

# UNIVERSALIZATION OF PRIMARY EDUCATION IS A DAY DREAMING IN THE PRESENCE OF CHILD LABOUR

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## ABSTRACT

*This article highlights the inverse relationship between CL and UPE due to the fact that they are the most wanted and desired issues of the UNO, MGD and EFA, because CL is one of the biggest challenge of education for all. The study was mixed method for which exploratory sequential design was used. Population of this study comprised all the parents or guardians of the total 992 Child Labourers, 2939 teachers teaching at primary level at district Bannu. The study sample for qualitative phase comprised twenty (20) participants for interview & quantitative phase teachers 147 and 100 parents/guardians of CLs. For qualitative data collection 20 open-ended interviews and quantitative data a questionnaire based on qualitative findings for teachers & parents was distributed. This study have aim to investigate perception of teachers regarding impact of Family Status on universalization of primary education at district Bannu to examine the perception of teachers regarding the impact of Child Status on universalization of primary education at district Bannu. For the qualitative data NVIVO 10 was used which provided parameters. Similarly in case of quantitative data descriptive with inferential statistics for analysis were used. On the basis of findings recommendations were made by researcher.*

**Keywords:** *Universalization, Primary Education, Child Labour*

## INTRODUCTION

Education is one of the most significant and predefined endeavors of the 21<sup>st</sup> century and the guarantee of peace, advancement, progress, globalization and growing worldwide competition. In this swift changing & viable world, education and technology are the only solution for highly regarded endurance & advancement of Pakistan, though Pakistan has firmly & positively responded to the rising desires, prospects & disputes of globalization. Education is thought to be a basic means of modification, development & success. The progress and prosperity of any nation mainly relays on the sort of education presented to the citizens by the Govt. It can be seen and found from numerous national & international surveys related to education that Pakistan is lagging behind many countries of the region in uplifting the Education for All Goals (EFA). Although Pakistan is the signatory to many global treaties like Dakar Framework of action for education, where it was unanimously agreed & approved by every single developing states and nations that they will try to

achieve the Target of (EFA) by all means in the meeting held in Senegal in 2000, but not many successes have been achieved (Education statistics in Pakistan, August 29, 2013).

To National Education Management Information System released report “our country Pakistan has an overall 260,903 educational institutions where 41,018,384 students are now a day’s getting education from their 1,535,461 teachers. These teachers are at work in about 180,846 public as well as 80,057 private schools. Briefly it can be concluded that 31% of these educational institutions are organized by private sector while 69% of these are public sectors institutes” (NEMIS, 2013-14). The position in our own home land (Pakistan) is almost same because Pakistan Bureau of Statistics and Labour Force Survey 2012-2013 declare that almost 4.4% of the children between the ages of 10-14 years are part of our country’s active labour force. In this regard the number of children employed as labour force in the said age group has tremendously increased over a period of just one year. For instance 2010-2011 Labour Force Survey revealed that 4.29% of the children between the ages of 10-14 year were part of the country’s earning labor force (Govt of Pakistan, 2012-13).

## **LITERATURE REVIEW**

Education is one of the most significant and predefined endeavors of the 21<sup>st</sup> century and the guarantee of peace, advancement, progress, globalization and growing worldwide competition. In this swift changing & viable world, education and technology are the only solution for highly regarded endurance & advancement of Pakistan, though Pakistan has firmly & positively responded to the rising desires, prospects & disputes of globalization. Education is thought to be a basic means of modification, development & success. It can be seen and found from numerous national & international surveys related to education that Pakistan is lagging behind many countries of the region in uplifting the Education for All Goals (EFA). Although Pakistan is the signatory to many global treaties like Dakar Framework of action for education where it was unanimously agreed & approved by every single developing states and nations that they will try to achieve the Target of (EFA) by all means in meeting held in Senegal in 2000, but not much successes have been achieved. Adult literacy rate in Pakistan in spite of strenuous efforts fails to go beyond target line of 50%, but on the other side women literacy rate is much more belittling as it needs to be a head of (60%), but unfortunately remains very low i.e. (33%).

