

Analysis of the Hurdles in the Promotion of Primary Education in Rural Regions of Khyber Pakhtunkhwa

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Abstract

Education plays a vital role in socio-economic development of a country and particularly primary education is the foundation for it. Primary education is the first five years education in the life of a human being, which plays a significant role in personality formation and development. This study was confined by the factors adversely affecting the progress of primary education in the rural areas of Khyber Pakhtunkhwa. The objectives of the study were to analyze the non-availability of required facilities of primary education as an obstacle in the way of primary education, to identify the financial factor affecting progress of primary education, to explore the administrative obstacles of primary education, to find out the harsh attitude of teachers and to assess the socio-cultural obstacles of primary education. Perhaps few researches have been carried out on this vital issue of primary education in Pakistan. Due to time and resources constraints, the researcher selected 400 teachers, 400 parents and 800 students from 400 selected government primary schools in the rural areas of districts Charsadda, Dir upper, Manshera and Kohat on the basis of random sample technique. Questionnaires were used for all teachers and educated parents while for students and illiterate parents' interview schedule was utilized as tool of data collection. The questionnaires were administered and data was collected from the relevant respondents. The collected data were tabulated, analyzed and interpreted by using percentage, Chi square and ANOVA. The study revealed that there were financial problems, non-availability of infrastructure facilities, ignorance of parents, poor interest of students, socio-cultural constraints, poverty, lack of awareness about education, low salaries and low status of primary school teachers, child labor, no association between parents and teachers, corporal punishment, political interference, poor evaluation, poor check and balance of teacher's performances, high student - teacher ratio, poor administration, and traditional curriculum were the hindrances in the way of primary education.

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Introduction

The concept of the education as defined is appearing to be unrealistic and impractical in the present day world where mundane values determined by the march of science and technology are prize more than spiritual ones. It is clear from the various western theories of education that the west has utilitarian and materialistic emphases, while in Islam seeking knowledge is duty of every Muslim, a form of Islamic worship for the betterment of this world.¹[& the world hereafter]

Education is one of the most important instruments that play its role in human development. Globalization has created many opportunities as well as challenges only those nations can benefit from the opportunities, which have acquired the requisite knowledge and skills. Education is the most important factor, which plays a leading role in human development. It promotes a productive and informed citizenry and creates opportunities for the socially and economically underprivileged sections of society.²

According to Islamic concept, man is the vicegerent of Allah on earth; education should enable man to distinct from the animals. The aim of education is the realization of complete submission to Allah on the levels of the individuals, the community and humanity at large. It is an instrument for developing the attitude of individuals in accordance with certain values and helping them to build a sound view of life.³

Education is the process through which a nation develops its self-consciousness by developing the self-consciousness of the individual who composed it. School is not mere a public instruction, but it is a social institution which provides mental, physical, ideological and moral training to the individuals of the nation so as to enable them to have full consciousness of their mission of the purpose in life and equip them to achieve that purpose.⁴

Education is the sum total of the experience which moulds the attitude and determines the conduct of both the child and adult.⁵

There is no doubt that the future of the state will and must greatly depend on the type of education given to the children and the way in which bring them up as future citizens of Pakistan.⁶

Education for all was first slogan of Islam. The first literacy campaign was launched with the first revealed verse of Quran. According to the Encyclopedia Britannica, Islam was the first religion, which democratized education. Quran and sayings of Holy Prophet (PBUH) highly emphasized knowledge. Besides this at several places in

the Holy Quran learning and the learned people have been praised. “O prophet asks them, can those who know and those who do not know ever be equal.”⁷

In Pakistan provision of primary education is a fundamental responsibility of the state. The public sector has invested widely in education in both urban as well as rural areas and in formal as well as non-formal institution. The private sector also participates though on a limited scale in extending education and has established formal schools mostly located in urban areas, besides some NGOs and nonprofit organizations also offer primary schooling.⁸

