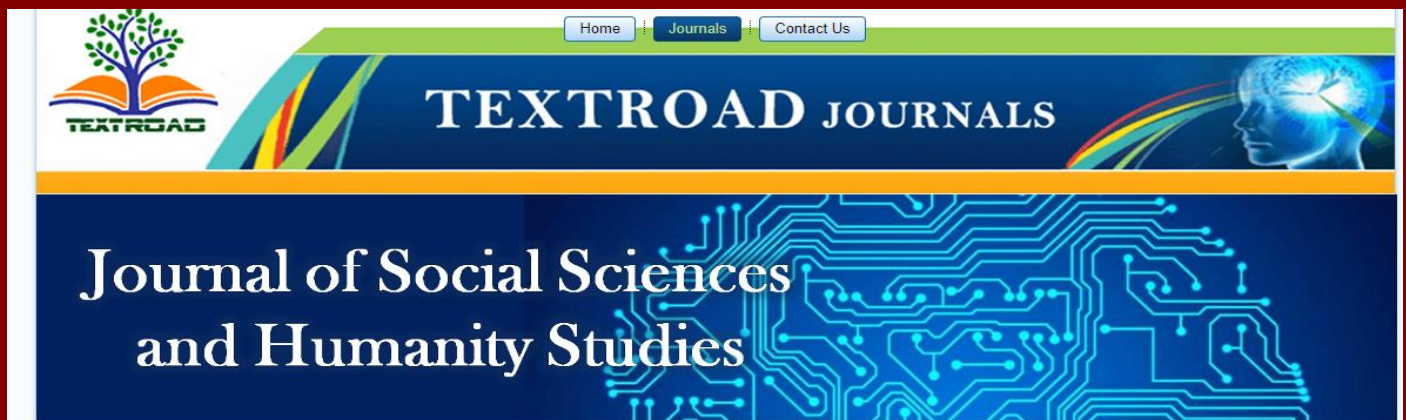


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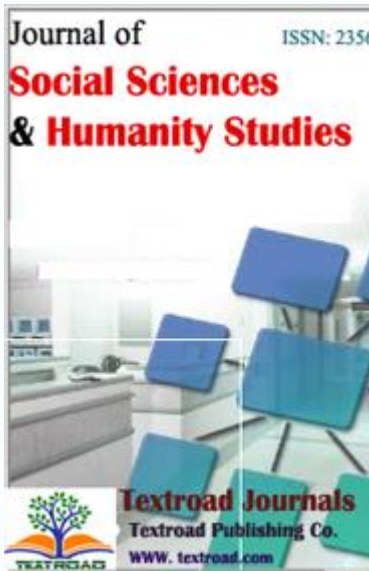
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The School Principal Orientation Role: Some Primary and Secondary Schools Management Problems in Uíge-Angola

Eugénio Garcia Paulo, Lei Wanpeng, Hakim Ullah, and IHUIKOTAN Koxi Judicial

School of Education, Department of Educational Economics and Management, In China Central Normal University, Wuhan, China

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ABSTRACT

The orientation role of the school principal (headmaster) cannot be neglected or underestimated when it comes about the school success. Teachers, administrative staff, and the schools' principals are responsible for the implementation of the goals of the Country and the society in the cultural area, academic and technical training. The exercises of their tasks depend on the training that they had received, during their experience, and the satisfaction of degree and level of guidance by the Directors. This study analyzes the level of guidance of school principals using information gathered from teachers and administrative officials from the schools of the first and second cycles of the Uíge city. The results did not show a good correlation between the ability of orientation and gender, but the administrative staff has earned more guidance than the teachers. In general, the level of Directors' orientation in schools has been low.

KEY WORDS: Principal (headmaster), Orientation, School, teachers.

INTRODUCTION

The appointment of a Director at any public or private companies is not by chance. This is because; they play a crucial role in the effective achievement of the goals of the Organization. Likewise is regarded the school principal in Angola the case of Uíge province in particular. The guidance capacities are directly linked to the management capacities of the different resources available to the director, the policies conceived from the normative standpoint as well as the experiences and strategies that can be applied in each circumstance of the Development of school activities.

In this period of educational reform, the directors of the schools play a key role in the achievement of the goals recommended by the Country. Certainly, they cannot demonstrate a good guidance and supervisory the capacities if they are not well informed, if they do not have a good working condition, a good administrative staff, and not well trained so they will not be committed teachers because they are not satisfied. The two principal functions of the school principal seen as complementary are: Management and Administration [32]; to exercise the management, is the need for director's "*basic knowledge of human resources management, financial, material and educational affairs*" [31]. On the other hand, the Director also needs the training to improve administrative policies, the rules organizing the school's functional structure. Time management is also a very important behavior that the school principal must develop. The development of a good behavior leads to many positive consequences in the personal and professional life of the teachers, administrative workers and also the principals of the schools. This allows the reduction of stress, increasing in this way, the satisfaction of work and professional performance among employees [1].

