any change through education and knowledge. Another factor is the lack of availability of needed facilities and children are more facilitated in Madarsas as compared to schools, so parents prefer Madarsas more than schools.

Head A

The focus needed barriers are interferences by different powers such as ministers, local lords, and some others. Most teachers are out of duties due to these figures mentioned above. Since I joined the education sector, we have never been successful in getting all or the majority of teachers on duty. With a lack of very limited teaching staff, we cannot provide the required education and failed to generate an attractive result.

Teacher J

Enrollment depends on the psyche and mentality of people towards education. Here in this region, people are focusing more on money and earnings rather than education and knowledge. People's mentality is that education has nothing to give us ahead so, it is good to get children in earning instead of schooling.

Teacher M

In my opinion, I see the education system is dominated by the madrasas system. It's a challenging barrier in the form of the literacy rate in this region. Between distances of every single Km, there are madrasas with at least 100 strength but on the other hand, schools are empty. The worrying point is that people are only happy with religious education.

Question 3:

Question three is covering the debate regarding responsible characters and who is responsible and accountable for such low enrollment in the region.

DEO A

The very first responsibility as mentioned by locals and residents may be a parent or any other guardian in the family. They have no interest in getting their children educated. As I know there are other responsibilities too but first I write as parents.

DDEO

This low literacy rate cannot be counted as responsible by figuring out one figure. For this, I say, parents, teachers, administrators, and other all responsible authorities are responsible. Responsible authorities lack the process of check and balance and in turn, we lack in education process.

Head A

As early I told you that it has a linkage with political figures and powers. Our political figures do not want any awareness and education in the region because they are aware of change through education that if the people get education and awareness their power will be in danger. That is why the standard education in the region has never been the focus of our parliamentarians.

Teacher J

To some extent, everyone can be blamed for this worse situation. Firstly, I say the local representors are responsible because they have no interest in education and school functionality. They are not worried that their children are out of school. No one has taken any steps to promote schooling culture in the region.

Teacher M

Once again, I repeat that the most responsible and trouble is with religious groups who do not want schooling culture to be promoted. I remember, once there a team of NGOs came and announced to opening primary school in the region to educate the children but it faced many threats and pressures from religious groups and even couldn't initiate the project.

Question 4:

In question no four, the respondents are asked to share their willingness to improve this worse rate of enrollment in the region. All were determined by their willingness for their self-contribution to this issue.

DEO A

As I started my job in the teaching profession I am seeing education the same since its beginning in this region. As per my understanding of the context, this worsened

condition is neither nor linked with individual character. Since my teaching in a higher position, I have always been trying to make the environment for schooling culture but I have failed time and again. I surely say that it can't be improved by a single officer or teacher. There are so many strong factors behind this illiteracy.

DDEO

To be very honest and straightforward forward this is the issue that has linkages with upper than our status and authority. As deputy district education officer whenever I try to get teachers accountable for absentees they are loyal to some other power for not being accountable. If I see the situation as favorable I will try to make my contribution to improve this worsened form of education system.

Head A

I always try to play my full role, but the problem here is that this is a huge and vast region, so I can't cover all the areas. I can cover at most one school and that is what I am doing. For the change in this education system, all the schools where the post of head Master is empty there will have to appoint head Master and all of them will have to be bound with their duties.

Teacher J

Ever since I was appointed, I have been faithful to my duties, but the problem here is that all the other teachers in our school are absent from their duties and for change in this system. The important thing is that everyone should unite and be honest in their duty.

Teacher M

I am a primary school teacher, there are very few children here, sometimes there are five children and sometimes there are barely ten children, but more than 10 have never come to this school. My responsibility is that I must do my duty, I have to teach the children, but here unfortunately the strength of the children is low, although the number of children in this area is quite high, the population is high, but the children go to work with their parents, but they are out of school here.

So far, the environment has not been created so that children can be attracted to school.

Question 5:

Question number four is for the next implementation, which mechanism, which policy, which strategy will be used to improve and change this education system.

DEO A

According to my observation and experience, the biggest problem here is due to the lack of accountability process and this system is failing because there is no accountability process here. There are hundreds of teachers who are posted here, but at the moment barely half of them are on duty. There is a need for action, and for that, we have to act of accountability, otherwise, this system will not change.

DDEO

The issue here is the lack of awareness, where for the change in the education system, we should start more awareness campaigns, and organize seminars so that the education that has been lost in the people can be restored to the people here. People don't know the importance of education, so the first thing to do here is to create awareness among people so that they understand the importance of education.

Head A

Here, the first thing that is most needed to enroll children in school is to talk with people, to have discussions, to understand people, to ask people why they send their young children to work., they send them to shop, they send them to earn money, but they are of school age, why don't they send them to school.

Teacher J

According to my opinion, children do more labor here, although they are still of school age, the number of children in schools is less, while the number of children in business markets is more, and the labor rate is high, to improve this system and get children enrolled in school, We have to work on awareness campaigns to convince parents to send their children to these schools instead of sending them to work.

Teacher M

As a teacher, I understand that a single action to change this education system and enroll children in school is quite impossible, so we have to do a lot of work and set up a lot of policies, most of which are The first task will be to restore the culture of children not reading here, to reopen all the schools that are closed, to provide facilities to those schools that do not have facilities. There are no teachers, they have to be given teachers, and all the other forces that are hindering the improvement of this education system must also be challenged.

Question 6:

The sixth and last question is for additional discussion, so if anyone wants to add something to this discussion or say something else, but in response to this question, some people repeated the same things and some people did not say anything. Nothing new came to addition.

4.10 Parents (Local Representatives)

Question 1:

Question one was for the parents in which the researcher tried to find out what the parents say about the importance of education and what they think about education.

Parent 1B:

Yes, education is absolutely a very good blessing, it is really great, but here the education that we want is not provided or the teacher himself is not so competent, they are not so committed themselves, their own children study in big cities, in Quetta and other cities. So, there are no facilities for our children and there are no teachers. If we want to teach our children, we have to send them to Quetta.

Parent 2N:

Yes, we understand the importance of education, but we teach our children in religious schools. They understand both their religion and the world. Do not harm anyone, just pray, fast, and serve your parents. This is a lot for us.

Parent 3Y:

The importance of education is not like as it is in other countries. Here, people study, what will they become after studying for many years? They may just become a teacher.

Our children only earn money in our work, take care of our business, and take care of the house, so we do not send them to school, if they are sent to school, who will take care of our work of earning?

Parent 4J:

We do not deny the importance of education but here after education, there is nothing for people who have studied for many years and passed 16 years of education but they have nothing they are roaming around unemployed. Two-time bread is not reachable for them. They have many certificates but nothing. Here people live a good life without education. They have a good business. They get bored, they have nothing after education in this country, education is not as important as it is in other countries.

Parent 5U:

We know the importance of education, but our elders are an obstacle in front of our education. Our Meers, ministers, and Sardars don't want everyone's children to study here, and become educated, they don't want us to be like their children here. The education system is sinking because of them and they don't want the knowledge to grow here, so there is no educational environment here, so we are forced to take our children to work with us.

Parent 6K:

We know very well about education, but what did the people here get by studying, nothing? They are more worried than us after studying. They don't have a job. There are no jobs here. Her jobs are sold for 20-30 lakhs. The students are also worried about what to do. If they do not have a recommendation, then their studies will not work. The importance of education is no longer there, so we know that if our children study, then after studying, there is nothing for them, they come back here and work with us in our work and earn money. There is nothing other than that.

Parent 7H:

Education may be important in big cities, but what will the children do if they study hard here? Our children don't go to America, Europe, and other countries. They come back to work here. They live in their own area. Just read your religion, understand the

world's right and wrong, earn your own income, get married, take care of your children, take care of your parents, and serve them, we do not need more education than that.

Parent 8K:

I studied a few classes, and I only know our calculations, apart from that, I don't know much about education. What is education, it's important, and we don't know much. We don't know anything more than that. There are no big colleges here. There are no big educational institutions. There are no people who study. When there is no environment to study, what do people know about education?

This is our situation. Yes, we don't know anything.

Parent 9D:

We are happy in our condition, our land is everything to us, our livelihood is also in this land, we take care of this land, we earn our livelihood, we do our farming, then we harvest the crops and that is what we call our life. Everything is ours, we just want our children to be like us, live in the same lands, settle here, and earn from the land with our livelihood, education is a good thing, but whoever has studied here, goes to big cities and they don't come to us, they are far away from their land, they are far away from their relatives, then they don't come close to us. This kind of education has no importance for us.

