PROBLEMS OF CHILDREN'S EDUCATION AMONG PEOPLE OF KACHCHI ABADIES (SLUMS) – A STUDY CONDUCTED IN KACHCHI ABADIES OF ORANGI TOWN – KARACHI

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Abstract

The present study entitled Problems of Children's Education among People of Kachchi Abadies (Slums) – This Study was conducted in Kachchi Abadies of Orangi Town - Karachi. The researcher is especially interested to explore educational condition of these Kachchi Abadies and how for the authorities and community people themselves take interest and mobilize their resources to solve the problems of their education.The population of the study is based on the Kachchi Abadies of union councils of Orangi Town, Karachi. There are 13 union councils of Orangi Town which have been included in the population of the study. For the study we have selected 180 parents as respondents through stratified random sampling design.For the collection of data a pre-constructed and pre-tested questionnaire was used by conducting the interviews with the respondents. The data were analysed scientifically and statistically. Conclusions were brought after detailed discussion. After going-through the study researcher reach to the conclusion that the main cause was the poverty which accruing the major problem of children's education. The study has given significant recommendations about the awareness of Kachchi Abadies parents about the education of their children. It is strongly recommended that Government, Community with association of Media, especially electronic media, can play an important role and can find means to solve the educational problems of Kachchi Abadies.

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Introduction and Background

Whatever is acquired in human life is the result of formal or informal education. When the child is born, he has no knowledge of his surroundings. Gradually he comes to recognize his environment by using his sense organs and. by coming in contact with other people. Many ideas and habits he learns merely by observing others. But in no civilized society it is believed possible for an individual to be fit for adult life if he does not have some degree of formal education. In brief educations both formal and informal play the most significant role of socialization of individual and group in society. "In brief the individual's character, personality, culture, thinking, commonsense, skills, habits and even the other less significant things of life depend upon education".[1]

Education plays a dominant role in the progress and development of human society. It is life long process and is being considered as an investment in the human resources, which yield economic benefits, and contributes to a country's future wealth by increasing the productive capacity of its people.

Educating a child means directing a child properly. It is the prime concern of education to direct the underdeveloped capacities, attitudes, interests, urges, and the needs of the young people into the most desirable channels. Children are born with instincts. These instincts have to be properly directed in order that their satisfaction may be socially acceptable. Education creates an environment, which is stimulating to develop desirable attributes of individual as well as social personality.

Parents play a pivotal role in socialization of children. Literate parents provide every possible help only on this fact that their children could spend their life in a better way, literate parents train their children along with providing education and also help in proper adjustment of them in society.

On the other the illiterate parents do not take interest in the education of their children and they are unaware of importance of education. They prefer their children to do job instead of getting education. It is now emphasized that both the educated and uneducated parents, especially, in rural society are required to have awareness about the significance of their children's education.

Access to basic education is the right of every individual. Education is the most important instrument in enhancing human capabilities, and in achieving the desired objectives of economic development. Education enables individuals to make informed choices, broaden their horizons and opportunities and to have a voice in public decision-making. It is one of the most important factors that act as a counterweight to social and economic mobility imposed by cultural and historical biases. "On one hand, education develops personality of an individual in all fields and aspects making him intelligent, learned, hold, courageous and possessing strong good character, on the other hand, it

[1] Ramnath Sherma (2000) Text book of Educational Philosophy. New Delhi, Kanishka Publisher Ansari Road. Ch-1 p.17.

contributes to growth and development of society".[2]

"Education is a vehicle of nation building through which a nation's shared interpretation of history and cultural values are reproduced across generations. At the country level, education means strong economic growth due to productive and skilled labor force. At the individual level, education is strongly correlated to higher returns in earning and a more informed and aware existence. The emerging global scenario offers immense opportunities and challenges and only those nations can benefit from it which have acquired to required knowledge base and skills".[3]

Currently, adult literacy rate is 53 percent; net enrollment at the primary level is 52 percent, retention rate for 2004-05 is noted as 61 percent and significant gender gaps at all levels especially in the rural areas persist. Public spending on education as a percentage of GDP is 2.1 percent and has approximately increased by less than one.[4]

Pakistan has previously neglected investment in human capital and thus fosters and persistently high population, deceleration of growth and overruling poverty. In education, the problems are low level of enrollments not only at the primary, but also at the middle, secondary, and higher education levels along with poor quality of public education. Pakistan still has to go a long way to reach these targets and until and unless education is given the due priority that it deserves in the policy framework and allocation of financial resources this sector will continue to show weak performance in the coming years.

Half of the world's illiterate and 22 percent of the world's population live in South Asia. Pakistan does not fare well on account of literacy within the region. Sri Lanka and Maldives have almost attained full literacy. The adult literacy rate for India is 61 as compared to 53 percent in Pakistan. India, according to recent study done by the World Bank, has attained 100 percent Gross Enrolment ratio (GER) and 90 percent Net Enrolment Ratio (NER) at the primary level.[5]

The National Education System of Pakistan has to meet the basic learning needs of our society, emphasizing basic literacy and life skills, increasing access to and completion of quality education, address gender, geographical and structural disparities, and enhance the efficiency of education governance. "Pakistan is facing a serious challenge of prolific illiteracy, low participation rate and high dropout. Due to gross neglect, low priority, jubilee financial provisions in the past around 50 million adults are illiterate. Some of the districts of the country have more than 80% illiteracy rate. Illiteracy is highest amongst rural women, nomads, refugees, ethnic minorities and tribal population.[6]

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[2] Y. K. Sharma (2001) Sociology of Education, Delhi: Kanishka Publishers, Ansari Road Ch-1, p.1.
[3] Pakistan Economic Survey 2005-06, Government of Pakistan, Islamabad. Ch-Education p.4.
[4] Ibid.
[5] Ibid.
[6] Munir Ahmed Choudhuri (April 2005) where and who are the world's illiterates – Pakistan (A study Report)

