A COMPARATIVE ANALYSIS OF CHILD LABOUR AND UNIVERSALIZATION OF PRIMARY EDUCATION AT DISTRICT BANNU

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ABSTRACT: *The in hand paper highlights a very crucial issue of child labour and Universalization of Primary Education. On one side it focuses on this very issue, but it also has a close look on its miser and inverse affect on Universalization of Primary Education. The main reason for child labour in many countries particularly in third world nations is lack of education which is mainly caused by poverty, institutional location, child status, family status and teacher's behaviour etc. This paper attempts to assess the causes and effects of child Labour and its impact on Universalization of Primary Education in District Bannu. The study is descriptive in nature. Population of the study comprised of all male (1688) and female teachers (1251) i.e., totally 2939 teachers teaching at primary level and all the parents/ guardians,*
i.e., totally 992 of the child labourers in district Bannu. The sample of the study in case of teachers was 147 @ 5% while that of parents/guardians of child labourers was 100 @ 10%. A self developed questionnaire for teachers from where the children have dropped out and preferred to labour/work and a separate structured questionnaire for those parents/guardians whose children were engaged in some sort of work/labour from the very beginning and have not been enrolled/admitted in any educational institution/school was distributed to know their perceptions regarding child labour and Universalization of Primary Education. This study was guided by the objectives, 1) to know the views of teachers and parents about the impact of location on Universalization at District Bannu, 2) to diagnose the perceptions of teachers and parents about the impact of Poverty on Universalization of Primary Education at District Bannu, 3) to investigate the views of teachers and parents about the impact of Family Status on Universalization of Primary Education at District Bannu, 4) to find out the views of teachers and parents about the impact of Child Status on Universalization of Primary Education in District Bannu, and 5) to examine the views of teachers and parents about the impact of Teacher's Behaviour on Universalization of Primary Education in District Bannu. To obtain the most appropriate and accurate results from the collected data, the coded questionnaire was analyzed through SPSS (V-23) in terms of percentage, frequencies, descriptive analysis, mean, standard deviation, ANOVA, Regression, Correlation, chi square and t-test was used for the analysis by the researcher.

Keywords: *Child Labour, Universalization, Primary Education*

INTRODUCTION

As long as the universe is being created, Child labour is present in some sort in this world. Indeed some has said that "it is such a callous veracity that "approximately all parts of the world have faced this dilemma continuously, especially the advancing nations". It is been observed that in the most recent years, a number of noteworthy revolutions has happened regarding social alertness in the association between Child labour and the financial expansion. It is not exactly known how much child labourers will be on the surface of this very soil as we have no precious latest data source about this matter. But probably Africa and Asia jointly have jumped over sixty percent of the world's total population in child labours [1]. International labour organization about child labour [1] explains so as to "more than 215 million children are still considered as child labourers, whereas 115 million are implicated in the worst form of labour such as "serving others, keeping them busy in forbidden activities etc" [1]. There is no ambiguity in this that "child labour is a result of plentiful reasons" [2]. Although many of the advancing nations have universal tribulations and are repeatedly making efforts to improve their rules to arrive at more effectual findings to get rid of this burning child labour problem [3]. In this regard just not all intellectuals but all high ups declared that "poverty is the greatest reasons of child labour including every one of the (NGO) as well" [4]**.**

LITERATURE REVIEW

It is a universally and unanimously agreed fact that making primary education universal and eradication of child labour are two mutually interconnected disputes and no one

