



Original Article

Exploring the Challenges in Provision of Quality Education: A Case of Public Schools in Sui, Baluchistan


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Abstract

This research study aimed to understand the challenges of providing quality education in Balochistan by selecting eight schools from Sui. A qualitative research methodology was adopted to understand the challenges in detail by conducting interviews based on purposive sampling from 15 stakeholders. These included headmasters, teachers, students, and parents. To enrich the research data, focused group discussions were also conducted with six stakeholders including teachers, students and parents. The qualitative raw data were transcribed and categorized to generate key themes to understand the problems. The findings of the research reveal that there are serious challenges in providing quality education in all secondary schools located in Sui. These challenges include socio-economic problems of the masses, poor infrastructure, weak accountability, and ghost teachers. The study recommends that all ruling elites and stakeholders should coordinate and evolve joint mechanisms to address the challenges hindering the quality of education in Sui. Furthermore, it is also recommended that research should be conducted at the primary and secondary education levels in remote areas across the province of Balochistan to understand the challenges affecting the quality and literacy rate in the province. This will be an eye-opener for the policymakers to develop a concrete and comprehensive plan to address these issues and challenges effectively.

Keywords: Ghost teachers, Quality education, School infrastructure, Security issue, Socio-economic problems

INTRODUCTION

Since the inception of Pakistan in 1947, it has been facing serious challenges affecting its progress and prosperity. Education is believed to be the backbone behind the rise and fall of nations. A nation cannot progress or achieve its desired goals unless education is given top priority. Pathetically, the poor condition of education in Pakistan in general and Baluchistan in particular has been a subject of grave concern for all stakeholders (Suhail, 2021). Balochistan is the largest province in terms of territory in Pakistan, yet it is the least developed province owing to its poor state of education (Ali, et al., 2023). The education system of this backward province has been dealing with a number of issues that affect the quality of education. Presently, Baluchistan stands at the bottom index of literacy rates in the country (Mukhtar, et al., 2015). The reasons behind this dismal state of education are deep-rooted and multifaceted. The region's political unrest and conflict is one of the major factors that contribute to hindering the educational system of the province. Political unrest and conflict have been badly affecting Balochistan for many years, which has had detrimental effects on the educational system. Security issues, gender disparity, deplorable state of infrastructure, lack of accountability and resources and many other socio-economic problems in the educational system of Balochistan are considered serious challenges in imparting the quality education (Coşkun, 2023).

The under-investment in the education sector is another factor contributing to the difficulties in providing high-quality education. A negligible amount of budget is allocated to the education sector, which affects the literacy ratio and quality of education badly. Bashir, et al., (2022) asserts that the allocation of financial resources to the education sector in Balochistan significantly trails below the national average, consequently engendering suboptimal utilization of funds. This predicament culminates in a dearth of essential resources, particularly pertaining to infrastructural development. Consequently, the province grapples with inadequate infrastructure, a scarcity of educators, and a compromised standard of pedagogical offerings. The intricate challenge of furnishing commendable education, particularly within the provincial epicenter of Balochistan, is further compounded by the conspicuous absence of a transparent accountability framework within the educational milieu (Irshad, et al., 2022).

The educational landscape in Balochistan is marred by a conspicuous dearth of well-structured mechanisms for oversight and scrutiny. This thereby facilitates instances of fiscal misallocation and ethical transgressions. Mukhtar, et al., (2015) contend that education represents an indispensable human entitlement, intricately interwoven with personal, societal, and economic advancement. Concurrently, these scholars also underscore the pervasive issue of corruption within the Balochistan education domain. In light of these circumstances, the imperative of cultivating an erudite populace gains amplified significance, particularly within the socioeconomically challenged regions such as Balochistan, as a pivotal harbinger of societal progress and prosperity. Mukhtar, et al., (2015) in his study specifies that the condition of education is more severe in different parts of Baluchistan other than the capital. The school system in Sui city, which is located in the province of Balochistan, is among the worst in the nation. Balochistan is the largest yet, least developed

