

Role of NGOs for Improving and Standardizing the Educational Arrangement in Quetta District, Balochistan

Social Sciences

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Abstract

Present study was conducted in Quetta district Balochistan province. The target population for this study was NGOs respondents who were involved in the educational practices. Sample size of one hundred (100) respondents of various NGOs were selected by using simple random sampling. Data analysis was accomplished by employing SPSS software. The results reveals that majority (63%) of the respondents belonged to age group of 31-40 years followed by the age group of 41-50 (25%). Most (44%) of the respondents had received education up to M.Sc. (Hons.): followed by (30%) who received B.Sc. (Hons.) level of education. Most (42%) of the respondents faced problems about low competency level of staff to a greater extent and was ranked as 1st. Standardizing the education dimension and their perceived mean scores were found significant differences five (5) out of eight (8) categories regarding education dimension. Base on achieved results subsequent suggestions were recommended. Absenteeism is the limiting factors which not only provide the hindrance in the development process of education outlook but also reflect the negative image in the entire educational process, therefore it was recommended that check and stability with the term of monitoring and evolution process may accelerate as an dynamic force in order to stopover absenteeism within department. Teachers are the last pecking order of development process, therefore it was suggested that in-services trainings for the teaching staff should be organized so that increases the capacity building of the teaching staff as effective or vivid manner.

Keywords: Balochistan, education, NGOs, Quetta, standardizing.

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Introduction

Education lies at the heart of the dynamic and complex relationship that profoundly influences the destiny of individuals and society as a whole. Both formal and non-formal education and particularly basic education and training especially for girls, are vehicles of empowerment as well as essential to addressing the root causes of poverty inequality and exclusion. A powerful correlation exists between education and attainment of goals aimed at building the resilience of communities.

Education plays a very significant role in every one's life. It is a human right and an essential tool for achieving equality as specified to impart the learning realm such as knowledge, skills attributions and attitudes toward intended beneficiaries in order to achieve pre-determined goals of education. Comparatively, Balochistan regarded as the largest province of the country (approximately more than 43%) as a whole land masses. With the term of financial and social development the province has seems to intimidating issues and challenges. The province has the pathetic socio-economic indicators as compared to other provinces of Pakistan and has extremely levels of poverty existence, squat educational pattern and negligible industrialization. The challenge to economic, political, environmental, social and economic enlargement (including educational reform) efforts gets more complex by the broad-based and bilingual population (GoB, 2017).

Due to unique geographic and demographic peculiarities of province having logistic and strategic prominences. The province in the edge of hazard a comparatively low level of social achievements such as worse communication pattern, little human indexes, poor health condition of commonalities, low education level among masses, low human indicator, squat economic development and miserable physical infrastructure (Hussain, 2003). Without a doubt, detachment, ecological brittleness and topographical diversity might be observed as crucial the term of development in the province (Gazdar, 2007). Diverse research studies reveals that seventy (70percent) of the masses either rural or urban cannot afford to send their offspring for quality education at province level.

Gender-based indiscrimination was observed particularly at primary level of education at district level. Even thought, most were of the children's did not achieved education at primary level particular females. In this connection, one of the prime judgment behind this logic was non-availability of schools.

Non-governmental organization which are involved and working for sustainable education practices or development:

There are following NGOs were observed vividly active regarding sustainable education practices throughout the reporting stage such as:

1. Aurat Publication and Information Service Foundation (APISF)
2. Balochistan Rural Support Program (BRSP)
3. Institute for Development Studies and Practice (IDSP)
4. Pak Public Development Society (PPDS)
5. Society for Community Primary Education in Balochistan (SCPEB)
6. Strengthen Participatory Organization (SPO)

One of the objectives of the present study was to assess the goals set by the NGOs regarding educational practices as perceived by respondents. In this connection, to acquire these objectives, the respondents were interviewed, based on the information acquired by NGOs representative following were the aims of each NGOs.