Parent 10A:

I myself have passed matriculation, I just know how to read and write and I think that this is enough in Pakistan, more than that what will our children do here who study for years here and there but jobs are given to those who are having big recommendations, those who have big investments, money, jobs are only for them. We know that we don't have big recommendations. We don't have money. We can't buy big jobs. Read so much that you can know how to read, write, and do your own business.

Question 2:

Question number two tried to ask the parents of the children to what extent the interest of the parents in teaching their children in school, and whether they want their children to be taught in school, in this question the researcher wanted to know their interest.

Parent 1B:

Yes, of course, I am a driver myself, but I want my children to read, learn something, get something, grow up, and become something, but all this is not possible in these schools. There are no facilities. If there are other facilities, there are no teachers. Here they have such problems in schools. They never end. There is no study environment here. Our children go even though their time is wasted. They do not learn anything. We want our children to read, but the atmosphere here is not conducive to reading, so we think that it is better to let them join us in our business than to waste their time in the environment.

Parent 2N:

Earlier we were interested, we also tried and sent the children to school so that they can read something, learn something and become human beings, but there is no such environment for studying here, teachers are absent, there are no facilities, children go from morning to two o'clock, one but there are one or two teachers. Sometimes they teach a couple of books, sometimes they don't even teach, now the environment here is not the same as in other cities, the children's teachers here are absent from their duties. Now in this situation what other option is left to us is to keep our children busy with us and take them in our business so that they don't get into any other addiction or any other bad environment if good education was provided here we were there, we would definitely be interested, we would definitely teach our children, but the education here is not the same as in other cities.

Parent 3Y:

The biggest problem here is finance. I work as a daily wage laborer. It is very difficult to make ends meet. We don't have anything extra for the children for their education. As far as I can tell, some schools are teaching here but the cost of going there, their books and other facilities are beyond my scope, so I am currently not in a position to

teach my children. Children help me in this inflationary era to earn some money to earn two daily bread so that we can live.

Parent 4J:

We made a lot of efforts to enroll the children in school, provided them with uniforms, gave them books, gave them all the facilities, and also paid for the transportation, but sometimes the children do not know how to read and write even after studying for years, they just go to school for years but the children don't learn anything in schools so now we have decided that it is better to let them support us in our activities than to waste their time here.

Parent 5U:

In the beginning, we were very interested, but now we are not interested because our children go to schools, there are no teachers, no books, no other facilities, sometimes they read one book, sometimes they are taught two books, nothing more. So we decided that we will no longer send our children to school just to pass the time, we will keep them with us in our work.

Parent 6K:

No, there is no interest at all, because those who studied are in front of us. What have the school readers done? They have not done anything. How many years have they spent in schools, colleges, universities, but what is there for them? They do the same what we do, they drive, they work on the border, they live like us, they have not done anything different from us so that we may raise our children towards them, there is nothing here after education, people are worried about what to do with them now. They don't have jobs, they don't have posts, they don't have money, they come back and work at the same border, and they earn their livelihood. There is no benefit in education here, so we are not interested in educating our children.

Parent 7H:

How many years children study in school. We just want our children to study for a few years in the same religious madrassas and read the Holy Qur'an. More than that, we don't want our children to go to schools somewhere, just as much as you can

understand prayer and fasting, it is enough for our children. How many years you study in the university. A few years in this religious Madarsa is enough.

Parent 8K:

Yes, of course, our children, we want them to be studying, we are very interested, we also know the importance of education. There is no awareness in our area. People do not know their rights. There are no facilities in the area. People are deprived of their facilities, but they do not know why. Nobody knows anything here. Just earn two daily bread and live life. All this is because of illiteracy. We understand well the importance of education, but the problem here is that we are disappointed with these schools. Education in government schools is not satisfactory. If there was good education in our schools like private schools, then we must enroll our children, but it is not. They must teach like people teach in other areas, but till now no one has opened even a private school. There is not even a language center in our area. There are only these so-called government schools in the whole area. There are no books, no homework, nothing, so how can we send our children to waste our children's time?

Parent 9D:

We ourselves are uneducated people, we do our own land, we live our own lives, we don't know much about schools, we don't know much about education, we don't know much, but we know that our children study in these schools. If they have to be educated, they should be sent to other cities like Quetta and other big cities. We don't have money, we don't have jobs, we barely earn our livelihood from land, and this life is very difficult for us.

Parent 10A:

I have studied up to matric but when we used to study, we used to study because of our passion. Yes, but our children don't want to study by themselves, they don't have the same passion as we used to study. I have said that now you will read as much as you will, as much as you will ask for money, we will bear everything, we will teach you, but none of the seven children have that passion that I have left him here after that.

This passion is not in children. If children had a passion for reading, I would support them in every way, give them facilities, give them money, but they do not have passion in themselves.

Question 3:

In question number three, parents were asked what they say about their children's interests, whether their children want to study, whether their children want to go to school, and what is their children's opinion about education. This is what was discussed in question number three.

Parent 1B:

We can say that the children of today do not have the same interest as the children of the past. There is pubg and there are other apps due to which the interest of children has been lost from learning. Children don't want to go to school by themselves. I tried to make them go to school, but they don't go without a beating, that interest is not seen in them, they want us to have a mobile, we have a motorcycle, we have a car, that's all they want. There is nothing more than.

Parent 2N:

We are busy with our business and just like we are not interested, our children are also not interested in reading. I have two children. They spend their time here in the shop. They are happy in this condition, no one says, Dad, I want to go to school, give me books, admit me to school, take me to this school. None of them ever expressed such willingness.

Parent 3Y:

I have eight children and some of them study in religious madrasas like me and some don't study at all and they don't even have an interest I have tried to make my children study but they don't have an interest, but they don't want to study, just for a couple of years. They spend time in religious schools, then they want to work, they want to drive a car, they want to become drivers, they want to become shopkeepers, these are the interests of our children.

Parent 4J:

Children also have no interest they don't want to go to school at all if they have an interest and want to study we don't stop them from going but they have no interest they never said they want to go to school, we have to read, give us books. They are not interested. They don't want to read. So we don't bother them too much. We don't beat them too much. If they want to study, I would send them and facilitate them, but no one has any interest, so that's why they are out of school. But I want them to get busy with my work it is better for them than going around.

Parent 5U:

Yes, my elder son wanted to study. He was very fond of going to school. He went to school for a couple of years but was disappointed. He said that the teachers do not teach us anymore. The books are given to us. The teachers are not on duty for us. Sometimes two teachers teach, they don't teach and I want to go to Quetta to study further, send me to study further, but I said, son, I work daily, I only earn so much money that we have here. I don't have any business, I don't have any salary, I don't have any job, I don't have enough money to send you to study abroad, all I can say is that the children were fond of us to study, but here they there is no education and we cannot send children further, we do not have enough capacity.

Parent 6K:

Children will know their interests well. The simple thing is that we have never asked children what their interests are. Do they want to study or not? We don't know, but this laziness is ours as parents. We believe that we didn't ask them, we didn't tell them to go to school, and it's obvious that when the parents are not interested, the children are not interested too. It also becomes difficult if this show was in them, then we would definitely see this passion among children, so first of all I am responsible for the children's enrollment, but I myself do not know what are the reasons why we are not having that passion. We don't teach our children why we don't have the passion for education I don't know myself I don't know how to describe it what are the reasons why we don't have the passion that other areas have. I don't know it myself.

Parent 7H:

We are people living on the border, we don't have enough time to give time to our children. Earning is difficult at the border. All our time is spent in some earning, so we cannot give time to the children, so the children do not even go to school. So, the school is not far, but the children themselves do not have that interest, we cannot give enough time to handle them and send them and they do not even go on their own, they do not have that much interest in studying on their own.

Parent 8K:

I have never seen interest in children, they never showed interest, they have no interest, they don't have anything to study, they often like to go to work with me, and we spend our time in the shop now. I do not know why there is no interest, why children do not want to study, why there is no inclination towards education, I myself do not know much about it.

Parent 9D:

No, children have never bothered us that we will go somewhere and study, so we don't bother them either. So, they are with us doing all this, we are happy with it, children are also happy with it, they never emphasized that we will go to school, will study, so we never emphasized it either.