The report of the Ministry of Education and other organizations interested in social development shows an increase in the supply of education with the construction of many schools and the diversification of courses to help the population to participate in the social development and their well-being. Many of these policies set out by the Government and who have education as foundation may fail if the school staff and teachers are not well trained. It is tantamount saying that if you look at education only as an alternative to employment and, if the directors of schools do not have sufficient guidance skills, they can help a bit to conduct the school's activities to the achievement of the goals. Otherwise, we want to say that the directors and teachers well trained, committed and satisfied with their work can contribute to the efficient performance of the students and also help the Country to achieve the formulated goals.

Background of the Study

Uíge is a province which in previous times had featured in the quality training of staff. It is populated with many areas of Government at the country's level. Only this information shows how the organizational structure and incentives worked. Each, Director, teachers of almost all categories,

*Corresponding Author: Eugénio Garcia Paulo, School of Education, Department of Educational Economics and Management, In China Central Normal University, Wuhan, China.
Email: geugenio70@yahoo.com.br (+86 13125094744)

administrative workers, parents and even members of the communities in many localities participated and encouraged to educational activities all this it's supported by Director's activities. Many problems were solved at various levels and only the results were given to the director.

In the late 80's, changes of the political problems led to a drastic decline of this value by the continuous degradation of the self-esteem of his paintings (directors, faculty, and administrative staff), which began to feel obliged to get jobs in other companies or in other locations. This was followed by the implementation of the reform on the educational system in general in terms of leadership was the contemplating some of the structures seen in the new English educational system. The absence of a curriculum which embraced training for leaders, that is, a specific program for training of educational leaders which would include a leadership program, hampers their work. The absence of incentives to leaders of teachers, intermediate leaders or the completion of the implementation of the incentive structure of the directors themselves, are like that some of the functions passed just being whose effects cannot be named to make you feel.

To win the goodwill of teachers, many orders of appointments and to turn the coordinators of courses and disciplines, were issued and published but not covered to incentive the structure. It's important to note that according to point 2 and 4 of chapter V, Art. 54: the Law on the basis of education "2. *Education officers are remunerated and positioned in their careers according to their literary and professional qualifications and attitude of work, and 4. Effects of this article, the following are the means of education officers, teachers, directors, inspectors, administrators and other education managers*". Here, the position of the coordinating teachers has not been clarified. For this reason, these functions are absent from the docking station or incentive pay. Thus, the exercise of the assignments may be dependent solely on the goodwill of the teacher, and with what incentives these intermediates leaders or assistants of the director, it can operate responsibly and rigorously? This is the question.

However, the principal passes to operate more in collaboration with his Deputy because the job of interim leaders don't always make him feel happy, so it can be a bit forced to do that. This fact has discouraged the sense of responsibilities delegated to these professionals returning the work to the home team. On the other hand, the disproportionate nature in terms of social conditions between the localities, specifically between the city and the municipalities, much more the communes and villages, underestimated both the work of the Director and do not encourage the interest to promote leadership among teachers or Right in the direction.

An analysis on the implementation of the recent educational reform in Angola, with samples of three provinces Luanda, Huambo and Huila, questions he noted that "*initial and continuing training of teachers, administrators and school inspectors to guarantee equality of opportunity for all citizens*" [10]. Based on data from empirical observations, the author claims to be a lack of relationship between the directorates of education and schools because of there many bureaucratic hurdles and centralization of structures. It also showed a shortage of school directors, inspectors, and teachers with proper multidimensional training as well as the lack of motivation in both [10]. [21] Presented a brief analysis of the work of Paula Bravo rose that in 2016 has analyzed the educational role of the school director. As the result of analysis between the braces of the weaknesses of the quality of education in Angola have the higher education graduates without quality human resources. Some of these graduates occupy the school management positions including those of primary school. Then, the profile and pedagogical function of these directors spend to influence the quality of your work and the performance of students. Using ideas from Rosa (2016), [21] says many directors are unable to guidance in the areas of planning, advice, and exchange of ideas and are not very creative when it comes to suggestions of strategies to improve student performance and promotion of activities to improve the level of teachers' work.