of us can deny of the fact that none of these can be achieved without the other one. Education has shown its key role during the mid 19th & 20th century movements initiated in developing states of the world. During these movements which were fought against child's minimum age limitations issues and the need of basic of education which after words declared compulsory were mainly under discussions [5]. According to Weiner [5] primary education has played a leading decisive role in eliminating child labour in the past times and in the present scenario as well. Weiner's work and efforts have appreciably highlighted the issue among intellectuals. The efforts have been proved to be more effective in recent times by assessing the linkage between education and child labour from human rights view point as well. To get and have equal access to compulsory education have now been acknowledged in nearly all national and international conferences, acts, and treaties. Furthermore EFA has got the vital enlarging and highlighting role in promoting this goal of primary education [5].   During early 1990s these twin targets of eliminating child labour and achieving universalization of primary education brought together the isolated worlds. These things just became possible that the twenty percent children for whom it was very difficult to approach for EFA were for the most part were child labours were also approached somehow. As it is obvious that "those children who are at work somehow make the biggest group which are deprived and far away from getting education". On the other hand primary education plays manifold task in fighting against child labour. For example firstly universal primary education for at least minimum period for labour is decisive precautionary measure. Secondly quality education plays a significant

defending role and a component of a larger shielding atmosphere for kids. Lastly learning presents developmental probability by broadening choices for kids away from essential education, placing the children on the precise path for the next coming world of exertion [5].

What usually Child Labour mean?

All works or activities which our children do or perform somehow are not said to be child labour which necessarily are to abolished and eliminated, because some sort of activities like helping their parents in their households or helping their older family members or keeping themselves busy in their school off days to earn pocket money for themselves. All these types of activities are considered to be good and positive for them and for their family's well being as well, because these activities provide them those skills development & sharing some sort of experience in them. According to ILO [1], Child Labour is defined as "work that has the potential to deprive children of their childhood, their dignity and is also harmful for their physical, moral and mental development and interferes with their education prematurely either by not allowing them to attend school, leaving school prematurely i.e. without completing

compulsory education or forcing them to combine school with heavy work" [1].
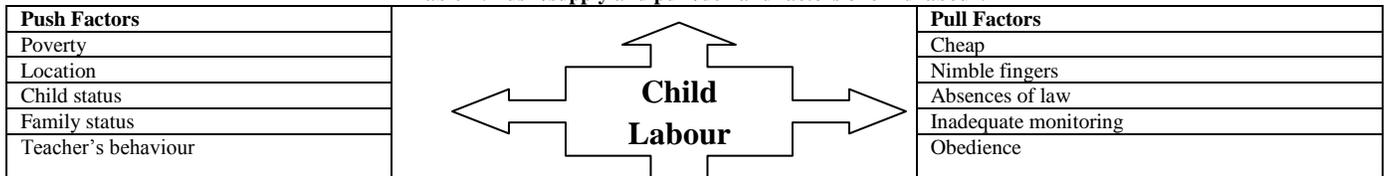
Various Causes of Child Labour

There are: Scarcity of uneducated parents, intentions to become skilled in basic skills early, nonexistence of universal obligatory Primary education, lack of community interest, unawareness of the community regarding the bad affects of Child labour, desperate application of the authorized requirements relating to child labour, un-availability & un-accessibility of educational institutions, inappropriate & un-interested school courses, cheap labour force, unsuccessful government efforts, hard to access to eminence learning, feeble society group, Gender inequality, mutual conflict, natural disasters a end extreme weather, scarcity of alertness with reference to civil rights, international contest, insecure work, non availability of permanent controlling body, scarcity, up rising joblessness and unemployment rates, restricted free of cost of schooling, violation of laws, scarce regulations and implementation, exception of rules for special peoples, employers' civil rights are shy, unawareness of Child wellbeing, international market, international contest, complimentary business system, liability & non adjustment etc., [6].

Table-1: Child labour according to international Conventions

	UN Convention of the rights of the child	ILO Convention No.138 on minimum age of employment			ILO Convention No.182 on the worst form of Child labour
	General definition	General minimum age	Light work	Hazardous work	General definition
Normal circumstances	18 years	15 years	13 years	18 years	18 years
Exceptions		14 years	12 years	16years	

Source: [7]

Table-2: Push /supply and pull /demand factors of child labour:

Push Factors		Pull Factors	
Poverty		Cheap	
Location	Child	Nimble fingers	
Child status	Labour	Absences of law	
Family status		Inadequate monitoring	
Teacher's behaviour		Obedience	

Source: [3]

What is meant by Universalization of Primary Education?

