

Missing Facilities of Schools and Educational Exclusion of Children: A Study of Southern Punjab, Pakistan

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Abstract

Education is the legal and universal right of every child without discrimination but unfortunately Pakistan is among those countries where millions of school age children are excluded from getting primary education. The current research was conducted to examine the relationship between missing facilities of primary schools and educational exclusion of school age children in south Punjab, Pakistan. School facilities have a vibrant role in the education inclusion of school age children. The availability of the basic necessities of primary schools attracts and motivates the parents to send their children and be confident of the bright future of their children. Basic necessities of school include (washroom, basic furniture, Quantity of fans, School location, school building, School wall, classroom roofs, gate, doors and windows, lights, school security, cleanliness of school). All parents whose children were between 5-16 years old were the population of this research. The researcher collected the data from 3 districts (Multan, Dera Ghazi Khan and Bahawalpur) of South Punjab. A sample of 975 was by using the multistage sampling. Interview schedule was used for data collection because majority of the respondents were illiterate or hesitated to fill the questionnaire. The strong relationship was found between the missing faculties of schools and exclusion of school age children in south Punjab, Pakistan. It was found that the missing school facilities (washroom, basic furniture, classrooms, pure drinking water, playground, lower quantity of fans, School location, school building, School wall, classroom roofs, gate, doors and windows, lights, school security, cleanliness of school) caused the exclusion of the primary school children in South Punjab. In the light of findings of the research it is suggested that government should have to enhance the educational budget to overcome the issue of missing facilities of school in South Punjab, Pakistan.

Keywords: Educational Exclusion, Primary School, Missing Facilities, South Punjab.

Introduction

Education is the gate of progress and development of any nation. Education develops the rational and logical thinking and ensures the peace, prosperity and well-being of people. But unfortunately, Pakistan is still far away from achieving the educational targets to “provide basic education to every child without discrimination of sex, caste, color and creed”. There are many key factors in the failure to achieving the educational targets like family poverty, teachers’ shortage, insecurity, poor teaching quality, non-availability of nearby schools. Population of 21.4 million people consisted of 5-9 years among them 68.5

percent were enrolled in the schools and among them 56 percent were boys and 44 percent were girls. There were many key factors of non-enrolment of the school age children (Education for All Review report 2015, 2014). It can be stated that there is a strong relationship between availability of the school facilities and children's exclusion or inclusion in the school. The availability of the school facilities attracts the parents to enroll their children in the school. The school facilities refer to basic necessities of school which include the pure drinking water, availability of class rooms, washrooms, school light, availability of fans, availability of furniture, gate, door, windows etc. (Shami&Hussain, 2005; Akande, 1985). The above mentioned resources are very much important for the better learning environment. The learning environment is the third teacher (Bruce, 2006; Hussain, 2003).

The Sustainable Development Goal (SDG) number 4 aimed at ensuring "inclusive and equitable education for all" (United Nations, 2015). Accesses to basic school facilities were vital if the developing world want to achieve the Sustainable Development Goal 4. Inadequate school facilities "pure drinking water, availability of class rooms, washrooms, school light, availability of fans, availability of furniture, gate, door, windows etc." were the major constraints in the inclusion of school age children (Farooq, 2016). There were many other exclusionary factors that excluded the children from basic education like rural disparities, gender inequalities, socio-cultural irrational beliefs(Zulfiqar, Shabbir, &Ishfaq, 2019) political interventions, teachers' absenteeism and lack of schools (Sattar, 2012).

