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A COMPREHENSIVE ASSESSMENT OF THE STATUS, QUALITY, AND KEY CHALLENGES OF EDUCATION IN SARAI NAURANG, LAKKI MARWAT, PAKISTAN.

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Abstract
The present study evaluates the status, quality, accessibility, and problems of education in Tehsil Sarai Naurang, District Lakki Marwat, Khyber Pakhtunkhwa, Pakistan. A convergent parallel mixed-methods design was followed that integrated a 402-household survey, 7 FGDs, and 7 transect walks. Descriptive statistics, chi-square tests, Spearman's rank correlation, and binary logistic regression (with FDR correction for multiple comparisons) were used for quantitative data analysis. Results indicate that there is a significant educational disparity, with 53% of respondents being illiterate, including 62% female and 46% male. There was a wide difference in the level of education achieved across the Village Councils, indicating differences in the availability, accessibility, infrastructure, and gender equitable provision of schools. Inferential findings indicated that there were significant relationships between selected education conditions and the perception of overall mayoral performance and specifically school availability and accessibility. The results further highlight the necessity of targeted, gender-responsive, and geographically specific educational interventions to close the gender gaps and improve literacy, social inclusion, and sustainable rural development.

INTRODUCTION

Education is well known to be a basic human right and an important contributor to sustainable development, social change, and economic progress. There is no doubt that education has a significant impact on the physical, psychological, and social development of people and is one of the key pillars for national development (UNESCO, 2021; World Bank, 2018). The Sustainable Development Goals (SDGs) have set a goal to ensure that by 2030 all boys and girls will have access to free, equitable, and quality education at all levels, including technical and vocational education (United Nations, 2015).

Pakistan has done its best to reform its education system with the adoption of a series of national education policies and constitutional promises, such as the inclusion of free and compulsory education in Article 25A of the Constitution (Government of Pakistan, 2010). However, millions of children are still out-of-school (Pakistan Economic Survey, 2025-26; UNICEF, 2024). Education in Pakistan is divided into three streams: public education, Private education, and madrasa education (Pakistan Institute of Education, 2023). While some students have access to private providers, the majority attend the public sector, and progress in all of these areas

remains a challenge despite efforts, such as low literacy rates, insufficient infrastructure, teacher shortages, gender disparities, and poor learning outcomes, particularly in rural areas (UNESCO, 2023; World Bank, 2018). The rates of people who are literate have slowly increased, but there are still large differences between males and females. The national literacy rate is 63%, while the literacy rates for males and females are 73% and 54%, respectively (Pakistan Economic Survey 2025-26, Government of Pakistan 2026). There is a need for equitable financing to close the educational gaps and ensure universal access (UNESCO, 2026).

There are still significant gender gaps in education participation in Pakistan, in both rural and urban areas (Government of Pakistan, 2026). The literacy rate for rural areas is still far behind urban areas, and the enrolment rate for females in school is still low compared to males (Pakistan Economic Survey, 2025–26). Public spending on education in Pakistan is still not at the recommended level of 4-6% of GDP, which hinders the ability of education to respond to these challenges (UNESCO, 2023; Government of Pakistan, 2026). Rapid population growth is one of the significant development issues in Pakistan, which imposes a huge burden on educational institutions as well as on public services (Pakistan Economic Survey 2019). According to the United Nations, the population of Pakistan is expected to become one of the largest in the world by 2050. This leads to overcrowding and a lack of facilities and qualified teachers in educational institutions (Rashid & Mukhtar, 2012).

The rural development scenario in Pakistan is very challenging, with a population of 241.4 million, an illiteracy rate of 68.6%, and an average household size of 6.3, of which 61% live in rural areas, and 21.99 million hectares of land are under cultivation with an annual growth rate of 2.55%. Provincially, Khyber Pakhtunkhwa (KPK) has a population of 40.8 million, an 84.9% rural population, 1.82 million hectares of cultivated land, and an 81% illiteracy rate, which means the socio-economic opportunities in the rural areas are limited.

In the district of Lakki Marwat, the population is 1040000 with a 90% rural population and an 84% illiteracy rate. Sarai Naurang tehsil (623 sq. km, population ~0.3 million) comprises 25 Village Councils that have very low banking penetration, employment, and climate resilience in agriculture; it has a high household size (8.7), has high dependence on subsistence agriculture, livestock, and small trade, and has a high rural population (90.3%). Khyber Pakhtunkhwa (KP) is strategically located in the educational development of Pakistan, with its variety of geographical and socioeconomic features. The provincial government has made various changes, such as launching school monitoring systems, professional development for teachers, digital education initiatives, and building improvements (Elementary & Secondary Education Department, Khyber Pakhtunkhwa, 2024). However, educational development in the district is still hindered by socioeconomic and infrastructural issues, with Lakki Marwat standing out in the southern region of Khyber Pakhtunkhwa (Elementary & Secondary Education Department, Khyber Pakhtunkhwa, 2024). Preliminary findings suggest that rural schools still suffer from a lack of accountability, infrastructure, and learning resources (ASER Pakistan, 2023).