province of Pakistan. Balochistan has Pakistan's lowest literacy rate per the 2015 Education for All Global Monitoring Report. Only 43% of the population can read and write, according to Nawaz, et al., (2022). Moreover, there is a substantial gender gap in schooling, with only 27% of women being literate compared to 61% of men. Balochistan's education system is in complete disarray, but the situation in security-sensitive areas like Sui, Sibi known as the city of security concerns, impacts the education system of Balochistan badly. It requires a comprehensive research study to bring all challenges to lime light (Maqsood, 2020). Based on the recommendations of the existing research studies, this case study tries to understand the challenges of providing quality education to all secondary schools of Sui city.

Problem Statement

Every person has an inherent right to quality education, crucial for a nation's prosperity. Although every successive government has made efforts, the education system of Pakistan still faces problems affecting its quality (Mukhtar, et al., 2015). The indicators of quality of education are poor in all provinces, which hinder the progress and development of the country. However, this issue is more severe in Balochistan, which is the largest province of Pakistan. This province lags behind in terms of progress and prosperity due to a weak education system (Mukhtar, et al., 2015; Ikram & Asim, 2019). Lack of qualified and experienced teachers, inadequate infrastructure, low enrollment rate, rampant poverty, cultural barriers, limited awareness, language barriers, and security issues are major challenges that exist even in the capital city of this province. The quality of education in rural settings in Balochistan, particularly within security-sensitive areas such as Sui, Sibi, and Awaran, is notably deficient, as highlighted by Maqsood (2020). The current inadequate education system in Balochistan necessitates significant reforms. Achieving these reforms require a comprehensive understanding and thorough investigation of the challenges, particularly in security-sensitive cities and districts across the province (Bashir, et al., 2022). In accordance with the scholarly insights derived from prior research endeavors, the present study endeavors to discern and gain a comprehensive understanding of the challenges that impede the facilitation of high-caliber education within the secondary public educational institutions situated in Sui, Balochistan.

Research Objectives

- To understand the major challenges affecting the quality of education in public schools in Sui, Balochistan,
- To understand the views and perceptions of all stakeholders about the challenges and quality of education.
- To offer recommendations on the basis of findings for addressing the challenges in providing quality education.

Research Questions

- What are the major challenges, impeding the effective process of education in public schools of Sui City?
- What are the opinions of stakeholders regarding the quality of education, challenges, and recommendations to improve the standard?

LITERATURE REVIEW

Providing quality education in government schools in Pakistan has always remained a daunting challenge due to a vast array of problems. Educationally, the country is at bottom, causing serious repercussions on the socio-economic development of the country (Qureshi & Kalsoom, 2022). Literacy rate and the standard of education varies in all federating units of Pakistan. Pathetically, the education system of Baluchistan presents a very alarming situation, coping with numerous challenges of varied nature and intensity (Aijaz, et al., 2022). Insufficient infrastructure, meager allocation of budgets on health and education, lack of qualified teachers, and limited access to educational resources hinder effective teaching and learning process (Khan, et al., 2023). The people of this largest province are living a very miserable life due to rampant poverty, unemployment, security issues, and a paucity of job opportunities. All these ills and issues are deeply rooted in the high illiteracy level of education (Faiz, 2015). High dropout rates, particularly among girls due to cultural barriers, further compound the issues of literacy and standard of education (Mohyuddin, et al., 2012). Girls are being treated as the lowest creation, as they are deprived of their basic right to education.