It can be argued that low educational budget is one of the important factors of educational exclusion of children from primary education in Pakistan. Pakistan is a developing country and education is not its priority. Pakistan Bureau of Statistics(2016) showed that in 2006-07 the educational budget was 1.75 percent; in 2007-08 it was 1.76 percent; in 2008-09 it was 1.82 percent; in 2009-10 it was 1.75 percent; in 2010-11 it was 1.77 percent; in 2011-12 it was 1.96 percent; in 2012-13 it was 2.14 percent; in 2013-14 it was 2.14 percent; in 2014-15 it was 2.20 percent and 2015-16 it was 2.30 percent of total budget of Pakistan. Due to lack of educational budget there are a number of deficiencies faced by the schools of Pakistan and especially the socially excluded areas of Pakistan like the districts of South Punjab, Pakistan. It was highlighted by District Education Profile (2011-12) that low educational budget directed affected the inclusion of children in the primary school in South Punjab. Due to the lack of educational budget the schools have not the sufficient educational facilities as 35 percent schools did not have pure drinking water in Dera Ghazi Khan; 23 percent schools did not have facility of pure drinking water in Rajanpur; in district Minawali 20 percent schools did not have the facility of water; 13 percent of the schools in Bahawal Nagar did not have the availability of the pure drinking water; 07 percent schools were facing this issue in Bahawalpur and 07 percent of the schools in Multan were also excluded from having the pure drinking water for children.

The essential missing facilities "over-crowded classrooms, shortage of teachers, lack of educational materials, lack of books, diaries, and modern books" of school were strongly contributing in the exclusion of children from primary education (Zulfiqar, 2019; Hayes, 1987). Habib (2013) also added that there were millions of children excluded from primary education due to the absence of essentials like pure drinking water, toilets and concreted roofs in the schools. Furthermore Memon (2007) also highlighted that untrained staff, fiscal crisis, electricity, weak examination system, library, lack of basic facilities like pure drinking water, laboratory were the responsible factors in the exclusion of children. The rural children faced more educational exclusion due to the non-availability of the schools, more distance from school to home and lack of transportation (Lloyd, 2005; Allais, 2007). Annual Status of Education Report (2015) also highlighted that the schools of districts of South Punjab were missing the primary facilities like pure drinking water, boundary wall, electricity, light, fans, classes, black boards and even teachers. Punjab examination commission 2015 prepared a report and allocated the rank to districts of Punjab. It was showed that the districts of South Punjab were low in the ranking due to the active and passive exclusion. District Mianwali ranked 21st ; Multan was on 26th Bahawalnagar was on 30th; Lodhran was on 31st; Bahawalpur was on 32nd; Rahim Yar Khan was on 33rd; Muzaffargarh was on 34th; Dera Ghazi Khan was on 35th and Rajanpur was on 36th number (AlifAilaan and SDPI, 2016).

Research Methods

The current study was conducted in the 3 Districts “Multan, Dera Ghazi Khan and Bahawalpur” Southern Punjab, Pakistan. The researcher used the multistage random sampling in which firstly three divisions were selected (Bahawalpur, Dera Ghazi Khan and Multan) then reselected the two tehsils from each district and at the end, two Union Councils were randomly selected from each tehsil (Punjab Bureau of Statistics, 2016). The researcher selected 975 households in which 5-9 years old children were available. The researcher conducted the household survey from the household heads because household heads were the main stakeholders of the family. The researcher made two categories, the households in which 5-9 years old children were excluded (600) from primary education and the household where 5-9 years old children were not excluded from primary education (375). The interview schedule was used as a tool for data collection because the majority of the respondents were illiterate. The data were analyzed using the Statistical Package for Social Sciences (SPSS) version 19. The researcher used descriptive statistics which included frequency, percentage, mean, standard deviation, and inferential statistics.

Analysis Results

Scientific research has great importance in results and discussions and is helpful for generalizing the facts and predictions. The following results and discussions are given below.

Table Number: 1 Missing Facilities of Primary Schools and Educational Exclusion of Children

Category	Frequency	Percentage	Chi-Square	P=Value
Non-Availability of Pure Drinking Water in the School and Exclusion of School Age Children				
Strongly Disagree	142	14.6	X ² =201.367 ^a	(P=.000)
Disagree	150	15.4		
Neutral	144	14.8		
Agree	276	28.3		
Strongly Agree	263	27.0		
Total	975	100		
Non-Availability of Proper Washrooms in the School and Exclusion of School Age Children				
Strongly Disagree	73	7.5	X ² =158.370 ^a	(P=.000)
Disagree	96	9.8		
Neutral	146	15.0		
Agree	363	37.2		
Strongly Agree	297	30.5		
Total	975	100		
Non-Availability of School Basic Furniture (Chairs, Tables, Desks) in the School and Exclusion of School Age Children				
Strongly Disagree	74	7.6	X ² =247.533 ^a	(P=.000)
Disagree	86	8.8		
Neutral	199	20.4		
Agree	380	39.0		
Strongly Agree	236	24.2		

