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PERCEPTIONS OF SCIENCE TEACHERS REGARDING CAPACITY BUILDING
TEACHERS TRAINING PROGRAMME IN KHYBER PAKHTUNKHWA

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ABSTRACT

The purpose of this study was to find out the perceptions of science teachers regarding Capacity Building Teachers Training Programme conducted in Khyber Pakhtunkhwa, its content, methodology and usability of the course with regard to real classroom working environment. Objectives of the study were to find out efficacy of the programme as per the requirements of teaching science syllabus, usability of the knowledge and skills learned in the course, and to know views of the course participants regarding the importance of the course contents and teaching methodologies. The nature of the study was Descriptive Design. Sample of the study consisted of the 50 teachers who attended two week science teacher’s capacity building training in May 2012 in district Nowshera. Self made questionnaire was used for collection of data, responded on the basis Yes, No, To some extent. The responses were tabulated and analyzed by using the statistical technique Chi-square and its significance was determined at degree freedom two at .05 levels. The table value of chi-square is 5.991. The study reveals that course participants are satisfied with the standard of course, standard of teaching methodology in the course, objectives of the course, providing awareness to teachers and removing content related teaching difficulties. Recommendations of the study were that Capacity Building Science Teachers Training Programme should be conducted regularly on quarterly basis. The contents of the Training Programme should be enriched. More teachers should be detailed for the training programme.

INTRODUCTION

Teaching is a complex activity. There are two types of teacher training in-service and pre-service. Pre-service training is imparted before joining the profession and in-service training focuses on refresher courses etc (Khan, 1992).

In education policy (2009) in-service training has been made compulsory and it has been decided that science training shall be based on real life situations, use of science kits and provision of science kits to all primary and secondary schools. (Education Policy 2009)

The programme of science teachers training was conducted by Directorate of curriculum and teacher education Abbotabad in Khyber Pakhtunkhwa. Duration of this training was from 01-05-2012 to 12-05-2012. The programme was supported by UNICEF and funded by CIDA. The objectives of the programme were as follows:

- To conduct training in the light of the objectives of General Science as given in the National Curriculum for Elementary Classes in 2006.
• To provide awareness to teachers regarding the objectives of the Curriculum.
• To remove content related teaching difficulties of the teachers.
• To improve the teaching skills of the teachers.
• To help teachers perk up understanding of the subject matter.
• To motivate teachers through active participation in teaching learning process.
• To bring improvement in the standard of education through inculcating positive attitudes in teachers.
• To introduce teachers to the teaching aids which are available in daily life.

Statement of the Problem
The purpose of this study was to find out the perceptions of science teachers regarding Capacity Building Science Teachers Training Programme, its content, methodology and usability of the course with regard to real classroom working environment. Capacity building of elementary science teachers training programme was funded by CIDA and conducted by Directorate of Curriculum and Teacher Education Abbotabad Khyber Pakhtunkhwa.

Objectives of the Study
Following were the objectives of the study:
1. To find out efficacy of the programme as per the requirements of teaching science syllabus.
2. To explore the usability of the knowledge and skills learned in the course.
3. To know views of the course participants regarding the importance of the course contents and teaching methodologies.

REVIEW OF RELATED LITERATURE
‘Capacity building’ is the objective of many development programmes and a constituent of most others. However, satisfactory definitions continue to elude us, and it is widely suspected of being too broad a concept to be useful. Too often it becomes merely a euphemism referring to little more than training (Christopher Potter and Richard Brough).

A programme on “Capacity Building of District Education Officers” was run by UNESCO to improve the standard and quality of teacher trainings. It was found that the participants benefitted a great deal from the project in their decision making in different areas (Hamid, 2006).

Capacity building brings the effective improvements for change in development in schools. This necessitates pressure and support from both internal and external sources. Capacity building program at elementary level focuses upon a highly successful school improvement project and draws upon related empirical evidence to explore the role of teachers as an agent of change (Harris, 2001).

A study was conducted on the effects of concept maps on meaningful learning of Biology. The control group was taught through traditional method and experimental group through concept maps. The results of the study showed that the experimental group was more successful than control group. Therefore the study has recommended use of concept maps teaching in science subjects (Güneş, Çelikler & Gunes, 2006).

The young people who demonstrate such achievement have all experienced science learning outside the classroom and can form and express their own views. This means that they have their own attitudes towards science education and attention must be paid to them (Diamond, 2006).

“Scientists generally have adopted the values of the society to which they have belonged, even in the cases where those values have been development the advancement of
science” perhaps Lindasay is right to suggest that “not everyone involved in everyday thinking, is a scientist” (Mason, 1962).

Adrienne (2008) analyzed science teachers’ competencies in his paper. He views that recent literature and many reforms in the field of science teacher education suggest that teacher preparation has a “threefold structure” with the anchoring pillars being Subject Matter Knowledge (SMK), Pedagogical Knowledge (PK) and Pedagogical Content Knowledge (PCK). The study recommended that Science education training programs should pay more attention into the learning of science in social and technological context.

“Teaching science as a course of scientific study and investigation which has its roots in the common experience of children and does not exclude any of the fundamental special sciences” (Kerr, 1996).

In the Education system the role of teacher’s is very vital, because his direct involvement in many activities beyond the classroom, such as curriculum development, text book writing, examination, etc. Science teachers generally does not have a completely accurate view of the subject matter they are teaching, and their performance will be less than wholly satisfactory in the science classroom or laboratory. Worthwhile training of teacher require sound teacher training programme. The teachers training programme in the country are more theoretical than practical. These programme seldom make the teachers competent to apply not ideas they get in the training. A trained teacher than realize that what we learn in the training is not applicable in the classroom. This is because of the teacher training programme have been planned without keeping in mind the problems and difficulties faced by the teachers in the classroom (Iqbal, 2006).

Teaching of science is seen as best learned through hands-on activities, and students involvements in deciding the method of learning are surely indictors of constructivist-compatible beliefs (Mahmood, 2007).

METHOD AND PROCEDURE
The purpose of the study was to see the perceptions of science teachers regarding in-service science teachers training programme its content, methodology and usability. Design of the study was descriptive in nature. A self developed questionnaire was used for the collection of data, responded on the basis Yes, No and to some extent. The questionnaire was delivered to respondents in person.

Population and Sample
The population of the study constituted all the teachers who attended in-service science teachers training programme, conducted in Khyber Pakhtunkhwa. Sample of the study consisted of the 50 teachers who attended two week science teacher’s capacity building training in May 2012 in Abbotabad. The total numbers of teachers attended the course was 125.

Data Collection
The data were collected from the respondents through a self developed questionnaire. The questionnaire was developed to get data regarding the content, methodology, and usability of the training programme. For development of the questionnaire related literature available in books, reports, articles and journals was studied. The questionnaire contained 26 items regarding the content, methodology and usability of the programme. The questionnaire was developed in the light of the objectives of study and was responded on the basis of ‘Yes’ ‘No’ and ‘To some extent’ for obtaining the information from teachers attended the training.
ANALYSIS OF DATA

The responses were tabulated and analyzed by using the statistical technique Chi-square and its significance was determined at degree freedom two at .05 level of significance. The table value of chi-square is 5.991 The total no of respondents was 50. Analysis of the data is given in the following tables.

Table No.1: Response of course participants regarding standard and content of course

<table>
<thead>
<tr>
<th>S.No</th>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>To some extent</th>
<th>Chi-square</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Are you satisfied with overall standard of capacity building science teachers training programme conducted by directorate of curriculum and teacher education Abbotabad?</td>
<td>44</td>
<td>1</td>
<td>5</td>
<td>68</td>
</tr>
<tr>
<td>2.</td>
<td>Are you satisfied with the overall standard of teaching of your instructor during the training?</td>
<td>36</td>
<td>4</td>
<td>10</td>
<td>34</td>
</tr>
<tr>
<td>3.</td>
<td>Are the objectives of the training programme in line with the contents of elementary general science?</td>
<td>42</td>
<td>5</td>
<td>3</td>
<td>58</td>
</tr>
<tr>
<td>4.</td>
<td>Is the training programme helpful in providing awareness to teachers regarding the objectives of the curriculum?</td>
<td>46</td>
<td>2</td>
<td>2</td>
<td>77.7</td>
</tr>
<tr>
<td>5.</td>
<td>Is the training programme helpful in removing content related teaching difficulties of the teachers?</td>
<td>46</td>
<td>3</td>
<td>1</td>
<td>77.8</td>
</tr>
</tbody>
</table>

Chi-square table value: 5.991 \( df=2 \) at .05 level

Table No.1 shows that Chi-square value with regard to all the questions is significant. It means that course participants are satisfied with the standard of course; standard of teaching, objectives of the course, providing awareness to teachers and removing content related teaching difficulties.

Table No.2: Response of course participants regarding teaching skills and subject matter

<table>
<thead>
<tr>
<th>S.No</th>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>To some extent</th>
<th>Chi-square</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Is the training programme helpful in improving teaching skills of the teachers?</td>
<td>48</td>
<td>1</td>
<td>1</td>
<td>88.5</td>
</tr>
<tr>
<td>2.</td>
<td>Is the training programme helpful in understanding subject matter of general science?</td>
<td>47</td>
<td>0</td>
<td>3</td>
<td>83.3</td>
</tr>
<tr>
<td>3.</td>
<td>Is the training programme helpful in using audio visual training aids for teaching of general science?</td>
<td>44</td>
<td>2</td>
<td>4</td>
<td>67.6</td>
</tr>
<tr>
<td>4.</td>
<td>Does the knowledge and skill provided in the training programme usable in actual classroom teaching?</td>
<td>26</td>
<td>4</td>
<td>20</td>
<td>27.78</td>
</tr>
<tr>
<td>5.</td>
<td>Is the training programme helpful in inculcating positive attitudes in the teachers?</td>
<td>44</td>
<td>4</td>
<td>2</td>
<td>67.6</td>
</tr>
</tbody>
</table>

Chi-square table value: 5.991

Table No.2 shows that Chi-square value with regard to all the questions is significant. It means course participants agree that the course is helpful in improving teaching skills, understanding subject matter, using AV aids, and inculcating positive attitudes in teachers.

