

CAUSES AFFECTING THE ACADEMIC PERFORMANCE OF PUBLIC PRIMARY SCHOOLS IN DISTRICT MARDAN KPK PAKISTAN

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ABSTRACT. This study aimed to seek the causes that affecting the academic performance of Public Primary Schools in District Mardan. The study was delimited to Rustam district Mardan. The simple random sampling technique was used and the researcher selected 20 Public Primary Schools of Rustam District Mardan. The research study was descriptive in nature. The researcher prepared a closed ended questionnaire and the respondents were the teachers of the Public Primary Schools in Rustam. The data was collected, analyzed and interpreted in percentage method. On the basis of analysis it was concluded that there is lake of facilities and there is a political interference in the Public Primary Schools. Also the study shows that there is no availability of teachers for each class. Poor and old system of assessment, no reward or punishment for the teacher's academic achievements. The system of supervision is weak and autocratic. Educational policies have failed to bring an identified positive change in academic achievements and students' performance. On the basis of the study it is recommended that the system can be improved by motivation of the teachers and robust system of accountability and eradication of political interference and corruption. Quality curriculum and assessment system may be introduced. The problems of teachers may be solved on door steps.

Keywords: sudens achievmen, instituional factors

1. Introduction. As it is clear that education is the need of every society and every society uses schools as agents of socialization. Education is a vital process of the development of any society. It is considered one of the main pillars of a society (Adams, 1998). Primary education is the base for any future education. But unfortunately in Pakistan no proper attention is given to Public Primary School as it the right has. Instead of laying the foundation of a sound and quality system of primary education that could provided affirm basis for the future edified education in the country, the newly born state was engulfed by political uncertainty, nepotism culture, thirst of power and corruption (Ashraf, 1983). The education system is classified into two segments i.e. private schools that have different kinds of facilities and public primary schools that have no any facilities even basic facilities as pure drinking water, wash rooms, enough class rooms, seats or benches, boundary walls, electricity etc.

A number of Public Primary Schools are used for domestic animals or as storage by the forceful people whose has given land for the school. The Government of Pakistan has given attention only to higher education while primary education is neglected at all. The policy of one teacher for 40 students is the worst policy of student-teacher ratio. Because the students may be of different classes. There are many schools in district Mardan run by one or two teachers only. So in one teacher school, the teacher will take 36 periods of a day. That seems to be impossible. A democratic government requires that its citizens should be intelligent enough

to understand the manifesto of several political parties to intelligently and critically interpret news and to cast their (vitas) according to their own free choice and will (Rasool, 2000).

Statement of the problem. The statement of the problem was to study the causes that affecting the academic performance of the Public Primary Schools.

Objectives of the study.

1. To identify the main causes that affects the academic performance of Public Primary Schools.
2. To present long term solutions and suggestions to solve the problem that affect the academic performance of Public Primary Schools in district Mardan.

Significance of the study. The significance of the study is that there is very poor academic performance of Public Primary Schools in district Mardan. And majority of the students leave schools before reaching the high level. The study has great significance because it provides basic and valuable information to assist teachers and educational authorities. It also provide information to policy makers. Hope this study will help to overcome the problems that affect the academic performance of Public Primary Schools.

Delimitation of the study. Due the limited time and resources the study was delimited to Public Primary Schools of Rustam in district Mardan.

Research Methodology. The research was descriptive survey type. The researcher surveyed the Public Primary Schools of Rustam and tried to determine the causes affecting the academic performance. All Public Primary Schools are considered of district Mardan.

Sampling .As there are many schools in district Mardan and it is difficult to reach every school so the researcher limited his studies to twenty selected Public Primary (M) School of Rustam.

Research instrument. The following research instrument was used for collecting data. Closed ended questionnaire

Data collection. The data collection process took about 10 days of visiting each sample school. And administer questionnaire in person. And then the questionnaire was collected from teachers. The response rate was 100 %.