A chunk of public schools across Baluchistan are either closed or undermined to provide quality education,

causing the ratio of illiteracy to increase manifolds. Every successive government has tried to take remedial measures to address the challenges, but tangible results have not been achieved to date. The existing literacy rate in Balochistan is the lowest in Pakistan, with only 43.6% of the population being literate, which is an eye opener for all stake holders (Rahman, 2023). In the findings of their study, Chachar et al., (2023) indicate significant challenges hindering the quality of education in Balochistan. The situation of female education at 28% literacy rate, is more appalling which shows that half the population of this province is held back from real education. This whole situation portrays that the affairs of Balochistan are not being managed effectively and efficiently. Ironically, the state of primary and secondary public schools' enrollment is also low, with only 58% of children aged 5-9 years enrolled in the institutions (Irshad, et al., 2022). A significant ratio of these students leave schools before the completion of their education.

The sad state of education is worse in rural areas, where the enrollment rate drops to 32%. It is further indicated in the report that the quality of education in Balochistan has remained a major concern, with a high dropout rate, a low student retention rate, and poor learning outcomes. Challenges of providing quality education in public schools of Balochistan are multi-dimensional and complex in nature. The problems of Baluchistan's education are multifaceted and deeply rooted in the socio economic foundations and weak governmental policies. Sadly, the lack of infrastructure and allied facilities in schools exacerbate the situations greatly. The province has a severe shortage of infrastructure, particularly in the remote and rural areas. Faiz, (2015) asserts that even in the urban centers, the existing schools lack basic facilities such as classrooms, furniture, clean water, and toilets. The lack of infrastructure and facilities affects the quality of education, and students are forced to attend schools that are overcrowded, poorly maintained, and without basic amenities (Jilani & Khair, 2016).

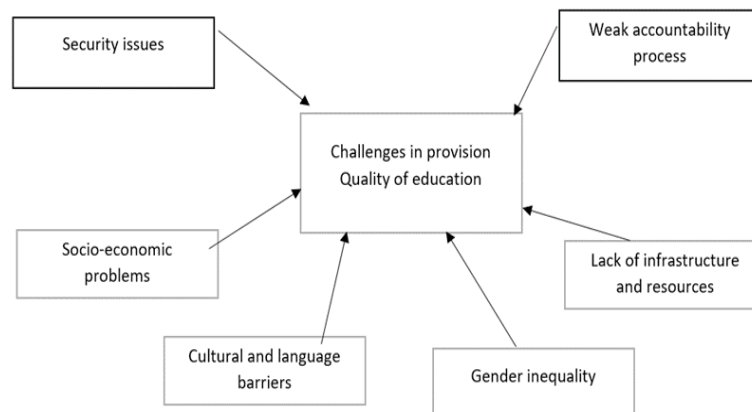
There is a significant shortage of classrooms, furniture, and other necessary facilities in many schools in the province. In some cases, several schools have been closed due to the lack of proper infrastructure. This has resulted in a low enrollment rate and poor learning outcomes among students. It is also indicated in the reports that there is a shortage of over 13,000 teachers in the province. The teacher-student ratio is significantly lower than the national average, as recommended in education administration and management. The challenge of shortage of teachers has resulted in the appointment of untrained and unqualified teachers, which has negatively affected the quality of education particularly in the rural setting of Balochistan (Hameed-ur-Rehman, et al., 2013). The lack of qualified teachers to impart the quality of education in these public schools has also resulted in a high dropout rate among students. Furthermore, poverty and a lack of resources are also major challenges to providing quality education in these schools. The shortage of trained and qualified teachers is another major challenge facing the education sector in Balochistan.

The province has a severe shortage of teachers, and many schools operate with a single teacher teaching multiple grades (Aslam, et al., 2020). The shortage of teachers is particularly acute in rural areas, where teachers are reluctant to serve due to a lack of facilities and security concerns. The shortage of trained teachers affects the quality of education, and students are unable to receive proper guidance and support. Many families in the province cannot afford to send their children to school due to the high cost of education. Poverty is a significant obstacle in the province, with over 70% of the population living below the poverty line. The poverty rate has resulted in a low enrolment rate in schools, with many families choosing to send their children to work instead of attending school. The female literacy rate in Balochistan is only 27%, while the male literacy rate is 67%. This is mainly due to cultural norms that do not encourage women to attend schools. Furthermore, many schools lack proper facilities for girls, such as separate toilets, which discourages parents from sending their daughters to school. The situation of the overall education system including the higher education in the province is very pathetic (Khan, et al., 2011).