Table No.3: Response of course participants regarding shortcomings and books mistakes

https://www.awkum.edu.pk/rje/index.html
Table No.3 shows that Chi- square value with regard to all the questions is significant. It means course participants agree that they do not feel any shortcomings in the course, mistake in the manual / work book. The participants also feel that the course be conducted regularly.

Table No.4: Response of course participants regarding new ideas / improvement in teaching

<table>
<thead>
<tr>
<th>S.No</th>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>To some extent</th>
<th>Chi-square</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Have you got any new idea which will help you in teaching of general science in classroom?</td>
<td>46</td>
<td>2</td>
<td>2</td>
<td>77.7</td>
</tr>
<tr>
<td>2.</td>
<td>Has this training improved yours science teaching capacity?</td>
<td>47</td>
<td>2</td>
<td>1</td>
<td>83.1</td>
</tr>
<tr>
<td>3.</td>
<td>Has this training programme covered all the course content of general science?</td>
<td>32</td>
<td>14</td>
<td>4</td>
<td>24.24</td>
</tr>
<tr>
<td>4.</td>
<td>Are you satisfied with the procedure and timing of the programme?</td>
<td>40</td>
<td>8</td>
<td>2</td>
<td>49.47</td>
</tr>
<tr>
<td>5.</td>
<td>Do you feel that this training programme has broaden your vision for understanding the general science?</td>
<td>44</td>
<td>4</td>
<td>2</td>
<td>67.6</td>
</tr>
</tbody>
</table>

Chi- square table value: 5.991

Table No.4 shows that Chi- square value with regard to all the questions is significant. It means course participants agree that the course has improved their teaching capacity and broadened their vision in understanding general science. They also agree that course covered the contents of general science.

Table No.5: Response of course participants regarding application of course outcomes

<table>
<thead>
<tr>
<th>S.No</th>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>To some extent</th>
<th>Chi-square</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Are you applying the outcomes of this training programme in actual classroom situation?</td>
<td>20</td>
<td>10</td>
<td>20</td>
<td>4</td>
</tr>
<tr>
<td>2.</td>
<td>Are you satisfied that students are more comfortably understanding of science concepts after the programme you got?</td>
<td>44</td>
<td>2</td>
<td>4</td>
<td>67.6</td>
</tr>
</tbody>
</table>
3. Do you feel that duration of this programme was sufficient?  
   8 30 12 16.5

4. Do you want to participate in such type of programme whenever it occurs again?  
   48 2 0 88.7

Table No.5 shows that Chi-square value with regard to all the questions is significant except the first one. It means course participants are satisfied with the understanding of science concepts, duration of the course and participation in the course. However course participants are divided regarding the application of course outcomes in actual classroom situation, yet more teachers have supported it.

Response of course participants regarding open ended questions.
1. Your overall views about the need of capacity building science teachers training programme?  
   Majority of the respondents feel that there is need of capacity building science teachers training programme.

2. Your overall views about the usability of capacity building science teachers training programme?  
   Majority of the respondents feel that learning in capacity building science teachers training programme is usable in classroom situations.

3. Your overall views about the importance of capacity building science teachers training programme?  
   Majority of the respondents feel that capacity building science teachers training programme is very important for the teachers.

FINDINGS AND CONCLUSIONS

On the basis of analysis of data following findings and conclusion are drawn.

1. The course participants are satisfied with the standard of course; standard of teaching, objectives of the course, providing awareness to teachers and removing content related teaching difficulties.

2. The course participants agree that the course is helpful in improving teaching skills, understanding subject matter, using AV aids, and inculcating positive attitudes in teachers.

3. The course participants agree that they do not feel any shortcomings in the course, mistakes in the manual / work book. The participants also feel that the course be conducted regularly.

4. The course participants agree that the course has improved their teaching capacity and broadened their vision in understanding general science. They also agree that course covered the contents of general science.

5. The course participants are satisfied with the understanding of science concepts, duration of the course and participation in the course. However course participants are divided regarding the application of course outcomes in actual classroom situation, yet more teachers have supported it.

DISCUSSION

The purpose of this study was to see perceptions of science teachers regarding In-service Science Teacher Training Programme its content, methodology and usability of the course with regard to real classroom working environment. To improve the quality of our education system we must improve the standard of our teachers by providing them...
continuous training during their entire career, for that purpose capacity building of the teachers plays an important role. In strengthening the whole structure of our education system it deeply depends upon the competent, capabilities and capacity building programme. Capacity building of elementary teachers training programme was funded by CIDA(Canadian international Development Agency) and conducted by Directorate of Curriculum and Teacher Education Abbotabad Khyber Pakhtunkhwa.

The study reveals that course participants are satisfied with the standard of course; standard of teaching methodology in the course, objectives of the course, providing awareness to teachers and removing content related teaching difficulties. The course participants agree that the course is helpful in improving teaching skills, understanding subject matter, using AV aids, and inculcating positive attitudes in teachers. The course participants also agree that they do not feel any shortcomings in the course, mistakes in the manual book and work book. They feel that the course should be conducted regularly because it has helped in improving their teaching capacity and broadening their vision in understanding general science. The course participants are satisfied with the understanding of science concepts, duration of the course and participation in the course. However course participants are divided regarding the application of course outcomes in actual classroom situation, yet more teachers have supported it.

RECOMMENDATIONS

On the basis of analysis of data, findings and conclusions, and discussion following recommendations are offered.

1. Capacity Building Science Teachers Training Programme should be conducted regularly on quarterly basis.
2. The contents of the Training Programme should be updated.
3. More teachers should be detailed for the training programme
4. Such training programme should be run for other subjects also.

REFERENCES


Christopher Potter and Richard Brough *Systemic capacity building: a hierarchy of needs.* adolescents, University of Glasgow.


ANALYZING THE EFFECTS OF PARENTAL INCOME ON EXAMINATION RESULT OF SECONDARY SCHOOL STUDENTS IN DISTRICT NOWSHERA

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Dr. Hafiz Muhammad Irshadullah  
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Abdul Wali Khan University Mardan

ABSTRACT

The purpose of this study was to find out the effects of parental income on examination result of secondary school students in district Nowshera. A random sample of 285 secondary school students was selected. To make the sample representative 15 schools were randomly selected, 5 from each one, of the 3 tehsils of district Nowshera. Then from each school 19 students were randomly selected. The data was collected through a questionnaire. High reliability value (0.921) of the instrument of study was obtained through Cronbach’s Alpha coefficient. Its five items were based on two points scale wherein two items were open ended. The collected data was analyzed using percentage, Chi-square ($\chi^2$) and Cramer’s V. All of students were from poor families except students of highest income group (above Rs.40000). The significant effects of poverty on achievement of result were found up to a great extent. From lowest to highest income group failure decreased wherein the majority of students succeeded in grade “D”. Most of students had low parental-income faced various challenges and get through examination with low grades like no coaching and audio-visual aids facilities, crowded housing and in some cases they spend their time to help their parents in work or they worked as part time laborers.

Keywords: Coaching facility, Examination, Result grades.

INTRODUCTION

Pakistan is included among those South-East Asian developing countries having extreme level of poverty. It is because more than one third of its population’s daily intake of calories is less than 2350 with earning (U.S.) $ 2 per day. Pakistan was also ranked 136th among 177 developing counties of the world by UNDP (United Nations Developing Program) in its annual Human Development Report (2008) (Miankhail, 2008). Poverty can only be overcome if everyone contributes sincerely in its development (Haq, 1999). Thus the economists and sociologists consider primary education as a foundation and secondary education as a backbone for the country’s development and social reforms (Iqbal, 2010). But the allocated expenditure for education of GNP is very low (2.4%) which shows a very dismal picture of country’s education as compared to other developing countries of the region having nearly same GDP.

Since education and socio-economic development are inter-related, one of the main causes of poverty in Pakistan is the low standard of education (Miankhail, 2008). Majority of the educationists and psychologists link various variables to the socio-economic status of...
parents which affect their children’s educational achievements including income, parents’ status, health, time spent with children, family size, material sources needed for schooling, coaching and housing facilities. Through examinations the performance of students is measured which also reflects the socio-economic effects on their studies (Khurshid et al., 2010). In this paper the effects of parental income on the achievements of results of secondary school students are studied.

LITERATURE REVIEW

Most of the students’ academic performance is influenced by their families’ profile (income, health, education, family size, home ownership) parents’ support in study, coaching facility, teachers’ performance, home and school environment. (Khurshid et al., 2010; Ahmad et al., 2010).

In this scenario the role of parents has great importance in education of children. This has an important effect on children’s education (Ahmad et al., 2010). Majority of the researchers found that parents with high socio-economic status influenced their children’s achievements more positively as compared to the parents with low socio - economic status (Khurshid et al., 2010).

Sources in education depends on parental income

Family income is also an important determinant of child’s educational performance (Maurin, 2002). The main reason is that high income families can provide nutritionally adequate (balance) diet, better housing, related books, better health care, conveyance, computer (with internet) and tuition facilities (Karagiannaki, 2012; Hartas, 2011). On the other side children of low income families are unable to provide these intellectually stimulating sources (Akee et al., 2010).

Effects of parental income on health

Effects of poverty on the health of parents and children are undisputed (Sheridan et al., 2014). Poverty causes depression, frustration, harshness/bitterness between parents and children. Furthermore, poor children exhibit higher level of distractibility and hostile behavior in the classroom (Hartas, 2014; Dahl & Lochner, 2012).

Effects of parental income on household conditions

Home ownership and household conditions depends on parental wealth, play an important role in education of a child (Akee et al., 2010). It is hard to concentrate on study in a crowded, noisy and substandard housing which ultimately affects their academic performance (Willingham, 2012).

Effects of low income on achievements of results

According to Korenman, children from poor families suffer more than children from rich families (Phipps & Lethbridge , 2006). Poor children have to face various challenges which can prove a big hurdle in educational achievements (Willingham, 2012).
It is generally observed that parents with low income status may have a negative impact on their child’s attitude and study. This situation is very common in rural areas and shanty towns where most of parents are careless about their children’s study. A lot of their precious time is wasted to help their parents in their work (Javid et al., 2012).