The overall adult literacy rate of Pakistan for the fiscal year 2004-2005 is 53 percent against the ambitious target (according to the Education Reform Action Plan 2001-05 of increasing it from 45 percent in 2001-02 to 60 percent in 2004-05. It is also below the PRSP target of 58 percent for the period of 2004-05. The MDG target is to reach 80 percent literacy till 2015. The literacy rate increased at an average of two percent per annum in the past four years and with this rate it is highly unlikely that Pakistan would be able to reach the MDG target unless and until there is a major change in the policy and implementation framework. The education sector was not given due priority in the past as it was perhaps not recognized as the engine of growth in the evolving market economy. Scarcity of funds weak implementation and monitoring of programs overlapping and high recurring costs, low access to basic education, static curriculum and minimal public - private partnership in this sector (especially in the rural areas) have impeded the development process in the education sector.[7]

The above description about the significance of education for socioeconomic, political, cultural and moral development is universal. The educational development of a society should be given top priority in both urban and rural societies. The urban slums also need to solve their various socio-economic, health, sewerage, water, light and education problems of their areas. Mr. Akhter Hameed Khan in his study[8] also mentioned that Kachchi Abadies of Orangi Town have very low cost residential structure, teachers are getting very low salary, untrained teaching staff, do not have libraries, audio visual aids and computers in educational institutions and area also do not have properly maintained play grounds.

The slums of urban cities in Pakistan have multi-dimensional socioeconomic problems and they are themselves a vital problem which prevent urban cities to develop and progress smoothly. The researcher is especially interested to explore educational condition of these Kachchi Abadies and how for the authorities and community people themselves take interest and mobilize their resources to solve the problems of their education.

The emergence of Kachchi Abadies is the' informal' sector's response to the housing needs of the poor. At the same time, it is an indication of the society's failure in integrated planning taking grass-roots realities in view. If the economic system ensures well spread-out progress, is equitable and just, and meets the socio-economic needs of all segments of society; if city planning is in the hands of professionals having a vision and the capacity to meet the needs of this ever expanding metropolis, there would hardly be any Kachchi in this city. But conversely, if planning and its development is dominated by powerful developers, contractors, land mafia, greedy politicians and equally corrupt and pliable bureaucrats, the city will be in a far worse mess than what we see today.

[7] Pakistan Economic Survey Report (2005-06).
[8] Akhter Hameed Khan, (1998), "Komela say Orangi Tak", musha'dat and ta'surat. Karachi: City Press. p.147.

Problems of Kachchi Abadies

The existence, and increase in numbers, of Kachchi Abadies have already started causing problems to our ruling elite. When 40% of the populations do not own land legally, this means that the state exchequer has neither received the cost of development, nor do the utility agencies receive users' charges. This is not to say that the Kachchi abadi dwellers are not paying money for getting water or electricity, but the official agencies fail to provide these services legally. And other problems of the Kachchi Abadies are following:

1. Poverty, 2. Un-employment, 3. High scale rate of population, 4. illiteracy
6. Unhygienic condition, 7. Lack of health facilities, 8. Criminal trend,
9. Mental sickness, 10. Corruption, 11. Child labour.

Kachchi Abadies In Karachi

Poor peoples are settled since the early 1970s. Kachchi Abadies all over Pakistan have been recognized by the government.

1. Shah Rasool Colony, 2. Chudhri Rahmat Ali Colony, 3. Kausar Niazi Colony
4. Khandoo goth, 5. Mujahid Colony, 6. Abuzar Colony, 7. Ali Muhammad Got
8. Abbasi Nagar, North Karachi, 9. Gilgit Colony, 10. Abdullah Shah Noorani
1. Ghausia Noorani Pahari Basti, 12. Hasrat Muhani Colony, 13. Bhutto Nagar
14. Awami Colony Extension, 15. Burmee & sharif Colony, 16. Hanna Chisttan Colony
17. Shanti Nagar, 18. Pahalwan Goth, 19. Safoora Goth, 20. Bilal Colony,
21. Nasir Colony, 22. Sharafi Goth, 23. Paharganj, 24. Khamisoo Goth,
25. Orangi Town.[9]

Description of Orangi Town

Orangi Town comprises mostly the immigrants (so called biharis) from former East Pakistan and ordinarily other communities such as Pathans, Punjabis, Makranis, Bengalis, Kashmiri, Baluchis, Sindhis and old Muhajirs. They have proved to be one of the most hardworking communities of the world as well as economic fighters. Once they having been utterly ruined in the tumults of India in 1947 migrated to East Pakistan re-established themselves in educational, technological and economic fields with their untiring efforts and inexpertly spirit. They again being completely destroyed and plundered during the chaos and havoc of 1971 migrated to West Pakistan mostly as a result of repatriation in 1973 and started their struggle a new mostly having been settled in the barren and inhospitable area of Orangi Town, the largest slum area of Asia. These people are a self-respected community detesting alms taking. They depended on their

[9] Perween Rahman; Katchi Abadies of Karachi: A survey of 334 Katchi Abadies, existing situation, problems and solutions related to sewage disposal, water supply, health and education, Orangi Pilot Project, Research and Training Institute. Karachi, Noorani Printing & Packaging Industry, 2004. pp.22-24

own arms and commenced their education and economic activities making sharp strides in this field surpassing other comminutes in development on self-help basis. They launched several schemes of saving earning, and building houses and sanitation arrangements in addition to educational activities.

A greater part of the population belongs to low-income group. They are employed in different mills, factories, offices and concerns. Not more than 3% are employed in government sector, it is a very marginal portion of the total. A great part of educated youth, skill and un-skill labourer of the community are jobless. Mostly people are self-employed by setting up small businesses such as groceries, small carpet industry, embroidery or fringe and Zari Work, Shoe making industry as well as moulding factories, schools and shops.

Moreover they established sewing and stitching industries, confectioneries, bakeries, hotels, carpentry workshops etc. About 5,000 teachers are employed in different non-government schools but the salary is very poor due to limited income of schools.
There are about 2 lacs households with average family size of 7-8.