Data analysis. The researcher arranged the data in a systematic way and organized in table form. After, to express in percentages the data was analyzed.



Table: 1 showing the facilities available in Public Primary Schools

Respondents	Total	Yes		No	
Teachers of Public Primary Schools	20	f	%age	F	% age
		2	10	18	90

The above table show that the 90 % of respondents viewed that there is lake of facilities in Public Primary Schools, while 10 % of the respondents viewed that the facilities are available. This shows that there is lake of facilities in Public Primary Schools.

Table: 2 showing the availability of one teacher for one class.

Respondents	Total	Yes		No	
Teachers of Public Primary Schools	20	f	%age	F	% age
		0	0	20	100 %

The 0 % respondents viewed that there is one teacher for a single class. While 100 % viewed against. This show there in the Public Primary Schools One teacher for one class is not available.

Table: 3 showing the focus of administration on academic performance.

Respondents	Total	Yes		No	
Teachers of Public Primary Schools	20	f	%age	F	% age
		0	0	20	100

This shows that 0 % respondents are in the favor that administration focus on the academic performance. While 100% respondents viewed that there is no focus of administration on academic performance of Public Primary Schools.

Table: 4 showing the involvement of the teachers in extra duties other than teaching as polio, exam, meetings, election, census etc.

Respondents	Total	Yes		No	
Teachers of Public Primary Schools	20	f	%age	F	% age
		20	100	0	0

The above table show that 100 % of the respondents viewed that the teachers are being kept involved in extra duties other than teaching. While 0 % viewed against.

Table: 5 showing about the satisfaction of curriculum.

Respondents	Total	Yes		No	
Teachers of Public Primary Schools	20	f	%age	F	% age
		2	10	18	90

The above table show that 90 % of the respondent are in the view that the curriculum of

Public Primary School is unsatisfied and not meets the needs of the students. While 10 % of the respondents viewed that the curriculum is satisfied.

Table: 6 showing the interest and attention of administration to solve the problems of the students and teachers.

Respondents	Total	Yes		No	
Teachers of Public Primary Schools	20	f	%age	F	% age
		4	20	16	80

The above table show that 20 % of the respondents viewed a proper attention is given to solve the problems of the students and teachers while 80 % of the respondents viewed against.

Table: 7 showing autocracy of management

Respondents	Total	Yes		No	
Teachers of Public Primary Schools	20	f	%age	F	% age
		20	100	0	0

The above table showing that the 100% of the respondents viewed that the management is autocratic while 0 % viewed against.



Table: 8 showing poverty of parents as a cause of academic poorness.

Respondents	Total	Yes		No	
Teachers of Public Primary Schools	20	f	%age	F	% age
		4	20	16	80

The above table shows that 20 % of the respondents are in the view that poverty of parents is a cause of academic poorness of the students, while 80 % viewed against.

Table: 9 showing the rewards or punishment on academic achievements of the teachers.

Respondents	Total	Yes		No	
Teachers of Public Primary Schools	20	f	%age	F	% age
		0	0	20	100

The table shows that 0 percent of the respondents are in the view that there is a system for reward or punishment of the teachers on academic achievements, while 100 % viewed against.

Table: 10 showing that advance increment are given for high qualification of the teachers.

Respondents	Total	Yes		No	
Teachers of Public Primary Schools	20	f	%age	F	% age
		0	0	20	100

The above table shows that 100 % of the respondents are in the view that there is no advance increment is given to the teachers for high qualification, while 0 % of the respondents viewed against.

Table: 11 showing most of the valuable time of the teachers is spent in aimless written/clerical work during duty hours.

Respondents	Total	Yes		No	
Teachers of Public Primary Schools	20	f	%age	F	% age
		20	100	0	0

The above table showing that 100 % of the respondents are in the view that there valuable time is spending in aimless written/clerical work during duty hours, while 0 % of the respondents viewed against.

Table: 12 showing that most of the teachers leave schools to solve their problems of service books, pay scales, arrears, medical bills etc. in education office or finance department.