To know the impact of poverty on educational achievements, data was collected by the American Education Department from 71 high-poverty schools. The academic results of schools with highest percentage of poor students were found significantly worse. The analysis of achievement of result of Kindergarten school students from the collected data of Early Childhood Study placed low income students at about 30th percentile, middle income at 45th percentile and children of upper income families at about the 70th percentile. (Lacour & Tissington, 2011). Significant impacts of family income on achievement of students were found in United Kingdom when parental income was reduced to one third. As a result the children’s probability to get grade A-C also reduced (Blanden & Gregg, 2004).

Effects of high income on achievement of results

Children of affluent parents have an easy access to the various educational resources which lead their children towards successful educational achievements (Javid et al., 2012). A significant impact of parental income on achievements of children was estimated by increasing $1000 parental income ultimately raised the math and reading scores upto 6 percent of standard deviation (Dahl & Lochner, 2012).

The National Assessment of Educational Progress (NAEP) compared the 4th grade mathematics scores of the year 2003 and 2011. The score of students with high income status was found 24 points higher than that of low income status students (Lyken-Segosebe & Hinz, 2015). Harvard, one of the prestigious universities of the world, gave priority to recruit students of low income family. For this purpose, Harvard University eliminated parental contribution on children’s education and found a 20% increase in the number of students’ matriculation in 2009 as compared with 2008 (Dalton & Crosby, 2015). Ross and Robert (1999) observed in their study the data of National Longitudinal Survey of Children & Youth and found that more than thirty three percent (33%) of students from low-income families showed delayed vocabulary development.

METHOD AND PROCEDURE

Population of the study was comprised of 22892 students of 66 government boys’ secondary schools of district Nowshera (Govt. of Khyber Pakhtunkhwa, 2014-15). To make the sample representative 15 schools were randomly selected, 5 from each one, of the 3 tehsils of district Nowshera. Then from each school 19 students were randomly selected. Thus sample of the study comprised of 285 secondary school students. The data was collected through a self-administered questionnaire. This instrument had (highest) reliability value “0.921” which was computed through Cronbach’s Alpha coefficient using. Its five items were based on two points scale wherein two items were open ended. Researchers included in this study the above mentioned sampled secondary school students annual examination result (2016) declared by Board of intermediate and secondary education Mardan. The effect of various students-related items (coaching facility, audio visual aids facility, pocket money, parents’ help, part-time work and family members) on their grades (A, B, C, D, E and F) were analyzed. The analysis was carried out through percentage, Chi-square (χ²) and Cramer’s V using SPSS (statistical Package for Social Science). Values of Cramer’s V were ranged from (lowest) negligible to (highest) very strong through comparing with contingency table. (See appendix A for Cramer’s V Contingency table).
Table 1
Effects of Parental Income (PRs. 10000 – PRs. 20000) on Students Examination Result.

<table>
<thead>
<tr>
<th>Items</th>
<th>Option</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>Total %</th>
<th></th>
<th>X²</th>
<th>p-value</th>
<th>Cramer’s V Value</th>
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<td>0</td>
<td>0.70</td>
<td>-</td>
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<td>.35</td>
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</tr>
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<td>.27</td>
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</tr>
<tr>
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<td></td>
</tr>
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<td>14.74</td>
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<td></td>
<td>n</td>
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<td>11.58</td>
<td>16.1</td>
<td>1.40</td>
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<td>50.17</td>
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<td>.17</td>
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<td>17.5</td>
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<td>9 &amp; above</td>
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<td>2.11</td>
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<td>2.11</td>
<td>7.02</td>
<td>18.24</td>
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Significance Level at (α) 0.05

Item 1: χ² (4, N = 285) = 4.44, p = .35, Cramer’s V = .141 ; item 2: χ² (4, N = 285) = .268, p < .05*, Cramer’s V = .6 ; item 3: χ² (4, N = 285) = 2.5, p = .64, Cramer’s V = .106 ; item 4: χ² (4, N = 285) = 22.4, p < .05*, Cramer’s V = .316 ; item 5: χ² (4, N = 285) = 4.8, p = .311, Cramer’s V = .146; item 6: χ² (8, N = 285) = 12.7, p = .121, Cramer’s V = .169

Items ‘1’, ‘3’, ‘5’ and ‘6’ were found ‘not significant’ except items ‘2’ and ‘4’. Cramer’s V values indicated a ‘weak’ effect of items ‘1’, ‘3’, ‘5’ and ‘6’ whereas ‘moderate’ effect of items ‘2’ and ‘4’ on students’ examination results.

In the above table out of 78.59 % of students appeared in examination, 49.82 % with parental income PRs. 10000- PRs. 20000 passed in SSC Examination. The examination success and failure ratio was 1.732 and 1 consecutively. Whereas maximum pass students were 24.56 % in grade “D” and the highest grade “B” achievers were only 4.91 %. However among these students 8.77 % had audio visual aids, 0.7 % had coaching facility, 47.02 % got pocket money, 5.61 % had parents’ help and 28.42 % did part time work. Majority (57.544 %) of students appeared in the examination and passed (36.491 %) and had 5-8 family members.

Table 2
Effects of Parental Income (RRs. 20001 – PRs. 30000) on Students Examination Result.

<table>
<thead>
<tr>
<th>Items</th>
<th>Options</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
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<th>X²</th>
<th>p-value</th>
<th>Cramer’s V Values</th>
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<tr>
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<td>0.35</td>
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<td>0.9</td>
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<td>1.05</td>
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<td></td>
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<tr>
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<td>0</td>
<td>11.2</td>
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Parents’ Help

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</table>

Part Time Work

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<th></th>
<th>y</th>
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Family Members

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</table>

Significance Level at (α) 0.05

Result Grades: B, C, D, E, F


All of items were found ‘not significant’. Cramer’s $V$ values of items ‘1’ and ‘5’ indicated a ‘weak’ effect whereas items ‘2’, ‘3’, ‘4’ and ‘6’ indicated ‘moderate’ effect on students’ achievement of results.

In the above table, all of 12.6 % students with parental income PRs. 20001-PRs. 30000 passed in S.S.C Examination. Whereas maximum pass students were 7.018 % in grade “D” and the highest grade “B” achievers were only 1.402 %. However among these students 2.1 % had A.V. Aids, 1.4 % had coaching facility, 11.23 % got pocket money, 0.702 % had parents’ help and 1.75 % did part time work. Majority (11.23 %) of students appeared and passed in the examination and had 5-8 family members.

Table 3

Parental Income (PRs. 30001 – PRs. 40000) on Students Examination Result

<table>
<thead>
<tr>
<th>Items</th>
<th>Options</th>
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<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
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<th>$X^2$</th>
<th>p-Value</th>
<th>Cramer’s V</th>
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<td>7.0</td>
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</tr>
<tr>
<td>A.V. Aids Facility</td>
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<td>.35</td>
<td>.35</td>
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<tr>
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<td>2.5</td>
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</tr>
<tr>
<td>Parents’ Help</td>
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<td>1.75</td>
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<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>0.70</td>
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Significance Level at (α) 0.05

Result Grades: A, B, C, D, E, F


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All of items (1, 2, 3, 4 & 6) were found not significant except item ‘5’. Cramer’s $V$ values of items ‘3’ and ‘6’ indicated a ‘moderate’ effect whereas items ‘1’ and ‘4’ indicated ‘relatively strong’ effect however items ‘2’ and ‘7’ displayed ‘strongest’ effect on students’ result grades (A, B, C, D & E).

In the table 3 above, out of 8.42 % of students 8.05 % with parental income PRs. 30001- PRs. 40000 passed in S.S.C Examination. The examination success and failure ratio was “23” and “1” consecutively. Whereas maximum pass students were 3.158 % in grade “D” and the highest grade “A” achievers were only 1.755 %. However among these students 1.05 % had audio visual aids, 1.4 % had coaching facility, 7.368 % got pocket money, 1.75 % had parents’ help and 0.702 % had part time work. Majority (5.263 %) of students appeared in the examination and passed had 5-8 family members.

Table 4

<table>
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<th>No.</th>
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<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
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<td>0</td>
<td>0</td>
<td>0.351</td>
</tr>
</tbody>
</table>

Result Grades: A, B, C, D, E, F

In the above table, 0.351 % of students with parental income PRs. 40000 and above passed in S.S.C Examination. Whereas the highest grade achievers and maximum number of pass students was 0.351 % in grade “A”. However 0.351 % of students had audio visual aids, 0.351 % had coaching facility, 0.351 % got pocket money, 0.351 % had parents help and 0.351 % did not do part time work as laborers and 0.351 % of students had 5-8 family members.
Figure. The significant effects of income on achievement of results can be seen. From lowest to highest income group failure decreased wherein the majority of students succeeded in grade “D”.

**DISCUSSION**

The percentage of total number of successful students in examination was 70.87. Whereas the maximum number of appeared (78.59 %) and failed (28.77 %) students in examination were found in lowest income group (PRs.10000- PRs. 20000). The maximum number of successful students (34.74 %) achieved grade “D”. The highest grade “A” achievers were only 2.105 %. Failure decreased from lowest to highest income group. These results were found consistent with the study conducted in United Kingdom when parental income was reduced to one third. As a result the children’s probability to get grade A-C also reduced (Blanden, & Gregg, 2004). All of the (12.63 %) appeared students in $2^{nd}$ income group (PRs. 20001- PRs. 30000) and (0.351 %) in highest income group (PRs. 40000 above) succeeded in Examination.

In third upper income group (PRs. 30001- PRs. 40000), among 8.42 % of students, 0.351% failed in examination. The success and failure ratio of lowest income group (PRs. 10000 - PRs. 20000) was 1.732: 1 and $3^{rd}$ income group (PRs. 30001- PRs. 40000) was 23: 1.

