

## **LITERACY RATE AT PRIMARY EDUCATION LEVEL: A CASE STUDY OF BALOCHISTAN PROVINCE**

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### **Abstract**

*Present study was design in order to determine the literacy rate in Balochistan: a case study of primary education by using the descriptive type of the research. A sample of one hundred (100) respondents was selected by using simple random sampling so as to determine the perception of respondents regarding the literacy rate in Balochistan as a case study of primary education, and assessing the educational direction. The target population and sample size of the respondents was examined by utilizing the tables of population "selecting sample sizes" (McCall 1980; Fitz-Gibbon and Morris 1987) at the .05 percent error frequency. SPSS, statistical computer software used for data analysis. The results reveals that the most 33% of the respondents had 36 – 50 age group, most 40% of the respondents had higher education diploma, followed by 38% of the respondents had 11 – 20 years of teaching experience. The results reveal the all summary statistics regarding number, enrollment and teaching staff of government schools in Balochistan during the year of (2006-07 to 2008-09). In this regard the data depicted that during the year of 2006-7, the total numbers of males were 7485 and females were 2856. While, during the year of 2007- to 20088, the total numbers of males were 7566 and females were 2866. However, during the year of 2008-9, the total numbers of male were 7743 and female 2925 about the primary school level enrollment. Further, the data show that*

*during the year of 2006-07 the total numbers of schools were 10341; in the year of 2007-08 the overall numbers of schools were 10442 and during the years of 2008-09 were 10668 respectively. In the year of 2007-08 the overall male teaching staff strength were 12445 and female were 5494, in this regard the total numbers teaching staff were 17939 during the years of 2008-09 respectively. While, during the year of 2008-09 to, the total numbers of males teaching staff were 12694 and females teaching staff were 5666, in this regard the total numbers teaching staffs were 18360. Based on attained outcomes following recommendation was optional. The government Balochistan should be delivered incentive or free economic assistance to the students in order to inspire the parents to guide or send their descendants to schools so that reduce the dropout ratio. The local government body, public/private sector, NGOs should upkeep and stimulate education themes and increase the literacy rate in at the province level and allocate the budget for the accelerating the education level.*

**Key words:** *Literacy rate, Primary education, Balochistan, Pakistan*

## Overview

It is extensively recognized that education is surrounded by the distinct and foremost imperative factor contributing to reduction of extreme poverty at country level. Education plays a predominant title role and has a cross cutting influence on all features of human life. It is an energetic speculation for economic and human improvement. Regrettably, Pakistan's stand-up on this forward-facing has factually been deprived. With public expenses on education sector as a proportion of Gross Domestic Product between the lowermost in the selected example, the consequence with regard to literateness levels is not astonishing. Although the literacy rate has value-added progressively over an epoch, Pakistan's indicators on this front continue to rank at the bottom end of the global rankings. In the interior the county, merely Bangladesh has an inferior consequence on equally indicators, expenditure by the government sector and literacy rate. Nepal devotes a considerable portion more than Pakistan on the education sector, whereas its literacy rate is slightly developed. Specified this miserable state of affairs, Human Capital Development (HCD) has been conferred among the uppermost right of way in the public sector Nine Point Plan of 2008 (GoP, 2009-10).

Primary school enrollment and literacy rates at country level are squat as compared to the nations of the state. Myriad amounts of research about the education system at country level have exposed that the superiority of schooling system being providing by public sector the primary schools is underprivileged. Numerous schools did not have passable teachers, staff and human resources. Rudimentary aims' regarding the Poverty Reduction Strategy Program (PRSP) is to enlarge and expand the superiority of publicly on condition that primary education. In the education system the huge portion of the budget spent as compared Poverty Reduction Strategy Program budget spent. The Poverty Reduction Strategy Program plan for the sector comprises, humanizing the working, use of the current school, refining the superiority of learning, aggregate the enrollment rate, refining right of entry to education and increasing the primary education arrangement. Millennium Development Goals displays on learning which are to be followed through the survey are primary enrollment rates and literacy rate.

