

Factors Affecting the Promotion of College Education in District Khyber, Khyber Pakhtunkhwa

Stana Din¹, Khurshid Khan^{*2}, Prof. Dr. Iffat Ara Hussain³, Dr. Mamriz Muhammad⁴

¹ PhD Scholar, Department of Teacher Education, Qurtuba University of Science & Information Technology, Peshawar.

² PhD Scholar, Department of Teacher Education, Qurtuba University of Science & Information Technology, Peshawar. Corresponding Author Email: khurshid.qup000@gmail.com

³ Department of Teacher Education, Qurtuba University of Science & Information Technology, Peshawar.

⁴ University of Peshawar.

DOI: <https://doi.org/10.70670/sra.v4i1.1819>

Abstract

The problem under the study was factors affecting the promotion of college education in District Khyber, Khyber Pakhtunkhwa. The main objective of the study was to identify the factors affecting the promotion of college education and sub objectives were Socio economic and Socio cultural influences on the promotion of college education in district Khyber. This study was quantitative in nature. Population of the study was teaching staff of college level and students of college level in district Khyber. Simple random sampling technique was used to select the sample. Data was collected through closed ended questionnaire from the sample. Data was analyzed through tabulation and descriptive statistics. The results reflected that socio-cultural and socio-economic have significant influence on the continuation of college education in merged district of Khyber, Khyber Pakhtunkhwa.

Keywords: Socio-Economics, Socio-Cultural influence, College Education, Continuing Education

1. Introduction

Education is always considered the only and the main agent of all sorts of development and growth and without education no such sorts of development and growth is possible. Education provides opportunities of development and education is considered the source of development and progress. It is the only source of progress. It is the agent which provides developed human resources to all sectors of a society like education, health, defense, livestock, transportation and industries (Noreen & Khalid, 2012).

In present situation Pakistan faces many challenges and issues in the way of education (Farrukh et al., 2023) and specifically in the way of college education such as poverty, terrorism, sectarianism, political instability, low income system, traditional practices, negative attitude of parents towards education and insecurity by substandard of education system (Sain, 2023). The importance of education has been ignored in Pakistan which is the cause of least development in all walks of life (Bhutta & Muzaffar, 2025). The lowest budget has been announced to the system of education since the independence of Pakistan which has badly affected the quality of education. Due to substandard practices in the field of education system, the system has failed to develop the nation socially, economically and politically (Ali, 2026).

After the independence of Pakistan more than 25 educational policies have been formulated without any fruitful outcomes, still the system of education has severely failed in the raising of the nation (Malik et al.,

2022). It has been noted that there are much importance of College education is considered more important in terms of economic development, socialization, political development and modernization and especially in the availability of quality education, which is more important to economic development. The major issue for all the developing countries is College education as it has been focused very little (Hinduja et al., 2023). According to a study it has been reported that without quality College education countries will faces many hardships in the all sectors of development of a country and many major issues will be there in the process of development in all sectors (Shah, 2025).

The tribal districts of KPK have always been reported backward in all sectors of life (Muhammad, 2026). No proper funding and availability of resources have been supplied and due to these shortages the mentioned areas have already been backward in education sector in general and higher education in particular (Khan, Ahmad, et al., 2024). Although, the people of merged districts (ex-FATA) have been linked with people of Khyber Pakhtunkhwa in all domains of life such as culturally, economically, socially and religiously. But there was a lack of awareness regarding the promotion of education in these areas. And tertiary level of education has suffered the most in terms of establishment of colleges and provision of teachers and basic facilities (Khan, Faheem, et al., 2024).

From the available literature it has been reflected that the worse condition of college education in merged districts of Khyber Pakhtunkhwa is mostly due to socio-cultural barriers, poverty barriers, Political barriers, cultural barriers and terrorism (Usman & Khan, 2015). The system of tertiary education is vulnerable and culturally discriminated on the basis of wealth, family status and other dominant practices (Ahmad, 2023). Due to territorial and demographic indicators, the level of education in the former FATA has always been low as a result youth do not attended colleges since they are constantly aware of social instability. This study is aimed at addressing the research gap of factors affecting the continuation of college education in merged district Khyber Pakhtunkhwa.