Balochistan is a province plagued by insurgency, sectarian violence, and lawlessness (Khan et al., 2023). The security situation in the province is a significant challenge for the education sector, particularly in the remote and rural areas. Many schools in Balochistan have been targeted by militants. Teachers and students have been killed or injured in attacks. The security concerns have resulted in the closure of schools, particularly in the areas bordering Afghanistan and Iran. Poverty and Economic Inequality are also significant challenges facing the education sector in Balochistan (Mukhtar, et al., 2015). The province has a high poverty rate, with more than 70% of the population living below the poverty line. The poverty rate is higher in remote and rural areas, where access to education is limited. The economic inequality also affects the quality of education, as many children from poor families are unable to attend schools due to the high cost of education. Balochistan has a teacher-student ratio of 1:40, which is higher than the national average of 1:30.

Quetta, the capital city of the province, is facing multiple challenges in handling the quality of education in public schools. However, this situation is even more alarming, especially in remote areas like Sui, Kech, Makran, Awaran, and many other far-flung areas where the literacy rate and quality of education have always remained challenging. Since the creation of Pakistan, the least attention has been accorded to the challenges affecting the quality of education in rural cities and districts of Balochistan. Furthermore, children from marginalized communities living in rural settings in the city face discrimination and marginalization, which limits their access to education. Unfolding the true nature and magnitude of challenges and halting and ceasing the quality of teaching and learning processes in rural places is extremely important to uplift the education system (Bashir et al., 2022).

Conceptual Framework



RESEARCH METHODOLOGY

Research methodology plays a vital role in understanding the challenges of providing quality education in Balochistan. The proposed study utilized qualitative research methods, including interviews and focus group discussions, to investigate the factors affecting the quality of education in secondary government institutions in Sui. The research was conducted in two phases. In the first phase, interviews were conducted with 15 stake holders. These included head masters, teachers, parents and students from eight schools. The interviews were aimed to understand their views on the challenges they faced in providing quality education in Baluchistan. A semi-structured interview guide was used to ensure consistency and relevance of the questions.

In the second phase, focus group discussions were conducted among six stake holders: head master, teacher, student, and parents. The purpose of focus group discussion was to get more insights into the challenges faced by students to obtain quality education in Baluchistan. Focus group discussion were held in a fair and free environment in order to ensure views regarding the topic in the research. The participants were motivated and assured that their data would be kept confidential. The data collected through interviews and focus group discussions were analyzed by using thematic analysis. Themes were identified based on the responses provided by the participants. The population of this study was eight boys and girls from public secondary schools located in Sui. The sample size of this study was 15 stake holders: headmasters, teachers, students, and parents. These stake holders were purposively selected from the secondary schools with the purpose of getting integrated data for research.

The qualitative data were collected through interviews and focus group discussions that provided a rich and nuanced understanding of the challenges faced in providing quality education in Balochistan, specifically in the secondary and higher secondary government institutions located in Sui. The data analysis process involved a systematic and rigorous approach to categorizing and organizing the data. The first step involved transcribing and coding the interviews, focus group discussions, identifying key themes, and creating a codebook. The data were then organized into themes, and relationships between were identified to develop a comprehensive understanding of the challenges. Five themes emerged based on the objectives of the research.

