



FACTOR INFLUENCING THE IMPLEMENTATION OF THE SUSTAINABLE DEVELOPMENT GOAL QUALITY EDUCATION IN KHYBER PAKHTUNKHWA, PAKISTAN

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Article history:	Abstract:
<p>Received: March 20th 2021 Accepted: March 30th 2021 Published: April 18th 2021</p>	<p>In September 2015 the united nations provides a goals for the sustainable development. In the 70th General Assembly meeting the united nations launched the agenda 2030 which consists on seventeen (17) sustainable development goals (SDGs) that's aim to handles with the global economic, social and environmental challenges throughout the world. This study was conducted for investigating the implementation of the Sustainable Development Goal Quality Education In Khyber Pakhtunkhwa. For this purpose the well structured and self-developed questionnaires was used for collecting the information from the 300 respondents who's permanently residing in Khyber Pakhtunkhwa using the probability sampling method of simple random sampling technique. The data was analysed by using the statistical software's, Statistical Packages for Services Solution (SPSS-20) and R Packages (4.0.2). A descriptive statistics and exploratory factor analysis is calculated from the data. From the results of the data, the researcher was finally conclude that, the Lack of Basic Facilities & Discriminations in Education institutes was the main factor which Influencing the implementation and hurdle to ensure the Quality Education in Khyber Pakhtunkhwa, Pakistan.</p>

Keywords: Sustainable development goals (SDGs)

INTRODUCTION

In September, 2015 the 70th United Nations General Assembly held in New York, the General Secretary of United Nations Mr Ban Ki-moon launched the Agenda 2030 which consists on seventeen (17) Sustainable Development Goals (SDGs) which aim to handles with the global economic, social and environmental challenges, take steps to reduce the extreme poverty around the world, Provide a good health facilities, Intensive and quality education, and access to clean water. during the next fifteen (15) years, the sustainable development goals is a guideline to achieve universal actions to protect the life of human, minimize poverty, and ensure that people enjoy peace and prosperity, The Sustainable Development Goals are the master plan to achieve much better and sustainable future for everyone. The united nation's maintained these global challenges that we face, like poverty, inequality, climate, environment, prosperity, and peace and justice. The Goals interrelation and in order to leave no one behind, it is necessary that we achieve all the goals and its targets till 2030 (united nations)¹.

Quality Education (SDG Goal 4) , is one of the foundational goal in the 17 development goals it has been defined as "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" (UNESCO, 2016)².

The implementation aim for this goal is "inclusive and quality education for all" it is one of the most powerful source for sustainable development. This goal is to be ensures that all girls and boys complete free primary and secondary education by 2030. Its aims to provide equal opportunities for accessing to affordable professional training, by eliminate gender and wealth enrolment rate is now increased in developing countries reached up to 91% in 2015, and the rate of children's out of school has down by almost half. Moreover there has also been observed a better increasing in literacy rates, and many girls enrolled and achieve worldwide access to a quality higher education.

From 2000, there has been better growth in achieving the target of worldwide primary education. The total in numbers of school, children's enrolment rate particularly the enrolment of girls, all of these remarkable achievements in education. the establishing of quality education the Progress has also been negligible in some developing countries due to the extreme poverty, armed disputes and other activities of instability . In the countries of the Western Asia and North Africa, the armed conflict has seen caused by increasing the number of children out of school. This is the extremely worrying trend. While the greatest progress shows by Sub-Saharan Africa in primary

school enrolment among all developing countries, 52% in 1990, raise up to 78% in 2012. Children's belonging from the most poor households are up to four times more likely to be out of school than those of the richest households. Discrimination between rural and urban areas also high which is the also one issue to ensure quality education (United Nations Officials) ¹

PRIORITY TARGETS

- ★ Till 2030, its has to be ensure that all girls and boys complete free, equal and quality primary, secondary and higher education.
- ★ By the 2030, it has to be ensure that all boys and girls have free access to the pre-primary education, care and quality early childhood development so that they will be ready for the primary education.
- ★ Till 2030, nations has to ensure the access of both men and women to vocational and technical education including university level education.
- ★ By 2030, the target is to upgrade and build facilities related to education that are gender sensitive, disability and provision of safe, effective and inclusive environment of learning for all people.
- ★ By 2030, it is ensure all substantial proportion of youth, both the women and men will obtain literacy and professional skills.
- ★ Till 2030, ensure all people capture the skills and knowledge to enhance sustainable level of economic development and lifestyle of the entire nations, gender equality, human rights peace and nonviolence, appreciation of culture diversity and global citizenship (UNDP) ³

