ROLE OF IMU IN ENROLLMENT AT PRIMARY LEVEL IN KHYBER PAKHTUNKHWA

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ABSTRACT: *It was surveyed type study. All Primary Schools' teachers of both rural and urban areas in Southern districts of KPK were included in the Population of the study. The numbers of male Primary Schools teachers as samples were 248/8268 and female teachers 154/5164 respectively. Similarly, 48 DCMAs (24 Male and 24 female) were taken as samples from Bannu and Lakki Marwat. Stratified random sampling technique was used. The main purpose of the study was to determine the effectiveness of IMU in promoting enrollment at Primary School level. Questionnaire of five points Likert scale was used to collect data easily from the respondents. SPSS (Version 16.0) was used for the purpose of analysis by using Mean and Standard Deviation. The study was delimited to Bannu and Lakki only. The results indicate that IMU makes sure to provide facilities to school by increasing enrollment rate at Primary School level and encourage headteachers to admit children for increasing enrollment rate but it didn't motivate the community to promotes students' enrollment rate; It has no effective role in monitoring stipends program and provision of free textbooks. Some recommendations were given at the end for further improvement at Primary School level.*

Key Words: Independent Monitoring Unit, Primary School, Effectiveness & Enrollment Rate.

INTRODUCTION

The management of the project is liable to manage the project to attain the concerned goals; problems solvation and proper project progress are just possible through monitoring [1]. Monitoring lay emphasis on the components like information collection, evaluation of information and its results in institutional projects or action [2]. Article 25(a) of the constitution in Pakistan introduced two effective ways for promoting education in the country. First, everybody in Pakistan has the right to attain education; secondly, the state is also responsible to provide free education to all children of ages 5-6 years [3]. It is essential to differentiate between the two facets of policy accountability systems and programs: evaluation and monitoring. Monitoring means the continuous process of information collection pertaining programs and policies [4]. Furthermore, monitoring is constant oversight of application regarding the task that pursues to establish the level to which work schedules, targeted outputs, input deliveries, and other necessary actions are scheduled as per plan so as to suitable step may be taken to accurate any deficit which is noticed [5].

REVIEW OF RELATED LITERATURE

The serious feature of early childhood policy is the degree where pre-Primary capabilities prepare children for school; administrative facts gathered through schools encompass attendance, school entry screening results, dropout and retention [6]. Enhancement of enrolment requires a comprehensive strategy; reduction in dropout and retention is necessary to improve the enrolment in a true sense. This matter cannot be tackled lonely and numerous interrelated aspects like developing public and corporal access, quality enhancement and public enrollment are to be lectured. Public contact because of social problems in KPK like parents' reluctance and sex bias may be a few of the causal reasons or aspects. Religious and social conservancies are apparent barriers. Sex bias is an obvious social feature. Contemporary education is associated with "Westernization" and female institutes are the militants' targets. A fearful situation has fully traumatized female children. It is not easy to get access or approach easily and safely especially girls to schools due to geographic constraints in Khyber Pakhtunkhwa because the climate of Khyber Pakhtunkhwa differs from region to region within districts. The absence of Primary and Middle Schools female students' can cause a dropout. The contribution of community is mandatory to improve the standard of education. In this setting, Parents-Teacher Councils were recognized in institutes but a majority of such bodies remains disordered and vain. Lack of public sharing is one of the key aspects in high dropout and restraining enrolment. Redressed of socio-economic trails are continuing processes that are beyond the scope of educational managers. The community may play a key role in creating motivation and awareness to attain the goals. It is quite challenging the government to monitor more than 50% workforces and 27,000 schools in Khyber Pakhtunkhwa and the government has taken decision to involve parents in monitoring these schools for the purpose of improvement and quality education. It was decided in 2007 that PTCs may be given more administrative as well as financial authority to enhance the standard of education in schools but it is also challenging task for the government to mobilize the community by involving parents in day-to-day matters in schools. There is year wise comparison regarding students' enrolment in Southern districts of Khyber Pakhtunkhwa, Pakistan social as well as living standards measurement survey (2013-14) and the detail about Gross and Net Enrolment Rates are shown in the table below [7].

Table1: Enrolment Rates

| District | Gross Enrollment Rate | | | | | | | | |
| | 2013-14 | | | 2014-15 | | | 2015-16 | | |
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Kohat	73%	55%	64%	77%	58%	68%	73%	69%	66%
Karak	58%	60%	59%	57%	62%	60%	61%	54%	57%
Hangu	62%	29%	46%	70%	37%	54%	67%	39%	54%
Bannu	52%	40%	47%	55%	47%	51%	55%	50%	52%
Lakki	64%	43%	54%	65%	50%	58%	66%	49%	58%
D.I.Khan	55%	44%	50%	57%	51%	54%	60%	54%	57%
Tank	51%	53%	52%	48%	54%	51%	47%	56%	51%
Net Enrollment Rate									
Kohat	57%	43%	50%	59%	43%	52%	56%	45%	50%
Karak	46%	48%	47%	47%	52%	49%	50%	54%	52%
Hangu	50%	21%	36%	56%	27%	42%	54%	22%	41%
Bannu	43%	31%	37%	46%	37%	42%	45%	37%	41%
Lakki	51%	34%	43%	54%	38%	46%	54%	37%	46%
D.I Khan	43%	34%	39%	45%	40%	43%	48%	42%	45%
Tank	44%	45%	44%	39%	42%	40%	41%	40%	36%

Source: Annual Statistical Report of Govt. Schools, KPK. 2013-14; 14-15 and 15-16. (The above statistics only consist of public schools).