Universalization of primary education means "making elementary/primary school education available and accessible to all children all around the world without any gender, race and regional jurisdiction discrimination or making sure that all children everywhere can go to school for at least 4 or 5 years to learn to read, write and to do simple arithmetic" etc., [8].

Obstacles in the way of Universalization of Primary Education

Some of them are gender discrimination, Girls students are unsecured. Poverty, increasing work load of household's activities, illiterate parents, unawareness of community, women's status in society, misconceptions of community, early marriage system, co-education, shortage of schools, no feasible location of educational institutions, lack of teaching stuff, unmatched teaching material, out dated curriculum, lack of check and balance, female hesitation from education, religious minded society, overall economic condition, physical disabilities, geographical situation, lack of coordination and administration, lack of educational environment, by chance not by choice entry of teachers into

teaching department, non professionalism and un-interestedness of teaching stuff, family disputes, lack of basic facilities, lack of foreign donors agencies interest, successive change of Govts, lack of resources, fake & un reliable data reporting, inconsistency in govt policies, unmatched curriculum, natural disasters etc., [9].

Linkage between Child Labour Universalization of Primary Education

To get primary education is an individual's right by birth; this can be seen and observed in nearly all UN human right conventions and is being highlighted in nearly all treaties. UPE as a self explanatory phenomenon reveals "that each and every child of school age should get at least primary schooling or a child below 14 or 16 must be given full opportunity to complete his/her primary schooling i.e. he/she should complete his/her 5 classes without any break or obstacle. Although there are a numbers of international convention notification/treaties, documentary proofs available, but it can be observed still that this target has not been achieved yet. In this regards in a country like Pakistan year 2015 was fixed for primary education, it should be universalized up to 5th but could achieved the target due one or the other reasons as visible from its present 57.5 % literacy

rate. There are a number of issues and problems in not getting universalization of primary education. But in all of the above mentioned obstacles the most threatening and alarming hindrance, obstacle, barrier, blockage and challenge is Child Labour which is a direct blockage and obstruction in the way of UPE [10].

There is no agreed upon, universal and justified determinants and parameters of UPE which provide the basis or foundations for it. But according to Katarina [11], availability, affordability, accessibility and acceptability are the four parameters which can universalize primary education, but to survey UPE comprise of five pillars i.e., universalization [12]. Of provision, universalization of enrollment, universalization of participation, universalization of retention and universalization of achievement are the basic parameters of UPE [10]. For example education particularly primary education can be universalized if a large number of schools are opened, all basic facilities are provided, enough number of teachers are appointed, each and every child of school going age is been be enrolled so that no one could left behind, community and parents should are motivated and mobilized to actively participate in schools activities, admitted children are maintained and stayed at school for at least five consecutive years education to complete their primary schooling. Similarly some children repeatedly fail and stay in the same grade year after year. Such repetition reduces the benefits of schooling and the lengthening of the school cycle increases the costs of education. Through the above mentioned parameters education could be universalized [12].

But in the presence of all the mentioned parameters child labour has stopped all the efforts and hard work made by all the agencies and Governments to universalize primary education because child labour did not allow them to do so. Likewise child labour has five basic parameters which is not international and standardized though because each and every country has made its own standards, for example in some developed countries an 18 or 17 years young boy is considered as child but in under developed countries this age limit has come down up to 14 years. Similar survey was conducted and as result child labour parameters were drawn. Those are location, poverty, family status or back ground, child status and teacher behaviour A [12].

