



The Problems Confronted By The Education Department Of Kp (A Case Study Of Primary Level Education)

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Abstract

Education sector plays a vital role in the developmental process of a society. Education Sector is the base for society with the help of which all other sectors improves and get flourished. A healthy educational society leads the nations towards development. World has witnessed the nations who made history in the world due to sound Educational Structure (Mustafa, 2012). Thus development and improvement in society is based on the educational structure which grooms individuals, creating responsiveness between the citizen about lives and its tasks in the world.

Introduction

In the world, educationally sound states play a managerial role. The delay behind our national development and progress since independence of Pakistan is due to the fragile educational system. (Mustafa, 2012).

The primary educational system could not make improvement due to many factors such as, narrow minded feudal system and state politicians, fragile civil society, dictatorial regimes, corrupt bureaucracy and democracy. The arrangement of essential education was purposely disregarded in the country, as to building up the country is based on free and quality education which can lay the foundation for a prosper society. This could have provided a stable base for the future structure of education in the country (Mustafa, 2012).

The new established state was engulfed by nepotism culture, political uncertainty, corruption and thirst of power, wherein the education framework was arranged based on class divisions. The poor segment of the general public was given an inadequately developed government instruction framework which denied even fundamental needs, for example, teachers, classrooms, the boundary walls of the school and washrooms. Most of the primary schools in hilly and rural zones were operated under the shade of tree where students were belonging to low class families, and on the other side the good quality schools are opened for the high society people. This class discrimination in the public arena has additionally influenced the government education system in the state (Aziz, 2014).

Another miserable part of the story is that even in the current day the government has been neglected the primary education and has been focused only on the higher education and this neglecting of the primary education system has made gaps between the educational institutions at various levels. This is seen in the performances of students coming from traditional government schools and elite schools. These circumstances have puzzled the issues of teachers and subordinates who are related with government elementary schools in the state, because of this circumstance Pakistan is lingering behind numerous nations in the South Asian states regarding essential literacy rates (Iqbal Ahmad, 2013).

In Pakistan, there are some gross administration and basic issues in the essential education system. The situation of primary schools in the provincial territories is more wretched than in the urban zones. The schools don't have even teacher to lead educating and learning programs. In numerous schools, local citizens keep their animals. Most of the schools are being utilized as impermanent safe house for displaced people and vagabonds.

In the private school there is every facility available for the students, and the teacher are also punctual as compared to the government school and on the other hand there are the dilapidated schools where shabby students study without teachers, notebooks, no check and balance on the teachers and no check on the students according to their parents (Iqbal Ahmad, 2013).

Education provides society with its researchers, professional, directors, engineers, and trainable residents. In reality as we know it where economies are dynamically founded on the accessibility of refined abilities and a very much educated populace, training in quickly advancing nations is viewed as a sound interest later on, for example, Most of the developed countries which have less natural and other resources, like Holland and Belgium, have strong political system. So, if the political system is strong, the economic power will be greater. In Pakistan this is opposite, although Pakistan is one of the richest in having natural resources but its tragic failure is to educate its citizens. Baluchistan, Gilgit Baltistan and Khyber Pakhtunkhwa have lower literacy rate as compared to Sub Saharan countries of Africa.

5.2 Executive Structure of Education

The authoritative structure of the Pakistani education system is Nine layered (the first is not found in the governmental schools). Provincial government control is responsible for all the primary and secondary education while the Federal Ministry of Education looks after the higher education, “Higher Education Commission HEC Islamabad” as well as HED, is responsible for universities.

1. Play Group (This is only for private school sectors)
2. Kachi (Nursery)
3. (from one to class five) Primary level
4. (from six to class eight) Middle level
5. (from nine to class ten) High level
6. (from eleven to class 12) Higher level or secondary level
7. College and Universities (grades 13-14 in most cases, except for 4-year programs)
8. Universities and colleges (15- 16)
9. Universities only (M. Phil and PhD)

The education reforms makes a comprehensive review of all the sectors, without education a country cannot come towards progress and development. For good governance education is considered as the main pillar. The implementation of the national education reforms by the government of Khyber Pakhtunkhwa can be understood through its several development and improvement. In the 18th Amendment, education system is the responsibility of provincial government. Some international organization launched education development projects in Khyber Pakhtunkhwa i.e. GIZ, USAID, DFID and European Union, for the improvement of education sector. The DFID is going to provide a sum of £ 203 million to the Khyber Pakhtunkhwa. (Mustafa, 2012)

5.3 Problems of Primary Education System in Khyber Pakhtunkhwa

The provincial government is facing some problems in education department which are as follows.

