



RESEARCH PAPER

Factors Affecting the Quality Education in Rural Areas of District Kech, Balochistan

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ABSTRACT

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This research aims to study the determinants of quality education in rural areas of Kech, District. As primary level education is the basic pillar of overall education system in the state, it should be the best so as to make the overall education system better but it is the most neglected one in the Balochistan that's why our education system is suffering particularly in rural areas where basic facilities are not available for both teachers and students. Nature of this study is quantitative. Universe and units of study were the primary school teachers of rural areas of Kech, District. Data were collected from 290 teachers and analyzed by employing the SPSS application. Findings depicts that a number of internal factors like environment of class, facilities and resources of school, teachers skill and competence, students aptitude, technological facilities as audio, video visuals, textbooks and course contents and other related materials; and external factors like extracurricular activities, family and home problems, economic issues, political interferences, socio-cultural norms affected largely the quality education in rural areas of Kech, District.

Introduction

Education is the key component for any society to develop in any field of life. The nations prosper and flourish when they pay attention to their education system and put every effort in order to make their education system best.

Education is considered to be the basic human right which is the most vital feature for the slow changes of human national progress and development as education enhances the skills of humans to fight against social evils like corruption, injustice and violence. Furthermore, a country's socio-economic development depends on how that nation uses its human capital through skill development and education because innovative ideas are adopted and accepted by educated persons of the society who use them for the means and ideas for technologies and productivity and that also helps to eliminate the social and economic ailments. Moreover, education also brings prosperity and socio-economic progress in the society because skilled and educated society is always productive to elaborate economic growth and

development through broad vision, innovations and creativity, (Govt. Of Pakistan 2020).

According to Mirza (1993) primary education is considered to be the fundamental right of a human that has been philosophically admitted by modern world for the wellbeing and interest of the people and it has also been considered as one of the essential requirement for the growth of its culture, economy and social status. Similarly according to Suleman (2008) primary level of education is the most important stage in a learner's life, if it has been framed sound and well, it makes the entire concept of education clear to a pupil, in future, and the child will be capable to get the difficult things easily. Additionally, according to Shami (2006) education of primary level is the common education that is for nine years and it includes every child who is aged six or five years but there is a difference between governments and private schools for the years of primary education. Longman (1987) define primary education for the children aged five to nine years. According to Seratuallah (1993) the children who are younger than eleven years get primary education.

On the other side of the coin, the official statistical data regarding the education of Balochistan depicts a gloomy picture throughout the Pakistan. As the economic survey 2020-2021 issued by the finance division of government of Pakistan indicates that Government of Balochistan total expenditure on the education is 61,751 million which is the lowest among all other provinces of Pakistan. Beside this harsh fact, the literacy rate is 46% in Balochistan. The literacy rate of urban areas is 63% which is much better than the rural areas which is recorded as 40%. Moreover, the PSLM data of 2019-2020 demonstrate another dark feature of Balochistan that gross enrollment rate of primary section of the province was 72%, (84% Male and 56% Female). Beside this net enrollment of primary classes (1-5) was recorded as 56% in which male (65%) and female (45%). Thus, it is clear from the facts and figures that the state of primary education is in a state of shackling.

However, the study conducted by Ahmed et al. (2013) discovered that primary education is the most avoided part in the whole education system. The system gets poor budget and it is also poorly managed. Because there is political interferences in the system which breeds corruption, favoritism and nepotism, these factors challenges the quality of education system. Moreover, the system of supervision at primary level is weak and traditionally characterized. There is no effective mechanism of teacher training. Teachers are not trained on continual basis that's why they are not aware about the new techniques and methods. Parents are not satisfied with the quality of education in government primary schools that's why they do not send their children on regular basis. The system of monitoring and checking at primary level is very poor in public sector schools. Primary school teachers are not paid well and are less motivated. The successive educational policies have failed to bring any positive changes due to poor implementation and assessment mechanisms and there is no evaluation on regular basis. The assessment and curriculum of the primary education is outdated in which most of the information and data is inaccurate as well as it does not meet national and international standards due to which universalization of primary education is not possible, because it encourages cramming of the content and deprives students from critical thinking, reflection, analysis and creativity in Pakistan (Ahmad, I., Rauf, M., Rashid, A., ur Rehman, S., & Salam, M. 2013).

Indeed, the present research concentrates on the determinants of quality education in rural areas of District Kech. Researcher had observed various factors regarding the quality education in primary sections of rural areas of Kech. These factors include problems lack of basic infrastructure in schools and classes, absence of teachers, course contents and curriculums issues, lack of learning and teaching materials, incompetence staff, absent of monitoring and evaluation mechanism of system and assessment, and many more such factors which affected the quality education in rural areas of district Kech.

