

ASSESSING COMMUNITY SATISFACTION REGARDING IMPROVEMENT MADE IN BASIC EDUCATION UNDER FAISALABAD AREA UPGRADING PROJECT IN LOW- INCOME URBAN AREAS

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ABSTRACT

A community Participatory Development Project called “Faisalabad Area Upgrading Project” was implemented by the joint venture of UK and Pakistan Governments in four low-income areas of Faisalabad city from 1959-2001. This project along with other components included the Basic Education as well. The visualized objectives of Basic Education component were to ensure that the urban poor children, especially girls had access to, continue and participate in quality basic education. This study is an evaluation of this project through assessing the level of community satisfaction regarding the improvement made in basic education. The primary data was collected through face to face interviews of one randomly selected area. The data was analyzed by using Yeh's Index of Satisfaction. The results of the research have lead to the conclusion that community was highly satisfied from community participation, appearance of students and mobilizing campaign launched by the project team. However, the community was moderately satisfied with maintenance of discipline in schools, student's retention rate and students/teachers' attendance, whereas the community was not satisfied with the performance of School Councils and teachers' training. It is suggested that check and balance from partners should be ensured, community share should be reduced and priority should be given to those facilities as identify by the community, teachers and the students.

KEYWORDS: Satisfaction, Dismal Situation, Clean Drinking Water, Safe Sanitation, Rehabilitation, Retention Rate

INTRODUCTION

In 1989 the Government of Pakistan gave priority to poverty alleviation. This priority was achieved through heavy investment in social and physical development sectors, supplemented by active participation of the community, especially the poor (7th Five Year Plan, 1988-93). In 1989 a poverty alleviation project called Faisalabad Area Upgrading Project -FAUPhaving overall objective of improving the quality of life of poor living in low-income urban areas of Faisalabad was agreed between the Government of Pakistan and the UK Government. The implementing agencies were ODA through GHKI, UK based consultants and Faisalabad Development Authority (FDA) through a Project Management Unit (PMU). This project included the improvement of infrastructure, health, small enterprise development and **Basic Education**. Four pilot areas (*Katchi Abadis* and Slums) were selected for this project in Faisalabad city. The standard of education in these slums and *katchi abadis* during preliminary surveys was found to be very poor. Schools lacked the pre-requisite infrastructure that was necessary to ensure quality education. Therefore, the main objective of *Basic Education* component of this project was visualized to ensure that the urban poor children, especially girls had access to, continue and participate in quality basic education. In order to achieve this objective a strategy of basic education was envisaged that addressed the access to basic education as well as the quality of delivery mechanism. In order to achieve this objective, the following parameters were decided:

- Improvements in the physical infrastructure in selected schools in the pilot project areas to a minimum acceptable level.
- Improvements to the teaching and learning environments through, in Service Training (INSET), provision of learning and teaching resources as well as head teachers' training in the selected schools in the pilot project areas.
- Setting of standards of achievements for all the schools in pilot areas.

Alam and Naveed (2001) described the dismal situation of education services in the pilot areas of FAUP before implementation of the project placed as under:

- Absence of proper school buildings and facilities that made it difficult to maintain discipline. Many state schools in low-income areas were without adequate shelter or completely out in the open.
- Constant disruption of classes by the continual entry of people using the school premises as a shortcut, because most of the schools did not have proper boundary walls.
- Poor rate of retention in schools as students left the school premises to gain access to drinking water and toilets, and they rarely returned back.
- Few government schools had an adequate supply of clean drinking water and safe sanitation facilities. Other majority of schools made use of ground water which was brackish. Very few Government schools had adequate toilets for the number of children in the school. There were schools that had no toilet facilities at all for the children.
- Inside the schools, classrooms (where they existed) were often over-crowded and class sizes, whether inside or outside buildings, exceedingly large in the government schools.
- School furniture varied from school to school. In one school, classes 1-6 sat on their own mats while classes 7-10 were provided with furniture, desks and chairs.
- Schools in the FAUP pilot areas lacked discipline due to the absence of basic facilities such as toilets, water, a boundary wall and proper classrooms. Discipline was required in order to deliver a good standard of education.
- The implementing team of FAUP discovered that there were interrelated factors which act as impediments to the participation of girls in primary, secondary and higher education. These include traditional attitudes, accessibility of schools and supply/demand constraints. Similarly, a shortage of female teachers also inhibits girls attending school.
- Many teachers in the FAUP pilot areas had not been on INSET (In-Service Training) in the last 5 years.
- The Government of Pakistan formed School Management Committees (SMCs) in 1994, in order to mobilize communities to manage their local schools. The establishment of such committees provided an opportunity to decentralize the management of school affairs from the school head to a governing body with nominated members from the community, but they were dormant in FAUP pilot areas.