Parent 10A:

I have seven children with me, none of them go to school, none of them have any admission in any school and the fact is that none of the seven children are ever interested in going to school, we have facilities here. There are schools there, there are some teachers and they are not so far away that they cannot go, but the simple fact is that I am not interested, they do not study. If they don't have an interest, we don't have an interest either. I don't know what the children will do next. Their hobby is like most of the common people in the area. They will manage a business, they will build their own houses, they will get huge capital, as is the trend in the general area, and the mentality of the children is also similar to the general trend.

Question 4:

In question number four, the researcher has tried to find out who is responsible for the low number of children in schools. What the parents express who is responsible for this low enrollment, parents' answers are dispatched below.

Parent 1B:

It is obvious that the heads of educational institutions are responsible for this, there are officers who know that the education system here is not functional, and the teachers do not give their duties, but despite this, there is no restriction on them, and there is no accountability process. According to my opinion, the Education Officers are responsible.

Parent 2N:

According to my opinion, the common mentality is responsible here that people don't pay attention to education, education is not important in the whole region, everyone stays away from educational institutions, stay away from bigness, stay away from school, and in short, this is There is no atmosphere of knowledge and education in the entire region, no mentality has been formed yet, whether there is work or hard work for education, no one shows interest in continuing the education system, so people do not want it.

Parent 3Y:

Here, I cannot say that any one person or any group or only one organization is responsible, or all of us, whether it is the people of the area, the leader, the chief, or the officers of the educational institutions, they are all responsible. In my opinion, the problem here is worse because the ministers who are close to the teachers, then they don't go to duty if the common people ask them why they don't have a duty to teach our children, they say, Yes, even the minister doesn't ask me. Who are you to ask me? I think these political people are the most responsible. They have favored the teacher because of their political interest.

Parent 4J:

According to my opinion, the responsible are the school teachers who do not give duty, who do not teach, if there is no learning environment in the schools, why should the

children go to the schools? They remain absent and do not do their duties, and besides, children go to Madrasas in large numbers. **Parent 5U:**

I say that the big feudal of the area are responsible for this dysfunctional education system, not only the education system but also the feudal are responsible for the backwardness here. Some chiefs call themselves the owners of the area, but they live in big cities, their children have separate schools, and our children have separate schools. They have created a system, they have separate institutions for them, there are separate institutions for the poor, and on the one hand, they control us, on the other hand, they go to big cities and live in big bungalows. These leaders are responsible for our education system.

Parent 6K:

According to my opinion, these are the big leaders of our region, the parliamentary people, and the ministers are responsible, because of them, the condition of our schools is bad, and the children are not ready to go to school. There is no teacher, they are responsible for all this, our responsible are our ministers, and because of this the teachers do not give their duties, they are also the ones who ask them, but they do not ask, their children grow up in big cities. They study in big schools, but they don't speak for our schools at all, that's why the schools are in this condition, there is nothing.

Parent 7H:

I don't know much about who is responsible for this, all I know is that this education system is broken, and the environment here is not the same as in other areas around here, but I do not know who is responsible for this. Only the education system is not destroyed, everything is destroyed here, the same is the condition of health here, the same is the condition of cleanliness and sanitation, and the same is the condition of the roads and the market here, even in the 21st century we are deprived of bank facility than think about this in this area, how will the rest of the institutions be, what will be the condition of the rest of the institutions in this modern age, we do not have basic facilities for survival, education, health, road banks, all of them are yet basic demands and many are the responsible for them. Not everything is due to the weakness of one

person and one institution. Many people are responsible for it. Who is responsible for it, we have to speak for it, people have to be informed, but no one is ready for change here.

Parent 8K:

The system is sinking, and the schools in this area are in very bad condition. There are about 27, or 28 schools, three or four of them are functional, and the rest are closed. Who is responsible for why it is closed? It is the problem of the entire region that our education system is much damaged and I think that the responsible are the heads of the educational institutions and the officers. Their children study in other cities. But they are not serious about our schools, they don't want education, awareness, or knowledge here. They take their salaries, and some salaries are also deducted from the teachers, and the teachers roam freely because of this, they don't ask them. Here the teachers are also responsible, the officers are also responsible and at the same time, we as parents are not serious enough to stand against them. We should have thought that we should stand up against them, we should speak against them, but we are not doing that either, so I think first of all the officers are responsible, then the teachers are responsible and also, we as Parents are responsible.

Parent 9D:

I am a farmer myself and I don't know much about education but one problem I can tell you is that here there is no school beyond primary we can't even send our children to other cities. Where there are middle schools, high schools, colleges, etc., we cannot afford their expenses. If we teach these children here, they will study for five grades. Now the problem for us here is that we have to send children away after primary school and we don't have enough money for that, so I think the government is responsible for setting up schools in villages everywhere. Can't afford teachers can't pay so children can't go outside to cities. All children can't enroll at an expense so the government is responsible for making schools functional in every village.

Parent 10A:

It is obvious that these are the institutions of the government and they are responsible first of all. Why is there no accountability process here? Why don't you research who is responsible for this? Why are the government institutions not serious about this? I can't say that any individual is responsible. Do research on it and make people accountable for it, ask them, punish them, if the situation is so bad, it cannot be fixed because of a private person, for that, the government institutions have to be serious, and the government officials must be serious. Education officers of government institutions must be serious. No matter how much I say as a parent, my speech will not change anything. Everyone must speak here. Institutions must ask why the education system is so destroyed here.

Question 5:

In question number five, the researcher tried to find out from the parents what role they can play to improve this education system and what their contribution can be to bring change in this system.

Parent 1B:

I'm a driver, I don't know what my role can be but I know that it's not all about me. Get the children who are out of school into schools. My role can only be to talk to my children and convince them to send them to school. That's all I can do to send my children to school. Besides, changing the education system is not all bound to me.

Parent 2N:

We all have to work to change it. It is impossible to change it with my role alone. I say let us tell it. Parents should play their role. Above all, our rich and respected Sardars and ministers' role will be mercy. If they want, they can change this education system in months. If we want this system, no matter how much we try, no matter how much work we do, it is impossible to change only by our role.

Parent 3Y:

I am a laborer, what can I do? It is not within my scope. The rule is formed by those who are in big positions, they are very responsible, and it is their responsibility. My

role is maybe I can convince my children to send children to school, that's all my role, more than that I can say something new about what role I can play.

Parent 4J:

I don't think I can play a big role. We are so busy with our work that we don't even have time for other work. That's why the role of the relevant institutions is important. The role of the relevant people is important. This is the work of our department. This is not a border business in which we can understand something we can speak we can do our work, do our role I think it is the responsibility of the concerned people to play their full role yes that's all I can say. That my role may be to convince some of my children to go to school, some go to madrasas, and some I may send to school, but I can send them when the school is a school environment. If there is a teacher in schools, and there is a learning environment, then I can play this role. It cannot be that there is no teacher in schools, there are no books, there is no teaching, the environment is not for learning and I tell the children to go to school like this. The time will be wasted and the children will not learn anything, so first of all we should ask the relevant officials where the relevant institutions are. Every institution has its officials. Yes, it is their responsibility to change this system. I am a shopkeeper or an entrepreneur what role can I play?

Parent 5U:

The problem here is that the local teachers here do not pay duty, these local teachers have relations with political people, and they have close connections and that is why they are free, they do not pay duty, so I say that I should play my role at this time. When instead of these local teachers, teachers from outside come from other areas, I am ready to give them a place here, I am ready to give them facilities here and I can play this role, I think. Although these local teachers are responsible for the education system, if any teachers come from outside, we are ready to cooperate with them in every way.

Parent 6K:

I am illiterate myself and I don't know much about the education system, where the problem is, where my role is needed I don't know. Where is the problem bad and where work needs to be done? Yes, if my role is needed, I say with confidence that I will play my role. Here, if a teacher comes to this school and gives duty, then our children will definitely go to school.

Parent 7H:

I myself don't know what I can do, what my role can be, but if someone wants to do serious work here, want to bring changes in this system, want to activate the schools, want to bring the teachers to duty, then the children from school I also want some work to be done to enroll them in school, but the responsible people here tell us what role we can play. Concerned people show seriousness here and also tell us what we can do for them and what role we can play for them as a father myself am ready and ready to work I believe. I can also say that the rest of the parents here will be ready to play a role in the work, but they cannot do anything alone, their role is not alone.