Total	975	100		
Non-Availability of Classrooms in the School and Exclusion of School Age Children				
Strongly Disagree	47	4.8		
Disagree	99	10.2	$X^2=201.367^a$	(P=.000)
Neutral	150	15.4		
Agree	355	36.4		
Strongly Agree	324	33.2		
Total	975	100		
Non-Availability of the Playground in the School and Exclusion of School Age Children				
Strongly Disagree	100	10.3		
Disagree	118	12.1		
Neutral	177	18.2	$X^2=177.371^a$	(P=.000)
Agree	354	36.3		
Strongly Agree	226	23.2		
Total	975	100.0		
Non-Availability/Shortage of Fans in the School and Exclusion of School Age Children				
Strongly Disagree	56	5.7		
Disagree	119	12.2		
Neutral	168	17.2	$X^2=300.527^a$	(P=.000)
Agree	339	34.8		
Strongly Agree	293	30.1		
Total	975	100.0		
Long Distance of School and Exclusion of School Age Children				
Strongly Disagree	55	5.6		
Disagree	80	8.2		
Neutral	187	19.2	$X^2=143.419^a$	(P=.000)
Agree	423	43.4		
Strongly Agree	230	23.6		
Total	975	100.0		
Non availability/No Availability of the Proper School Building and Exclusion of School Age Children				
Strongly Disagree	50	5.1		
Disagree	80	8.2		
Neutral	118	12.1	$X^2=246.807^a$	(P=.000)
Agree	511	52.4		
Strongly Agree	216	22.2		
Total	975	100.0		

The researcher asked the different questions from the respondents to know the parents satisfactions regarding the school facilities in the schools. The first question was related with the non-availability of the pure drinking water. The results showed that 142 (14.6) percent respondents did “Strongly Disagree”; 150(15.4) percent respondent did “Disagree”; 144 (14.8) percent respondents did “Neutral”; 276 (28.3) percent respondents did “Agree” and 263(27.0) percent respondents did “Strongly Agree” regarding the non-availability of the pure drinking water in the primary schools. Majority 276 (28.3) percent of the respondents did “Agree” that their children faced the issue of non-availability of the pure drinking water in the primary schools. The results showed the significant relationship ($X^2=201.367^a$), ($P=.000$) between the non-availability of the pure drinking water and the exclusion of primary school age children. The children needed the basic necessities of the schools for getting education. It was highlighted by District Education Profile 2011-12 (2013) that the district of Southern Punjab faced the active exclusion due to the lack of budget many necessities of schools were missing in the primary schools as at least 35 percent of the schools in Dera Ghazi Khan did not have the pure drinking water; 23 percent of the schools did have pure drinking water in Rajanpur; 20 percent of the schools did not have the facility of water in Minawali; 13 percent of the schools in Bahawal Nagar did not have the availability of the pure drinking water; 07 percent schools were facing this issue in Bahawalpur and 07 percent of the schools in Multan were also excluded from having the pure drinking water for children. In this way we could conclude that there is a strong relationship between the exclusion of school age children.

The next question was related with the non-availability of the proper washrooms in the primary schools of the studied areas. The results depicted that there were 73 (7.5) percent respondents did “Strongly Disagree”; 96 (9.8) percent respondent did “Disagree”; 146 (15.0) percent respondents did “Neutral”; 363 (37.2) percent respondents did “Agree” and 297 (30.5) percent respondents did “Strongly Agree” regarding the non-availability of the proper washrooms in the primary schools of Southern Punjab, Pakistan. It was found that there was a significant relationship ($X^2=158.370^b$), ($P=.000$) between the non-availability of proper washrooms in the schools and exclusion of school age children. Hayes (1987) Memon (2007) and Habib (2013) also ratified the above mentioned hypotheses that there was a lot of missing facilities in the public schools that were the cause of school age children’s exclusion. The lack of washrooms or there were no washrooms in the schools that forced the parents to exclude their school age children from necessary schooling.