OBJECTIVES OF THE STUDY
This study was guided by the following objectives:
► To know the views of teachers and parents about the impact of location on Universalization at District Bannu
► To diagnose the perceptions of teachers and parents about the impact of poverty on Universalization of primary education at District Bannu
► To investigate the views of teachers and parents about the impact of family status on Universalization of primary education at District Bannu

► To find out the views of teachers and parents about the impact of child status on Universalization of primary education at District Bannu
► To examine the views of teachers and parents about the impact of teacher's behaviour on Universalization of primary education at District Bannu

HYPOTHESES OF THE STUDY:
The study was guided by the following null hypotheses:
➢ **H01 (a)-** There is no significant difference between the views of teachers and parents about the impact of Location on Universalization of Primary Education at District Bannu
➢ **H01 (b)-** There is no significant difference between the views of teachers and parents about the impact of Poverty on Universalization Primary Education at District
➢ **H01 (c)** . There is no significant difference between the views of teachers and parents about the impact of Family Status on Universalization Primary Education at District Bannu
➢ **H01 (d)-** There is no significant difference between the views of teachers and parents about the impact of Child Status on Universalization Primary Education at District Bannu
➢ **H01 (e)** . There is no significant difference between the views of teachers and parents about the impact of Teacher's Behaviour on Universalization Primary Education at District Bannu.

MATERIALS AND METHODS
This study was descriptive type by nature i.e., quantitative approach was used by the researcher. A self developed questionnaire using 3-point Likert scale of agree=3, somewhat agree=2 and disagree=1 choices was used to collect the data from the teachers (male/female) and parents/guardian. Furthermore the questionnaires were further distributed among those teachers teaching at primary level having dropped out problem of students from their schools resulting in child labour of the children and parents/guardians of those children who are either not admitted from the very beginning or admitted initially then dropped out from their respective schools/educational institutions and then started to child labour/work. For the analysis of the collected data through questionnaires SPSS version-23 with chi square, mean, standard deviation, ANOVA and t-test was used by the researcher to get the most appropriate results.

POPULATION OF THE STUDY
Population of the on hand study was comprised of all the male teachers (1688) and female teachers (1251) i.e. total 2939 teachers teaching at primary level and all the parents/guardians i.e. 992 of the total child labourers at district Bannu KPK, Pakistan

SAMPLE OF THE STUDY
The sample of the research study of the teachers was 147 @ 5% and that of parents/ guardians of child labourers was 100 @ 10% using Professor Dr. John Curry sampling formula

Table3: Sampling Frame (Prof: Dr. John Curry)

Category	Gender		Total	Percentage @	Sample size
	Male	**Female**			
Parents/Guardians (Child labourers)	496	496	**992**	10%	**100**
Teachers	1688	1251	**2939**	5%	**150**
Total	2184	1747	3931	-	**250**

Source: [13]

Table 4:Impact of location on Universalization of Primary Education

niversalization Provision	Source of Variation	Sum of Square	Degree of freedom(df)	Mean Square	F	p(sig)
	Between Groups	.181	1	.181	4.312	.040
	Within Groups	4.109	98	.042		
	Total	4.290	99			
Universalization Participation	Between Groups	.009	1	.009	.458	.500
	Within Groups	1.994	98	.020		
	Total	2.004	99			
Universalization Enrollment	Between Groups	.003	1	.003	.103	.749
	Within Groups	2.613	98	.027		
	Total	2.615	99			
Universalization Retention	Between Groups	.031	1	.031	1.242	.268
	Within Groups	2.475	98	.025		
	Total	2.506	99			
Universalization Achievement	Between Groups	.075	1	.075	3.473	.065
	Within Groups	2.118	98	.022		
	Total	2.193	99			