5.4 Structural and Organizational Problems

As compared to the Province of Punjab and Sind of the region, after creation of Pakistan, Khyber Pakhtunkhwa’s education system was paralyzed and this was not notable. This circumstance prevails till date. Some restorative estimates were taken by getting assets from contributor organizations, yet these projects banned because of the manageability issue. Instructors in both urban and rural regions of Khyber Pakhtunkhwa are not much capable. The majority of government’s schools have few rooms which are insufficient to help expanding understudies’ needs and the management prerequisites. Some of the schools even don't have any basic facilities, for example, classroom, washrooms, drinking water and furniture which urges the understudies to get instructions under trees, particularly in rural areas and for the most part in sloping regions. In many areas,

schools don't have boundary walls or fences which gives safe house to numerous animals in evenings. In most of the districts, the schools are used by the citizens for attending their guests as well as for animals keeping, because of poor observing and authoritative supervision (Shah S. F., 2014). All these factors have blemished the excellence of education. Extreme poverty, feudal system and weak democratic system have derailed the system of basic education in the state as well as Khyber Pakhtunkhwa.

5.5 Incompetency of Teachers at Primary Level

The vital role of teachers in the education development has always been documented. The most present National Education Policy 1998-2010 additionally perceives that the instructor is viewed as the most basic factor in executing every instructive change at the grass root level. The prominent job of instructors, just as of other instructive work force in giving quality training, should be realized and created to upgrade their commitment. In some of the area the education system is quite ill. The teachers have barely any open door for efficient in-administration preparing, and this instructor with such a profile needs to show very nearly three to four evaluations at the same time in a troublesome setting and this more difficult of a teacher who matriculate and government amendment in their syllabus because their qualification is not according to the new changes of the syllabus (Shah S. F., 2014). According to the citizens surveyed that they are not satisfied with the reforms introduced by the government and they demand to include new syllabus also.

Are you satisfied with the current Syllabus of the Education System of the Provincial Government of KP?

The Provincial Government has increased the syllabus and also introduced changes in it, this has made a problem for the teachers as well as the students. According to our survey 55 percent of citizens were displeased, because they claimed that the syllabus is too long while 45 percent of citizens were pleased and satisfied with the new syllabus of the education system. Hence the majority of respondents have claimed that they are not satisfied with the new syllabus. The provincial government should bring changes in it with simple language and should shorten their syllabus (Iqbal Ahmad, 2013).

5.6 Increased Drop Outs

In the government schools, the standard of education system is not good, the teaching methodology is quite different as compared to the private schools, and in the government schools the basic needs are also inefficient, that is why the parents or the citizens do not enroll their children in the government schools. Hence this causes the decrease of the enrolment in primary education in the country (Iqbal Ahmad, 2013). This is a disturbing situation in the state which has pushed other problems such as child labor, child abuse, and child trafficking, and the ratios of the illiteracy rate have increased even more.

5.7 Lack of Fiscal Resources

Economy is the soul of any framework or associations. Absence of budgetary assets have influence the development and advancement of a system. Pakistan since its beginning acquired a poor education system which was at that point monetarily debilitated. The budgetary allotment for education in Pakistan is lesser than other countries or state (Iqbal Ahmad, 2013). The present education spending distribution is under 2% of the Gross Domestic Product (GDP). When contrasted with Pakistan, Srilanka dispenses 3.2 % on instruction, Nepal 2.7%, India 3.5% and Bangladesh 3.5% of their GDPs. Besides, the framework is swarmed with financial debasement which exacerbated the issues of the framework. Resultantly, the nature of learning and instructing, arranging and organization, and usage of strategies got influenced and suffered (Maheen, 2018).

Did the government give any stipend to students?

Most of the developed countries whose literacy rate is above 90 percent is because they give stipend on monthly basis to their students so that they should not be deprived of education, and most of the budget is invested in education sector to provide good education. To measure the activity and performance of government of Khyber Pakhtunkhwa for the development of education the province either it gives any stipend to students or not., a question was put to measure that how many students have availed this opportunity to know whether the government of KP had given any stipend to students. According to the CRC, 15 percent of respondents are satisfied that the government gave stipend to their children while 85 percent of respondents claimed that the Provincial Government is unable to provide any types of stipend to their students. Hence the majority of the citizens have claimed that the Provincial Government has not provided any stipend to the students. The government should also implement such a policy to give any type of stipend to the most desired and poor students, so that they may continue their education and the literacy ratio will be automatically increased.