The next question was related with the non-availability of school basic furniture (chairs, tables and desks) in the primary schools of the studied areas. The results depicted that there were 74 (7.6) percent respondents did “Strongly Disagree”; 86 (8.8) percent respondent did “Disagree”; 199 (20.4) percent respondents did “Neutral”; 380 (39.0) percent respondents did “Agree” and 236 (24.2) percent respondents did “Strongly Agree” regarding the non-availability of the School basic furniture (chairs, tables and desks) in the primary schools of Southern Punjab, Pakistan. Majority 380 (39.0) of the respondents did “Agree” that there were the non-availability of school basic furniture (chairs, tables and desks) in the primary schools of the studied areas. It showed a significant relationship ($X^2=247.533^a$), ($P=.000$) between the non-availability of the basic furniture and the exclusion of school age children. The third paradigm of silver (1994) described that exclusion of school age children was the result of the hegemony of powerful group on the ordinary people. Pakistani society was totally in the grip of powerful groups that made policies that were totally against a layman. Primary education ensured the development of the society but unfortunately the educational budget of Pakistan was very low that did not fulfill the basic educational necessities. It was mentioned by Social Indicators of Pakistan (2016) that educational budget in 2006-07 was (1.75%); in 2007-08 was (1.76%); 2008-09 was (1.82%); 2009-10 was (1.75%); 2010-11 was (1.77%); 2011-12 was (1.96%); 2012-13 was (2.14%); 2013-14 was (2.14%); 2014-15 was (2.20%) and 2015-16 was (2.30%) of total budget of Pakistan. Due to lack of educational budget, millions of school age children were excluded from the basic education.

The next question was related with the non-Availability of class rooms in the primary schools of the studied areas. The results depicted that there were 47 (4.8) percent respondents did “Strongly Disagree”; 99 (10.2) percent respondent did “Disagree”; 150 (15.4) percent respondents did “Neutral”; 355 (36.4) percent

respondents did “Agree” and 324 (33.2) percent respondents did “Strongly Agree” regarding the non-availability of School Basic Furniture (chairs, tables and desks) in the primary Schools of Southern Punjab, Pakistan. Majority 355 (36.4) percent of the respondents did “Agree” regarding the non-availability of class rooms in the primary Schools of the studied areas. There was a shortage of basic necessities (table, chairs and desks) in the schools. There was a significant relationship ($X^2=201.367^a$), ($P=.000$) between the non-availability of the classrooms in the schools and the exclusion of the school age children. Hayes (1987) also found that over-crowded and shortage of classrooms in the schools caused the exclusion of school age children.

The next question was related with the non-availability of playground in the primary Schools of the studied areas. The results depicted that there were 100 (10.3) percent respondents did “Strongly Disagree”; 118 (12.1) percent respondent did “Disagree”; 177 (18.2) percent respondents did “Neutral”; 354 (36.3) percent respondents did “Agree” and 226 (23.2) percent respondents did “Strongly Agree” regarding the non-availability of playground in the primary Schools of Southern Punjab, Pakistan. Majority 354 (36.3) percent of the respondents did “Agree” regarding the non-availability of playground in the primary Schools of the studied areas. There was a significant relationship ($X^2=177.371^a$), ($P=.000$) between the non-availability of the playground and the exclusion of the school age children. Educational infrastructure of the school should be up to date and fulfill the academic and physical activities in a good manner but unfortunately the results depicts that parents were argued that majority of the schools did not have the playground in the primary schools. In this was it can be argued that the non-availability of the playground significantly affected the children inclusion in the schools.

