



RESEARCH PAPER

The Role of Teachers in Perspective of Millennium Development Goals (MDG'S) of Primary Education in Pakistan

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ABSTRACT

Sending all children to school is a major millennium development goal related to universalization of primary education around the world. The purpose of the study was to explore the roles of teachers and head teachers in perspectives of millennium development goal of primary education. The research was delimited to Khanewal districts. All the govt. primary schools (elementary and secondary having classes of primary) was its population. 323 teachers and 68 head teachers were taken through simple random sampling technique. A questionnaire and check lists were used as research instruments. Frequency, percentage, and standard deviation and z tests were used for analysis of data. It was found that door to door survey has proven helpful for increasing enrolment and gender discrimination has slightly reduced among educated parents. Pakistan has not achieved the target yet, although government has established more schools and recruited highly qualified teachers.

Introduction

The New York City hosts the Millennium Summit that held in September 2000, at the United Nations headquarters. It was the biggest congregation of world leaders in the history, who agreed on United Nations Millennium Declaration, compelling partner countries to an innovative worldwide corporation to decrease extreme hunger and poverty and putting out a chain of time-bound targets. They have a due date of 2015 that have turned out to be known as the Millennium Development Goals (Pheko, 2012; Haysom, 2012). The Millennium Development Goals (MDGs) are the ultimate and evaluated goals of the world that focus on tending to outrageous destitution in its many measurements: wage neediness, famine, illness, absence of sufficient safe house, and avoidance while advancing sex fairness,

training, and natural manageability. These are likewise essential human rights-the privileges of every individual on the planet of earth for wellbeing, instruction and security. In other words the Millennium Development Goals are time bound quantified targets for improving the human state from different perspectives. Within each Goal several marks have been set, and to each mark there corresponds one or more indicators (Chakravarty and Majumdar, 2008).

Furthermore, Lomazzi et al. (2014) indicated that there are eight Millennium Development Goals (MDGs) which are world's time-bound and enumerated goals to address excessive deficiency in its many magnitudes like salary, poverty, food shortage, infection, education, shortage of suitable accommodation, and marginalization, while encouraging gender parity and ecological stability. These eight Millennium Development Goals were illustrated by (Gabay, 2015) as under:

1. Extreme poverty and hunger should be eradicated,
2. Universal primary education should be achieved,
3. Promotion of gender equality and empowering the women,
4. Child mortality should be reduced,
5. Maternal health should be improved,
6. Fight against malaria, HIV/AIDS, and other fatal diseases,
7. Sustainability of the environment should be guaranteed, and
8. Worldwide partnership for progress should be developed.

Moreover, the MDGs emphasized all the three areas: human capital, infrastructure and human rights, with the intent of increasing living standards. Therefore all Millennium Development Goals are inter-reliant on for example all the MDGs impact health, and health affects all the MDGs. It implies that better health invests kids to learn and grown-ups to earn (Islam, 2004).

In addition, Rehman (2016) says in Pakistan Today (2016) states that Pakistan is a signatory for the worldwide responsibility signed in regards to MDGs, covering targets relating to neediness, wellbeing, learning and living situations. The day and age for accomplishing MDGs was in the vicinity of 2000 and 2015. United Nations Development Programme (2017) observes that, in order to accomplish the Eight Goals of the MDG's; Pakistan has approved 16 targets with 41 indicators. The accessible facts and figures about 33 of these indicators expose that, Pakistan on track on only 9 indicators, while on 24 indicators its advancement is off track. Pakistan

Today (2016) states that Pakistan's execution on MDGs stayed less appropriate as matched to other nations in the area and included that Pakistan has been confronting complicated difficulties identified with asset requirements, confinement and proprietorship disputes for MDGs, absence of coordination, political uncertainty, social boundaries, cost of education, gender gap, resources for education, deficiency of suitable planning, battle against terror, security and consecutive dreadful events that have badly hindered the improvement efforts.

Besides, education positively affects the life of a man with its numerous advantages. An educated, informed and trained person is an asset for any nation. In this day and age, human capital is viewed as the best national treasure. On one hand, a man can investigate better open doors for himself, and then again, the whole country would get profited from his works (King, 2011). The role of primary education is to assurance the broad-based development of learners. As an initial phase in the production of welfare and just society, all inclusive essential training is a flat out pre-imperative for feasible advancement. This means ensuring that all learners are able to develop their intellectual, social, passionate and physical capabilities to the best of their capacities, setting them for their further school profession (Unterhalter ,2014)

In general, primary education helps the individual to know the working of various things. It also enables a person to know how they should be upgraded and functioned. Primary education enables a kid to nurture with his aim and teacher is the force that drives the academic procedure. They're those who have interaction with pupils and have to deal with the parents of students. Primary school teachers are often quite the only supply of a student's learning expertise. What students acquire in their constructive years can shape their personality and how they will be one day. Stated that education has a prominent position in the current Millennium Development Goal (MDG) framework; targets on schooling are attached to two of the goals. However, from a human development perspective, the narrow framing of the education targets and indicators in the MDGs had some consequences, stemming from the omission of salient aspects of quality, context, and equity (Khan and Niazi, 2016).