According to UNESCO, more than 113 million children have no access to school (Brochure). Poverty, financial limitations, gender disparities, rural/urban imbalance, and low priority of the education are the main hurdles to the universal primary education achievement.⁹

Primary Education has been the top priority area with in education sector, which is evident from the fact that on the average half of the education budget/allocations have been allotted for the promotion of primary education. In Pakistan the duration of primary education is five years, where medium of instruction at this stage is mother tongue of the child or the regional language. Co-education exists to a considerable extent in private primary school but it is discouraged in government school due to social compulsion. The present government has embarked upon a phased programmed for instruction of universal primary education by providing more schools and teachers so as to raise the participation rate from 66% to 100% by 2015.¹⁰

Although in Pakistan five years primary education is considered as a basic education. Education policies recommended replacing primary education by eight years elementary education, but due to resource constraints and other limitations these recommendations are yet not adopted.¹¹

Educational policy (1998-2010) stated elementary education is a fundamental right of all people men and women of all types of areas and places, irrespective of gender, sect, religion or any other discrimination.¹² In the light of the above discussion the proposed study was aimed to investigate the factors adversely affecting the progress of primary education in the rural area of Khyber Pakhtunkhwa.

The objectives of the study were:

- To identify what facilities are required for primary education in rural area.
- To explore the financial factor affecting progress of primary education.

- To analyze the administrative obstacles in the promotion of primary education.
- To find out the harsh attitude of teachers, and lack of association between parents and teachers.
- To assess the socio-cultural obstacles in the promotion of primary education.

Population & Sample

There are 21147 government primary schools in the rural areas of 24 districts of Khyber Pakhtunkhwa. The numbers of teachers are 62575 and numbers of enrolled students are 2463499 in these school.¹³ Out of the mentioned population following category-wise sample was taken:

- Two hundred government primary schools for boys and two hundred government primary schools for girls were selected from four districts Charsadda, Kohat, Mansehra and Dir Upper in KP as the sample for the study.
- All the schools selected for the study were from the rural areas of Khyber Pakhtunkhwa.
- Two hundred male primary school teachers and two hundred female primary school teachers were included in the study randomly in the selected districts.
- Four hundred boys' students and four hundred girls' students from the same selected government primary schools were taken at random for the sample.
- Four hundred parents of the enrolled students were selected randomly in these four districts Charsadda, Kohat, Mansehra and Dir Upper in Khyber Pakhtunkhwa as the sample for the study. Thus the whole sample comprised of 400 teachers male and female, 400 parents, and 800 students both male and female from the selected government primary schools in the rural areas of the selected four districts.

Instrumentation

The researchers prepared three questionnaires using five-point scale in the questionnaire for teachers, parents and students after going through the related literature, books, journals, articles, reports, and magazines. But for illiterate parents and those students, who cannot follow the questionnaires interview were scheduled, using the questionnaire in Pashto language for the convenience of respondents all the questionnaires were prepared and translated into simple Urdu language. The questionnaire for both male and female teachers was consisted of 56 items. The questionnaire for parents was consisted of 45 items and the

questionnaire for both boys and girls students were consisted of 40 items. All the questionnaires were based upon 5 point scale i.e. yes, to some extent, Undecided, Rarely, No. Moreover 35items in the three questionnaires were the same for teachers and students.

Data Collection

The questionnaires were administered to the respective respondents. The information from the respondents were collected and recorded by the researchers personally to avoid any kind of discrepancies but in the case of illiterate parents and those students, who were not able to follow the questionnaires, proper interviews, were conducted in pushto from the same questionnaires. The researchers visited each site himself for that purpose. Hundred percent data from selected sites were collected properly.

Data Analysis

The data collected through the above mentioned research instrument were tabulated, analyzed and interpreted (tables available with authors) by using percentage, Chi-square and ANOVA.

