

THE COMPREHENSIVE STUDY OF RURAL SECONDARY EDUCATION IN DISTRICT KAMBER , PROVINCE OF SINDH

Abdul Haleem Soomro^{*}

Dr. Hameed-ur-Rahman^{**}

ABSTRACT

The gist of this study is to examine the factors; those hinder the rural students in completing or acquiring the secondary education, in district Kamber-Shahdadkot, Sindh. Ten hypotheses were designed/framed for the study. The population of the study comprised of teachers of secondary schools including administrators and parents. Total sample size was 50 teachers drawn from 20 Secondary high schools. 30 were male teachers and 20 were female teachers.

The findings discover that unsatisfactory physical condition of schools, behavior of teachers, corporal punishment, poverty, socio-cultural barriers, indifferent attitude of parents inadequate school community interaction, shortage and poor safety measures of female teachers, poor law and order situation, unskilled and unmotivated teachers, absenteeism, lack of furniture and other infrastructure are the major factor for poor secondary education in district Kamber and Shahdadkot.

^{*} **Research Scholar, Hamdard University Karachi**

^{**} **Research Supervisor, Hamdard University Karachi.**

INTRODUCTION

(A). Back ground

There is a distinct discrimination between sons and daughters in the eyes of parents. Although the constitution of Pakistan (1973) promises equal rights to all citizens, repudiates discrimination on the basis of sex alone and affirms steps to ensure full participation of women in all spheres of life. Article 34 of the constitution of Islamic Republic of Pakistan Chapter: 2 Principles of Policy. The constitutional assertion and emphasis on equal rights and opportunities for women was meant to address the traditionally low social status and minimal participation of women in most social sectors. In the years 1950-50 two years Pakistan`s independence in 1947 overall gross participation rates primary and secondary level were low at 16% and a 9% respectively. These figures were lower for female participation. Education in Pakistan edited by Rashida Qureshi and Jane F.A Rareiya Page. NO. 19, this chapter critically reviews the situation of women`s participation in education over the Decade of 1990-2000 in terms of education policy, practice and outcomes.

Thus it is difficult for rural girls to get secondary education in cities. Because the problem of conveyance and risk of any mishap/occurrence from the vulgarity of unrefined and ruffians is also a hindrance for rural girls in acquiring secondary education further more, rural girls are compelled to learn the art of making Rillee, embroibery and domestic work. Above all, they are deprived of the basic, universal and human rights.

(B) RESEARCH QUESTIONS

1. What are the difficulties faced by rural girls to come to school?
2. How can these difficulties be over come?
3. What is the opinion of the teachers about the drop out of rural girls in secondary education?

(C) JUSTIFICATION

The justification of the study will rest on the following points and considerations:

1. While doing this research study and survey, the teacher/scholar will be able to have profound knowledge about traditions and social norms of country side life.
2. This study will be useful for the educational planner, administrative and civil representative.
3. While making the survey the pathetic picture of rural life will be visible to the learner and researcher alike.
4. This study will also be feasible for the Donor Agencies/Non Government Organizations.
5. This study will make the project concept clear for the concerns/Policy makers.

(D) SCOPE

The scope of the study will be limited to secondary Schools of District Kamber Shahdad-Kot.

(E) Key Words

Critical , Secondary

Literature Review

Education not only shapes the personality of man, but refines the nation also. It is with the fragrant flower of education that refreshes the mind of masses. Education turns raw into refine. It is education that makes men able to fly in the air and space. It makes men able to dive into the fathomless ocean of knowledge and get the pearls of wit and wisdom, ideals and ideas, theories and ideologies, and the lesson of love, life civic sense development of society, country and world alike. The development, advancement and the betterment of individual and collective bound only with education. It means where there is peace prosperity; sanity, liberty; nobility and fraternity of society, all skills and values are bound with education. And like wise, where there is no progress, harmony and healthy atmosphere, means, there is neither education, nor love, appreciation, facility of education. The rural area of District Kamber is evident example of unawareness and lack of opportunities in the domain of education. The rural area of this district is deprived of sophisticated and emerging educational tendencies. Both girls and boys suffer set back and obstacles in getting their secondary education. It may be simple and easy for them to have primary education without suffering and expending too much. But at the secondary stage, both suffer particularly girl's face lots of hard- ship internally and externally in obtaining secondary education. As their adulthood in sin for them (Haigh & Difford, 2001). so they are restricted within the four walls of home. Otherwise in international convention and in many constitution,