Geographical isolation, poverty, poor educational infrastructure, and gender differences are still hampering educational opportunities, as quality education is not readily available in many parts of rural Pakistan, especially in KP. These challenges are highlighted by the Multi-Sectoral Assessment of Tehsil Sarai Naurang by Kafalah Foundation as ongoing factors impacting educational development, and there are significant differences in access to education in villages.

Kafalah Foundation is a registered, not-for-profit, non-governmental organization operating under the Companies Act, 2017, to mobilize the marginalised communities by implementing sustainable livelihood and socio-economic development programmes. The Foundation facilitates access to financial resources, capacity development, skills training, agriculture, and inclusive finance to decrease the poverty rate and

encourages community involvement, environmental sustainability, and skills development. Kafalah Foundation works in four regions of Pakistan – Punjab, Khyber Pakhtunkhwa, Sindh, and Azad Jammu & Kashmir – implementing an integrated community-based development approach to improve the living conditions of vulnerable people and build sustainable model communities to foster a sense of self-reliance.

1.2. RESEARCH QUESTION

Based on the review of the literature, the following research questions were formulated.

1. What is the status of education in Sarai Naurang, District Lakki Marwat, KPK?
2. What is the quality of education in public and private educational institutions in Sarai Naurang?
3. What strategies can be suggested for enhancing the status and quality of education in Sarai Naurang??

1.3. Objectives of the Study

Based on the research questions, the following research objectives were formulated.

1. To assess the status of education in the study area.
2. To identify the major challenges in the education system in Sarai Naurang.
3. To explore the determinants of the quality of the education delivered in the study area.

1.4. PROBLEM STATEMENT

The purpose of this research paper is to evaluate the dynamics (status, quality, and key issues) of education in the context of District Lakki Marwat, KP, Pakistan. Although the education system is changing in Pakistan, the situation of education in Sarai Naurang, District Lakki Marwat, has yet to be thoroughly discussed. Very few studies have been carried out to date on educational infrastructure, quality of teaching, learning resources, and factors affecting students' educational outcomes in the region. The objectives of this study are, therefore, to gauge the state of present educational status, to evaluate the quality of education, and to establish the major problems to come up with evidence-based recommendations for educational improvement. The research problem thus emerges that there is a strong need for a comprehensive and empirical study of the position, quality, and major problems of education in Sarai Naurang, Lakki Marwat, KPK, Pakistan, with a systematic approach to the barriers being faced at the local level, so that it becomes an effective medium to inform evidence-based interventions that help to reduce the gap between the national policy and ground-level challenges and barriers.

1.5. SIGNIFICANCE OF STUDY

The study is important in that it offers empirical data from Tehsil Sarai Naurang in District Lakki Marwat on the educational problems prevalent there, which continue to be closely linked with poverty, school accessibility, and the educational infrastructure. According to the Assessment, financial constraints and cultural barriers are the main drivers of school non-enrolment (66%); a further 32% of OOS children are more than 1 km away from schools. The results of this study show that economic disadvantage and physical reach remain significant impediments to universal education in this area. The distance between schools and the students is high, and the distance from secondary schools is higher; thus, female education is affected. It also identifies the problem of a lack of boys' and girls' schools, qualified teachers, and basic teaching facilities in some of the villages. The insights provided by these findings inform an evidence-based understanding of barriers to access and equity in education for the region. The study will help policymakers, education authorities, and development groups to implement specific interventions to mitigate educational inequality, increase access to education among girls, improve school infrastructure, and enable access to inclusive and equitable education for rural communities.

1.6. RATIONALE OF THE STUDY

This study was carried out after the Multi-Stakeholder Assessment (MSA) conducted by Kafala Foundation for the Tehsil Municipal

Administration (TMA), which provided evidence on the socio-economic conditions and development needs of the area, and it aimed to assess the state of education, quality of education, and key issues in Tehsil Sarai Naurang, District Lakki Marwat. The research is designed to provide evidence-based information on the status quo of education for educational planning; to identify key challenges; and to help government agencies, education authorities, and development partners design context-specific interventions and allocate their resources efficiently in order to enhance the quality and availability of education in line with the identified key challenges.

2. LITERATURE REVIEW

Several international evaluations of the status of Education for All (EFA) in Pakistan show that the country is lagging behind a number of countries. In 2000, in a meeting in Senegal, Pakistan, as a signatory to the Dakar Framework treaty, pledged to strive towards EFA targets along with other developing countries. However, due to the lack of primary school enrolment, adult literacy, gender equity, equality in education, and the quality of education, Pakistan has been ranked lower on the Education for All Development Index (EDI) by UNESCO. Enrolments show a substantial difference in numbers at each level of education. The level of literacy remains low, with male literacy standing at 61.3% while female literacy is significantly less than the average at 36.8%. The provincial population census taken in 1998 reports that the age group of 5-9 years has a population of over 20 million, which is considered school age. Approximately 11 million of this (57%) have never been to school. Moreover, as for the literacy rate, it has only reached 58%. This represents 42% of the population who remain illiterate, a situation that is unacceptable in this modern day and age. There are significant gender disparities in the literacy rate in Pakistan. Forty-eight percent male and 21% female in 1990-1991 increased to 70% male and 47% female in 2011-2012, which shows similar gender disparities. Low educational qualification/academic and professional standards of teachers working in primary schools deprive them of good-quality teaching. Different studies have shown that Pupil achievement is linked to teachers' years of formal education. However, other factors that cause low quality of teacher education are inadequate training of master trainers, lack of monitoring and support systems, lack of stress on teaching practices, and no accredited institution to certify teachers (Memon et al., 2010).