As it was supposed to be achieved, but now it is for sure that “we would not be able reach the target to achieve the adult literacy by 2015”. Though according to NEMIS reports “we are struggling and progressing towards our target but unfortunately movements towards the accomplishment of target are remarkably very sluggish with sex decimation and parity of objective is very alarming of not being accomplished by the year 2015 with more than

6 million children are still out of school in our country” (Education in Pakistan, August 29, 2013). In April 2010 the parliament of Pakistan passed a bill and due to this 18 Constitutional Amendment the honorable Senate and National Assembly on April 2010, a special focus on education. And now according to this amendments education and its related issues and matters should be a provincial matters of concern, not the matter of federal government. The bill has also a sub article which says that the concerned Ministry of Education Trainings and Standards in Higher Education (MET&SHE) at the national arena necessarily make coordination with foreign partners and it must offer a stand to the regional sectors of education as well as for negotiation and share pair of useful information among them and generate harmony” (NEMIS, 2013-14).

### **Universalization of Primary Education**

This simply means making Primary School Education available to children all around the world without any blockage and any discrimination of gender, race, or location, or simply making sure that all children everywhere can go to school for consecutively four or five years to learn, to read, write and do simple arithmetic. From another angle universalization of primary education is sum total of easy access to educational institution for everyone, equal chances of enrollment, keeping children’s retention in their respective institutions, and providing them high quality of schooling up to 14 years of age at least. However Universalization of Education implies five basic standards, ladders or pillars to stand on, these five pillars are universalization of provision, universalization of enrolment, universalization of retention, universalization of participation and universalization of achievement. All of these mentioned standards are discussed below briefly.

### **Child Work and Child Labor**

These two words are synonymously used in our daily life, but there is big difference in these two words. So it is very much necessary to clearly draw a line between these two terms. Here below is the major difference these two terms i.e. “Child Work” and “Child Labour” have.

### **Child Work**

Child work usually represents a constructive contribution of broods in financial doings not injurious to the children’s wellbeing and psychological growth or it can be rightly called a beneficial work which strengthens or encourages the child development. Further “it helps the children in preparing for the next coming social life, it is positive in nature and allows children an opportunity of everyday schooling”. Because according to ILO “Those kind of activities performed by children during their off school days or after school timings are not considered as Child Labor because it does not badly affecting brood’s physical condition, individual growth and their normal schooling. (Geneva, ILO, 2002).

### **Child Labour**

But on the other side the expression “Child Labour” on which this in hand study is mainly focuses and revolves round it refers to “all these kinds of works/activities which come in infringement of the UN or ILO global conferences and which can be destructive”. That is the reason why it is truly significant to discriminate beneficial work from intolerable labour. According to international labor organization, child labor is usually consisting of all those kind of activities which disallow children of their babyhood, their own self-esteem. (Geneva, ILO, 2000). The word “Child Labor” is repeatedly identified as the work that deprives children of their childhood, their potential and their dignity and that is harmful to their physical, mental and social development (ILO, 2002). Kamwaria, (2001) says child labor include both paid and unpaid works and activities that harms children either physically, psychologically, socially and morally. Furthermore she explained that it is that sort of work which deprives children of the opportunity for schooling (Kamwaria, 2001). Child labor is global and universal phenomenon. The world and human community have recognized and acknowledged child labor as an alarming dilemma knocking doors of world’s nations to move forward and take practical steps for its successful elimination and complete removal of this curse from the society (Naidu, et al, 2005).

### **Child Labor Situation in Pakistan**

After having a quick look on overall picture of Child Labour in “South Asia and world” we are going to have a look on the prevailing condition of Child Labour in Pakistan, which is also not very much different from that of the under developed countries of the world. Say for an instance in accordance to “Pakistan Bureau of Statistics & Labour Force Survey 2012- 13” there are “almost 4.4% of the total children between the age of 10-14 years are part of the country’s active Labour Force. As can be observed from the non government organization and non official reports that the number of children employed as labour force in the said age group have actually increased over a period of one year or so. For instance in the (2010-2011) labour force survey 4.29% of the children between the age of 10-14 years were part of the country’s active labour force, while that in previous years were 4.07” (Government of Pakistan, 2012-13).