education has been regarded as an inborn right for the girls and boys. UNESCO (1998), the platform of wellbeing for the world reported, as a confessed fact, that education is the only way to bring entire change in the faulty mind. It gives moral courage, physical strength and spiritual consolation.

Education is stepping stone to all kinds of progress, fertility for man, nation, society, country and the world alike, (Wester, Heijden, Stensaker and Rosa 2007). That kind of ornament has not been given to the farfetched and remote areas of District Kamber. The authority has to keep an eye on these suburbs, where the sampling of education has not been planted well. Strong and stable measures must be taken for the uplifting of back ward areas in education of this district and take them to mainstream in the national development.

Azam Z (1993) exhibits the fact that woman is ever neglected both in east & west. Due to this a major portion of the country's population remains unuseful for the country.

Since the dawn of liberty of Pakistan the field of education has been unsolved & non satisfactory issue on the table of successive governments. The rural areas have not been focused as an integral part of Pakistan. So the result is not up to the mark.

The association & organization of the worlds human rights passed the resolution with consensus in 1948, that focused the primary education as a free & mandatory priority. But the secondary education had become a dream for the far- fetched and unapproachable children / asset of the country.

In 2007 UNESCO and UNICEF made education as an innate right of children without any discrimination. And stressed the below obligatory rights of education must be implanted:

- **Stream of education**

The door of education ought to be opened in nook and cranny of country. So that the child may have easily access in the domain of education, without the difference of caste, color, creed and clan.

- **Uplifting of better education** – The gist of education should be the goal of child that he/she must be aware of the national curriculum and emerging technology.
- **Wholesome learning guild-** the purpose and process of education should not be in shadow of fear. Rather it must be respecting the diversity.

This is also alarming report by **UNESCO**. That one third of census is not enrolled in public institution and millions are engaged in child labor. There is a distinct difference between male and female in terms of the nature of jobs in the society of Pakistan. No any restrictions & chains in primary level education, but secondary stage limitation are drawn between male & females opportunities, priorities, facilities as well as roles and responsibilities. This stage and age as the reason that lines of demarcations are raised. Docile daughters are meant for domestic chores & rearing live stock. Boys are also entangled in varied jobs in field and out of field. Hence a huge drop-out of the children is visible in secondary level.

The gloomy and pensive picture portrayed by Amera Saeed (1990) is also an evident document of rural areas. According to her, girls of rural area are bound to work command of parents. They scarcely join secondary education. As their areas are barren likewise their secondary Schools are barren without the attendance of girls. They have to discharge different duties and tasks in and outside the home. Parents don't deem it worthwhile to educate their daughters for better and bright tomorrow. But the parents have focused on their good today they can't wait and invest so long. It's a build mindset of the parents of rural areas that they are not visionary. Hence their girls are bound to household work from the tender age to adolescence and even in young age.

GENERAL FOCUS ON FORMAL EDUCATION SYSTEM IN PAKISTAN

The educational system in Pakistan has many stages, like from primary to higher. But the division of stages is limited up to five levels.

1. Primary stage education:

The first or foundation level of education is called primary education stage (I to V class) the period primary education is fixed to five years. The tender age of kid is recorded from 5 to 9 years. The role of mosque school in Pakistan in enhancement of primary education can't be

ignored. The concept of pre primary education (Kachi) is also recently introduced in the primary education.

