

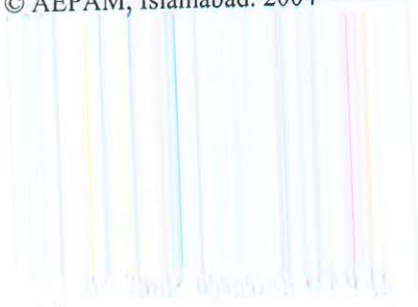
*AEPAM Research Study No. 177*

**STUDY ON ACCESS AND EQUITY  
IN BASIC EDUCATION**

**Academy of Educational Planning and Management  
Ministry of Education  
Islamabad**

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## PREFACE

This is the first study on access and equity in basic education in Pakistan with the focus on those factors directly relating to the access. Due to time constraints and limited resources, the study targeted only fourteen districts out of 105 districts of the country.

Present government is implementing Education Sector Reforms (ESR) action plan with emphasis on universalization of primary education. This study investigated the extent of availability of primary education, reasons of repetition and dropout were also explored, which help in the implementation of Education Sector Reforms. As the study was confined to fourteen districts of Pakistan, (including FATA, FANA and A.J.K), the findings of this study therefore cannot be generalized to the entire country. However, there is a great deal of information on the access and equity in basic education in Pakistan.

I would like to express my gratitude to the faculty members/officials of AEPAM for their hard work especially Mr. Dawood Shah, Joint Director as overall coordinator of all the activities. I would also like to appreciate the work of Khawaja Sabir Hussain, Research Officer as member of research team and report writer, Mr. M. Aslam Bhatti, Deputy Director, Mr. Tahir Taj and Mr. Akhtar Tatla (Research Assistants), Mr. Ikhtisar Ali, Programmer for carrying out data analysis and Mahmood Hussain Shah and Zulfiqar Ali Joya, Stenographers for composing the report.

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## Executive Summary

The study was designed to investigate the access and equity in basic education in Pakistan. Fourteen districts were included in sample on the basis of socio-economic indicators i.e. language, population, total literacy rate, female literacy rate, availability of water, electricity, Radio, TV, medical facilities and other civic facilities. Islamabad district was included in the sample as a model district of Pakistan. Sample distribution is given below:

S. No	District	Parents	Adminis-trators	Head Teacher	Teacher	
					Male	Female
1.	Islamabad	119	16	12	3	15
2.	Multan	107	2	14	7	13
3.	Attock	120	9	12	6	14
4.	Bhakkar	122	10	12	5	11
5.	Thatta	111	9	12	11	13
6.	Khairpur	117	16	12	9	14
7.	Khuzdar	130	4	13	9	16
8.	Zhob	107	7	12	9	12
9.	D.I. Khan	115	6	12	10	11
10.	Kohistan	120	6	12	14	2
11.	Khyber Agency	109	12	12	11	10
12.	F.R. Kohat	108	5	12	15	7
13.	Gilgit	113	1	12	11	13
14.	Rawalakot	135	0	13	13	16
<b>Total</b>		<b>1633</b>	<b>103</b>	<b>172</b>	<b>133</b>	<b>167</b>

The major findings are presented below:

Access to primary school was confirmed by assessing the extent of the availability of primary school for boys and girls. In all the fourteen districts of the sample, 54% children had access to schools whereas 46% children had not school facility at primary level. Overall 59% boys and 49% girls had access to primary schools. In the region-wise perspective the highest percentage of 69% children in Kohistan were found out of school followed by F.R.Kohat. In Islamabad district 20% children were found out of school, which was the lowest percentage among the fourteen districts. It was further found that in most of the districts boys and girls had almost equal opportunity to get education except in the district of Thatta, D.I.Khan, Kohistan, Khyber Agency, F.R.Kohat and Gilgit.

There were many reasons for not enrolling boys in the schools. Some of the main reasons were: In the opinion of 82% parents, education was too expensive, according to 62% parents, schools were not available, 59% parents said that there were no



opportunities for further education, 58% parents considered distance of school and the

same number of respondents thought that earning for the family was more important as compared to education that is why the parents did not enroll their sons in the schools. The reasons offered by the parents for not enrolling the girls in schools were: 81% parents considered education too expensive, 67% parents complained non-availability of schools, 63% parents wanted their girls to provide help at home, 59% parents did not allow their girls to enroll in the schools because there were no opportunities for further education.

Reasons offered by the teachers for not enrolling children in the schools included as: 73% teachers considered expensive education as one important factor, 67% teachers told that the children had to help their parents at home, 66% teachers considered non-availability of schools another reason, 62% teachers thought teachers' harsh behavior as a reason for not enrolling the children in the schools.

The equity is very important for enhancing enrolment at primary level. It was found that co-educational institutions in both rural and urban areas had more physical facilities than boys and girls institutions in these areas. As far as the availability of drinking water, electricity, boundary walls, toilet and furniture is concerned, co-education institutions had more facilities than boys or girls school in both urban and rural areas. Whereas dispensary, playground and library had been found more in rural boys' schools than rural girls' schools.

The equity can also be assessed, by examining availability of equal numbers of qualified teachers in both boys and girls institutions. It has been found that in urban area girls' schools had more qualified female teachers than boys' schools as 22% female teachers had masters' degree as compared to 18% male teachers, in rural area 24% male teachers possessed masters' degree and only 15% female teachers were found master degree holders. 47% male teachers had been found graduate in urban area and 42% in rural area. Professional qualification of the teachers is very important for the professional competency. Female teachers had been found more professionally qualified than male teachers in both rural and urban areas. In urban area, 25% female had B.Ed degree as compared to 20% male teachers. The greater number of female teachers had M.Ed degrees than male teachers in rural and urban areas.

Among reasons of repetition, lack of guidance at home, difficult syllabus, lack of qualified teachers and lack of student interest were found very important reasons of repetition. Reasons of repeating a class in the case of boys such as: 85% parents considered lack of guidance at home, 74% parents thought lack of students' interest as main cause of repetition in a class, 73% parents told that child's absenteeism was another reason to repeat a class, For 59% parents, difficult syllabus was another reason for boys to repeat a class. In case of girls, major reasons of repeating a class as stated by parents were: According to 86% parents girls had to repeat a class due to lack of guidance available at home. For 74% parents' lack of students' interest could be a reason, 72%

respondents told that children's' absenteeism was another reason to repeat a class, 67% parents reported that students' weakness in studies might be a reason of repeating a class.

The reasons of high drop-out were investigated by the parents and the teachers. It has been found that too expensive education that is not affordable to common people was found very important reason of dropout.

Further mores:

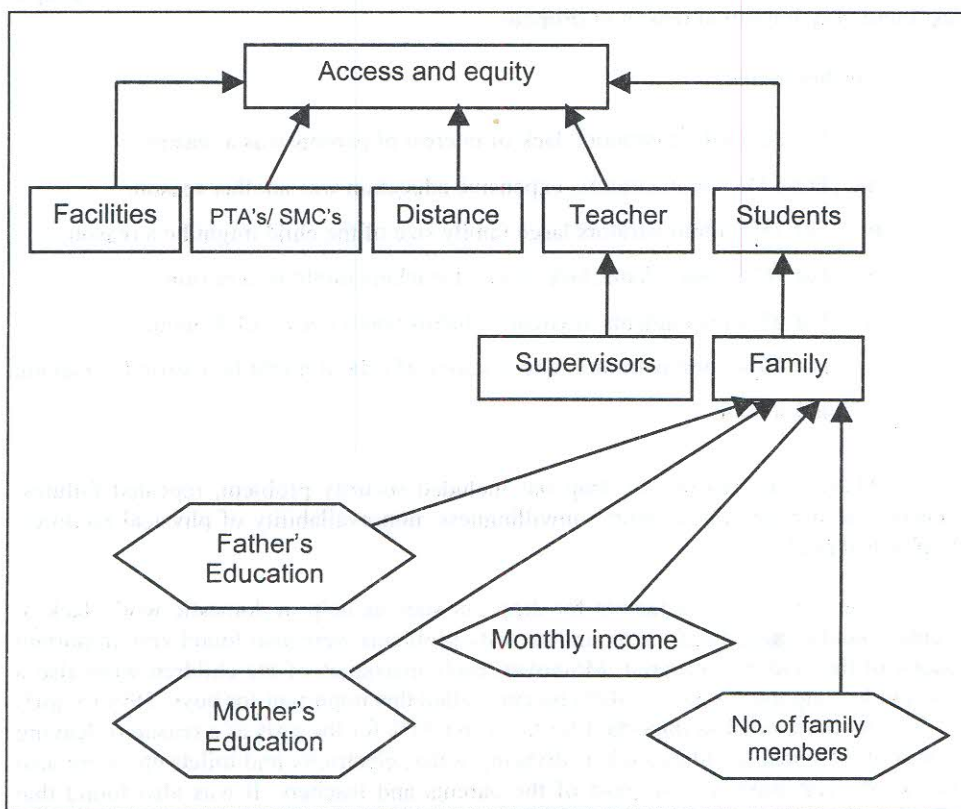
- i. For 85% administrators, lack of interest of parents was a reason;
- ii. For 83% administrators, expensive education was another reason;
- iii. For 78% administrators large family size of the child might be a reason;
- iv. For 76% respondents, lack of good teachers might be a reason;
- v. For 65% respondents, difficult syllabus was a reason of dropout;
- vi. For 60% administrators long distance of school might be reason for leaving the school;

Many other reasons of drop out included security problem, repeated failures, teachers' harsh behavior, students' unwillingness, non-availability of physical facilities, and physical punishment.