Objectives of the study

1. To analyze socio-cultural factors affecting the promotion of college education in district Khyber.
2. To analyze the socio-economic factors which affect the promotion of college education in district Khyber.

Research Hypotheses

Ho1: There is no influence of socio cultural factor on the promotion of college education in district Khyber.

Ho2: There is no influence of socio-economic factors on the promotion of college education in district Khyber.

Research Methodology

This research study is quantitative in nature and descriptive quantitative research design is adopted in the conduction of this research. All the teachers and students of higher education of districts Khyber, Khyber Pakhtunkhwa constituted the population of the study. Data was collected from forty-five teaching staff and sixty students of district Khyber colleges through simple random sampling technique. The collected data is analyzed descriptively for getting results.

Results and Discussion

The collected data is analyzed by applying descriptive statistics in the following manner:

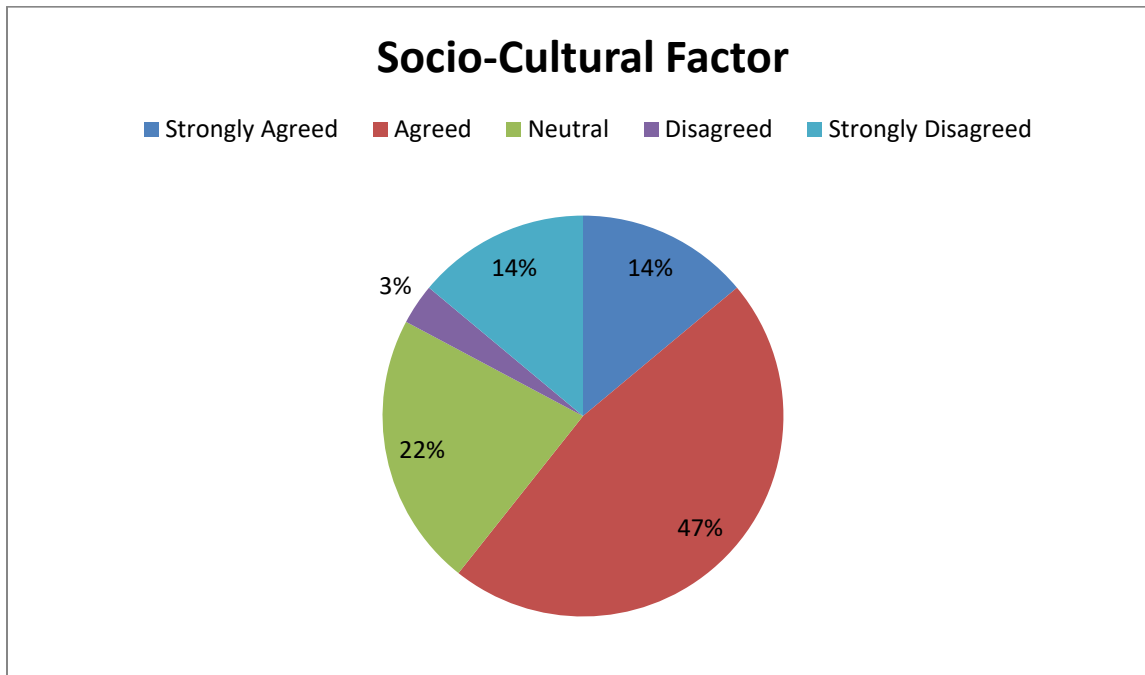
Socio-Cultural Factors affecting Continuing College education in Merged district of Khyber

The data collected from teachers and students regarding the influence of socio-cultural on continuing college education in district Khyber. The collect data is tabulated in the following manner:

SN	Statement	SA	A	N	DA	SDA
1	Socio-Cultural norms play key role in influencing continuation of college education.	17	57	27	4	17
	Percentage	16.2%	54.3%	25.7%	3.8%	16.2 %

Interpretation:

The results of the third round of questions are presented in the table above, with 54.3% of respondents agreeing with the statement, 25.7% remaining neutral, and 16.2% strongly disagreeing with the statement. Also given in the picture below is a graphical representation of the data:



Discussion:

It has been noted that socio cultural factor affect the promotion of college education because this factor has always been the center of external influence like technology, modernization, social change and many other adopted practices which effect the promotion of college education (Bernstein, 2013). It has been proved from the study that socio-cultural factors hinder the way of college education and socio-cultural should be supportive and conducive for the promotion of college education in district Khyber.