Pre-Primary Education is an imperative module of Early Childhood Education (ECE), Kachi or Prep courses and classes of offspring between the

ages of 3-4 years. An upsurge of 2.6percent in Pre-Primary registration i.e. (8.434 million) in the year of 2008-09 over 2007-08 (8.218 million) has been pragmatic and during the year of 2009-10, it is projected to upsurge by 2.2% (GoP, 2009-10).

As per the United Nations Educational, Scientific and Cultural Organization (UNESCO), Pakistan at 55% has one of the least proficiency rates on the planet, and stands 160th among world countries. Many schools and universities are entering the showing calling, especially in real urban areas, yet those living in country regions record a more noteworthy misfortune.

Proficiency rates significantly affect Pakistan's total national output (GDP). Open consumption on training adds up to 2% of the GDP. The legislature of Pakistan affirmed another national arrangement in 2009, as per which training consumption will be expanded to 7% of the GDP. Amid the previous 37 years, the most astounding open use on training was 2.80% of the GDP in 1987– 88. Open consumption on training as a level of the GDP really diminished more than 16 years and was kept up in the five years in the

vicinity of 1972 and 1973 and 2008 and 2009. Since 1972, 37 years back, open use on training as an extent of the GDP has diminished. Pakistan may have achieved 4% of its GDP certainly before 2015. In any case, it is probably not going to occur as utilization levels.

**Problem statement:**

The education sector with the term of Balochistan province context displayed the miserable condition and dreary state for the numerous spans due to the unpredictability instability in the areas besides the low financial allocations, teaching staff absenteeism, lack of school physical infrastructure and the like. It was worthwhile mention that the Balochistan province has been failure entirely its achievable targets about the educational development, set out under the Millennium Development Goals. Keeping in the view above mention facts the present study was conducted in Balochistan.

**Objectives:**

The specific objectives of the present study are under.

- 1 To explore the demographic profile of the respondents.
- 2 To determine the low literacy rate of primary schooling system in the study area.
- 3 To investigate the perceptions of the respondents regarding what mean the administration makes effective mode.
- 4 To make recommendations and suggestions the criteria for the improved quality of the secondary school system.

**Literature review**

Awan and Aqsa Riasat (2015) analyzed the part of female educators in advancement of proficiency rate in the country and tribal territories of Pakistan. Awan et al. (2015) contended that absence of instruction and poor education rate are the principle two reasons for destitution in the country ranges of Pakistan. Awan and Asma Zia (2015) assessed the part of private and open instructive organizations in improving education rate in the provincial regions. Lovell (1992) included that for guaranteeing school working, supportability had got the opportunity to be a huge prerequisite other than spending accessibility which was additionally a key factor. Heneveld and Craig (1996) distinguished this marvel of parent group bolsters as key factor in regards to the assurance of better school working. Endeavored to examine the accomplishments in NWFP as for SAP. Results of the investigation showed critical advance in prospering the essential instruction all through the nation particularly in NWFP. Khan (1999) clarified that activities of before times identified with instruction essentially focused on giving school inputs. Bedi and Garg (2000) examined that instruction had got openly given in the greater part of the rising nations. Selod and Zenou (2002) investigated that whites and in addition blacks had diverse pay rates or salaries. Naidoo (2003) clarified that exceptionally essential commitment with respect to the arrangement of training got connected with nearby, local and also national specialists. Epple et al. (2004) investigated that non-public schools got the chance to have motivating forces as far as shifting educational costs for pulling in qualified understudies particularly