RESULTS AND DISCUSSION

Paucity of Infrastructure

Data collected through interviews and focus group discussions revealed that the secondary schools of Sui in particular, and primary schools in general face a serious issue of lack of infrastructure. This affects the quality of education offered to students, making it challenging for them to succeed academically. One of the most common issues is lack of proper classroom facilities. Many schools in Sui have inadequate classrooms that are not well-maintained. This creates an uncomfortable learning environment for students, making it challenging for them to concentrate on their studies. Another significant problem faced by Sui schools is a lack of basic amenities like clean drinking water, washrooms, and electricity. One of the teachers shared:

“I have been serving in the education system of Sui for almost a decade, with the lingering issue of lack of basic facilities and infrastructure for students, where they can seek their education in a positive and conducive environment. Students have to sit on the floor and drink unhygienic water, which is a daily routine. Lack of proper toilets makes students vulnerable to health diseases. Hence, the overall conditions of the infrastructure are very pitiable and pose a serious concern to the quality of education for the students at this important stage of education.”

Views inferred from focused group discussions conducted among parents and students clearly state that the condition of the infrastructure among the secondary schools of Sui are pathetic, affecting the quality of education. Undoubtedly, these amenities are essential for creating a conducive learning environment for students, but their absence often leads to health issues for students and staff, hindering the learning process. It came to light through parent-student focused group discussions that inadequate resources, including textbooks, learning materials, and technology were also common issues faced by many Sui schools. This often resulted in teachers having to rely on outdated teaching methods, making it challenging for students to acquire up-to-date knowledge and skills. In conclusion, the lack of infrastructure in Sui schools significantly affects the quality of education offered to students.

Security Concerns

Pakistan, is known for its vast natural gas reserves and is a major contributor to Pakistan’s economy. However, the region faces severe security concerns, which affect education in the area. Data collected through interviews and focused group discussions reveal that Sui city has been facing terrorist attacks and bombings for many years, which has resulted in a significant decline in the quality of education. The security situation has forced many schools to shut down or limit their operations, affecting thousands of children’s education. Moreover, many parents are hesitant to send their children to schools due to security concerns, resulting in a significant drop in school enrollment rates. Inter and intra tribe conflicts and skirmishes have destroyed the very fabric of the Sui city. Blood shed on daily basis in the name of honoring tribes and old enmity has caused serious jolts to the quality of education. One of the respondents shared:

“Fear and panic due to volatile security situations in Sui and its surroundings have paralyzed the lives and sanity of many people, resulting in a significant ratio of students remaining absent from their schools, which certainly has serious repercussions for the consistency of the teaching and learning process. Tribal conflicts are growing day by day, which has engaged young generations in feuds to adopt fighting skills instead of joining the educational process, which is vital for the robust and wholesome development of the people. Polarized conditions prevail in Sui and its surroundings, which have almost shut the doors of education for the young generation.”

This situation further exacerbates the issue of illiteracy and the quality of education. The security concerns have dramatically impacted the quality of education in Sui. Due to the frequent closures and interruptions, students are unable to receive a consistent education, hindering their academic progress. In conclusion, the security concerns in Sui City are a major hindrance to education.

Gender Inequality

Data collected from the stake holders through interviews and focused group discussions reveals that the gender inequality is a major issue in the education system of Sui City, which is located in Balochistan, Pakistan. Despite the constitutional guarantees of equal access to education for all citizens, the reality is that girls and women have faced numerous obstacles in accessing quality education in this challenging city since the inception of the country. An officer of District education office shared his views:

"SUI is the most famous city of district Dera Bugti owing to its unending treasure of gas and other resources, but its fate in case of development is mired and held back due to the very poor attitude that generally prevails towards the education of children, especially girls. Instead of empowering them through the strongest and clarion weapon of education, people of Sui have been neglected for decades and treated as cattle to be purchased and sold. They are kept behind the walls of their homes in order to deny fundamental rights to education to enlighten their lives with prosperity and progress. The majority of parents fail to send their daughters to school as social taboo and stigma are enrooted in the very dynamics of tribal outlook of Sui City. Ironically, the facilities of infrastructure are direly missing in schools, which makes it inconvenient for parents to send their daughters to schools."