Statement of the Problem

Despite the restriction policies placed on membership in different jobs, many of individuals well educated with education as the major field of study, and who can carry out the actions to implement the policies of the country, aim to find jobs in other areas or companies. Some, with luck, have abandoned the education sector. This has created many constraints in the sector. Some of those who remain do not always deserve the proper supervision and support needed to carry out their activities. As a result, the numbers of graduated increase, but their quality does not help the improvement of society [5][6]. Disciplines like mathematics, physics, foreign languages and Sciences are considered as the engine of development but does not have the total attention and support needed.

However, the orientation of head teachers are placed by their own training, by the constraints caused by "*working conditions, that is, lack of financial and material resources*" [5] and the degree of satisfaction of teachers and administrative workers. When we talk about the formation of directors, we want to highlight the lack of their specific training. The directors are limited to temporary formations or tell, of training seminars in management and administration of schools that think they're not being

sufficient to respond to the volume and complexity of the tasks. Most of them learn to exercise management in their own direction, a very remote practice for societies that need to take seriously the challenging paths of an evolving society at this time.

In general, the societies believe, deposit trust and hope into these humble employees for their promising work. A work that leads to the formation or the studying of their children in the hope that they can enjoy the benefits of the education offers. For this reason, the society, despite the scarcity of its resources, is always motivated to share with the educational policies its limits, to promote the talents of its children.

This vision is about the directors of schools and teachers, so the schools raise the responsibility of the State through the Ministry of education and related agencies increase the efforts for improving the activities of the directors. This can be done through a permanent investigation of the needs of the school, as they may be a key to the improvement of the various activities that are responsible to directors, teachers, and administrative workers. All this will help to improve the performance of students, and to the transformation of society. This study seeks to analyze the level of guidance of the school principals as well as some factors affecting the management capacities or guidance and administration of the schools' directors.

Research Objectives

The goal of this study is to examine the guiding role of the school principal among the schools of the first and second secondary schools at Uíge city.

For this purpose, the study examines if:

1. The orientation of the educational and administrative activities of school managers reported performance of administrative staff and teachers.
2. Compare the degree of guidance to their professional experience, working conditions, supervisory capacity, employee support and the degree of satisfaction.

LITERATURE REVIEW

Conceptualization of Orientation Role of Principal

In this study, guidance or direction is defined from the perspective of management and administration. Using descendants' concepts, [29] considers management as the use of governance, conduct and management procedures and administration as all policies and strategies employed for the management of capacities of all resources and assets within reach from school. For this author, the traditional, modern and emerging theories designed by Frederick Wilson Taylor, Peter Drucker (1954) and Fritz of Capra (70 years of the 20th century) linked to the Administration respectively are, to this day, a secure base for guidance and management **of the schools of the system** educational. These, offer ways to improve the relations between the staff in the service of education and also to create an environment that allows the insertion of technologies, the use of the resources of the school in an appropriate way and the circulation of information.

School policies are the instruments that give meaning to the daily operations of the school [34]. These guide the work behaviors of the teachers and the behaviors of the students and in charge of education. The authors advised that having a correct understanding of the central place and critical policies in the management of the school to play an important role in the daily operations. Thus, [34] summarizing in two groups the existing schools' context and implementation of the policies. The first is considered as guiding structures and instruments of the Organization of the daily operations of the school and the others are on the individual or collective actions directed to the achievement of the objectives set; or¹ the implementation of the policies established superiorly. *"The first step is the development of specific guidelines implementation. This dimension includes priority, determination, and budgeting. The second stage is the translation of the original policy in practical measures that it should involve issues such as the provision of human resources, working procedures, and organizational arrangements. The third phase deals with the leadership of nature enabled, which will ensure that the corrective action and review can happen during implementation."*[34]

It is important autonomy to the management of schools in the use of material, human and financial resources [9]. Although some consider it as a door to the deterioration of the quality of education, the author considers that it is the responsibility of the director, the administrative control, community and professional. There are two dimensions of guidance and direction: The management dimension of education and school management dimension [26]. The management of education is related to the policies "*macromanagement of education*"; these are of higher responsibility, that is, those that draw up public policies of education and, school management or "*micro-management*" is responsible for the implementation of the policies drawn up in the macro-management of education; many of them are

¹Cloete, et al (2008) e Khalid (2001) citados por Wyk, Chris Van e Marumoloo, Mohau (2012).

mostly related to the offer of quality training to students. It is important the responsible participation of all to the implementation of all policies [26]. They also consider three principles areas that aim at the management of the school on the administrative, pedagogical and human resources management which requires the director's dynamic orientation.