2. Middle or elementary stage education:

The next stage of primary the middle or elementary stage begins from VI. To VIII. Class. Children are admitted in the age of 10 or plus in VI class.

There are some schools in Pakistan where the schooling from I to VIII is managed/given. Thus these schools are recognized as middle as elementary schools.

3. Matric or Secondary School Certificate (S.S.C)

The education of three years in middle Schools is also an integral part of secondary education. That is consisting of IX-X Class. After completion of 10 years formal education, the students are given certificate of matric. Certificates are being rewarded to the candidate by the Board of Intermediate and secondary education (BISE).

The provincial government controls all boards in respective divisional headquarters, which they function at federal level.

4. Intermediate at Higher School Certificate (H.S.C)

This is the stage and also a part of College education that is for two years (XI – XII) class known as an intermediate stage.

After passing higher Secondary education, the successful students can get admission and study in medical, engineering, arts and in other varied faculties of education.

5. Higher education:

This stage/ level of education starts after intermediate stage.

In this stage of higher education many disciplines/programs are offered.

And the deserving students are finally engarlanded with degree by university.

Educational institutions in Pakistan are under the supervision of provincial governments.

But in the domain of boosting and re-shaping in financing, curriculum development, and accreditation the federal government up lifts them as a patron.

FACTORS INFLUENCING GIRLS AND BOYS SECONDARY EDUCATION

IN DIFFERENT COUNTRIES AROUND THE WORLD.

The developing countries around the world have realized the urgency of education that is a corner stone and back bone of all progress. With the passage of time, it is realized, that

education is the only panacea for the socio-economic, religious and political improvement as well as stability of infrastructure of the countries. So the door of education has widely and freely opened for all and sundry. New policies and patterns have been formulated to highlight the significance of education and made it easy access to the masses.

The sorry state of third world countries like Pakistan, Bangladesh, Nepal, China, India, and Thailand, etc is that the condition of their education is poor gender differences is visible particularly in rustic areas. These countries are lagging behind educationally and economically not benefited countries even in 21st century. The people of those countries are not so facilitated in education, job, health, basic amenities of life, any incentives, liberty and civic comforts. As the members of other society are living and availing all opportunities in making lives up to the mark.

This is also an alarming and shocking statistical estimation regarding Sub-Sahara Africa, even the total number of teachers and taught is lesser than the developed countries. The figure can be counted on fingers, who have achieved rudimentary skills and education, only for their livelihood. Comparison cannot be made with developed countries and well-flourished population of those countries.

There are many reasons and causes influencing the girls and boys in achieving secondary education. And these factors engender poverty in India. Over population is an other factor that affected secondary education. It is hard for poor families to bear the burden of both sons and daughters education. Hence they prefer sons to their daughters in giving secondary education. The concept of daughters, as an asset of other is deeply rooted in the traditional vicinity of India. And the sons will be source of the supporter in last days of life. The condition of classroom and school also is not attractive and contusive.

Bellow (1993) and King (1990) disclosed that education for women is partially encouraging. So is the focus on lady teacher in school for avoiding gender discrimination. The secondary education is also affected in Nepal. The vivid signs of discrimination are also

implanted in their custom and culture. Poverty is a great impediment to continue further education.

So it is difficult for the poverty-stricken people to take the double burden, i.e. sons and daughters secondary education. It is in their heart and mind that daughters have to leave home one day. So this will be futile to educate them up to Secondary level. Research reveals that 40% the baby girls aged between 5 to 10 are out of school /(not enrolled). Dearth of female teachers is severe setback of female education.

To modernise education in respect with quantity and quality is not proved well by the education management.

