

**DR. ABDUL SATTAR ALMANI\***

**MR. ALLAH DINO ABRO\*\***

## **ATTITUDES OF PEOPLE TOWARDS EDUCATION: A CASE STUDY OF MATYARI AND HYDERABAD DISTRICTS**

---

### **ABSTRACT**

*While a great deal of research concerning the attitudes of public towards education exists throughout the world, there is scarcity of research on the measurement of attitudes of stakeholder towards education. Positive attitudes of educators, parents, teachers and students play a key role in the promotion and development of education in a country. This study is designed with a purpose to investigate the attitudes of educationalists, parents, teachers and students towards the education. The literature was reviewed with three main themes, that of the status of literacy, demographics of education in selected districts and relationship of school and community. The ten categorical variables were identified i.e., quality of textbooks, English as medium of instruction, examination system, quality of education, regularity and punctuality of teachers, facilities in schools, lack of motivation, corporal punishment, homework and Involvement of parents in education of their children. A sample of 210 students, 180 teachers, 120 parents and 120 leading educationalists was randomly selected for the study. Four different types of questionnaires were developed and validated to measure the attitudes of stakeholders. The data analysed qualitatively and quantitatively. It was found that the attitudes towards English as medium of instruction and corporal punishment were positive. On the contrary the attitudes towards variables of quality of textbooks, examination system, regularity and punctuality, facilities in schools, quality of education and on motivation were negative, however on the variables of homework and involvement of parents in education of their teachers stakeholders remained divided. On the basis of findings scholarly suggestions were outlined in the end of paper.*

---

\* Assistant Professor, Faculty of Education, Elsa Kazi Campus (Old Campus), Hyderabad.  
Almani\_sattar@hotmail.com

\*\* Subject Specialist, Ghulam Hussain Hidayatullah High School, Hyderabad

## INTRODUCTION

Attitude of people for some thing carries greater importance to find out the real position and quality of that thing.. Satarupa Dattamajumdar (2005) defined attitude as the sum total of a person's psychological construct towards certain objects, institution, persons, ideas, etc. Attitude owes its origin to the collective behaviour of the members of a social group. It plays a crucial role in the social behaviour of an individual as it defines and promotes certain behaviour.

Baker (1988), narrated that attitudes are learned predispositions, and are not inherited. They are relatively stable and are affected by experiences. Attitudes are complex constructs. Choudhry (1993) emphasizes the factors like motivation, prestige, identity, language loyalty and the importance of their relationship to attitude.

According to C.V Good,

“The attitude is the state of mental and emotional readiness on the part of professional to react to any educationally significant situation in a manner that gives first place to the interest of society and the profession, that demonstrates appreciation of the situation’s educational implications, and that indicates ability and desire to cooperate with others towards the solution of the problems involved.” (P-48).

Attitudes genuinely represent the behavior and basic cognition of individuals. They can be positive or negative and remain unchanged for the long period of time. These attitudes can be changed through some sort of stimulus. They can play several roles and permit to express central values, beliefs, feelings and self worth.

This study helps the researcher to measure out the attitudes of parents, students, teachers and concerned officials – the four most important pillars of education. For the improvement of Govt Primary Education, it is essential that attitudes of people towards Govt. Primary Education should be known, whether they like it or

not? Whether they consider it positive or not? This enables the policy makers and educators to reshape their policy on basis of attitudes.

### **Research Questions**

To give proper direction to the study following questions are developed.

1. What is the actual situation of education in Primary Schools of Hyderabad and Matiari?
2. What is the attitude of parents, leading educationists, teachers and students towards the primary education in the Districts of Hyderabad and Matiari?
3. How can the situation be improved with the collaboration of schools and society?

### **Education and Literacy**

Education is the vehicle for human source development and literacy is the pre-requisite to consult and benefit from major sources of information and knowledge in today's world. Literacy is considered as the key for sustainable development and peace. It is also an instrument of stability within and among the countries. It is very difficult to find composite and comprehensive literacy data in a consolidated form, or in the form of database. The census reports are the major sources of literacy statistics in the country. However, districts reports are not easily accessible and literacy figures are not found in the single form.