Table 5: Impact of Poverty on Universalization of Primary Education

	Source of Variation	Sum of Square	Degree of freedom(df)	Mean Square	F	P(sig)
Universalization Provision	Between Groups	.129	1	.129	3.044	.084
	Within Groups	4.161	98	.042		
	Total	4.290	99			
Universalization Participation	Between Groups	.089	1	.089	4.551	.035
	Within Groups	1.915	98	.020		
	Total	2.004	99			
Universalization Enrollment	Between Groups	.024	1	.024	.896	.346
	Within Groups	2.592	98	.026		
	Total	2.615	99			
Universalization Retention	Between Groups	.031	1	.031	1.242	.268
	Within Groups	2.475	98	.025		
	Total	2.506	99			
Universalization Achievement	Between Groups	.075	1	.075	3.473	.065
	Within Groups	2.118	98	.022		
	Total	2.193	99			

Table 6: Impact of Family status on Universalization of Primary Education

	Source of Variation	Sum of Square	Degree of freedom(df)	Mean Square	F	P(sig)
Universalization Provision	Between Groups	.058	1	.058	1.341	.250
	Within Groups	4.232	98	.043		
	Total	4.290	99			
Universalization Participation	Between Groups	.050	1	.050	2.483	.118
	Within Groups	1.954	98	.020		
	Total	2.004	99			
Universalization Enrollment	Between Groups	.004	1	.004	.146	.703
	Within Groups	2.611	98	.027		
	Total	2.615	99			
Universalization Retention	Between Groups	.012	1	.012	.460	.499
	Within Groups	2.494	98	.025		
	Total	2.506	99			
Universalization Achievement	Between Groups	.075	1	.075	3.483	.065
	Within Groups	2.118	98	.022		
	Total	2.193	99			

Table 7: Impact of Child status on Universalization of Primary Education

	Source of Variation	Sum of Square	Degree of freedom(df)	Mean Square	f	P(sig)
Universalization Provision	Between Groups	.347	1	.347	8.617	.004
	Within Groups	3.943	98	.040		
	Total	4.290	99	-	-	-
Universalization	Between Groups	.042	1	.042	2.087	.152

		Sum of Square	df	Mean Square	F	P(sig)
Participation	Within Groups	1.962	98	.020		
	Total	2.004	99	-	-	-
Universalization Enrollment	Between Groups	.008	1	.008	.317	.575
	Within Groups	2.607	98	.027		
	Total	2.615	99	-	-	-
Universalization Retention	Between Groups	.169	1	.169	7.701	.009
	Within Groups	2.337	98	.24		
	Total	2.506	99	-	-	-
Universalization Achievement	Between Groups	.082	1	.082	3.818	.054
	Within Groups	2.111	98	.022		
	Total	2.193	99	-	-	-

Table 8: Impact of Teacher's behaviour on Universalization of Primary Education

	Source of Variation	Sum of Square	Degree of freedom(df)	Mean Square	F	P(sig)
Universalization Provision	Between Groups	.175	1	.175	4.175	.044
	Within Groups	4.115	98	.042		
	Total	4.290	99			
Universalization Participation	Between Groups	.176	1	.176	9.424	.003
	Within Groups	1.828	98	.019		
	Total	2.004	99			
Universalization Enrollment	Between Groups	.223	1	.223	9.140	.003
	Within Groups	2.392	98	.024		
	Total	2.615	99			
Universalization Retention	Between Groups	.186	1	.186	7.880	.006
	Within Groups	2.319	98	.024		
	Total	2.506	99			
Universalization Achievement	Between Groups	.311	1	.311	16.211	.000
	Within Groups	1.882	98	.019		
	Total	2.193	99			

Table 9: Overall impact if child labour on universalization of primary education

	Source of Variation	Sum of Square	Degree of freedom(df)	Mean Square	F	P(sig)
Universalization of primary education	Between Groups	.018	1	.018	1.128	0.291
	Within Groups	1.606	98	.016		
	Total	1.624	99			