The education system in Pakistan, apart from governmental neglect, has been hampered by multilingualism, policy inconsistencies, experimentation, and a hierarchical structure. The repercussions of these problems are seen in the lackluster economic, political, and social growth of Pakistan. The state-run system of schooling does not serve the needs of society in an effective manner because it is perceived as mismanaged, under-funded, and ineffective in its assessment. The government has recently expressed concerns about the quality of teaching and learning in government institutions, which are a source of widespread doubt about quality in society (Government of Punjab, 2002). There is a great difference in the rates of enrolment of boys, as compared to girls, in Pakistan. UNESCO estimates (Dawn, 23 Feb 2004, editorial) indicate that enrolment in primary schools among girls is at 60 per cent while it is at 84 per cent among boys. The situation is even worse for the secondary school enrolment ratio, at 32 per cent for females and 46 per cent for males. According to the latest report by Pakistan NHDR (2017) for the same year, the performance of KPK in terms of educational indices at the provincial and district level reveals that KPK is only better than FATA and Baluchistan and much worse than AJK, Azad Jammu & Kashmir, Islamabad, and Punjab.

Based on anecdotal evidence and district-level reports, the schools are still facing challenges such as overcrowding, lack of laboratory facilities, lack of Library facilities, lack of digital learning facilities, shortage of teachers, socioeconomic issues, gender disparity, and inconsistent educational supervision (ASED, POTHW, 2024; Pakistan Annual Status of Education Report 2023). Such concerns could affect enrolment, attendance,

educational outcomes, and students' overall school experiences, among others (UNESCO, 2023; World Bank, 2018). Although Sarai Naurang is strategically important in District Lakki Marwat, empirical studies focused on the quality, status, and major issues confronting the educational system here are very limited.

Therefore, a detailed study of the educational situation in the tehsil is needed, due to the absence of localized evidence of the situation. Pakistan's education system has some salient gaps which need to be filled to have a detailed understanding of educational development in Pakistan. Previous research has largely been on the national and/or provincial level and has largely centered on the views of teachers and students, and has tended to be less focused on parents, policymakers, school administrators, and local communities (UNESCO, 2023; World Bank, 2018). Inequality in education financing, infrastructure, and resource allocation is also not adequately addressed, even though they are evidenced to cause disparate learning outcomes, enrolment, and literacy levels between provinces (Pakistan Institute of Education, 2023; UNESCO, 2023). Moreover, there is very limited research that has focused on technology integration in remote areas, effective teacher professional development, contribution of non-formal education, coordination among public/private and madrassa education sectors, community participation, governance mechanisms, and interactions between poverty, gender, and educational access (UNICEF, 2024; UNESCO, 2023). Filling these research gaps is critical to support evidence-based planning in education and to ensure effective implementation of education policy in Pakistan.

Based on empirical evidence, there is a lack of information regarding the status, quality, and issues of education in the strategic place of Tehsil Sarai Naurang, and most of the studies conducted so far are at the national or provincial level rather than the local level. This study aims to fill this void and present evidence-based localized information about the education sector of the tehsil. The findings will build upon current knowledge by providing context-specific evidence that could be useful for comparative research in the future, support future educational planning, and inform policy and interventions to enhance the quality of education in rural Pakistan.

3. MATERIALS AND METHODS

The assessment used a convergent parallel research design and combined quantitative and qualitative methods to give a holistic picture of the socio-economic situation and development needs of the Tehsil Sarai Naurang. The quantitative component included a structured household survey that yielded statistically sound data on socio-economic indicators such as demographic characteristics, livelihoods, education, healthcare, agriculture, infrastructure, water and sanitation, and other development indicators. The qualitative component involved Focus Group Discussions (FGDs) and transect walks to gain insights into community perceptions, validate quantitative results, and generate contextual understanding of community development issues and priorities. The study was carried out in selected settlements of all the village councils in Tehsil Sarai Naurang, District Lakki Marwat, KPK, Pakistan. The sample size was based on the following parameters: 402 households, 95% confidence level, 5% margin of error, and 50% assumed population proportion. A multi-stage sampling method was used, with the first stage involving the selection of Village Councils and settlements based on geographical and socio-economic representativeness, and the second stage involving systematic random sampling of households within the selected settlements to reduce selection bias and increase representativeness. Primary data were gathered using Computer-Assisted Personal Interviewing (CAPI) on the CSPro platform, with the support of seven FGDs and 7 transect walks. Assessment objectives were used to develop data collection instruments, an 11-page Household structured questionnaire and a semi-structured FGD guide, which were pilot-tested prior to field implementation to ensure clarity, relevance, and functionality. Fieldwork was done by two trained enumerators after thorough training, which included survey procedures, research ethics and

informed consent, interview techniques, and digital data collection. A back-check process of 5% of the interviews was implemented; daily checks were made of questionnaires submitted, and supervisors communicated frequently with the field teams using a specific WhatsApp group. These processes, along with digital data collection and regular validation, guaranteed the validity, uniformity, reliability, and credibility of the assessment results.