The data also revealed that there are several reasons for this doleful and pathetic situation that hinders the quality of education in schools. Firstly, poverty is a significant factor in denying girls access to education. Poor families often prioritize the education of their sons over their daughters. Girls are frequently kept out of school to work at home or care for younger siblings. In addition, many families are unable to afford the costs of uniforms, textbooks, and transportation, which makes it difficult for girls to attend school. Secondly, cultural beliefs and social norms also contribute to gender inequality in education. In some areas of Sui, it is considered inappropriate for girls to attend school, especially if there are no separate girls' schools available. Parents may also fear for the safety of their daughters in coeducation settings, where they may be subject to harassment or violence. Thirdly, the lack of adequate facilities and resources in schools also disproportionately affect girls. Many schools lack separate toilets for girls, which is a major barrier to their attendance. In addition, the shortage of female teachers and inadequate training for male teachers in gender-sensitive teaching methods can lead to the marginalization of girls in the classroom. Overall, gender inequality in education in the Sui City is a complex issue that requires a multi-faceted approach.

Ghost Teachers

Sui has been struggling with an alarming phenomenon in its education system - the prevalence of ghost teachers. Data collected through interviews and focused group discussions with all relevant stake holders show that ghost teachers are unaccounted; for individuals who appear on the payrolls of schools and educational institutions. They receive salaries and benefits, without ever showing up for work or contributing to the education of students. The issue of ghost teachers in Sui has been a major concern for the education authorities, students, and parents alike, as it has severely impacted the quality of education in the region. One parent opined:

"Our children are not being properly educated in the schools owing to ghost teachers, and no one takes notice of this painful situation. Only 3 or 5 teachers are present in schools out which badly affects the literacy and quality of education in this city."

The presence of ghost teachers has resulted in reduced teacher-student interaction, lack of teaching resources, and a deterioration of educational standards, resulting in poor academic outcomes. Moreover, the presence of ghost teachers has also contributed to the misappropriation of funds, as salaries intended for them are often embezzled by corrupt officials or individuals. One of the senior headmasters of a school shared:

"I have dedicated my services for more than a decade, previously as a teacher and now as a head master, having had a very bitter experience of facing the issue of ghost teachers, which affects the literacy and quality of education in the Sui City. I have always tried to bring the issue of ghost teachers to the notice of competent authorities, but they present themselves as helpless to address the issue and ensure the punctuality of teachers, perhaps due to the rigid and tribal look of this city. Due to absent of teaching staff, students are deprived of their basic right to quality education."

It shows that the Sui education authority is lethargic in taking steps to address the issue of ghost teachers, including conducting regular teacher attendance checks, implementing biometric verification systems, and introducing measures to ensure the transparency and accountability of the education system.

Cultural Barriers

The findings indicated that the Sui City is a diverse area with various cultures and traditions, which can create cultural barriers for imparting quality education. One of the significant challenges is the language barrier. Many students in the Sui City come from families where English is not the primary language. This creates challenges and hurdles for the students to comprehend the English language and communicate with

the teachers in their English classes. Additionally, cultural differences in communication styles may result in misunderstandings between students and teachers. A senior teacher shared:

“Students come from different backgrounds with diverse cultures and barriers, which cause serious impediments in providing quality education. English is their third language, while the books are in Urdu and English. Thus, teachers face serious challenges in conveying their teaching process to students. Further, children are grown up in a rigid culture; hence, their attitude towards the teaching and learning process is challenging.”

Data collected from different stake holders reveal that the lack of understanding and awareness of different cultures is also the biggest barrier. Schools may not adequately represent diverse cultural backgrounds in their curriculum, which can create a disconnection between students’ experiences and what they learn in school. This may disengage the students from learning materials and get disconnected from their cultural heritage. Moreover, there may be cultural biases in the education system that prevent some students from succeeding. A senior member of the teaching faculty shared:

“Socio-economic factors and different approaches of the communities in SUI city and its surroundings also hinder the process of quality education. Due to these barriers, students fail to pursue their academic goals successfully. Access to education for girls is also restricted due to cultural barriers.”

