

## Role of Rural Education and Development Foundation in School Development for AJK

Muhammad Rifaqat\*  
Khalid Mahmood\*\*  
Afif Akber\*\*\*

### Abstract

The purpose of this study was to find out the role of rural education and development foundation in school development for AJ&K. The objectives of the study were to: find out the role of READ Foundation for the development of poor and needy students, assess the contribution of READ Foundation in training of staff and analyze strategy is being applied for school buildings and physical infrastructure. The study was delimited to: Regional Managers working in five regions of READ Foundation in AJ&K, Education Training Officers working in five regions of READ Foundation in AJ&K, Head Teachers working in Higher Secondary Schools of READ Foundation in AJ&K and HSSC level teachers working in READ Foundation in AJ&K. The study was aimed at analyzing the contribution of READ Foundation for school development in AJ&K. It was a qualitative study by design, and a descriptive study by nature which required a survey to collect the data. The data were collected from different (four) groups of samples on self-developed questionnaires personally by the researcher. Population of the study was as follows: All five (5) Regional Managers (RMs) of READ Foundation. All twenty-five (25) Education Training Officers (ETOs) of READ Foundation. All three hundred and seventy-four (374) Head teachers of READ Foundation and all five thousand two hundred and seven (5207) teachers. The main purpose of sampling is to produce a sample that best representing the research questions (Maxwell, 2003). Multistage sampling techniques were used for this study. All five (05) RMs were selected by universal sampling technique. All twenty-five (25) ETOs were selected by universal sampling technique. All twenty five (25) head teachers were selected by universal sampling technique. Questionnaire was used as research tool. Chi-square, percentages and frequencies were as statistical techniques.

**Keywords:** Role, Rural Education, READ Foundation, Development Foundation

### Introduction

Education means multidimensional progress. This all around improvement means academic, social and emotive improvement. Education molds the behavior of the individual (Tong & Farooq, 2016). Education is the base to build up a country and to achieve human life abilities (CAMPE, 2009).

It is broadly believed that schooling is a main factor to bring positive change in economic, societal and national dynamics of a civilization. Education is the major human right, a plane for human resource elaboration, thus plays a dynamic contribution in the integrity and success of a country. Investment in education is comparatively more productive with multifold profits. This is the effective reason that education is positioned on first main

---

\* PhD Education, Mohi ud din Islamic University Narian Sharif Azad Jammu & Kashmir.

Email: muhammadrifaqat9@gmail.com

\*\* PhD Education, Mohi ud din Islamic University Narian Sharif Azad Jammu & Kashmir.

Email: khalid552233@gmail.com

\*\*\* M. Phil Education, Mohi ud din Islamic University Narian Sharif Azad Jammu & Kashmir.

Email: afifakber47@gmail.com

concern plan of government of Azad Jammu and Kashmir (AJ&K) (Government of AJ&K, 2016).

According to national education policy of Pakistan for AJK it will ensure for every students to gain maintainable progress through education for supportable development and sustainable lives, human civil rights, gender equivalence, advancement of a culture of harmony and nonviolence, worldwide social responsibility and obligation of cultural variety and cultural sustainable development. Government of AJ&K is operational under the supervision of Pakistan. Pakistan is a developing country. Private sector is taking part to develop the state especially in educational area in AJ&K (National education policy, 2016).

According to Ulleberg (2009) it is truth that many countries in world do not yet perform developing role completely. In government sectors such as health and education, non-government organizations (NGOs) have been subjugating the part of main service suppliers over the past several years.

NGOs help the countries often replacing the role of the government on the ground, especially in far-flung rural parts, NGOs typically expected a gap-filling role. NGOs style to growth is based on the belief of people's contributions. NGOs are gradually gaining attention and are looked upon as substitute organizations in promoting wakefulness, positive change and progress in humanity. They are usually involved in easing the poverty and promoting supportable and neutral progress. They can now offer social services to different divisions of the society where as the government unable to provide such services. Some of the thrust focus areas by NGOs in Education are promoting literacy, creating teaching-learning resources, teacher trainings, and welfare for the community, enrolment and reeducation of dropouts, improvement of pedagogic techniques, improvement of school infrastructure etc.