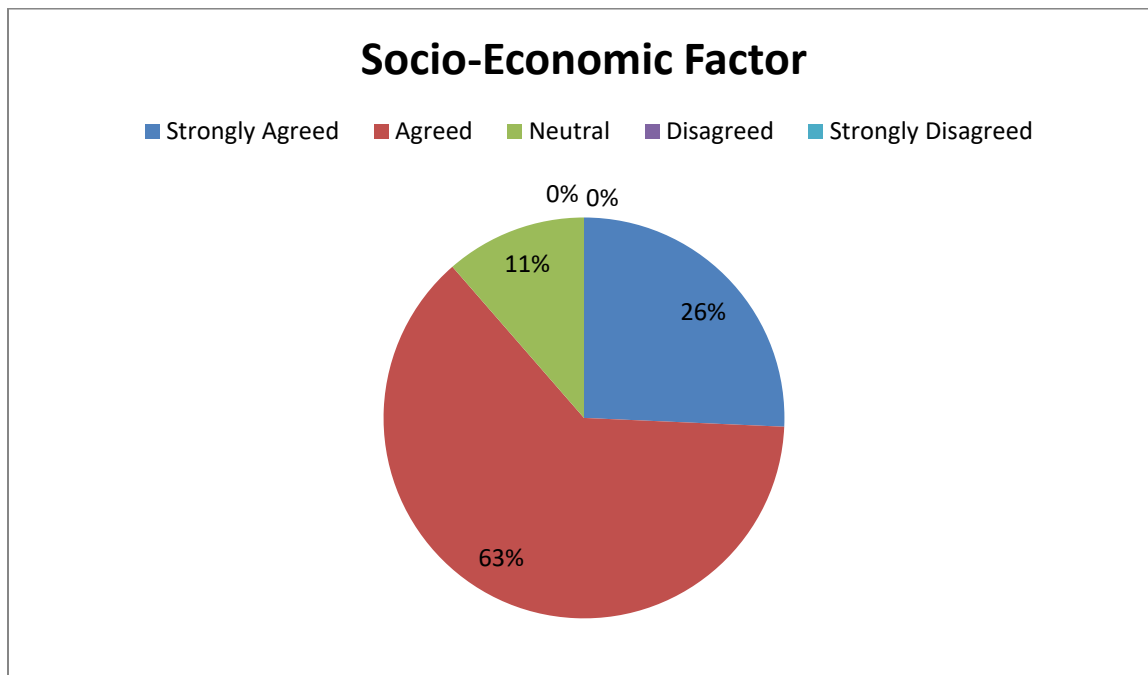
Socio-Economic Factors affecting Continuing College education in Merged district of Khyber

The data collected from teachers and students regarding the influence of socio-economic factor on continuing college education in district Khyber. The collect data is tabulated in the following manner:

SN	Statement	SA	A	N	DA	SDA
2	Socio-economic factors play key role in influencing continuation of college education.	27	66	12	0	0
	Percentage	25.7%	62.9%	11.4%	0%	0%

Interpretation:

According to the chart above, 25.7 percent of respondents strongly agreed, while 62.9 percent agreed, 11.4 percent were indifferent, and none of the respondents disagreed with the statement. Also shown in the image below is a graph of the data:



Discussion:

Research works have proved that economic aspect of society is the main agent which has always effected the overall educational system of the society because economic aspect indicates material resources and financial status and it has been recorded that finance has always uplifted the level of education (Erick et al, 2012). The most important factors affecting college education are political, governmental, socio-economic, socio-cultural, parental and terrorism. The study has shown that socio economic factors affecting the promotion of college education is in negative direction and government should support the parents of schooling children for the promotion of college education.