Overall 3.857 % had coaching and 12.278 % had audio visual aids facility. The deficient arrangement of these variables due to poverty put adverse effects on result. Javid *et al.*, (2012) and Willingham (2012) were of the same view that children of low-income families cannot as readily afford various educational resources and coaching facility which can lead their children towards successful educational achievements. 8.417 % of students did parents’ help in their work and 30.877 % did part time work as laborers. Overwhelming majority (74.38 %) of students who appeared in the examination and passed (53.33 %) had 5-8 family members. It was found in line with the arguments of Willingham (2012) that it is hard to concentrate on study in a crowded, noisy and substandard housing which ultimately affects their academic performance.
CONCLUSIONS

All of students were from poor families except students of highest income group (above PRs. 40000). The significant effects of poverty on achievement of result were found up to a great extent. From lowest to highest income group failure decreased wherein the majority of students succeeded in grade “D”. Most of the students who had low parental-income faced various challenges and got through examination with low grades had no coaching and audio-visual aids facilities, crowded housing and in some cases they spent their time to help their parents in work or they did part time work as laborers.

RECOMMENDATIONS

1. Some students usually remained absent due to the help they provided to their parents in work or due to the part-time work they did as laborers. The government should provide scholarships to poor students on the basis of regularity of attendance, in case of failure payment should be withdrawn.

2. Most of the students had neither coaching nor audio-visual aid facilities at home. So well organized program should be launched to compensate the deficiency of these children at school.

3. The government and NGOs should help poor students through educational resources i.e. related books, calculators, pens, pencils, note books and laptops etc.

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EDUCATIONAL IMPLICATIONS OF MOVIES ON STUDENTS’ LIVES; A CASE STUDY OF INDIAN MOVIE 3 IDIOTS (2009)

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ABSTRACT
The purpose of the study was to explore the impacts of movie three idiots on the understanding of students’ educative lives. Numerous decisions are made by students in the educational lives such as subject selection, making friends, adopting learning styles and preferred way to learn and life targets. The movie concentrated on these areas of students’ lives in general and authentic education based on constructivist philosophy of education in particular. Efforts have been made to find the association of the story with real students’ lives. Subject selection, peers effects, teaching methodology, classroom environment, teachers’ behavior, parental expectation and authentic education are the concepts presented and studied in the movie. Through audio and video analysis of the movie and interview conducted from teacher educators, concepts of the movie and its expected impact on students have been studied. The results of the study illustrated that imaginative parental expectations, autocratic behavior of teachers, negative competition, and traditional methodologies shown in the movie have negative effects on students’ learning. On the other hand constructive peer relations, semi-circle seating of classroom, understanding of concepts instead of cramming, faith in self, and learning by doing are the factors which contribute in the academic achievement of the students and have positive effects on students. It was recommended that a guided approach in watching this movie may be permitted in the educational institutions at secondary and higher level. A guide teacher has to co-relate the educational concepts with movie event from all perspective including philosophical, sociological and contextual aspects.

INTRODUCTION
Educational technologies are the tools used for the enhancement of teaching learning process throughout the world. Teaching without technology use is incomplete in this digital world. The use of different media and its proper and appropriate inclusion and inductions into the minds of general masses are one of the fundamental approaches of movies world (Ali and Saeed 2013). Films are effective and useful tool for the inculcation and propagation of new ideas and convincing people on new and old events, ideas, concepts and philosophies of life and education (Niu Qiang 2008).

Raj Kumar Hirani the director of Indian movie was successful in taking the eyes of the society in general and educationists in particular. It was written by Abhijat JoshiRajkumar Hirani, produced by Vidhu Vinod Chopra and was release on 25 December 2009. The movie was comedian in nature where Aamir Khan (Ranchordas Shamildas Chanchad/Phunsuk Wangdu) Kareena Kapoor Khan (Pia) Sharman Joshi (Raju Rastogi) R. Madhavan (Farhan Qurashi) Boman Irani (Viru Sahastrabud) and Omi Vaidya (Chatur Silencer) were the top performers on whom it was screened. It was started with a wish of Rahju and Farhan to visit
and meet Rancho one of their college friend and leads to their imaginations representing the college time. Most of the movie contains on those imaginations. The movie was started with the entry of chanchad, Ferhan and Raju to the College (Imperial College of Engineering) which is one of the finest engineering colleges of India (Hussain & Ahmad, 2016; Chang, 2011).

It is an educational movie, made on basic constructivist philosophy of educational. The movie has attempted to realize the importance of peers in the lives of students. It reflected the hostel life of engineering students where they are welcome with the traditional ridiculous concept of fooling. The creative and effective reply of movie hero rejects this concept and on the other hand it illustrates the negative aspect of fooling in educational institutions. Fooling at colleges and universities sometime depresses psychologically the new students to adjust into the educational environment and sometime leads to strong negative effects on the psychology of the students. “Table 21” is another Indian movie made on the issue of fooling in educational institutions, which illustrates this issue and its negative effects on students in detail. Bullying in educational colleges is a theme popular for the investigation of different researchers (Datt, 2013).

Induction to new students in colleges and universities on one side improve the adjustability of new students and on the other hand enhance the chances of high performances and reduces the chances of errors. The welcome speech of the director explains the competitive nature of the present world but the examples used by the director were not appropriate and positive for students. The question asked by the hero is a sign of extra ordinary students and is a message for students to think critically and creatively. The word why always leads to in-depth investigation and knowledge. Questioning is the fountain of knowledge and information and it is the attribute of children and learned persons. Children ask more questions and attain knowledge and learned person ask questions and explain the situation. Ken Robenson (2006) in one of his lectures has claimed that schools reduce student’s skill of asking questions which he considers one of the basic tools of creativity. The asked question was answered by the director to the hero and was honored with that pen, so asking relevant and important questions were respected and students were motivated for this.

Social constructivism is the most modern theory and philosophy of education. The understanding of educational concepts in the social context of the learners is the ultimate target of the theory. The use of simple local and exemplified language leads to concept clarity and students’ motivation. There are some scenes of this movie which highly concentrates on the effectiveness of the educational philosophy of social constructivism. Rancho conversation with teacher on defining machine, students’ struggles and unscientific approaches for high marks, parents’ undue pressure for their kids, objection on the astronaut pen in the sense of another question and some other relevant scenes reflects the current age social routines of students and teachers lives.

Subject selection is one of the foundational issues in this current world of education. Subject selection is made on the basis of different grounds and pressures. It includes market demand and level of salaries, peers influences or parental pressures and the last but not the least is the self-choice of the learner. This movie also highlighted this issue in a very polite and attractive manner. Parental pressures are always threats to students’ future successes. Students’ aptitude is ignored and parents self-imaginations are considered perfect for children and high expectations are also made which is another source of frustration and role confusion for the learner. One of the striking aspects of the movie was the reflection of the educative classrooms of the college. A semi-circle step-down structure of classroom differentiated rooms from classrooms. These semi-circle classes give students and teachers the opportunity of enough visibility and audibility. In Pakistan the researcher have sensed the construction of classrooms on the pattern of rooms where the back benchers are unable to hear and see the
teacher properly. An experimental study done by a student of B. Ed Shabirullah (2014) on semi-circle seating illustrates the significant positive effects on students’ academic achievement. So, those pictorial presentations of the classroom situations in the movie illustrate the need of classroom construction on classroom patterns.

THEORETICAL BACKGROUND
Mentioned movie provides a floating platform for ideas propagation and concept development. Picturing ideas and concepts make it possible for the audiences to inspire and modify the way they believe and accept changes. Enormous majorities of young generation watch movies and spends their leisure time in it. Fruitful movies from different perspectives can prove turning point for their future live (Chang, 2011).

Parents impose their wishes on children instead of their own. Preferring others’ wishes on your-owns are more expensive and most of the time these practices lead to failure (Jacob, 2010). These wishes are most of the time are those which parents are unable to achieve in their lives, so they want to see in the lives of their children (Grossman, Kuhn-McKearin & Strein, 2011). Such parental wishes destroy the life aims and targets of their children. Teacher’s attitude, classroom environment, peers relationships and authentic education and instruction are the factors that affect the academic performance of students (Farooq, 2013; Pakistan, 2010). Teachers’ attitude influence students’ motivation, interaction and trust in self, system and teacher. All these factors contribute to the overall development students.

REVIEW OF THE RELATED LITERATURE
Themes presented in the movies from educational perspective are authentic education, undue parental expectations, and teachers’ pessimistic attitude, friends and peers influences. Efforts are made in the analysis of the movie to link the movie to students and teachers’ real educative lives. Discourse analyses of the dialogues are made.

Authentic Education
Education brings real changes in the behaviors of the students that are used in their practical lives. The main purpose of authentic education is to develop self-exploring, independent learning and adjustment skills among students, which enable them to face the real world challenges (Hussain & Ahmad, 2016). Therefore, students have to understand the contents, its uses and alternates instead of rote memorization. Practical life always asks for real hands-on experiences and have no place for rote memorization. The understanding of contents has been stressed in the movie by Chanchad which pinpointed the importance of authentic education and learning. Convincing his friend Raju that rote memorization is not good for future, Chanchad changed some words in the speech of Silencer which significantly portrayed the negative effects of rote memorization. After the speech the discussion on that between Chanchad and Raju was of high value; “That’s what on mindless cramming does to you, cramming may save you in four years of college, but it will screw you for the next forty years.” This was followed by the discussion made between Chanchad and Silencer, where he sorry Silencer for the changes done in his speech. “Sorry man. That was a demo for Raju not to cram blindly. Understand and enjoy the words of science” on which silencer replied that cramming is better and easy way to reach the destiny, and he said that “once my methods will succeed me and I will laugh on you and your methods. Chanchad replied “again you are on the wrong track. Why you are following success follow excellence in your field and than success will follow you. On which Silencer replied that “your ideas don’t work in the real world, you follow your methods and I will follow mine, and will see after ten years that who will be more successful, me or you?

Learning without understanding the meaning and actual background is the theme addressed in this conversation. Where silencer is confident on his method of learning that is cramming and feel no need of understanding and Chanchad preferred method of learning and memorizing with understanding and the background of the theme. The understanding and
hands-on are the basics of 21st century constructivist approaches in the education. Chasing success is a lower domain than chasing excellence, as in popular proverb “first deserve than desire”. Chanchad along with his room-mates also try to convince Silencere on the fact. The main theme on authentic education of teacher educator’ interview was “the concept of authentic education focuses on students’ skills development. These skills include; self-regulatory learning, critical thinking, real life exposures and other hands-one practices. This is the digital era where every second research discloses new discoveries. Therefore, teaching should focus students’ skills and institutions should focus on educational environment. The movie made an excellent representation of the concept of authentic education to its viewers”.