The statistical reports of the government Schools in Khyber Pakhtunkhwa, 2012-13, 14 and 15 are shown in table 1 as a source [8, 9, and 10].

OBJECTIVES OF THE PROBLEM

1. To determine the effect of IMU on student enrollment at Primary school level.
2. To compare the perception of teachers and data collection & Monitoring Assistants about the effect of IMU on students' enrollment at Primary level.
3. To give recommendations regarding improving student enrollment at Primary school level.

RESEARCH HYPOTHESIS

The following were the research hypotheses of the Study:

Ho: There is no effect of IMU on promoting student enrollment at Primary level in Southern districts of KPK.

SIGNIFICANCE OF THE STUDY

Following is the significance of the study:

1. The results of the study examined the effectiveness of IMU and its role in promoting student enrollment at Primary level.
2. The study further identifies the different aspects for policymaker for effective utilization of IMU.
3. The study finds out different problems that become the barriers in improving student enrollment.
4. The results of the study may recommend different strategies for effective implementation for increasing enrollment rate at Primary school level in southern districts of KPK.

DELIMITATION oF THE STUDY

The study was delimited to all Primary schools teachers and Data Collection Monitoring Assistants (DCMAs) of both genders in Khyber Pakhtunkhwa.

RESEARCH METHODOLOGY

The study was descriptive in nature. The population of the study comprised of all Primary Schools teachers of both genders as well as Data Collection Monitoring Assistants (DCMAs) in Southern districts of Khyber Pakhtunkhwa. The total numbers of sampled respondents were (N = 444, n = 396 teachers of both genders (Male & Female; [248/ 8268 male teachers while 154 / 5164 female teachers from both rural and urban areas schools of Southern districts in Khyber Pakhtunkhwa]) and n = 48 DCMAs (24 male and 24 female) respectively. Stratified random sampling technique was used. Respondents as samples were selected by applying John Curry (1984) formula from districts Lakki Marwat and Bannu.

INSTRUMENTATION

"Data was gathered through a questionnaire of five points Likert scale with options Strongly Agree, Agree, Undecided Disagree and Strongly Disagree carrying values 5, 4, 3, 2 and 1".

DATA ANALYSIS

Data were statistically analyzed through Mean and Standard Deviation and the final decision was made on the basis of greater Mean values.

Formula for the range of Mean rating score

Scale	Range
Strongly Agree	1.00-----1.80
Agree	1.81-----2.60
Undecided	2.61-----3.40
Disagree	3.41-----4.20
Strongly Disagree	4.21-----5.00

RESULTS

Table: Mean Values of Both Teachers and Monitoring Assistants (MAs) Regarding IMU