Conclusion:

The research conducted has revealed that our all status of college education is only satisfactory as far as the prevailing conditions of education process are concerned. College students face many problems in getting college education. The most important factors affecting college education are socio-economic and socio-cultural. The research conducted has revealed that our all status of college education is only satisfactory as far as the prevailing conditions of education process are concerned. College students face many problems in getting college education. So it is concluded that socio-cultural and socio-economic factors are key indicators of continuing college education in the merged district of Khyber, Khyber Pakhtunkhwa.

Recommendations:

It is recommended that students may be facilitated in their college education through the provision of socio-cultural and socio-economic support in the merged districts of Khyber Pakhtunkhwa.

References

Agbofa, F. J. K., & Okyere, E. Y. (2022). *Conflict and Conflict Resolution between Administrative and*

Teaching Staffs Selected Schools in Winneba: The Role of Effective Communication.

- Ahmad, M. (2023). *The attitude of Male University Students towards Female Education in Erstwhile*. Department of Sociology, Forman Christian College (A Chartered University).
- Ali, R. (2026). 'We are still British or American colony, we are still a colony, we are not free': language ideologies, policies in education in Pakistan. *Current Issues in Language Planning*, 27(1), 67–90.
- Bhutta, M. J., & Muzaffar, N. (2025). Exploring the barriers to inclusive education in Pakistan: Perspectives of teachers and parents. *Research Journal for Social Affairs*, 3(1), 155–161.
- Farrukh, M., Soomro, T. R., Ghazal, T. M., Alzoubi, H. M., & Alshurideh, M. (2023). Perspectives of online education in Pakistan: Post-covid scenario. In *The effect of information technology on business and marketing intelligence systems* (pp. 519–550). Springer.
- Fatimah, H. (2022). Leadership strategies in overcoming educational problems. *Indonesian Journal of Education (INJOE)*, 1(3), 282–290.
- Hinduja, P., Mohammad, R. F., Siddiqui, S., Noor, S., & Hussain, A. (2023). Sustainability in higher education institutions in Pakistan: a systematic review of progress and challenges. *Sustainability*, 15(4), 3406.
- Khan, A., Ahmad, S. M., & Ahmad, S. (2024). University Students' Experiences of Militancy Affected FATA Areas and Academic Trajectories. *Journal of Asian Development Studies*, 13(2), 414–426.
- Khan, A., Faheem, M., & Rahman, Z. U. (2024). Governance, underdevelopment, and internal colonialism: A study of the tribal areas (ex-FATA) of Pakistan. *Policy Journal of Social Science Review*, 2(4), 104–126.
- Malik, M. F., Manzoor, H., Manzoor, H., Kumar, H., Channa, S., & Raza, T. (2022). Critical analysis of educational policies of Pakistan. *Journal of Positive School Psychology*, 6(11), 1762–1778.
- Mariyadas, S., & Saravanakumar, A. (2021). Conflicts between Staff: Causes and Effects of School's Activities. *Indian Journal of Natural Science*, 11(64), 1–7.
- Muhammad, H. (2026). Socio-Economic and Political Effects of FATA-KP Merger on local people: A Case study of Bajaur District. *ASSAJ*, 5(01), 635–657.
- Noreen, G., & Khalid, H. (2012). Gender empowerment through women's higher education: Opportunities and possibilities. *Journal of Research and Reflections in Education*, 6(1), 50–60.
- Sain, Z. H. (2023). Revitalizing education in Pakistan: Challenges and recommendations. *International Journal of Higher Education Management*, 9(2).
- Shah, Z. (2025). Navigating challenges in higher education in Pakistan: Curriculum, research, and faculty issues. *Contemporary Journal of Social Science Review*, 3(1), 426–442.
- Usman, T., & Khan, A. (2015). POST 9/11 IMPACT OF TERRORISM ON EDUCATION SECTOR OF FEDERALLY ADMINISTERED TRIBAL AREAS (FATA) AND KHYBER PAKHTUNKHWA (2001-2014). *Central Asia (1729-9802)*, 77.
- Yousaf, F. (2021). Effectiveness of 'Traditional' Conflict Resolution and Transformation Strategies. In *Clan and Tribal Perspectives on Social, Economic and Environmental Sustainability* (pp. 119–130). Emerald Publishing Limited.