The definition of literacy is context specific. The parameters of literacy may vary from one geographical region to another and from one era to another. The definition of literacy, in Pakistan, has evolved and improved since the C.V Good, Table no.1 table indicates the changing definition of literacy.

**Table 1**  
**Definition of Literacy in Pakistan**

Year of census	Definition of literacy	Age group	Literacy rate		
			Rural	Urban	Total
1951	One who can read a clear print in any language	All ages	-	-	17.9
1961	One who is able to read with understanding a simple letter in any language.	Age 5 & above	10.6	34.8	16.9
1972	One who is able to read and write in some language with understanding	Age 10 & above	14.3	41.5	21.7
1981	One who can read newspaper and write a simple letter.	Age 10 & above	17.3	47.1	26.2
1998	One who can read newspaper and write a simple letter, in any language.	Age 10 & above	33.64	63.08	43.92

(Source: Literacy in Pakistan, UNESCO Office, and Islamabad, 2003)

Literacy is considered as key for strengthening institutions and essential for social reforms. According to the census of 1951, 82.1% of the population of Pakistan was illiterate. There is improvement but it is very slow. In 1972, the rate of illiterate was 78.30%, in 1981 it decreased up to 75.80% and in 1998 it moved down to 56.18%. However, there is a vast difference between literacy rate of rural and urban population. In 1998, the literacy rate of urban population was almost double (Provincial Plan of Action, Sindh, 2001, 2015, P- 5). . To complicate the matter further, there exist a wide disparity between literacy levels of males and females. Therefore, removal of illiteracy has always been the matter of crucial importance to Pakistan. Each education policy has touched this aspect and has suggested the measures to combat with problem.

The Commission on National Education 1959 highlighted different approaches, which were tried in other countries and indicated to try those in our country. These include:

- a. The use of school children as teachers in an effort to make their parents as literate.
- b. The use of one literate adult to teach on illiterate under the “each one teach one approach”.
- c. The use of under graduate college students as adult literacy teachers
- d. The education policy 1972 recommended establishing 2.76 lack following type of Adult / continuing education centres to provide training to more than 11 million illiterates by 1880. These include:
  - i. Factory school
  - ii. Farm schools, including Thana and Tahsil centres.
  - iii. Special women education centres
  - iv. Out of the school youth centres (Provincial Plan of Action, Sindh, 2001, 2015, P- 5).

The national education policy 1979 observes that no serious attempt seems to have been done to launch a viable programme of adult education in the country, although almost all previous policies and plans have claimed to attach importance to this issue. The policy therefore recommended a nation-wide movement against illiteracy proposed number of steps to be taken in this direction.

The nation education policy 1992 recognized that there was no national programme of adult literacy. A number of Government and Non-Government organizations were running programmers but effect of these programmers was only marginal. (Provincial Plan of Action, Sindh, 2001, 2015, P- 4).

The national education policy 1998 deliberates upon the cause of illiteracy and emphasis upon the non-formal education system to achieve the global objectives of education for all.

### **Background of Hyderabad and Matiari**

Since invasion of Muslims Matiari has been a part of Hyderabad. But in 2005, Hyderabad was divided into four districts i.e. Hyderabad, Matiari, Tando Allahyar and Tando Mohammad Khan.

**Hyderabad and Matiari districts are selected as the target for study. These districts for study are neither too advanced nor too backward, but these are the best for sample for the rest schools and people of the province. Hence these two districts represent the population of Sindh province. To perspective generation, the district offers a rich mix of social, cultural, academic and allied facilities. Besides Karachi the major institutions of learning in the province of Sindh are located in surrounding of Hyderabad (DEP,ILO - P.15).**

In these districts, there are two types of formal school system i.e. Private schools system and Government schools system. The people from all walks of life are found here. The population of Hyderabad is a mixture of various heterogeneous groups and cultures. (1998 District Census report of Hyderabad. P- 9). The population of urban and rural areas go side by side. They interact and exchange their goods and services. Hyderabad is an industrial cum agricultural centre, having the opportunities of different occupations. The occupation opted by people varies from agriculture to business, from public related sector to their involvement in industries (1998 District Census report of Hyderabad. P- 11). Mostly there are three types / classes of people i.e. lower class, middle class and upper class, divided into two categories i.e. Urban and Rural. In this way their views about primary education carry a great significant. The educational data of these districts are given as under:

**Table 2**  
**Demographic profile of Hyderabad**

No	Taluka	No of UCs	Population
1	City Hyderabad	20	525299
2	Latifabad	17	563761
3	Qasimabad	04	115374
4	Taluka Hyderabad	11	290432
Total	04	52	1494866
Annual growth rate			2.03%

(Sources: Executive District Office (Education) Hyderabad,  
Dated: 25 -10-2007)

**Table 4**  
**Educational Organizations**

No	Organization	Boys	Girls	Mixed	Total
1	Primary schools	304	249	332	885
2	Middle schools	41	29	10	80
3	High schools	43	36	06	85
4	Higher secondary schools	3	3	3	9
5	Colleges	12	08	----	20
6	Technical institutions	05	04	----	09

(Sources: Executive District Office (Education) Hyderabad,  
Dated: 25 -10-2007)

**Table 5****Teachers**

No	Institution	Boys	Girls	Total
1	Primary schools	2855	2597	5452
2	Middle schools	221	293	514
3	High schools	1051	1181	2232
4	Higher secondary schools	214	173	387
5	Colleges	394	392	786
6	Technical institutions	30	25	55

(Sources: Executive District Office (Education) Hyderabad,  
Dated: 25 -10-2007)

**Table 6****Enrolment and Participation**

No	Class / Age	Population	Enrolment	Participation Rate
1	ECE (3 - 4)	103781	41562	40.04%
2	Primary schools (5 - 9)	243307	163779	68.31%
3	High schools (10 - 14)	230093	88338	38.40%

(Sources: Executive District Office (Education) Hyderabad,  
Dated: 25 -10-2007)



**Table 7**  
**Demographic Profile of Matiari**

No	Taluka	No of UCs	Population
1	Matiari	09	239153
2	Hala	06	161980
3	Saeedabad	04	114198
Total	03	19	515331
Annual growth rate			2.01%

(Sources: Executive District Office (Education) Matiari Dated: 1-11-07)  
2.6.3.2.

**Table 8**  
**Institutions**

No	Organization	Boys	Girls	Total
1	Primary schools	787	161	948
2	Middle schools	32	08	40
3	High schools	22	10	32
4	Higher secondary schools	2	0	2
5	Colleges	04	03	07
6	Technical institutions	2	0	2

(Sources: Executive District Office (Education) Matiari Dated: 1-11-07)

**Table 9****Teachers**

No	Organization	Boys	Girls	Total
1	Primary schools	2445	540	2985
2	Middle schools	32	40	72
3	High & Higher secondary schools	784	246	1038
5	Colleges	562	468	1030
6	Technical institutions	12	0	12

(Sources: Executive District Office (Education) Matiari Dated: 1-11-07)

**Table.10****Enrolment**

No	Organization	Boys	Girls	Total
1	Primary schools	29121	25265	74386
2	Middle schools	1514	316	1830
3	High & Higher secondary schools	10383	3673	14056
5	Colleges	16950	11444	28394
6	Technical institutions	340	0	340

(Sources: Executive District Office (Education) Matiari Dated: 1-11-07)

### *The Relationship between the School and the Community*

Many authors and researchers commonly agree that the relationship between the community and the school starts from the family (home). Berger (1987:25) emphasizes that the prime educators were the family even before schools were developed. The education of children was the primary responsibility of parents who were teaching children certain knowledge and skills for survival. In a similar vein Lemmer and Van Wyk (Gogolo, 1998:2) confirms this when saying: "...only fifteen percent of a child's working life from birth to sixteen is spent in schools, of the remaining eighty five percent much is spent in the home and influenced by the family. Whether we like it or not, for better or for worse, parents do educate their children and it makes sense for the two educationally important groups of adults involved in the educational process, parents and teachers, to cooperate".

