

Comparison of Challenges to Primary Education in District Pishin with Developing Countries:

By

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Abstract:

Teaching learning is the unique process of human psyche that overhauls the cognitive portion of mind. And the very word learning itself implies that it is one of the outstanding aspects of human consciousness. Learning is the only process that is in debt to intellect and mind. And it is necessary to carry such process in a well-organized way on primary level and to study the basic reasons that bring down the graph of primary education should be carefully examined in understanding the phenomenon and general concepts of primary education.

This paper specifically deals with the comparison of challenges to primary education in district Pishin with developing countries and deviances that put a question mark on primary education worsening condition in district Pishin.

Keywords: Challenges, Primary Education, District Pishin, Comparison, Developing Countries

Introduction:

To teach primary level students in the schools of developing countries, education has always been a controversial topic among teachers, scholars and researchers. In the second half of the 20th century, teaching pedagogy emerged as a social science. Teaching methods have been changed in new ones in the developing world especially in the past twenty years. All the variables have a positive and significant impact on each other, although it proves that it has increased the attention of the education system in Pakistan. Nevertheless, the outputs are firmly based on literature reviews.

Although the International Association for Education has been serving many countries to explore its own boarding support for coaching, the

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support of international supporters for education is falling into alarming proportions. The amount of total project distributed for education has decreased in the last decade, and training support is 4% less than in 2009. This message conveys that backup backups at the international level for the potential of developing countries have lots of results. To bring their new generation to school. Fund is not the only thing that is important in any way, yet it is an important basis for a viable educative structure. A few governments are wanting to bring \$3.1 billion up in new hypothesis from supporter countries into the GPE fund, and augmentations in other manual for training, and is moreover asking for that creating regions accessories promise augments in their own nearby financing (UNICEF Report, 2014).

A study by Kremer, Brannen, and Glennerster (2013) focuses on the major challenges faced by primary and post-primary education in developing countries. In the beginning, the authors blame the financial constraints for declining academic standards in low-income countries. Developing nations have taken several initiatives to support economically weaker parents and students. For instance, many states are helping children by reducing their tuition fees, upgrading learning levels, and providing scholarship opportunities (Kremer, Brannen, & Glennerster, 2013).

In many developing countries, quality of education is below standard. For example, approximately 31% of children in the third class cannot read simple words. Teachers leave workday without telling management. In other parts of the developing world, gender gaps pose serious obstacles to the education of women, along with financial instability (Kremer, Brannen, & Glennerster, 2013; “Pupils in poor countries lack textbooks, says UNESCO”, 2016).

Statement of the Problem:

Earlier studies have found the challenges for primary education, but they have not been separated between socio-political and religious challenges. Apart from this, he did not check how these challenges can be faced? Therefore, a systematic study is done from these sociological approaches to these challenges and how they are formed and appropriate, it has not yet been held in Pishin. This research article attempts to fill this gap and considers a functional approach to challenges for primary education in the District Pishin. And compare it with developing countries.

Research Questions:

This study is guided by the following main questions.

What challenges are faced by the teachers and students at primary level in the schools of Pishin district?

How these challenges can be overcome and compared with the challenges existing in developing countries?

Literature Review:

Upgrading Primary Education in Developing Countries:

Marlaine E. Lockheed (1991) in their book, upgrading primary education in developing countries present approach choices for enhancing the viability and accessibility of schools in building new generation. Enhancing instructive adequacy is characterized as expanding the quantity of grade schools whose understudies top the center information and abilities of the educational programs. Although there are deficiencies in our education system, and we have to overcome these shortcomings, but first of all, we must provide school children with the necessary requirements. He further says that to overcome the challenge of this century, we should be equipped with our new generation and students are our great assets, they need to demonstrate their abilities. A short history of essential instructions in the creation of a new generation has been displayed in this book. The most encouraging aspect in this book is the achievement of striking learning, then checking is done in view of cost and adequacy. Then there is talk about how to strengthen the asset base for instructions. In relation to the global guide for training, examples of providing necessary instructions are considered; Why givers have disregarded the necessary instructions; And new needs for contributor support. Arrangements and needs for instructive improvement in the 1990s are discussed to conclude the book (Marlaine E. Lockheed, 1991).