when the component of associate impacts showed up in instruction. Contemplated a few social improvement markers i.e. training with a specific end goal. Michaelowa and Weber (2006) dissected the different effects of instructive guides as for create training results. Shami (2007) outlined about the essentialness of limit structures in regards to the projects of school organization sheets. Uncovered that in Pakistan, levels with respect to instructive improvement had got to be exceptionally lower. Cavalcanti et al. (2010) for evaluating the contrasts amongst private and government funded schools' exhibitions in connection with an exam of passage test in sort of state funded colleges in Brazil, devoured set of novel information. Glewwe et al. (2011), be that as it may, showed that it was difficult to distinguish the particular attributes both of instructor or school with a specific end goal to grow the instructive productivities. Chudgar and Quin (2012) featured the Indian taught framework in points of view of the significance of tuition based schools. Oliveira and Rumble (2013) by means of counterfactual deteriorations introduced private-open holes identified with test scores eighth graders accomplished inside Brazil. Strategies for quintile relapse were locked in for getting portrayal identified with scores' contingent circulations which were additionally utilized as a part of request to create counterfactuals. Jain,(1982) studied on a classroom behavior pattern of teachers in relation to their attitude towards profession, moral and values. It was to find out the teacher's attitude towards profession and the classroom behavior pattern of teachers, the teachers moral and the classroom behavior pattern of teacher's and the teachers values and the teacher's attitude towards profession. Some of the findings were that pupils interacted differently in the classes of married, unmarried or deserted teachers, Male teacher's devoted more time *in asking* questions than female teachers, and young teachers had more favorable attitude towardsteaching profession, classroom teaching and educational process than older teachers. George and Joseph (1983) studied on the effect of Microteaching ongeneral teaching competence and teacher attitude of the B. Ed. Trainees, department ofeducation research and studies. The main objectives were to find out if there is any significantchange in the general teaching competence of the B. Ed. Trainees as a result of exposure tothe techniques of micro-teaching and to find out if there was any significant change at theattitude of the B. Ed. Trainees as a result of adoption of micro-teaching.

His main findings were that there was gender difference in the attitude towards teaching, male teachers scoring higher than the female teachers and the designation of teachers did not influence the attitude towards the teaching profession. Sally (2004) had presented that parenting plays an important role in determining the intellectual, attitude, behavior, education and social outcome of the children and youths. The author discusses the parenting on early cognitive development by viewing divided theorists and suggests for positive parenting practices to promote cognitive development like emotional and verbal responsiveness of parents, cognitive stimulation in the home environment, parental use of control and facilitation of independence and the use of discipline and punishment. The author also brings to light the variations in parenting practices according to social class and ethnicity. The study highlights the impact of parental involvement on children's academic achievement and influence on its development of career exploration and occupational choice. It further discussed the impact of culture and socioeconomic status on parental involvement in education and presented the suggested activities that parental can use to promote their child's academic success. Bhutani (1986) studied the effect of some cognitive and personality factors on attitude change. He also conducted the pre-try out study on 405 college students (185 boys and 220 girls). The sample was selected through multistage cluster sampling. His major findings are those with higher cognitive consistency were less prone to attitude change than those with less cognitive consistency, boys were proved to be more consistent than girls, there was a significant difference between the changed score of flexible boys and girls in favor of girls and girls had higher cognitive complexity than boys. Khushwaha (1986) investigated into the attitude and role perceptions of secondary teachers, Rajasthan. The main findings are that teachers' quality was inversely related to the referred role, there was no relationship between teaching experience and the motivator role and there were no significant differences among the high, medium and low attitude groups on the role of the motivator and on the counsellor. Sarker (1986) conducted a study to find the correlates of children attitude towards their parents. The main objectives of the study were to examine the relationship between children's attitude towards their parents and variables like children perception of parental love, their birth order, gender and some aspect of personality. Some of the important findings were