Orangi means

• Orangi Town	:	A mixed population	40%
• Orangi Extension	:	Bihari population	45%
• Qasba	:	Mixed population	05%
• Deh	:	Rural Orangi (Goth etc.)	10%

Orangi Town is the largest Kachchi Abadi of Asia. It consists of 71 kachchi abadies, 16 sectors and 13 Union Councils. The total population of Orangi Town according to 1998 survey was 0.78 million but it is estimated that at present the population is 2 million. The people are in the lower income group. In this slum environment, the Orangi Community has made gret efforts to improve their quality of life.

Orangi Town is a well-known area, which is compact. There are numerous NGO's already working in the entire area, and from the point of view of the commence of the citizens and administrative convenience, forms an ideal Town. The fact that it encompasses congested area is reflected in its higher population figure, and the significant variance is UC No. 13, Baloch Goth which although a part of Orangi Town, still retains its compactness, hence the status of UC. Orangi Town consists of 71 kachchi abadies and 16 sectors.

Kachchi Abadies of Orangi Town

- Momin abad
- Haryana Colony
- Hanifabad
- Muhammadi Nagar
- Madina Colony

- Ghaziabad
- Chushti Nagar
- Bilal Colony
- Baloach Colony
- Gabol Colony
- Data Nagar
- Mujahid abad
- Baloch Goth

Orangi Town consist of 13 Union Councils. Their names and population is as under:

S #	UNION COUNCIL	POPULATION
1	Azad Nagar	56,100
2	Haryana Colony	64,570
3	Hanifabad	54,372
4	Mohd. Nagar	63,753
5	Madina Colony	49,998
6	Gaziabad	59,402
7	Chusti Nagar	58,582
8	Bilal Colony	64,776
9	Islam Chouk	62,248
10	Gabol Colony	56,121
11	Dada Nagar	56,964
12	Mujahidabad	51,866
13	Baloch Goth	24,882
TTL	13 UC's	7,23,694

Town Municipal Administration – Orangi Town[10]

1.	Town Nazim	Abdul Haq
2	Town Naib Nazim	Shahid Bashir
3	Town Councillors	Zahid un Nisa Romana Hanif Nasreen Begum Seema Tahir Ishtiaq Ahmad
4.	Town Municipal Officer:	Qamaruddin Shaikh
5.	Town Officers	

[10] Abdul Haq, Azm-e-Khidmat, Town Municipal Administration, Orangi Town, Karachi, 2009-10. pp.160-166.

Nazmeen of Naib Nazmeen of Union Council of Orangi Town

UC	UNION COUNCIL	NAZMEEN & NAIB NAZMEEN
1	Azad Nagar	Nazim – Sh. Mohd. Yamin Naib Nazim – Mohd. Qamar uz Zaman
2	Haryana Colony	Nazim – Mohd. Anwer Baloch Naib Nazim – Hafeezullah Ashad
3	Hanifabad	Nazim – Jawed Aziz Naib Nazim – Nadeemuddin Ansari
4	Mohd. Nagar	Nazim – Mohd. Younus Naib Nazim – Shahzada Shahab Ahmad
5	Madina Colony	Nazim – Mohd Rasheed
6	Gaziabad	Nazim – Mohd. Akram Siddiqi Naib Nazim – Mohd. Mohiuddin
7	Chusti Nagar	Nazim – Shahabuddin Naib Nazim – Mohd. Yasin Khan
8	Bilal Colony	Nazim – Masood Alam Naib Nazim – Mohd. Samiullah
9	Islam Chouk	Nazim – Mohd. Shahid Karim Malik Naib Nazim – Hameeda Hameed
10	Gabol Colony	Nazim – Mohd. Nazimuddin Naib Nazim – Akhlaq Ahmed
11	Dada Nagar	Nazim – Moinuddin Siddiqui Naib Nazim – Aslam Parveez
12	Mujahidabad	Nazim – Waqar Ahmed Siddiqui
13	Baloch Goth	Nazim – Mohd. Jumman Dardan Naib Nazim – Inayatullah

Health Facilities in Orangi Town

To provide health facilities, there are three main hospitals:

1. General Qatar Hospital
2. Cardiac Qatar Hospital
3. Banaras National Hospital

Educational Facilities in Orangi Town
Research by Akhtar Hameed Khan, 1998.

As per survey report of November, 1998 it was found those there 110 mohallas, 6347 streets and 94122 houses in Orangi.

Another survey report, it is found that 203 pre-primary schools, 261 primary school and 121 secondary schools are existing there. In all these schools the education is giving

according to the prescribed syllabus duly approved by government except Islamic school, un-registered educational and technical institutes.

Government and Private Schools:

SCHOOLS	GOVT.	%	PRIVATE	%
Pre-Primary	0	0	203	100%
Primary	56	21.5%	205	78.5%
Secondary	20	16.5%	101	83.5%
Total	76	11.9%	509	89.0%

Separate Education Schools: (Girls & Boys)

Separate Education Schools	Government	Private
Pre-Primary for Girls	0	9
Pre-Primary for Boys	0	10
Primary for Girls	14	9
Primary for Boys	13	12
Secondary for Girls	5	14
Secondary for Boys	13	12
TOTAL	45	66

Co-Education Schools:

Co-Education Schools	Government	Private
Pre-Primary	0	184
Primary	29	184
Secondary	2	75
TOTAL	31	443

Percentage of Separate & Co-education Schools:

	Govt. Schools		Private Schools	
	Separate	Co-Education	Separate	Co-Education
Pre-Primary	0	0	9.3%	90.7%
Primary	48.2%	51.8%	1.2%	89.8%
Secondary	90%	10%	25.7%	84.3%
TOTAL	59.2	39.2%	12.9%	87.1%

Teachers – Male & Female

School (Total)		Teachers	Male.	%	Female	%
Pre-Primary	203	253	10	3.95%	243	96.05%
Primary	261	980	362	36.9%	618	63.06%
Secondary	121	1156	371	32.1%	785	67.9%
Total	585	2389	743	31.1%	1646	68.9%

Percentage in Private Schools:

Private Schools		**Teachers**	**Male.**	**%**	**Female**	**%**
Pre-Primary	203	253	10	3.95%	243	96.0%
Primary	205	644	204	31.7%	440	68.32%
Secondary	101	921	243	26.4%	678	73.62%
Total	509	1818	457	25.1%	1361	74.86%