Literature Review

Ahmed et al, (2014) Explored in their paper that education is said to be developing the people in every field of life like moral, political, social and economic, education is the key determinants that allow the entire nation to get their every goal to be successful. Furthermore, it has become a known fact that the states that have a good and well established education system also do have a good political and social system. The countries which have a comprehensive education system enjoy independences as well as they are economically and politically developed. Kousar and Shoukat (2020) Identified that there are some crucial determinants that include better facilities, home environment, parents' cooperation, better teaching staff and appreciation and encouragement from teachers and parents have a great impact on provision of quality education. The data collected from the students also revealed that students reported that if they are not suffering from the fighting of their parents as well as financial issues are removed from their lives, they would be performing much better in education field, according to the respondents, these factors affect the quality education miserably in their education system.

Akareem and Hossain (2016) stated that parents' awareness about education, previous results, age, extracurricular activities, environment of their university and availability of scholarship for the students have a huge impact as the factors that provide quality education for university students. Zafar, Mustafa and Jameel (2016) Identified some factors such as curriculum and criteria of admissions for students whether in college or schools as well as fee structure that can be used to determine the quality of education provided to students in colleges as well as schools. Additionally, this research paper revealed the data of their survey conducted that more than 93% of their respondents who were satisfied with the whole quality of education when they are provided with satisfactory fee structure, curriculum designing and admission tests.

Toshtemirova (2020) Concluded that the provision of quality education would not be possible if the system only focuses on one group of individuals such as elite groups while ignoring the other group, overall quality of education depends on how education is provide d to each individual who are able to go for competitive work place, who are professionally self-determined as well as they ready to adjust in the new social set ups and perform their responsibility in society. Ibido (2020) Revealed in his study that the most important factor badly that affect the quality of education is the political interference in higher education other than this, there are some determinants as well including poor allowances and salaries, politics based research works, lack of managerial capacity, political intervention, lack of well qualified teachers, lack of motivation by instructors also contribute for the bad education system which lacks the required quality.

Awour, Okere and Odero-Wanga, (2018) Demonstrated in their study that teacher students' ratio affects the use of available facilities which ultimately affect the provision of quality education, due to the same issue, teachers are not able to give due attention and focus to each individual. Additionally, the schools have incompetent management and administration which affect the use of resources of school which result in poor learning activities as well as political interference has a huge impact on provision of quality education. Damirchili and Tajari (2011) Indicated in their study that some of the vital factors that can be effective for provision of quality are modern teaching methods used by teachers, learning environment for both teachers and students, contents of the curriculum, atmosphere of classroom and availability of internet facility for the students.

Henderson (1988) explored that teachers play a vital role in increasing the quality of education in every discipline of life, when the teachers are professional, committed and they have the capabilities of facing every upcoming challenge that's why their appointments on merit basis so they are able to serve their nation accordingly. Furthermore, a study also revealed that students who have educated parents are better performer in their academics in comparison with those students who don't have educated parents because educated parents are able to better communicate with their children about their studies and they can also help them with learning process, (Krashen, 2005). According to Bhatti et al. (2010), analyzed that education is broadly regarded as the base to prosper the economic condition of the nation as well as it brings a key to technological and scientific advancements, this is why education plays a vital role for human principal as well an important tool for sustaining socio-economic growth and development. Moreover, education can also help to overcome the main problems of society such as unemployment, awareness, sound society foundation, tolerance and political socialization. Education also helps to raise the efficiency and productivity of individuals by developing their skills and capabilities for leading economically prosperous society.

Shaterloo and Mohammadyari (2011) education has an important role in developing the abilities of pupils because individuals can develop their potential by getting higher education. Quality education can be seen through the success rate of academic achievement of students and what kind of skills they have developed in order to be successful in their professional lives. According to Abaalkhail and Irani (2012, p. 94-97) stated that some of the main factors that are founding pillars of quality education that include professionally trained educators, aligning textbooks with national objectives, managing knowledge, academic achievements, research-based teaching, updated and well-planned curriculum. Bhuttah, Ullah, Javed and Xiaoduan (2019) primary education is said to be the base that makes all the other education stages and hence, it is involved in human development. When education reforms are done at primary level, it will be developing all the other education system. However, Pakistan is one of those twelve countries that spends its less than 3% of total GDP on education continuously, that's why this poor education is creating a lot of unskilled young people.

Material and Methods

Present research is conducted on the parameter of the quantitative research and used explanatory type of research. Universe of the study was selected as the rural areas of district Kech. Sample size was 290 primary school teachers. Convenience sampling procedure was applied for the collection of data. The instrument for the collection of data was a structured questionnaire developed by Ghazi, Shah and Ullah (2014) under the parameters of UNICEF on the definition of quality of education. These indicators were modified by the researcher using the Likert five point scaling from Strongly Agree to Strongly Disagree. Data were analyzed by using the SPSS software and sample frequency and percentage were generated to analyze the data.

