

Role of Mutahida Islahi Committee NGO Home Schools in Community Development at Village Akbarpura, Nowshera

By

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Abstract

The study was focussed on the role of Mutahida Islahi Committee NGO Home Schools in Community Development at Village Akbarpura, Nowshera. For this study 9 Home schools established by Mutahidda Islahi Committee were selected. The data was collected from 45 students and their parents as well as 9 teachers of all Schools in Village Akbarpura on purpose sampling basis and the data collection tools were Questionnaire for teachers and interview schedule for students and parents. The study indicates that the Home Schools are quit effective in raising literacy level; free education to poor people, beneficial in personality development, improve the Socio-economic status, and Home Schools education play a vital role in community development in the area.

Keywords: *Education, Home Schools, NGO, Literacy, Personality Development, Socio-Economic Status, Education and Community Development*

1. Introduction and Background

In the modern age, the progresses of a country as well as the prosperity of its masses are entirely dependent on the literacy rate of the people. The rate of literacy in a country is generally regarded the index of development in various fields. Agricultural industry, scientific, economics, religious and political prosperity of the country depends upon the quality of education. "The history of economic development of a country begins with the education of its citizen" moreover, the moral, economic and social development of a state or nation depends upon the education.

Education is necessary for Community development and is an integral part of empowerment. The purpose of education is to enlarge the scope of community in decision-making. The most fundamental basic right is the freedom to make decision rather than hand it over to someone else and that can be only achieved through educating the people of the locality. Community development is as important as economic and social rights. The Community downfall is the most common visible phenomenon in Pakistan. In most developing countries the communities are developed because they are well educated. Education is the back bone of community development, it will bring sense of responsibility in people of locality, to take decision and raise voice for the social rights.

Home School

Home schooling refers to instruction in the home under the supervision of correspondence schools or umbrella schools. In some places, an approved curriculum is legally required if children are to be home-schooled. A curriculum-free philosophy of home schooling may be called *un schooling*, a term coined in 1977 by American educator and author John Holt in his magazine *Growing Without Schooling*.

2. Literature Review

Matin and Macdonnel (1978) asserted the more education people get, the more likely they are to be employed and the more income they will receive.

Collins (1979) argued that education has much impact on social mobility. Seleshi (1985) observed that educational development plans in Third World countries have stressed the need to develop the economic, social and political potential of their population through a public education system that has emphasized rural development.

Lave and Wenger (1990) Educated people inevitably participate in communities of practitioners and... the mastery of knowledge and skill requires newcomers to move toward full participation in the socio-cultural practices of a community.

Torres (1990) argues that many education programs have had a clear emphasis on social mobilization and political development.

Thomas (1993) Since Independence in 1975, one of the main roles of the primary school teacher in Papua New Guinea has been to promote community development. Recent policy, however, was aimed at making community development the central focus of primary teaching. His paper argues that such an orientation was likely to result in community discontent, the creation of restrictions on the extent to which worthwhile lifelong learning can take place, and failure to lay the groundwork for a technically orientated economy. Recent policy aimed at giving primary school teachers a major role in out-of-school community development is also inappropriate given the limited nature of teacher training candidates, the nature of the teaching environment, and the nature of Papua New Guinea society.

Maria (2000) studied out the role educational institutions can play in fostering sustainable development, a framework based on the integration of the economic, social, and environmental dimensions.

Symposium (2000) while describing the role of education in development of society said that all over the world education plays an important role in development. Development and education have gone hand in hand. Consider kerala in the south of India where the literacy rate is almost universal.

Gregson et al. (2001) conclude “the school setting can both facilitate the development of community group formation and provide students with easy access to it.” Thus, not only do schools provide the education, knowledge and life skills for decreased vulnerability, but they also provide the environment for communities to be able to protect themselves.

Roundtable on Human Resources Development, March 2002, Education’s effect is felt not only on literacy, but also on the “promotion of democratic and tolerance values, and increased productivity...and better health”.

The World Bank reports that better-educated populations lead to higher economic growth.

Sandra (2003) studied out that the family–school partnerships are discussed as a viable and essential way to increase the opportunities and supports for all students to enhance their learning progress and meet the recent demands of schooling inherent in accountability systems

Victoria (2007) found that the critical to the success of community development is the degree to which citizens contribute their resources.