that attitudes scores were normally distributed, boys and girls with favorable and unfavorable attitude did not differ with respect to their personality and the third born children attitude towards their parents differed significantly. Brundaban and Mishhra (1991) highlighted the wide disparity of education development of Tribal literacy with other population among the various states and within the districts of Orissa and observed the differences due to late exposure to formal education, different approaches in different state, socio-economic and culture. He further highlighted that lack of adequate educational development with high drop-out rate and less rate of retention led the Tribal population continue to remain traditional and he feels a need of new approach for educational of Tribals by bringing overall change in our society as the earlier efforts progress are slow in Tribal education. Bovina and Varghese (1993) assessed the status of primary schools in regard to the facilities provided and the local environment in which they function, making comprehensive analysis of the quality of primary schools functioning in varying conditions ranging from urbanized locality to rural locality, measure the outcomes schooling in terms of achievement of levels of the learners with specified reference to literacy and skills and identify various inputs and process factors associated with students achievement. Bussell (1994) highlighted on the relationship between mothers and student's attitudes towards education and the academic performance of the students. The study was conducted to investigate the relationship between mothers' attitudes towards education and the attitude of their children towards education, the relationship between mother's attitude towards education and the academic performance of their children in grade one through eight and the relationship between children attitudes towards education and their academic performance in grade one through eight. Attitude was measured using the parents' attitude towards education scale. Results did not indicate that a relationship exist between mother's attitude and students' academic performance and between student's attitudes and their academic performance were positive however were not significant at the 0.05 level. Canon (1994) studied on a comparison of parents, teachers and students in their attitudes towards three different type of school schedules with a focus on the 45-15 years round schedules. The purpose of this study was to identify and compare differences among students, parents and teachers in their attitude towards three different types of school schedules with a focus on the 45-15 years



round school schedule. The study revealed that studies are most positive towards monthly school schedule and least positive towards the 45-15 years round schedule. Lalneihzove(2010) emphasized about the *important of women's education and* stated as the major issues of concern for the Government of India as well as the society at large. The author highlighted the historical background *on women's education in India and the ground reality of the status of women's education. The women's education not only helps* in the development of half of the human resources but in improving the quality of life at home and outside. The author was also of the view that educated women not only tend to promote education of their girl children but also provide better guidance to all their children. It can also help in the reduction of infant mortality rate and growth of the population. Further, it brings out some *barriers to women's education and the main reasons were the dissimilarity in proficiency rates amongst urban and country ladies because of the part of social and financial obstructions in the equivalent access to instruction for Indian young ladies. Mohan and Murthy (2010) consider the change in the training framework in India was ease back because of uneducated guardians, an exorbitant instruction framework and insufficient tutoring offices. The Right to Education Act 2009 imagines for mandatory and quality instruction to all kids and to outfit them with information, abilities and qualities. Further, they were of the view that without overhauling the principles and abilities of the instructors and without giving the required foundation and offices, it can't accomplish the targets of the Act or general training. They proposed different measures and prescribed particular arrangements for distraught gatherings, for example, youngster workers, transients' kids, kids with uncommon requirements and the individuals who have an impediment attributable to social, social, monetary, land, semantic, sexual orientation, and so forth. Snehalata (2010) featured that the manages of station framework progression and retrograde esteem framework had subjected to unreasonable treatment of ladies in Indian culture, more far reaching in country social orders because of absence of education and age old religious conventions limit the raising of young lady youngster by which denying the chances to develop as a person through instruction and restricting to the house or family in the end marriage being the main objective. The creator saw from field considers that training and mindfulness assume a fundamental part in stimulating ladies from the*

*condition of apathy and hardship and rudimentary instruction and introduction to changed condition cast a positive impact and ingrain a feeling of freedom, independence and bravery to confront the chances with guts.* Further, it brings out the massive contrast between the urban and particularly metropolitan life to the realities of rural India. *PTI* (2011) reported about Human Resource Development of India that approximately 2.91 lakh classrooms at elementary level and lakh classrooms at secondary stage of education was estimated to be required despite the sanctioned to construct classroom under SarvaShikshaAbhiyan (SSA) and to install water purification system in rural schools under Jalmaniprogramme. Further, it was also reported that only 54.82 per cent schools in the country had common toilets while 58.82 per cent schools had girl's toilets and 92.6 per cent had drinking water facilities and also viewed that the enrolment of Muslim children in both primary and upper primary education had increased steadily. *Bishwajit*(2012) opined that education is the *strength of a nation's* however viewed that Manipur as a state is yet to recognized especially in elementary schools where the system was severely paralyzed and dysfunctional which are regarded as a black hole in the primary education system. He further highlighted various problems such as inefficiency and ineffectiveness of the Ministry website, no pupil or less pupils in the schools, drop out of pupils, improper salary of teachers and also the state government unable to spend on education. He further highlighted various reports and felt that Manipur need to find asolution to improved its education system.