The above narrated conditions had effects on the morale of teachers and students alike. Teachers avoided working in such schools and children were not motivated to obtain an education. After the situation analysis by FAUP team, two important issues emerged: First, was that schools' rehabilitation should not be a piecemeal project. The notion of a minimum acceptable level of physical development was adopted. It was decided that each school in FAUP areas should

develop a minimum infrastructure threshold (MIT) level using government rules and regulations and community should contribute 20% share of the total cost of MIT.

The FAUP MIT level comprised the following:

- Supply of clean drinking water;
- Latrines for students and teachers;
- Electricity for the premises;
- Construction of Boundary wall;
- Rehabilitation or building of schools; and
- Provision of school furniture.

Another strategic focus of the education campaign has been addressing the needs of adult education. Considering that most of the adult population of the pilot areas in 1994 was illiterate, there was a need to improve access to education for all, particularly for women. Subsequently, FAUP agreed on a programme of work that involved the establishment of "Functional Literacy Centers" in partnership with an NGO called Bunyad Literacy Community Council (BLCC), based in Lahore. Moreover, identifying the training needs of teachers has been an important aspect of the FAUP exercise of providing suitable skills and competencies. This has been an important criterion in raising the motivational levels of teachers, students and parents alike. Adequately trained teaching staff is an important component of any education strategy. Therefore, FAUP designed the INSET (In Service Training). Eight modules of training (three for Upper Primary Teachers and 5 for Lower Primary Teachers) were developed and implemented in collaboration with a range of reputable institutions such as the Ali Institute of Education, Alif Laila Book Bus Society and ABES over a period of six years. A total number of 144 teachers (75 male and 69 female) have been trained under the FAUP, INSET programme.

The above envisaged improvement of basic education strategy of the Project was implemented in four FAUP pilot areas from 1995-2001. It is expected that such well conceived and well thought integrated basic education improvement strategy of FAUP may have brought some positive changes in the basic education of low-income urban areas of Faisalabad. Therefore, a research study was conceived to assess the impacts of this project through measuring the level of community satisfaction regarding the improvement made in basic education services.

METHODS

Merton (1957) referred methodology as the logic of scientific procedures. Social research is a systematic method of discovering new facts or verifying old facts, their sequence, interrelationship, casual explanation and natural laws that govern them. According to Nachmias and Nachmias (1992) "the scientific methodology is a system of explicit rules and procedures upon which research is based and against which the claims for knowledge is evaluated". The first step in research methodology is to select the universe of the research. As Dixon and Marry (1957) said that any set of individuals or object having common observable characteristics constitute a population or universe. There were four pilot areas (slums and *katchi abadis*) of the FAUP. One pilot area called Chak No. 7/JB (old village and now becomes urban area due to extension of municipal limits of the city in 1984) situated on Sargodha road out of four was selected randomly. Total population of this area was the universe of the research study in hand. There are 1600 households in this area. A 5% sample (80 households) was taken for the study. The whole area was divided into five neighborhoods. Subsequently, a proportionate number of respondents from each neighborhood were selected by simple random sampling technique. This technique has been advocated by Kish (1965). A systematic random sampling technique was used to identify the individual respondents for interview. A well thought and well conceived "Interviewing Schedule" was prepared for collection of data.