In table 4 above ANOVA analysis we checked the comparison of five dependent variables (Universalization of provision, enrollment, participation, retention and achievement) and how they are dependent on the 1st independent variable which is the impact of location on UPE. The results show that all the sum of squares within the groups are more than the sum of squares between the groups, which shows that the means are not the same, because the variance caused by the interaction between the sample is much smaller when compare to the variance that appears within the groups and we got the variance according to this formula to calculate the total variation

$$SS\ (T) = \sum((x + X^-)^2$$

At the same time in the above table sig: value (p) of the dependent variables (universalization of enrollment, participation, retention and achievement) are greater than 0.05 resulting in acceptance of our null hypotheses, but in case of universalization of provision the value (p) which is 0.04<**0.**05 which leads towards the rejection of null hypothesis or we can say that there is statistically significant differences between three conditions , but in rest of the remaining cases where the value of "p" is greater than 0.05 it means that there is no statistically significant differences between three conditions (between groups variations, within groups variations and total variations) and the differences between Means are not likely due to change.

In table 5 ANOVA analysis we checked the comparison of five dependent variables (Universalization of provision, enrollment, participation, retention and achievement) and how they are dependent on the 2nd independent variable which is the impact of poverty on UPE. The results shows that all the sum of squares within the groups are more than the sum of square between the groups, which shows that the means are not the same, because the variance caused by the interaction between the sample is much smaller when compared to the variance that appears within the groups. In the above table the sig: value (p) of dependent variables (universalization of provision, enrollment, retention and achievement) are greater than 0.05 in each case of the dependent variables, which means that there is exist no statistically significant differences between three conditions i.e. (between groups variations, within groups variations and total variations) and the differences between Means are not likely due to change, but in case of universalization of participation the value of 'p' that is 0.035 <0.05 which leads in the rejection of null hypothesis or simply can we say that there is statistically significant differences between three conditions i.e. (between groups variations, within groups variations and total variations

In table 6 ANOVA analysis we checked the comparison of five dependent variables (Universalization of provision, enrollment, participation, retention and achievement) and how they are dependent on the 3rd independent variable which is the impact of family status on UPE. The results shows that all the sum of squares within the groups are more than the sum of square between the groups, which shows that the means are not the same, because the variance caused by the interaction between the sample is much smaller when

compared to the variance that appears within the groups. In the above table the sig: value (p) of dependent variables (universalization of provision, enrollment, participation, retention and achievement) are greater than 0.05 in each case of the dependent variables, which means that there exists no statistically significant differences between three conditions i.e. (between groups variations, within groups variations and total variations) and the differences between Means are not likely due to change. Here in all the cases of dependent variables i.e. (universalization of provision, enrollment, participation, retention and achievement) our null hypotheses are accepted.

In table 7 ANOVA analysis we checked the comparison of five dependent variables (Universalization of enrollment, participation and achievement) and how they are dependent on the 4th independent variable which is the impact of child status on UPE. The results shows that all the sum of squares within the groups are more than the sum of squares between the groups, which shows that the means are not the same, because the variance caused by the interaction between the sample is much smaller when compared to the variance that appears within the groups. In the above table the sig: value (p) of dependent variables (universalization of enrollment, participation, retention and achievement) are greater than 0.05 in each case of the dependent variables, which means that there exists no statistically significant differences between three conditions i.e. (between groups variations, within groups variations and total variations) and the differences between Means are not likely due to change, but in case of universalization of provision the value of 'p' that is 0.004<0.05 and universalization of retention it is 0.009<0.05 which leads in the rejection of null hypothesis or simply we can say that there is statistically significant differences between three conditions i.e. (between groups variations, within groups variations and total variations). In table 8 ANOVA analysis we checked the comparison of five dependent variables (Universalization of provision, enrollment, participation, retention and achievement) and how they are dependent on the 5th independent variable which is the impact of teacher's behaviour on UPE. The results show that all the sum of squares within the groups are more than the sum of square between the groups, which shows that the means are not the same, because the variance caused by the interaction between the sample is much smaller when compared to the variance that appears within the groups. In the above table the sig: value (p) of dependent variables (universalization of enrollment, provision, retention, participation and achievement) are less than 0.05 in each case of the dependent variables, which means that there exists statistically significant differences between three conditions i.e. (between groups variations, within groups variations and total variations) and the differences between Means are not likely due to change, which leads in the rejection of null hypotheses or simply we can say that there is statistically significant differences between three conditions i.e. (between groups variations, within groups variations and total variations). In table 9 ANOVA analysis we checked the comparison of five dependent variables (Universalization of provision, enrollment, participation, retention and achievement) and how they are dependent on the overall