**Parental expectations**

Sometimes parental expectations are baseless as these are not in accordance will their children wishes. In the film, Ferhan want to be a photographer and his father wants him to be an engineer which reduces the success of Ferhan in engineering because of his aptitude. Similarly, the family background and higher expectation of Raju’s family also increase the stress on him which negatively affected the academic achievement of Rajo. This scenario reflects that expecting without proper knowledge of the potentials of the students can negatively affects the academic performance of the students and can leads towards frustration which can be seen in Raju and Ferhan’s educative lives. Self-interest and imposed decisions responsible for low performance and sometime to failure. The movie is full of different dialogues and scenes which reflected the negative effects of parents’ undue pressure/expectations on the children academic performance, as seen in the results of them.

In a meeting with Ferhan’s father Chanchad saw the pictures taken by Ferhan, he was wandered on excellent photographs of wildlife made by Ferhan and on the other hand Ferhan’s father was explaining his efforts made for the education of Ferhan to make him a good engineer except that he knows how well he was in wildlife photography. After that all the three were setting and were discussing the same issue they have an interesting conversation that was; “Chanchad: I love machines and engineering is my passion”. Pointing to Ferhan “your passion is wildlife photography don’t waste your time in engineering. Contact your favorite wildlife photographer Andra Istvan and be a wildlife photographer”. Chanchad further said “Ferhan want to be with Andra Istvan in Hungry, but his father fear have never let him to contact with Istvan. He advised him with numerous examples and recommended to leave engineering and adopt photography.” At this point Raju get himself in and said that why I am not successful as love engineering but I still fail, why? Chanchad explained that because of you fear of future. Look at this- more holy rings than fingers, one ring per fear exam, sister dowry and job. With such fear of tomorrow, how will you live today? And how would you focus on the study? Strange Buddies! One lives in fear, the other in pretense”.

The conversation shows that Chanchad has interest in engineering and is enjoying it, while Raju likes engineering but because of family pressure he is unable to enjoy it. However, the third person is interesting in photography but due to his father’s wish he is studying engineering. The one who is enjoying and have interest is more successful than the two. The influences can be seen in their performance in the examinations where one stood 1st while the other two remains last. The main theme on parental expectations of teacher educators’ interview was “most of the time being teachers and being parents we impose our own wishes on our children/students as to see them what we want to see instead of to see them as they want to see their-selves. These expectations and wishes are good in one sense as we make efforts for its realization but on the other hand most of the time these wishes contradicts their own wishes which negatively affects their performances. Every parent want his/her child to be a doctor, engineer or a CSP officers but ignores his/her child interest and potentials”.

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Teacher’s attitude

In the basic elements of education students’ teacher interaction is one of the most important element. Teachers leads the students or hinders their studies. Harsh attitude of teachers and animalistic disciplinary actions in this modern world are ridiculous. Bookish learning and motivating students for it is further hurting which are the common practices in our systems of education, particularly in third world countries. The discussion made between the teacher and students in the introductory class and teacher’s question, what is a machine? Teacher’s appreciation to bookish crammed definition than to the conceptual and understandable reply of Chanchad is a symptom of motivating students to cramming. On the other side the suicide of Joy was also because of the teacher’s attitude. Treating students in an authoritative ways reduce their confidence level. The effort made by Raju was also because of the attitude of teacher (Viru Sahastrabud) his attitude was also responsible for the suicide of his own son who was force to be engineer instead of writer. Yes it is a movie but such accidents take place every day in our educational institutions. Such attitudes on one side effects students’ academic life and on the other hand snatch smiles of students and teach the students that life is just like a game of loss and profit nothing else. The negative behavior of teacher was also shown in the paper setting which aimed to fail Raju instead to judge his potentials and weakness. Teachers’ attitude is corner stone of educational process. It is the teacher who prepares ingles or devils through his/her interactions. Teachers’ beliefs, knowledge, skills and attitude have a direct impact of students. Harsh attitude reduce asking question abilities, confidence, decision making capacity, learning style, and even attitude of students towards education. “Concluded from teacher educators’ interviews”

Friends and peers influences

The movie is full of good and bad examples of friends and peers influences. The association of Chanchad, Raju and Ferhan have positive effects not only the student life but also in the adult practical life. That association realize them their strengths and weakness, it help them in group learning and the concept of learning for understanding and also learning for excellence not for success. Chanchad motivated his friends to work with interest and devotion. Escaped his friend Raju from the methods of Silencer who believe in cramming. “A man is known by the company he keeps” peer and friends have strong effects on the overall life. Studious attitude of friends motivates other friends for studies and vice versa. Some (4) educators were of the view that home environment instead of friends and peer is more influential while the remaining (6) were of the cross opinion. “Concluded from teacher educators’ interviews”

Fooling and others concepts in the movie

In the start of the movie new students were insulted and were very unethically fooled. These practices are still prevailing which is repugnant to the Indian constitution article 21. No civilized people permit it and efforts are made to eliminate this practice. The classroom structure in the movie was educative and was fulfilling the demands of a classroom. The hostel facilities shown in the movie were also good enough. The use of knowledge into real life problems such as the case of the delivery, using the scooter instead of Ambulance, the use of salt water is a great conductor of electricity a statement of physics use to escape himself from senior students fooling tactics and some others are the reflection of modern constructivist approach in education which can be seen in the movie. Fooling, bullying, cramming, naughty and unethical activities shown in the movie were rejected by all. Teacher authority, drinks, dances and romance which are included in the movie have negative impacts and relationship to our social and cultural background. Using learned knowledge in daily lives is appreciable but as shown in the movie might lead to danger situations. “Concluded from teacher educators’ interviews.”

DISCUSSION
Students’ competence and self-confidence is the need of authentic and 21st century education. The ability to identify the problem, understand the situation and deal in a proper way is the need of the changing world. Authentic education concentrates on the skill development of students instead of contents. Rabinson (2006) was explaining this point through his lectures that make the students capable, give them skills not instruments, schooling is responsible for the students skill development not for contents coverage. This authentic and modern educational concept in the movie is closely related to the findings of (Khalid & Azeem, 2012; Hussain, 2012).

Grossman, Kuhn-McKearin, & Strein (2011) results shows that parental high expectations for the education have positive relationship with their academic achievement. But a question arise that whether students interest and parents interest are in contrast to each other or not, as shown in the movie that if a child is not interesting in a field and is interested in a field have different affects on their performance. That is why the results of (Grossman, Kuhn-McKearin and Strein, 2011) is not in accordance with the results of 3 idiots. Interest of the students is of great importance for good results (Othman & Leng, 2011).

Teacher classroom and out of classroom attitude have significant influences on students overall education (Soric, 2011). Positive, supportive and educative attitude of teachers motivates the students for study, help out them in the adjustment and study relevant areas and even in the personal lives of students teachers can help students. But on the contrary negative attitude of teachers have negative influence on students and on their studies (Ali, 2009; Farooq, 2013).

Peers and friends are the most valuable assets of one’s life. They the life blood of the young generation as they cannot live without them (Korir & Kipkemboi, 2014). These close attachments are responsible for significant affects on every aspects of their lives including education (Jacobson & Burdsal, 2012). Results of the movie supports the results of both the above quoted studies. Vicky Rajani (2013) presented the negative effects of fooling in educational institutions in his movie Table No, 21 endorse by this movie. Both the movies support each other results. Fooling practices enlarge the gaps between the students and sometime leads to very dangerous circumstances.

RECOMMENDATIONS

The movie presented the educational situation of the region where the hindrance have been identified and efforts is made to provide an strategic plan for improve the situation. Unauthentic approaches to education, pressurizing students by teachers and parents, bad companies by students and negative harsh attitude of teachers are crucial to students educational performances. There are frequent need of changes in these areas to lead the coming generation into a stable and sound position.

Movies like three idiots could be utilized for the purpose to realize the parents and other community members in bringing educational awareness in general masses. It can be cashed in students to replace their studying styles and preferences, can also be utilize in modifying teacher’s attitude inside the class and outside of it.

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PREVAILING HYGIENIC CONDITIONS IN GIRLS HIGH SCHOOLS IN PESHAWAR

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ABSTRACT

To study the existing hygienic conditions therein, 10 public girls’ high schools were picked up in Peshawar proper being the index of the province. The study and investigation were undertaken on the basis of the sample of 5 teachers per school. Proper questionnaire highlighting and covering important features of the subject study were provided to the schools. The data so collected there from was tabulated. The resultant effect of the study gives out a clear picture of the government institutions. The study was delimited to 10 public secondary level girls schools of Peshawar. From the overall analysis of data, it has been revealed that majority of government schools are situated in congested and polluted areas. Moreover, they do not have airy and spacious classrooms while the buildings are also not built according to the hygienic principles. Public schools have not even satisfactory facilities of water supply, sanitation, lavatory and disposal of garbage etc.

INTRODUCTION

According to UNICEF, in Pakistan one out of five persons does not have access to safe drinking water (in rural areas only one of two has access) and one out of three does not have access to proper sanitation. One consequence of this is that every month, one out of ten children in Pakistan suffers from diarrhea. Less than half all schools have latrines 44% and less than 60% have safe water supply. Where these facilities exist, data do not specify whether facilities are in working order and used hygienically by children. Yet safe water and private latrines play an important role in enrolment, attendance and retention, particularly for girls. Indeed lack of water and sanitation facilities in schools actively discourage parents from sending their daughters to school and keeping them there, especially as girls are near the age of puberty. Furthermore, if safe water and private latrines are not available, the teaching and learning of correct health and hygienic practices is undermined. Therefore, improving or introducing these facilities in schools as well as capacity to manage the school environment hygienically are an important part of the strategy to attract more girls to schools and to ensure that learning is relevant.