THREE MAIN CHALLENGES IN ENSURING HIGHER EDUCATION

Challenge 1: Making the Higher Education is an mandatory Part Of The New Agenda

The authors in this study stated that the education is still having the high role in implementation of the SDGs, the education not only the significance part of the entire SDGs agenda but also the integral way to implementations of the other goals which is impossible without ensuring the quality education (i-e SDG-4). Higher education plays an important role in country development it has also more significance in research for planning, curriculum design, teacher training, evaluation and assessment, and IT use.

Challenge 2: Mobilization of Higher Education Institutions Worldwide

The higher education institutions needs to be both the better informed and mobilized to engage in the overall SDG agenda and for Education 2030. This is particularly the case for universities in more industrialized countries. The SDGs are still incomplete and insufficient on the radar of higher education leaders in industrialized nations, and if they are fully aware from this agenda of 2030, it will often limited to issues of environment, greening the campus or climate change.

Challenge 3: Representation Goals into Action

The third challenge while the most difficult one is to do with changing highly broad sense goals and targets of this global agenda into easy, meaningful and feasible strategies and actions at government and institutional levels. Till 2030, it is targeted to ensure the equal access of women and men to affordable and quality, technical and vocational education. To implement all three of these targets access, (Nazar et al., 2018) ⁴

METHODOLOGY

This study was conducted on randomly selected 300 respondents using the simple random sampling technique. The sample size is estimated using the rule of thumb that suggests having at least 300 cases are needed for factor analysis. (Hair, Anderson et al. 1995)⁵. The researcher collect the information based on survey questionnaires which consists on two parts. The first part is about the affiliations and the demographic information of the participants while the second part is based on the six question related to the study. The descriptive statistics is describes in the form of tables and pie-charts while the study related questions was analyses using the exploratory factor analysis.

RESULTS

Table 1. the education of the respondents.

	Frequency	Percent	Cumulative Percent
uneducated	8	2.7	2.7
matric/fsc	29	9.7	12.3
bachelor/master	241	80.3	92.7
above	22	7.3	100.0
Total	300	100.0	

Table 1

The above table is the details of the respondents educations, the majority of the participants 241 (80.%) are in the bachelor and master level of education, 22 (7.3%) of the respondents are scholars, 29 are lower level educated respondents while 6 of the participants are within the category of uneducated.

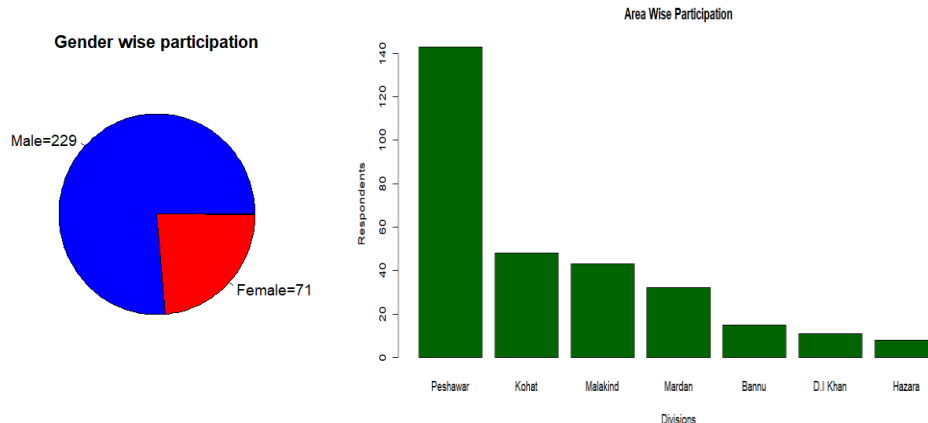


Figure 1

Figure 2

The figures 1 shows the gender wise participation in the survey, which indicates that 229 (76.33%) males and 71 (23.67%) females was participates in the survey. The figure 2 is shows the area wise participation of the respondents from overall province of KPK in the survey, which shows that the high percentage of respondents belongs to the various districts of Peshawar division, which ware 143 (47.7%). The respondents from Kohat Division 48, 43 from Malakand Division, 32 from Marden Division, 15 from Bannu Division, 11 from D I Khan Division and 8 from hazara Division. The above figure shows that the researcher was collect the information from all of the seven divisions of Khyber-Pakhtunkhwa province, thus the results will also be generalized for overall province.