(1) Formula of percentage = $\frac{\text{Obtained value}}{\text{Total value}} \times 100$

(2) The formula of Chi-Square is as:

O_i = Frequency observed

E_i = Frequency expected

Df = Degree of freedom

P = Probability of exceeding the tabulated value of X^2

$O_i - E_i$ = Difference between observed and expected frequency

$$= \frac{(O_i - E_i)^2}{E_i}$$

$$\chi^2_{Obs} = \sum_{cells} \frac{(O-E)^2}{E}$$

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Degree of freedom = (r - 1) (c - 1) = 4 (r means row and c means column)

P = 0.05 statistical significant level

Parameter for acceptance and rejection of research hypothesis at significance level 0.05 is, if $x^2 = 9.488$ -research hypothesis is accepted.

(3) ANOVA

$$\text{Correction Factor (C.F)} = \frac{T_{..}^2}{n} =$$

$$\text{Total SS} = \sum_i \sum_j X_{ij}^2 - \text{C.F}$$

$$\text{Between SS} = \frac{\sum_j T_j^2}{r} - \text{C.F}$$

$$\text{Within SS} = \text{Total SS} - \text{Between SS}$$

where

$$\text{SSb} =$$

$$\text{SSw} =$$

$$K =$$

$$K - 1 = \text{Sum of square between three means}$$

$$N = \text{Sum of square within three means df}$$

$$3 - 1 = 2$$

$$N - k = \text{Total number of respondents}$$

$$1600 - 3 = 1597$$

$$F = \text{F-ratio}$$

Percentage was used for eleven items 1 to 11 only in the teacher's questionnaire, while Chi-square was used for ten items in two questioners, 12 to 21 in the teacher's questioner, and 1 to 10 in the parent's questioner. Similarly thirty five items were tested by using ANOVA in three questioners 22 to 56 in the teacher questioner, 13 to 45 in the parent's questioner and 1 to 35 items in the student's questioner.

There is a professional course for administrators of primary education.

Option	fo	fe	Fo- fe	(fo-fe) 2	(fo-fe)2/fe	%
SA	34	80	-46	2116	26.45	8.50
A	43	80	-37	1669	17.11	10.75
UD	124	80	44	1936	24.20	31.00
DA	98	80	18	324	4.05	24.50
SDA	101	80	21	441	5.51	25.25
Total	400	400			$\chi^2=77.32$	100

Significant $df = 4$ at 0.05 level 9.488

The table shows that the calculated value of χ^2 was found to be 82.57, which is greater than table value at 0.05 levels. So we reject the statement that “There is a professional course for administrators of primary education.”

For the progress of primary education the training of administrator is necessary.

Option	Fo	fe	(Fo-fe)	(fo-fe) 2	(fo-fe)2/fe	%
SA	163	80	83	6899	86.11	40.75
A	177	80	97	9409	117.61	44.25
UD	30	80	-50	2500	31.25	7.50
DA	18	80	-62	3844	48.05	4.50
SDA	12	80	-68	4624	57.8	3
Total	400	400			$\chi^2=340.48$	100

Significant $df = 4$ at 0.05 level 9.488

Table show that the calculated value of χ^2 was found to be 340.48 which is greater than the table value at 0.05 level, but the trends of respondent toward agreement so negatively accepted the statement “. For the progress of primary education the training of administrator is necessary.”

Finding

Table 2 indicated that one percent of teachers were under Matric, 24 percent of teachers were matriculate in which 4.25% were science matriculate, while remaining 19.75% were arts matriculate. Similarly, 37.75% of teachers were intermediate in which only 2.5% were having F.Sc certificate while 35.15% having F.A certificate. 23.5% of teachers were graduate in which 0.75% was Science graduates while 22.75% were Arts graduates. Similarly, 13.75 teachers having Master degree in which 3.75 were M.Sc degree holders and the remaining 9.75 were M.A degree holders. P.S.Ts only 0.25 of Primary teachers having M.Phil while no PhD degree holder was found.