Furthermore, continuous efforts are needed to establish or replace the structure of education at any level, 7 national education policies, 11 Five-year plans and several different strategies have been proposed and originated along with conferences, seminars, workshops and other moots on education are held. Farrukh (2016) stated that the first effort in this regard was "The Pakistan Educational Conference, 1947" The conference made a number of educational committees; among them was primary and secondary education committee. The primary and secondary education committee "considered it necessary that a nationwide structure of education should be constructed on the durable foundations of free and obligatory

primary education.” Furthermore, it also recommended segregated pre-primary and primary education phases intended for kids aged from 3 to 6 and 6 to 11. National commission on Education (1959) approved Education act of free and necessary primary education as a right of kids. Education policy 1972-80 recommends that it is estimated that elementary education will become universal up to class viii that is for males by 1982 and for females by 1987. Similarly again in 9th five year plan (1998-2003) achieve universalize primary education (UPE) for males till the end of current plan and for females till the year 2010. The education sector reform devised from the policy of 1998-2010 emphasizes on: Free and widespread primary education, free text books, equal access to opportunities of education, refining all facets in quality education and the literacy rate will be increased to 86% by 2015.

Moreover, Rehman et.al., (2015) illustrated that the objectives for the net primary enrollment percentage and literacy level are possibly not going to be acquainted. The four provinces have likewise encompassed the MDG's objective of 100 percent primary enrollment. There are noticeable differences in enrollment rates over the provinces: Punjab has the best possible rate, took after nearly by Sindh and Khyber Pakhtunkhwa, while Balochistan is considerably falling behind the others. Additionally, over time, the difference in primary enrollment ratio concerning Punjab and the other three provinces has expanded. Punjab is the only province exceeding the national average; because of its biggest population share, it is truly Punjab that has pulled up the national average. From this point of view, the falling of enrollment growth after 2004/05 nationwide mirrors the slow improvement in ratios in Punjab after 2004/05 (Pakistan Education Statistics, 2017). In addition to, the Pakistan Education Statistics (2017) also stated that the country's literacy rate declined from 60 percent to 58 percent. This means that the literacy rate of Pakistan is very low as compared to other successful nations in the region and that is the main cause that education is facing the challenges in Pakistan. Pakistan is facing challenges in targeting the net primary enrollment rate. In primary schools the enrollment rate was 67% in 2005, but nearly 30% of enrolled pupils dropped out earlier than finishing 5 years of formal education. In South Asia, Pakistan remains at the bottom in terms of net primary enrollment rates, and the conditions are same for the annual completion rates at primary level. Pakistan's Monetary Survey confirmed that the literacy rate was much higher in city areas during the year 2013-14, and the enrollment rate enhanced to 89% (Yousafzai, 2017).

Under Article 25a of the constitution of Pakistan two substantial provisions affecting education have been presented. One, for each inhabitant of Pakistan, education has been made an essential human right. Secondly, the state is responsible to provide compulsory education at zero cost, to all children between the age group of five to sixteen years. The 18th Amendment likewise accommodated broad devolution of functions to provincial governments comprising the subject of education. (The Constitution Act, 18th Amendment, 2010). But Pakistan is still far

away from access and retaining of universal primary education, in spite of all policy statements and goal setting in five-year plans and in numerous education policies. Although, every government has adopted fruitful measures and has launched useful campaigns regarding awareness about education amongst the parents and by offering diverse incentives for sending kids to schools (Iqbal, 2003).

Keeping in view, the importance of primary education, and the recent development and initiatives taken by government, it was necessary to study that to what extent the teachers are influential in achieving primary enrollment goals so, the researcher conducted a study to explore the issue at large, related to the roles of teachers in perspective of millennium goals of primary education.

Material and Methods

Research methodology was adopted as:

Population

All primary teachers of government schools of District Khanewal were the population of the present research. The elementary teachers who taught the primary classes were also included in the population of current study. The relevant data regarding number of schools, their level, gender wise division, area wise division and their respective staff was gathered from the official website of School Education Department Punjab Portal, government of the Punjab (<https://schools.punjab.gov.pk>). All the primary teachers (2853) of Government schools of Khanewal district were taken as the population of the research.

Sampling

For the purpose of study 323 out of 2853 teachers were selected through simple random sampling technique.

Research Tool

The research tool was a five-point scale (Likert scale) constructed for attitude measurement of teachers. It was consisted on 45 statements. Strongly Agreed, Agreed, Undecided, Disagreed and Strongly Disagreed are the options against each statement.