Parent 8K:

Yes of course I am ready to play any kind of role I am ready for any kind of support as a shopkeeper and people can discuss and debate about it. We are ready to talk about the change in this system and above all my role can be to convince the parents of the children who are out of school to prepare them to go to school. Talk to them, and convince them that we pay for them to go to school, and for this, we need to work as a team.

Parent 9D:

We want to improve the education system, we are not denying education and we want our children to study. The education system in our area is very broken. If we talk about education, that we have to send the children away from the villages and send them to the cities, which is beyond our capacity, we don't have money for that. There are no expenses, and there is not enough space, so here in the villages, if the education system is a primary school, middle school, or high school, then I am ready as a farmer to make

these schools functional in any way that my support is needed. I can confidently say that I am ready.

Parent 10A:

We are disappointed with the government schools, the education system in the government schools is very bad here, the teachers are absent, no one is on duty and I think that we cannot improve them. We are ready to play our role. If someone wants to open a private school, we will support him financially, we will give him space in any way they need our support. We are ready for it, but we are disappointed with government schools and I don't think government schools will be fine with my contribution.

Question 6:

Question number six was about the plan of action, which plan of action would the parents suggest to improve the education system, after the practice of which the education system can be improved?

Parent 1B:

Some problems need a plan of action based on these problems like absenteeism of teachers in schools is a problem poor buildings in schools is a problem lack of water lack of clean water is a problem transportation for children to go to school If there is a problem, I think that the plan of action based on the problems is that, the first part of this plan is to bind the teachers to duty as well as work on all the basic needs in the school such as clean water. Provision of other basic facilities and provision of transportation to take children from home to school are basic needs that require a Plan of Action.

Parent 2N:

I think the biggest problem here is the lack of knowledge of the parents and there is a need for an awareness campaign about it. So, first of all, it is important that we speed up the awareness campaign, why education is not important here, it is not because people do not know the importance of education, we need to organize programs about the importance of education, and seminars are needed. So that we can work on the need

of education within the community within the community within the general public, I think the first plan of action should be this.

Parent 3Y:

The biggest problem here that I think is that there is no balance between religious and modern education, the number in religious madrasas is high, and the number in schools is not equal. The importance of school education needs work. The first action of the plan should be to talk to the officials of the madrasas to send some children to the schools because we also need doctors, engineers, pilots and people from other fields.

Parent 4J:

Improving rural education requires better infrastructure, including adequate classrooms, clean water, and reliable transportation. Attracting qualified teachers through incentives and providing ongoing training is essential. Adapting the curriculum to local needs and integrating technology can make learning more relevant and engaging. Community and parental involvement, along with awareness programs, can reduce dropout rates. Policy support, increased funding, and public-private partnerships are crucial. Implementing school meal programs and basic healthcare services ensures students are healthy and focused. Extracurricular activities and leadership programs further enhance education, making it more holistic and effective.

Parent 5U:

As the biggest problem is the teacher's absence in the school, then the first plan of action based on this should be that the teacher needs to be bound to duty, the problems are many, but all other problems are after that if the teacher is not on duty, there is no point in solving other problems.

Parent 6K:

I don't know anything specific about it because I'm not familiar with this field so I can't suggest a plan.

Parent 7H:

I think private schools and academies need to have a plan of action that apart from school, children can study in tuition, language centers can study, if there is study in

private schools, then this plan of action can bring changes. Apart from that, government schools are so dilapidated that it will take years to fix them. Their buildings are also old. Their teachers are also with 25-25 years of service. They also have no training. They do not know the syllabus and it will take a lot of time. I will suggest in this plan of action that there should be some arrangements for government schools as well as private institutions.

Parent 8K:

I think that all the problems are related to the teacher and the first action of the plan should be to have teachers who are capable of teaching. The problem here is that these teachers have been in service for some years but they there is no training and as the books are changed every year but the teachers are not changed and the teachers are not trained, these teachers are not capable of teaching new books so I think that the first plan of action is this. Either new teachers should be appointed or the same teachers should be trained so that they can improve and become capable of teaching.

Parent 9D:

I think there is a need for a campaign here. There are some reasons why children do not go to school. The first reason is that people's emphasis is on religious madrasas and religious education. Here, we see no balance between religious and school education. There is no balance and hundreds of thousands of children are enrolled in religious schools, but on the other hand, there is no tendency to study in schools, so there is a need for a campaign in the community to discuss and discuss with people. So that they can send their children to religious education as well as school education to agree to school education, this awareness campaign can make a big difference.

Parent 10A:

In our village, parents are not interested in teaching their children and unless the parents are interested, the children cannot study. I think the first task or plan of action should be to establish a relationship between the parents and the teacher. It needs to be discussed further and contact should be restored under such a mechanism that parents and teachers can communicate about the child's education. The problem here is that

parents and teachers do not even meet each other throughout the year. Teachers don't know what children do at home Parents don't know what children do at school To fill this gap we need to restore communication between parents and teachers.

This is the first plan of action, after which all the problems can be discussed.

Question 7:

The last question asked about additional discussion and whether the respondents would like to add something to their conversation or not. Most of the answers to this question, i.e. the majority, often repeated what they had said instead of adding anything new. Only a few respondents said that we would not say anything more. The majority of respondents echoed similar sentiments, expressing common themes and ideas, while a notable portion remained silent, refraining from contributing to the discourse. Among those who participated actively, there was a recurring pattern of suggestions and opinions, suggesting a shared perspective on the matter at hand. However, it is important to acknowledge the diversity of viewpoints and the existence of varying levels of engagement within the respondent pool. While some individuals may have chosen not to express their thoughts, others were forthcoming in offering their insights. This diversity of responses underscores the complexity and multifaceted nature of the issue under discussion.

4.11 Conclusion

Respondents admitted in their responses that their children are not in school but rather out. They expressed their opinion, claiming that education has lost its value in this area, with the most crucial issue being a decreased desire to attend school. The majority of respondents said that if a campaign or work is launched to enroll children in school, they will participate. The responses of the respondents indicated that several variables influence the unwillingness to pursue education. The main cause is economic difficulty; families frequently place a higher priority on short-term earnings than on long-term gains, which forces kids to work rather than go to school. In addition, underfunding, a shortage of qualified teachers, and poor facilities can result in much

lower-quality education in rural areas, devaluing education. Traditions and cultural ideas are also very important. Some societies, particularly those in rural areas, minimize the value of modern education due to traditional roles and mistrust about it. Educating their children, especially women, who are frequently expected to marry early and run households may not bring immediate benefits to parents. Furthermore, inaccessible locations and long drives to schools serve as further obstacles to enrollment. There may be a gap between what is taught in the classroom and what they experience daily for those who do not regard the curriculum as applicable to their rural lifestyle. Excited people are also restrained by the lack of role models who have achieved success via education. Villagers are less inclined to spend money on education if they do not witness immediate returns or positive role models. Improving the infrastructure, relevance, and perception of education in rural communities is necessary to address these complex concerns.

They also identified a significant danger factor: the entrenched status quo that resists educational reforms. This resistance is rooted in the interests of those in power, who often prioritize maintaining their authority over implementing necessary changes to the educational system. As a result, the issues previously mentioned such as systemic corruption, inadequate management, and insufficient monitoring, socioeconomic issues all are perpetuated by the ruling elite. This dynamic creates a cyclical pattern where educational deficiencies are tolerated, hindering societal progress and development. Consequently, the lack of political will to pursue reforms in education exacerbates existing disparities, further entrenching the power structures that benefit from the status quo.

4.12 Summary

Chapter Four presented a thorough review of the research outcomes, including participant summaries, individual descriptions, and interview-derived discussions. A comprehensive discussion of the ideas that emerged from the chapter was provided in

the following chapter. Concluding remarks, a discussion of the study's shortcomings, and recommendations for additional research were all covered in the last chapter. A summary of the results drew attention to the most important discoveries and trends that arose from the interviews, highlighting how the unique experiences connect to form deeper themes. The thorough discussions from Chapter Four were compiled in this overview to provide a clear understanding of the study's findings. Resolving the limitations entails identifying any restrictions that might have unauthentic outcomes, such as external influences, sample size, or methodological problems. To put the results in perspective and comprehend the extent and relevance of the research, it is essential to talk well-nigh these constraints. A recommendation section at the end highlighted possible directions for further research, expanding on the themes found and answering any gaps or unanswered questions that may have come up during the study. These suggestions are meant to serve as a roadmap for future research, offering strategies for expanding on the current study's boundaries and gaining a deeper understanding of the topic.