### **Methodology**

The purpose of the present study was to record and compare the perception of the respondents about the literacy rate inBalochistanasa case study of primary education. In addition, the study determines the obstacles of the secondary schooling system at the province level. Further, the study record perception and satisfaction level of respondents regarding the literacy rate. The following chapter includes research design, sample selection, instrumentation development, data collection procedures and the analysis of data. Descriptive type of the research to obtaining the discernment of the respondents about the present condition of the natural phenomena (Gall *et al.*, 2006; Trochim

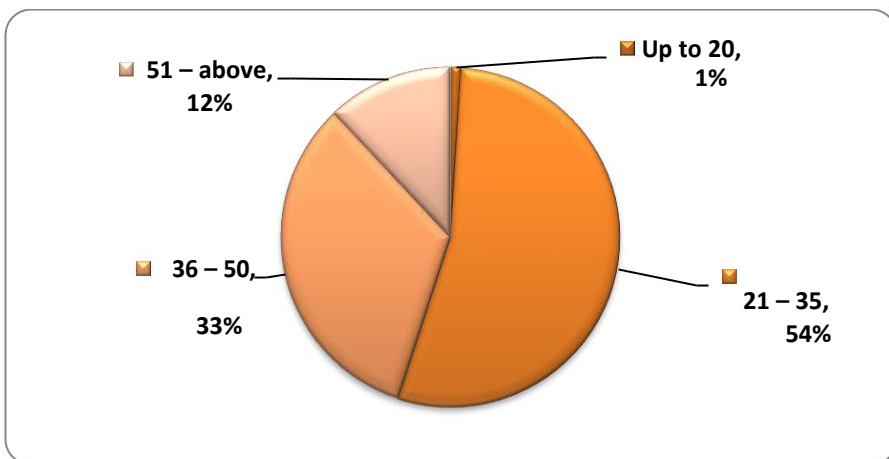
2000). According to Kerlinger (1985), “survey research is a systematic, controlled, empirical and critical investigation of the hypothetical proportions about the presumed relations among the natural phenomena”. However, field can be used to attain the reliable and accurate primary data (Trochim, 2000). A sample of one hundred (100) respondents was selected by using simple random sampling. The target population and sample size of the respondents was examined by utilizing the tables of population “selecting sample sizes” (McCall 1980; Fitz-Gibbon and Morris 1987) at the .05 percent error frequency. Cronbach’s Alpha program was used so as to determine the reliability of the opinion poll (Aryet *al.*, 1996). The reliability constants are indecisive from .87 to .89, signifying that the rational prearrangement of the opinion poll was good (Nunnally 1966). With the help of coding sheet, all the data were tabulated, summarized and analyzed with the help of SPSS, statistical computer software.

## Results and Discussion

### Demographic results

Demography is the mathematical and statistical study of the educational status, age composition and distribution of human population. Through the demographic study of the respondents the information required was about; the respondents’ age, educational level, service experience and training direction.

**Figure.1.Age (in years) of the respondents**



The figure-1 shows that only 1% of respondents belonged the age group up to 20 years, 54% had 21 – 35 years of age, 33% had 36 – 50 age group while 12% had 51 and above years of age group.