Percentage in Government Schools:

Govt. Schools		**Teachers**	**Male.**	**%**	**Female**	**%**
Pre-Primary	0	0	0	0%	0	0%
Primary	56	336	158	47.2%	187	52.98%
Secondary	20	235	128	54.5%	107	45.53%
Total	76	571	286	50.1%	285	49.91%

No. of Schools of Orangi Town (2009) … 138

Colleges		
1	Govt. Girls Degree College	Sector 7, Near Qatar Hospital
2	Govt. Girls Degree College	Sector: 11-E,
3	Govt. Girls Degree College	Sector 15, C.N.T.
4	Govt. Girls Degree College	Sector 11 ½,
5.	Shaheed Zulfiqar Ali Bhutto Govt. Commerce College for Boys	Gulshan-e-Behar, Sector : 16
6	Govt. Mono Technic Institute	Sector 7, Near Qatar Hospital
7	Govt. Mono Technic Institute Toheed College	Block-L, Sector : 11
8	Techno Commercial Institute	Sector : 11 ½,
Special Education Institute		
1	National Trust for Disabled	Gulshan-e-Behar, Sector-16

Educational Problems, Issues and Challenges of Kachchi Abadies - Orangi

1. Non-Provision of basic facilities (Furniture, fans, water, bathroom etc.)
2. Lack of capable, competent and committed teachers
3. Inadequate infrastructure or improper utilization of resources, wastage of resources (Time, human, equipment and infrastructure).
4. Unsatisfactory Parental Involvement
5. Lack of professional development activities.
6. Poor attendance and participation rate.
7. Primary school and secondary school completion rate.

8. Improper human resource placement and employment.
9. Inadequate monitoring and supervision mechanism.
10. Unavailability of technology based education.
11. Poor performance of science laboratories.
12. Lack of co-curricular activities.
13. Absence of Library in school.
14. Poverty and illiteracy.
15. Unpleasant school internal and external environment.
16. Inactive school management committee.
17. Gender disparity.
18. Budget allocation and its utilization.
19. Lack of support mechanism.
20. Another challenge was to manage and tell together the diverse participants, one hand we had councilors and head teachers and the other hand we had parents and most of them were not educated soother level of facilitation was varied and we had to check our instructional strategies.
21. Chairman Co-Chairperson not taking interest in school matters.
22. Shortage of academic staff.
23. No in-service training.
24. Two or more schools/shifts in one building.
25. External duties/assignments such as election, national census etc.
26. Lack of awareness – Parents.
27. Lack of authority to Head Teachers (limited power and authority).
28. Political pressure social and other influences.
29. Non-cooperation from community and parents.
30. No. SMC meetings on regular basis.
31. Lack of teaching aids and materials.
32. Lack of interest from parents.
33. Typical curriculum and non-provision of syllabus to students in time.
34. Lack of supporting staff.
35. Shortage of classrooms.
36. No staff room for teachers available in most of the schools.
37. Coordination, resources are not available.
38. No co-curricular activities.
39. Tuition culture.
40. Teachers frighten the children, students afraid (The social and political environment is not conducive).
41. Lack of modern education at primary level.
42. Unrespectable behaviour of parents to teachers.
43. Teaching staff leave problem.
44. Non-availability of health facilities to students in Govt. schools.
45. Negative behaviour regarding to Government schools.
46. Supervisors taking no interest in his work (relevant to class learning achievement).
47. Conveyance allowance inadequate.
48. Irregular workshops from government level (terrible schedule).
49. Over crowded classroom.

50. No differences between PTA and SMC and SMC money is key problem.
51. Zakat scheme for poor students (reality gap) @ 500 per year process is terrible, huge gathering where students wait for their turn. In many cases students come back home without having money.
52. Lack of awareness (and hence Mass Support) of the proposed ESR under power devolution plan.
53. Lack of Bottom up approach to top-down power to grass root.
54. Minimal training of teachers in child-centered participatory methods, and open activity-based learning methodologies.
55. Lack of in-depth content knowledge in teachers.
56. Lack of Community resource center (CRC's) equipped with affordable materials to provide literacy to illiterates, and provide skills to youth and women.
57. Lack of awareness to tape private sector philanthropy for school development, teachers training, poverty enrichment reduction and encirclement of learning and training materials.
58. Lack of support system and incentive schemes for parents and students to encourage girls to access and retention in primary schools.
59. Lack encouraging measures and incentive schemes to motivate teachers to improve their professional qualifications.
60. Lack of understanding of private, corporate sector of philanthropy for right-based quality education. Their Zakat givings may support poor children unable to pay for quality education.
61. Lack of understanding on real public private partnership. Practice is to show "Public Servant vs. selected businessmen" partnership.
62. Lack of partnership among Madarsa leaders and education leaders.
63. Lack of awareness of CCBs – to use as strong tools for partnership among district Govt. community/parents and private sector (businessmen/adopters).
64. Lack of smooth continuous link line from well-developed urban slum, to encatchment rural, to outreached rural, to more worst, and so on.
65. Lack of capacity building of citizen community board (CCBs) to know how to plan, budget, negotiate, and manage funds, to equip schools with black boards, desks, separate sanitation facilities for girls, science; mathematics and computer laboratories and libraries. Most have never written a proposal or, if they have, not in government PC-1 format for district government.
66. Lack of awareness by poor parents of root causes of their limited access to education.
67. Lack of understanding and information of program cost sharing proposition between community/private sector and district government under CCBs provisions.
68. Lack of understanding that science and mathematics textbooks published by provincial text boards are inaccurate.
69. Lack of understanding on differences between a public school and govt. managed school or a private school for profit or a private school in low-income area for benefit.
70. Lack of skill and awareness in the community how to transform their madarsa or non-formal school into a regular school.