Personal hygiene is important for a sound body which is in turn is linked to sound mind. Positive attitude towards personal hygiene among students can be inculcated in different ways, starting from their homes. Formal school teaching can also be used while informal learning at homes and schools are also important sources of learning.
Young girls in schools require favorable hygienic conditions to help maintain a desirable level of hygiene. However, in developing countries like Pakistan schools lack many basic facilities, including proper water and sanitation facilities.

**OBJECTIVES**

1. To identify deficiencies in the hygienic facilities in public girls high schools.
2. To investigate the attitude of school management and students towards personal hygiene.
3. To find out the impact of school environment and physical facilities on the health of the students.
4. To make recommendations in providing favorable hygienic condition for learning.

**REVIEW OF RELATED LITERATURE**

Peshawar being the index of the province and therefore, the problems, the short comings or any other good or bad points can be formulated to evaluate and provide a minimum level of the facilities within the available resources on the provincial basis.

**Healthy School Environment**

Healthy school environment includes:

- The provision of safe and healthful buildings and facilities.
- The organization of a healthful school day.
- The establishment of desirable interpersonal relationships among pupils and teachers.
- The maintenance of high standards of sanitation in the total school environment.

The schools have a legal and moral obligation to provide buildings, facilities, equipment, and services that are safe and sound for the pupil.

**Cleanliness**

The human body is a “gift of God”. According to the quotation that “Health is Wealth”, physical fitness of the body is known as health, and also no disturbance or disorderliness in the body is known as health. The most important is cleanliness. Our Holy Prophet (PBUH) has said, “Cleanliness is a part of our faith”. Health is very important for the school and school children, because a child having strong and sound health can learn and take interest in teaching, even with the poor and bad kind of teaching, and if the school environment is unhealthy, the students are not able to learn efficiently with the best methods of teaching. It is found that the non-availability of clean drinking water and general cleanliness in schools cause harmful effects on the students’ health and these harmful effects includes infectious, gastrointestinal, neuro-cognitive and psychological illnesses (Jasper, et al., 2012).

**Water Supply**

A plentiful supply of pure drinking water must always be accessible inside the school building. Children require frequent drinks of water and their health suffers if this is not available. Sufficient drinking fountains of the angle-jet type, which discourages placing the lips on the fountain head, should be provided and maintained in a clean, sanitary condition. A minimum of one fountain should be provided for every seventy-five children. The water supply should be from a source approved and periodically inspected by public health sanitarians. Research has found that making improvement in water, sanitation and hygiene are linked with many benefits in schools. A survey was conducted in India which exhibited that the availability of latrine in schools resulted in increased enrollment and a higher number of students passing exams (Adukia, 2013).

**Lavatories and Toilets**
Lavatories, or other suitable and hand-washing facilities, and toilets should be adequate in number, strategically located, and in accordance with state sanitary requirements. As with a questionable water supply, lavatories and toilets that fail to meet sanitary standards may contribute to outbreaks of waterborne and hand-to-mouth gastrointestinal disease among pupils. The provision for enough lavatory and washing accommodations is often a neglected feature in schools in this country. As personal cleanliness is of the utmost importance, it ought to be regarded as one of the chief lessons to be learnt in schools. Therefore, the school should begin this lesson by providing hygienic washing and lavatory arrangements. Cleaning and washing of the equipment in this connection should be done daily. Studies have established that insufficient facilities of water, sanitation and hygiene are linked to reduced educational achievement mainly caused due to absenteeism (Alexander, et al., 2013; Blanton, et al., 2010; Freeman, et al., 2012) and more important it has an adverse impact on students cognitive capability (BAR-DAVID, et al., 2005; Bartlett, S. 2005; Benton & Burgess, 2009).

Removal of Garbage

The garbage should be removed regularly from the school to keep the school environment clean. The presence of garbage for a long time can cause many diseases to the students like malaria, typhoid, etc which will badly affect their health. So, sweepers should regularly clean the school. Doyle (1995) found that the standard of cleanliness and removal of garbage at school site have an impact on girls attendance at school whereas Birdthistle (2011) found that there is an insignificant impact of the variable on students attendance.

Food Services

More and more children are eating their lunches at school, and the lunch room or cafeteria in a high school of any size is a necessity. For convenience, delivery of supplies, maximum safety, taking away of garbage, economy in plumbing, and accessibility to students, lunch room may be designed according to the strength of the school. School children should have a place in which to eat their lunches in comfort. All food service procedures and facilities should confirm to health department standards, and periodic inspections should be made by public health sanitarians. To assure food service sanitation, periodic short courses in food preparation and handling should be held for food service personnel.

School Site

The school site should be easily and safely accessible, attractive, spacious, and free from excessive noise, congestion, industrial plants, and traffic hazards. The site should be healthful and free from disturbing noise and odor. Since the students spent their impressionable age at school, the school plant should be made beautiful and dear to them. This will also inculcate love for the school and develop habits of cleanliness and healthful living. The site of the school should not be located in a congested area. The school should avoid water logging, muddy localities, rubbish heaps and unhealthy surroundings.

METHOD AND PROCEDURE

The study is descriptive in nature. It consists of data collection for the topic of study prevailing hygienic conditions in the female secondary schools of district Peshawar. Information regarding the prevailing hygienic conditions was collected by administering the questionnaires in the selected female secondary schools of district Peshawar. The questionnaire consisted of ten items and all the items had the provision of ‘YES’ or ‘NO’ responses. In order to collect reliable and correct information, the researcher went to schools and personally met the respondents of the selected schools. The collected data was carefully organized, analyzed and interpreted. The analyses have been expressed in terms of percentage. Conclusions were drawn on the basis of received data.
study enabled the researcher to suggest some recommendations regarding the prevailing hygienic conditions in secondary schools of district Peshawar.

DATA ANALYSIS

The main purpose of data analysis is to tabulate the data. This section deals with the presentation and analysis of data collected through questionnaires from the teachers. In each of the selected schools five teachers were chosen randomly and were given the questionnaire. The questionnaire consists of ten questions that are sufficient to throw light upon the problem at hand. The responses to the questions are represented in the form of tables. The data in each table is presented in terms of percentage.

INTERPRETATION OF DATA

Table No. 1
“The school building is hygienically built”

<table>
<thead>
<tr>
<th></th>
<th>Number of responses</th>
<th>Yes</th>
<th>%age of Yes</th>
<th>No</th>
<th>%age of No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers of Public Schools</td>
<td>50</td>
<td>28</td>
<td>56%</td>
<td>22</td>
<td>44%</td>
</tr>
</tbody>
</table>

According to this table, 56% public schools are built according to hygienic principles whereas 44% are not.

Table No.2
“The airiness and spaciousness of the rooms”

<table>
<thead>
<tr>
<th></th>
<th>Number of responses</th>
<th>Yes</th>
<th>%age of Yes</th>
<th>No</th>
<th>%age of No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers of Public Schools</td>
<td>50</td>
<td>27</td>
<td>54%</td>
<td>23</td>
<td>46%</td>
</tr>
</tbody>
</table>

The responses show that according to the teachers of public schools 54% rooms are airy and spacious whereas 46% are not airy and spacious.

Table No.3
“Availability of fresh drinking water in the schools”

<table>
<thead>
<tr>
<th></th>
<th>Number of responses</th>
<th>Yes</th>
<th>%age of Yes</th>
<th>No</th>
<th>%age of No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers of Public Schools</td>
<td>50</td>
<td>41</td>
<td>82%</td>
<td>09</td>
<td>18%</td>
</tr>
</tbody>
</table>

The responses of the public schools teachers show that in 82% schools fresh drinking water is available while 18% are deficient in this respect.

Table No.4
“Presence of lavatory facilities in the schools”

<table>
<thead>
<tr>
<th></th>
<th>Number of responses</th>
<th>Yes</th>
<th>%age of Yes</th>
<th>No</th>
<th>%age of No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers of Public Schools</td>
<td>50</td>
<td>26</td>
<td>52%</td>
<td>24</td>
<td>48%</td>
</tr>
</tbody>
</table>

The data in the above table shows that according to the responses of the teachers 525 public schools have lavatory facilities while 48% have not.

Table No.5
“The disposal of garbage”

<table>
<thead>
<tr>
<th></th>
<th>Number of responses</th>
<th>Yes</th>
<th>%age of Yes</th>
<th>No</th>
<th>%age of No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers of Public Schools</td>
<td>50</td>
<td>32</td>
<td>64%</td>
<td>18</td>
<td>36%</td>
</tr>
</tbody>
</table>
The above table indicates that in public schools, 64% have the facilities to dispose of the garbage/rubbish, while 36% schools have no such facilities.

Table No.6
“Satisfactory drainage system in the schools”

<table>
<thead>
<tr>
<th></th>
<th>Number of responses</th>
<th>Yes</th>
<th>%age of Yes</th>
<th>No</th>
<th>%age of No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers of Public Schools</td>
<td>50</td>
<td>22</td>
<td>44%</td>
<td>28</td>
<td>56%</td>
</tr>
</tbody>
</table>

In the above table, the responses show that 44% public schools have satisfactory drainage system while in 56%, it is not satisfactory.

Table No.7
“Availability of hygienically sound food items in the schools”

<table>
<thead>
<tr>
<th></th>
<th>Number of responses</th>
<th>Yes</th>
<th>%age of Yes</th>
<th>No</th>
<th>%age of No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers of Public Schools</td>
<td>50</td>
<td>22</td>
<td>44%</td>
<td>28</td>
<td>56%</td>
</tr>
</tbody>
</table>

Data in the table indicates that in 44% public schools hygienically sound food items are available whereas in 56% public schools it is not.

Table No.8
“Regular observation of the cleanliness day in the schools”

<table>
<thead>
<tr>
<th></th>
<th>Number of responses</th>
<th>Yes</th>
<th>%age of Yes</th>
<th>No</th>
<th>%age of No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers of Public Schools</td>
<td>50</td>
<td>07</td>
<td>14%</td>
<td>43</td>
<td>86%</td>
</tr>
</tbody>
</table>

The above table indicates that only 14% public schools observe cleanliness day regularly while the remaining 86% do not observe it regularly.

