INTERNATIONAL JOURNAL OF SOCIAL SCIENCES BULLETIN
ISSN: (E) 3007-1917 (P) 3007-1909
Volume 3, Issue 5, 2025

UNVEILING THE IMPACT OF FLOOD ON CHILDREN'S EDUCATION IN DISTRICT CHITRAL OF KHYBER PAKHTUNKHWA, PAKISTAN, (A CASE STUDY OF DISTRICT CHITRAL)

Dr. Azizullah Jan[*1], Dr. Sharif Ud Din[2], Naila Hussain[3]

[*1]*Assistant Professor of Sociology, University of Chitral, Pakistan*
[2]*Department of Sociology, Abdul Wali Khan University of Mardan, KP, Pakistan*
[3]*Lecturer Sociology, University of Chitral*

[*1]aziz.jan@uoch.edu.pk, [2]sharif50130@gmail.com, [3]nailahussain@uoch.edu.pk

Corresponding Author: *
Dr. Azizullah Jan

DOI: https://doi.org/10.5281/zenodo.15461758

Received	Revised	Accepted	Published
25 March, 2025	25 April, 2025	10 May, 2025	19 May, 2025

ABSTRACT

Education plays a vital role in the holistic development and protection of millions of people's lives. In every society, children are considered primary sector economy and nation builders, who basically need education to contribute to various spheres of life. This study focused on the main implications of flood 2022 on children education in district Chitral, Khyber Pakhtunkhwa. A sample size of 150 respondents consisted of male parents were interviewed through structured questionnaire by using purposive sampling technique from three selected union namely Danin, Broz, and Paraback, in District Chitral.. The quantitative analysis (Chi-Square test) shows association between independent and dependent variables. In which children academic performance was affected has significant association (p=0.004) with independent variable, feeling fearful to go to school (P=0.000), school buildings were destroyed (p=0.001) and children's dropout from schools (P=0.005), while children changed their schools after the disaster (flood) has no significant association (p=0.332). This study concludes that floods effect children academic performance and schools had been closed for a long period of time after the occurrence of the flood since there was no other place for the teaching due to the calamity of the flood. Additionally, the study recommends that Government and NGOs concentrate on education sectors to provide shelter and other educational facilities to the affected population. Moreover, they provide an alternative way to continue the process of quality education at primary and higher level in camps for the encouragement of affected school children.

Keywords: *Flood affected, School building, Children Academic Discomforts*

INTRODUCTION

Natural disasters are occurring regularly which have been affected human population irrationally. In those disaster flood, one of the foremost source of deaths, illness, destruction of buildings and livelihood, and more specifically affects all spheres of life such as the economy, health, and education (Woods & Woods, 2007). It has a resilient link with socio-economic, cultural and political orbits. Disasters possess mainly those areas which are socially and economically very poor. Further, it is also greatly vulnerable to those who are living under the condition of poverty. Therefore, natural disasters are responsible for affecting all these spheres but also disrupt the educational activities circle (Seballos et al., 2011).

The Chitral Flood 2022 has affected the education sector in several ways. This is because

it damaged school buildings, classrooms, furniture, boundary walls, and many other valuable assets (Saif & Bilal, 2013). During a disaster, most school buildings will be destroyed if border walls, furniture, classrooms and other official records arise. Most importantly, schools are the basic learning locations for children, but by the destruction of schools that cancel many children in schools and continue to have children's academic achievements (Petal, 2008; Yande, 2009; Tarazona, 2011). Furthermore, schools have been closed for a long time after the catastrophe, leaving children exhausted and indifferent (Jabry, 2002). Because at this dangerous time, they lose their parental supervision in the event of their death or another disadvantageous situation (Gregorio, 2012). Similarly, illiteracy faced many challenges during the catastrophe, and they had no time to spend the necessary instructions with their children (Shannon et al., 2013). They become emotionally weak and suffer from many difficulties, especially when children upset their parents after a catastrophe (Medd et al., 2015). According to a report by the National Flood Reconstruction Schedule (NFFRP), Flood 2022 10348 partially damaged schools, 23 universities and 21 professional centres, disrupting the process of education continuity (National Flood Reconstruction Plan, 2011). It has a very negative impact on children's schooling. You are afraid when you sleep, go to school, or leave the house in the dark, so you think of harmful events that can happen again (Hirsch, 2022). Children were focused on daily work, games and schooling, shocked, and had difficulty showing aggressive interactions with family and Perth groups (March et al., 2011). In this order, disasters affect children in the short and long term, addressing health, education, and socialization (Back, 2009). Shaukat & Abbasi (2012) found that children are exposed to stress, stress, insomnia and mental disorders that affect educational activities during and after flooding. Rodriguez et al. (2013) explained another aspect of natural disasters. This is increasing poverty for many children as they are heading towards work and some children become criminals. Shepherd et al. (2013) linked natural dangers and poverty with long-term impacts on poor living standards, such as health, employment, and education. According to Save The Childres (2003), children in all companies rely on interactions with peers' leisure activities and focus on daily school and homework. With the occurrence of disasters, everyday work suffers from death, injuries and fear of destruction of material things. Afflicted children between the ages of 12 and 17 are worried and not interested in daily school work. Many children also changed social behavior, and later violated social norms and values. Gurian (2006) described some characteristics of children following the catastrophe. Children also developed many academic issues, including aggression, fear, fear, isolation, sleep problems, rejection of school, and memory and concentration. Therefore, this study was planned to investigate the impacts of flood on children education in district Chitral and put some measurable solution for such sort of chronic situation.