71. Lack of awareness by private corporate sector of Zakat and giving for right of quality education for poors.
72. Lack of awareness by donors how to assist GOP for ESR.
73. Lack of skills in teachers to produce learning materials, handout books.
74. Lack of capacity of all stakeholders to draw school centered development plan, and resource generation.
75. Lack of trained teachers to introduce right-based, child-centered, and international quality standards of early childhood and school education (ECE to grade 12).
76. Lack of subject teachers.
77. Lack of district/town education manager's capacity and clearing of roles to perform effectively and efficiently their job responsibilities resulting from minimal knowledge on devolution, inexperience in planning school environment and facilities, budgets with CCBs in formal terms of partnership, and unclear lines of authority between district co-ordination officers, ESOs and provincial secretaries.
78. Lack of appropriate resource centers and academics/institutions to undertake capacity and capabilities building and professional development.

Targets

1. Compliance of basic facilities and amenities.
2. Proper and hygienic bathrooms in each school.
3. Proper seating arrangements.
4. Adequate classroom size for accommodation of students.
5. Introduction of Computer Literacy and education.
6. Strengthen Science Laboratories.
7. Provision of co-curricular activities.
8. Establishment of health clinic
9. Establishment of school library.
10. Provide copies, stationeries, shoes, and dress to needy students.
11. Counseling of students for career building.
12. Continuous professional development activities.
13. Proper support and feedback mechanism.
14. Provision teaching aids and learning materials.
15. Appropriation of PTR (Pupils Teacher Ratio ideally 30 or 35).

2. Objectives Of The Study

- To inquire into the awareness of community people about the significance of children's education.
- Present condition of children's education in Kachchi Abadies.
- Existing Facilities of children's education.
- Role of union councils in development of children's education.
- To inquire into the significant socio-economic factors which have impact on discouragement of children's education in Kachchi Abadies.
- To find out solutions to overcome the problems of education for children in Kachchi Abadies of Orangi Town.

3. RESEARCH QUESTIONS

- What is the awareness of community people about the significance of children's education?
- What is the present condition of children's education in Kachchi Abadies?
- What are existing facilities of children's education in Kachchi Abadies?
- What are perceptions of Community People about the problems of children's education in Kachchi Abadies of Orangi Town?
- What are the solutions to overcome upon the problems of children's education in Kachchi Abadies of Orangi Town?

4. Hypothesis

- People of Kachchi Abadies do not have awareness about problems of children's education
- People of Kachchi Abadies do not have facilities of children's education.

5. Variables of the Study

- Physical condition of the area. .
- Condition of houses.
- Type of the family.
- Size of the family.
- General source of income.
- Status of women. .
- Child labour
- Attitude of people towards children's education.
- Role of Community in educational development.
- Role of community leadership.
- Priorities of communities of Kachchi Abadies.

6. Methodology Of The Study

This study is educational and descriptive based on empirical data. "A descriptive determines and reports the way in which things are"[11] "Descriptive research is valid collecting data in order to test hypotheses or answer questions concerning the current status of the subject of the study".[12] The descriptive study uses numerical data to describe and interpret events, conditions or situations that are occurring in the present.[13]

- **Population of the Study**

[11] John W. Best (1970) Reseach in Education, New Delhi: Bingal Wood Elifts N.J. Prentice Hall p.35.
[12] L. R. Gay (1992) Educational Research, M.S.A. Macmillan Publishing Co. p.2.
[13] Picciano, Anthony G.; Educational Research Primer. London, Continuum, 2007. p.51.

The population of the study is based on the Kachchi Abadies of union councils of Orangi Town, Karachi. There are 13 union councils of Orangi Town which have been included in the population of the study.[14]

- **Sampling and Procedure**

The sample population is based on stratified Random sampling design. In this way in the first stage 50% of union councils of Orangi were randomly selected, then two (2) Kachchi Abadies from each selected U.C. were included on purposive sampling basis and lastly 15 houses from each Kachchi Abadi were randomly selected for house hold survey. However, through this statistical exercise the total sample population of the study was 180 houses. The head of the house hold or any other responsible member of the house was respondent in this study.

- **Name of the Union Councils of Orangi Town – Karachi**

1. Momin abad	2. Haryana Colony	3. Hanifabad
4. Muhammadi Nagar	5. Madina Colony	6. Ghaziabad
7. Chushti Nagar	8. Bilal Colony	9. Baloach Colony
10. Gabol Colony	11. Data Nagar	12. Mujahid abad
13. Baloch Goth		

- **Tools of Data Collection**

A pre-designed comprehensive questionnaire was used for data collection. Through this questionnaire a household survey was made and with face to face contact the head of the house or any other responsible member who had an structured interview by a trained investigator on the lines of instructions of Researcher. The design of the questionnaire, its structure and questions were scientific and simple to acquire authentic information within minimum time.

- **<u>Method of Analysis of the Data</u>**

The data was in tabular form, suitable statistical methods were applied for the analysis and interpretation of the data. The results of the study and discussions were made in the light of research questions, hypothesis and variables of the study which helped and guided for scientific conclusions.

[14] List of union councils of city government, Karachi 18th August, 2005.

Summary of the Data

1. Age and Education of the Parents

Data obtained from Orangi Kachchi Abadi showing no major difference in the percentage of parents age. More or less 20% belongs to first four groups, 26.67% to 45 and above. Table 1 giving the clear picture of the different age groups:

Table - 1

Age	Percentage
25-30	16.11%
31-35	17.78%
36-40	20.00%
41-45	19.44%
45-upto	26.67%
Total	100.00%

Data in respect of education showing that majority of parents belongs to first two groups e.g. Primary 30% and Secondary 32.78% and 17.78 were graduate, only 5.56% belongs to M.A. and 13.8% of parents were found illiterate. Table 2 giving the clear picture of the different age groups:

Table – 2

Education	Percentage
Primary	30.00%
Secondary	32.78%
B.A	17.78%
M.A	5.56%
NO	13.89%
Total	100.00%

2. Distribution of data by Occupation of Parents

Data in respect of occupation of parents the majority belonged to three groups e.g. Private Job 17.78%, skilled labour 35%, and Govt. Job 12.78%. Other groups have less than 10%. Table 3 giving the clear picture of the different occupation of parents:

Table 3

Occupation	Percentage
Nothing	9.44%
Business	2.22%
Private Job	17.78%
Labouring	35.00%
Technician	6.67%
Factory Worker	7.22%
Shop Keeper	5.56%
Semi Govt. Job	0.00%
Govt. Job	12.78%
Other	3.33%
Total	100.00%

3. Distribution by Monthly Income of Parents

As far as the data of monthly income was concerned the majority of parents belonged to low income category. Percentage of parents having income less than Rs. 5,000/- is 46.11%, 5000-10000 is 31.11% and 10000-15000 is 17.78. High income parents did not like to live in Kachchi Abadies of Orangi as evident from Table 4 below.