School directors should demonstrate leadership skills that promote professional growth among teachers and administrative officials as well as demonstrate pedagogical effectiveness [2]. They also suggest that good guidance can help collaboration between teachers and administrative workers to join forces and overcome the existing negative barriers [23] considered the responsibility of the Director to unite and integrate the school's actions. The author divides into two the school management dimensions: The organizational dimension and the implementation of the dimension. As the size of the Organization, it is part of the fundamentals and principles of school management and work, plan the supervision of all processes and the assessments of learning outcomes as well as the management of the same results. For the dimension of implementation, we have democratic and participative management, human resource management, administrative, pedagogical, and cultural climate. In this case, the director is seen, according to [23], as the bridge between what is and what may be the school.

The direction is synonymous of the leadership, management, administration, coordination, and supervision [25]. For this reason, the school principal, to better guide must have a background in administration and also in school management; *"the Administration is always rational use of resources to accomplish purposes, regardless of the nature of the thing given"* [25]. The school's resources, according to [25], are divided into objective and subjective resources. The first denotes the objective conditions available for the achievement of purposes (men, material resources); the subjective is linked to capacity or human faculties. In this case, the guidance is the activity of the director, a person who occupies the function at a high level. This function involves a conduct and leadership. The author also states that the administration is an instrument whose responsibility for its execution that can be delegated to someone. In short, the board encompasses the administration.

Were examined the orientation of principal based on the perspectives of leadership and administrative roles, management skills, dimensions of the tasks, activities and behavior profile, of director because he is the responsible for the operation of the school [24]. According to [33], it is important that the directors on your leadership to create and promote conditions for the teachers' participation in the of the institution standards, norms of cooperation and collective sense of responsibility success of students, creating incentives and opportunities for teachers to improve their practices.

According to the leadership, the director combines and coordinates four leadership functions *"planning, organization, support or assistance, and supervision or monitoring"* [24]; on monitoring, he watches the school's movements, fixes the actions, talks to the students, visits the classrooms, talks to the teachers, checks the performance and determines how the school should actually operate; for administrative actions, the school principal should distribute his time to meet the different meetings, check compliance with the rules, regulations and maintain communication quickly; for management skills, the school director must possess technical skills, conceptual and human capacity. According to [24], the effectiveness is evaluated by the director's satisfaction, accountability and performance of their subordinates.

The school principal should promote the leadership [31]. A successful model that can become (for example, adapting) the policy and culture of each country this one was promoted by England between 2000 and 2015. According to [31], this template can help to improve understanding on how to grow and organize the leadership in the educational institutions from the creation of intermediate leaders and the creation of a structure of incentives. Three phases are aimed at achieving this process:

Phase 1st: Define functions and develop curricula; 2nd integrate the leadership system into incentive structures; and 3rd promote expansion and encouragement in school networks.

The first phase involves the directors, Deputy Directors as senior leaders and finally the coordinating teachers (responsible for performance in specific disciplines, behavioral discipline, daily occurrences in the whole school-turn). It is based on this structure that a combined curriculum has been developed between theory and practice by aggregating face-to-face sessions and mixed assignments that contemplate exchange online information to facilitate the work in and out of school. This gave rise to three levels: institutional leadership (the leadership and school improvement); the operational management (which is the management of the school systems) and, the strategic leadership (which brings together at the work with the different people, the training and the leadership of the changes).

In the second phase is the development and implementation of the qualifications of the heads of all leadership structures, from the chiefs of the teachers, senior chiefs, middle bosses, and even the main head, is administered a training and at the end each has a certificate that gives access to the incentives of this level. The inspection is more focused on the processes that produce results to the students. The system emphasizes four main elements: student and disciplinary behavior, quality of education, leadership and management, and students.

The third phase deals with the expansion of leadership training curricula for the different schools, not by the central Government but by the schools with high performance. These allow for capacity building and promote the learning of schools [31]. The quality of the teaching and learning process is closely related to the professional competence of school managers and your ability to organize, guide and lead the actions and processes promoted at school focused on the formation of quality of students. “*The school manager presents competence and knowledge indispensable to the demands of a school behind*” [11]. So that the Manager can take on the role of promoter and advisor, whatever the management model, it is necessary that he/she be trained and understands that the working model or guidance to be applied. This is the most viable way out of the problems of the institution; to this end, a daily exercise of multiple competencies is required that sometimes go beyond the limits of their training [28].

There are two types of school principals [3]. First is the director of a functional school is one who manages to incorporate the culture of school so quickly; possess knowledge, skills, behaviors, and attitudes. This principal is aware of his/her responsibility and the authority for creation and reinforcement of good behavior and attitudes towards teaching and learning. Second is the director of a dysfunctional school – is one who is not aware of his/her authority as leader and lacks confidence. School management was analyzed taking into account factors such as changes in the economy, the revolution of the information, the availability of society, the crisis of ethics and social exclusion [19].