There are mainly three kinds of schools dealing with education area in AJ&K. Public, Private and NGOs. As far as government is concern, they make structures of education but forget to give final shape to it and are faulted of ineffectiveness and non-responsive behavior. In AJ&K there is much influence of politics in education department (Farooq, 2016). Private sector concentrated on return, needy students are unable to pay fees. The charitable sectors (NGOs) are serving for humanity, making it a possible to enhancing and helping the needy and poor peoples in rural regions.

AJ&K is also among the list of developing states where educational funding is insufficient according to developmental needs. Because of the government's lack of funding and oversight, major gaps have formed, and the private industry has emerged as a leader in education in recent years. However, the education provided by private schools is so expensive that many Kashmiri students are forced to attend low-quality private and government schools or drop out altogether. For several years, there has been a pressing need to address this deficit. The Rural Education and Development Foundation (READ), a non-profit organization, is always working to close this gap. For the past 21 years, the READ foundation has been operating in AJ&K.

Mahmood Ahmad is the founder of READ foundation. He started the organization for giving helping hand to society. READ Foundation vision is to firming state of AJK for positive change through excellence education. READ Foundation is working with the aim to help the humanity through quality-centered, value-oriented and purposive education and capacity building. Educational development is main focusing area of READ Foundation (Farooq, 2016).

READ Foundation is a nonprofit making civil society organization working for growths of schools in countryside areas of Pakistan and AJ&K. It is properly enumerated with the rule of Pakistan as well as Government of AJ&K and is one of the popular NGOs licensed by the Pakistan Centre for Philanthropy for good practices in monetary management, supremacy and Package distribution (READ, 2016).

READ Foundation began operations with one teacher and twenty-five (25) kids and has since evolved to become one of Pakistan's largest homegrown educational NGOs. READ Foundation now manages a network of 374 schools, with a student body of 100,177 children, who are helped and fostered by 5,217 teachers. Eight thousand seven hundred and sixty (8760) orphan pupils are served by the READ Foundation, which provides them with free education. It provides students with all of their educational necessities, such as monthly fees, copies, pencils, and school uniforms (READ Foundation Head Office Islamabad, 2016). READ Foundation is mainly focusing following school development indicators:

**Orphan Sponsorship:** READ Foundation's main focus is the providing of education for needy families in an effort to enable the orphan for a well and happier future. READ supports its schools and register orphan students in any school of the organization and to help their scholastic expenditures and manages aids from individual donors. Now in 374 schools 8760 orphans are receiving education completely free whereas a large number are being helped by the foundation (READ, 2016).

This study is innovative in this sense because no study was conducted for school development area in the past in AJ&K. READ Foundation is one of the largest educational NGO in AJ&K. It has been working since 1994. Every year its numbers of schools, teachers and students are gradually increasing. Orphans are continuously shifting towards READ Foundation's schools from others schools. Therefore, this study will investigate the role of READ Foundation for school development in AJ&K.

### **Statement of the Problem**

According to Farooq (2016) Azad Jammu and Kashmir (AJ&K) is under developing state. Government is spending 28 Percent of its budget on education however 99% of it is used in pays and allowances of employees and one Percent remains for operational expenditures. In this way this investment by the Govt. is too little to meet the targets of education for masses. It means that the operational budget of govt. is insufficient to train the working stuff of teachers; to provide the financial support to the needy and orphan students; for increasing and improving the school buildings and school enhancement. In this way, public sector education is down falling in AJ&K for last several years. To fill the gap, to some extent, READ Foundation is one of the nongovernmental organization (NGO) which has been contributing in the sector of education for masses in AJ&K since 1994. It has committed and continuous collaboration with national and international donors to meet its educational expenses. Development of education depends upon the development of schools. So, READ Foundation contributes in school development by providing the learning facilitation for needy students, trainings of teachers on regular basis, latest computer, science labs and uplifting the physical condition of schools. To what extent it meets the targets or what is the contribution of it in school development was the question which initiated the current study entitled "contribution of READ Foundation for the school development in AJ&K".

**Objectives of the Study**

The following were the objectives of the study:

1. To find out the role of READ Foundation for the development of poor and needy students
2. To assess the contribution of READ Foundation in training of staff
3. To analyze strategy is being applied for school buildings and physical infrastructure.

**Research Questions of the Study**

Following were the research questions of the study:

1. Is there any role of READ Foundation for the development of poor and needy students?
2. What is the contribution of READ Foundation in training of staff?
3. What strategy is being applied for school buildings and appropriate physical infrastructure?