Table – 4

Monthly Income	Percentage
Less 5,000	46.11%
5000-10,000	31.11%
10000-15000	17.78%
16000-20000	5.00%
21000-25000	-
26000-30000	-
More than 30000	-
Total	100.00%

4. Distribution by Condition of Area in Orangi

Data obtained through survey revealed that more than 80% parents were. Living in bad condition of the area. Only 19.44% living in good condition. Table 5 showing the picture.

Table – 5

Condition of Area in Orangi	Percentage
Very Good	0%
Good	19.44%
Bad	80.56%
Total	100.00%

5. Distribution according to level of education of children

As far as the level of education of children concerned, as shown in Table 6 described that children in Nursery 18.89%, Montessori 8.33, Primary 23.33%, Secondary 22.22%, College 10%, University 6.67, Technical Education 2.78% and in other 7.75. It meant that majority of children were in Primary and Secondary level.

Table – 6

Level of Education of children	Percentage
Nursery	18.89%
Montessori	8.33%
Primary	23.33%
Secondary	22.22%
College	10.00%
University	6.67%
Technical Education	2.78%
Other	7.78%
Total	100.00%

6. Distribution by causes for not getting education of children

As far as the causes for not getting education of children concerned, data revealed that most of the children were not getting education due to Family problems 46.67%, secondly under family pressure 21.67% and third cause was lack of interest 18.89%. Sickness and other had very nominal causes, as shown in Table 7.

Table – 7

Causes	Percentage
Sickness	6.67%
Lack of interest	18.89%
Family Pressure	21.67%
Family Problems	46.67%
Others	6.11%
Total	100.00%

7. Distribution by Educational Facilities for children

The data revealed that only 40.56% was getting educational facilities to some extent. 48.33% was not getting of any kind of educational facilities. Only 11.11% was beneficial with educational facilities.

Table – 8

Responses	Percentage
Yes	11.11%
No	48.33%
To Some extent	40.56%
Total	100.00%

8. Distribution by Medical facilities during education

The data revealed that 49.44% did not provide any kind of medical facility during education. Only 15.56% was provided this facility and 35% was beneficial to some extent, as evident from Table 9.

Table – 9

Response	Percentage
Yes	15.56%
No	49.44%
To Some extent	35.00%
Total	100.00%

Distribution by sport facilities during study

The data of Table 10 revealed that 51.67% did not provide any kind of sport facility during study. Only 20.56% was benefitted of this facility. 27.78% was provided sport facilities to some extent.

Table – 10

Response	Percentage
Yes	20.56%
No	51.67%
To Some extent	27.78%
Total	100.00%

10. Distribution by encouragement in Educational Performance

The data regarding encouragement on educational performance was very encouraging. 68.33% encouraged on educational performance. 31.67% was also encouraged to some extent.

Table – 11

Response	Percentage
Yes	68.33%
No	0.00%
To Some extent	31.67%
Total	100.00%

11. Distribution by co- curricular activities

In this connection it was stated that data of Table 12 revealed that 35% was provided picnic facility, 28.89% sports activities, 19.44% function facilities and 16.67% was benefitted by other co-curricular activities.

Table – 12

Co-curricular Activities	Percentage
Picnic	35.00%
Museum	0.00%
Mela	0.00%
Sports	28.89%
Function	19.44%
Others	16.67%
Total	100.00%

12. Distribution by Parents involvement in children education

According to parents involvement in children education 51.11% said yes and 35% No while 13.89% contributed to some extent as shown in Table13.

Table – 13

Parents involvement	Percentage
Yes	51.11%
No	35.00%
To Some extent	13.89%
Total	100.00%

13. Distribution by parents meets to the teacher

In this connection respondents replied 43.33% yes and 19.44 No while 37.22% said that they meet the teacher occasionally as show in Table 14

Table - 14

Response	Percentage
Yes	43.33%
No	19.44%
To Some extent	37.22%
Total	100.00%

14. Distribution by Parents-Teacher meeting

In this connection the data present very interested situation and more or less equally divided in four groups. 29.44% attend the parents-teacher meeting regularly, 25.56% casually, 21.11% never and 23.89% do not receive any invitation.

Table – 15

P.T.A.Meeting	Percentage
Regularly	29.44%
Casually	25.56%
Never	21.11%
Uninvited	23.89%
Total	100.00%

15. Distribution by parents who did not take interest in Home Work

In this connection the data revealed that 35.56% arranged tuition, 28.89% did not have time, 25.56% did not take interest and 10% due to illiteracy, as shown in Table 16.

Table – 16

If No, so what is the problem	Percentage
Illiteracy	10.00%
Lack of time	28.89%
Arrange tuition	35.56%
Lack of interest	25.56%
Total	100.00%

16. Distribution by financial hindrance in children education

The data exposed that 73.89% parents faced financial hindrance, 10.56% said no, while 15.56% said that financial hindrance is the cause to some extent.

Table – 17

Financial hindrance	Percentage
Yes	73.89%
No	10.56%
To Some extent	15.56%
Total	100.00%

17. Distribution by lack of educational motivation in children due to child labour

The data disclosed that 48.33% said yes child labour is the main cause, 35% agreed to some extent and 16.67 replied in negative.