Methodology of the Study

The present study explores various educational effects of flood-2022 on the children in selected union councils Danin, Broze, and Paraback which are included in different Tehsils of Chitral.. In this research, the data was collected under the quantitative research method with the help of purposive sampling method. Since exact data of affected peoples were not available, so a total sample size of 150 flood affected respondents were selected in which 50 parents (male members) were selected from each union council, because the children were under-age and did not know about the impacts of 2022 flood on their education. Furthermore, a structure questionnaire was developed for parents to collect information. Data was conducted and analyzed through SPSS and draw results in the form of frequencies and percentages. Furthermore, data were treated with the help of Bi-Variate (Chi-Square test) and dig out the association between independent and dependent variables.

Results and Discussion

Table -1: Distribution of Demographic Information by Frequency and Percentage

Respondent Age Group	31-40	41-50	51-60	Above 60
Frequency/%	28/18.7	59/39.3	51/34.0	12/8.0

School-Going Male Children	**1-2**	**3-4**	**5-6**	**Above 6**
Frequency/%	100/60	48/32	12/8.0	0/0
School-Going Female Children	**Not Going**	**1-2**	**3-4**	**5-6**
Frequency/%	55/36.7	77/51.3	16/10.7	2/1.3
Profession of the Respondent	**Unemployed**	**Govt. servant**	**Business**	**Farming**
Frequency/%	25/16.6	14/9.3	27/18	84/56
Family Income Per Month (Pak. Rupees)	**Less 15000**	**15000-20000**	**20001-25000**	**Above 25000**
Frequency/%	30/20	48/32	40/26	32/21
Effect on Family	**Highly**	**Medium**	**Slightly**	**----------**
Frequency/%	119/79.3	27/18	4/2.7	**----------**

The above table shows age wise distribution of respondents in which 39.3% had the age between 41-50 years, 34.0% between the age of 51-60 years, 18.7% between the age 31-40 years and only 8.0% had above 60 years of age. Further, it shows the number of school-going male children in selected families. 60.0% families had 1 to 2 school going children, 32.0% had 3 to 4 children, while 8.0% had 5 or 6 school going children. While on another side the number of schools going female children in sampled families. Where the maximum number of 51.3% families had 1 to 2 school going female children, 36.7% had not school going female children, 10.7% had 3 to 4 children and only 1.3% had 5 to 6 school going female children. In addition, the reason for school not going to school female children, most respondents have a view that we are not in the favor of female education because this is male dominance and religious society, and people are strictly followed 'Pardha' and religious education. The table also describes respondents' profession, wherein 16.6% were unemployed, 9.3% were government servants, 18 % were businessmen, and 56% were agriculture farmers. Most respondents' occupation was farming because of the rural status of the sampled areas. Their lands stood damaged in a flood which inwardly affected children's education and socialization. Further, results show respondents monthly income in which greater number 32.0% respondents had family monthly income were between the range of Rs 15000 – 20000, while 20.0% had less than Rs, 15000 in addition, 26% had Rs 20001-25000, likewise, 21% had earn above than Rs 25000 monthly income. The table also indicates that a large number of 79.3% of respondents' families were highly affected by 2022 flood, while 18.0% were affected at a medium level and a few 2.7% respondents were slightly affected by 2022 flood. According to these results, most of the families were highly affected, like their homes, their lands and other assets were completely destroyed during 2022 flood.