Respondents	Total	Yes		No	
Teachers of Public Primary Schools	20	f	%age	F	% age
		20	100	0	0

The above table showing that 100 % of the respondents are in the view that teachers leave their schools mostly for solving their problems of service books, increments, medical bills, pay scales, arrears etc. in education office or finance department, while 0 % viewed against.

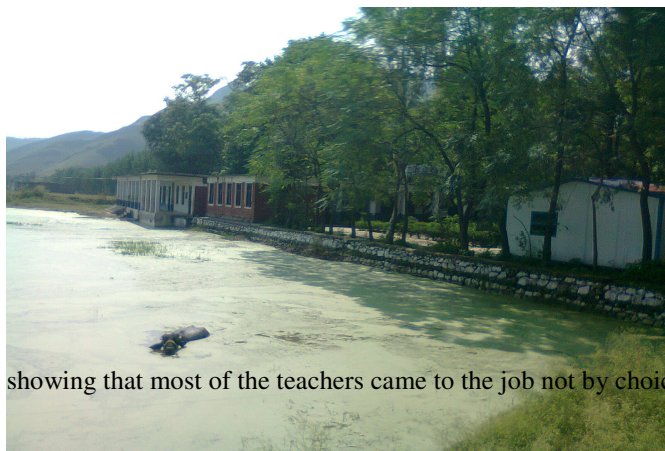


Table: 13 showing that most of the teachers came to the job not by choice but by chance.

Respondents	Total	Yes		No	
Teachers of Public Primary Schools	20	f	%age	F	% age
		20	100	0	0

The table show that 100 % of respondents viewed that they came to this job by chance not by choice, while 0 % viewed against.

Table: 14 showing the political interference in Public Primary Schools.

Respondents	Total	Yes		No	
Teachers of Public Primary Schools	20	f	%age	F	% age
		20	100	0	0

The above table show that 100 % of the respondent viewed that there is a political interference in the Public Primary Schools, while remaining 0 % viewed against.

Table: 15 showing satisfaction of selection criteria of the teachers.

Respondents	Total	Yes		No	
Teachers of Public Primary Schools	20	f	%age	F	% age
		0	0	20	100

The table show that 0 % of the respondents viewed satisfaction by selection criteria for the teachers, While 100 % viewed dissatisfaction of the criteria.



Table: 16 showing the effectiveness of refresher courses or in-service trainings.

Respondents	Total	Yes		No	
Teachers of Public Primary Schools	20	f	%age	F	% age
		0	0	20	100

The above table shows that 0 % respondents show satisfaction by refresher courses or in-service trainings, While 100 % viewed dissatisfaction.

Table: 17 showing that the assessment system is based on memorization rather than performance.

Respondents	Total	Yes		No	
Teachers of Public Primary Schools	20	f	%age	F	% age
		20	100	0	0

The above table shows that 100 % of the respondents are in the view that assessment system is based on memorization rather than the performance of the students, While 0 % viewed against.



Table: 18 showing the available co-curricular opportunities in Public Primary Schools.

Respondents	Total	Yes		No	
Teachers of Public Primary Schools	20	f	%age	F	% age
		1	5	19	95

The above table show 10 % of the respondents are in the view that the opportunities of co-curricular activities are available for the students, While 95 % viewed against.

Table: 19 showing an appreciable change in the performance of the students in the last ten years.

Respondents	Total	Yes		No	
Teachers of Public Primary Schools	20	f	%age	F	% age
		5	25	15	75

The table shows that 25 % of the respondents viewed that there is a significant change occurred in the performance of the students in the past ten years, while remaining 75 % viewed against.

Table: 20 showing satisfaction of the teachers by their jobs.

Respondents	Total	Yes		No	
Teachers of Public Primary Schools	20	f	%age	F	% age
		8	40	12	60

The table shows that 40 % of the respondents are satisfied by their jobs. While 60 % viewed against.