Kirk and Winthrop (2008) observed that teachers in community-based or home-based schools in Afghanistan play a critical role in extending access to education to children who are unable to access the government schools, especially girls.

Dowling (2009) observed that education in rural Scottish schools has changed rapidly over the past 15 years. Such as New Community Schools, and in health education. Preparation for rural headship and for teaching in rural schools provides opportunities for further research at this time.

Connolly (2010) gave an overview of the applications of community education, from community building to consciousness rising, and from health education to human rights, to illuminate its scope and use, with examples drawn from the South and North.

Catherine (2010), In his article tried to extends the understanding of the connections between education, social capital, and development

Objectives of the Study

- To study the role of Home School in raising literacy rate.
- To find out the economic growth of the community due to Home Schools.
- To study the social build up of the respondents.
- To find out the structural and functional development of the area due to Education.
- To study the result and feedback of the Home School project.

2. Methodology

A sample size of 40 respondents was contacted on purposive sampling basis; 9 teachers in home schools, 15 parents of the students of Home Schools and 16 were local community members. Interview schedule was used for illiterate respondents and questioner for educated.

3. Results

Data presentation:

Table-1 Education Necessary for CD and Importance of Education

Education necessary for CD	Important of Education				Total
	Socialization	Economic Growth	Reducing Poverty	Infrastructure	
Yes	18	8	8	5	39
No	1	0	0	0	1
Total	19	8	8	5	40

Source: Field Survey Data

Table-2 Educated Person Contribution in CD and How Educated Person Contributes

Educated person Contribution in CD	How Educated Person Contributes in CD				Total
	Mobilization	Well Aware from Society Problems	Good Skills and Management	Increase the Economic Growth	
Yes	11	10	9	9	39
No	1	0	0	0	1
Total	12	10	9	9	40

Source: Field Survey Data

Table-3 Home School Raise Literacy Rate And How It Raise Literacy Rate

Home School Raise Literacy Rate	How Home Schools Raise Literacy rate				Total
	Free Education	No Formalities	Free Books and other Requirement for Children	Education at the Door step	
Yes	18	3	9	7	37
No	1	1	1	0	3
Total	19	4	10	7	40

Source: Field Survey Data

Table-4 People Benefited From the Home Schools

People benefited from Home School	Frequency	Percent	Valid percent	Cumulative percent
5-10 Years	25	62.5	62.5	62.5
10-20 Years	6	15.0	15.0	77.5
20-30 Years	6	15.0	15.0	92.5
Above 30 Years	3	7.5	7.5	100.0
Total	40	100.0	100.0	

Source: Field Survey Data

Table-5 Literate People Have Better Opportunities of Jobs

Literate people have better Jobs opportunities	Frequency	Percent	Valid percent	Cumulative percent
Yes	39	97.5	97.5	97.5
No	1	2.5	2.5	100.0
Total	40	100.0	100.0	

Source: Field Survey Data

Table-6 Educated Person Increase Economic Growth and How It Increases

Educated person increase the Economic Growth	How Educated person increase Economic Growth			Total
	Through better Profession	Better Management	Good Skills	
Yes	15	15	10	40
Total	15	15	10	40

Source: Field Survey Data

Table-7 Education Helps in the Socialization

Education helps in the Socialization	Frequency	Percent	Valid percent	Cumulative percent
Yes	40	100.0	100.0	100.0

Source: Field Survey Data

Table-8 Education Helps in Good Decision Making Which Leads To Cd and How It Helps

Education helps in good decision making which leads to CD	How education helps in Good Decision Making				Total
	Proper Approach	Precise Planning	Knowledge about Good and Bad	Good in Communication	
Yes	7	12	15	5	39
No	1	0	0	0	1
Total	8	12	15	5	40

Source: Field Survey Data

Table-9 Can a literate person better know his/her religious statutory rights and obligation?