The plight of Bhutan in the domain of education is same, as in Nepal and India. The majority of people live in far-fetched areas. This is the fetal factor, that they can't send their children and afford the expenditure of education. So the ratio of boys and girls is not satisfactory in Secondary Schools. This is trend in Bhutan, especially, girls want to be 'Nun' as the poverty can't allow them to join and continue their secondary education, get formal education. So they tend to ornament themselves with informal and traditional way in becoming Nun.

The beauty of education in Afghanistan has been spoilt and tarnished in the fume of bomb and bullets. Afghanistan suffered thirty years in war. Thus the education of girls and boys has been affected a lot. Wars have destroyed and violated the infrastructure, even the majestic map of Afghanistan.

Millions of mild girls and boys have been restricted to one place particularity, residents of remote areas can not avail the opportunity of education. The ratio of child mortality is high, poverty breeds illiteracy and illiteracy breeds poverty. Both factors are major obstacles for adult to get secondary education in rural areas.

The situation of Bangladeshis education is not so refined. The condition of Secondary School is miserable and pitiable like other Asian countries.

The budget of Bangladesh is not so sufficient for education. Hence the ratio of literacy rate is not up to the mark. The vast population of Bangladesh lives in remote area. This is the reason that number of children in Secondary Schools is low. Girls are so docile and deprived from the stream of education. They are forced to leave Secondary education and be helping hand in homes.

The educational situation in china is not so changed or different, particularly for female. Women become easily victim from the arrow of fate or some other reasons. The Confucian religion has made women to keep away themselves from sense-building education. Plenty of resources are there, but the enrollment of girls and boys in Secondary level is not satisfactory. Women are compelled to remain within the four wall of home. The historical ideology of china has uprooted the tree of extremism and narrowness of thoughts. Above all poverty in not a factor for the children to obtain secondary education or social restrictions are keeping the children of rural areas, not to receive education up to Secondary level.

Nigeria country is also included in the countries, where females are treated as Secondary citizens of particular areas. Cultural cult, religious restrictions, plight of poverty are the fear full factors, which hinder boys and girls in acquiring Secondary education. The concept of early marriages is in vogue, because of orthodoxy religion. These elements have worsened the condition of society and the result from these quagmire like factors have affected the Secondary education of girls and boys alike. But women are badly affected, who reside in remote and rural areas. The condition of schools is not so fascinating as well as behavior of male teachers suppress the seed of secondary education in the suburb parts of Nigeria.

Schools are not well furnished and well flourished, and no elementary necessities, like furniture, basic amenities of life, motivating and encouraging attitude as well as no resource of taking children to remote School, are not found. Difference lies also in the mindset of parents regarding the education of baby child.

In Thailand, same pattern, same attitude, same deficiencies, difficulties and same number of drop out ratio found, particularly in countryside areas. The boys and girls of remote areas suffer more.

Moreover, the outlook of parents is different in educating their sons and daughters. It is pity that the birth of a female child is not a celebrating event in the parts of Thailand.

The story of suppressing suffering and sacrificing of girls and boys from South America to South Asia is not so different. Children face varied complications in getting adult education. The dream of adult education has been molested, especially, innocent boys and docile girls of far-fetched areas suffer a lot. But women are always in chains of male dominancy, with the weapon of education the shackles of slavery can be broken.

But the door of adult education is closed in the most parts of the world. Child abuse, smuggling child labor, early and forced marriages, poverty, backwardness and unawareness are lethal hindrances for boys and girls in receiving secondary education. Mostly the girls of remote areas are helpless, hapless and hopeless. Even in Tanzania and Kenya, women are not allowed to have share in property. Law doesn't allow them to be owner of house.

As in Pakistani society daughter can't be heiress and have half share. But this is not the case with son in this society.

Due to all reasons, and the mindset of traditionally thinking people of backward areas, secondary education has become a dread full dream. The true picture of rural areas is depicted by Pakistan Integrated House hold survey (PIHS 2000), in which rich families are shown. Who are willing to educate their children, but reluctant to send their children out of their sights. Because of many reasons and no facility of Schools near their villages.