Table: 21 showing the problems of multi-medium instructions in schools.

Respondents	Total	Yes		No	
Teachers of Public Primary Schools	20	f	%age	F	% age
		20	100	0	0

The above table shows that 100 % of the respondent viewed that there is a problem of multi-medium instructions in Public Primary School, While 0 % of the respondents viewed against.

Findings and conclusions. 100 % of the respondents viewed that there is no teacher available for each class. The administration does not focus on academic performance. There is no reward or punishment system for the teacher's academic achievements. There is no satisfaction of the selection criteria of the teachers. There is no effectiveness of refresher courses or in-service trainings. There is involvement of the teachers in extra duties other than teaching as polio, exam, meetings, election, census etc. There is autocratic type of management. There are no advance increments given for high qualification of the teachers. Most of the valuable time of the teachers is spent in aimless written/clerical work during duty hours. Most of the teachers leave schools to solve their problems of service books, pay scales, arrears, medical bills etc. in education office or finance department. Most of the teachers came to the job not by choice but by chance. There is political interference in Public Primary Schools. The assessment system is based on memorization rather than performance. There is a problems of multi-medium instructions in the schools.

95 % of the respondents viewed that there is no co-curricular opportunities available for the students in Public Primary Schools.

90 % of the respondents viewed that there are no facilities available in the schools. The curriculum is not satisfied.

80 % of the respondents viewed that poverty of the parents is not a cause for academic poorness. There is no interest and attention of administration to solve the problems of the students and teachers.

75 % of the respondents viewed that there is no appreciable change in the performance of the students in the last ten years.

60 % of the respondents viewed that there is no satisfaction of the teachers by their jobs. The hypotheses b is proved.

The study discovered that our Public Primary Schools have a lot of problems. That directly affects the academic performance of the students. Also causes to create a non-suitable environment for the students as well as for the teachers that directly affect the academic performance. Primary education is the main pillar of education system but unfortunately a very less or a negligible attention is given to our primary education. The sentence will not be wrong that "primary education is the mother of all kinds of educations." But it is considered very less. There is lake of basic facilities as water, boundary walls, electricity, enough rooms for the students, class wise teachers etc. The administration is auto critic. The attention is not given to the performance of the students but only to the written work of the teachers. As a result the teachers ignore their goals of teaching and remain engage only in file work to earn "Excellent" in the log book. Most of the teachers remain out side of the schools for a note able period of time for polio campaign, exam duties, census duties, election and voter list duties etc. Also they remain absent for education office or finance department to solve their problems related to service. There is no reward for best performance or high qualification of the teachers. In the reverse case no punishment is specified. It will look very strange that 100 % of the teachers viewed that they have not came to the job by choice but by chance. There is a political interference that suffers the whole system. A selection criterion for the teachers' selection is not satisfied. Assessment system should be brought according to new methodologies to promote the students academic achievements and to bring creativity, critical thinking in them. The study is generalized to district Mardan.

Recommendations. On the basis of the study the following recommendations are presented. To provide facilities to the Primary Schools the Government may increase its budgetary allocation. The criterion to provide the teachers to the schools may not be as 1 teacher for 40 students but 1 teacher for 1 class. As 40 students may be of different classes. Incentives may be given to the teacher that will help to attract high

qualified personnel for the profession. As a result the teachers will no more come to the job by chance but by choice. Cooperative and democratic type management may help to promote the system for betterment of academic performance. Reward and punishment system for the teacher achievements should be introduced. Teacher training programs (in-service and pre-service) should be efficient and effective. The teachers may not be kept engaged in the activities other than teaching. Medium of instruction should be identified according to the future needs. Political interference in the system to be completely exterminated. Curriculum needs to be revised and reviewed, keeping in mind the needs of the children and future challenges. Old memorization Assessment system may be changed. Primary Public Schools may be provided with co-curricular equipments, proper teacher and opportunity of engagement.

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