Table – 18

Response.	Percentage
Yes	48.33%
No	16.67%
To Some extent	35.00%
Total	100.00%

18. Distribution by ratio of drop-out the education

Table – 19

Ratio	Percentage
10%-30%	11.11%
40%-60%	42.22%
60%-80%	17.22%
80%- above	29.44%
Total	100.00%

19. Distribution by causes of drop-out of education

Data shown in Table 20 revealed main cause of drop-out is financial problem 53.33%, 18.89% due to lack of educational facilities and 13.33 due to sub-standard education, as detailed below.

Table – 20

Causes	Percentage
Lack of interest of parents	0.00%
Financial problems	53.33%
Physical Punishment	0.00%
Lack of Guidance	6.67%
Lack of educational facilities	18.89%
Sub-standard education	13.33%
Un-trained teacher	0.07
Total	100.00%

20. Distribution by Sub-standard education of children

In this connection 41.11% parents complained that the education of their children was sub-standard, 21.11% said no, while 37.78 replied that it is sub-standard to some extent.

Table – 21

Sub-standard education	Percentage
Yes	41.11%
No	21.11%
To Some extent	37.78%
Total	100.00%

21. Distribution by reasons of Un-standardize Education

In this connection when asked parents for the reasons of Sub-standard education cases, 25% replied un-trained teachers, 27.22% said sub-standard curriculum and 47.78 responded Lack of education facilities.

Table – 22

Reasons of Sub-standard education.	Percentage
Un-train teachers	25.00%
Sub-standard curriculum	27.22%
Lack of education facilities	47.78%
Total	100.00%

22 Distribution of data by Lack of Educational facilities

The data revealed that 57.22% replied positively, 37.78% said to some extent and only 5% replied in negative as shown in Table 23.

Table – 23

Lack of educational resources	Percentage
Yes	57.22%
No	5.00%
Some extant	37.78%
Total	100.00%

23. Distribution of data by reasons of lack of educational facilities

In connection of reasons of lack of educational facilities, 41.57% due to lack of interest of government, 30.56% due to lack of interest of administration and 27.78% due to lack of interest of community, as shown in Table 24.

Table – 24

Reasons of lack of educational facilities	Percentage
Lack of interest of Administration	30.56%
Lack of interest of Government	41.67%
Lack of interest of Community	27.78%
Total	100.00%

24 Distribution of data by educational problems due to illiterate parents

The data revealed that 76.11% parents replied that yes, the problem of educational system was illiterate parents, 18.33% said to some extent and only 5.56% replied in negative. As shown in Table 25.

Table – 25

Responses	Percentage
Yes	76.11%
No	5.56%
To Some extent	18.33%
Total	100.00%

25 Distribution of data by Educational Problem due to irregular of students

Majority 55% replied that the students remain absent is the main cause of educational problem, 23.89% agreed to some extent and 21.11% replied in negative. Table 26 may be seen in this respect.

Table – 26

Response	Percentage
Yes	55.00%
No	21.11%
To Some extent	23.89%
Total	100.00%

26 Distribution of data by Educational Problem due to irregular of teachers

A thick amount of percentage 60% agreed that the reason for educational problem was absent of teachers, 32.79 responded to some extent and only 7.22% replied in negative.

Table – 27

Response	Percentage
Yes	60.00%
No	7.22%
To Some extent	32.78%
Total	100.00%

27. Distribution by lack of attention of teachers due to low paid salary

The data exposed that the main reason for lack of attention was the less salary of teachers, 28.33% said that less salary is the reason to some extent and 23.33% replied that less salary was not the reason of lack of attention.

Table – 28

Response	Frequency	Percentage
Yes	87	48.33%
No	42	23.33%
To Some extent	51	28.33%
Total	180	100.00%

28 Distribution by Lack of attention due to lack of Audio Visual Aids

In this connection the data disclosed that 43.89% is in favour that Lack of Audio Visual Aids is the reason in lack of attention of children education, 29.44% replied in negative and 26.67% think it to some extent.

Table – 29

Response	Percentage
Yes	43.89%
No	29.44%
To Some extent	26.67%
Total	100.00%

29.

30. Distribution by Drawbacks in the infrastructure of educational system

As far as the data of Drawback in the infrastructure of educational system is concerned 43.33% parents said in favour and said yes, drawback in the infrastructure of educational system create problems, 38.89% replied that it effected to some extent and 17.78% said no. For perusal of data Table 30 is given below.

Table – 30

Response	Percentage
Yes	43.33%
No	17.78%
To Some extent	38.89%
Total	100.00%

30. Distribution by Corruption in Education

The data obtained disclose that 47.78% parents were in favour and said yes, corruption in education system effect, 36.67% said it effect to some extent while 15.56% said corruption in education did not effect.

Table – 31

Response	Percentage
Yes	47.78%
No	15.56%
To Some extent	36.67%
Total	100.00%

31. Distribution by Political Interruption in educational system

The data revealed, when asked to parents that political interruption effect educational system, 47.22% parents said yes, 21.67 described it effect to some extent and 31.11% replied in negative. For perusal Table 32 is appended below.

Table – 32

Response	Percentage
Yes	47.22%
No	31.11%
To Some extent	21.67%
Total	100.00%

32 Distribution by some major educational problems of children Kachchi Abadies of Orangi

The data disclose that when asked about major educational problems of children, 43.69% parents said Fee, 21.67 were in favour of students conflicts, 14.44% parents indicate towards transport problems, while 10.56% said it personal problems. Table 33 may be seen.

Table – 33

Type if problems	Percentage
Personal problems	10.56%
Fees	43.89%
Transport problems	14.44%
Dropout	9.44%
Student conflicts	21.67%
Other problems	0.00%
Total	100.00%

33. Distribution by Role of Community in educational development

When asked about the role of community in the educational development, 25.56% said yes, 28.33% said no and 46.11% parents were in favour that it effect to some extent.

Table – 34

Response	Percentage
Yes	25.56%
No	28.33%
To Some extent	46.11%
Total	100.00%

34. Distribution by Awareness through media

The data revealed about awareness through media that 41.11% parents said yes, 35.56% said no and 23.33% favoured it to some extent.