The family related factors for drop out such as help in domestic work, lack of parents' interest, large family size, and security problems were also found very important reasons of the students' dropout. Moreover, early marriages of the children were also a reason of leaving the schools, as 42% parents called this important for boys, 59% for girls and 54% teachers rated as important for boys and 33% for the girls as a reason of leaving the school. Physical facilities such as drinking water, electricity and toilets etc. were also considered very important by most of the parents and teachers. It was also found that difficult syllabus is hindrance in completing the education as 53% parents said this reason as very important for boys and girls, whereas 50% teachers said as very important for boys and 50% for girls' for leaving the schools.

# ACCESS AND EQUITY IN BASIC

## EDUCATION





## Chapter 1

### 1.1 Introduction

Education is a process of socialization according to the social needs for adequate adjustment in the society (Good 1987 and Cole & Bruce 1996). Education brings change in the behavior of individuals and empowers them to learn to live with dignity and freedom. In other words, through the process of education, human beings develop abilities, skills and attitudes that help them to modify their behavior according to social, economic and political demands of their environment. Education and training is usually considered the most important way of human capital formation, which is prerequisite for sustaining the development of a nation.

### 1.2 Education for All (EFA) perspective

Discussing the significance of education, Bhatia (1985) cited that Aristotle viewed as “educated men are as much superior to uneducated as the living are to the dead”. It is universally accepted that education is a concomitant of all human societies. Considering the importance of education for mankind, a world forum consisting of UN agencies, World Bank and NGOs joined hands and a World Conference on Education for All was held in Jomtien, Thailand, in March 1990. All the nations of the world adopted a world declaration on “Education For All.” The declaration included that “education is a fundamental right for all people’ women and men of all ages, throughout our world” (World Conference on Education for All, 1990). It declared that every one, irrespective of religion, race and gender, has a right to get education. The following six goals of EFA (1990) were framed and agreed upon by the nations of the world.

- i) Expansion of early childhood care and developmental activities... especially for poor, disadvantaged and disabled children.
  - ii) Universal access to, and completion of primary education (or whatever higher level of education is considered as “basic”) by the year 2000.
  - iii) Improvement in learning achievement such that an agreed percentage of an appropriate age cohort (e.g., 80 percent of 14 year-olds) attains or surpasses a defined level of necessary learning achievement.
  - iv) Reduction of the adult illiteracy rate (the appropriate age group to be determined in each country) to, say, one-half of its 1990 level by the year 2000, with sufficient emphasis on female literacy to significantly reduce the current disparity between male and female illiteracy rates.
-



- v) Increased acquisition, by individuals and families of the knowledge, skills and values required for better living and sound sustainable development, made available through all education channels including the mass media, other forms of modern and traditional communication, and social action, with effectiveness assessed in terms of behavioral change.

Since 1990, UNESCO assumed a leading role to facilitate governments of a number of developing countries to move forward to achieve EFA goals. In April 2000, world Education Forum organized EFA assessment conference in Dakar, Senegal. The targets achieved over the decade were reviewed and shortfalls were analyzed. Nations of the world reminded and reiterated their commitment to EFA.

According to World Education Forum Dakar (2000) “ Education is a fundamental human right. It is the key to sustainable development, peace and stability within and among countries, and thus an indispensable means for effective participation in the societies and economies of the twenty-first century, which are affected by rapid globalization. Achieving EFA goals may not be postponed any more. The basic learning needs of all can and must be met as a matter of urgency” (The Dakar Framework for Action, 2000).

The forum reiterated that everyone has a fundamental right to get education. Education is prerequisite for sustainable development of countries. Education is indispensable that cannot be avoided; educational facilities should be provided to all, otherwise globalization would be vulnerable. Dakar framework for Action, all representatives of the participating countries committed themselves to the attainment of the following six goals:

- i) Expanding and improving comprehensive early childcare and education, especially for the most vulnerable and disadvantaged children.
- ii) Ensure that by 2015 all children, particularly girls in difficult circumstances and those belonging to ethnic minorities, have access to compulsory primary education of good quality.
- iii) Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skill programmes.
- iv) Achieving 50 percent improvement in levels of adult literacy by 2015, especially for women and equitable access to basic and continuing education for all adults.

- v) Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.
- vi) Improving all aspects of the quality of education and ensuring excellence of all, so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

The goals determined in the Dakar Declaration 2000, are very important and challenging. Stressing the provisions for Early Child Care Education, universal free and compulsory primary education, adult literacy, eliminating gender disparity, the declaration required improvements in the quality of education. There are many aspects of quality of education related to school teachers, textbooks, curriculum, teacher training and family factors.

The study was designed to explore the problems and issues of access and equity in case of basic education. Massive expansion of educational facilities during the last two decades has resulted tremendous increase in enrolment in schools (public, private and non-formal/NGO, basic education centers). In spite of the expansion, a number of primary age children are still out of school, especially girls. The number of adult illiterates in the country was about 43 million in 1981 with 26% literacy rate; the absolute number of illiterates was around 53 million in 1998 with 45% literacy rate (an increase of 10 million illiterates). The increase in the number of illiterates suggests that a number of children especially girls do not have access to school and those who get enrolled in school, drop out before completing primary cycle. The issue of equity in terms of the quality of education such as physical facilities in schools, academic and professional qualification of teaching staff and teaching and learning materials has been a matter of concern for the policy makers and planners.

The following data depicts the existing situation of public education sector regarding access and equity (AEPAM, 1999):

- a) Out of every 100 primary schools, there are 56 are boys, 30 for girls and 14 co-education
- b) At primary level 61% boys and 39% girls are enrolled in school.
- c) Out of 100 teachers at primary level, 65 are male against 35 female teachers

### 1.3 Rationale

According to the population census (1998), the total primary school age population was 19.95 million and the school census data (1997-98) indicated 17.06 million children (approximately 5 to 14 years of age) enrolled in schools at primary stage including an estimated 5 million children in private schools. The single year age enrolment by class (5-9 years age) is not available, therefore the exact number of children enrolled in primary schools cannot be worked out. Anyhow keeping in view the gross enrolment, estimated number of children out of school may be as follows or more:

	In million		
	Boys	Girls	Total
Population (Census, 1998)	10.38	9.57	19.95
Enrolment (AEPAM, 1999)	10.07	6.99	17.06
Out of school Children	00.31	2.58	2.89

The government of Pakistan is well aware about its constitutional responsibility as well as a member of international community to provide basic education to all school age population. The Government of Pakistan has shown the following commitments at different national and international forums regarding basic education:

- The Article 37-C of the Constitution of Islamic Republic of Pakistan (1973) provides that state shall “remove illiteracy and provide free and compulsory secondary education”.
- Being signatory of EFA-1990 declaration, Pakistan affirmed to provide universal access and completion of primary education and reduction in illiteracy with sufficient emphasis on female illiteracy.
- To enhance gross participation rates at primary level from existing 71% to 90% by the year 2002-3 and 105% by 2010 (National Education Policy 1998)

### 1.4 Objectives of the study

- To assess the extent of availability of primary level schools (both Public and private sectors) in the country
- To explore whether available education facilities are equally accessible to boys and girls in private and public schools in the sample districts
- To compare the reasons of repetition and dropout rates among boys and girls at primary level.



- To understand the view of administrators, teachers and community members regarding access and equity in basic education

### 1.5 Delimitation of the study

Keeping in view the limited time and resources constraints, the study was delimited to only fourteen districts of Pakistan including FATA, FANA and AJK.

## Chapter 2

### Review of literature

#### 2.1 Research studies

Ghafoor et al (1990) study on “ relationship between five year schooling and literacy status of parent’s reported that

- i) Poverty is the main problem, which does not permit children of poor families either to join or continue education.
- ii) Children of literate parents have more interest in education. The families where fathers or mothers are literate, children’s enthusiasm for education is greater.
- iii) Illiterate parents are found to be conservative; sticking to their traditional values. Their conservatism has a strong negative effect on female education. (Ghafoor, et al 1990, pp. 42).

According to Chaudhary et al (1988) study on Incentives for Rural Female Students in Pakistan (i) incentive in the form of monetary as well as non- monetary is very essential if we really want to increase the enrolment of students in rural areas.(ii) parents generally don’t send their girls to school because of direct cost of schooling. (iii) the girls were going to boys schools and mosque schools if there was no girls school in the community. The study reported functioning of two schools in one building one for boys and other for girls: the upper portion was used as girls’ school and ground floor was used as boys’ school. (Chaudhary, et al 1988, pp. 43-35).

BRIDGES study McGinn; et al (1989) indicated that the difference in opportunity to enroll in school was very high in Balochistan, where there were 3 schools for boys and 1 for girls. The study further reported availability of 3 schools for boys for every 2 girls schools in NWFP and about 6 schools for boys for every 4 for girls school in Punjab and Sindh. In the Islamabad district, there is same number of schools for boys and for girls that is, the ratio is 1 to 1. Sindh has the largest proportion of “mixed” schools (45.6%), and NWFP the least (only 1%). (McGinn, et al, 1989, pp.3-4)

Butt (200) conducted a study on investigation on “the factors of low enrolment Ratio of girls in Elementary schools of Rawalpindi”. This study found that:

- i) The enrolment of rural girls middle school was 1.8 times less than boys. This indicated that the glaring inequalities existed between boys and girls.