CHAPTER 5

5.1 DISCUSSIONS

This dissertation's last chapter focused on discussing the emerging themes noted in the previous chapter. It then reviewed the findings derived from these themes and addressed the original research objectives. A summary of the study's limitations was also provided. Recommendations for further research were included at the end of the chapter. To address the emergent themes, a thorough discussion was conducted on how these themes provide an overview of the study's main conclusions and illuminate the linkages and patterns found. This section aimed to connect the themes to the wider research context, emphasizing their importance and potential consequences. In the conclusions section, the study provided an overview of its findings and how they connect to the initial research objectives. This section provided a clear, concise summary of how the study questions were addressed through data gathering and analysis.

The review of limitations included an acknowledgment of the study's flaws, including sample size, methodological challenges, and external impacts. Recognizing these limitations is essential to understanding the scope of the study's conclusions and to guide further research.

In conclusion, the recommendations for further research provided pathways for future studies to build upon the findings of this dissertation. To broaden our understanding of the topic, these recommendations tried to fill any knowledge gaps identified in the current study and offer novel possibilities for research.

5.2 Discussion of findings

The researcher has organized the discussion section by categories representing the research topics guiding this study, using the emergent themes discovered during data analysis and pre-determined themes from literature review. This systematic approach ensured that each research question is fully addressed, and the relevant themes provided a comprehensive and detailed analysis of the findings. The analysis becomes

more focused and coherent when aligned with the research objectives. This made it easier to see how the emerging and pre-determined themes relate to the study's specific concerns. Each heading provided context and connections between the data and the research objectives, serving as a framework for deeper exploration of the topic. This organization demonstrates the logical progression from data collection and analysis to addressing the study questions, highlighting the most important findings. It ensured that every aspect of the study is thoroughly explored about the initial aims and allows for a systematic analysis of how each theme contributes to the overall understanding of the research challenge.

5.3 Themes

5.3.1 Theme I: Factors as Barriers

Several factors have combined to make the current education system inadequate, contributing to the low enrollment of boys in the area. The following factors have been investigated:

1. **Lack of awareness toward the importance of education:** Boys are less inclined to attend school because many parents and community members do not understand the long-term benefits of education. Various political, social, and economic reasons have diminished the significance of education in the region. Children from low-income families are often sent to work instead of attending school to help make ends meet. Political interference exacerbates the issue by making education a low priority for leaders, resulting in underfunded schools and unmotivated teachers. Corruption and poor administration further deplete resources intended for education, leading to inadequate facilities and a shortage of essential supplies. Social and cultural aspects are also very important. Many parents, especially of males expected to support the family financially, are unaware of the long-term benefits of education or hold outdated beliefs that diminish the importance of formal education. Political favoritism and a lack of

accountability contribute to teacher absenteeism, lowering educational quality and alienating parents and children. Consequently, education is no longer seen as a valuable or practical path to a better future.

2. **Political Interferences:** Political unrest and meddling regularly cause disruption in the educational system, impacting both the allocation of resources and the execution of educational policies. Building a solid educational infrastructure is not always a top priority or a thing that political leaders encourage. Sometimes these politicians willfully impede development in order to hold onto power or accomplish other political objectives. This interference manifests itself in a variety of ways.
3. **Economic Factors:** The low enrollment rate of boys in the area is largely due to economic concerns. Families that are struggling financially frequently see education as an unnecessary luxury and choose to send their boys to work instead of attending school. Boys are viewed as direct revenue producers for the family, whether they work in small companies, agriculture, or other occupations. The projected long-term benefits of schooling are outweighed by this instant cash gain. Enrollment is further discouraged by the expenditures of education, which include books, uniforms, and transportation. For low-income families, these additional expenses may be unaffordable even in cases when education is theoretically free. For many families, the opportunity cost of not having males contribute financially is too great. Boys are more likely to be kept out of school in circumstances where survival takes precedence over education, which feeds the cycle of low educational attainment and continuous financial difficulty.
4. **Teachers' Absenteeism:** One major contributing factor to boys dropping out of school is teacher absence. The learning process is disrupted by frequent instructor absences, which results in knowledge gaps and decreased instructional continuity. When teachers are missing frequently, students fidget as though their time in school is being squandered, which causes them to get distracted and lose interest.

Boys find it less well-flavored to routinely shepherd school when there is a lack of continuous instruction, as it lowers the quality of education. Furthermore, when students are absent, their conviction in the educational system is weakened, which leads families to place a higher priority on jobs than education considering they don't think a patchy education is worth anything. As a result, boys are increasingly inclined to waif out in favor of prospects for quick money.

5. **Lack of Resources: (Infrastructural Factors):** Poor infrastructure, such as insufficient classroom space, inadequate sanitary facilities, and rundown school buildings, negatively affects student attendance and the learning environment.
6. **Parent Unwillingness:** Many parents are hesitant to enroll their sons in school due to cultural beliefs, skepticism about the value of education, or a preference for traditional teaching approaches.
7. **Religious Factors:** In certain locations, religious practices and beliefs contradict formal education, thus making religious instruction more favorable than secular education. Boys' enrollment and educational outcomes in the area can be improved by implementing a comprehensive approach that tackles the various issues affecting the education system for boys.

5.3.2 Theme II: Parents' Perception

The main reasons for low school attendance and high boys' dropout rates in the area are parents' lack of knowledge about the importance of education and its long-term benefits. This lack of awareness greatly diminishes the value of education, as parents expect immediate and visible results from it. Moreover, parents' disappointment with the current flawed educational system further contributes to their doubts about the potential advantages of educating their children. Financial hardships worsen the situation, making it even more challenging for families to prioritize education over their immediate life needs. Sociocultural factors play a role in the lack of understanding about the importance of education. In some traditional communities, the immediate

benefits of education may not be clear. Parents who have not had the opportunity to go to school may not realize how education can lead to better opportunities in life, such as higher-paying jobs, improved social status, and increased chances for success. Especially in families with boys, who are often seen as future providers, education may be seen as a distraction from work rather than a valuable investment in the future. This mindset prioritizes short-term gains over the potential long-term benefits of education. Parents' expectations of immediate results from their children's education often lead to disillusionment with the educational process. They may expect rapid changes in their children's lives or quick gains in knowledge and abilities. However, education is a long-term commitment. The long-term benefits, such as higher earning potential and a better quality of life, become clear over time. Misaligned expectations lead to dissatisfaction and disappointment, especially when there is a belief that the current educational system is broken. Parents' opinions on education are shaped by the overall state of the educational system. Issues like inadequate facilities, lack of resources, and unqualified teachers impact schools in various regions. These systemic problems lead to poor academic performance, reinforcing parents' belief that sending their children to school is not worthwhile. As a result, parents may lose motivation to keep their kids in school when they see the system failing to equip them with the necessary skills and knowledge. This sentiment is particularly strong when compared to the immediate financial benefits that boys can offer by working and helping their families. The economic factors make the situation more complicated. Although education is technically free, many families, especially those who are poor, still have to pay for additional expenses like books, uniforms, and transportation. When parents struggle to meet their basic needs, these costs may be too high, causing them to question if education is truly worth the investment. Moreover, there is a significant opportunity cost associated with sending a child to school. Particularly, boys are often expected to start contributing to the family income at a young age. Whether it's through family businesses, agriculture, or other types of work, the immediate financial gain of having a child work often outweighs the potential long-term benefits of schooling. Economic

instability and limited job opportunities diminish the importance of education. Parents see that even highly educated individuals struggle to find satisfying jobs, making it harder to justify investing in education. As a result, people are more inclined to seek immediate income. To tackle these obstacles, a diverse strategy is needed. Raising awareness of the long-term advantages of education is imperative. Community outreach activities involving local leaders and successful education-based role models can help achieve this. Enhancing the quality of the educational system is equally important. This means ensuring the curriculum is relevant to students' needs and future labor market expectations, teachers are qualified and motivated, and schools are well-equipped. Financial aid programs can help families overcome financial barriers by providing support for lost income when children are in school and covering school-related costs. Promoting job opportunities and highlighting successful educated individuals can also help shift attitudes toward the value of education. To sum up, there are several challenges that hinder boys' education in various regions. These challenges arise from factors such as parents' lack of awareness about the importance of education, unrealistic short-term goals, dissatisfaction with the flawed education system, and financial constraints. To overcome these hurdles, it is crucial to develop comprehensive strategies that consider both economic conditions and the quality of education. These strategies should also help parents recognize the value of schooling as a valuable and affordable investment in their children's future.