Table 3 showed that 96.75% primary teachers were having P.T.C certificate while only 3.25 of the Primary School Teachers were untrained. 28.75% of the teachers were having C.T along with P.T.C. Similarly, 12.25% and 8.5% PST (primary school teachers) having B.Ed and M.Ed along with PTC respectively. 13.25 % of PST having C.T and B.Ed with PTC. 4% of primary school teachers were having both C.T and M.Ed with PTC. Only 5.5 % of primary school teachers were having other degrees included A.T, T.T, D.M, JDP, and SDP etc.

Table 4 showed that 25.75% of primary teachers were in the age of range 20-25. 22.75% and 11.25% of teachers were in the age of range

25-30 and 30-35 respectively. Similarly, 12.25% and 11.25% of the teachers were in the range of 35-40 and 40-45 respectively. Nine percent of the teachers were in the age of 50-55 and only one percent of the teachers have the age of 55-60.

Table 5 showed that 24 % of Primary teachers have teaching experience in the range of 0-5 years, while 19.5% and 14.5% of PST having an experience in the range of 5-10 years and 10-15 years respectively. Similarly, 24.5% and 15% of Primary School Teachers were having experience of 15-20 and 20-25 years respectively. Only 2.5% of teachers were having experience above 25 years.

Table 6 showed that 34% of teachers were having monthly salaries in between 3000-6000 while 35.5% of teachers were having salary in the range of 6000-9000. 22% of teachers were having salary in the range of 9000-12000 and 8.5% of teachers having salary in the range of 12000-15000. No teacher was having salary more than 15000.

Table 7 showed that 37.75% of parents were illiterate while 22% of parents were under matric. 25 % and 9.25% have Matric and intermediate degree respectively. 14.75% of parents were bachelors and above qualification.

Table 8 showed that 27.25 % were farmers and 20.5% were labor while the rest i.e. 10.75%, 4.75%, 6.75%, 7.75%, 2%, 6.5%, 7.5% and 13.5 were Government servants, private servants, businessmen, drivers, shopkeepers, foreign labor, Pesh imam and skilled labor respectively.

Table 9 showed that 28.75% of parents have monthly income in the range of 3000-4000. Similarly 17% and 7.5% of parents was having income in the 4000-5000 and 5000-6000 respectively. 17.75% and 11% of parents were having income in the range of 6000—7000 and 7000-8000 respectively, only 4.25% of parents having income in the range of 8000-above.

Table 10 showed that only 13% of teachers were satisfied from their salaries, while the remaining was not satisfied.

Table 11 showed that 89% of teachers say that there were no refresher courses for primary teachers, while 11% were disagreed with the statement.

Table 12 showed that 93% of teachers say that refresher courses was useful for primary education and only 7% oppose it.

Table 13 revealed that 64% of teachers agreed with the statement that there was no professional course for administrators of primary education and for the progress of primary education the training of administrator was necessary, while the remaining were not agreed with the statement.

Table 14 showed that 28% of teachers say that there was a good relationship between headmaster and teachers and the remaining 62% opposed it.

Table 15 revealed that 93% of teachers agreed with the statement that Education officer and administrator do not cooperate with the teachers to solve their professional problems.

Similarly Table 16 showed that 49% of teachers agreed with the statement that Education officers do not evaluate the performance of the teacher, while the remaining opposed these statements.

Table 17 and 18 showed that 82% of teachers were not satisfied with the existing curriculum and examination system of primary education, while 76% say that the existing curriculum was an obstacle in primary education.

Table 19 revealed that 57% of parents and teachers agreed with the statement that the administrative set of primary education was not proper and there was a political interference in the administrative set up of primary education, but the remaining opposed it.

Table 20 revealed that 68% of the respondents were disagreed with the statement that the existing primary schools fulfill the need of society, while 32% of respondents were agreed.

Table 21 showed that 29% of parents and 64% of teachers were agreed with the statement, that the economical weakness of government negatively affect the primary education and 13% of the respondents were neutral, while the remaining disagreed.