So it is risk and hazards for the parents to send their little sons and daughters out of villages. Sense of security badly needed in rural areas. No any high School is available for the children of rural areas. But the parents of rural are indifferent, in the case of female education. Hardly, they educate their daughters up to primary level. And they don't think for the secondary education. The adulthood of a daughter becomes sin or crime in rustic areas. Eyes of the wanderers follow them, when they cross the streets and roads. Parents don't have much courage and fore sightedness to bear the traditional taunting, misinterpretation of the injunctions of Islam, cruel custom, Culture, illiteracy, of people, no secondary school in village, no female teacher for encouraging female education and no facility of transportation for the children of rural areas.

When all elements mix together, then the result of deprivation comes out for the misfortunate children of rural areas of Pakistan.

The unavailability of well refined, well behaved, well skilled, well trained, and well qualified female teacher has also a great impact on hindrance of female education in Pakistan. Communication gap or miss communication is a reasonable reason of illiteracy in rural areas. The poor and uneducated parents and other families in the countryside of Pakistani society think of only the arrangement of marriage and dowry of their daughters and even sons in tender ages.

They are devoid of the thinking that the educated mothers can play a positive and constructive role in shaping the lives of their children. The poor of Pakistani society have a thought about life and world as a short lived period. They think of here after life more than of this world. They believe deeply and firmly in destiny. This is also a valid reason for the illiteracy of their children. Things don't change themselves. But people of rural areas have a stagnant thought that whatever is destined we get. On the contrary religion permits to pursue the goals and education is obligatory for both man and woman. And this is still a point of discussion in remote areas of Pakistan, to educate female or not. It is a petty point of discussion in 21 countries. The boys of rural areas are also exploited in their adult hood. The poor parents of rural areas think only a single responsibility to search for a spouse for their children. They are unaware of the current changes and challenges of the time. To so extend sons of villagers exercise and enjoy the right of freedom and complete their secondary education. Because, they will be the heir and inheritor of tomorrow. So the parents have soft attitude for them as compared to doleful daughters. Rather the religion of

Islam stresses for education. The immortal message of Quran is evident in these five verses.

These verses show that how Allah Almighty stressed in gaining knowledge. He created male and female devoid of an iota of education. But later the lord of the universe taught them with a pen, which he/ she knew not before. The mercy of both worlds, the holy prophet (P.B.U.H) has also emphasized over getting knowledge is obligatory on both man and woman. This is an inborn right of each and every Muslim to seek knowledge and with knowing wisdom/power the secrets of creator may be explored. Hence our dear prophet urged his devotees to acquire knowledge for

finding the mysteries and truth of Allah with mankind as well as in this mortal world. Our dear prophet says in another place: seeking education is compulsory for man and woman. (Sahih Bukhari)

“Pursue knowledge even one has to travel to china.”(Ibn ‘ Abd al-basr)

“God makes the path simpler and easier to heaven if one who acquires education.”

Allah, The creator of cosmos has not made any differences in creating mankind, i.e. man and woman both have right to live with same opportunities and facilities.

METHODOLOGY

The overall strategy of this research was survey.

The population of study comprised of teachers of all Secondary school teachers, students, heads and parents of district Kamber Shahdad kot.

50 was total size of the sample (30 male and 20 female teachers drawn from 10 secondary schools

(D) RESEARCH INSTRUMENTS

A questionnaire consisting of twenty items was designed and an interview protocol based on broad questions was developed.

PLAN OF DATA ANALYSIS

To analyses the data, two types of analytical techniques were used. First, qualitative analyses of the interview code of behavior were made and the results were designated in the chronicle form. The second technique was quantitative which involved both descriptive and inferential statistical procedures.

ANALYSIS OF FINDINGS

Item No.1

The opportunity of the secondary education for the children of rural areas should be given.