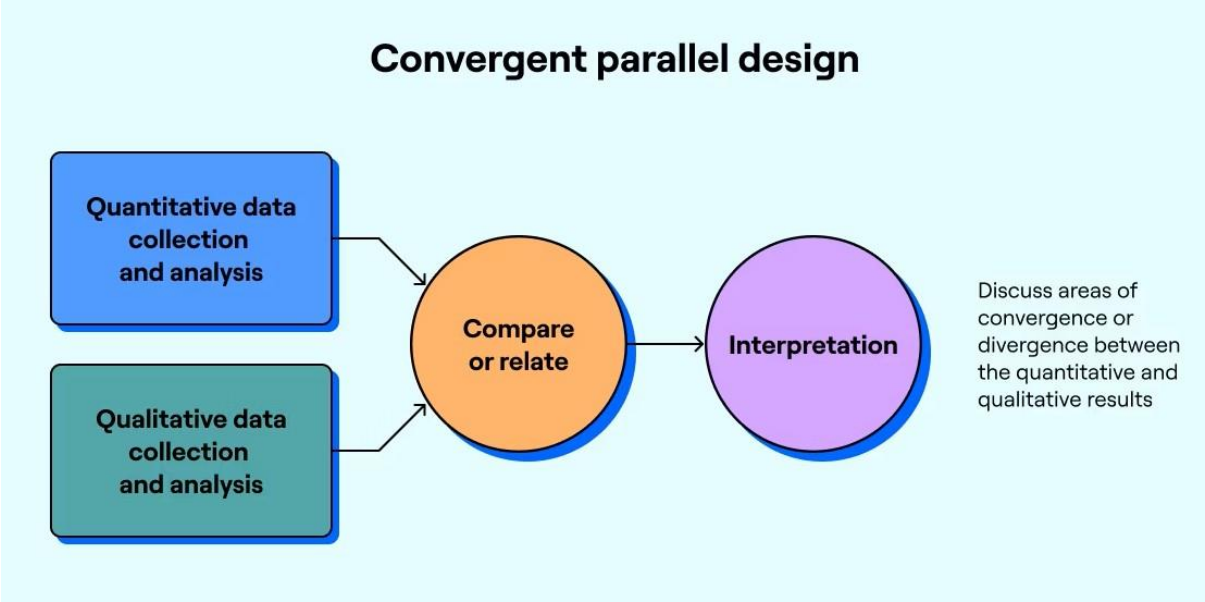


Figure 3.1: Convergent parallel research design developed by the researcher.

4. RESULTS AND DISCUSSIONS

4.1 GENDER-WISE DATA

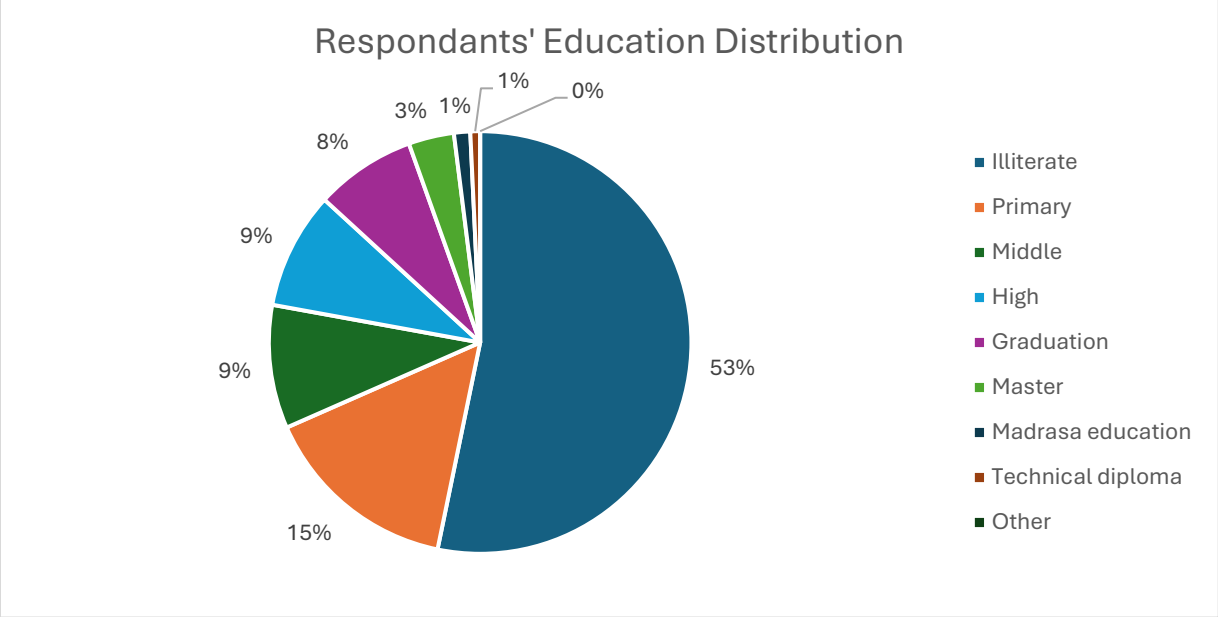
Gender-wise Response						
	Male		Female		Total	
	N	N %	N	N %	N	N %
Male	215	100%	0	0%	215	53%
Female	0	0%	187	100%	187	47%
Total	215	100%	187	100%	402	100%

The household survey response total was 402; 215 were male (53%), and 187 were female (47%). The gender proportion showed that both genders were well represented, which helped to increase inclusiveness and reliability of the assessment process.