Result and Discussion

The aim of study was to find out the factors affecting the quality of primary education in rural areas of Kech District. Researcher took the parameters of the quality of education which was constructed by Ghazi, Shah and Ullah (2014). The universe of study was the rural areas of district Kech. Data were collected through a self-administered questionnaire from the teachers of primary schools of rural areas of district Kech. Data were analyzed through SPSS software and the result is discussed below;

Table 1
Frequency and Percentage Distribution of the Respondents According To the Parameters of Quality of Environment

Parameters	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
Teaching Kits	47	16.2	51	17.6	62	21.4	55	19.0	75	25.9
Water Facility	49	16.9	51	17.6	58	20.0	74	25.5	58	20.0
Boundary Walls	58	20.0	53	18.3	42	14.5	61	21.0	76	26.2
Toilet Facility	80	27.6	47	16.2	46	15.9	52	17.9	65	22.4
Furniture	74	25.5	41	14.1	70	24.1	59	20.3	46	15.9
School Building	57	19.7	63	21.7	72	24.8	57	19.7	41	14.1
Class rooms facility	44	15.2	56	19.3	65	22.4	74	25.5	51	17.6
Furnishes of class rooms	82	28.3	45	15.5	41	14.1	45	15.5	77	26.6
Playground facility	59	20.3	66	22.8	58	20.0	45	15.5	62	21.4
Separate staff rooms	56	19.3	66	22.8	54	18.6	57	19.7	57	19.7

The table No.1 shows that parameters of quality of environment through its different indicators. The indicators fundamentally presents the availability and accessibility of the facilities and resources of schools. The data of the respondents' cumulative presents their disagreements towards the availability of the school facilities include teaching kits (44.9%), water facility (45.5%), boundary walls (47.2%), toilet facility (40.3%), furniture (36.2%), school building (33.8%), class room facilities (43.1%), furnishes of classrooms (42.1%), playground facility (36.9%) and separate staff rooms (39.4%). Thus, the data declares that most of primary schools in rural areas do not have these basic facilities which affected largely the quality of education.

Table 2
Frequency and Percentage Distribution of the Respondents According To the Parameters of Quality of Contents

Parameters	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
Curriculum is as per learner's needs.	86	29.7	34	11.7	41	14.1	48	16.6	81	27.9
Existing curriculum match society needs.	81	27.9	86	29.7	35	12.1	47	16.2	41	14.1
Teaching material is enough & attractive.	41	14.1	81	27.9	87	30.0	41	14.1	40	13.8
Curriculum is inclusive & exciting.	41	14.1	41	14.1	81	27.9	85	29.3	42	14.5
Curriculum is well managed.	41	14.1	41	14.1	40	13.8	40	13.8	128	44.1
Sufficient books are available in library.	117	40.3	27	9.3	34	11.7	71	24.5	41	14.1
Supplementary materials with text books are available.	15	5.2	112	38.6	72	24.8	71	24.5	20	6.9
Course content is as learners' mentality	25	8.6	71	24.5	105	36.2	59	20.3	30	10.3
Curriculum reflects cultural values.	85	29.3	46	15.9	37	12.8	93	32.1	29	10.0
Course content is revised & polished.	45	15.5	40	13.8	26	9.0	33	11.4	146	50.3

Table No.2 reflects another parameter of quality of education which is quality of contents. This indicators measures the course contents and curriculum of the schools. The data exhibits the responses cumulative disagreement that curriculum as per students need (44.5%), curriculum similarities of society needs (30.3%), enough and attractive teaching materials (27.9%), inclusive and exciting curriculum (43.8%), management of curriculum (57.9%), enough availability of books in libraries of schools (38.6%), extra materials with text-books (31.4%), course contents designation of students mentality (30.6%), curriculum reflection of cultural norms and values(42.1%) and revision and polishing of course contents (61.7%).