Challenges in Learning in Primary Schools:

Hughes (2009) in his book, Breaking Barriers to Learning in Primary Schools: An Integrated Approach to Children's Services, writes about softening Barriers to learning up Grade schools which investigates the corresponded students practically speaking in the present elementary schools. The author analyzed the etiquettes by which a wide number of different experts help the youth to increase the risks of life, policy makers see the parts of those institutions being used by themselves, for example learning tutors, HLTA and Collaborators, and publicly used and various organizations, for example, school medical caretakers, teachers The social expert, contemplation encourage workers, school involvement specialist and educational therapist (Hughes, 2009).

Through an investigation of how every individual encourages separate obstacles to children are discussed in this book as following:

looks at the development and improvement of the schoolboys' workforce gives a wide and coordinated perspective of the more

extensive school organize investigates the parts of people regarding workforce inside the school makes connects to each kid matters and expanded schools' activities

gives confirmations of separating hindrances, through meetings and concentrates on administration at the core of coordinated schools presents an investigation of late measurements identifying with youngsters' lives gives down to earth guidance for good practice all through.

In preparation for winding up a basic material for each and every part of this more comprehensive school system, this book considers the current necessary audit, government information and discoveries of unique research on how to dress Making, fully disclosing to work with the new generation. This is a great job for the establishment of elementary school policy and in addition to the instruction to prepare for teaching and learning teachers (Hughes, 2009).

David and Albert (2012) in their book, *Primary Education: Barriers to Entry and Bottlenecks to Completion*, answered these questions, "For what reasons are women behind most men in education in most developing countries? For what reason do women receive less education than men? This collection looks at the instructive choices that women of an equivalent training deny. It gives the most success information, has been sorted by the locals. Each paper combines information with various measures of financial and social improvement. This work explains how specific levels of training affect women's fruit, mortality, future and wages. Similarly, the effects of training of women on family welfare are illustrated. The author takes a gander on the size of the family and the working conditions of women and income. They see interest in young people and maternal well-being, and children's education. Their examination shows that with a better instruction, women appreciate more prominent monetary development and give a more persistent family life. The author proposes that when a country denies women with the same instructions, the welfare of the country ends. The current methods used for the promotion of coaching for young women and women are closely monitored. The author proposes a goal-oriented motivation to give instructions to women. It tries to close the sexual orientation hole by the following century (David & Albert, 2012).

Thinking in Primary Education:

Ozcinar, Wong, and Ozturk (2017) in their paper, *Teaching Computational Thinking in Primary Education*, note that computational advances have been affecting human life for quite a long time. Showing techniques must adjust in like manner to give the cutting edge the vital information to additionally propel these human-assistive advances (Ozcinar, Wong, & Ozturk, 2017).

Instructing Computational Reasoning in Essential Training is a vital asset that looks at the effect that teaching with a computational spotlight can have on future students. Featuring significant themes that incorporate multifaceted ranges of abilities, coding, programming strategies, and advanced amusements, this insightful production is perfect for teachers, academicians, undergraduates, and scientists who are occupied with finding how the fate of training is being formed (Ozcinar, Wong, & Ozturk, 2017).

A report by WHO, published in 2008, highlights setbacks and challenges faced by our new generation, and those challenges are increasing day by day which are devastating current environments and of the fundamental basic drivers that impact our societal fabrics. The report gives investigation of social determinants of wellbeing and solid cases of activities that have demonstrated successful in enhancing welfare and good values in nations at all levels of financial improvement (Marmot, Friel, Bell, Houweling, & Taylor, 2008).

Section describes the method of logic for development around the world to inspire welfare value through activity on social determinants of a rest. In Section Two, there is a device which needs to be proved to the Commission, and for the significant benefits of identifying and utilizing the rich diversity of different types of information. Later sections highlighted the findings and proposals of the Commission. Section 6, repeats the system around the world with common societies around the world, expanding the social factors of motivation to carry forward the development of nation-colleagues, inevitable research plans, and amendments in the administration phase around the world. The open doors and organizations have coined the last fortune of development worldwide for welfare values (Marmot, Froel, Bell, Howalig, and Taylor, 2008).

In undeveloped areas, the problem of runaway children is quite common, as discussed in this study as a research problem. Akhtakai (2011) examines many problems, which serve as a basis for the children leaving their education and families. This behavior among children gives birth to another major problem: lack of literacy in developing areas and undeveloped areas. The study attempts to detect their role in promoting this behavior among the underlying social, economic, administrative and institutional factors and children. The author highlights an important issue in the form of the root of this whole problem which lacks the essential needs of children. In most undeveloped areas and poor areas, resources are not equally allocated among children. Most of the children leaving their homes fall into the 9-11 age group. This is the age limit for students of primary level (Achchai, 2011).