4.2 VC-WISE EDUCATION

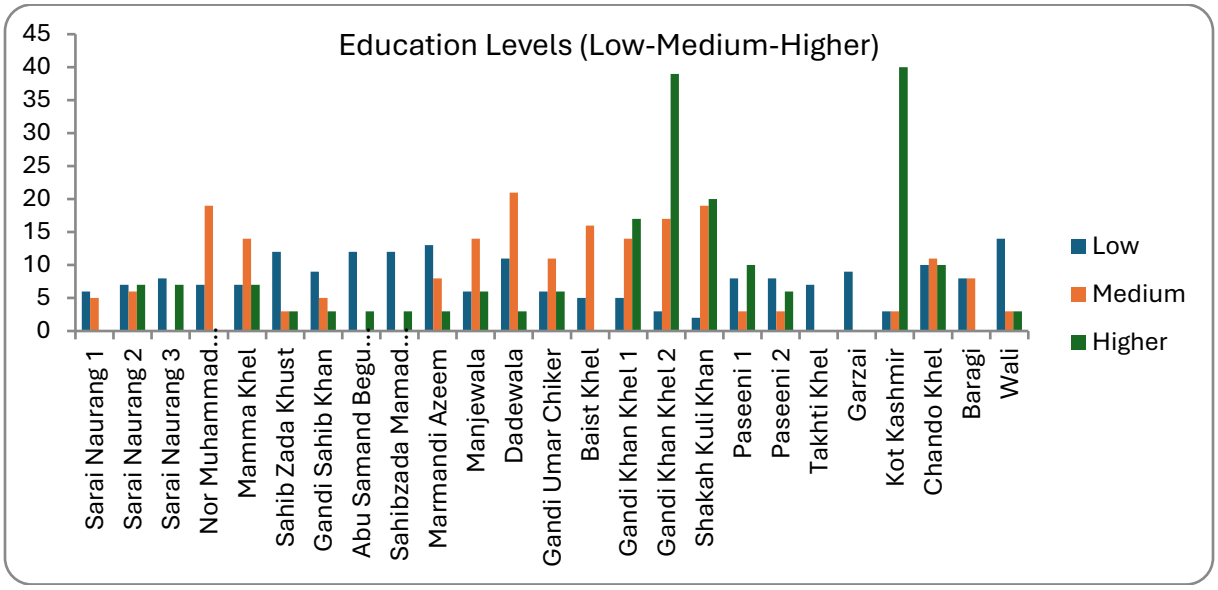
Education is still one of the most significant measures of human development and socio-economic progress. The survey revealed that there was a tremendous educational gap in Tehsil Sarai Naurang, as 53% of the assessees were illiterate. There were also gender disparities; female illiteracy (62%) was significantly higher than male illiteracy (46%). The results show that women still have higher obstacles in accessing education compared to men, which also indicates that there are still social, cultural, and economic factors that constrain young people in rural areas. For easier interpretation, the educational level was divided into three groups: Low education (illiterate, middle, and primary education); Medium education (high school, middle school, and high

school); and Higher education (high school graduation, master's level). The findings show that most of the respondents are in the low and medium education brackets, with few in the higher education bracket. This distribution indicates that the chances of attaining a skilled job and socio-economic development in the study area are still limited, as a large part of the population is not going to tertiary education. There were also considerable spatial variations in education levels at the village level. Most of the villages (Wali, Marmandi Azeem and Sahib Zada Khust) showed low levels of educational attainment, reflecting the lack of literacy, primary education and continuity in education. This may reflect poor educational infrastructure, poor accessibility to schools, poverty, and lack of awareness of education among parents. The situation was different in the villages, as Dadewala, Shakah Kuli Khan, and Nor Muhammad Naurang showed comparatively good representation in medium education, indicating relatively better access to middle and secondary schools. The distribution of higher educational qualifications is skewed, as it is mainly distributed in Kot Kashmir, Gandi Khan Khel 2, and Shakah Kuli Khan in the tehsil. The assessment also revealed that there were many villages where there is Madrasa education. While religious education contributes significantly to community life and cultural identity in much of society, the restricted use of madrasa education may restrict opportunities for access to modern employment without the introduction of contemporary subjects, technical education, and vocational skills into religious curricula. The incorporation of modern education material and religious education content may therefore be able to enhance an individual's employability while retaining religious values. From the overall results, it can be concluded that educational inequalities still pose a great problem in Sarai Naurang.



To simplify analysis, education levels were grouped into three categories:

Low Education: Illiterate and Primary
1. Medium Education: Middle and High
2. Higher Education: Graduation and Master's



The results show that significant portions of the population have low and medium levels of education, and that there were relatively few individuals in higher-level education.