**Figure.2. Education level of the respondents**

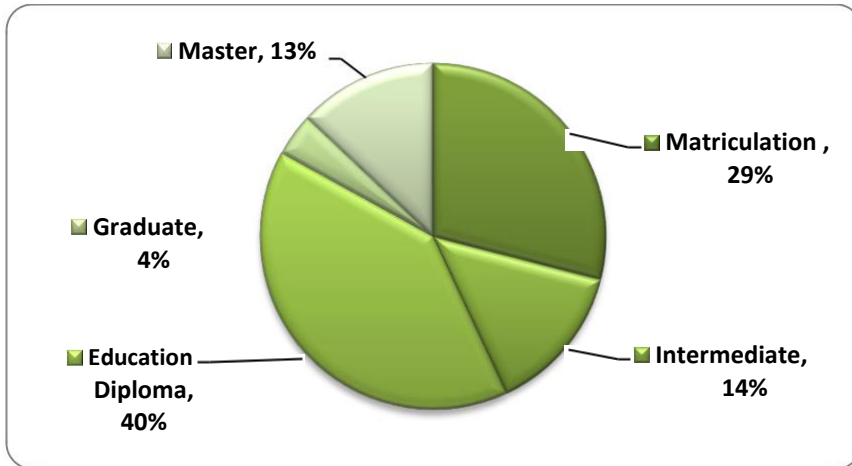


Figure – 2 indicates that 40% of the respondents had higher education diploma, 13% of respondents were master, 29% had matriculation, 14% had intermediate and 4% had graduate level of education.

**Figure.3. Service experience of the respondents**

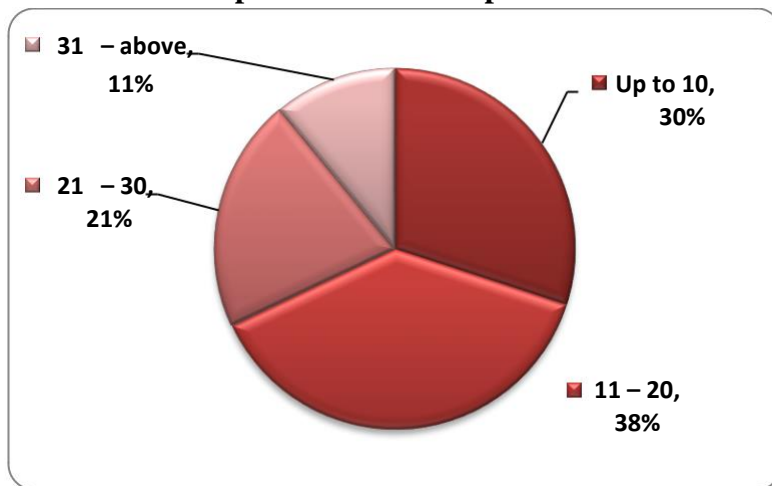


Figure – 3 depicts that 38% of the respondents had 11 – 20 years of teaching experience, 30% had up to 10 years teaching experience, 21 % had 21 – 30 years teaching experience and 11% had 31 and above years of experience.

### General information

The general information in the shape of secondary data was collected by the Directorate of Education Balochistan.

**Table.1. Summary statistics regarding number, enrollment, and teaching staff of government schools in Balochistan (2006-07 to 2008-09). (Number)**

INSTITUTIONS	2006-07	2007-08	2008-09
<b>PRIMARY SCHOOLS</b>	<b><u>10341</u></b>	<b><u>10442</u></b>	<b><u>10668</u></b>
Male	7485	7566	7743
Female	2856	2876	2925
<b><u>ENROLMENT</u></b>	<b><u>504930</u></b>	<b><u>521627</u></b>	<b><u>535592</u></b>
Male	295008	308329	317350
Female	209922	213298	218242
<b><u>TEACHING STAFF</u></b>	<b><u>17885</u></b>	<b><u>17939</u></b>	<b><u>18360</u></b>
Male	12456	12445	12694
Female	5429	5494	5666
<b>MIDDLE SCHOOLS</b>	<b><u>862</u></b>	<b><u>860</u></b>	<b><u>889</u></b>
Male	583	583	588
Female	279	277	301
<b><u>ENROLMENT</u></b>	<b><u>140536</u></b>	<b><u>146444</u></b>	<b><u>155472</u></b>
Male	85793	90032	91174
Female	54743	56412	64298
<b><u>TEACHING STAFF</u></b>	<b><u>10545</u></b>	<b><u>10724</u></b>	<b><u>11268</u></b>
Male	7056	7154	7307
Female	3489	3570	3961

Source:- B E M I S, Directorate of Education Balochistan Quetta .