Similarly, socioeconomic factors may play a significant role in students’ access to education and resources, leading to disparities in the academic performance. To address these cultural barriers, schools in Sui City can incorporate more culturally relevant and diverse materials into the curriculum, provide language support to students, and promote cultural awareness and understanding among students and staff. Teachers can also receive training on cultural competency to better understand and accommodate different cultural backgrounds in the classroom. By addressing these cultural barriers, the quality of education in Sui City can be improved, and all students can have an equal opportunity to succeed.

Weak Accountability Mechanism

The education system of Sui suffers from a severe lack of accountability which has had a detrimental effect on the quality of education being provided to the students. One major issue is the rampant absenteeism of teachers. Due to the absence of proper monitoring and evaluation mechanisms, teachers are able to skip classes and neglect their duties without facing any consequences. This leads to a significant loss of instructional time and hampers the learning process of students. It is revealed from the focused group discussion conducted between parents and students that all schools in SUI City and its surrounding areas are working without the process of accountability for ensuring the punctuality of teaching staff and fair utilization of funds. One of the educated parents of the focused group viewed:

“Schools are running without any check and balance with regard to the punctuality of teachers or any mechanisms of accountability. Due to this bad and poor management, students are not getting quality education”.

Moreover, the data also revealed that there is a lack of transparency in the allocation of funds for education. The funds meant for the improvement of schools often end up being embezzled by corrupt officials, further exacerbating the already dire situation. Additionally, there is no effective system in place to hold the school administrators accountable for the performance of their schools. This lack of accountability has resulted in a lack of motivation to improve the quality of education being provided, leading to a downward spiral in educational outcomes. To address these issues, there needs to be a concerted effort to introduce mechanisms of transparency and accountability in the education system. This could include regular monitoring and evaluation of teachers, implementation of performance-based incentives for teachers and school administrators, and a transparent allocation of funds for education. Without such measures, the education system in Sui is likely to continue to struggle, leaving generations of students with a subpar education.

CONCLUSION

Providing quality education in Sui is a challenging task particularly in the rural setting of the province. The lack of infrastructure, shortage of qualified teachers, language barrier, gender disparity, lack of access to technology, weak accountability, and ongoing security situation are some of the challenges that need to be addressed to improve the education sector in the province. The government and other stakeholders must work together to overcome these challenges and provide quality education to the people of Sui.

Recommendations and Future Directions

- The multi-faceted and complex challenges faced in the education sector of Balochistan will inform policymakers and education providers to develop effective strategies for improving the quality of education in Balochistan, specifically in Sui.
- At the policy level, the government of Pakistan should allocate more funds to the education sector in Sui. Currently, the education budget in Balochistan is significantly lower than other provinces of Pakistan. Increasing the budget allocation can enable the government to improve the infrastructure, provide training to teachers, and develop new teaching methodologies.
- At the institutional level, schools and colleges should hire qualified and trained teachers to ensure that students receive quality education that can help them in their academic and professional careers.
- Furthermore, schools should also use technology to enhance the learning experience. The use of audio-visual aids, computers, and online resources can make learning more interactive and engaging for students. This can help promote interest in education among students and improve their academic performance.
- A bio metric system should be introduced to control ghost teachers, otherwise the dream of quality education would never be achieved for the greater development of the people. This kind of research should be conducted at the primary level as well so that concrete data can be obtained with regard to challenges hampering the quality of education.
- Finally, parents and the community can also play an essential role in improving the quality of education in Sui. Parents can encourage their children to attend school regularly, provide them with the necessary support at home. Moreover, the community can organize awareness campaigns and workshops to promote the importance of education and encourage parents to send their children to school.

Competing Interest

The authors had no competing interests.

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