### **Current Province-wise Child Labor Situation in Pakistan**

The data provided further explored that “provincial volume of Child Labour in the Punjab was about 1.9 million;  $\frac{3}{4}$  or in other words almost 60 percent of total Child Labour in the country, the second on the list according to the survey was our own province NWFP (now known as KPK); here according to the data about one million children were busy in their works”. Similarly “province Sindh had about 298,000 child laborers, the lowest figure or

number of Child Labour was for Baluchistan i.e. fourteen thousands, because of the lesser number of households reporting about Child Labour” (Frontier Post, 24th March, 2014).

### **General Obstacles in way of Universalization of Primary Education**

There are a number of obstacles in the way of education especially in its Universalization. Some of them have direct effects, but some of them have indirect effects on the stream of education and ultimately becoming the obstacles in the education’s way. Some of the most common obstacles are given as: gender discrimination, girls students are unsecured, ever rising poverty, increasing work load of household, ignorant parents, unawareness of community, women’s status in society, misconceptions of community, early marriage traditions, co-education, schools shortage, not feasible location of educational institutions, lack of teaching stuff, un matched teaching material, out dated curriculum, lack of check and balance, female hesitation from education, religious minded society etc (Pervez & Hussain, 2006).

### **Child Labor: An Obstacle to Achieving Education for All**

Education has shown its central role in the eradication & the prevention of Child Labour from the surface of this planet and has helped in preparing a skilled workforce in the shape of socially well balanced citizens. According to a report released by “International Programme for Elimination of Child Labour”, “a tremendous improvement can be seen in current few years in general public awareness regarding the dilemma of Child Labour, its firm nature and of the terrible panorama that is emerging in a few regions of the globe, say for instance in sub-Saharan Africa (IPEC, 2012). Going through the history and the previous researches it is concluded that, “along many small blockages and hindrances Child Labour is also considered to be a most important barrier to the accomplishment of Education for All (EFA)”. It is also a fact that kids who is employed and performing their fulltime duty could not attend their school. Similarly for those children who combine their work with their school must face problems in their academic successes & it is a great probability for sure that these kind of children leave their schools immaturely and they may drop out of their school and join into some permanent service” (IPEC, ILO: Geneva, 2006).

### **Objectives of Study**

This study was guided by the following objectives:

- To investigate the perception of teachers regarding the impact of Family Status on Universalization of Primary Education at District Bannu
- To examine the perception of teachers regarding the impact of Child Status on Universalization of Primary Education at District Bannu

## Research Questions

This study was supported by the following research questions:

- How Family Status impacts Universalization of Primary Education at District Bannu
- Why Child Status impacts Universalization of Primary Education at District Bannu.

## Population of Study

Here in this study all the children, their parents or guardians (in case of deceased ones) of the total 992 Child Labourers who were involved in Child Labour and all the Primary School Teachers (2939 including 1688(male and 1251(female teachers of the District Bannu, Khyber Pakhtunkhwa was population of the study.

## Sample of Study

Hence the sample of the present study was consisted of 20 interviewees (Child Labourers), 100 parents of the Child Labourers and 150 teachers teaching at primary schools at District Bannu Khyber Pakhtunkhwa was taken by using the following sampling formula in the frame.

Table 1: Interview Set up

Gender	Male Children		Female Children		Total Interviewees
Category	Never Admitted in schools	Left the School	Never Admitted in schools	Left the School	20
	5	5	5	5	
Total	10		10		

Source: Author

Table: 2 Sampling Frame (Sample sizes calculated by Yamane's formula)

Category	Gender		Population size(N)	Sample size $\pm 10\%$
	Male	Female		
Parents/Guardians (Child Laborers)	496	496	992	100
Teachers	1688	1251	2939	150
Total	2184	1747	3931	250

Source: Formula adopted from (Yamane, 1967).