Table-2: Parents Perception of Flood and its Impacts on Children Education

Statements	Agree	Disagree	Don't know
Flood 2022 affects children education	141(94.0%)	2(1.3%)	7(4.7%)
Children changed school after flood 2022	45(30.0%)	105(70.0%)	0(0%)
Children academic performances effected as compared with 2022	93(62.0%)	51(34.0%)	6(4.0%)
Children, go to school in cloudy or rainy weather, are getting fearful	133(88.7%)	7(4.7%)	10(6.7%)
Children dropped out from school after flood	107(71.3%)	42(28.0%)	1(0.7%)
School material things affected by 2022 flood	130(86.7%)	15(10.0%)	5(3.3%)
School was closed after 2022 flood	135(90.0%)	7(4.7%)	8(5.3%)
Was there any other place for teaching after flood	10(6.7%)	134(89.3%)	6(4.0%)
Children academic performance is lower than 2022	39(26.0%)	98(65.3%)	13(8.7%)
Study disturb, during critical weather condition	141 (94.0%)	7(4.7%)	2(1.3%)

The above table shows parents' opinions on the 2022 flood and their impact on child formation. The majority of parents agreed that the 2022 flood would affect their children, with 4.7% of those surveyed refuted in relation to explanations and 1.3% refuted. 70.0% also denied the

statement that children switched schools from government to government personally or personally. The majority of respondents thought that their child's academic performance had changed and affected them compared to 2022, but 34.0% were not agreed and 4.0% were not determined. Additionally, some respondents confirmed that 88.7% of children were worried when they went to school due to cloudy or rainy weather, 6.7% were opposed to the idea, and 4.7% surveyed that they were unsure. A majority of 71.3% of respondents agreed that their children had been cancelled from school after the 2022 flood, but 28.0% disagree, and 0.7% did not decide on an explanation. Further results show that the majority of 86.7% of those surveyed were severely affected by flood schools in 2022, but 10.0% were inconsistent and 3.3% agreed that they didn't know. Similarly, a portion of 90.0% of participants agreed that fugitive schools have been closed for a while since 2022, while 4.7% were denied, while 5.3% agreed that they are uncertain in this view. However, 89.3% disagree that another location of lessons was available during the school closure period, with 6.7% agreeing and 4.0% undecided. Similarly, many of the surveyed participants admitted that their children achieved academic achievements under 2022, but 26.0% were denied and 8.7% were uncertain. A majority of 86.7% were worried about going to school due to cloudy and rainy weather, but 8.0% agreed that they had not yet decided and 5.3% had been denied. Similarly, the majority of 94.0% of those surveyed agreed on the view that their study disrupted important weather conditions, while 4.7% disagreed and were unsure of the situation.

Table -3: Chi-Square Association between Parental Perception and Flood Impacts on Children Education