The table-1 reveals the all summary statistics regarding number, enrollment and teaching staff of government schools in Balochistan during the year of (2006-07 to 2008-09). In this regard the data depicted that during the year of 2006-7, the total numbers of males were 7485 and females were 2856. While, during the year of 2007- to 20088, the total numbers of males were 7566 and females were 2866. However, during the year of 2008-9, the total numbers of male were 7743 and female 2925 about the primary school level enrollment. Further, the data show that during the year of 2006-07 the total numbers of schools were 10341; in the year of 2007-08 the overall

numbers of schools were 10442 and during the years of 2008-09 were 10668 respectively. While the data regarding the enrollment show that during the year of 2006-7, the total numbers of males were 295008 and females were 209922. While, during the year of 2007- to 20088, the total numbers of males were 308329 and females were 308329. However, during the year of 2008-9, the total numbers of male were 317350 and female 218242. Further, the data show that during the year of 2006-07 the total numbers of school enrollment were 504930; in the year of 2007-08 the overall numbers of schools were 521627 and during the years of 2008-09 were 535592 respectively. In addition, the data regarding the teaching staff show that during the year of 2006-07 the total numbers of teaching staff were 17885; in the year of 2007-08 the overall teaching staff strength were 17939 and during the years of 2008-09 were 18360 respectively. However, in this regard during the year of 2006-7, the total numbers of males were 12456 and females were 5429. While, during the year of 2007-08 to, the total numbers of males were 12445 and females were 5494. However, during the year of 2008-9, the total numbers of male were 12694 and female 5666.

While the data regarding the enrollment of middle schools show that during the year of 2006-7, the total numbers of male's schools were 583 and females schools were 279. While, during the year of 2007- to 20088, the total numbers of male's schools were 583 and female's schools were 277. However, during the year of 2008-9, the total numbers of male's schools were 588 and female's schools 301. Further, the data show that during the year of 2006-07 the total numbers of middle schools number were 862; in the year of 2007-08 the overall numbers of schools were 860 and during the years of 2008-09 were 889 respectively.

Furthermore, the data reveal that the enrollment of middle schools shows that during the year of 2006-7, the total numbers of males were 85793 and females were 54743. While, during the year of 2007- to 2008, the total numbers of males were 90032 and females were 56412. However, during the year of 2008-9, the total numbers of males were 91174 and females 64298. Further, the data show that during the year of 2006-07 the total numbers of middle schools number were 140536; in the year of 2007-08 the overall numbers of schools were 146444 and during the years of 2008-09 were 155472 respectively.

In addition, the data regarding the teaching staff of the middle schools show that during the year of 2006-07 the total numbers of teaching staff were 10545; in the year of 2007-08 the overall teaching staff strength were 10724 and during the years of 2008-09 were 11268 respectively. However, in this regard during the year of 2006-7, the total numbers of males were 7056 and females were 3489. While, during the year of 2007-08 to, the total numbers of males were 7154 and females were 3570. However, during the year of 2008-9, the total numbers of male were 7307 and female 3961.