- ii) The study found out that poverty was the main problem which did not permit children of poor families either to join or continue education (Butt 2002, pp.185-188).

## 2.2 Review of National Education Policies since 1990

**Since 1990 democratic elected governments announced two education policies:**

- i) the National Education Policy of 1992, and
- ii) the National Education Policy of 1998-2010. In addition to these policies, the Social Action Program (SAP) supported by government of Pakistan as well as by international donors laid emphasis on expansion and promotion of primary education.

The main focus of National Education Policy (1992) was on:

- i) Achieving universal primary education, eliminating drop-out and fulfilling the basic learning needs by the year 2002,
- ii) Promotion of women education,
- iii) Raising the quality of public instruction through an extensive in-service teachers' training program,
- iv) Diversification of vocational streams, along with expansion of graduate and postgraduate level courses,
- v) Reforming of examination system,
- vi) Introducing computer education at school level, and
- vii) Encouraging the participation of private sector in education.

National Education Policy (1998-2010) proposed the following:

- Access to elementary education shall be increased, through effective and optimum utilization of existing facilities and services, as well as provision of new facilities and services.

- The role of the family, school, community, non-governmental organizations and media in the provision of elementary education shall be maximized.
- Disparities and imbalances of all types shall be eliminated so as to promote equity.
- High priority shall be accorded to the provision of elementary education to the out-of-school children.
- Financial resource base of elementary education shall be diversified.
- Non-formal system shall be adopted as complementary to formal system.

### 2.3 Physical targets of National Education Policy (1998-2010)

In order to increase the access and improve the quality of elementary education, the following physical targets were fixed:

- To enhance gross participation rate at primary level from existing 71% to 90% by the year 2002-3 and 105% by 2010.
- To increase participation rate at elementary level from 46% to 65% by 2002-3 and 85% by 2010.
- To reduce the existing disparities to half by the year 2010.

### 2.4 Education Sector Reforms (ESR)

Education Sector Reforms (ESR) program was built on the long term perspective of National Education Policy (1998-2010) and ten year perspective development plan 2001-2011. ESR is the comprehensive sector wise program to address the issues of low educational attainment, lack of access to schooling, and educational inequities by gender and location.

### 2.5 Education Sector Reforms Objectives

- Universalization of primary education and adult literacy.
- Strengthening the quality of education through better teachers, upgraded training options, curriculum & textbook reforms, and competency based examination system.



**Education Sector Reforms targets for each sub-sector during 2001-2005 are:**

<u>Sub-Sector</u>		<u>Bench Mark 2001</u>		<u>Target 2005</u>
Literacy	from	49 %	to	60 %
Gross Primary Enrolment	from	83 %	to	100 %
Net Primary Enrolment	from	66 %	to	76 %
Middle School Enrolment	from	47.5 %	to	55 %

More than half a dozen Education Policies have been designed since the inception of Pakistan. The targets fixed by the policies make an interesting study because of shifting target dates to longer periods. More-over no consistent strategies were adopted to achieve the U.P.E. National Education Commission (1959) changed the strategy by emphasizing compulsory religious education. The New Education Policy (1970) shifted the strategy towards the attraction of the schools so that dropout rate could be reduced. Detail is given in the following table about the target dates with strategies.

## **2.6 Causes of low enrolment**

### **2.6.1 Major factors affecting enrolment in primary schools**

The Pakistan Integrated Household Survey (PIHS), 1998 highlighted the following main factors that adversely affect the primary school enrolment rate, thus contributing to the problem of non-attendance and low participation rate.

### **2.6.2 Distance and access to primary school**

A boy's primary school was located within 1 km of the 77 per cent of the Primary Sampling Units (PSUs)/villages/settlements in the country, whereas a girls' primary school was located within 1 km in 69 per cent of the PSUs. In urban areas, both government and private schools appear to be equally accessible, and approximately four-fifths of all PSUs had each of these types of school within 1 km. In rural areas, however, access to private primary schools was markedly poorer, and less than one private out of every 5 PSUs is situated within 1 km.

Boy's access to primary school was similar across all provinces of the country. Girls' access to primary school in rural Sindh, however, was markedly poorer than in other parts of the country. Only 31 per cent of PSUs in Sindh had a school located within 1 km, compared to 60 per cent for the country as a whole.

### 2.6.3. Income of Household

Household incomes are an important factor in determining whether or not children in a particular household attend school. The lower the income of a particular household, the less likely it is able to afford to pay tuition fees and other schooling related expenses. The likelihood that a child has ever attended school increases as the income of the household increases. It therefore appears plausible that a child's likelihood of attending school will be inversely related to the number of other children in the household as, holding household income and other relevant factors constant, the greater the number of children in a given household, the less money will be available for each child's schooling, thus lowering the chance that the child ever attends school. Research indicated that there is a close relationship between the income of parents and more years of schooling of their children. The major findings of the research in this regard are as under:

- Poverty is the main problem, which does not permit children of poor families to either join or continue education.
- Children of literate have more interest in education. The families where father or mother is literate; children's enthusiasm for education is greater.
- Illiterate parents are found conservative, sticking to their traditional values. Their conservatism has a strong negative effect on female education.

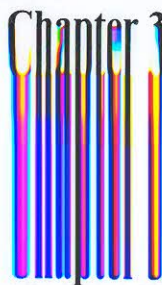
### 2.7 Causes of low enrolment of girls

Following is a list of the basic causes of low enrolment of girls at all levels of education, and continuing gender gaps in literacy and participation rates, as identified by different research studies. (Reference)

1. Poverty, illiteracy and conservatism of the parents are generating negative attitudes against the education of girls.
2. Low base level of female education at the time of independence and the persistent obsession of parents, planners and community leaders that the first available educational facility must be reserved for boys.
3. Demand for separate girls schools and lack of adequate financial support.
4. Non-availability of qualified and experienced female school teachers and neglect of basic physical facilities for girls schools.

5. Lack of incentives for girls to attend schools and for teachers to take up teaching duties with commitment and devotion.
6. Irrelevant curricula and ineffective teaching methodology for multi-grade teaching in schools where two teachers teach five classes in one or two rooms.
7. Inhibiting role of uneducated mothers and severe attitudinal barriers to girls' education in the rural and tribal areas.
8. Non-existence of girls' primary schools or non-availability of schools at an accessible distance.
9. Heavy population growth-rate and the burden of household work falling on young girls.
10. Absence of essential facilities like drinking water mats for squatting or benches for sitting, urinals and space for playing in existing girls schools.
11. Apathy of the community and an ineffective supervisory system.
12. Poor impact of non-governmental organizations on the motivation of parents and girls.





## Methods and Procedures

This chapter describes methods and procedures adopted for conducting this study. The study was designed to investigate the access and equity in basic education. The following methods and procedures were adopted for conducting this study.

### 3.1 Procedure for sample district selection

The selection of sample districts was done on the basis of language, geographical situation and literacy rate. The map of Pakistan was divided into various pockets considering provincial representation and the districts from each province/region were selected in view of the above parameters. Socio-economic indicators i.e. language, population, literacy rate, female literacy rate, availability of water, electricity, Radio, TV, medical facilities and other civic facilities of each district were used as a criteria for the preparation of district index. On the basis of these socio-economic indicators district index for each province was developed. The low female literacy among the districts was used as main criteria for selection of sample districts. In this regard total fourteen districts, with the lowest female literacy rate in each province, including FANA; FATA and AJK were included in the sample. The main purpose for adaptation of the above criteria for selection of sample was to have a representative sample at national level. It is important to note that 1633 parents of the children, 103 administrators, 172 head teachers, and 300 teachers (male 133 and female 167) were included in the sample. The district wise sample distribution is given below:

S. No	District	Parents	Adminis- trators	Head Teacher	Teacher	
					Male	Female
1.	Islamabad	119	16	12	3	15
2.	Multan	107	2	14	7	13
3.	Attock	120	9	12	6	14
4.	Bhakkar	122	10	12	5	11
5.	Thatta	111	9	12	11	13
6.	Khairpur	117	16	12	9	14
7.	Khuzdar	130	4	13	9	16
8.	Zhob	107	7	12	9	12
9.	D.I. Khan	115	6	12	10	11
10.	Kohistan	120	6	12	14	2
11.	Khyber Agency	109	12	12	11	10
12.	F.R. Kohat	108	5	12	15	7
13.	Gilgit	113	1	12	11	13
14.	Rawalakot	135	0	13	13	16
<b>Total</b>		<b>1633</b>	<b>103</b>	<b>172</b>	<b>133</b>	<b>167</b>

### **3.2 Research instruments**

The following research instruments were developed for data collection;

- i. Local community and parents of the children are important stakeholders and the direct beneficiary of education system. Therefore, their opinion about access and equity is critically important. The required information from them was collected through comprehensive structured questionnaire.
- ii. The district managers under the devolution of power play very important role in the development of education in respective district. A questionnaire was designed for EDOs, DEOs, DDEOs and AEOs to get their opinion/views about access and equity in basic education in their respective districts.
- iii. Head teachers and teachers play a vital role for expansion and promotion of basic education, therefore, their opinion about access and equity of basic education was solicited through separate structured questionnaires.