**Delimitation of Study**

The study was delimited to:

1. Regional Managers working in five regions of READ Foundation in AJ&K
2. Education Training Officers working in five regions of READ Foundation in AJ&K
3. Head Teachers working in Higher Secondary Schools of READ Foundation in AJ&K.
4. HSSC level teachers working in READ Foundation in AJ&K.

**Research Methodology and Design**

The study was aimed at analyzing the contribution of READ Foundation for school development in AJ&K. It was a qualitative study by design, and a descriptive study by nature which required a survey to collect the data. The data were collected from different (four) groups of samples on self-developed questionnaires personally by the researcher. Population of the study was as follows: All five (5) Regional Managers (RMs) of READ Foundation. All twenty-five (25) Education Training Officers (ETOs) of READ Foundation. All three hundred and seventy-four (374) Head teachers of READ Foundation. All five thousand two hundred and seven (5207) teachers. The main purpose of sampling is to produce a sample that best representing the research questions (Maxwell, 2003). Multistage sampling techniques were used for this study. All five (05) RMs were selected by universal sampling technique. All twenty-five (25) ETOs were selected by universal sampling technique. All twenty five (25) head teachers were selected by universal sampling technique.

**Results**

Table 1 Needy Students are Facilitated Equally in This School

Groups/N	SA	A	PA	DA	SDA	Total%
RMs f (05)%	0	0	0	5	0	100
ETOs f (25)%	0	0	0	25	0	100

HTrsf	0	0	0	25	0	100
(25)%				100		
Trsf	0	0	0	180	0	100
(180)%						

Table 1 shows that 100% of the RMs, 100% of the ETOs, 100% of the HTrs, and 100% of the Trs disagreed, indicating that the majority of the respondents disagreed with the assertion that needy kids are treated similarly in this institution.

Table 2 READ Foundation Provides Medical Facility to Orphan Students

Groups/N	SA	A	PA	DA	SDA	Total%
RMsf	0	0	0	5	0	100
(05)%				100		
ETOs f	0	0	0	25	0	100
(25)%				100		
HTrsf	0	0	0	25	0	100
(25)%				100		
Trsf	0	0	0	180	0	100
(180)%				100		

Table 2 shows that 100% of the RMs, 100% of the ETOs, 100% of the HTrs, and 100% of the Trs were all disagreed with. It means that all of the responders were in disagreement.

Table 3 I Attend the On-going Trainings Regularly

Groups/N	SA	A	PA	DA	SDA	Total%
RMsf	0	5	0	0	0	100
(05)%		100				
ETOs f	0	25	0	0	0	100
(25)%		100				
HTrsf	0	25	0	0	0	100
(25)%		100				
Trsf	0	180	0	0	0	100

(180)% 100

Table 3 shows that 100% of RMs, 100% ETOs, 100% HTrs, and 100% Trs agreed with the statement "I attend on-going trainings on a regular basis." It shows that 100% of the respondents agreed with the assertion that I regularly attend ongoing trainings.

Table 4 Students Attend Students Training Workshop

Groups/N	SA	A	PA	DA	SDA	Total	Chi-Square	p-value
RMsf	0	4	1	0	0	100	1.8	.180
(05)%		80	20					
ETOs f	0	0	18	7	0	100	7.1	1.00
(25)%			76	24				
HTrsf	0	9	16	0	0	100	1.96	.162
(25)%		36	64					
Trsf	0	180		0	0	100		
(180)%		100						

df=3alpha=.05

According to Table 4, 80% of RMs agreed, 76 percent of ETOs and 64 percent of HTrs somewhat agreed, and 100% of Trs agreed with the statement. It shows that the majority of respondents agreed in part with the statement "Students attend student training seminars." RMs, ETOs, and HTrs have chi square values of 1.8, 6.76, and 1.96, respectively, with p-values of .180, 1.00, and .162. As a result, a higher chi-square value contradicted the statement's goodness.