### Data Collection Instruments

Following two instruments were used by the researcher for the compilation of data. 1-Semi-structured interview sheet for children (parents/guardians in case, if needs clarity and their children were unable to speak or did not understand to the interviewer) for Qualitative phase 2- Questionnaire for teachers and parents or guardian of those children who have never been enrolled or admitted in any educational institution for Quantitative phase.

### Overall Procedure for Study

For the collection of data a “semi-structured interview sheet with a Consent Form” was personally developed by the researcher. The interview sheet comprised of two separate basic facets (variables) that is to say “Child Labour” and “Universalization of Primary Education”. Since there were no already agreed upon or existing parameters for any of the two variables so, by using NVIVO-10 software for Qualitative data, parameters were drawn and derived. For child labor the derived parameters were: location, poverty, family status, child status and teacher’s behavior and similarly for universalization of primary education they were: universalization of: provision, participation, enrollment, retention and achievement. Furthermore each of the two variables (child labor & universalization of primary education) was explained through sub statements. The questionnaires related to Child Labour were filled from the teachers. Similarly on the other hand the semi-structured interview/questionnaire designed for Universalization of Primary Education was filled from those parents whose children were already engaged in Child Labour and they were never enrolled/admitted in any school or educational institution. Responses of respondents were coded on three Point Likert Scale such as: Agree \_\_3, somewhat agree \_\_2 and Disagree \_\_1. The following rating scale borrowed from Ghazi (2004) published thesis was used by the researcher for decision making.

Table3: Rating Scale for Mean

Weight	Scale	Range
1	Disagree	1.00_____1.50
2	Somewhat agree	1.51_____2.50
3	Agree	2.51_____3.00

Source: Ghazi, (2004). Published thesis job satisfaction of elementary school teachers

### Data Analysis

#### NVIVO Based Qualitative Data Analysis

Analysis of the based on NVIVO-10 software is described in the following way: “A TAGE cloud is a unique revelation of text in which the more recurrently used Words are efficiently highlighted by occupying more status in the representation” (Carmel & Lam, 2010).

## Qualitative Data

### Family Status

Family status was judged to be another very important reason of Child Labour in child labourers. The “results of searches using QSR (NVIVO-10) has also confirmed the importance of this very theme with 82 text units and with 78% of coverage, referenced to this theme (Family status)”. The importance of family status in the Child Labourers in this study was clarified as well by the participants in their interviews as can be observed in interview (F1, F2, F3, F4, F6, F9, M1, M2, M3, M5, M7 and M8) respectively.

### Child Status

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## DATA ANALYSIS AND DISCUSSIONS

Table 4: Rank order of Perceptions of Teachers (N=150)

SN	Statements	Mean	S.D
1	Family misconception regarding next level/class education for their children	2.88	.34
2	Full time in Madrassah education by the children	2.80	.43
3	Parents prefer religious education not school education for children	2.78	.42
4	Family members pressure not to attend the school	2.78	.44
5	Handle his own (father/relative) business/work/job seriously	2.77	.45
6	Father's early death of the children	2.75	.46
7	Continuous migration of family from one place to another	2.74	.53
<b>Over all Mean of Family Status</b>		<b>2.78</b>	<b>.44</b>

The above table and figure shows the ranking of all 7 statements with their Means and Standard Deviation of each statement on the aspect of Family Status & Universalization of Primary Education. The Mean score of “Family misconception regarding next level/class education for their children” having the highest mean (M=2.88) in the list followed by 2.80, 2.78, 2.78, 2.77 and 2.75 Means of the statements 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> respectively. The Mean of the statement Continuous migration of family from one place to another having the lowest mean of all statement's means (M=2.74). Over all Mean score of the statements



which makes up the “Perception of teachers on the aspect of Family status & Universalization of Primary Education” falls in the Agree Mean’s category having Mean score (M=2.78).