### **3.3 Pilot testing of research instruments**

Pilot testing of research instruments was made in Islamabad and Rawalpindi districts. After pilot testing, the questionnaires were revised. Every effort was made to design comprehensive questionnaires to get relevant and precise information from all concerned stakeholders.

### **3.4 Procedure of data collection**

AEPAM's research team collected the data by visiting each sample district. The research team met with the District Education Managers for conducting interviews. With the help of district management, they identified schools and localities for inclusion in the sample. After selection of schools and localities, the research team visited each sample school and conducted interviews with head teachers and teachers. They also conducted interviews with the community members and parents of the children.

### **3.5 Analysis and interpretation of data**

Data collected from the field through different questionnaires was fed into database. It was analyzed using Statistical Package for Social Sciences (SPSS). Frequencies, percentages, and other indicators were calculated.

### 3.6 Findings, conclusions and recommendations

Data analysis was made according to the objectives of the study on the basis of data, findings were written, conclusions were drawn and finally, recommendations were framed on the basis of findings and conclusions for future policy formulation.

## Chapter 4

### Data Analysis and Interpretation

The data analysis has been done in view of four objectives of the study. It is important to mention that the questionnaires were developed realizing the objectives of the study.

The first objective of this research was. **“To assess the extent of availability of primary level schools for boys and girls in the country”**.

The availability of primary schools can be confirmed by knowing total number of children under 14 years and the children enrolled in primary schools. The study included all the factors that confirm the availability of schools; such as distance from home to school, mode of traveling, monthly traveling expenses, etc. The data gathered from the field is presented here.

#### 4.1 Total children under fourteen years

Data were collected from the fourteen districts of Pakistan. The data indicated that there were 5625 children. Over all 3060 were enrolled in schools whereas 2565 were out of school. It was found that 54% children had access to schooling in these districts and remaining 46% children were out of school and had not access to schooling. The detailed data are presented in the following table:



Table-1

## District wise number of children under 14 years

District	Under 14 boys	School Going Boys		Under 14 girls	School Going Girls		Total	School Going children	%	Out of School Children	
	Total	Total	%	Total	Total	%				Total	%
Islamabad	180	141	78	146	120	82	326	261	80	65	20
Multan	178	89	50	136	66	49	314	155	49	159	51
Attock	175	102	58	179	104	58	354	206	58	148	42
Bhakker	185	114	62	221	133	60	406	247	61	159	39
Thatta	176	115	65	158	62	39	334	177	53	157	47
Khairpur	175	128	73	178	125	70	353	253	72	100	28
Khuzdar	261	177	68	230	136	59	491	313	64	178	36
Zhob	177	105	59	182	97	53	359	202	56	157	44
D.I.Khan	181	110	61	181	73	40	362	183	51	179	49
Kohistan	198	97	49	207	30	14	405	127	31	278	69
Khyber Agency	338	164	49	284	106	37	622	270	43	352	57
FR Kohat	270	112	41	237	70	30	507	182	36	325	64
Gilgit	221	152	69	161	82	51	382	234	61	148	39
Rawlakot	224	136	61	186	114	61	410	250	61	160	39
<b>Total</b>	<b>2939</b>	<b>1742</b>	<b>59</b>	<b>2686</b>	<b>1318</b>	<b>49</b>	<b>5625</b>	<b>3060</b>	<b>54</b>	<b>2565</b>	<b>46</b>

Table-1 indicates that in most districts, boys and girls had almost equal opportunities for education except in districts of Thatta, D.I. Khan, Kohistan, Khyber Agency, F.R Kohat and Gilgit. It also reveals that girls in above-mentioned districts had less access to education.

It was observed that majority of children under age 14 i.e. 69% are out of school in Kohistan followed by FR Kohat (64%), Khyber Agency (57%) and Multan (51%). In Islamabad only 20% children under the age of 14 were out of school.

As far as equity (equal chances of enrolling boys and girls in schools) is concerned the data show that:

- i) There is only one district of Islamabad where more girls (82%) have been enrolled in schools as compared to boys (78%).
- ii) In districts of Multan (50% Boys and 49% girls), Attock (58% boys 58% girls), Bhakkar (62% boys 60% girls), Khairpur (73% boys and

70% girls) and Rawlakot (61% boys and 61% girls), there is almost equal enrolment of boys and girls and equal facilities of schools.

- iii) In districts of Thatta (65% boys and 39% girls), Khazdar (68% boys and 59% girls), Zhob (59% boys and 53% girls), D.I. Khan (61% boys and 40% girls) Kohistan (49% boys and 14% girls), Khyber Agency (49% boys and 37% girls), F.R. Kohat (41% boys and 30% girls), Gilgit (69% boys and 51% girls), there is great disparity in the school facility for boys and girls

#### **4.2 Parents' views about not sending their children to school**

Basic education is the base for socio-economic development of the country. It is responsibility of the government to provide basic education to the children. Access to education depends upon availability of functional schools. To explore the causes of out of school children, the data are presented in the following table:

**Table-2****Reasons given by parents for not enrolling boys in school**

S. No	Reasons for not enrolling boys	Boys					
		Very Important	Impor-tant	Less Important	I don't know	No res-ponse	Percen-tage
1	Availability of school	45	17	10	3	25	100
2	Education too expensive	62	20	6	2	10	100
3	Distance from home	29	29	20	3	19	100
4	Provide help at home	28	27	23	3	19	100
5	Making earning for family	30	28	19	3	20	100
6	Education is not useful	15	18	33	8	26	100
7	Security problem	23	26	23	5	23	100
8	Child sickness/Handicapped	24	23	23	6	24	100
9	Child not willing	28	27	19	4	22	100
10	Lack of documents (B.Form etc)	20	21	25	8	26	100
11	Teachers' Absenteeism	27	24	19	6	24	100
12	Opportunities for further education	34	25	16	5	20	100
13	Teacher behavior	26	26	19	6	23	100
14	Availability of electricity	23	22	25	7	23	100
15	Availability of drinking water	24	22	23	8	23	100
16	Availability of toilets for students	25	21	23	8	23	100

The table-2 reveals the reasons offered by parents for not enrolling their boys in schools such as:

- for 82% parents, education was too expensive;
- for 62% parents schools were not available;
- for 59% respondents, there were not opportunities for further education.
- 58% parents considered distance of school as hindrance;



- 58% parents thought earning for family as more important;
- 55% parents reported that their children were not interested in getting education.

Many other reasons for not enrolling the boys in primary schools included providing help at home, no useful education, security problems, child sickness, teachers absenteeism, teacher's behavior and non-availability of physical facilities in schools.

#### 4.3 Parents' views about not enrolling girls in the school

Gender disparity is a crucial problem in Pakistan; In order to understand this issue, the parents were asked to identify main factors, which prevented them to send their daughters to school. The responses given by parents are mentioned in the following table:

**Table-3**

#### **Reasons offered by parents for not enrolling girls in schools**

S. No	Reasons for not enrolling girls	Girls					
		Very Imp.	Impor-tant	Less Imp.	I don't know	No res-ponse	Perce n-tage
1	Availability of school	53	14	8	4	21	100
2	Education too expensive	60	21	6	2	11	100
3	Distance from home	13	48	27	10	2	100
4	Provide help at home	34	29	18	3	16	100
5	Making earning for family	20	26	30	4	20	100
6	Education is not useful	19	19	32	7	23	100
7	Security problem	43	25	12	4	16	100
8	Child sickness/Handicapped	24	27	22	6	21	100
9	Child not willing	27	28	20	4	21	100
10	Lack of documents (B.Form etc)	22	19	26	8	25	100
11	Teachers' Absenteeism	29	26	19	7	19	100
12	Opportunities for further education	33	26	16	5	20	100
13	Teacher behavior	29	25	20	6	20	100
14	Availability of electricity	23	24	25	6	22	100
15	Availability of drinking waster	27	23	24	7	19	100
16	Availability of toilets for students	33	21	21	8	17	100

The data in the above table-3 indicate the reasons given by the parents for not enrolling the girls in schools such as: 81% parents considered that expensive education

was hindrance; 67% parents complained non-availability of schools; 63% parents did not enroll their girls in the school because the girls had to provide help at home; 61% parents said that schools were away from home; 59% parents did not allow their girls to go to school because there were not opportunities for further/higher education.

Many more reasons for not enrolling the girls in the schools included earning for the family, useless education, security problems, children's sickness, unwillingness of the children, teacher's absenteeism, improper behavior, non-availability of physical facilities etc.

#### 4.4 Teachers' views about not enrolling children in schools

Teachers are considered as the main pillar of education system of any country. In view of important role of teachers in promotion of basic education, their views were solicited in respect of not enrolling school age children by parents in schools. Their views are presented in the following table.

**Table- 4**

#### **Reasons offered by teacher for not enrolling children**

S. No	Reasons for not enrolling	Very Imp.	Imp.	Less Imp.	No Response	Percentage
1	Availability of school	50	16	14	20	100
2	Education too expensive	49	24	14	13	100
3	Provide help at home	39	28	17	16	100
4	Security problem of child	27	25	28	20	100
5	Distance from home	24	28	27	21	100
6	Child sickness/handicapped	19	27	29	25	100
7	Making earning for family	33	27	18	22	100
8	Availability of drinking water	29	19	28	24	100
9	Availability of toilets for students	28	24	27	21	100
10	Availability of electricity	29	29	21	21	100
11	Child not willing	24	25	29	22	100
12	Lack of documents (B. Form etc)	16	20	30	34	100
13	Teachers' absenteeism	24	20	29	27	100
14	Opportunities for further education	33	29	13	25	100
15	Teacher behavior	34	28	19	19	100
16	Education is not useful	20	21	31	28	100

It is observed from the above table-4 that first two factors i.e. availability of schools and too expensive education were rated by 66% and 73% teachers as important factors for not enrolling children in the schools. Similarly, according to 67% teachers, the children had to help their parents and so could not be enrolled in the schools. Other major hindrances for not enrolling the children in school were: making money for the family, teacher's discouraging behavior and no opportunities for further education, teachers' undue behavior, distance of school from home, non-availability of physical facilities etc.