Results and Discussion

Statistical Analysis

After gathering data, mean score method was used to analyze the statements, which were presented in tabular form. On the part of teachers, the norm for rejection or acceptance of statement was the value of mean score as 3. Mean score larger than 3, showed the agreement, while the value which was lesser than 3, indicated the disagreement on the part of total sample groups. Responses of teachers sampled group is presented in below mentioned table

Table 1
Awareness regarding Universal Primary Education (UPE)

	Statements	Mean
1. Awareness regarding Universal Primary Education(UPE)		
1	Do you have a clear vision about Millennium Development goals of Universal Primary Education	3.58
2	Do you support UPE goals?	3.38
3	Does your school have sufficient resources to reach these goals?	2.80
4	Do you think you are able to achieve UPE goals in next two years?	3.22
5	Do you know annual plan to achieve UPE goals?	3.41
6	Do you know about the details of annual enrollment plan?	2.97
7	Do you have monthly basis updates about all relevant documents?	3.42
8	Does the population around your school's surrounding know the UPE goals?	3.63
9	Do the location of your school is helpful in attaining UPE goals?	3.29
2. Door-to-door surveys		
10	Door-to-door convincing of parents, regarding the enrollment of their children is helpful in increasing enrollment rate.	3.92
11	Door-to-door surveys are done individually.	3.67
12	Team work in door to door survey becomes difficult for you.	3.29
13	Door-to-door survey is time consuming.	3.02
14	Door-to-door survey is a hectic job.	3.62
15	Your family suffers due to time you spent on door-to-door survey.	3.55
16	Your health suffers due to this extra duty of door-to-door survey.	3.57

17	You face no problem in doing your actual duties and this extra work.	2.79
18	You face no problem in doing extra work.	2.76
19	Once you get experience of door-to-door survey, it became helpful for your next survey duty.	3.63
20	Government gives travelling allowance to teachers for door-to-door survey and field work.	1.80
21	Government gives daily allowance (for refreshment or lunch) to teachers for door-to-door survey and field work.	1.73
3. Gender discrimination		
22	Parents are more concerned about education of their sons as compared to daughters.	3.72
23	Educated parents don't discriminate among education of their children.	3.90
24	Gender discrimination is slightly reduced among educated parents.	4.05
4. Government: Role and Strategies		
25	Government sets strategies for you to work on them to increase enrollment.	3.70
26	Government has set realistic goals regarding achievement of annual enrollment programs.	3.12
27	Government award incentives for teachers who successfully achieve annual enrollment goals	2.08
28	Government punishes teachers who fail to achieve annual enrollment goals.	3.28
29	Do you get punishment, when fail to achieve stated goal?	2.68
30	Govt. provides funds to retain students in schools.	3.33
5. Role of teachers in achieving UPE targets		
31	You devote as much attention to student retention as you do to recruitment?	3.80
32	Do you have a system for identifying students' needs?	3.02
33	Do you have any mechanism to help students economically?	2.83
34	You use emails and social media to flow the importance of primary education to community?	2.88
35	You have devised your own strategies to convince parents to get children enrolled.	3.75
36	You have enough authority to use your own strategies to convince parents.	3.48
37	You feel your efforts aimless, when students dropout from your school.	3.22
6. Role of Parents		

38	Parents have awareness about importance of primary education of their children?	3.26
39	Parents think educating their children is useless due to unemployment.	3.24
40	Parents don't like to educate their special children.	3.25
41	Educated parents are more concerned about education of their children.	4.24
42	Parents prefer religious education only and send their children to Madrassa	3.09
43	Parents send their children to work in fields, workshops etc.	3.62

Findings according to Research Questions

Teachers had high level of awareness regarding the present situation of UPE (Universal Primary Education) with means score of 3.58 for teachers sampled group, which is greater than 3.

Teachers played a vital role in increasing enrollment rate because door-to-door surveys helped them in convincing parents, regarding the enrollment of their children. The means score for teachers sampled group was 3.92, which is greater than three.

Government sets strategies for teachers to work on them to increase enrollment rate, which shows the level of importance given to the goals of UPE by government. The means score was 3.70 for teachers sampled group, which is greater than three.

Teachers devote as much attention to student retention as they do to recruit them in schools. The means score was 3.80 for teachers sampled group which is greater than three.

Gender discrimination is slightly reduced among educated parents. The means score was 4.05 for teachers sampled group, which is greater than three.

Educated parents are more concerned about education of their children. The means score was 4.24 for teachers sampled group, which is greater than three.

Conclusion

The study concluded that primary school heads and teachers have complete awareness about the universalization of primary education goal and they are fully devoted and determined to achieve hundred percent (100%) enrollment rate and retention rate in their capacity. Even they are going for door to door survey for

convincing the parents. Although this practice is negatively affecting their teaching hours.

Recommendations

The results of the study indicated that majority of the teachers had the view that millennium goals of primary education can be achieved. However recommendations given here were based on the general weak aspects observed in the analysis of research tools. Recommendations suggest strategies to improve teachers' attitude towards the achievement of these goals.

Mostly teachers showed their disagreement on the statement that government gives them travelling allowance for door-to-door surveys and field work. So, it is recommended that they should be given travelling allowance for door-to-door surveys and field work.

Mostly teachers showed their disagreement on the statement that government gives them daily allowance (for refreshment or lunch) for door-to-door surveys and field work. So, it is recommended that they should be given daily allowance.

Mostly teachers showed their disagreement on the statement that Government award incentive for teachers who successfully achieve annual enrollment goals. So, it is recommended that there should be some reward or incentives for those teachers who successfully accomplished their tasks.

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