independent variables which are the impact of (location, poverty, and family status, child status and teacher's behaviour) on UPE. The results show that all the sum of squares within the groups are more than the sum of square between the groups, which shows that the means are not the same, because the variance caused by the interaction between the sample is much smaller when compare to the variance that appears within the groups. And in the table the sig: value (p) of all the dependent variables (universalization of provision, enrollment, participation, retention and achievement) are greater than 0.05 leads in the acceptance of null hypotheses or it simply means that there is no statistically significant differences between three conditions i.e. (between groups variations, within groups variations and total variations) and the differences between Means are not likely due to change and hence the result is clear enough from the table.

FINDINGS AND CONCLUSIONS

From the table 4 of the study it is found that in case of universalization of provision the value (p) which is 0.04<0.05 which leads in the rejection of null hypothesis or we can say that there is statistically significant differences between three conditions, similarly in table 5 in case of universalization of participation the value of 'p' that is 0.035 <0.05 which leads towards the rejection of null hypothesis or simply we can say that there is a statistically significant differences between three conditions i.e. (between groups variations, within groups variations and total variations, similarly in table 6 in case of universalization of provision the value of 'p' that is 0.004<0.05 and universalization of retention it is 0.009<0.05 which leads in the rejection of null hypothesis or simply we can say that there is statistically significant difference between three conditions i.e., (between groups variations, within groups variations and total variations, similarly (universalization of enrollment, provision, retention, participation and achievement) are less than 0.05 in each case of the dependent variables, which means that there exists statistically significant difference between three conditions i.e. (between groups variations, within groups variations and total variations) and the differences between means are not likely due to change, which leads in the rejection of null hypotheses or simply we can say that there is statistically significant differences between three conditions i.e., (between groups variations, within groups variations and total variations). And finally in table 9 ANOVA analysis we checked the comparison of five dependent variables (Universalization of provision, enrollment, participation, retention and achievement) and how they are dependent on the overall independent variables which are the impact of (location, poverty, and family status, child status and teacher's behaviour) on UPE. The results show that all the sum of squares within the groups are more than the sum of square between the groups, which shows that the means are not the same, because the variance caused by the interaction between the sample is much smaller when compared to the variance that appears within the groups. And in the table the sig: value (p) of all the dependent variables (Universalization of Provision, Enrollment, Participation, Retention and Achievement) are greater than 0.05 which leads towards the

acceptation of null hypotheses or it simply mean that there is no statistically significant differences between three conditions i.e. (between groups variations, within groups variations and total variations) and the differences between means are not likely due to change and hence the results are clear enough from the table.

RECOMMENDATIONS

Efficient eradication of child labour necessitates strategies which concentrate on importunate scarcity and the susceptibility of family units to financial distresses. These may include policies regarding education, societal safety and commitments to endorse upright employment for matured members of the families. Further more parents should be financially supported by the government schools should be constructed in the areas which are easily accessible to all, family awareness specially towards primary education should be created, community should be mobilized so that may actively participate in educational activities, all children specially handicapped and physically disabled children should be given equal opportunities and at last not at least teacher should be specially monitored to how they deal with their students and their harsh behaviour should be changed into soft, mild, calm and sympathetic ones. If these steps are to be taken then it is hoped and expected that education especially at Primary level could be Universalized at district Bannu.

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