#### 4.5 Distance from home to school

Distance of school from home is very crucial factor to ensure regularity and punctuality of students in school. Parents were asked about the distance their children had to travel to schools daily. Their responses are presented as under:

**Table-5**

#### **Distance from home to school**

Distance in Km	School Going Boys		School Going Girls	
	Frequency	Percentage	Frequency	Percentage
1-2	1451	84	1142	87
2-4	144	8	77	6
4-6	63	4	47	4
6+	78	5	50	4
<b>Total</b>	<b>1742</b>	<b>100</b>	<b>1318</b>	<b>100</b>

Table-5 illustrates that 84% boys and 87% girls had to travel 1-2 km daily to reach their schools. It was noted that 5% boys and 4% girls traveled daily more than 6 Km for their schools.

#### 4.6 Mode of traveling

Mode of traveling makes the journey comfortable. The Parents of the school going children were asked to provide information about mode of traveling of their children to school. The responses of parents are given below:



**Table-6****Mode of traveling**

<b>Mode of Traveling</b>	<b>Frequency</b>	<b>Percentage</b>
No Response	79	5
Walking	1195	73
Tanga	35	2
Bicycle	31	2
Bus/Van	198	12
Personal Car	30	2
Other	65	4
Total	1633	100

Table-5 mentions that 73% children walked to their schools and 12% used bus/van for reaching their schools. Only 2% enjoyed Tanga, 2% bicycle and 2% personal car as a mode of transportation for reaching schools.

**4.7 Traveling expenses**

Monthly traveling expenses have significance impact on access to school because poor parents can not afford traveling expenses for their children. The responses of the parents about monthly traveling expenses for their children to school are shown in table-7.

**Table-7****Monthly traveling expenses**

<b>Amount in Rs.</b>	<b>Frequency</b>	<b>Percentage</b>
No Response	833	51
100-250	279	17
250-300	189	12
Above-500	322	20
Total	1633	100

The data reveals that 51% parents had not responded about traveling expenses perhaps their children walk to schools. Whereas, 29% parents spent Rs.100 to 300 per month on traveling of their children. Further more 20% parents had to bear more than rupees five hundred on traveling of their children.



#### 4.15 Teachers opinions about students' absenteeism

Teachers interact with their students that is why their opinions about students' absenteeism were sought. The responses on the five-point scale are presented in table-16.

**Table -16**  
**Reasons given by teachers for boys students regarding absenteeism**

S. No	Reasons of Students absenteeism	Boys students					
		Very Imp.	Imp.	Less Imp.	I don't know	No response	Percentage
1	Parents attitude towards education	62	18	6	-	14	100
2	Sickness of boy	28	27	24	-	21	100
3	Lack of students interest in studies	28	30	20	3	19	100
4	Lack of guidance at home	54	22	8	1	15	100
5	Making earning	21	26	29	2	22	100
6	Difficult syllabus	22	32	25	2	19	100
7	Teachers' availability	34	21	21	2	22	100
8	Availability of drinking water	20	25	29	4	22	100
9	Availability of students toilets	24	25	27	4	20	100
10	Availability of electricity	20	24	28	5	23	100

Data presented in table-16, illustrates the reasons regarding boys students' absenteeism. It can be seen in the above table that the 80% teachers told that parent's discouraging attitude was important factor of students absenteeism. 76% teachers considered lack of guidance at home as another factor of absenteeism from school. The data also indicates that 54% teachers considered difficult syllabus as important factor as a reason for boys students' absenteeism. According to 58% teachers lack of students' interest in studies was also an important factor of boys' absenteeism. Lack of physical facilities such as water, electricity and toilets were also important factors, which led the students' towards absenteeism.

#### 4.16 Teachers opinions about students' absenteeism

The girls' absenteeism is considered a major cause of high drop out rate at primary level. Teachers' opinion in this regard are shown in table-17.

**Table-17**

#### Teachers' opinion about girls students' absenteeism

S. No	Reasons of Students absenteeism	Girls students					Percentage
		Very Imp.	Imp.	Less Imp.	I don't know	No response	
1	Parents attitude towards education	54	25	6	6	9	100
2	Sickness of girls	28	29	25	18	-	100
3	Lack of students interest in studies	43	30	10	17	-	100
4	Lack of guidance at home	50	25	7	8	10	100
5	Making earning	23	30	23	24	-	100
6	Difficult syllabus	22	30	27	21	-	100
7	Teachers' availability	28	27	22	21	2	100
8	Availability of drinking water	20	22	31	25	2	100
9	Availability of students toilets	23	19	32	25	1	100
10	Availability of electricity	20	22	30	24	4	100

Table-17 describes that 79% teachers said that parents' attitude towards education was very important element which affected girls' absenteeism. However, girls' sickness in the opinion of 57% teachers was crucial factor which encouraged absenteeism. 73% teachers took lack of students' interest in studies, 75% teachers considered lack of guidance at home, 55% teachers thought non-availability of teachers as important factors for students' absenteeism respectively. Forty two percent teachers considered non-availability of physical facilities as major factor for girls absenteeism from school.

#### 4.17 Reasons given by parents for leaving the school at primary/elementary level

Parents were asked for providing information about the reasons of leaving the school. Responses are presented in table-18.

**Table-18**

#### Reasons offered by parents about leaving school in case of boys

S. No	Reasons of leaving the school at primary	Boys student					Percentage
		Very Imp.	Imp.	Less Imp.	I don't know	No response	
1	Education too expensive	66	15	8	2	9	100
2	Distance from home to school	35	27	18	3	17	100
3	Repeated failures	36	27	17	3	17	100
4	Teacher's harsh behavior	27	27	20	5	21	100
5	Help in domestic work	28	29	23	3	17	100
6	Lack of interest of parents	39	28	13	3	17	100
7	Large family size	36	26	16	4	18	100
8	Security problems	23	28	23	5	21	100
9	Availability of toilets	23	23	23	27	4	100
10	Lack of good teachers	34	25	17	5	19	100
11	Difficult syllabus	28	26	22	5	19	100
12	Beating of the student/saza	24	25	25	6	20	100
13	Because of marriage	23	19	31	7	20	100

The table-18 mentions that 81% of parents considered the expensiveness of education an important factor for boys to leave the school. Similarly 62% parents thought that schools were at long distances and their family size was large and that's why their boys/children had to discontinue their education. Further more, 54% parents took teachers' harsh behavior as one reason of school leaving for boys. For 59% parents, another reason of leaving school for boys was lack of good teachers. Furthermore, 67% parents took lack of interest of parents also a reason for leaving the school.

Similarly 54% people reported that difficult syllabus was an important reason of leaving the school. Other important reasons of leaving school were helping the parents in domestic work, security problems, physical punishment and early marriages.





**Reasons stated by parents for leaving school in case of girls**

S. No	Reasons of leaving the school at primary Level	Girls student					Percentage
		Very Imp.	Imp.	Less Imp.	I don't know	No response	
1	Education too expensive	66	14	6	2	12	100
2	Distance from home to school	52	25	9	2	12	100
3	Repeated failures	33	29	18	3	17	100
4	Teacher's harsh behavior	26	29	21	4	20	100
5	Help in domestic work	33	29	20	3	15	100
6	Lack of interest of parents	38	28	14	3	14	100
7	Large family size	34	28	16	4	12	100
8	Security problems	43	25	12	3	17	100
9	Availability of toilets	30	22	22	5	21	100
10	Lack of good teachers	33	25	18	4	20	100
11	Difficult syllabus	28	25	23	4	20	100
12	Beating of the student/saza	23	23	28	6	20	100
13	Because of marriage	39	20	20	5	16	100

The table-19 indicates that 80% parents said that expensive education was an important reason of leaving the schools, 77% parents viewed distance from home to school as another reason. Whereas 55% parents told teachers' harsh behavior was another important reason for leaving the school. Similarly, for 62% parents, involvement of girls in domestic work, for 66%. Parents, lack of interest of parents, for 62% parents large family size, for 68% parents, security problems of girls, for 52% parents, non-availability of toilets, for 58% parents, lack of good teachers, for 53% parents, difficult syllabus, for 46% parents, physical punishment and for 59% parents, marriage of girls were other important reasons for girls to leave the school.



#### 4.18 Reasons offered by teachers about boys students leaving the schools

Teachers teach in the classroom, they are usually expected to have good understanding of the behaviour of the students. The views of the teacher are very important about students leaving the school. Their responses are presented in table-20.