Table 3
Frequency and Percentage Distribution of the Respondents According To the Parameters of Quality of Process

Parameters	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
Activity based method in classes.	92	31.7	53	18.3	46	15.9	30	10.3	69	23.8
A.V.aids available in the school.	46	15.9	76	26.2	41	14.1	81	27.9	46	15.9
Teachers trained to use A.V aids.	46	15.9	51	17.6	101	34.8	41	14.1	51	17.6
Teachers skillfully equipped	56	19.3	71	24.5	42	14.5	75	25.9	46	15.9
Teachers prepare lesson plan.	122	42.1	41	14.1	46	15.9	34	11.7	47	16.2

Refresher courses mend teaching skills.	81	27.9	41	14.1	41	14.1	46	15.9	81	27.9
Teacher command over subject matter.	46	15.9	76	26.2	41	14.1	76	26.2	51	17.6
In-service training is provided to teachers.	51	17.6	41	14.1	111	38.3	41	14.1	46	15.9
Questioning is in the class is encouraged.	46	15.9	35	12.1	77	26.6	122	42.1	10	3.4
Mother tongue medium of instruction.	81	27.9	87	30.3	10	3.4	5	1.7	107	36.9

Table No.3 reflects another parameter of quality of education that is quality of process. This indicators deals completely regarding the teaching methodology and teacher competence. The data reveals the cumulative responses of the respondents on their disagreement as activity based method is utilized in classes (34.1%), audio visual aids are available in the school (43.8%), teachers are trained to utilize the audio visual aids (31.7%), teachers are skillfully equipped (41.8%), regularly lesson plans are prepared by teachers (27.9%), refresher courses to mend the teaching skills (43.8%), teachers are specialized in their courses (43.8%), in service trainings are given to teachers (30.0%), raising questions during the lectures are encouraged in classes (45.5%), and mother tongue is used as a medium of teaching (38.6%).

Table 4
Frequency and Percentage Distribution of the Respondents According To the Parameters of Quality of Outcomes

Parameters	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
Annual evaluation system for primary.	76	26.2	57	19.7	46	15.9	36	12.4	75	25.9
Teachers use assessment to boost student's learning.	46	15.9	76	26.2	46	15.9	76	26.2	46	15.9
Teachers regularly assess performance.	46	15.9	47	16.2	105	36.2	46	15.9	46	15.9
Monthly written tests to judge the knowledge & skills.	47	12.8	86	29.7	35	12.1	86	29.7	46	15.9
Transparency of Annual evaluation.	116	40.0	46	15.9	46	15.9	31	10.7	51	17.6
Verbal assessment system to rise reading skills.	76	26.2	46	15.9	46	15.9	41	14.1	81	27.9

Assessment system is used to improve writing skills.	46	15.9	76	26.2	41	14.1	81	26.9	46	15.9
Evaluations and assessments are used to measure the achievement.	46	15.9	41	14.1	111	38.7	46	15.9	46	15.9
Daily class room assessment is done.	41	14.1	41	14.1	85	29.2	85	29.2	38	13.1
Assessment system promotes the habit of study.	81	27.9	86	29.7	26	9.0	26	9.0	71	24.5

Table No.4 portrays the last indicator of the quality of education that quality of outcomes. This parameter is wholly about the evaluation and assessment system used by the teachers to judge the students promotion and performances. The data explores the cumulative disagreement that annual evaluation system is used at primary level (38.3), teachers use assessment procedures to enhance student's learning (42.1), teachers regularly assess performance (31.8), monthly written tests are used to judge the knowledge and skills of the students (45.6), annual evaluation system is transparent (28.3), verbal assessment system is used to increase students reading skills (42), assessment system is used to improve writing skills of the students (42.8), evaluations and assessments are used to measure the level of achievement of students in a precise way (31.8), daily class room assessment is done (42.3), assessment system promotes the habit of study and discourages the habits of selective study (33.5).

Conclusion

Researcher concluded the research that various factors exist that are affecting the quality of education in rural areas of district Kech. These factors are largely concluded as resources and facilities of schools like furniture, classrooms facilities, water facility, boundary walls, school buildings, toilet facilities, issues and problems in course contents and curriculum, assessment and evaluation system of students, teachers' incompetence, lack of teachers trainings and kills on latest equipment like technology etc. Beside these factors researcher also explored some of the external factors which affected the quality of education like poverty, family problems, and political interference also affect the quality education in rural areas of district Kech.

Recommendations

From the above data collected and findings, the research has given some recommendations to promote quality education:

1. The government should provide basic facilities like boundary walls, school buildings, classroom, water and washroom in order to promote education in rural areas.

2. Government should provide competent and trained teachers for students who make them skilled and compete able to the fast world.
3. The government should provide A.V aid and technology like multimedia and projector for enhancing quality in education and develop students' interest as well.
4. The government should make the exam system transparent for promoting the deserving merit in schools, exams should be objective based rather than subjective.
5. The government should allocate the right amount of budget to education for it to run smoothly with all the teaching learning resources.
6. Political interference in education should be demotivated and education officers at district level should be given authority to right decision for their schools themselves.
7. In-service teacher trainings should be encouraged in order to make them aware about latest trends in education.
8. Parents and society should be taken as part of the administrative bodies for the decisions makings regarding the children educational activities.
9. Media should promote awareness to the masses regarding the quality education.

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