Sources of Principal Orientation Role

The large part of the discussions on the role of Director at school guidance is based on a review of information about the Organization and administration of companies and also within the framework of psychological and behavioral research. Making an introduction to Drucker's work, [22] understood that technical and moral efficiency as social obligations can only be achieved through the formation of leaders, available managerial resources, the correct selection of talents and skills Necessary. Many current surveys focus more on the leadership approach to address of the guiding role of the school principal [16]. Several dimensions that can be studied to understand the problems of leadership of the school principals, such as behavior, monitoring, the types of leadership, the relationships between the Director's work situations and his actions, goals, the relations among the Organizational structure, organization performance, organizational methods, environment and relationship with subordinates; The leadership contexts, among various aspects are presented by [30]. Also, according to Leithwood and Jantzi (1999-2012) cited by [30], four authorities it should be structured in school for best performance: dominated by the director, administrative control is delegated the authority of professional teachers, parents or community control and the control exerted between the balanced parents and professionals. In short, these and other aspects in addition to contributing to the understanding of the work of the director also help the director to conduct the work of the school in order to achieve the goals.

Research Framework

In this study, the concept of guiding role of the school principal includes in both aspects, the ability to orient and specific orientation of the different pedagogical, administrative and social components. The ability of orientation of the director may be measured by assessing their business along the career and also asking teachers, administrative staff, students or even the society members about the work and the guidelines of the director capabilities in the specific aspects of their relationship work; that is, the dimensions of work, such as working conditions, supervisory activity, support for teachers and administrative workers, and the degree of satisfaction. These dimensions are considered in this study as explanatory or independent variables. The intention of this study is to identify the importance of the guidance of the school principal as well as some factors associated with the success or crock of this orientation.

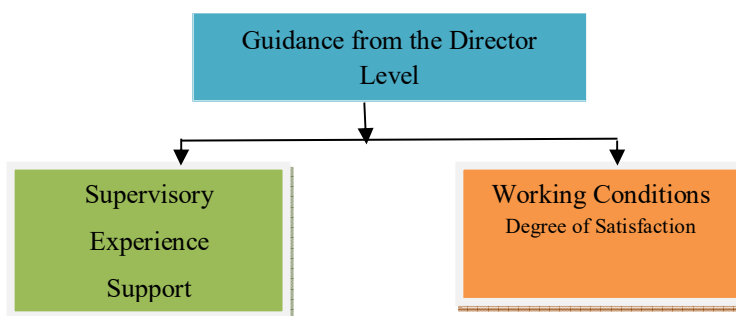


Figure 1 Framework

METHODOLOGY

This study began with the collection of bibliographic information concerning the roles of the school principal and the influence of his orientation on the school's performance. Next, the work sought information from individuals who are directly linked to the actions of the school principal daily. This procedure inserts the work into a positivist perspective. As for ranking, this study belongs to the second level because it is based on answering questions using a control group [4]. For this study, we used through the square to review the answers to the questions and the respective validation.

1. Characteristics of the participants

The study was done by using the selection of two hundred individuals between teachers and administrative staff of the first and second cycles of secondary education, without defining the service time. This selection was made purposefully in four schools, two of the first cycle, and another two in the second cycle of secondary education; the goal was to avoid the tendency information. Each of two schools was selected by their locations, conditions of work, guidance, and supervision of its directors are almost similar, both with a reasonable degree of strictly. As regards data collection, questionnaires were distributed to 130 teachers and only receive 120 questionnaires in good conditions to be considered in the study; for administrative officials, were distributed 100 questionnaires were completed, but only 80of. These two groups of the target population belong to the public school. The dependent variable is the ability of the orientation of the principal of the school and for the control of the level of experience in terms of school management.

2. Data collection and analysis procedures

In order to analyze some management problems that are occurring in these schools, researchers have applied the method survey by questionnaire to the teachers and administrative workers. It is an appropriate method chosen to gather information for a period of time with the aim to describe or explain the nature and conditions existing in a school or other location [7]. According to the authors, this method can overcome the cloudiness of the opinion of the respondents to make a detailed explanation or specific. Since it was only possible to study a part of the total population, it justifies the use of this method [19]. Therefore, the researchers found that the method was able to explore the views of teachers and workers about the forms of administrative, guidance and management of the directors of their schools. With the use of this method, it was also possible to clarify the issues and explain its meaning from the point of view of respondents [14].