By virtue of rearing children, teaching them communication skills and social skills, parents are regarded as natural and first educators. They should therefore, be incorporated in the decision-making process in the schools their children attend (Sehloho, 1998:9). After being involved, parents and the school become partners in the education of children. The relationship between parents and the school is cemented by the commitment they have towards their children. Both parents and the school want children to receive a better education. The nature of the commitment and the degree of the commitment will determine the effectiveness of the relationship. Michel (1997:69-71) asserts that today's parents are not always positive towards the school. Their negative feelings about the schools come from misunderstanding educators and the school. Warner (1997:86) also emphasizes that parents who don't know how the parent blame the school when things go wrong for their children. This indicates that although parents are regarded as having positive attitudes towards the school their children attend; there are parents with negative attitudes towards schools their children attend. It has been indicated that the child's first teacher is a parent. If that parent does not do a good job, the teacher's job as a professional becomes harder. According to Berger (1981:98) to such parents,

the school should be a support system, working cooperatively with them rather than any agency, which views them (parents) as failures.

The concept of working together among the Pakistani families is not new. It has long been applied among families and community members. The concept came into being as a result of "working together", which according to Dekker (1989:466) is a spiritual idea, which directs the life experience of people. It encompasses values such as humanness, reliability, honesty, courtesy, respect for authority and various other positive norms. The concept of "working together", since applied in schools in these areas, is still immature. Therefore it is not effectively implemented. Once it can be applied from Pakistani educational perspective, it can ease tensions and strenuous relationships. Cambridge International Dictionary of English (1996:272) defines the word "community" as people living in a particular area, considered as a unit because of their common interest. The majority of this region is not very prosperous and has some handicaps as a result of its geographical position. The interest of the community in these areas is to enable their children to get an education, which will enable them to face challenges of the twenty first century. Carl (2000:222) emphasizes that each community have specific needs and aspirations and provisions should be made for each. The school will meet the needs and aspirations of the community when academically inclined. This can be achieved when there is an effective relationship between the school and the community. In the context of this research, the word "community" denotes any people, individuals, or groups living in or surrounding villages of Hyderabad and Matiari whose children attend Govt Primary Schools. Michel (1997:22), contrary to the above description, defines the word "community" as a psychological and sociological idea.

The word when used in education, translates into meaning more communicating and involving others in the several communities of a system of communities. This indicates how the schools interact with other communities within the same geographical area. There are several communities within the

larger community of this region. The communities interact with one another and with the schools. It is the interaction of the communities and the schools, which is the primary focus of this research.

### ***Categories of this Relationship***

Sergiovanni (1994:220-223) asserts that the schools on their own can be regarded as communities, since they consist of learners, parents and educators. The common thing between them is that they share the same idea on education. Their commitment towards a common goal makes them to work as a team; therefore, to develop a relationship among themselves. The schools should also have a relationship, which extends outside to the political, business and religious communities.

## **RESEARCH METHODOLOGY**

### **Strategy**

The strategy of research adopted in this study is that of survey.

### **Methods**

The data will be collected through survey Method, observation and questionnaire tools. The over all methodology was the combination of quantitative and qualitative approaches.

### **Population of Study**

The population of this study was all the teachers, students, parents, scholars and leading educationists of Hyderabad and Matari districts

### **Sample**

The method of sampling was random sampling. For this study a sample of 210 students, 180 teachers, 120 parents and 120 leading educationalists was brought under study.

**Table 11**  
**Sample of Students n=160**

HYDERABAD				MATIARI			
80				80			
Rural (40)		Urban (40)		Rural (40)		Urban (40)	
Male	Female	Male	Female	Male	Female	Male	Female
20	20	20	20	20	20	20	20

**Table 12**  
**Sample of Teachers=120**

HYDERABAD				MATIARI			
60				60			
Rural (30)		Urban (30)		Rural (30)		Urban (30)	
Male	Female	Male	Female	Male	Female	Male	Female
15	15	15	15	15	15	15	15

**Table 14**  
**Sample of Parents, n=120**

Hyderabad				Matiari			
60				60			
Rural (30)		Urban (30)		Rural (30)		Urban (30)	
Male	Female	Male	Female	Male	Female	Male	Female
15	15	15	15	15	15	15	15