The study by Achakzai (2011) views the school going status of children as a major indicator of their future behavior and personality traits. The level of seriousness of guardians / parents and teachers at school is yet another major factor in children's perception of school and primary education. A better parental supervision of children ensures better learning in schools and in turn, causes the children to develop an affection for their parents, home, and education. In addition to that, the study found that education has a major role in a person's life, both children and adults. Further, the process of learning begins at an early age and continues until death. If a child receives quality education at an early age, they are likely to become useful citizens for the country in the future (Achakzai, 2011).

The study specifically identified the situation in Balochistan and generally examined the overall picture, leaving children to leave their homes and education. It was found that the affection and kindness of the family and teachers encouraged positive behavior towards education between young children. Apart from this, the method of learning of children is important at the young age. Combined with an interesting mode of learning, better learning, increasing creativity and better critical thinking (Achakzai, 2011) was found to be better in directing children's interests in positive directions.

Post Primary Education in Developing Countries:

A study by Banerjee, Galway, Powers, and Wasserman (2013) discovered ways to learn and increase access to post-primary education in developing countries. The study was divided into six classes, one of which was centered on background information; Illustrating the methodology for selection of second review papers; Propose a third conceptual framework; Discuss the evidence in the fourth section and review the collected information; And reviewing the effect of the last policies and teaching methods that affect learning (Banerjee, Galway, Powers, and Wasserman, 2013).

To see the obstacles in education and the reasons (decisions of government policies and households) for children, the study places its foundation on economic theory. Education costs are key indicators of education constraints. If parents are economically weak, they are unable to afford tuition fees and other educational costs, due to which they decide against the education of their children. This eventually leads to a decrease in student power in schools and becomes a challenge. Apart from this, additional education support is also subject to parental financial status. If the family gets well closed, then they can easily afford the extra tuition for their children, which leads to better academic learning among the children. However, if the family cannot provide additional tuition, then children have less opportunities to learn and they

have to rely solely on one source: school teachers (only if their parents are allowing them to go to school) (Banerjee, Galway, Powers, and Wasserman, 2013).

Outcome of Education Policies:

Policies can also affect the education standards and literacy rates of underdeveloped regions. For instance, the authors found that if the government provides incentives such as scholarship schemes to worthy students, children tend to put more honest efforts in their studies which ultimately raises the education standards. Some governments introduce special educational scholarships or support programs for female students to promote female education in underdeveloped areas where women are generally perceived as unworthy of an education (Banerjee, Glewwe, Powers, & Wasserman, 2013).

Another study conducted by Blimpo, Gajigo, and Pugatch (2015) found that a lack of funds for education is a major obstacle in achieving the desired education quality and literacy rates in underdeveloped areas. To test the truth of this hypothesis, the study evaluated the impacts of tuition waiver programs for female students in backward regions. The main variables that were studied in this research were the number of girls continuing education; composition of students who are continuing their education; and their achievements. Further, the study attempts to prove that financial constraints and lack of funding remain the major hurdles in the path of education and learning (Blimpo, Gajigo, & Pugatch, 2015).

The study considered the case of female scholarship in Gambia and found that if the financial hurdles could be removed from students' path, the number of enrollments in school would increase. When the number of scholarships for girls was increased, the number of female students graduating from high schools and primary schools increased considerably. Further, this result implied that the girls who had graduated showed put greater efforts in further studies as they knew their financial problems and understood that the scholarship was their only hope. Another major finding of the study revealed that many students, in poorer regions of Africa, could not get education because they were located far away from schools. If the government provided transportation facilities or conveyance funds to the students, the number of students' enrollment in schools would definitely reach a higher number (Blimpo, Gajigo, & Pugatch, 2015).

The study recommended that governments must create newer policies with a better focus on access to education for students in poorer and remote regions of a country. By channeling more funds to the primary and post-primary education sector, a considerable improvement in

development and literacy rate can be observed (Blimpo, Gajigo, & Pugatch, 2015).

A BBC report revealed that 6 out of 10 children are failing to reach primary education, worldwide. This situation is being referred to as a learning crisis by the United Nations. The international communities are emphasizing on using international aid to increase access to primary schools in poor regions such as African countries or in conflict zones. It has also been found that more than 600 million primary and middle-level children have not learned basic math skills and reading (Coughlan, 2017).