3. Measures

In addition to the different resources the school needs, the income of school work depends on the ability of the teachers, workers and administrative capabilities of guidance, organization, and supervision of the directors. The more experienced (teachers and administrative workers, are even better) [27]. The present study was based on a survey by questionnaire to the teachers and administrative workers participating.

Four schools were selected, and then the teachers and administrative staff for each of the selected schools. The tool of data collection used the questionnaire with closed questions was distributed to each of the participants; the questions reflect the roles of the principal of the schools [15]. To allow all individuals to understand and respond the selected items proposed in safe and honest, it required a week.

The data collected were analyzed by using the IBM SPSS program, version 22. The results were the basis for the response and discussion of issues raised earlier, as well as to summarize some conclusions. The dependent variable is the ability of the orientation of the principal of the school and for the control of the level of experience in terms of school management.

4. Data Analysis

The standard deviation gives an idea about the reliability and accuracy of the sample; the smaller the standard deviation is the uniformity and reliability of the sample [19]. In quantitative research, variables are related to predicting results or response to research questions [8]; because researchers are not able to prove in advance the causes and effects of a phenomenon. In this study, we have as research questions as follows: 1. Does the orientation of the educational and administrative activities of the school managers have helped the performance of the administrative staff and teachers? 2. What is the relationship between the degree of guidance with professional experience, working conditions, supervisory capacity, employee support and the degree of satisfaction?

SURVEY FINDINGS AND DISCUSSION

The levels of orientation of pedagogical and administrative activities of the directors of the school

Table 1 contains information on the view of the respondents, teachers and administrative staff, on the level of orientation of the school principals. The issue was placed assuming two response alternatives comprising the high-level guidance and low-level guidance.

Table No. 1: Evaluation of the general level of guidance of the school principals

Report				
Workers				
Level of guide	Mean	N	Std. Deviation	% of Total N
Low	1,66	159	0,475	79,50%
High	1,37	41	0,488	20,50%
Total	1,6	200	0,491	100,00%

Table1. Shows that 79.5% of respondents considered there is the guidance of the directors of schools is low and 20.5% of respondents show that the guidance of the director level is high. So, the results suggest that a significant number of administrative workers and teachers do not consider good guidance level of school directors. As can be seen, the standard deviation is 0.491 and the average is 1.60. This data shows that some teachers and administrative workers in the schools of the municipality of Uíge lack the guidance of their directors.

Compare this degree of guidance, working conditions, supervisory capacity, employee, and support

To address the possible existence of significant differences between teachers, the administrative staff and the guidance of school principals, some variables were selected, such as gender, faculty, and staff, administration, working conditions, supervisory capacity, and support. So we determine the difference between the averages of the first two variables through the use of the independent test or T-Test and also the F test.

The results presented in table 2 and 2.1 show that there is no significant difference between the degree of guidance of school directors by gender. This can be confirmed by the results of T-Test that was -0, 087, F test was 0.029 with a degree of significance or Levene p-value of 0.864.

Table 2: The level of the Analysis orientation by gender education level

Group Statistics					
	Level of guide	N	Mean	Std. Deviation	Std. Error Mean
Gender	Low	159	1,36	0,481	0,038
	High	41	1,37	0,488	0,076

Table 2.1: The Independent Sample test-t analysis of the level of the Analysis orientation by gender education level

Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Gender	Equal variances assumed	0,029	0,864	-0,087	198	0,931	-0,007	0,084
	Equal variances not assumed			-0,086	61,613	0,931	-0,007	0,085

The results of the t-test analysis on the viewpoint of teachers and administrative staff in relation to the level orientation of the school principal are described in the table in paragraph 3 and 3.1. The resulting averages are 1.46 for the administrative staff and 1, 18 for the teachers. In table 3.1 the t-test is 4, 595 with a degree of significance or Levene p-value of 0, 000. These figures suggest that there is a significant difference among the level of director's guidance, teachers, and administrative officials. This also shows that teachers have deserved less guidance than administrative officials.

Table No.3: Analysis of the level of guidance by teachers and administrative Group Statistics

	Workers	N	Mean	Std. Deviation	Std. Error Mean
Level of guide	Administrative	80	1,46	0,502	0,056
	Teachers	120	1,18	0,382	0,035

Table No. 3.1: Independent t-test analysis of the level of guidance by teachers and administrative Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Workers	Equal variances assumed	55,561	0	4,595	198	0	0,288	0,063
	Equal variances not assumed			4,354	138,038	0	0,288	0,066

The table no. 4 shows the test result F held teachers and administrative workers about the level of orientation of the director having regard to the working conditions of the school. “If H_0 is true, $MS_{between}$ and MS_{within} must be close and their reason should be close to the unit; Otherwise H_1 will be true, MS_b will be inflated by the value added to the variance and its reason will be a significantly higher value than the unit” [12][17]. Based on this, we can notice in table 4.1 that MS_b 1,774 is superior to MS_w 0,234 and the F-value test is 7,568 with a degree of significance or the statistical test p-value of 0,000 Leneve that we can see in the table no. 4. “To assess the degree of statistical significance, examine the value of p. If the value of p is less than the specified significance level (α) (usually 0.05 or 0.01 0.10) you can claim the difference as statistically significant and reject the H_0 of the test” [12]. This shows that there is a significant interaction or relationship between the working conditions and the level Director’s of guidance.