Table 5 READ Foundation Helps the Govt. of AJ&K by Providing Training to Staff and Students

Groups/N	SA	A	PA	DA	SDA	Total	Chi-Square	p-value
RMsf	0	5	0	0	0	100		
(05)%		100						
ETOs f	0	25	0	0	0	100		
(25)%		100						
HTrsf	0	25	0	0	0	100		
(25)%		100						
Trsf	0	59	121	0	0	100	21.35	.000
(180)%		32.8	67.2					

df=1alpha=.05

Table 5 shows how the READ Foundation assists the Government of AJ&K by offering training to personnel and students. It reveals that the majority of 100% RMs, 100% ETOs, and 100% HTs agreed with the statement, while 67.2 percent of Trs had neutral reactions. It shows that the majority of respondents agreed with the assertion that the READ Foundation assists the AJ&K government by giving training to employees and students. Furthermore, the estimated chi-square statistic for Trs is 21.35, with p-values of.000.

Table 6 The Whole School is circulated with Boundary Wall

Groups/N	SA	A	PA	DA	SDA	Total	Chi-Square	p-value
RMsf	0	0	0	5	0	100		
(05)%				100				
ETOs f	0	0	0	25	0	100		
(25)%				100				
HTrsf	0	0	5	20	0	100	1.0	.317
(25)%			20	80				
Trsf	0	0	0	180	0	100		
(180)%				100				

df=1alpha=.05

Table 6 shows that 100% of RMs, 100% of ETOs, 80% of HTrs, and 100% of Trs disagreed with the statement that the entire school is circulated with a boundary wall. It means that every single person who responded disagreed with the proposition. Furthermore, the estimated values of the chi-square statistic for HTrs are 1.0, with p-values of.317. As a result, a higher chi-square value contradicted the statement's goodness.

**Conclusions**

It was determined that not all poor students were given concessions; just 5% of needy students were given fee concessions, whereas sponsored orphans were given 100% fee concessions. There was a desire to help the pupils who were in need. Orphans cannot achieve full growth without a healthy existence, hence the majority of responders support the statement requesting additional assistance for orphans. The state has a responsibility to support orphans, and the Zakkat system is failing to meet the needs of families, thus the READ Foundation is assisting the state with orphans. It was concluded that there was regular and continuous training system for RMs, ETOs, Head teachers and teachers but only talented student are trained through student leadership development program. There was desire to train the other students just like talented students. The above respondents agree the statement that there is need more professional trainings for them. It was found that READ Foundation is giving trainings to its stakeholders is big helping hand for government of AJK. It was concluded that classroom and lightening system in schools were according to need. Most of the respondent wished for first aid and basic hygiene facilities in schools.

Respondents also in favor of security guard, circulated wall and suitable playground for schools these are essential for proper security and co-curricular activities. All the above agreed that READ Foundation is giving helping hand to government of AJK regarding infrastructure and school buildings.

### Recommendations

1. READ Foundation is using the donation to Orphan students in very transparent, recorded and audited shape, so, Government and rich people may donate to orphans in READ Foundation.
2. Education is the job of work with full devotion, vision and competences to form the generation. So, instructors should be educationally highly skillful qualified and proficient to progress the development of schools. Professional workshops for the staff may be according to modern era. Govt. and READ Foundation may collaborate each other for training purposes. It will be beneficial for the development of education in AJ&K
3. Understand Quran training needs to be revisited, evaluated and revised. It is not giving the results according to set objectives. There is need to appoint such teachers which have Arabic background and having Islamiyat optional subject in Graduation.
4. Co-curricular activities impact positively on students learning so there may be a playground in schools. Govt. may allot ground for the schools of READ Foundation.
5. Attacks by the terrorist on schools in Pakistan are on records so security system in all the schools is required to be improved. Teachers and students should be trained regarding security point of view. There may be workshops with collaboration of security department of AJ&K.
6. There is need for further researches on READ Foundation regarding (i)SLD,(ii) role of READ Foundation for developing orphans students,(iii) teachers,(iv) Head teachers,(v) ETOs moreover(vi) contribution of READ Foundation for promoting Islamic values in stakeholders and society, (vii)READ taxonomy, may be elaborated.