Table No.9
“Students regularly wearing neat and clean uniform”

<table>
<thead>
<tr>
<th></th>
<th>Number of responses</th>
<th>Yes</th>
<th>%age of Yes</th>
<th>No</th>
<th>%age of No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers of Public Schools</td>
<td>50</td>
<td>40</td>
<td>80%</td>
<td>10</td>
<td>20%</td>
</tr>
</tbody>
</table>

According to the table, in public schools 80%, students regularly come to schools wearing neat and clean uniform while in 20% schools, students do not.

Table No.10
“Location of the school in congested area”

<table>
<thead>
<tr>
<th></th>
<th>Number of responses</th>
<th>Yes</th>
<th>%age of Yes</th>
<th>No</th>
<th>%age of No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers of Public Schools</td>
<td>50</td>
<td>42</td>
<td>84%</td>
<td>08</td>
<td>16%</td>
</tr>
</tbody>
</table>

The table indicates that according to the responses of the teachers, 84% public schools are located in congested areas while 16% are not located in congested areas.

RECOMMENDATIONS

The study indicates that majority of the government run schools in Peshawar were lacking in basic hygienic facilities. However needful measures should be taken to improve the situation of the government run schools.

The following recommendations are forwarded:
• Schools in congested areas in Peshawar should receive special attention from the education department. The school building should be used in such a way that it does not jeopardize the health and hygiene prospects of the students.
• The schools located in congested areas should be shifted to other areas accessible to public.
• Drinking water, sanitation and solid waste management facilities in govt. schools should be upgraded to reduce anxiety among students and teachers. If needed contributions from the students and local community should be used.
• Available food near all the schools be inspected by the parent teachers committee.
• Students in govt. schools should be sensitized on health-related issues and periodic checkup of their personal hygiene should be undertaken to inculcate a sense of responsibility among them.
• In schools where there is no provision of medical emergency, alternate mechanisms should be in place and teachers and students should know where to refer in case of emergency.
• It is recommended that the study is utilized by the KPK education department to improve the state of affairs.

REFERENCES

Birdthistle, I. (2011). What impact does the provision of separate toilets for girls at schools have on their primary and secondary school enrolment, attendance and completion?: A systematic review of the evidence.


AN INTERRELATIONSHIP OF SCHOOL, PARENTS AND COMMUNITY: NEED OF ENLISTING PARENTS AS PARTNER IN AREAS OF CONCERN AT SCHOOLS IN DISTT: SWABI

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Chairman Department of Education
Abdul Wali Khan University Mardan

ABSTRACT

Areas of concern in school are those issues which are the barriers in the way of teachers and students to carry on their teaching and learning activities. In this paper school safety and security has been considered as area of concern. School discipline and Involvement of parents and community has been thought to be a motivating factor to resolve the issue up to a great extent. Past Researches have been critically reviewed to understand the need of parent and community partnership with school. It will help in providing better opportunities to our students to learn in safe and secure environment. Documents analysis was made in order to understand the security problems in schools and minimize the chances of unwanted incidents in future. The principals were interviewed to ascertain their concerns about school safety and security, and common points of their concerns were considered important to highlight.

Key Words: School Discipline, safety and security, parents and community.

SCHOOL DISCIPLINE AND LEADERSHIP

The term “discipline” has its various definitions in terms of various places. Afolayan (1989) describes the term “discipline” as following the laid down rules, regulations, and norms by a person with the best of his capability.

In connection with the school environment, the word discipline is meant to develop and maintain the orders for better classroom management, empowerment to gain control over troublesome students, and launching a system for managing one’s own behaviours (Education, 2006).

The word discipline also denotes a course or subject structure of knowledge which is meant to get specialization by the people for pursuing a course at university level. More precisely, the term discipline refers the academic discipline at higher level of education. According to Haider (2012), rules and regulations, manners and the ways of practice that is obligatory to follow by an each individual of a group of people construct the term discipline.

Above all definitions and meanings of “discipline”, there is consensus that discipline need to be positive and constructive in nature, and not to be punitive. Likewise, when it condenses to a learning classroom, then its enforcement needs to be restricted to manage and control the classroom in order to make the teaching affective. When discipline is studied in school staff context, then it carries the meaning of conduct about the staff and correcting the behaviours (Pass, 2007). Apart from this, rules are set to handle those
matters of staff that can cause the grumbles and raises the disciplinary issues amongst the staff. Therefore, it is thought that disciplinary rules are greatly helpful in maintaining staff conduct (Asif, 2014). It is important to consider that discipline must not be punitive rather it needs to be corrective otherwise it will be ineffective (University of Bradford, 2014).

The American educators explain the term discipline in two different contexts. These are:

i. Maintaining discipline for safety, orders, and effective learning purposes. Application of discipline as a handy to correct the misconduct and converting it into a standard behaviour and;

ii. For the maintenance of one’s own behaviour.

If both the meanings combine together, it reveals one thing that discipline enhances improvement both in behaviour and school practices. The only difference that is declared, the correction of misconduct and self disciplined, the first one takes time to show the consequences. As these two aims are interdependent and therefore supports each other. The result, both the definitions bear the sense of preventing things to be happened badly (Bear, 2014).

A school needs to be committed to get on an agreement in order to keep consistency and positivity in its disciplinary structure such as in strength and carry out, dense, unbiased, consistent and positive discipline. A well disciplined educational stream line is utmost important for generating a productive teaching and learning environment within a school. Besides this, it ensures the right of occurrence of learning effectively amongst the students. This is the basic right of students must be secured and treated respectfully (Western Cape Education Department Provincial Government of the Western Cape Australia, 2007).

Government of Montana (2008) has mentioned in its published handbook that the disciplinary issues need to be managed transparently for the effective management of the institution, in respect of school employee conduct, and as well as for reputation of the school.

Perhaps the word “discipline” becomes complicated to be defined in terms of supervision. However, people mean it in different ways according to the needs such as course of curriculum, instruction, training that develops or restraints the behavior, and regulation and competency. It means that discipline is the tool in the hands of the heads to impose obedience through rules and regulations which is acceptable to high ups.

The positive discipline consists of focus on appropriate teaching and learning behavior rather than punishment. School makes all efforts to facilitate teachers and students in teaching and learning process.

Researchers like Alice Chow (2013) are agreed that head of the institution are considered to be effective leaders if they act as a driving force behind the quality learning. While others like Ghamrawi (2010) have considered that it is the role of subject leaders that nourish, promote and establish the teacher leadership. He further found that subject leadership is more critical than senior leadership. The school head is accountable for maintaining discipline among all staff in the school (Bracknell Forest Council, 2012).

The principal of a school is considered to be a leader who leads and takes over a struggling school. He sets up new mile stone and goals to meet the contemporary challenges within the school. The leader generates routines and structures a frame work such that it transform the culture of school which in turn contributes greater satisfaction and higher
expectations of teacher for students which proportionally improve students’ achievements (Chow, 2013).

The Importance of Safety and security of School

It is quoted by Sara Stoutland (2014).

“when it comes to school safety, teachers and students need to respect each other and work together to create a safe and positive environment”


“People are always saying, ‘I didn’t think it could happen here.’ But you have to think, ‘It could happen in our town.’”

In the same report, the writer Sara (2014) showed her concerns that

“Our schools should be a safe haven for students to learn and teachers to teach. This requires a commitment from all school and community stakeholders.”

The critical obstacle in learning is safety of school. Our children need a positive, secure and comfortable environment to learn. School is always one of the safest places for children and their teachers. If there is any threat of safety and security then it will make learners and teachers less safe. As a result, it will be hard to learn for learners and difficult for teachers to perform their job with satisfaction (Service S. A., 2014).

According to National Prevention Council of Washington DC (2003), Parents are encouraged as partner with principal of the school to organize a safety and security committee. The committee comprises school principal, teachers, students and other local law enforcement need to be the key player in assessing the safety and security of the school. Apart from this the participation local community members will advocate the school safety and security in the community. This action will bring a positive and effective change in and around the school environment.

Safety and Security Measures

Proper physical layout and organization of school is the key point to be considered for maintaining safety and security. The physical layout and organization ensures and encourages positive behaviour in students. To prevent the school, following three areas are considered, which effectively help in school safety and security (National Crime Prevention Council, 2003).

i. Access Control: There will be only a single access point secured with metal detector for the visitors and they are required to wear the ID tag of the school. There will be no other secondary access around the school premises and ground.

ii. Natural Surveillance Improvement: For this Purpose CCTV cameras need to be installed in all hidden corner of the premises in order to keep an eye on any doubtful activity. Improving lights, installing convex mirror in dark, lowering the bushes, trimming vegetation and limiting shadows or isolated areas and hiding places will raise clear line of sight.

iii. Increasing school Boundary Walls: Clearly defined and increased boundaries edges enhance better control. These can be planting trees, fences, barb wire to reinforce the concept that school is no public access space. Differentiating areas inside the school need to be individualized (departments, administration, staff room, meeting room,
guest room) promote the school safety and security as it will be easier to identify the unauthorized individuals.

Metal detectors, installing alarm and hiring security personnel reduces the criminal activities and violence in school. More technically, visitors attending policy, doors supervision, schools staff and leadership contact policy, students’ entry and exit system need to be considered for students and staff safety and security. Availability of the above security system, the products going to be used and installation, maintenance, manpower for its operation and training to use this system puts the burden of extra costs on the school (Mary W. Green, 1997).

**Back ground of the Safety and Security Measures**

The back ground of demand of security and safety of schools in KPK and current situation of school security is directly connected with terrorists’ attacks on public sector schools. The current situation emerged specially, from deadliest terrorist attack of 16th December, 2014 on Army Public School Peshawar which took more than 150 lives brutally including 134 school children, ranging between eight and eighteen years of age and left more than 121 injured (BBC, 2014). This mass massacre and heartbroken incident shook the Pakistani nation by heart.

According to Wikipedia, free encyclopedia, under the heading “2014 Peshawar school massacre” This terrorist attack surpassed the 18th October 2007 Karsaz Attack which took 180 lives and left about 500 injuries. The various news agencies and commentators gave their views that the nature and preparation of the attack was very similar to the hostage crises of Beslan School. This incident was occurred in the North Ossetia Alania region of the Russian Federation in 2004, which is also known as Beslan Massacre. The siege was started from 1st September, 2004 and lasted three days. About 1,100 people, included 777 children, were captured as hostage. It was ended up with the loss of 385 lives.