Table No. 4: Test Analysis F on the level of guidance by working conditions-Levene test Test of Homogeneity of Variances

Working Conditions			
Levene Statistic	df1	df2	Sig.
58,908	1	198	0

Table No. 4.1: Test analysis F ANOVA One Way on the level of guidance by working conditions ANOVA

Working Conditions					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1,774	1	1,774	7,568	0,006
Within Groups	46,421	198	0,234		
Total	48,195	199			

Tables 5 and 5.1 describe the results of this test and Levene F performed with administrative workers and teachers on the level of orientation of principal of the school. The averages achieved were presented in table 5.1. The MS_b is higher than the MS_w (0,732 is greater than 0,249). The value of the F test is 2,945 and its level of Significance or Leneve p-value is 0,001. This indicates that there is a significant difference between the levels of the Director’s guidance in support of the actions of the workers.

Table No. 5:Levene test Analysis on the level of guidance by the Level of Support of the Workers Test of Homogeneity of Variances

Level of Support of the Workers			
Levene Statistic	df1	df2	Sig.
11,232	1	198	0,001

Table n° 5.1: Analysis of ANOVA F test One Way on the level of guidance by the Level of Workers Support

ANOVA					
Level of Support of the Workers					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	0,732	1	0,732	2,945	0,088
Within Groups	49,223	198	0,249		
Total	49,955	199			

The F test was also carried out with the data collected from teachers and administrative workers of the school to analyze the supervisory capacity of the school principal. The results are described in Table 6 and 6.1.

Table No.6: Analysis of the Levene test on the level of guidance by supervisory capacities
Test of Homogeneity of Variances

Capability of supervision				
Levene Statistic	df1	df2	Sig.	
7,171	1	198	0,008	

Table No. 6.1: Analysis of ANOVA F test One Way about the guiding level supervisory abilities
ANOVA

Capability of supervision					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	0,731	1	0,731	3,381	0,067
Within Groups	42,789	198	0,216		
Total	43,52	199			

In these tables we can observe that the value of the test F is 3,381 is associated with its value of test of Leneve p-value of 0,008 and the averages MS_b 0,731 the MS_w 0,216, and the sample size is 200. The value of p-value will be lower than α . We, therefore, admit that there are significant differences between the director's level of guidance and their supervisory capacity.

CONCLUSIONS AND RECOMMENDATIONS

This study allows a better understanding of the barriers that many directors find in the exercise of their functions, starting from the lack of sufficient knowledge for the exercise of the task, going to the working conditions and even to the workers and teachers, without forgetting the whole incentive structure.

The results achieved with this study allowed the researcher to say that both administrative workers and teachers on many occasions lack guidance from their directors and that these are not always the time to do so. The study could not confirm if the same situation happens in every school in the first and second cycles of secondary education in the province. The study also made possible to conclude that working conditions have a great influence on the role of guidance of the school principals. We can also conclude that there are difficulties in conducting supervision, and support of the activities of administrative workers and teachers. On the basis of these conclusions we consider the necessity, in addition to the general training that the directors have and training seminars, there would be a need for specific training for the school directors. The Ministry of education and its related organs would have to rethink and accomplish an action that improves the working conditions of the directors of schools and also the conditions of schools in order to facilitate the work of both the directors and teachers, staff and administrative students.

The study allows saying that, with the exception of the fact that the director's orientation with the gender is not proven then, the other items could prove this relationship.

Limitation of the study

This study was limited in geographical and also methodological terms. Geographical because it was only enclosed the provincial capital and methodological because the study was carried out using only the survey method by questionnaire of closed questions; the information was collected only in one moment. The lack of studies of this kind in the country makes it difficult to present any comparison. For future research would be better by studying the ability of orientation of the director in a more comprehensive way, that is, encompassing the different schools in different parts of the province including other provinces and also involves the directors directly.