The report has further found that more than 88% of children enter adulthood without having the slightest idea of reading or writing, in underdeveloped countries such as sub-Saharan regions. The consequences of this literacy condition are drastic as the report warns the underdeveloped areas of economic disabilities in the coming future. It has been found that most of the children in such regions are unable to go to school due to unavailability of schools near them and financial constraints. In addition to this, students who go to school are not taught with proper teaching aids and effective teaching styles due to lack of teaching training. Majority of teachers are undertrained which raise another major challenge to primary education and post-primary education too (Coughlan, 2017).

Teachers are usually absent and are not well-trained for teaching positions. If the teachers themselves do not know about a certain concept, one cannot expect them to teach that concept to the students. Further, the students coming to schools are usually suffering from health weaknesses and illnesses which seriously undermine their learning capabilities (Coughlan, 2017).

A report published by the World Bank attempts to explore the primary stumbling block in elementary education in poor countries and to give recommendations in order to improve the situation. Although education access is slowly increasing around the world, the quality of education is still not adequate. It remains a major objective for developing countries to promote quality education and improve learning outcomes. Africa, Afghanistan, and Latin America are a few to name where the education quality is highly inadequate. Training of teachers is also not up to the mark, which is why students attending schools are unable to gain much (Evans & Popova, 2015).

Technological infrastructure is usually not developed in poor countries. In recent years, the World Bank has made attempts of exposing such countries to better technology by providing them with laptops and tablets. By using modern methods of teaching, teachers can better demonstrate concepts to students. Also, interactive learning has been

found to be better than traditional modes of teaching as students tend to be attracted more towards multimedia (Evans & Popova, 2015).

The report identified a lack of teacher training, teacher absenteeism, and lack of funds as the major reasons for low-quality education in underdeveloped countries. The teachers are usually not able to teach the students as they do not have enough knowledge about the curriculum themselves. This is consistent with many other studies which have also highlighted the lack of teacher training as one of the basic hurdle in primary education. Another major problem is frequent absences of teachers from schools. Since there is no proper check and balance, the teachers tend to skip their workdays, while getting paid. This has a negative influence on children's learning as they have nothing to do for the whole day if their teacher is absent (Evans & Popova, 2015).

Challenges to Primary Education:

Glazzard (2011) conducted a study in North of England and investigated the challenges to primary education by collecting information from teachers and teacher assistants. It was found that both internal and external factors could be improved to enhance the educational quality and enrollment. For instance, some teacher showed a positive response to students with special needs, while others reflect a negative attitude toward such students. The negative response to special needs students tarnishes the overall commitment of school towards providing excellent education, in an unbiased manner (Glazzard, 2011).

Role of Teachers:

To ensure that the role of educators in learning effectively children is very important. Typically, teachers have assumed that children with special needs can be taught with common children in one class together. However, for such disabled and competent students, educational performance may be disadvantaged. This is just one aspect of educational blockage. There are also many other issues, such as the rejection of diversity and differences, which ultimately point to the same problem as previously discussed (Glazzard, 2011).

For children with special children or limited cognitive abilities, schools and educational systems should be normalized. It is very important to understand the style of learning before teaching the school and teacher children. The achievements and success for children with disabilities can have a different meaning. Therefore, teachers should adopt new and creative methods for elementary school children who can ensure that the learning styles of children match well with the learning styles adopted by the teachers. A common understanding of inclusive practices is needed for trainers to maximize the effectiveness of their teaching skills (Glazzard, 2011).

Some students in the class are like those who may not understand concepts like others. They may need another method of teaching or style to understand the same principle. It is the responsibility of the teachers to ensure that they adopt such methods during learning, which are easily understood by each student in class. For students with special educational needs, they should be given additional attention and additional teaching hours. In addition to the role of the teacher, students should be encouraged to ensure that they understand the lessons taught in the classes. The student participation in every class should be encouraged and the teachers should ensure that every student has input in the discussion in class. Apart from this, there should be a change in government educational policies that will allow children to depict their specific abilities and powers, even if in spite of the traditional criteria of success and achievements. Personalized education is an effective way to overcome the said problem and it should be maximized in sufficient manners. Privatization in learning ensures that the teacher adopts a student-centric approach and uses methods of teaching that are better for the student's personality profile (Glazard, 2011).

A study conducted by IMF-funded Hilman and Jenkner (2004) aims to find out various ways to establish a strong education system in the poorer countries. Children, whether they belong to any caste or nation, are entitled to education. Many goals have been set by international communities to maximize education among young boys and girls. Women, especially in poor countries, are often not allowed to receive education. Therefore, the leaders of the world have emphasized the importance of education for women by emphasizing the presence of girls in schools (Hillman & Jenkner, 2004).