Table 1. Associations Between Individual Education Condition Indicators and the Mayor Performance Index

IDV	N	k	Test	Statistic	p	Effect-size information
Highest Education of HH Head?	402	7	Kruskal–Wallis H	22.92	<.001	$\eta^2(H)=0.043$
Children (5–16 years)?		14	Spearman ρ	-0.263	<.001	ρ
Enrolled children?						
Reasons for non-enrollment?						
Are sufficient boys' schools available?		10	Kruskal–Wallis H	19.01	0.025	$\eta^2(H)=0.026$
Distance to primary school?		3	Kruskal–Wallis H	24.05	<.001	$\eta^2(H)=0.058$
Distance to secondary school?		2	Mann–Whitney U	30899.00	<.001	Median diff=0.667
Girls' school available?		3	Kruskal–Wallis H	32.76	<.001	$\eta^2(H)=0.077$
Qualified and Trained teachers available?		3	Kruskal–Wallis H	151.71	<.001	$\eta^2(H)=0.375$
Water & sanitation in schools?		2	Mann–Whitney U	26434.50	<.001	Median diff=0.667
Support needed to improve education?		2	Mann–Whitney U	3898.00	0.877	Median diff=0.000

Support needed to improve education?		2	Mann–Whitney U	6040.00	0.404	Median diff=-0.333
Support needed to improve education?		8	Kruskal–Wallis H	13.32	0.065	$\eta^2(H)=0.016$
Support needed to improve education?		3	Kruskal–Wallis H	0.83	0.659	$\eta^2(H)=0.000$

Table 1 explores the associations between various individual education condition indicators and the Mayor Performance Index through non-parametric statistical tests. The highest education level of the household head shows a significant association with mayoral performance (Kruskal–Wallis H = 22.92, $p < .001$) with a small effect size ($\eta^2 = 0.043$), indicating that households with higher education levels tend to rate mayor performance differently. The correlation between the presence of enrolled children and reasons for not enrolling is also negative with the mayor performance index (Spearman $\rho = -0.263$, $p < .001$), suggesting that higher levels of non-enrolment or related problems may be associated with lower performance ratings for the mayor. There are several school availability and accessibility variables that have significant relationships with mayor performance. The availability of boys' schools (H = 19.01, p = 0.025) and girls' schools (H = 32.76, $p < .001$) are both significantly associated with each other, with the availability of girls' schools having a higher effect size ($\eta^2 = 0.077$). The distance to primary schools (H = 24.05, $p < .001$, $\eta^2 = 0.058$) also demonstrates a significant association, and likewise, shorter distance is associated with better mayor performance, as do secondary schools (Mann–Whitney U = 30899, $p < .001$). Additionally, there was a strong correlation between the presence of qualified and trained teachers and perceptions of mayor effectiveness (H = 151.71, $p < .001$) and a large effect size ($\eta^2 = 0.375$), which underscores the significance of teacher quality on the perceptions of the effectiveness of the mayor. There is also a significant association between the performance of the mayor and water and sanitation in schools (U = 26434.50, $p < .001$). Other issues relating to support to enhance Education were not statistically significantly related to the mayor performance index, indicating that such perceptions don't directly impact mayor ratings. Overall, the findings highlight the importance of the quality of education, school accessibility, and infrastructure in influencing the community's views of the performance of the mayor. One of the most important factors is teacher qualification.

Table 2. Chi-Square Test of Associations Between Education Conditions and Overall Mayor Performance.

IDV	N	χ^2	df	p	Cramer's V	FDR p
Education Conditions	402	20.88	12	0.052	0.161	0.070
		40.59	26	0.034	0.225	0.048
		17.98	18	0.457	0.150	0.508
		14.15	6	0.028	0.133	0.040
		100.67	2	<.001	0.500	<.001
		14.27	4	0.006	0.133	0.010
		93.40	4	<.001	0.341	<.001
		91.37	2	<.001	0.477	<.001
		12.77	2	0.002	0.178	0.003
		1.49	2	0.475	0.061	0.517
		10.60	14	0.717	0.115	0.741
		2.53	4	0.640	0.056	0.684

Table 2 shows chi-square associations between 11 education-related indicators and overall mayoral performance for 402 respondents. The results indicate that there is a wide variation in perceptions regarding

The overall work of the mayor on several education issues. Seven associations were statistically significant after FDR (FDR $p < .05$). The strongest relationship was observed for the fifth indicator ($\chi^2 = 100.67$, df = 2, $p < .001$, Cramer's V = .500), followed by the eighth indicator ($\chi^2 = 91.37$, df = 2, $p < .001$, V = .477) and the seventh indicator ($\chi^2 = 93.40$, df = 4, $p < .001$, V = .341). Higher, though less pronounced, correlations were also observed for the second, fourth, sixth, and ninth indicators. The first indicator, however, was not significant when corrected with FDR; the third, tenth, eleventh, and twelfth indicators, however, demonstrated no significant relationship with overall mayoral performance. As a whole, the results indicate that citizens' evaluations of the mayor's performance are highly correlated with several aspects of educational performance data – including the fifth, seventh, and eighth indicators. These links, however, are to be understood as associations rather than causal links between education performance and perceptions of mayoral performance.