**Table-20**

#### Reasons offered by teachers about boys students leaving the schools

S. No	Reasons for leaving school	Boys students					
		Very Imp.	Imp.	Less Imp.	I don't know	No response	Percentage
1	Education too Expensive	50	16	17	1	16	100
2	Lack of interest of parents	44	38	6	1	11	100
3	Large family size	15	42	23	17	3	100
4	Distance from home to school	18	22	37	5	18	100
5	Security problem of male child	15	21	37	8	19	100
6	Repeated failures	21	30	24	4	21	100
7	Teachers' harsh Behaviour	24	22	27	6	21	100
8	Child not willing	25	28	22	4	21	100
9	Excessive home work	14	27	33	4	22	100
10	Availability of drinking water	21	18	32	6	23	100
11	Availability of students toilets	22	19	32	6	21	100
12	Availability of Electricity	22	18	31	7	22	100
13	Lack of good teachers	29	27	22	4	18	100
14	Difficult syllabus	23	27	25	5	20	100
15	Beating the student/ Saza	24	26	23	4	23	100
16	Because of marriage of boy	25	29	24	3	19	100

It is evident from the above table-20 that 66% teachers had the opinion that expensive education was an important reason for boys to leave the school. Whereas 82% teachers took lack of interest of parents as important reason of leaving the school. 57%

teachers considered large family size as an important reason for boys students to leave the

school. Similarly, for 53% teachers, it was unwillingness of children; for 50% teachers, it was lack of good teachers; for 54% teachers, it was marriage of boys; for 50% teachers, it was physical punishment.

Many other reasons of school leaving included distance of school, teacher's harshness, security problems, difficult syllabus, non-availability of drinking water and toilets etc.

Teachers also gave their opinion about girls' students for leaving the school which is presented in table-21.

**Table-21**

**Reasons given by teachers of girls' students leaving the school**

S. No	Reasons for leaving school	Girls students					Percentage
		Very Imp.	Imp.	Less Imp.	I don't know	No response	
1	Education too expensive	52	18	11	4	15	100
2	Lack of interest of parents	55	24	6	3	12	100
3	Large family size	45	25	13	4	13	100
4	Distance from home to school	40	23	19	3	15	100
5	Security problem of girls	43	22	14	4	17	100
6	Repeated failures	19	28	25	6	22	100
7	Teachers' harsh behaviour	23	25	25	5	22	100
8	Child not willing	21	27	23	6	23	100
9	Excessive home work	21	28	31	4	16	100
10	Availability of drinking water	22	21	30	5	22	100
11	Availability of students toilets	23	26	27	4	20	100
12	Availability of electricity	23	23	27	5	22	100
13	Lack of good teachers	33	23	22	3	19	100
14	Difficult syllabus	27	23	26	4	20	100
15	Beating the student/ Saza	24	21	29	4	22	100
16	Because of marriage of girls	33	24	16	9	18	100

The table-21 illustrates that according to 70% teachers, girls students left school because of expensive education; 79% teachers took lack of interest of parents as one reason for girls to leave the school; 70% teachers considered large family size as one of

the reasons for girls to stop education. Similarly, for 63% teachers, the girls had to discontinue education because of security problem. Among many other reasons for girls to discontinue school were teachers harsh behavior, unwillingness of girls towards education, excessive home work, non-availability of drinking water and toilets, electricity; lack of good teachers, difficult syllabus and physical punishment given by teachers in the school.

#### 4.19 Parental reasons for sending children to schools

**Table-22**

##### Reasons given by parents for sending boys to school

S. No	Reasons	Very Imp.	Imp.	Less Imp.	Don't know	No response	Percentage
1	Son has to support the family	51	21	8	2	18	100
2	Son has to help parents financially in old age	45	29	4	2	20	100
3	To secure the future of son	61	18	4	2	15	100
4	Education develops awareness among boys	60	19	4	2	15	100

The data given in table-22 mentions that 72% parents sent their boys to school in the hope that they will support their family, 74% parents hoped to be financed in the old age, whereas 79% parents sent their sons because the education creates awareness in the children.

**Table-23**

##### Reasons offered by parents for sending girls to school

S. No	Reasons	Very Imp.	Imp.	Less Imp.	Don't know	No response	Percentage
1	Educated girl proves to be a good mother	68	13	1	2	16	100
2	Educating the girl means educating the whole family	58	19	2	2	19	100
3	Education develops awareness among girls	57	20	3	1	19	100
4	To secure the future of daughters	51	20	6	1	22	100



It is observed from the table-23, that 81% parents were of the view that educated girls proved to be good mothers. On the contrary 77% said that educating a girl means educating the whole family; 57% parents had the opinion that education develops awareness among girls and 71% parents sent the girls to school in the desire of secure future.

#### 4.20 Reasons presented by teachers for sending children to schools

Table-24

##### Reasons presented by Teachers for sending boys to school

S. No	Reasons	Very Imp.	Imp.	Less Imp.	Don't know	No response	Percentage
1	Son has to support the family	57	22	4	2	15	100
2	Son has to help parents financially in old age	51	25	5	2	17	100
3	To secure the future of son	60	17	5	2	16	100
4	Education develops awareness among boys	45	20	12	3	20	100

It can be observed from table-24 that 79% teachers said that the parents sent their sons to school because they had to support their families. Similarly, according to 76% teachers, boys are sent to school because they are considered to support their parents in old age. Seventy seven percent teachers had the opinion that parents sent their children to school so that their future might be secured. Whereas 65% teachers said that boys are sent to the schools so that they might develop general awareness.

In order to point out gender disparity, teachers were also requested to rate their opinion on the five-point scale, about girls why parents send them to school. Their responses are presented in table-25.



Table-25

## Teacher's opinion about sending girls to school

S. No	Reasons	Very Imp.	Imp.	Less Imp.	Don't know	No response	Percentage
1	Educated girl proves to be a good mother	69	13	4	3	11	100
2	Educating the girl means educating the whole family	62	18	6	3	11	100
3	Education develops awareness among girls	49	23	10	4	14	100
4	To secure the future of daughters	52	22	6	5	15	100

Data in table-25 shows that 82% teachers said that educated girls might prove a good mothers after getting education. 74% teachers described that education may secure the future of the girls. Similarly 72% teachers had the opinion that education might develop general awareness in the girls.

#### 4.21 Administrators views about education of the children

The fourth objective of this study was "to understand the views of administrators, teachers and community members regarding access and equity in basic education". The views of the teachers and community have already been discussed earlier. The views of the administrators are presented in this section.

#### 4.22 Family related factors for not enrolling children in school.

**Table-26**

**Family related factors for children not enrolling in school**

S. No	Family related Factors	Very Imp.	Imp.	Less Imp.	No response	Percentage
1	Education too expensive	52	30	15	3	100
2	Had to help at home	18	59	19	4	100
3	Security problem	20	21	52	7	100
4	Distance of school from home	15	52	28	5	100
5	Sick child/handicapped	16	31	42	2	100
6	Hand to help with work	14	50	26	10	100
7	Child not willing	11	37	43	9	100
8	Lack of documents	18	23	47	12	100
9	Others	7	6	10	77	100

The above table mentions that 82% administrators considered expensiveness of education as one important factor for not enrolling the children in the schools. Similarly, 77% administrators told that the children had to help their parents that is why they do not go to school. Forty one percent respondents said that security problem was one of the reason for not enrolling the children in schools; 67% respondent considered distance of school from home as one obstacle; 64% administrators had the opinion that children had to help in the work of the father. Other hindrances in getting education were unwillingness of the children and lack of documents etc.

## 4.23 School related factors of less enrolment

Table-27

## The school-related factors not enrolling for children in school

S. No	School related factors for not enrolling children in school	Very Imp.	Imp.	Less Imp.	No response	Percentage
1	Proper school building	37	34	26	3	100
2	Boundary wall	22	33	40	5	100
3	Non-availability of drinking water	37	30	30	3	100
4	Non-availability of toilets for students	24	45	26	5	100
5	Non-availability of Electricity	27	32	38	3	100
6	Difficult syllabus	18	37	37	8	100
7	Availability of female staff	19	26	44	11	100
8	Availability of male staff	22	23	39	16	100
9	Teachers behavior	52	23	18	7	100

The table-27 describes the school-related factors due to which children could not enroll in the school as under:

1. According to 75% responses, teachers' behavior was one main reason for not enrolling the children in the schools.
2. For 71% respondents it was non-availability of proper school building.
3. For 69% respondents it was non-availability of toilets.

Among many other reasons were non-availability of boundary wall, non-availability of electricity, difficult syllabus, non-availability of female teachers, and less qualified teachers.

High drop out of primary students is a crucial problem in Pakistan; various policies have been formulated in this regard, but there has been no satisfactory achievement. The administrators were asked for the reasons of leaving the schools. Their responses have been recorded in table-28.

#### 4.24 Reasons of dropout at primary level

Table-28

##### Reasons of student's leaving the school at primary/ elementary level

S. No	Reasons of leaving the school	Very Imp.	Imp.	Less Imp.	No response	Percentage
1	Education too expensive	52	26	18	4	100
2	Lack of interest of parents	42	43	10	5	100
3	Large family size	31	52	11	6	100
4	Distance from home to school	23	37	35	5	100
5	Security problem	18	23	52	7	100
6	Repeated failures	37	28	26	9	100
7	Teachers harsh behavior	33	29	33	5	100
8	Student not willing	15	45	33	7	100
9	Excessive home work	11	45	39	5	100
10	Non-availability of drinking water	23	34	37	6	100
11	Non-availability of toilets for students	16	35	40	9	100
12	Non-availability of electricity	18	27	46	9	100
13	Lack of good teachers	38	38	16	8	100
14	Difficult syllabus	20	45	28	7	100
15	Beating the student/Saza	28	36	26	10	100

The above data illustrates many reasons for drop out at primary level such as:

- i) For 85% administrators, lack of interest of parents was one reason;
- ii) For 83% administrators, expensive education was another reason;
- iii) For 78% administrators large family size of the child might be a reason;
- iv) For 76% respondents, lack of good teachers might be a reason;
- v) For 65% respondents, difficult syllabus was a reason of dropout;
- vi) For 60% administrators long distance of school might be reason for leaving the school;



Many other reasons of drop out included security problem, repeated failures, teachers harsh behavior, students' unwillingness, non-availability of physical facilities, and physical punishment.