Ineffective Implementation of Educational Policies

Prior to the year 2010, educational policies were not properly and effectively implemented in KP. Many reasons were reported behind the slow or poor policy implementation i.e. political manipulations, systematic issues, corruption, poor organization and supervision. While another noted reason was political instability and fragile economy of the state. This ineffective implementation of educational policies, the role of weak governmental successive policies cannot be ruled out. A well versed government comes up with new policies by replacing or the expulsion of the policies of the previous government. Instead of focusing on the implementation of existing education policies every new government decides to come up with a brand new policy and as result implementation suffers (Saddiqui, 2018). Thus, the repercussion of the

successive government policies has marred the structure of the education system since 1947.

Unsuccessful and Ineffective Communication

Communication works like bridge for any organization. It bonds the development and coordination of various parts of an organization. It has been seen that instructors in primary schools frequently stay not interested in the improvements in the general arrangement of training because of poor arrangement of correspondence. There are no such facilities of transport and internet in most of the schools. Primary education is the base of the entire arrangement of training. More often the instructors stay ignorant about the approaches and plans given by the management because of poor check and balance system and lack of correspondence (Gul, 2018). All this affects the quality of learning and teaching in primary schools.

Lack of Skill and Professional Development

Teaching is a professional movement and it depends upon the methodology of teachers. There are new changes that happen consistently based on the changes in society and in the whole world. Teachers should be persistently side by side with the most recent hypotheses, examination and new learnings. Instructors who are not expertly stable can't understand their social and expert issues. Teachers who obtain the most recent learning are able to build up their aptitudes successfully. There are less prepared encouragements accessible to teacher at the essential dimension in Pakistan (Iqbal Ahmad, 2013). Because of absence of the most recent information and abilities, the teachers are discovered feeble in taking care of the issues of understudies during the time spent tutoring. Untrained teachers can't deal with the practices of mal adjusted understudies and use corporal punishment as a tool, but the government has abolished this corporal punishment but still in some areas it was not finished. This attitude of teachers discourages students and results in drop out (Navilwala, 2015).

Lack of Learning and Resources

Essential education in Khyber Pakhtunkhwa is looked up with the intense issue of absence of learning assets. This pattern is progressively constant in government schools where even in certain regions of KP schools don't have sheets, Notebook, library and other related learning assets to support teacher and understudies during the time spent instructing and learning, due to this teachers face numerous problems amid the teaching procedure. There are no playgrounds in schools which influences the physical improvement of students. Indeed, even in some schools of Khyber Pakhtunkhwa have no boundary walls (Sattar, 2019).

Lack of Administrative Supervision in the School

The administrative supervision of the education system is emphasized in the policy but these things are absent practically, thus administrative policy is not followed as is required. The process of supervision in primary schools is filled with many weaknesses. The supervisors are professionally untrained because most supervisors (principal) have come into tenure system after only graduation (Azam, 2018). Administrators act with instructors in a presumptuous way. This pattern has reduced the reason for expert supervision in schools because of which teacher get disheartened and feel mediocre. The Principal treats teachers like inferiors and personal servants.

Lack of Curriculum Activities

The elementary school educational programs in Khyber Pakhtunkhwa are obsolete and out dated. It is not up to the requirements of the country in the present time. Students are required to remember the substance and get marks in the exam. The present educational programs do not improve and expand the reasoning capacities of students. It is futile and illogical. Teacher are given the mandate to cover the given schedule and set up the students just for examination. This training has left the instructors unmindful of numerous parts of the educational programs which at last influences their very own execution as well as the way toward learning and instructing in schools. In practice, instructors don't know about the objectives and points of the educational programs. In the world, teachers welcome to take part in the structuring of educational modules and advancement of education. Their data sources are viewed as indispensable for the correct course of the training framework (Maheen, 2018).

Syllabus Modifications

Primary school teachers face the problem of instruction due to the increase in the syllabus. There is a culture of multi-mechanism of guidelines in schools. This confuses both the students and the teachers also. Furthermore, there is an absence of proper training of teachers in the best way to encourage or clarify ideas from various reading material, and on the other hand the syllabus is too long such that in short time the syllabus cannot be completed. This creates a problem between the teacher and the competent authority of the education, due to this the students have suffered. The lack of training and orientation has created confusion between the students and teachers which causes poor teaching presentations (Maheen, 2018). In many areas the teacher is given the task to cover the syllabus before the examination. This makes it difficult for him to ensure the satisfaction of every student. Hence the teachers lose their skills to follow the direction of the higher authority.

5.15 Lack of Furniture, Classrooms Especially in the Primary Schools

The provincial government of Khyber Pakhtunkhwa has claimed that they provide furniture for the students, but there are some schools in rural areas in most of the districts that has no furniture for the students. No chairs and tables for the students

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