Table 3. Relationship between Education Conditions and Overall Mayor Performance

IDV	N	ρ	p	FDR p
Education Conditions	402	-0.164	<.001	0.001
	402	-0.263	<.001	<.001
	402	-0.101	0.044	0.054
	381	-0.148	0.004	0.006
	402	-0.492	<.001	<.001
	402	-0.137	0.006	0.009
	402	-0.609	<.001	<.001
	402	-0.420	<.001	<.001
	402	-0.008	0.876	0.905
	402	0.042	0.404	0.455
	402	-0.104	0.037	0.047

Table 3 presents the Spearman correlation between education conditions and overall mayoral performance of 402 respondents. Overall, the associations are mostly negative, meaning that greater scores on the education-condition indicators are correlated with lower scores of mayoral performance. The strongest negative relationship was observed for the seventh indicator ($\rho = -.609$, $p < .001$, FDR $p < .001$), followed by the fifth indicator ($\rho = -.492$, $p < .001$, FDR $p < .001$) and the eighth indicator ($\rho = -.420$, $p < .001$, FDR $p < .001$). Moderate negative correlations were also found with the second indicator ($\rho = -.263$, $p < .001$, FDR $p < .001$). Weaker but statistically significant negative relationships were found for the first, fourth, sixth, and eleventh indicators. The third indicator was not significant following FDR correction (FDR $p = .054$), and the ninth and tenth indicators did not show any significant associations ($p > .05$). The results indicate that some education-related dimensions are meaningfully related to perceptions of the mayor's overall work, with the seventh being the strongest. These results are correlational and thus should be viewed as differences in perceived mayoral performance between education-related conditions.

Table 4. Binary Logistic Regression Model of Education Conditions and Overall Mayor Performance

Domain	IDV	N	B	SE	p	OR	95% CI OR	McFadden R^2
Education Conditions	Sufficient boys' schools available	402	-1.454	0.284	<.001	0.234	0.134–0.407	0.302
	Girls' school availability	402	-1.722	0.339	<.001	0.179	0.092–0.348	0.302
	Distance to secondary school	402	-0.681	0.200	<.001	0.506	0.342–0.749	0.302
	Children (5–16 years)?	402	-0.120	0.069	0.080	0.887	0.775–1.014	0.302

Table 4 shows the results of binary logistic regression analysis for the relationship between education condition and overall mayoral performance in 402 respondents. The number of available boys' schools was significantly related to mayoral performance ($B = -1.454$, $p < .001$), with respondents having significantly lower odds of mayoral performance (OR = 0.234, 95% CI: 0.134–0.407). Girls' school availability showed an even stronger negative association ($B = -1.722$, $p < .001$), corresponding to OR = 0.179 (95% CI: 0.092–0.348). Distance to secondary school was also significantly associated with mayoral performance ($B = -0.681$, $p < .001$; OR = 0.506, 95% CI: 0.342–0.749). In contrast, having children aged 5–16 years was not statistically significant ($B = -0.120$, $p = .080$; OR = 0.887, 95% CI: 0.775–1.014). In summary, the results show that school availability and accessibility are the most important factors in education when it comes to overall mayoral performance, but that the presence of school-aged kids in the household alone is not a predictor of the outcome. This R^2 value for the McFadden model is .302, which suggests a meaningful level of model fitness. The results in general indicate that availability and accessibility of schools, especially girls' schools, are significant factors in improving the perceived effectiveness or overall performance of the mayor.

5. DISCUSSION

The results show that one aspect of education-related service provision is a key component of both residents' assessments of the overall performance of the mayor. Having enough boys' schools was also significantly associated with

mayoral performance, with an OR of 0.234 indicating a much lower likelihood of a positive performance outcome when this condition was not favoured. Table 4 shows additional support for the conclusion that education-related service conditions matter for overall mayoral performance from the binary logistic regression analysis. Of the four predictors related to education, three were statistically significant, and children aged 5-16 were not. This result indicates that opinions about the mayor's general performance are more likely to be correlated with the availability and accessibility of educational services than with household characteristics. Overall mayoral performance (B = −1.454, SE = 0.284, p < .001) was significantly associated with the availability of sufficient boys' schools. The 95% CI for the odds ratio is (0.134, 0.407), and a unit increase in this predictor reduces the odds of the modeled positive mayoral-performance outcome by a significant amount. In the real world, this means that proper educational facilities and equipment are of great significance in measuring the performance of local governments. The lack of boys' schools, where residents feel it is lacking, can also factor into their overall evaluation of the mayor's performance in providing public services. A greater relationship was found for the availability of girls' schools, B = −1.722, SE = 0.339, p < .001. The OR of 0.179 (95% CI: 0.092–0.348) suggests this education-related condition is particularly related to the mayoral-performance outcome. The discovery is significant as girls' education is linked to the equitable access to public services and inclusive local development. Thus, the quality of education opportunities for girls may be taken into account by residents in their general assessment of municipal performance. The strength of this association also indicates that gender-related education provision could be a more salient aspect of government performance. Distance to secondary school was also significantly associated with overall mayoral performance (B = −0.681, SE = 0.200, p < .001; OR = 0.506, 95% CI: 0.342–0.749). The relationship between health checks and boys' and girls' schools is weaker than boys' and girls' school availability, but it is of substantive importance. The discovery suggests that simply having schools isn't enough; having schools that are physically accessible is a factor, too. Access to secondary school is a difficult issue as the distance from such educational centres can pose a challenge for learners and families, and therefore could shape residents' minds about whether the mayor has been meeting educational needs in their area. In contrast, the variable "Children (5–16 years)" was not statistically significant (B = −0.120, SE = 0.069, p = .080; OR = 0.887, 95% CI: 0.775–1.014). The confidence interval around the OR includes 1.00, and the p-value is greater than .05, indicating that having children in the age range for children to attend school is not associated with the mayoral-performance outcome by itself. This may be analytically significant: The findings indicate that the actual situation of education services is more important than simply the demographic presence of school-age children. The results as a whole indicate a strong association between the overall performance of the mayor and school availability, provision of gender-equitable school provision, and access to secondary education, but not household presence of school-age children. The findings, therefore, suggest that service delivery as a form of accountability in local governance is an area of interest. The Mayor seems to be judged in part by actual delivery of public services, especially when the lack of such services in schools or the inability to access them is evident in the community.