The next question was related with the non-availability/shortage of fans in the primary Schools of the studied areas. The results depicted that there were 56 (5.7) percent respondents did “Strongly Disagree”; 119 (12.2) percent respondent did “Disagree”; 168 (17.2) percent respondents did “Neutral”; 339 (34.8) percent respondents did “Agree” and 293 (30.1) percent respondents did “Strongly Agree” regarding the non-availability/shortage of fans in the primary Schools of Southern Punjab, Pakistan. Majority 354 (36.3) percent of the respondents did “Agree” regarding non-availability/shortage of fans in the primary Schools of the studied areas. There was a significant relationship ($X^2=300.527^a$), ($P=.000$) between the non-availability/shortage of fans in the school and the exclusion of the school age children. The results depicts that majority of the respondents were not satisfied with the quantity of the fans in the primary schools. These deficiencies of the primary schools compelled the parents to involve their children in the earning activities.

The next question was related with the long distance of the government primary schools of the studied areas. The results depicted that there were 55 (5.6) percent respondents did “Strongly Disagree”; 80 (8.2) percent respondent did “Disagree”; 187 (19.2) percent respondents did “Neutral”; 423 (43.4) percent respondents did “Agree” and 230 (23.6) percent respondents did “Strongly Agree” that they faced the issue of longer distance from home to school. Majority 423 (43.4) percent respondents did “Agree” that they faced the issue of longer distance from home to school in continuing their children education. There was a significant relationship ($X^2=143.419^a$), ($P=.000$) between the longer distance of school and the exclusion of the school age children. The researchers showed that there was an association between the longer distance of the schools and children exclusion from basic education (Lloyd, 2005; Kenyon, 2011; Bilquees & Saquib, 2004; Zulfiqar & Chaudhry, 2019).

The next question was related with the school non availability/no availability of the proper school building. It was found that there were 50 (5.1) percent respondents did “Strongly Disagree”; 80 (8.2) percent respondent did “Disagree”; 118 (12.1) percent respondents did “Neutral”; 511 (52.4) percent respondents did “Agree” and 216 (22.2) percent respondents did “Strongly Agree” that was an issue of non-availability/no availability of the proper school building. Majority 511 (52.4) percent respondents did “Agree” that there was an issue of non-availability/no availability of the proper school building. There was a significant relationship ($X^2=246.807^a$), ($P=.000$) between the school non availability/no availability of the proper school building and the exclusion of the school age children. The infrastructure of the school does

matter on the inclusion of children in the schools. Karl Marx (1818-1883) also stated that the structure determine consciousness. It could be generally stated that if the school building will good than it will definitely attracted the community to send their children in the schools and if the school building is not appropriate than the children enrollment will strongly affected. There were 121,674 primary schools in Pakistan in which 41,157 schools needed repair; 11,625 primary school buildings were dangerous; 10,552 primary schools did not have building and 4,185 primary schools did not reported (Pakistan Education Statistics 2015-16, 2017).

Conclusion

It could be summarized that due to the active and passive exclusion, the people of Southern Punjab were excluded from the basic education. It was found that children of the studied districts were excluded from the basic education due to the non-availabilities of the basic school facilities (pure drinking water, washrooms, basic furniture “chairs, tables, desks”, classrooms, playground, fans, school building), long distance. These issues created hindrances in the inclusion of school age children in South Punjab, Pakistan. The recommendations are given below how to tackle this issue in Southern Punjab, Pakistan.

Recommendations

- On the basis of findings it is suggested that the government should have to enhance educational budget on urgent basis and focus the socially excluded and neglected areas of South Punjab, Pakistan.
- The government of Pakistan should have to provide the essential needs (drinking water, washrooms, school wall, classrooms, fan and light) to every school in the Southern Punjab.
- The government should have to provide scholarships to needy students especially girls who belong to the Southern Punjab.
- The government of Pakistan should have to open new schools in Southern Punjab for coping the long distance of children’s home and schools. The district educational management should have to organize the advocacy seminars at Union Council level to aware the community about the importance of primary education.

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