### References

1. Ardington, C. & Leibbrandt, M. (2010). "Orphan hood and schooling in South Africa: trends in the vulnerability of orphans between 1993 and 2005", *Economic Development and Cultural Change*, 58(3). (PP.507-536).
2. Annual region wise data report of Rural Education and Development Foundation. (2016).
3. Head Office Islamabad, Pakistan.
4. Annual data of all schools (2016). READ Foundation Head office Islamabad: Pakistan. Bush, T. (2009). *Leadership Development and School Improvement: Contemporary Issues in Leadership Development*. Education.
5. Campaign for Popular Education. (2009). *State of Primary Education in Bangladesh*.
6. Progress Made, Challenges Remained (Education Watch Report (2008), Dhaka: CAMP. Retrieved from <http://www.campebd.org/download/EW2008FullReportEnglish.pdf>
7. Chiaburu and Lindsay (2008) 'Can do or will do? *The importance of self-efficacy and instrumentality for training transfer*', *Human Resource Development International*, 11(2) (pp.199-206).
8. DuFour, R & Marzano, R. (2011). *Leaders of learning: How district, school, and classroom leaders improve student achievement*. Bloomington, IN: Solution Tree Press.
9. Donaldson, G. (2006). *Cultivating leadership in schools: Connecting people, purpose, and practice*



- New York: Teachers College Press.
10. Department of Education (DOE). READ Foundation Head Office Islamabad (2017), Pakistan.
  11. Department of construction (DoC). READ Foundation Head Office Islamabad (2016), Pakistan.
  12. Department of Management and Public Relation (M&PR). READ Foundation Head Office Islamabad (2017), Pakistan.
  13. Department of Research and Development (R&D). READ Foundation Head Office Islamabad (2017), Pakistan.
  14. Department of Finance and Accounts (F&A). READ Foundation Head Office Islamabad (2017), Pakistan.
  15. Department Outdoor relation (ODR). READ Foundation Head Office Islamabad (2017), Pakistan.
  16. Farooq. S & Tong. Y. (2016). *The role of rural education and development (READ) in quality of education in Pakistan*. International online journal of primary education 2016, Volume 5 (2).
  17. Farooq. S. (2016). *critical study of primery education situation in AJ&K state*. International online journal of primary education, volume 5(1).
  18. Gardner, R. (2003). *Supporting families: child protection in the community*. Sussex: John Wiley & Sons Ltd, (Chapter 3-5)
  19. Government of Pakistan. (2004). National sample survey of private schools in Pakistan. Academy of Educational Planning and Management Ministry of Education Islamabad Pakistan (p. 5).
  20. Government of AJ&K. (2016). Consultation Meeting on the National Education Policy (2016) AJK Report September 21st, 2015 <http://ajk.gov.pk>
  21. Govt of AJ&K at glance (2013) .*planning and development department*. Muzaffarabad. GOP 2009. National Education Policy Pakistan In: Ministry Of Education, G.O. P. (Ed.). Islamabad
  22. Harwell, S.H., (2003, July) *Teacher professional development: It's not an event, it's a process*. CORD Communications, Inc.
  23. Jenkins, B. (2009). What It Takes to Be an Instructional Leader. National Association of Elementary School Principals. Jenkins, B. (2009b). What It Takes to Be Instructional Leader.
  24. Lieberman, A., & Miller, L. (2005). Teachers as leaders. *The Educational Forum*, 69, (pp151-159).
  25. Goldstein, I. (2002) *Training in Organizations* 4<sup>th</sup> Ed.
  26. Mangin, M.M & Stoelinga, S.R. (2008). *Effective teacher leadership: using research to inform and reform*. New York: Teachers College Press
  27. Martin. M. (1999). *Department of education and science: school development planning*.
  28. Ireland.
  29. Maxwell, J. A., & Loomis, D. M. (2003). Mixed methods design: An alternative approach. In A. Tashakkori & C. Teddlie (Eds.), *Handbook of mixed methods in social and behavioral research* (pp. 241-270) Thousand Oaks, CA: Sage.
  30. Monette, D.R., T.J. Sullivan and C.R. DeJong. 2002. *Applied Social Research*. Orlando, FLA: Harcourt Press.
  31. McEwan, E. K. (2003). *7 Steps to Effective Instructional Leadership* (2nd Ed.). Thousand Oaks, CA: A Sage Publications. <http://dx.doi.org/10.4135/9781483328775>
  32. Ministry of Education (2009). *National Educational Policy Draft 2009*. Government of Pakistan.
  33. READ Foundation Manual book (chapter 2). READ Foundation Head Office Islamabad
  34. (2017), Pakistan.
  35. Ulleberg .I. (2009). *The role and impact of NGOs in capacity development from replacing the state reinvigorating education France* (pp. 9-10): International institute for Educational planning (IIEP).