Various NGOs their thematic areas and focal points in district Quetta:

1. Balochistan Rural Support Program (BRSP)

Poverty alleviation, rural development, income generation, forestry, micro credit, education, environment health, sanitation, human resource development, agriculture and institutional development at the grassroots.

2. Institute for Development Studies and Practice (IDSP)

Training on participatory action research, power structure, education, organizational theory and sustainable agriculture practices.

3. Pak Public Development Society (PPDS)

Education, child labor, health, drug abuse, human rights, poverty alleviation, sustainable agriculture development and women and development.

4. Society for Community Primary Education in Balochistan (SCPEB)

Education, water and sanitation, women and development, community development, human resource development, up lift agriculture strand and primary environmental care.

5. Strengthen Participatory Organization (SPO)

Agriculture development, forestry, education, water, capacity building, sanitation, health, humanitarian relief, human right, community development and rural development.

6. Society for Community Primary Education in Balochistan (SCPEB)

Education, water and sanitation, women and development, community development, human resource development, up lift agriculture strand and primary environmental care.

7. Mahec Trust (Helping Council) for Community Development Balochistan

Working in sectors of education and women health.

8. SCSPEB- Society for Community Support for Primary Education in Balochistan

Working for females and girls education sector in Balochistan.

9. UNICEF

Cross-cutting components of the UNICEF primary education promotion at province level.

Due the safety and security most of the NGOs limited their activities.

Rationale of the Study

Getting education has fundamental right of every human either male or female. Education has the vital weapon that modified the human behavior as substantial accurate trend. In the context of Balochistan province role of education or foci theme in the development process has diverse actualities and practicalities. Ground realities, facts and figures shows that the education setup of Balochistan province has gone at bottom of the ranking as compared to other provinces of Pakistan. The main challenges and issues in the province education set-up is absenteeism of teaching staff, worse physical infrastructure, far-flung areas, inactive geographical mobility of education department, lack of resources, weak governance, low competency level of teaching staff and so on. The entire picture exhibited glum role not only educational context but also in unproductive in social set up. Therefore it is dare need to stimulate and enhance the quality of education at province level. Political involvement not only adversely affected the education direction but also reveals substantial irregularities in recruitments of the teaching staff. Circumstantial evidence proposes that recruitment of teacher's staff is often

politically motivated. Beside that teachers did not received whichever in-services or induction trainings in order to increases their professional skill or capacity. By and large, there is no methodical specialized development of teachers, beyond the undeveloped trainings available or rendered at the Provincial Institute of Teacher Education PITE (GoB, 2008). Therefore, present research was designed in order to examine the NGOs involvement for improvement of education structure in Quetta district, Balochistan Pakistan. It was visualized that the results of this research would be supportive in confirming or negating. Following were specific objectives of present study.

Objectives of the Study

1. To measures the goal-line as set by the various NGOs about educational practices as perceived by respondents.
2. To study the constraints encountered by various NGOs working for technology transfer with the term of educational context.
3. To develop roadmap for suitable strategies and removing the constraints faced by various NGOs regarding educational practices.

Materials and Methods

Research design is scientific procedure consists of seven principal stages: problem, hypothesis, research design, measurement, data collection data analysis and generalization. The systematic techniques are an arrangement of the specific methods and investigators administer a survey or questionnaire to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population (Nachmaise & Nachmaise, 1992). Research procedure it is a parameter symbolizing those ideologies, plans and actions, which govern the scope of study, methods to gather data and its enquiry to found association between variables of the study (Matin, 1989). The planned in present study was exploited by using sample survey method. In sample survey method was appropriate to perceptive the individuals acuties on socio-realities and facts in current ailment (Trochim, 2000). Present study was conducted in Quetta district Balochistan province. The target population for this study was NGOs respondents who were involved the educational practices. Sample size of one hundred (100) respondents of various NGOs were drawn with the help of McCall (1980) table of “determining sample size from given population” at 0.05 error frequency. For the sampling purpose a complete list of NGOs working in educational practices were obtained in their regional offices, one hundred (100) respondents were chosen through simple random sampling. So

as to verify the validity of the interview schedule it was pre-tested on 15 respondents of various NGOs in study area. The schedule was finalized after making necessary amendments in light of the objectives of the study. The data analysis was accomplished by employing SPSS software (12.0 version of Statistical Package for Social Sciences). Descriptive statistics were used to calculate, interpret and discuss results and formulate the recommendation. One-Way ANOVA (DMRT test) used in order to determine the discrepancy and variance in the perceptions of the respondents at the 0.05 level.