The findings also have an impact on policy. Making schools and ensuring they are good enough, making sure there is enough for girls, and making it easier for students to get to secondary school could help not just with learning but also with how people see how good the local government is. These results should be looked at carefully because the study shows connections, not proof of cause and effect. The links found could also be because of things like the money situation, where people live, what families are like, or how people think the government is doing. Still, the fact that the strong results show up in education areas gives real proof that how well education is

delivered is an important part of how people think about the mayor's job.

6. CONCLUSION

This study looked at education in Tehsil Sarai Naurang, District Lakki Marwat, Khyber Pakhtunkhwa, Pakistan, using a full way to get information. The results show that even though there are schools in the area, there are still differences in how easy it is to get an education, how many people can read, how much they have learned, and what jobs they can get. More than half of the people could not read. Women could not read as much as men, showing that being a girl is still a big problem for learning. Also, how much people learned was different in areas, showing that some places do not get good education and chances to learn.

The study also found that most people only had a medium level of education, while a few places had more. This difference in learning was connected to what jobs people had. Places where people had more education had more people working in government and private jobs, while places where people could not read mostly worked in farming, animals and hard work. These results show how important learning is for getting jobs and making life better. The fact that some places still use schools shows that adding new classes like math, science, and job training would help people get better jobs.

Overall, the study says that education is very important for making life better in Tehsil Sarai Naurang. Improving what schools offer will not only help people read better but will also help with poverty, jobs, being part of society, and making more money. The results provide proof for the local government, the education department, people who help with development, and those who make rules to make plans that fit the local needs and help make things fairer between the areas.

7. RECOMMENDATIONS:

- The Government of Khyber Pakhtunkhwa should build secondary schools, higher secondary schools, and colleges in areas where learning is low. Making it easier for students to get to school will help them stay in school longer for girls.
- The number of schools for boys and girls should be the same, and more schools for girls should be built in faraway places.
- More middle schools should be built so students can go to school. Without these schools, many parents who do not care about their daughters' learning use it as a reason to stop them from going.
- The number of schools for girls is much less than for boys; more girls' schools should be built. The schools for girls are far from the ones that feed into them, making it hard for girls to walk there, leading to more girls dropping out.
- Plans should be made to help more girls go to school and stay. This includes building schools where needed, hiring female teachers giving transportation, and offering financial help or school fees for poor families. People should also learn more about why girls should go to school.
- Learning centers for adults should be built for women who can't read. These centers should teach reading, life skills, money skills, and jobs.
- Schools should have things like safe rooms, fences, water, toilets, power, books, labs, computers, and desks. Better school facilities will help learning and keep students in school.
- The education department should hire teachers, especially in places that are far away. Teachers should have training and help from others. Get checked on how well they do.
- Schools should offer job training in things like computers, farming, animals, starting a business, fixing things, sewing, and other local jobs. This will help students find jobs and not depend on ways of working.
- Religious learning centres should add things like math, science, English, computer skills, and job training. This will help students get jobs while still learning religion.
- People who live in the villages should help run the schools. Local groups should be involved in planning, getting students, and checking how schools are doing.
- Schools should get computers, internet, videos, and digital tools. Teachers should learn how to use

these to teach and get students ready for a world that uses more technology.

- Students from low-income families should get help like money for school, books, uniforms, transport, and meals. This will help them stay in school.
- Schools should work with places that teach jobs, local companies, and businesses to help students get jobs after they finish school.
- Local leaders and the education department should check on learning: how many are in school, how good schools are, how well teachers do, and what students learn. This will help make plans and use money where it is needed.
- More money should go to schools in places like Sarai Naurang. The money should help build schools, hire teachers, get books, use computers, and help make learning fairer.
- People should be told more about how important educations. This should be done through leaders, religious people, schools, and the media. It should especially focus on why girls should go to school and how to stop them from dropping out.

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