**Table 15**  
**Sample of Leading Educationalists, n=120:**

Hyderabad				Matiari			
60				60			
Rural (30)		Urban (30)		Rural (30)		Urban (30)	
Male	Female	Male	Female	Male	Female	Male	Female
15	15	15	15	15	15	15	15

### Variables

INDEPENDENT VARIABLE: Attitude of Public

DEPENDENT VARIABLE: Primary Education

### Categorical Variables

Following ten categorical variables were identified for study and Instruments were developed according to those variables:

1. Quality of Textbooks
2. English as Medium of Instruction
3. Examination System
4. Quality of Education
5. Regularity and Punctuality of Teachers
6. Facilities in Schools
7. Lack of Motivation
8. Corporal Punishment
9. Homework
10. Involvement of Parents in Education of their Children

### Instrumentation

To meet the needs of required data, the four separate questionnaires for teachers, students, parents, and leading

educationists of Govt Primary Schools was designed. Through these questionnaires attitudes of different stakeholders were tried to find out.

## **Findings and Discussion**

### **1. Quality of Textbooks**

Leading educationalists, parents and teachers are not satisfied with quality as well as availability of textbooks at primary level. Parents say that those books are not attractive, while educationalist pointed out that those books possess old information, which does not achieve the objectives properly. Giving views on textbooks teachers said that they do not match with the age group of children.

### **2. English as Medium of Instruction**

Educationalists and parents' attitude towards English as medium of instruction is positive, on the contrary a large number of teachers say that medium of instruction should be local language or mother tongue. They added that it is difficult for students at primary level to teach them in a foreign language

### **3. Examination System**

Mix response was received on the question of system of examination. Parents did not show interest on the topic , but educationalists and teachers stressed that examinations should not be annual but they should be conducted after three or six months.

### **4. Quality of Education**

Educationalists, teachers and parents are of the view that quality at primary level is not satisfactory. Educationalists have blamed teachers for low quality of teacher on the contrary many teachers made parents and officers of education department responsible for low standards of education.

### **5. Regularity and Punctuality of Teacher**

Educationalists and teachers have concerns on the regularity and punctuality of teachers. 56% parents said that mostly teachers remain absent from schools. They insisted that



absence of teachers is one of the causes of absence of child from school. Some parents claimed that absence of teachers causes many behaviour problems to the children and they learn antisocial behaviours in absence of teachers.

#### **6. Facilities in Schools**

Lack of many kind of facilities are reported from rural area schools i.e., absence of boundary wall, fresh water, furniture, washrooms and library. On the contrary in urban area schools, lack of library and game materials are reported. Most of students from urban area schools revealed that they have playgrounds but teachers do not have interest with games and they do not provide sports material and necessary guidance to the students and as a result games are impossible in schools.

#### **7. Lack of Motivation**

Teachers and educationalists report strange faces and bare classrooms. Students say that they do not feel any interest and charm in the studies. These statements simply reveal that teachers as well as school administrators in public sector schools do not take efforts to motivate students. Schools and classrooms are left colourless and bare. A number of parents sadly pointed out that their students do not go to school willingly

#### **8. Corporal Punishment**

On the issue of corporal punishment there was no single opinion of all the stakeholders. A little number of educationalists and parents condemn it seriously but majority favoured it. Teachers and educators believe that it is necessary to bring control and order in school activities. Some parents said that it is necessary to bring change in the behaviour of students.

#### **9. Homework**

Most of educators and teachers say that teachers do not give homework to the children, on the contrary teachers made parents responsible that they (parents) do not check copies of their children and do not help to complete the homework.

### **10. Involvement of Parents in Education of their Children**

Involvement of parents in the education of their children is considered as a very important indicator according to researchers. In this research educationalists indicated that parents of area do not take any interest in the education of their children. They do not co-operate with teachers in solution of the problems of their children. It was also revealed from data provided from students that only 19% of their parents are educated up to matriculation level. It can be concluded from this fact that most of the students who come in public sector schools belong to poor or less educated communities. Their parents do not possess enough awareness or education to look after their children academically at homes and schools.

### **SUGGESTIONS**

Appearance as well as contents of textbooks at primary level needs attention. They should be changed according to the needs of children. Present textbooks are unable to transmit higher order skills. Textbooks may be changed in a way that they help students in learning practical knowledge.