| S.No	Statements	Mean Values	
		Teachers	MAs
1.	IMU stress head teachers' to enrol children at Primary School level.	3.23	3.85
2.	IMU stresses for the enrollment rate at Primary School level.	3.73	4.12
3.	IMU encourages head teachers to enrol the children in the school.	2.24	2.04
4.	IMU organized awareness programs to increase enrollment at Primary level.	3.67	3.60
5.	IMU solve different problems to increase enrollment at Primary School level.	2.41	1.35
6.	IMU stress on the provision of funds to increase enrollment at Primary level.	3.66	3.60
7.	IMU stress on the organizing co-curricular activities to increase enrollment.	3.66	4.27
8.	IMU collect information about student daily presence at Primary School level.	2.28	1.07
9.	IMU makes sure the provision of stipends program to increase enrollment at Primary School level.	3.72	4.41
10.	IMU makes sure in the provision of free textbooks to increase enrollment.	4.20	4.50
11.	The effectiveness of IMU increases the enrollment rate at Primary level.	1.57	1.57
12.	IMU monitors students' dropout at Primary School level.	3.66	3.16
13.	The effectiveness of IMU encourages parents to admit their children in Public Schools.	1.57	1.35
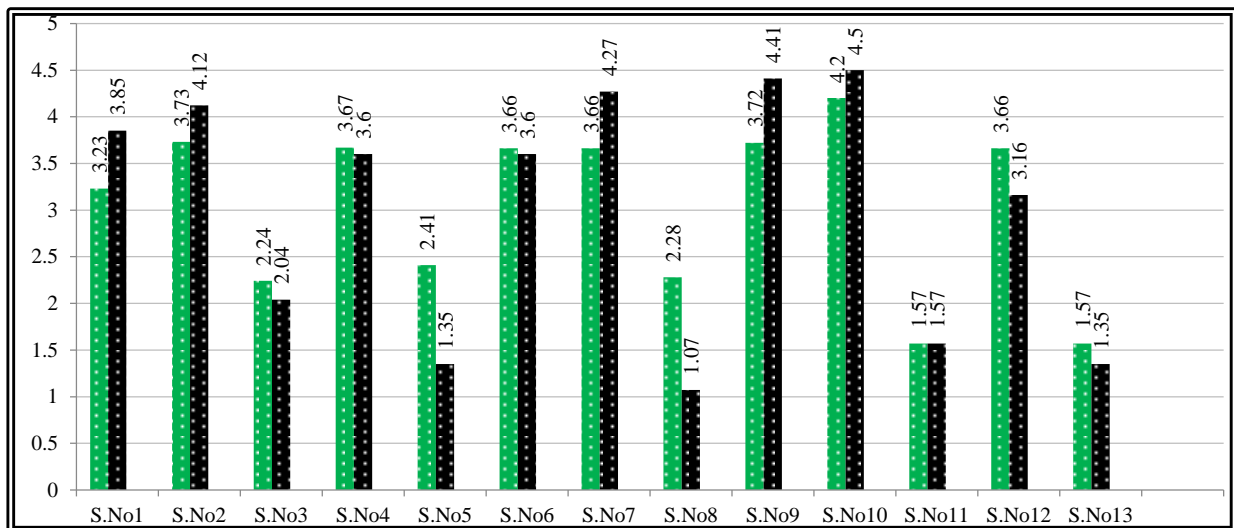
Figure: Comparative Views of Teachers and Monitoring Assistants about IMU

DISCUSSION

Majority of the management assistants agree with the statement that 'IMU stresses for the students' enrollment rate at DC & MA Primary School level' while teachers disagree with the statement because the Mean Score of the teacher is 3.23 and that of Management assistants is 3.85. So the Mean value of Management assistant is greater than the Mean value of teachers similarly many management assistants agree with the statement that 'IMU encourages community to enroll their children in the school' because the Mean Value of Management Assistant is 4.12 which is higher than the Mean score of teachers which is 3.73 regarding the said statement. Likewise, a lot of teachers agree with the statement that 'IMU encourages head teachers to enrol the children in the school' as the Mean score of teachers is 2.24 which is greater than the Mean value of management assistant that is 2.04 respectively. Majority of the teachers agree with the statements that 'IMU organized awareness programs to increase enrollment at Primary School level'; 'IMU solve different problems to increase enrollment at Primary School level'; 'IMU stress on the provision of funds to increase enrollment at Primary School level'; 'IMU stress on the organizing co-curricular activities to increase enrollment'; 'IMU stress on the organizing co-curricular activities to increase enrollment'; 'IMU collect information about student daily presence at Primary School level', 'IMU monitors students' dropout at Primary School level'; and 'The effectiveness of IMU encourages parents to admit their children in Public Schools' because the Mean scores of the above-mentioned statements are 3.67, 2.41, 3.66, 2.28 and 3.66 which are greater than the Mean values of management assistants i.e. 3.60, 1.35, 3.60, 1.07, 3.16 and 1.35 respectively. Many management assistants agree with the statements that IMU stresses on organizing co-curricular activities to increase enrollment; IMU makes sure the provision of stipends

program to increase enrollment at Primary School level'; and 'IMU makes sure in the provision of free textbooks to increase enrollment' because the Mean scores of management assistants are higher than the mean values of teachers which are 4.27, 4.41 and 4.50while the Mean scores of teachers are 3.66, 3.72 and 4.20. The views of both the teachers and management assistants are the same about the statement that the effectiveness of IMU increases the enrollment rate at Primary level' as the Mean score of both teachers and management assistants is 1.57.

RECOMMENDATIONS

The study recommends the following recommendations:
In the context of findings and conclusions, the researcher made the following recommendation:

1. The findings and conclusion indicated that IMU did not organize awareness programs and PTC meetings. So government officials may promote IMU to organize awareness programs and monitor PTC meeting regularly.
2. It was described in findings that IMU only monitors the student presence in the school but did not monitor the dropout situation. The higher authorities may give the responsibility to IMU to identify the reasons of dropout and control it.
3. Most of the respondents were of the views that IMU did not monitor stipends programs and distribution of free textbooks so IMU may monitor stipends programs and distribution of free textbook at Primary School level to increases enrollment and decrease the dropout rate.
4. Findings and conclusions showed that IMU plays an effective role in the provision of physical facilities and reducing teacher absenteeism. Therefore, the government may further facilitate and encourage IMU for its honesty and quality improvement in education.

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