Statement	Perception	Impacts of Flood			Total	Statistics
		Agree	Disagree	Undecided		
Flood 2022 effects Children education	Agree	121(80.7)	14 (9.3)	6(4.0)	141(94.0)	(p=0.004)
	Disagree	1 (0.7)	0 (0.0)	1(0.7)	2(1.3)	
	Undecided	6 (4.0)	1(0.7)	0(0.0)	7(4.7)	($\chi^{2=}$ 9.811)
	Total	128(85.3)	15(10.0)	7(4.7)	150(100)	
Shifting of students from government to private schools	Agree	36(24.0)	7(4.7)	2(1.3)	45(30.0)	(p=0.332)
	Disagree	92(61.3)	8(5.3)	5(3.3)	105(70.0)	
	Undecided	1(0.0)	0(0.0)	0(0.0)	1(0.5)	($\chi^{2=}$ 2.205)
	Total	127(85.3)	15(10.0)	7(4.7)	150(100)	
Children's academic achievements will change compared to 2022	Agree	41(27.3)	7(4.7)	3(2.0)	51(34.0)	(p=0.683)
	Disagree	81(54.0)	8(5.3)	4(2.7)	93(62.0)	
	Undecided	6(4.0)	0(0.0)	0(0.0)	6(4.0)	($\chi^{2=}$ 2.289)
	Total	128(85.3)	15(10.0)	7(4.7)	150(100)	
Children drop out from school after flood	Agree	93(62.0)	11(7.3)	3(2.0)	107(71.3)	(p= 0.005)
	Disagree	34(23.3)	3(2.0)	4(2.7)	42(28.0)	
	Undecided	1(0.0)	1(0.7)	0(0.0)	2(1.7)	($\chi^{2=}$ 12.381)
	Total	128(85.3)	15(10.0)	7(4.7)	150(100)	
School Boundary walls, Classrooms, Furniture affected by 2022 flood.	Agree	109(72.7)	17(11.3)	4(2.7)	130(86.7)	(p=0.001)
	Disagree	12(8.0)	2(1.3)	1(0.7)	15(10.0)	
	Undecided	1(0.7)	2(1.3)	2(1.3)	5(3.3)	($\chi^{2=}$ 19.124)
	Total	122(81.3)	21(14.0)	7(4.7)	150(100)	
the school was closed after 2022 flood.	Agree	113(75.3)	18(12.0)	4(2.7)	135(90.0)	(p=0.024)
	Disagree	5(3.3)	1(0.7)	1(0.7)	7(4.7)	
	Undecided	4(2.7)	2(1.3)	2(1.3)	8(5.3)	($\chi^{2=}$ 11.193)
	Total	122(81.3)	21(14.0)	7(4.7)	150(100)	
During school closing time, was there any other place for teaching.	Agree	8(5.3)	1(0.7)	1(0.7)	10(6.7)	(p=0.902)
	Disagree	109(72.7)	19(12.7)	6(4.0)	134(89.3)	
	Undecided	5(3.3)	1(0.7)	0(0.0)	6(4.0)	($\chi^{2=}$ 1.053)

	Total	122(81.3)	21(14.0)	7(4.7)	150(100)	
Children academic performance is lower than 2022.	Agree	37(24.7)	0(0.0)	2(1.3)	39(26.0)	(p=0.000)
	Disagree	72(48.0)	21(14.0)	5(3.3)	98(65.3)	
	Undecided	13(8.7)	0(0.0)	0(0.0)	13(8.7)	($\chi^{2=}$ 13.988)
	Total	122(81.3)	21(14.0)	7(4.7)	150(100)	
Children feeling fearful during go to school in cloudy or rainy weather.	Agree	109(72.7)	17(11.3)	4(2.7)	130(86.7)	(p=0.000)
	Disagree	4(2.7)	1(0.7)	3(2.0)	8(5.3)	
	Undecided	9(6.0)	3(2.0)	0(0.0)	12(8.0)	($\chi^{2=}$ 21.999)
	Total	122(81.3)	21(14.0)	7(4.7)	150(100)	
Children study disturb, during critical weather condition.	Agree	116(77.3)	20(13.3)	5(3.3)	141(94.0)	(p=0.002)
	Disagree	4(2.7)	1(0.7)	2(1.3)	7(4.7)	
	Undecided	2(1.3)	0(0.0)	0(0.0)	2(1.3)	($\chi^{2=}$ 9.933)
	Total	122(81.3)	21(14.0)	7(4.7)	150(100)	

The data shows the parent's perception and explained that independent variables (flood) and dependent variables (impacts on child formation) have important associations (P = 0.004). Furthermore, no flood association was observed significantly (p = 0.332). This led to the children being switched from private to government or from government to private. Similarly, the insignificant association (p = 0.683) changed and changed during child academic achievement due to flooding. Furthermore, the flood has important (p = 0.005) connections between school children. Furthermore, the results show the relationship between floods and schools such as border walls, classrooms, and offices, which showed significant associations that were severely affected by flooding (p = 0.001). After the damage, links between schools were closed and the tide was significant (p = 0.024). Furthermore, the data investigated the important associations between floods and alternative locations for lessons throughout school (p = 0.902). Parental views of children's academic achievements were found to be important that children's academic achievements after flooding were unsatisfactory (p = 0.000). Furthermore, very important associations (p = 0. 000) Founded between children who find themselves terrifying when walking in flood and cloudy or rainy weather. However, the association between children's studies of independent variable floods and dependent variables is important in important weather conditions (p = 0.002).