#### 4.25 Parents' preference to send their children in government or private schools

The administrators were requested to give their opinions, whether parents prefer to send their children in private schools. The responses are presented in table-29.

**Table-29**

#### Parents prefer private schools

S. No	Reasons of Preference	Very Imp.	Imp.	Less Imp.	No response	Percentage
1	Availability of private schools	19	12	39	30	100
2	Effective Management	21	37	13	29	100
3	Quality of education in private. Schools is better.	39	22	11	28	100
4	Teachers are regular	52	18	6	24	100
5	Physicals facilities are available	26	29	18	27	100
6	Less distance from home	28	19	28	25	100
7	No Physical punishment	31	24	16	29	100
8	Good Teachers behavior	40	24	10	26	100
9	Female teaching staff	24	18	27	31	100
10	Male teaching staff	10	22	36	32	100
11	Outstanding Curricula	24	29	17	30	100

According to the data 58% administrators said that the private school had effective management that is why the parents liked to send their children to private schools. Similarly, 70% respondents described that teachers in private schools were regular, 64% administrators narrated that parents liked private schools because of teachers good behavior; 61% administrators responded that parents liked private schools because of good quality of education and 55% responded in favor of private schools because of available physical facilities.

Further more, parents liked private schools because the schools were very near, there is no physical punishment, they have female teachers and outstanding curricula.



Table-30

### Parent's preference of government schools

S. No	Reasons of Preference	Very Imp.	Imp.	Less Imp.	No response	Percentage
1	Availability of Govt. schools	18	12	43	27	100
2	Effective Management	18	34	21	27	100
3	Quality of education in govt. schools is better.	24	31	18	27	100
4	Teachers are regular	34	29	13	24	100
5	Physicals facilities are available	13	39	23	25	100
6	Less distance from home	33	20	19	28	100
7	Teachers are well qualified	38	26	9	27	100
8	Female teaching staff	24	16	29	31	100
9	Male teaching staff	19	23	21	33	100
10	Fee is less	64	8	6	22	100
11	Effective Curricula	28	26	18	28	100

Similarly, some parents liked govt. schools. The reasons given by the administrators of the schools were:

- According to 55% respondents, the quality of education in govt. school was better.
- For 63% respondents, teachers were regular
- For 64% responses, teachers were qualified
- For 72% respondents, fee in govt. schools was less.

The other reasons of preferring government schools included effective management, availability of physical facilities, female staff and effective curricula.

#### 4.26 Activeness of school councils (parent-teacher associations and school management committees)

Parent-teacher association plays vital role in the quantitative expansion and qualitative improvement of the education system in the country. The administrators were asked to rate their opinions on the four-point scale regarding the PTAs and SMCs' role so that these associations can be made more effective. The responses are shown in table-31.

Table-31

S. No	School Councils be made active	Very Imp.	Imp.	Less Imp.	No response	Percentage
1	Enhancing the enrolment in schools	58	29	6	7	100
2	Decreasing the children dropout rate	46	39	8	7	100
3	Management of resources for school from the community	52	35	6	7	100
4	Developing action plan for school development	40	48	9	3	100
5	Ensuring the attendance of students and teachers in schools	64	27	4	5	100
6	Improving the physical facilities in schools	41	47	8	4	100
7	Providing Volunteer teaching facilities	28	46	23	3	100
8	Playing role in improving the quality of education	43	45	8	4	100

The table describes as under:

- 87% responded that school councils can enhance the enrolment
- 85% said that PTAs could decrease the dropout
- 87% responded as that PTAs could manage community resources in a better way.
- 88% respondents told that PTAs could develop action plan effectively
- 91% respondents favored PTAs because they could ensure teachers attendance.
- 88% responses were in favor of PTAs because these associations could improve the physical facilities.
- Further more, 88% respondents said that PTAs could improve education and 74% favored because PTAs, in their opinion, could offer teaching voluntarily.



#### 4.27 Measures to be taken by government of Pakistan to adopt for making basic

education accessible to all school age children

Table-32

S. No	Measures for making basic education accessible	Yes	No	Percentage
1	Opening of new schools near the cluster of homes	48	52	100
2	Improvement in existing schools	70	30	100
3	Construction of more class rooms in over-crowded schools	62	38	100
4	Provision of basic physical facilities	54	46	100
5	To provide incentives for teachers	54	47	100
6	Uniform curriculum for public and private schools	50	50	100
7	To provide free and compulsory education	68	32	100
8	To provide incentives for students	51	49	100
9	To appoint female staff in schools	46	54	100

Data in table-32 shows suggestions given by the administrators for improvement in existing schools and providing the access of schooling. 48% administrators suggested for opening of new schools; 70% responded for the improvement of existing schools. 62% suggested for construction of additional class rooms; 68% favoured for providing free & compulsory education; 54% responses were in favor of providing physical facilities and the same number favoured to provide incentives to teachers.

Further suggestions were the provision of uniform curricula for private and government schools; provision of incentives to students and the appointment of female teachers in primary schools.



## Chapter 5

### Findings, Conclusions and Recommendations

As a result of data collection and data analysis, following were the major findings:

1. In all the fourteen districts of the sample, 54% children had access to schools whereas 46% children had no school facility at primary level. Overall 59% boys and 49% girls had access to primary schools. In the region-wise perspective the highest percentage of 69% children in Kohistan were found out of school followed by F.R.Kohat. In Islamabad district 20% children were found out of school, which was the lowest percentage among the fourteen districts. It was further found that in most of the districts boys and girls had almost equal opportunity to get education except in the district of Thatta, D.I.Khan, Kohistan, Khyber Agency, F.R.Kohat and Gilgit.
2. There were many reasons for not enrolling boys in the schools. Some of the main reasons were:
  - i) In the opinion of 82% parents, education was too expensive
  - ii) According to 62% parents, schools were not available.
  - iii) 59% parents said that there were no opportunities for further education.
  - iv) 58% parents considered distance of school and the same number of respondents thought that earning for the family was more important as compared to education that is why the parents did not enroll their sons in the schools.
3. The reasons offered by the parents for not enrolling the girls in schools were as under:
  - i) 81% parents considered education too expensive
  - ii) 67% parents complained non-availability of schools
  - iii) 63% parents wanted their girls to provide help at home.
  - iv) 59% parents did not allow their girls to enroll in the schools because there were no opportunities for further education.

4. Reasons offered by the teachers for not enrolling children in the schools included as:
  - i) 73% teachers considered expensive education as one important factor.
  - ii) 67% teachers told that the children had to help their parents at home.
  - iii) 66% teachers considered non-availability of schools another reason.
  - iv) 62% teachers thought teachers' harsh behavior as a reason for not enrolling the children in the schools.
5. 84% boys and 87% girls had to travel 1-2 Km to reach the school. Similarly there were 5% boys and 4% girls who traveled more than 6 Km daily for reaching the school.
6. Majority of the children (73%) walked to school.
7. Twenty percent children spent more than Rs.500/- monthly to reach the school, whereas 12% spent more than Rs.300/- and 17% spent more than Rs, 250/- per month to reach the school.
8. According to 29% parents, primary schools situated at 30 minutes walking distance.
9. On the average co-education institutions of rural and urban areas had more physical facilities as compared to boys or girls schools.
10. In Islamabad district, there were more chances for enrolling girls as compared to boys. Whereas in districts of Multan, Attock, Bhakkar, Khairpur and Rawalakot, boys and girls had almost equal chances and facilities. But there was great disparity in the enrolment of boys and girls in districts of Thatta, Khazdar, Zhob, D.I.Khan, Kohistan, Khyber Agency, F.R. Kohat and Gilgit.
11. At primary level (of the sample) maximum number of male and female teachers in urban and rural areas were graduates.

12. Maximum number of male and female teachers working in urban and rural areas were graduates and had PTC and /or B.Ed degrees.
  13. There were many reasons of repeating a class in the case of boys such as:
    - i) 85% parents considered lack of guidance at home.
    - ii) 74% parents thought lack of students' interest as main cause of repetition in a class.
    - iii) 73% parents told that child's absenteeism was another reason to repeat a class.
    - iv) For 59% parents, difficult syllabus was another reason for boys to repeat a class.
  14. In case of girls, major reasons of repeating a class as stated by parents were:
    - i) According to 86% parents, girls had to repeat a class due to lack of guidance available at home.
    - ii) For 74% parents' lack of students' interest could be a reason.
    - iii) 72% respondents told that children absenteeism was another reason to repeat a class.
    - iv) 67% parents reported that students' weakness in studies might be another reason of repeating a class.
  15. Teachers are the best evaluators of the students' achievement. They described their opinions about why the students repeat a class. Their responses are reported as:
    - i) 79% teachers considered lack of guidance for boys at home could be an important reason to repeat a class.
    - ii) For 70% teachers boys students' absenteeism might be a reason.
    - iii) For 69% teachers, boys students lack of interest and weakness in studies might be important reasons for repeating a class.
-



16. Similarly teachers presented their opinion about repeating a class in case of

girls students were:

- i) 84% teachers reported that girl students had to repeat a class because of lack of guidance available at home.
- ii) According to 72% teachers, weakness in studies is another reason of repeating a class.
- iii) For 69% teachers girls' absenteeism and lack of interest in studies could be another reason to repeat a class.