5.3.3 Theme III: administrators' perception

An education sector representative has looked into the harmful impact of influential figures, such as ministers, local elites, and other powerful individuals, on the education system. These strong actors hold significant sway over the educational system, making it challenging to establish effective accountability and a fair system of checks and balances. Their influence is primarily responsible for the low enrollment rates of boys in the area and the subpar quality of education. Often, powerful people misuse their influence to manipulate the education system for personal or political gain. This can

involve government officials and community leaders interfering in the recruitment and dismissal of teachers and school leaders, prioritizing political allegiance over qualifications and performance. Consequently, schools end up with ineffective or unmotivated educators who are frequently absent, leading to a decline in the quality of education and student motivation to learn. Politics of favor worsens the situation even more. Educators and administrators with political connections can feel secure in their positions regardless of their performance, leading to high rates of absenteeism and a lack of accountability. The protection of these individuals by powerful figures makes it extremely challenging to enforce rules or impose punishments, which perpetuates the cycle of inefficiency and neglect in the education system. Due to this environment, capable individuals are discouraged from pursuing or remaining in educational roles because they know their efforts and abilities will not be adequately acknowledged. In addition, these powerful individuals often divert funds meant for education to support their own goals. Corruption and financial mismanagement are widespread, with money allocated for schools being redirected or stolen. As a result, there is a lack of important resources such as teaching materials, books, and proper facilities. Schools are often located in dilapidated buildings without basic utilities, creating an unwelcoming and ineffective learning atmosphere. The delegate mentioned that these powerful individuals strongly oppose any efforts to make their authority vulnerable or expose their misconduct. Often, there is resistance to adopting accountability measures like performance evaluations and transparency initiatives. This resistance ensures that things remain the same and makes it difficult to address the fundamental issues affecting the education system. These powerful individuals have a voice in shaping policies. To safeguard their interests, efforts to improve the education system and increase enrollment rates are often hindered or compromised. For instance, initiatives to enhance school facilities, provide better teacher training, or offer free or discounted education often come to a halt. The problems with the education system are exacerbated by the lack of political determination to back substantial reforms. Communities and parents lose trust in the education system due to various reasons.

The prevalence of corruption, inefficiencies, and the lack of genuine efforts to improve schools make parents reluctant to invest in their children's education. They see no value in sending their sons to schools that cannot ensure a good education or better opportunities in the future. Consequently, many boys are discouraged from attending school and are instead pushed to seek employment to support their families. It is crucial to have a firm commitment from the government and establish effective systems to ensure fairness and transparency in managing educational resources and personnel. Additionally, it is important to involve the community and empower them to demand improved educational standards and governance. Taking action against corruption and ensuring proper utilization of education funds should also be a top priority. Educating parents and communities about the long-term benefits of education and providing positive role models can help rebuild trust in the educational system. Additionally, offering financial assistance through programs that reduce the cost of education for families can encourage higher enrollment rates. To summarize, a significant barrier to improving the education system and increasing boys' enrollment is the excessive power of influential individuals. To tackle this problem and prioritize education as a practical path toward a brighter future, we require comprehensive reforms, strong accountability measures, and active participation from the community.

5.4 Conclusions

Status quo and educational reform have a complicated relationship that is frequently based on power relations. People in positions of power often see an informed public as a direct threat to their rule. People who have received an education are better equipped to challenge conventional wisdom, think critically, and push for change. Those who profit from the current system may view this possibility for societal change as a threat.

In the past, several governments have attempted to hold onto power by restricting access to education. They can stifle dissent and influence public opinion by managing

educational accessibility and content. A populace that lacks critical thinking abilities is less likely to question authority or stand up for their rights, making them easier to influence. Accordingly, the status quo frequently seeks to preserve an educational system that meets its objectives rather than those of society at large.

Furthermore, the notion that an educated society poses a threat goes beyond simple dominance. It questions long-standing societal hierarchies. Social mobility is promoted by education, which gives people the chance to improve their situation. Those in positions of authority may become fearful of this possible upheaval of long-standing class systems. The status quo might encourage a system that discourages creativity and independent thought by emphasizing compliance and memorization. By doing this, it aims to maintain the current power structures that benefit a small number of people.

Economic interests are also be the source of opposition to educational change. A workforce with higher levels of education is more inclined to call for equitable treatment, better pay, and improved working conditions. This means that there is a greater chance of worker unrest and demands for policy changes that could jeopardize profit margins, which is bad news for those in power. Powerful entities can continue to exploit labor while lowering the dangers of organized resistance by upholding the existing quo, which restricts educational prospects.

This resistance has serious repercussions. In the absence of a critical mass of educated people, economic growth slows, and innovation declines. A circle of inequality is thus maintained, with only a privileged few having access to high-quality education. A more divided and unstable society results from the growing divide between the educated elite and the illiterate masses.

The fear of an informed society also permeates cultural spheres. Conventional beliefs and behaviors are frequently questioned as a result of knowledge. People who have greater education may question social norms that stem from bias, discrimination, or antiquated customs. Those who want to preserve established power structures may oppose this challenge because it threatens cultural hegemony. In this situation, the

existing status quo frequently supports cultural conservatism and opposes educational programs that encourage inclusivity and diversity.

In conclusion, power preservation and the status quo's resistance to educational reform are closely related. People in positions of power can keep control of the narrative, quell opposition, and preserve current societal hierarchies by restricting access to high-quality education. This self-serving strategy not only impedes the advancement of society but also starts an inequitable circle that is hard to escape. To make real progress, it is imperative to oppose the powerful interests opposing educational change and promote a system that places a higher priority on equity, critical thinking, and universal empowerment. Only then will society be able to progress toward a future that is more informed and just.

5.5 Recommendations

The researcher gave suggestions in the recommendations section according to findings. These suggestions aimed to guide future decisions related to the study topic. The recommendations include proposing new research areas, suggesting policy adjustments, offering feasible solutions to identified issues, and highlighting practical implications. Supported by the research results, the researcher's recommendations contribute to advancing comprehension and improving current and future practices. Clear, concise, and specific recommendations are essential to promote favorable outcomes and facilitate the implementation of research findings in real-world scenarios.

Objective I:

A holistic strategy is required, integrating awareness campaigns, financial support, and infrastructural improvements with strict accountability to reduce political interference and teacher absenteeism. Engaging community and religious leaders will align cultural values with education, ensuring equitable access, improved quality, and sustained boys' enrollment in the region's schools.

Objective II:

Improving boys' education outcomes requires confronting parental doubts, poor school quality, and financial strain. Awareness initiatives, relevant curricula, and incentives for attendance should be paired with community involvement. Such an integrated approach can reframe education as a worthwhile investment, fostering long-term commitment and overcoming the socio-economic factors driving dropouts.

Objective III:

Combating elite interference in education requires strict accountability, transparent governance, and anti-corruption measures. Merit-based recruitment, proper resource allocation, and community participation must be prioritized. Strengthening political will and restoring public trust will improve educational quality, increase boys' enrollment, and ensure education serves collective progress rather than individual interests.

Objective IV:

Insights obtained through informal engagements indicate the existence of teachers, social volunteers, and organic intellectuals who share a commitment to educational transformation. Organizing these actors into a cohesive platform, led by organic intellectuals, would provide the necessary structure for coordinated action. Consequently, the creation of the volunteer group should precede and inform the implementation of the proposed plan of action.

1. Awareness campaign:

To enhance the perceived value of education within the community the organized group should launch a structured public awareness initiative. The group would design and implement targeted campaigns aimed at promoting the long-term benefits of education, dispelling misconceptions, and fostering a culture that values learning. Such initiatives are critical for reshaping public attitudes and encouraging greater participation in, and

commitment to, formal education, particularly for marginalized populations. These campaigns would be arranged monthly in specific areas and propagated through social media, print media, and pamphlet.

The primary recommendation from the study is to begin organizing widespread awareness campaigns and workshops to educate parents and the community about the significance and long-term benefits of education. These programs need to be carefully designed to illustrate how education can transform lives at an individual, community, and societal level. Raising awareness can help dispel misconceptions, overcome cultural obstacles, and explain the numerous advantages of education. This includes improved job prospects, better health results, and empowerment in society. Moreover, it emphasizes the significance of education in fostering critical thinking, creativity, and civic engagement, thus creating individuals who can greatly contribute to society. These initiatives must stress the connection between economic progress and academic success, showcasing how education can break the cycle of poverty and support widespread growth. By organizing interactive meetings, training sessions, and community programs, a shared dedication to supporting education can be cultivated among all involved parties. These initiatives have the power to ignite lasting transformation by establishing a society that appreciates and emphasizes the importance of education. This will foster an environment where everyone, regardless of their background or situation, can have equal opportunities to receive excellent education. Ultimately, these programs can serve as catalysts for building a brighter and more prosperous future for upcoming generations by empowering parents and communities with knowledge and understanding.