Conclusions and Recommendations

This study examines flooding against children's education at the union council of district Chitral of in 2022. This study describes the training of children severely affected by the 2022 flood. This study includes two types of statistical analyses (university and bifurcated analysis) to examine the outcomes of child formation floods in selected domain schemes. Data collected by the children's parents were statistically analyzed. Regarding education variables, it has been drawn that child training was severely affected by the 2022 flood. Furthermore, most children switched from government to government privately or privately to government after flooding. Similarly, most of the children's academic achievements affected floods compared to time. Most of the children feared flooding when they went to school in heavy rain while the quality of the children in school failed due to the flood. Similarly, statistical results show that the 2022 floods significantly destroyed school buildings and other materials. Additionally, it was closed for a long time after the flood. This study recommends that the Government and NGOs focus on education sectors to provide schools buildings and other educational facilities to the affected population so that they continue their education.

REFERENCES

Back, E., Cameron, C., & Tanner, T. (2009). Children and Disaster Risk Reduction: Taking stock and moving forward: Children in a Changing Climate Research, UNICEF, p. 20.

Gregorio, A. (2012). Protecting Vulnerable, Flood-Affected Children in the Philippines. Retrieved from http://www.unicef.org/infobycountry/philippines.

Gurian, A., & Kamboukus, D. (2006). "Caring for kids after trauma": disaster and death; Pp 8-9.

Hirsch, D. M. (2022). Helping young children cope with a natural disaster. New York City. P. 15.

Jabry, A. (2002). Children in Disasters: After the cameras have gone. Plan UK. Pp. 7-10.

March, S., Brocque, L., Young, D. A., Kenardy, J. (2011). Childhood Trauma Reactions: A Guide for Teachers from Preschool to Year 12. The University of Queensland. Pp. 3-13.

Medd, W., Deeming, H., Walker, G., Whittle, R., Mort, M., Twigger-Ross, C., & Kashefi, E. (2015). The flood recovery gap: a real-ti me study of local recovery following the floods of June 2007 in Hull, North East England. Journal of Flood Risk Management, 8(4), 315-328.

National Flood Reconstruction Plan. (2011). Planning Commission Islamabad. Pp 6- 18.

Petal, M. (2008). Disaster prevention for schools guidance for education sector decision-makers. Retrieved from the Prevention Web website: http://www. Prevention web. net/files/7556_7344DPforSchoolssm1. pdf.

Rodriguez-Oreggia, E.; De La Fuente, A.; De La Torre, R., & Moreno, H. A. (2013). Natural disasters, human development and poverty at the municipal level in Mexico. The Journal of Development Studies, 49(3), 442-455.

Saif, S. R., & Bilal, S. (2013). The effects of 2022 flood on educational institutions and children schooling in Khyber Pukhtoonkhwa: a study of Chitral and Swat districts. International Journal of Environment, Ecology, Family and Urban Studies, 3(3), 1-12.

Save the Children. (2015). Education Disrupted: Disaster impacts on education in the Asia Pacific region. Philippines, Typhoon Haiyan. 2-9.

Seballos, F., Tanner, T., Tarazona, M., & Gallegos, J. (2011). Children and disasters: Understanding impact and enabling agency. Pp. 12-13.

Shannon, S. B., Page, A., Shannan, E., Tia, M. (2013). Child Maltreatment and Disaster Prevention: A Qualitative Study of Community Agency Perspectives, 14 (4).

Shaukat, B. & Abbasi, S. (2013). The Effects of 2022 Flood on Educational Institutions and Children Schooling in Khyber Pukhtoonkhwa: A Study of Chitral and Swat Districts International Journal of Environment, Ecology, Family and Urban Studies, 3(3), pp 1-12.

Shepherd, A.; Mitchell, T.; Lewis, K.; Lenhardt, A.; J.; Lindsey, S. L., & Muir-Wood, R. (2013). The geography of poverty: disaster and climate extremes in 2030.

Tarazona, M., & Gallegos, J. (2011). Recent Trends in Disaster Impacts on Child Welfare and Development 1999-2009. Global Assessment Report on Disaster Risk Reduction. London, United Kingdom: Children in a Changing Climate. Available at: http://www.preventionweb.net/preventionwebfiles/english/hyogo/gar/2011/en/bgdocs/Tarazona_&_Gallegos_2022. pdf. P 16- 20.

Woods, M. & Woods, M. B. (2007). Disasters up close: Floods. North Minneapolis: Lerner Publications Company. P,10.

Yande, P. M. (2009). An impact of floods on the socio-economic livelihoods of people: A case study of Sikaunzwe Community in Kazungula District of Zambia. Pp 373-396..