Results and Discussion

The fundamental purpose of present research was to find-out the perceptions of NGOs representatives. Raw data was analyzed through the (SPSS) in order to observe the NGOs (representative) perceptions regarding educational practices on sustainable basis in Quetta district, Balochistan province.

Demographic profile of respondents

Demographic characteristics play pivotal role to adoption of attest technology. The demographic information of the respondent presented as under:

Table-1: Distribution of the respondents according to age

<i>Age composition</i>	<i>F</i>	<i>%age</i>
18 to 30	7	7.0
31 to 40	63	63.0
41 to 50	25	25.0
51 and above	5	5.0

Age was considered as the important variable with the term of decision making process of the intended respondents and transfer the technology as an effective mechanism. The data obtainable in table-1 described that, majority (63%) of the respondents belonged to age group of 31-40 years followed by the age group of 41-50 (25%). Most (7%) of the respondents fall into and between (18-30) year of age.

Table-2: Distribution of the respondents according to education level

<i>Educational Level</i>	<i>F</i>	<i>%age</i>
Matriculation	8	8.0
Intermediate	17	17.0
B. Sc. (Hons)	30	30.0
M. Sc. (Hons)	40	40.0
M.Phil	3	3.0
Ph.D	2	2.0

Education is the dynamic force in order to change the human behavior in diverse developed direction as shown in table-2. Most (44%) of the respondents had received education up to M.Sc. (Hons.): followed by (30%) who received B.Sc. (Hons.) level of education. While, 8% of the respondents who had received the education up to matriculation and only (2% to 3%) of respondents had Ph.D and M.Phil degree.

Table-3 Perceive score about problems in education department

Problems	Not at all		To some extent		To a greater extent		Total	Mean	S.D.	Rank
	<i>F.</i>	<i>%age</i>	<i>F.</i>	<i>%age</i>	<i>F.</i>	<i>%age</i>				
Low competency level of staff	32	32.0	26	26.0	42	42.0	100.0	2.10	0.85	1 st
Lack of knowledge of staff	35	35.0	26	26.0	39	39.0	100.0	2.04	0.86	2 nd
Political influence	44	44.0	17	17.0	39	39.0	100.0	1.95	0.91	3 rd
Nepotism and favoritism	72	72.0	9	9.0	19	19.0	100.0	1.47	0.79	4 th
Non-availability of infrastructure	84	84.0	5	5.0	11	11.0	100.0	1.27	0.64	5 th
Lengthy curriculum	92	92.0	2	2.0	6	6.0	100.0	1.14	0.49	6 th

Table-3 shows that most (42%) of the respondents faced problems about low competency level of staff to a greater extent and was ranked as 1st. While (39%) of the respondents faced problems lack of knowledge of staff to a greater extent and was ranked order 2nd. Conversely (9%) of the respondents faced problems of nepotism and favoritism to some extent. However vast majority (92%) of the respondents not at all faced problems of lengthy curriculum at the bottom of the ranking. Balochistan province has exhibition austere and bleak scenario with the context of education terminology. Due to top-down and hierarchical style of decision-making the entire process of education sector goes behind on passive mode, which indicates there was gap between potential clench of education and actual position. It was worthwhile point out that these trends did not contest the philosophy of education growth.

Table-4: Comparison between respondent’s perceptions regarding standardizing the education dimension.