17. Teachers also presented their views about boys students' absenteeism from the schools, their views are given under:

- i) According to 80% teachers, parents' attitude towards education was a major reason for boys students' absenteeism.
- ii) For 76% teachers, lack of guidance at home could be a reason.
- iii) 58% teachers thought that sickness of students and lack of students' interest as reasons of absenteeism from school in case of boys.

18. As far as teachers' opinion about girls' absenteeism was concerned they stated:

- i) Seventy nine percent teachers said that in case of girls, parents' attitude towards education was a major element of absenteeism from schools.
- ii) For 75% teachers, lack of guidance at home could be another reason.
- iii) For 73% teachers, lack of interest of students in studies was also a reason.

19. School leaving during the year is also a major problem in education. Parents commented such as:

- i) 81% parents thought that their boys had to leave the school because the education was too expensive.

- ii) For 67% parents, lack of parents' interest was also a reason.
  - iii) 62% parents told that large family size and long distance of schools from home were also reason and boys had to leave the schools.
20. Parents also commented why the girls had to leave the schools during the academic session. Their comments are reported here as:
- i) 80% considered expensive education as a major reason.
  - ii) 77% parents thought long distance of schools from home and 68% parents viewed security problem as critical reason for girls to leave the schools during the year.
21. Teachers also described reasons of leaving school during the academic session. As far as boys are concerned, the following could be the reasons.
- i) 82% teachers viewed lack of interest of parents as a major reason.
  - ii) For 66% teachers, education was expensive.
  - iii) 57% teachers reported that large family size and lack of good teachers were also important reasons for boys to leave the schools.

When asked about girls why they left the schools, teachers answered that:

- i) For 79% teachers, lack of parents' interest could be a reason.
  - ii) For 70% teachers, expensive education and large family size could be major reasons.
  - iii) 65% teacher considered security problems and 63% teachers considered long distance of schools from home as reasons for leaving the school.
22. Parents were asked the reasons for sending their children to school. Their responses were:
- Majority of parents (79%) believed that education might secure the future of the boys and also education might create awareness in them. Similarly 74%

parents hoped to be financed in the old age and 72% hoped that children

might be able to help their families.

In case of girl, 81% parents believed that after getting education, the girls could prove better mothers. Whereas 77% parents considered educating a girl means education a family and education could also create awareness in the girls that is why they sent the girls to schools.

23. Teachers offered their views about sending the children to school. Their views regarding sending boys to schools are stated as under:

79% parents sent their sons to school in the hope that boys had to support the family 77% parents wanted to secure the future of their sons and 76% parents hoped to be financed in the old age.

24. Teachers' responses regarding sending girls to schools were:

82% teachers considered that after educating girls they could prove better mothers and 80% believed that they could educate the family in a better way whereas 74% wanted to secure the future of the girls and 72% said that education might create awareness in them.

25. The administrators were also involved for exploring the factors, which were responsible for not enrolling the children in the school. They stated as:

- i) 82% administrators reported that the students were not enrolled in school because education was too expensive.
- ii) 77% told that children had to help at home.
- iii) 67% stated that the children had to travel long distances to school.

26. Similarly, 75% parents described teachers' harsh behavior as hurdle in enrolling the children in school, 71% reported non-availability of school building and 69% reported non availability of physical facilities as major reasons for not enrolling the children in school.

27. The administrators were asked about the reasons of drop out at primary level. Their responses were: 85% administrators considered lack of parents' interest, 83% responded as large family size as one reason and 78% told expensive education and 76% administrators took non-availability of good teacher's as major reasons of high drop out rate at primary level.



28. When asked about the preference of public or private schools, the administrators put up many reasons. Their responses were: according to 70% administrators, parents preferred private schools because teachers were regular, 64% responses were in favor of private schools because of good behavior of teachers and 61% told that people preferred because of quality of education in private sector.
29. Some parents also preferred government schools as compared to private schools. According to 72% administrators, parents liked government schools because of less fee, to 64% respondents liking of government schools was qualified teachers and to 63% respondents it was the regularity of teachers in government schools.
30. The administrators recommended the establishment and activation of PTAs & SMCs. These associations could be used for different purposes such as: According to 91% administrators, these associations could help in ensuring the attendance of students and teachers. 88% administrators thought that the associations could develop action plans for schools, could improve the physical facilities and could improve the quality of education. Similarly 87% respondents favored the association because these could enhance enrolment, could manage community resources in a better way and decrease the drop out.
31. When asked, the administrators put forward a number of suggestions. They proposed the following measures:
  - i) Seventy percent administrators suggested improvement of existing schools.
  - ii) Sixty eight percent respondents suggested for free and compulsory education.
  - iii) Sixty two percent recommended construction of additional classrooms.
  - iv) More than 50% respondents favored provision of basic facilities, provision of incentives for teachers, development of uniform curriculum for private and government schools and provision of incentives for students

## Conclusions

1. On the basis of findings, following conclusion drawn about **access to primary schools are**: In all the fourteen districts included in the sample, 54% children had access to primary schools and 46% had no school facility. In Kohistan district, 69% children were out of school. Majority of boys and girls could not be enrolled in the schools because of:

- i) Expensive education
- ii) Non-availability of schools
- iii) Remote schools
- iv) No facility for further education
- v) Providing help at home
- vi) Teachers' harsh behaviour
- vii) Less conveyance to remote schools

2. **As far as equity for boys & girls** is concerned, the conclusions drawn were:

In Islamabad district, there are more chances for enrolling girls as compared to boys. Whereas in districts of Multan, Attock, Bhakkar, Khairpur and Rawalakot, boys & girls have almost equal chances and facilities. But there is great disparity in the enrolment of boys & girls in districts of Thatta, Khuzdar, Zhob, D.I.Khan, Kohistan, Khyber Agency, F.R Kohat and Gilgit. There are more physical facilities available at co-education institutions in rural as well as urban areas. Furthermore maximum number of male & female teachers in primary school were graduates with PTC and /or B.Ed. degrees:

3. As far as the **reasons of repetition, dropout and completion rates** are concerned, following are the conclusions drawn from the findings:

### **Reasons for repeating a class work**

- a) Lack of available guidance at home
- b) Lack of students' interest
- c) Students' absenteeism
- d) Difficult syllabus
- e) General weakness in studies

**Reasons of absenteeism of children from school were:**

- a) Parents' discouraging attitude towards education
- b) Lack of guidance at home
- c) Lack of students' interest

**The reasons for leaving school during the academic year were:**

- a) Expensive education
- b) Lack of parents' interest
- c) Large family size
- d) Remote schools
- e) Security problem

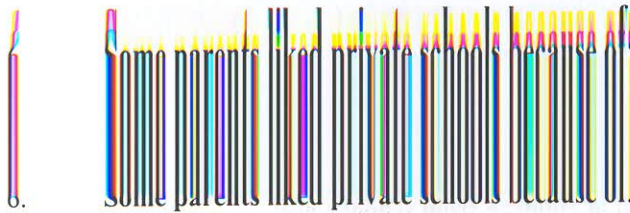
**4. On the contrary there were many reasons for sending the children to school such as:**

- a) Education might secure the future of the children
- b) The children might help the family in general and parents in old age in particular
- c) Education creates general awareness and may secure their future
- d) Girls may prove better mothers and bring up their children in a better way.

**5. The reasons of drop out were:**

- a) Lack of parents' interest
- b) Large family size
- c) Expensive education
- d) Non-availability of good teachers





6. Some parents liked private schools because of:
- a) Teachers being regular
  - b) Good behaviour of teachers
  - c) Quality of education

**While some parents preferred government schools because of:**

- a) Fee less
- b) Qualified teachers are available
- c) Teachers are regular

#### 7. Recommendation

On the basis of findings and conclusions, following recommendations are made:

- Steps may be taken to provide cheap/free education
- Primary schools may be established nearer to the community
- Physical facilities i.e. electricity, toilets, water, boundary wall etc. may be provided in the schools.
- Teachers may be trained to deal with younger children, to overcome to difficult concepts of the curriculum/syllabus and to create interest in the students
- Awareness may be created in the parents about the difficulties and needs of a large family
- Such education may be provided that may secure the future of the children
- Incentives may be provided for poor parents to get their children educated.

#### 8. Recommendations given by the administrators were:

1. Parent-Teacher Associations may be activated.
2. Fresh school may be opened nearer to the community.

3. Existing schools may be improved/additional rooms may be constructed.
4. Physical facilities such as water, electricity, toilets, walls and furniture may be provided.
5. Teachers may be offered incentives.
6. Uniform Curriculum for private and Government Schools may be enforced.
7. Free and compulsory Primary education may be provided.
8. Incentives for students may be also be offered.
9. Female staff may be appointed in primary schools.

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