Table – 35

Response	Percentage
Yes	41.11%
No	35.56%
To Some extent	23.33%
Total	100.00%

35. Distribution by Community support to solve the educational problems

A mix trend was found when asked whether community support to solve the educational problems, 34.44% said yes, 40.56% said no while 25% said no.

Table 36

Response	Percentage
Yes	34.44%
No	40.56%
To Some extent	25.00%
Total	100.00%

36. Distribution by Community to provide educational support

47.22% parents replied that community to provide educational support to some extent, 33.22% said no, while 19.44% was in favour as evident from Table 37.

Table – 37

Response	Percentage
Yes	19.44%
No	33.33%
Some extant	47.22%
Total	100.00%

37. Distribution of data by Educational Aid from Government

The data exposed that more than 52% parents replied in negative, about 21.11% said yes educational aid is provided from Government, while 26.11% said that educational aid by government is provided to some extent.

Table – 38

Response	Percentage
Yes	21.11%
No	52.78%
To Some extent	26.11%
Total	100.00%

38. Distribution by Awareness Program for parents

When asked the parents that awareness program (Seminar, Conference, Funfair and Mela) effect the educational system in Kachchi Abadies, 65% said none of them effect. 30.56% in favour of Mela and 4.44% in favour of Funfair. None was in favour of Seminar and Conferences. As evident from table below.

Table – 39

Type of Programs	Percentage
Seminar	0.00%
Conference	0.00%
Funfair	4.44%
Mela	30.56%
Non of them	65.00%
Total	100.00%

39. Distribution of data by Educational and Vocational Guidance

About educational and vocational guidance data disclosed that great majority 79.44% of parents were not in favour, 18.33% favoured it to some extent while 2.22% spoke in complete favour.

Table – 40

Response	Percentage
Yes	2.22%
No	79.44%
To Some extent	18.33%
Total	100.00%

Conclusions & Discussions

1. Data of the study disclosed that majority of the people belongs to the low income category so it called low income area. It means that majority of parents belonged to the skilled labour occupation. Poverty is the main problem in the Orangi which effect their children education and create many educational problems of Orangi
2. The data of the study exposed the majority of parents faced financial problems so they cannot provide educational facilities for their children during study. Government should provide educational support through different means
3. The data of study revealed that the majority of the children have lack of educational motivation due to child labour. Government may provide financial help from Rs. 1,000/- to 1,500/- per child to remove this remedy from Kachchi Abadies of Orangi.

4. It has also been observed that the main educational problem of people of Orangi is educational dropout during education. Major causes, in this regard, were observed due to financial problems of parents, lack of educational facilities, sub-standard education, untrained teachers and lack of guidance. It is very essential that these hurdles should be removed for the development of education in the Kachchi Abadies of Orangi.
5. Data revealed that mostly schools have not educational facilities. Government should give due consideration to provide educational facilities.
6. The data of the study revealed that the parents of Kachchi Abadies of Orangi were interested in their children home work, it means parents deeply involved in children education. It is a very positive attitude of the parents in this regard.
7. The data of the study exposed that majority parents complained their education was sub-standard due to untrained teachers, sub-standard curriculum and lack of educational facilities, so it is government's responsibility to take certain steps to remove these remedies.
8. Data disclosed that the main cause of educational problem was illiterate parents. To solve this problem it is necessary that parents guidance programme may be introduced at community level. The researcher recommends to coordinate efforts of the government, NGOs and media, especially electronic media.
9. Data of the study revealed that corruption .in education effect the smooth functioning of educational set-up. It is also noted that educational deterioration is present due to corruption, however in this reference monitoring should be proper and the concerned authorities should perform their duties efficiently.
10. Data expressed that political interruption effect educational system and create major problems in educational set-up. For the purpose proper implementation of policies and set such criteria so that political interruption may not interfere in educational system.
11. A social inter-action plays a key role in socialization of children; the data revealed that the majority of children participate in co-curricular activities, so certain means may be adopted to develop personality, confidence and social adjustment through children's co-curricular activities.
12. The data disclosed majority of children did not provide any kind of medical facilities during education. Children and their parents could not aware the body weaknesses which effect children education. In this regard Health Department should take proper steps for periodical health checking for hygiene and good health of the children and also provide health care services in educational institutions.

Recommendations

1. Poverty is the main element of the Kachchi Abadies people. Government should provide financial support to the parents for their children education. It would also help to overcome and low down the ratio of child labour and children will be motivated in their studies.
2. The parents of Kachchi Abadies must be aware about the significance of children education so government should arrange guidance programme, through seminars, conferences and media. for playing a key role in this effort.
3. The parents should be deeply involved in the education of their children. They should check their homework and also regularly visit schools for interaction with teachers. In this way they would be able to encourage their children academic achievements and academic staff in effective teaching and solution of the problems of students.
4. The schools and colleges should have adequate facilities of teaching and the teachers are required to be regular and punctual in attending their assignments. It has been observed that a good and positive relationship between educator and educant always bring good results.
5. The parents should also allow and encourage their children in co-curricular activities, so that they build self-confidence skills in leadership and group experience for better adjustment in the society.
6. The government should appoint trained teachers and give good salary packages.
7. The role of Media especially electronic media is very significant to motivate and mobilize parents of Kachchi Abadies towards education of their children.
8. The NGOs working in the field of education should work through their various programmes to bring awareness among Kachchi Abadies people for education of their children.
9. The Town Administration should play a dynamic role regarding education of children at all levels and help and guide the parents to change their orthodox attitude against the education of children. It is possible through community action programmes. The community leadership should actively be involved to meet the challenges in relation to development of education in Kachchi Abadies of low income areas.
10. Government should be provided standardized education through trained teachers, standardized curriculum, modern teaching strategies and modern techniques of examination system.
11. Proper monitoring system and effective policies may be adopted by government to remove corruption and political interruption from education system.
12. Government with the association of private sector should arrange teacher training workshops, seminars and conferences for skilled development and better performance of in-service teachers.
13. Government should provide proper budget for educational programmes in Kachchi Abadies of Orangi.
14. Private and public sector partnership should be promoted to overcome the educational problem of Kachchi Abadies people and promotion of children education and for the development of community which means country development as a whole.