2. Promoting transparent accountability:

An expert panel comprising senior education officials, volunteer teachers and independent monitors should be deployed by organic intellectuals to the affected region to investigate key administrative challenges. The focus should include

mismanagement of funds, teacher negligence, political interference, and inadequate school facilities. Their detailed assessment must be followed by the implementation of a strong accountability process by ministry of education aimed at correcting inefficiencies and restoring educational integrity. This initiative is essential for fostering institutional responsibility and enhancing the overall quality and reliability of public education delivery. An assessment report shall be compiled and submitted at six-month intervals.

To tackle the issue of low boys enrollment in schools, it is crucial to prioritize accountability in the education sector. This can be achieved by establishing robust systems that hold stakeholders, legislators, and educational institutions responsible for creating a supportive environment for boys' education. Ensuring transparency in the allocation and utilization of resources is of utmost importance. This means effectively utilizing funds earmarked for education to improve facilities, enhance the quality of teaching, and provide necessary tools to facilitate boys' enrollment and retention in schools. By holding educational authorities accountable for transparently managing and distributing resources, stakeholders can ensure that boys have access to high-quality educational opportunities. To ensure fairness and equality in the education system, it is important to have measures in place to address and correct gender biases and prejudices. This can be achieved by implementing laws and programs that promote gender equality in classrooms, curriculum design, and teacher training. Additionally, schools can create an inclusive learning environment that attracts and retains boys, thereby increasing enrollment rates. By establishing transparent accountability systems, we can also identify and address the barriers that prevent males from accessing education. Regular monitoring and assessment of their enrollment and retention rates can provide valuable data to develop targeted interventions and policies that address specific challenges faced by boys in entering and staying in school. In addition, encouraging community involvement and participation in making decisions about education can improve transparency and responsibility in the education field. When parents, community

leaders, and local stakeholders are included in the planning and execution of educational projects, there is better supervision and responsibility for enhancing boys' enrollment and educational achievements. In general, it is crucial to promote transparent responsibility in education to tackle the issue of low boys' enrollment in schools. By taking steps to guarantee effective allocation of resources, address discrimination based on gender, monitor enrollment rates, and involve communities, stakeholders can strive to establish a fair and inclusive education system that benefits all children, regardless of their gender.

3. Communications between Parents and teachers:

With the restoration of a supportive school environment, the next priority is to establish a communication framework between teachers and parents. The volunteer team, which is to be formed and led by organic intellectuals, should identify out-of-school children and engage their parents through constructive conversations aimed at addressing barriers to education. This proactive approach can encourage families to reintegrate their children into the school system, supporting efforts to reduce dropout rates and strengthen student retention. This process should be continuous and not bound by any specific timeframe.

Creating a supportive learning environment for students to thrive requires better communication between parents and teachers. Currently, there is a lack of understanding between parents and educators regarding their children's activities at school and home. Closing this communication gap is crucial for enhancing academic performance and student success. One effective way to improve communication is by establishing regular channels for sharing information. This could involve using digital platforms like email, online portals, or mobile apps for instructors to communicate about assignments, class activities, and student progress. Similarly, parents can use these platforms to share their child's interests, learning preferences, and any challenges they may face at home. Effective communication is

crucial in fostering a positive relationship between parents and teachers. By creating an environment of openness and trust, both parties feel comfortable asking questions, addressing concerns, and working together to solve problems. This strong partnership between parents and teachers enables schools to establish a support system that prioritizes the academic and emotional well-being of students. To ensure student success, it is essential to enhance communication between parents and teachers. Schools can bridge the communication gap by establishing consistent channels for exchanging information, organizing face-to-face meetings, providing regular updates on student progress, and promoting transparency and trust. Ultimately, this will enhance the educational experience for everyone involved.

4. Financial Assistance:

The organized group should establish a financial assistance branch to collect donations for needy students. Following meetings with parents, the group led by organic intellectuals should identify boys who are out of school solely due to financial constraints, such as transportation fees, uniforms, or other related expenses. These students should be provided with the necessary financial support and reintegrated into the school system.

It is crucial to tackle the root causes that are leading children to drop out of school and enter the workforce by implementing a financial aid program to assist families with low incomes. Many struggling parents are compelled to prioritize immediate financial needs over their children's education, which hinders their prospects for the future and perpetuates the cycle of poverty. Governments and organizations can alleviate the financial burden on low-income families through targeted financial assistance, such as grants, allowances, or subsidies for educational expenses. This assistance can alleviate the costs of tuition, textbooks, uniforms, transportation, and other necessities, enabling children to access quality education without financial concerns. Financial assistance programs have the potential to motivate parents to

prioritize their children's education by offering financial aid or cash transfers based on school enrollment and attendance. These initiatives not only alleviate immediate financial burdens but also promote long-term educational investments, breaking the cycle of poverty across generations and empowering families to aspire for a brighter future. To effectively address the multifaceted challenges faced by disadvantaged families, it is imperative to offer a wide range of social services and community resources alongside financial assistance. Establishing a holistic support network that addresses the root causes of poverty and fosters economic mobility may involve providing healthcare access, nutritional support, parenting programs, and opportunities for skills training. All things considered, supporting low-income families financially and promoting school attendance are essential to decreasing child labor. Governments and groups may enable families to prioritize education, end the cycle of poverty, and realize the full potential of future generations by offering financial support, incentives for education, and extensive social services.

5.6 Recommendations for Further Study

Several constraints impact the study, potentially influencing the thoroughness and applicability of its results. The small sample size of only fifteen individuals from the region raises concerns about the representativeness of the collected data. With such a limited sample, there is a risk that the study may not adequately capture the full range of perspectives and experiences relevant to the research question, thus compromising the accuracy and significance of the conclusions. Moreover, the inclusion of illiterate participants through local representatives introduces a potential source of bias, as their input may differ significantly from that of educated participants. This disparity in participant characteristics could distort the findings and raise doubts about the study's comprehensiveness. Additionally, the time constraint of four weeks for data collection further complicated the research process. An extended period would enable a more thorough examination of the research questions and provide an opportunity to understand any emerging dynamics or nuances within the population being studied.

The absence of political leaders as participants in the study also represents a significant gap in the sample, particularly considering their potential influence on the topics being investigated. The absence of their perspectives and insights may hinder the generation of well-informed recommendations or conclusions, while also limiting the comprehensiveness of the findings by neglecting crucial insights into the political aspects of the research topic. In general, it is important to acknowledge and consider these limitations when evaluating the findings and implications of the study, despite the valuable information it provides on the subject matter. Future investigations need strive to address these limitations.

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Appendices:

Appendix-A: Population of the study

UNION COUNCIL Profile

Geographic Information

District Washuk-Tehsil- Mashkel- Union-Council- Sotagan.

List of villages

#	Villages	Households	Population				Community institutions		Households poverty Classification			
			Men	Women	Children	Total	Co	Vo	UP	VP	TP	NP
1	Aahago	173	494	477	475	1446	11		11	53	35	74
2	Chakal	97	240	200	188	628	6		8	14	6	69
3	Dazi	36	111	107	118	336	2		1	11	14	10
4	Grodok	75	206	197	202	605	4		7	23	20	25
5	Grosech Kalas	24	72	77	78	227	1		12	10	1	1
6	Jadar	64	198	173	211	582	3		10	27	15	12
7	Kamun Rode	37	128	94	132	354	2		19	13	4	1
8	Killi Washuk	60	195	213	212	620	11		3	4	28	18
9	Kahle Sehan	56	188	164	210	555	3		16	25	9	6
10	Koshikani	16	53	52	57	162	1		1	5	7	3
11	Lakar	20	65	51	73	189	1		1	10	9	0
12	Maza Sar	37	105	96	97	298	3		3	5	2	27
13	Neelani	34	109	103	115	327	3		4	18	6	6
14	Noke Chali	171	525	448	542	1520	8		20	80	14	30
15	Pangani	82	224	229	227	680	4		8	20	18	36
16	Pashi Shank	18	63	55	61	179	1		0	7	5	6
17	Rat Kani	20	70	57	75	202	1		3	10	6	1
18	Petap	23	61	56	52	169	1		2	6	2	13
19	Rabi	25	90	62	65	217	1		1	6	10	8
20	Resi	417	1156	997	1088	3241	26		20	108	96	193
21	Sarvi Chali	114	333	316	362	1011	6		20	42	17	35
22	Sotgani	94	301	246	261	808	4		9	36	9	40
23	Tang Zimati	80	254	246	286	786	4		34	34	9	3
24	Tump	63	212	211	250	673	3		27	29	5	2

Appendix-B, Research Instrument

I, Iltaf Husain, a research scholar of M.Phil. Education conducting phenomenological research on the title “Barriers in Boys’ Enrolment at Primary Level in Mashkel: A Phenomenological” under the supervision of Dr. Saira Nudrat, Assistant Professor, Department of Education. In this regard, your precious responses are required, to express the existing body of knowledge. Your responses will not be shared with any third party without your formal permission.