After collection of the data, the Statistical Package for Social Sciences (SPSS) was used for its analysis. The simple frequencies for descriptive analysis and Yeh's Index of Satisfaction for inferential analysis were used.

Yeh's Index of Satisfaction

Yeh's Index of satisfaction (YIS) was used to analyze the people's satisfaction level regarding the various factors (physical, environmental, cultural, social and provision of facilities in schools) introduced under the FAUP for improvement of basic education in low-income areas of Faisalabad city. In comparing YIS, the scale of satisfaction was converted into a 3 point Likert's scale, identifying three levels of satisfaction i.e. satisfied; no opinion (indifferent) and dissatisfied. Subtracting the number of dis-satisfied cases from the number of satisfied cases and then dividing it by the total number of responses obtain the index number. Putting it into a symbolic form, the YIS, can be written into the following expression:

$$YIS = \frac{S-D}{R}$$

Where:

S = the number of people satisfied with one attribute.

D = the number of people dissatisfied with one attribute; and

R = the total number of responses.

This index ranges from +1 to -1. A positive value indicates that there are more respondents who are satisfied than those who are dissatisfied. The larger the value, the more intensive is the degree of satisfaction or dissatisfaction.

RESULTS

Analysis and interpretation of data are the most important steps in scientific research. Without these steps, generalization and prediction can not be achieved which is the target of all scientific researches. The analysis of this study reveals that about 50% respondents in Chak 7/JB, belong to labor class and the total monthly income of a hug majority (78%) of households' was Rs. 3000-6000. This reflects that most of the community is very poor. Moreover, Table: 1 reveals that a large majority (81.3%) of the respondents was sending their children to school as they were mobilized by FAUP. Through launching campaigns, restructuring and training of SMCs, FAUP has been able to mobilize the community to send their children to schools for getting basic education. Moreover, basic facilities such as boundary walls, clean drinking water, latrines, and development of grounds/parks were also provided by FAUP and community in the schools located in low-income areas of Faisalabad city. FAUP also launched income earning opportunities and micro credit assistance to community members in order to enhance the income, improve life and educate their children.

Table 1: Distribution of the Respondents According to the Mobilizing Factors which Attract them to Send their Children to School

Response	Frequency	Percentage
Value of education	6	7.5
Mobilized by FAUP	65	81.3
Social factors	3	3.8
Economic factors	6	7.5
Total	80	100.0

Exploring the Indices of Satisfaction Level of Community Regarding Improvement made in Basic Education by the Intervention of FAUP

The level of satisfaction with improvement made by FAUP in various elements related to basic education gives us a very useful yardstick to measure the role played and degree of success of FAUP for improvement made in basic education. The higher the level of satisfaction, the more effective is the FAUP.

Yeh's Index number is very useful and suitable measure for measuring the level of satisfaction. It gives a precise and comparable figure which indicates the opinion of the respondents about a particular improvement made in basic education by FAUP. It has been used extensively in this research and has further developed composite indices to give an overall picture of improvement made in basic education by FAUP.

Table 2 and the corresponding Fig. 1 show the residents' level of satisfaction with various improvement made in basic education by FAUP in low-income areas of Faisalabad city using Yeh's index of satisfaction.

It is evident that a good level of satisfaction has been estimated in case of increase in literacy, improvement in removal of barriers for not sending daughter to school and increase in attendance and a medium level of satisfaction in case of quality enhancing and functional literacy. People are not satisfied in case of training of teachers, since they have no direct interaction with teachers, that may be reason.