In many cases, children leave before completing their primary education. There are many more children

Importance of Primary Education:

Information technology is an important part of modern life because it has promoted dramatic improvements in every step of society. This research study explored the obstacles for information technology integration in educational methods in developing countries. Developed countries have successfully introduced ICT or information and communication technology in their teaching methods, which have promoted better learning and learning environments. Therefore, it can be said that ICT has sufficient capacity to promote educational standards and quality in low-income countries. However, developing countries have to face many obstacles in implementing the ICT infrastructure in their education areas (Khan, Hassan, and Clement, 2012).

The introduction of ICTs in schools has given rise to a widespread change in teaching styles. The modern nation is adopting ICT as a path

to educational reforms and research studies have proved that these modern methods have a positive impact on overall educational education and education. By applying computers in classrooms, students are more likely to get more information. At the same time, state-of-the-art technologies such as projectors and multimedia presentations can help students learn interactive (Khan, Hassan, and Clement, 2012).

Technology can be used as a tool to offer higher education and achieve educational objectives like problem solving, communication, collaboration and information discovery. Lessons can be made more interesting and students are more motivated to learn because concepts are more enjoyable. However, all this can be achieved only when there is adequate funding and ICT supported infrastructure (Khan, Hassan, and Clement, 2012).

Although developing companies have included ICT infrastructure in their vision and plans, but due to lack of resources and funds, it has not been achieved yet. For example, Bangladesh is a low income country and does not have enough money to set up adequate ICT Infrastructure.

Research Methodology:

Non-empirical research methodology is used in this research study. Researchers utilizing non-empirical strategies consider that reflection, individual perception, and specialist/encounter are similarly as important for information securing as exact information. This study is conducted academically as related books to the topic; Challenges to Primary Education not only in developing countries but also in district Pishin of Balochistan, Pakistan.

Discussion and Findings:

The challenges to Primary Education, the quality of education in district Pishin and the underlying reasons which are acting as challenges to primary education are found and discussed are,

The Expense of Education:

The inclusive claim of human rights shows that every child has the honor for free basic coaching, with the goal that the destruction of cash and absence should not be interrupted in teaching. In many developing areas, during the administration of the current year, the complaints of the institution have been reported to be resolved and in this way, there has been a huge increase in the number of children attending their class. However, for a significant portion of low-class families, the school is improperly highly impressed and the students are forced, they are difficult to live at home or work themselves. People are uneducated for generations due to their financial problems. Many government schools

in district Pishin education get free education with little expenditure, but parents are charged economically for essential items for notebooks, books etc. The basic role of the Worldwide Association for Training is to help strengthen the National Education Framework of the poorest countries, which collects their ability to provide quality liberal instruction for all students (UNICEF report, 2014).

Distance from Home to School:

For some children, it is not uncommon for every one-and-a-half-hour or so to go to class every way. This is just for some students, especially with the incompetence of those students who are suffering from ill health or disease, or school children who need their family for home work. Constantly going to school at 5 am, the idea of being hungry, not returning till 7 pm. Many young people, especially young women, are uncomfortable against the atrocities on school visits and on their long and dangerous journeys. Governments are required to set up new schools in every village or provide transport projects to overcome this crisis (UNICEF report, 2014).

Untrained Teacher:

What is the main thing that is related to a trained teacher? A teacher, apparently.

We are going against various problems regarding teachers. There is no shortage of teachers around to get a completely basic fundamental preparation, yet a large number of teachers are not trained, and they are doing their job as a visitor who is not permanent and trained, Inner abilities are neglected to show, for example, mathematical and verbal ability. At the international level, the government has admitted that by 2025, a good amount of new teachers is required to complete all inclusive and optional instructions.

No Classroom:

This appears like a truly clear one, if you do not possess good building for education, you cannot acquire your objective of good education. It is fact and experienced throughout the world especially in development countries. Children in several villages in district Pishin are regularly crushed into stuffed building, building that are going into disrepair, or are acquiring education outside. Major issues in colleges and schools in backward areas are absence of teacher staffroom, hostels, homes for teachers' families, separate washrooms for females and so on. In many villages, only few schools have consumable water, and only some of them have a dispensary (UNICEF Report, 2014).