There will be no noteworthy difference in views on the subject of the critical study of secondary education in district Kamber Shahdad kot in the respect of item 1.

Analysis of the Problem

1. $H_0: f_1 = f_2 = f_3 = f_4 = f_5$
2. $H_1: f_1 \neq f_2 \neq f_3 \neq f_4 \neq f_5$
3. $\alpha = 0.05$
4. Test Statistic : χ^2

$$\chi^2 = \sum \frac{(f_o - f_e)^2}{f_e}$$

Decision Rule:

Reject H_0 if computed $\chi^2 \geq 5.99$

5. Conclusion: See the step 8
6. Table 4.3.1 demonstrates the calculation of χ^2 for item 1.

From the examination of the table it is clear that there is difference views on the subject of the critical study of secondary education in district Kamber Shahadadkoat.

Item No.2

Government is greatly concerned in expansion for the rural girls and boys.

There will be no noteworthy difference in views on the subject of the critical study of secondary education in district Kamber Shahadadkoat in the respect of item 2.

Analysis of the Problem

1. $H_0: f_1 = f_2 = f_3 = f_4 = f_5$
2. $H_1: f_1 \neq f_2 \neq f_3 \neq f_4 \neq f_5$
3. $\alpha = 0.05$
4. Test Statistic : χ^2

$$\chi^2 = \sum \frac{(f_o - f_e)^2}{f_e}$$

5. Decision Rule: Reject H_0 if computed $\chi^2 \geq 5.99$
6. Conclusion: See the step 8
7. Table 4.3.1 demonstrates the calculation of χ^2 for item 2.

From the examination of the table it is clear that there is significant difference views on the subject of the critical study of secondary education in district Kamber Shahadadkoat

Item No.3

Learned baby or boy can have stable/ma contribution in the advancement of country.

There will be no noteworthy difference in views on the subject of the critical study of secondary education in district Kamber Shahadadkoat in the respect of item 3.

Analysis of the Problem

1. $H_0: f_1 = f_2 = f_3 = f_4 = f_5$
2. $H_1: f_1 \neq f_2 \neq f_3 \neq f_4 \neq f_5$
3. $\alpha = 0.05$
4. Test Statistic : χ^2

$$\chi^2 = \sum \frac{(f_o - f_e)^2}{f_e}$$

5. Decision Rule: Reject H_0 if computed $\chi^2 \geq 5.99$
6. Conclusion: See the step 8
7. Table 4.3.1 demonstrates the calculation of χ^2 for item 3.

From the examination of the table it is clear that there is significant difference views on the subject of the critical study of secondary education in district Kamber Shahadadkoat.

ANSWERS OF THE RESEARCH QUESTIONS

- What are the difficulties faced by rural girls to come to School?

Ans. Transportation is the major problem for the girls of rural areas to come to School.

Particularly it is difficult or social taboo for rural girls to travel from one place to another along with male members.

- How can these difficulties be overcome?

Ans. Higher authorities should arrange secondary Schools in villages.

- What is the opinion of the Teachers about the drop out of rural girls in secondary education?

Ans. Backwardness

- Unawareness
- Poverty
- Indifferent attitude towards the careers / life of girls.
- Early Child marriages
- Caste chaos

RECOMMENDATIONS

These are the recommendations which are made in the light of findings:

- Appointment of teachers should be purely on merit basis without interference of political or any influential figure.
- Educational institutions of both male and female should be equalized for erasing gender disparity.
- Immaculate, industrious and honest teachers must be rewarded for uplifting their morale and that would be encouragement of other teachers.
- Highly qualified teachers who are working in far-flung areas should be honored with perks and packages.
- The window of opportunity must be opened for the teachers of remote areas in refresher courses and advanced technology must be introduced there.
- Stiff measurement for the regularity and punctuality of teachers should be taken without delay.
- Parent-teachers Association must be revamped, revived, re-awakening and re-activated for the bright future of rural students.

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