Literate person better know his/her religious statutory rights and obligation	Frequency	Percent	Valid percent	Cumulative percent
Yes	35	87.5	87.5	87.5
No	3	7.5	7.5	95.0
To Some Extent	2	5.0	5.0	100.0
Total	40	100.0	100.0	

Source: Field Survey Data

Table-10 Educated Person Can Be Good Family Member

Educated person can be Good family member	Frequency	Percent	Valid percent	Cumulative percent
Yes	40	100.0	100.0	100.0

Source: Field Survey Data

Table-11 Education Bring Any Change in Social Life and How

Education bring any change in Social life	Social changes				Total
	Liberty from tradition ,norms and values	Thinking	Status	Dressing	
Yes	5	22	9	4	40
Total	5	22	9	4	40

Source: Field Survey Data

Table-12 Status of an Individual Change Due To Education and How

Specification	Changes In Individual			Total
	Dominant role	Decision power	High standard of life	
Yes	18	14	7	39
No	1	0	0	1
Total	19	14	7	40

Source: Field Survey Data

Table-13 Other Schools in the Village and Which on is Better

Other Schools in the Village	Which one is better			Total
	Home School	Govt. School	Private school	
Yes	20	9	9	38
No	2	0	0	2
Total	22	9	9	40

Source: Field Survey Data

Table-14 Home school is better and why

Home School is better	Frequency	Percent	Valid percent	Cumulative percent
Low strength	16	40.0	40.0	40.0
More time	3	7.5	7.5	47.5
Cheaper	11	27.5	27.5	75.0
Near available	10	25.0	25.0	100.0
Total	40	100.0	100.0	

Source: Field Survey Data

Table-15 Gender Discrimination in the Home Schools

Gender Discrimination in the Home Schools	Frequency	Percent	Valid percent	Cumulative percent
Yes	10	25.0	25.0	25.0
No	30	75.0	75.0	100.0
Total	40	100.0	100.0	

Source: Field Survey Data

Table-16 Gender Discrimination in the Home Schools

Gender Discrimination in the Home Schools	Frequency	Percent	Valid percent	Cumulative percent
Yes	10	25.0	25.0	25.0
No	30	75.0	75.0	100.0
Total	40	100.0	100.0	

Source: Field Survey Data

Table-17 Extra Curricular Activities and Physiological Development of the Respondents Due To Home Schools

Students of the Home Schools take part in the Extracurricular activities	Psychological development of the respondents due to home schools		Total
	Personality Change	Social Change	
Yes	26	9	35
No	1	4	5
Total	27	13	40

Source: Field Survey Data

Table-18 Contact between the Staff and the Parents and How

Contact b/w Staff and Parents	Staff contact with parents				Total
	Regarding child welfare	When called	In PTA	Parents often visit school	
Yes	8	19	7	6	40
total	8	19	7	6	40

Source: Field Survey Data

Table-19 Presence of PTA in the School

Presence of PTA in the School	Frequency	Percent	Valid percent	Cumulative percent
Yes	21	52.5	52.5	52.5
No	19	47.5	47.5	100.0
Total	40	100.0	100.0	

Source: Field Survey Data

Table-20 Provision of Building for the Home Schools

Providers	Frequency	Percent	Valid percent	Cumulative percent
By teacher	38	95.0	95.0	95.0
By parents	1	2.5	2.5	97.5
By local Community	1	2.5	2.5	100.0
Total	40	100.0	100.0	

Source: Field Survey Data

Table-21 Type of Education in the Home Schools

Type of education in the Home Schools	Frequency	Percent	Valid percent	Cumulative percent
Co-education	28	70.0	70.0	70.0
Separate Education	12	30.0	30.0	100.0
Total	40	100.0	100.0	

Source: Field Survey Data

Table-22 Project Response and Benefits

Project Launched is	Project Benefits				Total
	Raise Literacy rate	Good Furniture and Building	Qualified Teachers availability	Free availability of Education	
Effective	14	2	1	6	23
Satisfactory	4	2	3	4	13
Poor	1	0	2	1	4
	19	4	6	11	40

Source: Field Survey Data

Table-23 Work Satisfaction of the Home Schools

Work Satisfaction of the Home Schools	Frequency	Percent	Valid percent	Cumulative percent
Yes	34	85.0	85.0	85.0
No	6	15.0	15.0	100.0
Total	40	100.0	100.0	

Source: Field Survey Data

Table-24 Continuation of the Project In Future

Continuation of the Project In Future	Frequency	Percent	Valid percent	Cumulative percent
Yes	36	90.0	90.0	90.0
No	4	10.0	10.0	100.0
Total	40	100.0	100.0	