Table 2: Indices of Satisfaction with Various Improvements made in Basic Education by FAUP

Improvement made in Basic Education	Satisfied	Dissatisfied	Index of Satisfaction
Increase in literacy	77	3	0.925
Quality enhancing	46	25	0.263
Training of teachers	13	60	-0.588
Improvement in removal of barriers for not sending daughter to school	68	6	0.775
Increase in attendance	74	6	0.850
Functional literacy	42	32	0.125

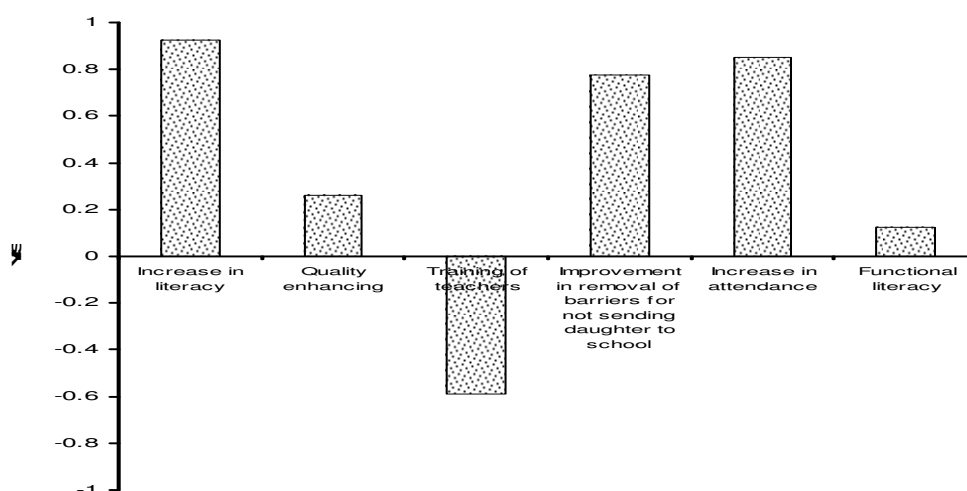


Figure 1: Indices of Satisfaction with Various Developments made in Basic Education by FAUP

Indices of Satisfaction of Respondents Regarding Provision of Community Facilities in Schools of Low-Incomes Areas by FAUP

Table 3 and the corresponding Fig. 2 highlight the inhabitants' level of satisfaction with various community facilities provided by FAUP in schools of its pilot areas. It is evident that a low level of satisfaction is estimated in case of provision of latrine facility in schools. It revealed on further probing that the latrines were constructed by FAUP but those are not properly maintained at present. However, the parents are highly satisfied with the facility of potable drinking water, boundary wall, additional room and electricity provided by FAUP in schools.

Table 3: Indices of Satisfaction of Respondents Regarding Provision of Community Facilities

Facilities/ Utilities	Satisfied	Dissatisfied	Index of Satisfaction
Facility of Latrines	9	0	0.113
Potable drinking water	47	0	0.588
Boundary wall	80	0	1.000
Additional room	65	3	0.775
Provision of Electricity	80	0	1.000

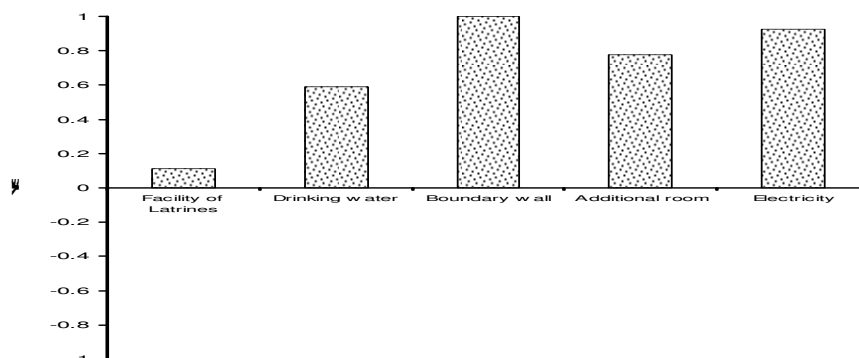


Figure 2: Indices of Satisfaction of Respondents Regarding Provision of Community Facilities

Indices of Satisfaction of Community about Improvement made in Physical Conditions of Schools by FAUP

Table: 4 portrays that a high level of satisfaction of inhabitants in low-income areas of Faisalabad City in case of adequate class rooms, school furniture and repair and maintenance of school building is found. It is also evident from the same table that community members were not satisfied with the facility of ablution and improvement made in school grounds by FAUP. It was revealed on further probing that improvements were made in these both elements by FAUP but now they were not properly maintained. So, the community is not satisfied.