Stakeholders of education from our society have positive attitudes towards the word of English medium schools. They do not understand the importance and necessity of mother tongue in teaching learning process. Parents may be convinced through awareness programmes that medium of instruction should be the mother tongue of child at primary level. It is easy to understand various concepts in mother tongue comparative to any other language.

Examination system in Pakistan is same as it was inherited from colonial rulers. At primary level schools are responsible for conduct of examinations in the schools. Teachers and head masters manage these examinations as rule of thumb method. Only memorization and cramming is evaluated in these examinations. There is no provision of evaluation of critical thinking and other higher order skills. The examination system must be changed to evaluate other skills instead of checking the writing power and memorization power.

Almost all the stakeholders' attitude is negative towards quality of primary education. Quality of education of public sector schools is declining day by day instead of efforts of Government NGO's and other donor agencies. Private sector is increasing its strength tremendously in rural and urban areas. It is a bare fact that in spite of good buildings and highly trained and experienced teachers the performance of private sector schools is better in a number of ways. State, parents and teachers have to think over miserable position of public sector schools and revolutionary steps should be taken in this regard.

Teachers have lost their dignity and respect. A large number of stakeholders don't like them because many of them have no interest in their profession or they do not go to school regularly. Many schools are reported without teachers. Teachers are given the title of GHOST teachers. Society and parents have to take the action against those teachers who take the salaries but remain absent from schools.

Pakistan is a country where fewer amounts are allocated for education and schools. Again the amount, which is allocated for the facilities of school, is not properly distributed and utilized. Administrators as well as officers have no interest in betterment of children as well with school. A large number of money goes to contractors who give their percentages to the officers and very little amount is used in schools. We should have to adopt a very stick policy and monitoring and evaluation system on proper utilization of funds in schools.

Large number of students have negative attitudes for schools because teachers as well as administrates do not treat them friendly and fairly. There is no learning without motivation. Teachers should be given awareness on the importance of motivation in schools. Administrators and teachers can use child-centered teaching techniques and methods in schools. Bare classrooms can be furnished with colourful graphs and paintings made by students to give attractive look also.

Corporal punishment has many negative effects on body and mind of children. A large number of students cease to come in

schools due to corporal punishment. Like many other countries of the world corporal punishment should totally be banned in Pakistani schools.

There is contradicting views of researchers on homework at primary school level. Some researchers have found it good and others have condemned it. Home work of half an hour, related to the objectives and mental capacity of child may be recommended for three or four days of week. Homework should not be made mandatory for all children on all days of a week. For homework instructions for parents should also be given in copies.

Parents may be made aware through parent-teacher meetings, workshops or radio programs that their involvement in the education of child will bring positive results. Parent awareness guidelines and booklets should be published.

## REFERENCES

- Baker, M. (1988). *Incorporation: A Theory of Grammatical Function Changing*. Chicago: University of Chicago Press.
- Berger, EN (1981:98-99). *Parents as partners in education: The school and home working together*. USA: Merrill Publishing Company
- Cambridge International Dictionary of English (1996:272)
- sC V. Good, *Dictionary of Education*, 2<sup>nd</sup> edition, McGraw-Hill Book Company, INC, New York Toronto London 1959, (P-23, 113)
- Census of 1951, 82, Ministry of Planning Islamabad, Pakistan
- Mechel, GJ (1997). *Building schools: The new schools and community relations*. Lancaster: Economic Publishing Co. Inc.
- National Education Policy 1979, Government of Pakistan, Islamabad
- Plan of Action, Government of Sindh, 2001, 2015, P- 5).
- Provincial Plan of Action, Government of Sindh, 2001, 2015
- Satarupa Dattamajumdar (200). *The linguistic Patterns of Advertising Text: Journal of Language and Linguistic*. Volume 5. 2006
- Sergiovanni.TJ (1994:). *Building community in schools*. San Fransisco: Jossey Bass
- The Commission on National Education 1959, Government of Pakistan, Islamabad
- The national education policy 1992, Government of Pakistan, Islamabad.