Table 22 showed that 21% of parents and 84% of teachers were agreeing with the statement that the association between teachers and parents affecting the primary education while the remaining were disagreed.

Table 23 and 24 revealed that 57% of parents and teachers were agreed with the statement that there were so many culture and social obstacles to primary education, while the remaining were disagreed.

Table 25 revealed that 100% students, teachers and parents were strongly disagreed with the statement that students were provided with free uniform.

Table 26 revealed that 100% students and parents while 29% of teachers were strongly disagreed with the statement that stationery was given to the student free of cost and 71% of teachers were agreed with it.

Table 27 showed that only 19% of respondents were agreed with the statement that there were benches and desks for the student in the school, while the remaining were disagreed.

Table 28, 29, 30, 31 showed that only 13% of schools have basic facilities.

Table 32 revealed that 61% of students and 93% of parents were strongly disagreed with the statement that Teachers were punctual, while 100% of teachers were strongly agreed.

Table 33 revealed that 61% of Students and 93% of parents were strongly agreed with the statement that teachers were in favor of corporal punishment and said that corporal punishment negatively affects the primary education while 72% of teachers were strongly agreed with it.

Table 34 showed that 46% of parents, 4% of teachers and 15% of students were agreed with the statement that parents cooperating to the teachers in the home work of students, while the remaining disagreed.

Table 35 and 36 showed that 61% of parents, 24% of teachers and 37% of students were agreed with the statement, that parents fulfill the needs of the students, and give pocket money to the students while the remaining disagreed.

Table 37 revealed that 16% of students and 33% of parents were agreed with the statement that parents regularly visiting the school, while 100% of teachers, 84% of parents and 77% of students were strongly disagreed.

Table 38 revealed that 61% of students and 93% of teachers were strongly agreed with the statement that, the parents compel the students for labor, while 92% of parents were strongly disagreed.

Table 39 showed that 61% of parents, 74% of teachers and 86% of students were disagreed with the statement that the education officer regularly inspect the school.

Conclusion

The study revealed that there were financial problem in primary education, shortage of school building and classrooms, non-availability of infrastructure facilities, ignorance of parents, less interest of students, socio-cultural constraints, poverty of parents, no awareness about education, low salaries and low status of primary school teachers, child labor, lack of interest of parents, no association between parents and teachers, corporal punishment, political interference in primary education, no evaluation and check and balance of teacher's performances, high student- teacher ratio, corrupt administrators, and traditional curriculum were the hindrances in the way of primary education.

The study revealed that most of the teachers were having low salaries due to which they were not satisfied and involved in inferiority complex. Teachers of primary school lack training skills. Most of the teachers' time was used spending on asking students to read loud or answer the questions, reading group recitations and monitoring work being done in the classrooms.

There were no refresher courses for primary school teachers, for the administrators of primary education there were no professional courses. The relationship between head master and teachers were not up to the mark. The education officer and administrator did not cooperate with the teacher in solving their professional problems. The education officer did not evaluate the performance of teachers. Teachers were not satisfied with the existing examination system of primary education, and curriculum.

The study also revealed that there was political interference in the administration of primary education; the existing primary schools not fulfilled the need of society. Poverty and economical weakness of government was also negatively affecting the progress of primary education. There were so many social and cultural obstacles to primary education which retarded the progress of primary education. No association between teachers and parents was also affecting the primary education. The students of primary schools were not provided with free uniform and stationery so their parents' preferred them to child labor, which caused low enrolment in the primary schools.

The study indicated that majority of the schools did not have basic infrastructure and facilities, teachers were irregular in attendance and professionally not sound, were illiterate about the use of audio visual aids, and mostly teachers were in favor of corporal punishment.

The study revealed that parents did not cooperate with teachers in the doing and checking homework of their children and also not visiting the school regularly. The parents did not give pocket money to the students, not fulfilling the needs of the students but also compelled them for labor. The education officers did not regularly inspect the schools.

The study proved that most of the parents were illiterate or low educated, having low income and not fulfilled the needs of children.

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