Table 4: Indices of Satisfaction of Community about Improvement Made in Physical Conditions of Schools by FAUP

Improvement made in Physical Condition of Schools	Satisfied	Dissatisfied	Index of Satisfaction
Ablution facilities	11	56	-0.563
Adequate class rooms	58	6	0.650
School furniture	51	8	0.538
Improvement in school grounds	18	62	-0.550
Repair and maintenance of school building	67	5	0.775

Indices of Satisfaction of Community Regarding Role Played by FAUP in Improving Functioning of School Management Committees

In 1994, the Government of Pakistan formed School Management Committees (SMCs) in order to mobilize communities to manage their local schools. The establishment of such committees provided an opportunity to decentralize the management of school affairs from the school head to a governing body formed by community.

The overall objective was to ensure community participation in the management of school affairs and create greater transparency. It was one of the objectives of FAUP under the basic education component to improve functioning of SMCs.

Table 5 shows that a low level of satisfaction is found among the community members regarding role played by FAUP in improving the functioning of School Management Committees, whereas the community members are not satisfied with improvement made in financial management of schools even improving the functioning SMCs.

Table 5: Indices of Satisfaction of Community Regarding Role Played by FAP in Improving Functioning of SMCs

Functioning of SMCs	Satisfied	Dissatisfied	Index of Satisfaction
Improvement in organizational and development activities of SMCs	12	9	0.038
Improvement in financial management	3	15	-0.150

Indices of Satisfaction of Community about Enhancing Quality of Education and Overall Improvement Made in Basic Education by FAUP

Table 6 reveals that the satisfaction level of community in case of maintaining discipline in schools, student's retention rate, and Student/teacher attendance is moderate, while in case of functioning of SMCs, and teachers' training is of low level. A very high level of satisfaction among community members is found as far as community participation, appearance of students and awareness campaign launched by FAUP are concerned.

It is also evident from the same table that in case of working of functional literacy centers and change in teachers' behavior, the community is not satisfied.

Table 6: Indices of Satisfaction of Community about Overall Development Made in Basic Education by FAUP

Factors Introduced by FAUP for Improvement in Basic Education	Satisfied	Dissatisfied	Index of Satisfaction
Maintaining of Discipline	44	29	0.188
Students retention rate	45	27	0.225
Student/teacher attendance	46	34	0.150
Functioning of SMCs	15	9	0.075
Teachers training	37	34	0.038
Community participation	69	9	0.750
Appearance of students	68	12	0.700
Awareness campaigns launched by FAUP	65	15	0.625
Working of Functional literacy centers	28	30	-0.025
Change in teacher's behavior	19	58	-0.488

CONCLUSIONS

The main findings and conclusions drawn through the study about “Assessing Level of Community Satisfaction, Regarding Improvement Made in Basic Education under Faisalabad Area Upgrading Project in Low-Income Urban Areas” are presented as below:

- A large majority i.e. 81.3 percent of the respondents were sending their children to school due to awareness raised and mobilized by FAUP and still it persist.
- The community was highly satisfied regarding community participation in basic education which was the central to the approach of FAUP. The level of community satisfaction about appearance of students and awareness campaign launched by FAUP was also high.
- The community has moderate satisfaction level for maintaining discipline in schools, students’ retention rate and teachers/students’ attendance. It may be concluded that improvement made in these aspects is medium level and it needs further improvement.
- The community is not satisfied about functioning of SMCs and teachers’ training. It may be concluded that there was no follow up action which resulted into poor impact of these elements.

In the light of above conclusions, following suggestions are made:

- Check and balance of the quality of work from both sides, i.e. FAUP and community (School Councils), can make the results more satisfactory.
- Share of community for schools improvement should be decreased, because majority of the people in the project areas have low income. However, the standards of improvement should be better.
- Those facilities should be addressed firstly, which are demanded by the teachers, community and students, because they know better about problems than any body else.

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