After this deadliest incident the nation and security institutions were forced to think about the safety and security of their schools. We need to be prepared for any sudden incident and handle it effectively.

**Initiatives Taken by the Local Authorities and Law Enforcement Institutions after APSP Incident**

Instructions and orders are issued to school principal from to time by KPK government and police department to maintain safety and security. Following letters are issued to school, colleges and universities soon after December 16, 2014 APSP incident

i. A Letter No: KP-CG/24/SG(1)/2014 issued by Operation Branch, Central Police Office Khyber Pakhtunkhwa (2014) instructed Heads of the Institute to nominate an efficient school staff member to maintain the school security. If there is no such person the responsibility should be given to a teacher. He will be called Teacher on Duty (TOD). Members should be nominated amongst the staff to help the TOD. The responsibilities of the selected team should be to secure the school from any kind of indulgence of a stranger, to stop insurgency, protecting school gates, walls, to put an eye on each side of the school premises, removing all sort of hawkers, carts and vehicles from round about the school.

Moreover two security guards (preferable retired from Armed Forces) should be hired for security purposes. It is stated in the letter, “ responsibilities of the police will be to train and provide technical support to the security guards of the
institution”. Moreover, the police will visit to check the security measures from time
to time.

ii. Reference to letter No:100/ADC/S to Director Elementary and Secondary Education
distt: Swabi and DEO (Male&Female) by Additional Deputy Commissioner Swabi
(2014) that schools must enhance their security. The enhancement of security
measures need to be consisted of Raise of Boundary Walls and installation of barb
wire, Installation of CCTV cameras, Deployment of security Guards, Scrutinization
yof staff with regards of character, conduct and activities, sharing of list of staff with
Distric Administration and Police, and hiring of staff subject to police clearance
report.

iii. A list of security instructions were is
sued to school, college and university principals
by SG1 Operation Branch police department KPK (2014) which was consisted of
almost all of the instructions of para. i. above with additional instruction of
Installation of CCTV cameras, interconnecting with police through SOS mobile alert
system, installation of security alarm system, provision of mobile phones to all
security members for emergency interaction, installation of proper lights and to
ensure the presence of watch man at night.

The Provincial Assembly of KPK has legislated Security of Sensitive
Vulnerable Establishment and Place Act (2015). Section: 4 of the Act states that the
Security Advisory Committee shall be constituted by the Home Department of the
Government at each district level. The Committee comprising the following:
(a) Assistant Commissioner of the district;
(b) Deputy Superintendent of Police of the district concerned to be nominated by
District Police Officer;
(c) an officer from special branch Police, not below the rank of BPS:17 ; and
(d) One technical expert, to be nominated by the committee.

Function of the committee have been described in subsection:1 of section:5 of the Act;

Function of the committee:

(1) Each committee shall exercise the following function:
(a) to identify the and categorize the sensitive establishment and places;
(b) to inspect the sensitive establishment and places on quarterly basis;
(c) to issue advice in written to the head, incharge or management of the sensitive
establishments and place for such security arrangements as they deem
appropriate;
(d) to send its report to the head of the district police for non-compliance of its
advice; and
(e) to send recommendation to Government through the head of the district police,
for the notification of sensitive establishment or place.

Sub section: 3 of section:5 describe that the head, incharge or management of the
sensitive establishment or place, as the case may be, shall be responsible to implement the
advice within (30) days after the receipt of such.

Further it is stated in section: 7 of the Act; that head of each government institution or
office shall be responsible for implementation of the advice of the committee.
Provided the Government may delegate the powers to the extent of security to a designated officer BPS-17 and above.

In the light of the Act The District Police Officer (DPO) issued letter No;2446/PA dated 30/11/2015 to District Education Officer (Male) Swabi, mentioning the above cited Section:7 of the act that this is the responsibility of the concerned management of the establishment to make adequate arrangements for security of their establishments. While the District Education Officer issued letter No: 16256-59 dated 10/12/2015 referencing the cited letter from DPO to principals and headmasters of concern schools.

**School, Parents’ and Community collaboration in Areas of Concern at School**

A wrong concept has been developed by many policy makers, community leaders and even parents that educating child is the sole responsibility of the teacher. The teachers fulfill their professional responsibility seriously and efficiently but they also recognize this job cannot be done alone. They would need the support parents and community leaders. But it has been seen that parents’ involvement decrease as their children go in upgrade Hederson, et al (2007). One of the biggest problem is lack of parental involvement and it has been viewed by teachers, school leadership and even by the school_age children himself (Service E. T., 2007). Therefore the success of school and overall promotion in growth of student without distinction in age and grade is directly linked to parents’ involvement in school (Roekel, 2008).

Alyssa, et al (2005) researched that parental involvement has potential benefits in education. The studies shows that from elementary to high school students, there is a beneficial relationship of parental involvement and followed by school management, motivation (intrinsic/extrinsic) to read and self regulation.

Deborah Davis (2000) described six main types of partnership between school, family and community. They are

i. Parenting: in this Type of partnership children are supported as learners.
ii. Communication: Home to school and school to home effective communication.
iii. Volunteering: Recruiting and organizing school volunteers.
iv. Home learning: Helping to assist their children with school home work and other learning opportunities at home.
v. Decision Making Process at School: Inclusion of parents. Students, families and members of community in school decision making process.
vi. Community Collaboration: Identify and integrate the current resources and available services from the community.

The term collaboration is defined by Cook and Friend (2010) in these words “a style professionals select to employ based on mutual goals; parity; shared responsibility for key decisions; shared accountability for outcomes; shared resources; and the development of trust, respect, and a sense of community”.

Parental involvement and participation has been accepted widely but with reservations in mind as mentioned by Michelle LaRocque, et al (2011) that parental participation is difficult to promote and maintain. They stated that today’s schools are more diverse than were before as great challenges are faced by the educators to meet the needs of the students. Apart from academic achievements and the increasing demand of improvement in learning of students, the collaboration of various groups is also required and the most notably are the parents. It has been explored that culture and experiences of families are the base for new learning and understanding. Parents should make sure that they support rules,
regulations and policies of school and will help in sustaining the school a safe place for all children to learn. If parents think a rule is not compatible discuss the reasons and find out what rule works better (National Crime Prevention Council, 2016). The council further suggested that parents should join up other parents through mediating schools to discuss the violence problems and other issues. It is a popular proverb that

“it takes a village to raise a child” Dennis (2008)

It gives a clear message that community and parents are responsible to play a vital role in the growth and development of its youngsters. Apart from the assurance of high quality education, which is the responsibility of the society, parents have to ply their role to provide education to their children. Like old days, parents are no more only the chaperoning and fundraising for their children. They have to participate in all goal oriented activities of their children’s achievements and school success (Roekel, 2008).

Researchers like Jeynes (2003) correlate the school improvement and high academic achievements with parents’ involvements at elementary and high level Regardless parent’s education, income and family background. The researchers found out that parents and community involvement in school activities tend to higher achievements, higher attendance, higher enrolment and students stay longer in school. it stops the school drop crises (Levin, 2007).

Parents and community involvement is crucial when it comes to create the school safe. Working with the school principal they can come over the all kind of threats which make school unsafe, even they can secure funding for the for the up gradation of school security. By day to day interaction among the parents, teacher, community, teachers and leadership School can have access to valuable information and resources than it have ever realize (National Crime Prevention Council, 2003).

FINDINGS OF THE STUDY

It was found by interviewing the principals that

i. apart from the instructions and letters (cited above) from the officers concern they also got telephonic messages about school safety and security;

ii. they are facing problems in deploying security guards as there are no funds allocated for such purposes, neither school class-iv can perform the security guard’s duties effectively as they are not trained;

iii. no such training have been given or planned (as mentioned in the letters above) to school class-iv as security guard by the government;

iv. most of the schools have staff hardly enough to run their schools, hence allocating staff for security purposes is an overburden on school principals;

v. they realized that lump sum funds have been provided for buying equipments and other materials for security purposes, yet not enough to fulfill all the requirements of safety and security; and

vi. the local society and community prominent members has been totally exempted from the responsibility of maintaining safety and security in their schools. This make less affective the initiatives taken by the government and security enforcement institutions in regard of safety and security of the schools.
CONCLUSION

Literature review reveals that government is struggling to cope with this sudden challenge of safety and security. Lack of police force is also a problem itself. Therefore, at the moment police has been deployed as the advisory and guiding body to maintain the security and cannot perform their duties as security personals in every department. Hence principals are compelled to accept the responsibility of school safety and security.

The study of the research papers and documents reveal that school safety and security issue has been of great importance of KPK government. The Assembly ACT, 2015 about security is in detailed instruction list that how to maintain the safety and security of important establishments and places. But there is no indication of the role parents and community need to be played by them, as allocated by other research documents, in the Assembly Act discussed above. Instead the heads or managements of the respective institutions are held responsible to maintain safety and security in their respective establishments or institutions. It is known from the interviews of the principals that no funds or other resources have been allocated on monthly or yearly bases to deploy the professional security guards or to meet the other needs. In such a situation the whole responsibility of safety and security falls on the shoulder of the heads. As a captain he has to steer the ship towards the destination. Therefore it is concluded that maintenance of positive discipline strengthen school safety security. Accepting parents and community as partner with school can resolve the issue of school safety and security up to a great extent.

RECOMMENDATIONS

In the light of the study and findings it is recommended that government needs to be practical and more active in regard to provide safe and secure environment for both school staff and students. The principals and staff are supposed to be trained to run the school and to teach the youngsters of the society. Moreover provision of funds and paper instructions by government to school principals for buying security stuff is not enough to give them a clean hand. Trained and professional security guards need to be deployed in school in order to minimize safety and security risk. Above all locality need to be involved in school safety and security matters, just like a committee has been constituted in the shape of PTA (Parents Teacher Association), to maintain the safety and security in their respective schools.

REFERENCES


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