Categories	Organizations										f value	Sig	
	PPDS		SCPEB		BRSP		SPO		UNICEF				M
	M	SD	M	SD	M	SD	M	SD	M	SD			
Effective linkages	3.30 ²	.864	3.00 ¹	1.07	3.75 ²	.688	3.20 ²	.894	3.75 ²	.716	2.27	3.13	.018 ^s
Skilled Manpower	3.90 ³	.718	2.85 ¹	1.13	3.60 ³	.680	3.10 ²	1.07	3.60 ³	1.04	3.61	3.99	.005 ^s
Dynamic mechanism	3.70 ²	.732	2.90 ¹	1.20	3.30 ²	.978	3.00 ²	1.07	3.35 ²	1.03	2.00	1.92	.113 ^{ns}
Coordination among staff	3.00 ²	.917	2.90 ¹	1.07	3.60 ²	.680	2.80 ¹	1.00	3.20 ²	1.00	2.00	2.23	.017 ^s
Better R&D section	3.00 ²	1.07	2.85 ¹	1.13	3.70 ²	.571	3.05 ¹	.825	3.15 ²	.988	2.12	2.39	.56 ^{ns}
Capacity building programs	2.85 ¹	1.03	2.90 ¹	1.07	3.65 ²	.812	2.95 ¹	.944	3.25 ²	1.01	2.24	2.32	.062 ^{ns}
Provides the better series about education dimension	3.25 ²	.850	2.85 ¹	1.03	3.75 ²	.688	2.90 ²	.998	3.35 ²	.933	2.54	3.11	.019 ^s
Proper curriculum alignment	3.85 ²	.745	2.85 ¹	1.13	3.65 ²	.670	3.05 ¹	.998	3.70 ²	.864	3.89	4.81	.001 ^{ns}

Scale: 1= Never 2= Rarely, 3= Some time, 4= Often, 5=Always **SD = Standard:** **MS = Mean square:** **M = Mean**

^s Significant

^{ns} Highly Significant

^{ns} Non-significant at 0.05 alpha level

The respondents were enquired to provide their perceptions about who to standardizing the education dimension at province level. In this regard, perception of the respondents were checked on 5 point Likert-scale (i.e. 1= never 2= rarely, 3= some time, 4= often, 5=always) as shown in table 4. Standardizing the education dimension their perceived mean scores contained within: effective linkages (F= 3.13; P.05); skilled manpower (F= 3.99; P.05); coordination among staff (F= 2.23; P.05); and provides the better series about education dimension (F= 3.11; P.05) were observed statistically significance at 0.05 probability level. However, dynamic mechanism (F= 1.92; P.05) better R&D section (F= 2.39; P.05); and capacity building program (F= 2.32; P.05) were found non-significance at 0.05 alpha level. Proper curriculum aliment (F= 4.81; P.05) was observed as highly significant at 0.05 alpha level by using One-Way ANOVA. Standardizing the education dimension and their perceived mean scores were found significant differences five (5) out of eight (8) categories. Comparative, it was concluded that PRSP and UNICEF were standardizing the education dimension as compared to other organizations.

Conclusion and Recommendations

Education not only changes the current behavior pattern of the respondents but also reflect the positive impact in overall attitude of the human behavior. The results reveals that majority (63%) of the respondents belonged to age group of 31-40 years followed by the age group of 41-50 (25%). Most (44%) of the respondents had received education up to M.Sc. (Hons.), followed by (30%) who had received B.Sc. (Hons.) level of education. Most (42%) of the respondents faced problems about low competency level of staff to a greater extent and was ranked 1st. While (39%) of the respondents faced problems lack of knowledge staff to a greater extent. However, (9%) of the respondents faced problems nepotism and favoritism to some extent. Standardizing the education dimension and their perceived mean scores were found significant differences five (5) out of eight (8) categories regarding standardizing the education dimension. Base on achieved results subsequent suggestions were recommend. Absenteeism is the limiting factor which not only provide the hindrance in the development process but also reflect the negative image in the entire educational process, therefore it was recommend check and stability with the term of monitoring and evolution process may accelerate as an dynamic force in order to stopover absenteeism within department. Teachers are the last pecking order of development process, therefore it was suggested that in-services trainings for the teaching staff should be organized so that increases the capacity building of the teaching staff as effective manner.

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