Table 5: Perceptions of Teachers in Context of Child Status & Universalization (N=150)

SN	Statements	Mean	S.D
1	Physical disability problems of the children	2.88	.32
2	Interests in other activities rather than in school by the children	2.81	.42
3	Improper arrangements for handicapped children in the school	2.80	.40
4	Repeated failure of the children in the same class/level	2.79	.43
5	Relationship with peer group in Mohallah/village by the children	2.79	.43
6	Gender discrimination and race differences in the society especially for female children	2.78	.41
<b>Over all Mean of Child Status</b>		<b>2.77</b>	<b>.33</b>

The above table and figure shows the ranking of all 6 statements with their Means and Standard Deviation of each statement on the aspect of “Child Status & Universalization of Primary Education”. The Mean score of “Family Physical disability problems of the children” having the highest mean (M=2.88) in the list followed by 2.81, 2.80, 79 and 2.79 Means of the statements 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> respectively. The Mean of the statement “Gender discrimination and race differences in the society especially for female children” having the lowest mean of all the statement’s means (M=2.78). Over all Mean score of the statements which makes up the “Perception of teachers on the aspect of Child Status & Universalization of Primary Education” falls in the Agree Mean’s category having Mean score (M=2.77).

Table 6: Correlation between Child Status & Universalization of Primary Education

SN	Independent Variable CL	Dependent Variables UPE	Correlation (r)	Sig (p)
3	Child status	Universalization of provision	.18	.07
		Universalization Participation	.28	.00
		Universalization Enrollment	.29	.04
		Universalization Retention	.20	.05
		Universalization Achievement	.17	.07
<b>Overall correlation of Child status on UPE</b>			<b>.28</b>	<b>.00</b>

The above table shows the correlation between Child status (independent variable) and Universalization of Primary Education (dependent variables). According to the table there is no significant statistical correlation among Universalization of Provision and Universalization Achievement as both 'p' values .07 and .07 respectively are greater than 0.05, but in case of Universalization of Participation, Enrollment and Retention there exist significant statistical correlation among the independent variable and the dependent variables as all the three 'p' values .00, .04 and .05 respectively are less than 0.05. Similarly the overall correlation between Child status and UPE is 0.00 which indicates the fact that there exist significant statistical correlation between the given independent variable and UPE the dependent variable.

Table 7: Correlation between Family status and Universalization of Primary Education

SN	Independent Variable CL	Dependent Variables of UPE	Correlation(r)	Sig(p)
4	Family status	Universalization of Provision	.18	.07
		Universalization Participation	.25	.00
		Universalization Enrollment	.29	.00
		Universalization Retention	.13	.04
		Universalization Achievement	.31	.00
<b>Overall correlation of Family status on UPE</b>			<b>.26</b>	<b>.00</b>

The above table shows the correlation between Family status (independent variable) and Universalization of Primary Education (dependent variables). According to the table there is no significant statistical correlation among Universalization of Provision and Universalization Achievement as both 'p' values .07 and .07 respectively are greater than 0.05, but in case of Universalization of Participation, Enrollment and Retention there exist significant statistical correlation among the independent variable and the dependent variables as all the three 'p' values .00, .04 and .05 respectively are less than 0.05. Similarly the overall correlation between Family status and UPE is 0.00 which indicates the fact that there exist significant statistical correlation between the given independent variable and UPE the dependent variable.

## CONCLUSIONS

Following conclusions were made by researcher

- It is concluded that both family status and child own status are the main obstacles in the way of UPE.

- Physical fitness or disability pertaining children is quite important it may badly affect UPE, because any disability may not become hurdle in UPE like normal children.
- Similarly family background and their support cannot over sighted regarding UPE

### **Recommendations of Study**

Following recommendations were made by researcher:

- Child own status is also an important cause of non enrolment in the schools, it is recommended for teacher that solid and comprehensive arrangements should be made for such kind of children from their selves, if not possible they should demands from the concerned authorities to provide basic facilities so, that each and every one of the school going age child must first enrolled and remain at their school for at least 5 years consecutively.
- Gender discrimination is commonly seen in our society, so it is recommended that male and female children should be equally treated owing education.
- It is recommended that parents should be in contact regularly to the school staff and members so; that they may keep themselves well inform about their children's academic activities as well as their peer group activities.

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