FACTOR ANALYSIS

KMO and Bartlett's Test			
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.			.788
Bartlett's Test of Sphericity		Approx. Chi-Square	313.299
		df	10
		Sig.	.000

Table 2

This is the important output of the factor analysis in which the researchers decided about the data, that either the factor analysis technique is appropriate for the data, or not. The KMO measure for sampling adequacy (which has to check that the responses, which collected through the sample is adequate or not), in this case the KMO value is 0.788 which is satisfactory for performing the factor analysis. The Bartlett's test is another indicator for measuring the strength of the relationship among the variables. In this test, the null hypothesis is that the correlation matrix an identity matrix. In the above table the Bartlett's sphericity is significant (0,00) that is the Bartlett's test value (0.00) is less than the significant level (0.05), this situation leads to be the rejection of the null hypothesis, this means that the correlation matrix is not an identity matrix and there is a strong relationship among explanatory variables.

Total Variance Explained						
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.511	50.216	50.216	2.511	50.216	50.216
2	.851	17.014	67.230			
3	.563	11.260	78.490			
4	.548	10.957	89.447			
5	.528	10.553	100.000			

Table 3

In this stage the researcher is decides the number of particple components (PCs) to be retains for the study, in this case only one PC would selected on the basis of Kaiser's rule. According to the Kaiser's (Kaiser 1960) method, only constructs which has the eigenvalues greater than one should be retained for interpretation. This approach most best known and most used in practice (Fabrigar, Wegener et al. 1999)⁶, Because of its theoretical basis and simple to

use and interprets (Gorsuch 1983)⁷, so here only the first PC has the eigenvalue 2.511 which would be retain for modelling of variables.

Component Matrix	
	Component
	1
The poor conditions of the educational institutes	.662
The unavailability of basic facilities like electricity, water and infrastructure effect the education.	.731
The untrained teachers effect to ensure the quality of education.	.769
The education can ensure, when we provide equal opportunities to both urban and rural areas people.	.719
The education can ensure, when we provide equal opportunities to both genders (male female)	.656

Table 4

The component matrix shows the loadings (extracted values of each variable under factor 1). We have extracted 1 factor within five variables, since there is only one factor is retained due to the eigenvalue, therefore all five variables are merge in the unique factor. For the unique PC/factor retaining in the above Table 4 represents the factor loading (Co-efficient) for the five variables in the model, in this case all the variables are merge in one factor, the researcher has assign the appropriate label to the factor according the nature of the variables in the model, the first three variables is related with the lack of basic facilities in the educational institutes and the forth and fifth variables is related to the equal opportunities to both genders.

CONCLUSION

The Sustainable Development Goals is provides the roadmap to the nations for their Sustainable Development, specially the SDGs Goal-4 “ensure the quality education for all” is the most important goal for achieving the dream of sustainable development and its having the significant contribution in the country Developments. In this study the researcher was try to explore the factor which is significant influence the implementations of the Sustainable Development Goal- 4 in the Khyber Pakhtunkhwa province of Pakistan. From the descriptive statistics 70% of the respondents was in the favor of the statements that there is Lack of basic facilities in educational institutes and 73.33% of the participants was in saying that the education can ensure, when we provides equal opportunities to both gender and both urban and rural area people. And from the inferential statistics (exploratory factor analysis) of satisfactory and significant model construction, it has been concludes that, the Lack of Basic Facilities & Discriminations in Education institutes is the main factor which influencing the implementation of SDG Goal-4 and hurdle to ensure the Quality Education in Khyber Pakhtunkhwa, Pakistan.

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