**Table.2. Teaching staff of primary schools by sex and by district in Balochistan (2006-07 to 2008- 09).**

DISTRICTS	2006-07			2007-08			2008-09		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
BALOCHISTAN	12456	5429	17885	12445	5494	17939	12694	5666	18360
Quetta	1051	656	1707	1044	690	1734	1052	668	1720
Pishin	879	454	1333	880	454	1334	927	431	1358
Chagai	197	99	296	193	85	278	196	88	284
Killa Abdullah	546	86	632	539	85	624	548	89	637
Zhob	365	142	507	365	142	507	370	164	534
Loralai	640	249	889	644	264	908	653	269	922
Musa Khail	222	87	309	232	89	321	233	96	329
KilaSaifullah	568	183	751	570	181	751	629	196	825
Sibi	430	271	701	295	162	457	301	184	485
Bloan/ Kacchi	567	116	683	570	115	685	577	123	700
Ziarat	222	91	313	228	94	322	231	97	328
Kohlu	310	79	389	322	76	398	326	83	409
Barkhan	472	226	698	478	222	700	491	239	730
DeraBugti	487	79	566	451	69	520	427	74	501
Nasirabad	405	160	565	397	162	559	432	169	601
Jaffarabad	895	376	1271	884	384	1268	889	393	1282
JhalMagsi	268	116	384	257	108	365	269	107	376
Kalat	390	239	629	390	239	629	399	255	654
Mastung	340	156	496	339	161	500	344	168	512
Khuzdar	687	283	970	687	283	970	682	301	983
Kharan	172	60	232	169	65	234	172	62	234
Lasbela	561	191	752	565	193	758	569	229	798
Awaran	254	72	326	248	74	322	256	75	331
Turbat/ Kech	604	429	1033	622	460	1082	628	465	1093
Gawader	190	108	298	198	104	302	198	105	303
Panjgur	281	244	525	291	252	543	292	244	536
Noshki	164	134	298	165	127	292	165	131	296
Sherani	165	12	177	165	12	177	162	16	178
Washuk	124	31	155	122	33	155	131	34	165
Harnai	0	0	0	135	109	244	145	111	256

*Source:- B E M I S, Directorate of Education Balochistan Quetta*

The table 2 depicted that the regarding the teaching staff of the primary schools show that during the year of 2006-07 the total numbers of male teaching staff were 12456 and female were 5429, in this regard the total numbers teaching staff were 17885. In the year of 2007-08 the overall male teaching staff strength were 12445 and female were 5494, in this regard the total numbers teaching staff were 17939 during the years of 2008-09

respectively. While, during the year of 2008-09 to, the total numbers of males teaching staff were 12694 and females teaching staff were 5666, in this regard the total numbers teaching staffs were 18360.

### **Conclusions and recommendations**

The primary education system In Balochistan province framework exhibited the dejected ailment and dull state for the frequent lengths because of the impulsiveness variability in the province. In this regard, the limiting factors such as low financial allocations, teaching staff absenteeism, lack of school physical infrastructure and the like play major role to the debauched ailment of the education system. Based on achieved results following conclusion was developed. Only 1% of respondents belonged the age group up to 20 years, 54% had 21 – 35 years of age, 33% had 36 – 50 age group. Indicates that 40% of the respondents had higher education diploma. Most 38% of the respondents had 11 – 20 years of teaching experience. All summary statistics regarding number, enrollment and teaching staff of government schools in Balochistan during the year of (2006-07 to 2008-09). In this regard the data depicted that during the year of 2006-7, the total numbers of males were 7485 and females were 2856. While, during the year of 2007- to 20088, the total numbers of males were 7566 and females were 2866. The teaching staff of the primary school's data show that during the year of 2006-07 the total numbers of male teaching staff were 12456 and female were 5429, in this regard the total numbers teaching staff were 17885. In the year of 2007-08 the overall male teaching staff strength were 12445 and female were 5494, in this regard the total numbers teaching staff were 17939 during the years of 2008-09 respectively. While, during the year of 2008-09 to, the total numbers of males teaching staff were 12694 and females teaching staff were 5666, in this regard the total numbers teaching staffs were 18360. Based on attained outcomes following recommendation was optional. The government Balochistan should be delivered incentive or free economic assistance to the students in order to inspire the parents to guide or send their descendants to schools so that reduce the dropout ratio. The local government body, public/ private sector, NGOs should upkeep and stimulate education themes and increase the literacy rate in at the province level and allocate the budget for the accelerating the education level. Deceit in education sections is lonely of the limiting factors for the



underprivileged literacy rate in the at the province level. A functioning and effective M&E system should be required in education sections so that reduce the deception education level. Joblessness in the educated department either men or women. In this regard, it is suggested that the government should be created job in education sector.

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