Source: Field Survey Data

Table-25 Improvement of the Home School Project

Suggestion for Improvement	Frequency	Percent	Valid percent	Cumulative percent
Books and Stationary in time	10	25.0	25.0	25.0
Involvement of the Extracurricular activities	6	15.0	15.0	40.0
Increase the Salary of the staff	14	35.0	35.0	75.0
Properly Inspection and Provision of Good Building	10	25.0	25.0	100.0
Total	40	100.0	100.0	

Source: Field Survey Data

- 39 out of total 40 respondents replied that education is necessary and important for community development in rural areas.
- 39 out of total 40 respondents replied in favour of educated person contribution in community development and specified for educated person contribution in shape of Mobilization, Well Aware from Society Problems, Good Skills and Management and Good Skills and Management.
- It was find out that most of respondents i.e. 37 out of 40 replied in favour of Home Schools raising the literacy rate of the locality.
- It was find out that the age group 5 to 10 was more benefited from the Home Schools and their percentage is 62.5%.
- It was find out that the respondents that marked YES were more in numbers and their percentage is 97.5%.
- It was find out that the respondents that marked YES and educated person increase the economic growth of the locality, were more in numbers.
- It was find out that the respondents that answered YES were more in numbers and their percentage was 100%.

- It was find out that majority of the respondents marked YES and educated person helps in decision making which leads to community development.
- It was find out that the respondents marked YES were more in numbers and their percentage was 87.5%.
- It was find out that all respondents marked YES and their percentage was 100%.
- It was find out that the respondents marked YES and education bring any change in social life , in which change in thinking marked respondents were more in number.
- It was find out that the respondents marked YES and status of an individual change due to education, by the dominant role respondents were more in numbers
- It was find out that the respondents marked YES and other schools are present in the village, in which Home Schools were marked as better than the other.
- It was find out that the respondents marked Home Schools were better due to low strength in classes and their percentage is 40%.
- It was find out that the 30 respondents marked that there is no gender discrimination present in Home Schools and their percentage was 75%.
- It was find out that the stationary and books was provided from the project side
- It was find out that the respondents that marked Yes were more in number, out of which 26 were marked personality change and 9 marked social change.
- It was found out that the respondents (parents) and staff contact is more when they are called to the school.
- It was find out that the 52.5% of the respondent marked Yes as marked that their was PTA (parents teacher association present in the home schools)
- It was find out that the 95% of the respondent marked that the building was provided by teacher.
- It was find out that the 70% of the respondent marked the education provided by the Home Schools was co-education.
- It was find out that 85% of the respondents marked Yes and they were satisfied from the work of Home Schools.
- It was find out that the 90% of the respondents marked Yes and the Project of Home Schools should be continued in future.

4. Conclusions

The main study was to find out the impact of education in community development. The study was conducted in Village Akbapura, District Nowshera. For this purpose total 40 respondents were interviewed in the study area. Most of the sample respondents were young, educated and majority of them were Matriculate and Intermediate. The occupations of respondents were mostly Government Service, Non Government Service and businesses.

A positive relation between education (Home Schools) and community development was observed as; Increasing literacy rate of the area of study, through which the attitude of the local community changes which leads to community development. The poor people are benefited from free education due to which the community build up is in progress. The Project enhanced family income by providing employment to the local people. Due to the Project the attitude of the people towards co-education changes i.e. Positive response. Due to education (Home Schools) psychological development of the local people groomed by bringing Social change and personality build up. A positive and significant relation was traced between the education and community development, which in return reduce the tendency of obstacles in the way of community development, which in turn develop the local area.

5. Suggestions

Role of Mutahida Islahi Committee NGO Home Schools in Community Development at Village Akbarpura, Nowshera

1. More facilities should be provided to home Schools, like Furniture, Increase the number of staff, in time availability of Books and Stationary.
2. Properly trained teachers should be employed and their necessities need to be fulfilled, like Sufficient Salary, a proper Scale and Permanent Job.
3. Availability of own building (Project) for the Home Schools should be provided.
4. Proper Inspection and Examination strategies should be adopted for the betterment of the project and to have good results.
5. The Project of Home Schools should be extended to other parts of the Province and also the number of Home Schools should be increased in the area of study.

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