Regard: Iltaf Hussain

M.Phil. Education,
Research scholar.

Interviewer_____

Participant_____

Date_____

Instrument for Administrators, Heads, and Teachers

The same instrument was developed and administered to administrators, heads, and teachers to elicit more valid perspectives on a shared set of questions, thereby enhancing the accuracy of the findings. This structured tool aimed to gather comprehensive, triangulated insights from multiple stakeholder viewpoints, ensuring a more robust and reliable understanding of the research topic. Such an approach increases the validity and depth of the insights obtained, supporting evidence-based conclusions.

Sr. No	Items (for Education Administrators)
1.	How do you see the current status of primary education in Mashkel?
2.	How do you define barriers in boys’ enrolment at primary level?
3.	According to your viewpoint who is responsible for boys’ low enrolment at primary level?
4.	How do you express your willingness to improve boys’ enrolment?
5.	What do you suggest as a plan of action to improve boys’ enrolment?

6.	Is there anything else you would like to add?
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Tool Translation in Balochi (for Education Administrators)

نمبر	جست
1-	ماشکيل ۽ تہ ۽ بکلی وانگ ۽ بستار ۽ توچون چارے؟
2-	بچکيس زھگانی بکلی وانگ ۽ تہ ۽ اڑاند چي انت؟ وتی ہیال ۽ لیکہاں درشان کن۔
3-	بکلی رد ۽ بچکانی نہ وانگ ۽ زمہ وار کئے انت؟ وتی ہیال ۽ لیکہاں درشان بہ کن۔
4-	بچکانی بکلی وانگ ۽ گہتر کنگ ۽ واستہ تراچینچو ھب ۽ واھگ است؟
5-	بچکانی وانگ ۽ شر تر کنگ ۽ واستہ توچی سوچ دے؟
6-	تو دگہ چیزے گنگ لوٹ ۽؟

Sr. No	Items (for parents)
1.	What is your perception of the importance of education?
2.	What is your interest in getting your children enrolled in school?
3.	How do you see your children's interest in getting enrolment in school?

4.	According to your viewpoint who is responsible for boys' low enrolment at primary level?
5.	What role can you play in getting your children educated?
6.	What do you suggest as a plan of action to improve boys' enrolment?
7.	Is there anything else you would like to add?

Tool Translation in Balochi (for Parents)

نمبر	مبحث
1.	وانگ ءار زشت ءسرا تى هياں ءليكه چى انت؟
2.	تراوتى زهگان سكل ءداخل كنك ءچينچو هب ءوا هك است؟
3.	تى زهگان سكل ءوانك ءچينچو هب ءوا هك است؟
4.	بكنى وانك ءرد ءچكانى نه وانك ءزمه وار كنك انت؟
5.	تووتى زهگانى وانينك ءچى كرد ءيلوكت كنك؟
6.	بچكانى وانك ءشر تر كنك ءواسته تو بچى سونج دى؟
7.	تو دكه چيزى هك لوٹ ى؟

Appendix-C: Certificate of Tool Validity

Sample of Validity Certificate

CERTIFICATE OF VALIDITY

(Barriers in Boys' Enrolment at Primary Level in Tehsil Mashkel: A Phenomenological Study)



By Mr Iltaf Hussain

M.Phil Scholar, Department of Educational Sciences, Faculty of Social Sciences,

National University of Modern Languages (NUML), H-9, Islamabad Pakistan.

This is certify that the questionnaire developed by the scholar towards his thesis has been assessed by me and I find it to have been designed adequately for **Barriers in Boys' Enrolment at Primary Level in Tehsil Mashkel: A Phenomenological Study**

It is considered that the research questionnaire, developed for the above mentioned title and it is according to objective and questions of the research, assures adequate face and content validity according to the purpose of the research, and can be used for data collection by the researcher with fair amount of confidence.

Name: Dr. Hamid Ali Baloch
Designation: Assistant Professor
Institution: University of Balochistan
Signature: Quetta (Balochi Dept)
Date: 02/03/24

Dr. Hamid Ali Baloch
Assistant Professor
Department of Balochi
University of Balochistan Quetta

Sample of Validity Certificate

CERTIFICATE OF VALIDITY

(Barriers in Boys' Enrolment at Primary Level in Tehsil Mashkel: A Phenomenological Study)



By Mr Iltaf Hussain

M.Phil Scholar, Department of Educational Sciences, Faculty of Social Sciences,
National University of Modern Languages (NUML), H-9, Islamabad Pakistan.

This is certify that the questionnaire developed by the scholar towards his thesis has been assessed by me and I find it to have been designed adequately for **Barriers in Boys' Enrolment at Primary Level in Tehsil Mashkel: A Phenomenological Study**

It is considered that the research questionnaire, developed for the above mentioned title and it is according to objective and questions of the research, assures adequate face and content validity according to the purpose of the research, and can be used for data collection by the researcher with fair amount of confidence.



Name: Dr. Hussan Arif Magsi
Designation: Associate Professor
Institution: University of Baluchistan
Signature: H. Arif
Date: 7-3-2024

Sample of Validity Certificate

CERTIFICATE OF VALIDITY

(Barriers in Boys' Enrolment at Primary Level in Tehsil Mashkel: A Phenomenological Study)



By Mr Iltaf Hussain

M.Phil Scholar, Department of Educational Sciences, Faculty of Social Sciences,
National University of Modern Languages (NUML), H-9, Islamabad Pakistan.

This is certify that the questionnaire developed by the scholar towards his thesis has been assessed by me and I find it to have been designed adequately for **Barriers in Boys' Enrolment at Primary Level in Tehsil Mashkel: A Phenomenological Study**

It is considered that the research questionnaire, developed for the above mentioned title and it is according to objective and questions of the research, assures adequate face and content validity according to the purpose of the research, and can be used for data collection by the researcher with fair amount of confidence.

Name: Dr. Shafi Muhammad

Designation: Associate Dean

Institution: Pharmacy Dept

Signature: [Signature]

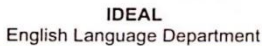
Date: 05/03/2024

CHAIRMAN
Department of Pharmacy,
Faculty of Biological,
Pharmaceutical & Health Sciences
University of Balochistan Quetta.

Appendix-D: Certificate of Tool translation Accuracy

CERTIFICATE OF TRANSLATION ACCURACY It is hereby certified that the translation of the research tool from English to Balochi has been completed with accuracy. In our best judgment, the translated text accurately reflects the content, meaning, and style of the original language of the tool. It constitutes, in every respect, a complete and accurate translation of "Barriers in Boys' Enrollment at Primary Level in Tehsil Mashkel: A Phenomenological Study." Name: <u>Abdul Razzaq Dind.</u> Designation: <u>Assistant Professor</u> Institute: <u>Balochistan University (U.S.B)</u> Signature: <u>[Signature]</u> Assistant Professor University of Balochistan Quetta.

Appendix-E: Certificate of Proofreading

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CERTIFICATE OF PROOFREADING			
The document certifies that the thesis attached has been reviewed and edited for proper English language, grammar, punctuation, spelling, and overall style by the undersigned. It is confirmed that neither the research content nor the author's intentions were altered in any way during the proofreading process.			
Thesis Title BARRIERS IN BOYS' ENROLMENT AT PRIMARY LEVEL IN THESIL MASHKEL: A PHENOMENOLOGICAL STUDY			
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