Merit Scholarships:

Merit scholarship is a great way to attract students to study. Not only do they increase enrollment of students, but scholarship also encourages a better learning environment. A healthy competition grows in children because each of them tries to achieve better scores and results, which enhances the overall quality of education. The role of incentives for students is important because the incentive encourages children to study and work harder in a positive way. When the students were given prizes for the tests, in a case study in Indian schools, they showed better performance and increased interest in their lessons (Kremer, Brannen, and Glennerster, 2013).

In addition to scholarship, the type of educational program also affects the quality and learning of children's education in schools. For example, programs that empower students with useful skills instead of just informing them about skill, are in a better performance. For schools in low-income countries, it is important to develop a cost-effective learning plan so that they stay within the operating budget (Kramer, Brannon, and Glenster, 2013).

The research study of McAvon (2015) explores the impact of monetary grant on education in developing countries. In addition, the study examined the impact of the promotion on the performance of teachers and students in primary schools. Studies have found that monetary funding and grants generally increase enrollment in schools. Students 'nutritional treatment had a positive impact on students' learning. Management and supervision also had a great impact on the learning of children in primary schools (McAvan, 2015).

When students were given free meals at school, enrollment and attendance in primary schools increased in general. In other cases, conditional cash transfers were also made and positively related to the performance of better students. The study also found that necessary learning.

Teacher Training:

Teacher training is important for upgrading education in primary schools. Teachers have close conversations with students in classes, and students see them as their guru. If the teacher is not well-trained for their job, then the children will not be able to perform better in their studies. However, if the teachers are adequately trained and know the different teaching methods, they can prove themselves as an effective guardian (Macwan, 2015).

A research study conducted by Sabatestt, Westbrook, Akimpong, and Hunt (2010) discusses various causes and policies that govern the rate of dropout in developing countries. Policies have important role in

determining any improvement in education standards and determining the number of children out of schools. If a certain student exits from school before completing elementary education, then their future opportunities are severely limited. In addition, such dropouts weaken the future of the country, as well as its economy (Sabates, Westbrook, Akimepong, and Hunt, 2010).

Dropout:

Strategies and policies have been given a lot of importance to resolve the dropout problem, although their importance is acknowledged by every country. It is a common belief that primary school will automatically improve as a result of updated plans and policies. However, the number of enrollment in schools does not reflect the quality of education. There are several reasons why students leave school before completing primary cycle. For example, poor health problems and malnutrition can reduce the abilities of students so that their studies (Sabates, Westbrook, Akimapon, and Hunt, 2010).

Poverty:

Poverty is a major crisis while discussing dropout rates. Education costs cannot be borne in most homes, and instead of study, they can like their children at work positions. Instead of learning, young children are forced to work with financial constraints and earn money to support their families (Sabates, Westbrook, Akimepong, and Hunt, 2010).

In low-income countries, especially in Asia and Africa, primary education is considered to be a very important factor in determining the success of a nation's future. However, most of the poorest countries around the world fail to educate their children in primary schools due to lack of economic infrastructure, political instability, and socio-economic issues. In some countries, such as Palestine, continuous wars and conflicts have not allowed parents to send their beloved children into chaos in schools (Tibawi, 1958).

Social Environment:

Studies have found that the social environment is an important factor in determining the literacy of a student. For example, a boy who did not read anything after school, did not get anything compared to the other boys, who would read his friends and family with a loud after school. Bad tools and untrained teachers are the other major obstacles in the way of quality education. When the teaching staff is not able, excellence cannot be expected by the students in their studies. Cultural barriers in secular areas like Arab and Palestine generally do not encourage women to join schools or earn education. Therefore, in some areas, education of women is not allowed due to religious reasons (Tibawi, 1958; Kramer, Brannon, and Glenster, 2013)

Conclusion:

A number of books have been written by numerous experts on the topic. Lockheed (1991), Hughes (2009), and David and Albert (2012) have suggested several methods in their books to control the declining standards of education and made recommendations to improve education quality, especially in rural regions of developing countries. The major problems which have seriously threatened the quality of education are the lack of funding; lack of technological infrastructure; remote regions where schools are distant; and poverty. As have been revealed by reports by WHO and IMF, majority of families are unable to afford the education costs of their children which is why they choose to keep their children away from school. Furthermore, security scenario of the province and political instability, involvement of external and as well as internal law enforcement agencies, mindset of the people in Baluchistan, poor government policies, lack of Interest among people towards education, lack of Funding for Education, low infrastructure, untrained teachers and poverty are the core challenges for primary education in district Pishin and in the developing countries. These factors that can be waved off in order to increase the focus of people towards education, early education is deemed to be been foundation of any further education though it needs to be upgraded.

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