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Understanding the Various Aspects of Children Drop out from the School on Primary Level in Khyber Pakhtunkhwa, Pakistan

Attaullah¹, Lal Zaman², Younas Khan³, Dr. Akhter Ali⁴

¹MPhil Scholar in Sociology, Department of Rural Sociology, Agriculture University Peshawar, Pakistan

²MS Scholar in Sociology, Department of Sociology, International Islamic University Islamabad, Pakistan

³MPhil Scholar in Sociology, Department of Rural Sociology, Agriculture University Peshawar, Pakistan

⁴Assistant Professor, Department of Rural Sociology, Agriculture University Peshawar, Pakistan

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ABSTRACT

Drop out of children from school is among the social evils that hinder the development of the nation. Education is the fundamental factor of change and social development which is affected by the evil of drop out. Pakistan in general and rural societies in particular where the lack of check and balance of the parents on one side and other socio-economic and political factors on other side effect schooling of children and encourage the customs of drop out. In this regard this research activity investigates the various aspects of drop out in Khyber Pakhtunkhwa, Pakistan. The data has been collected with the help of interview schedule while the respondents have been selected using convenient sampling technique. The collected data has been analyzed with the help of SPSS version (16) in Univariate and Bivariate method. The findings of the study conclude that strict culture and patriarchy system in Pukhtoon deny girls education which is raising children dropout. The culture and tradition of a society have a significant influence on education. The strict cultural norms obstruct education in a way it resists change in the last it is suggested that already existing environment of misunderstanding respective generation should be eliminated by a social debate based on mental understanding. The teacher should be more congenial in delivering his lecture to students.

KEYWORDS: School, Children, Dropout, Aspects, Future.

INTRODUCTION

1.1. Background of the Study

The problem of dropout is highly common in the poor and developing countries. There are multiple reasons which are responsible for the dropout in Pakistan (NPAEA, 2001-2015). The main reason is economic condition of people. Education is the process of developing the mental power or character through instruction. It has been of vital importance for giving a strong base to child's career. The standard and quality of education are the major determinants in achieving the child best personality. The quality of education has not been given enough importance at the child early stage in our society (Rosen & Vashishtha, 1999).

According to NCES Reports (2009) that on average, 3.4 percent of students who were enrolled in public or private high schools in October 2008 left school before October 2009 without completing a high school program. The most responsible factor is poverty students from low-income families dropped out of high school five times more than students from high-income families in 2009 (Legters, 2004). For drop out from education they use "dropout factories" The term "dropout factories" was coined to refer to high schools that graduate 60 percent or less of their students. Those schools produce 50% of the nation's dropouts and two-thirds ethnic minority dropouts according to the (AEE, 2011). Poverty has been said to be the major cause for dropouts from schools. About fifteen states in the South, West and South of U.S have been found to remain on the top for school dropouts due to such factors. Though these schools constitute about 12% of the national total but contribute to about half of the nation's dropouts overall (Balfanz, 2004).

DID (2005) has estimated about 570 million primary age children enrolments in schools. It also estimates about 72 million children that have not got admitted in any formal education system. Owing to lack of education facilities and family or personal problems, about 100 million children are not getting admitted to their schooling in their childhood (Alderman, Behrman, Khan, Ross & Sabot, 1996).

Corresponding author: Lal Zaman, MS Scholar in Sociology, Department of Sociology, International Islamic University Islamabad, Pakistan. Email: lalsoc095@gmail.com Mobile: +923078531095

History of Dropout

The problem of drop out from school is as old as the education itself. The “dropout” legates its negativity from early 1960s when a greater number of students started leaving high school before graduation (Dorn 1996). The term was coined initially for the students without a high school diploma. With the passage of time, it started reflecting societal views regarding dependency, delinquency and increasing importance of high school for social development. The increasing demand for skilled professional in the job market caused increased enrolment of the students in high school and thus resulted in the development of a social norm for high school graduation in the mid-half of the twentieth century.

1.2. Statement of the Problem

It is some kind of confusion, dilemmas, complexities, and unclear situation which become hurdle to the smooth running of society. These must be identified so as to relieve the inhabitants of a place. Along with other problems in many sectors of life Pakistan is facing the dropout of children from school in education sector. Children dropout from primary school is serious problem because in Pakistan more children have no accesses to school due to economic reasons. In Pakistan 27million people below poverty line(UNICEF, 1994-2004). The student’s parents cannot bear school expenditures due to poverty many students live the very early due to economic support mostly children indulge child labor. In Pakistan 35,000 high school pupils drop out of the education system each year. Furthermore, there are many social reasons which compel the student for leaving school (Ross & Sabot, 1996).

Drop out is very common phenomenon. It is found in both in private as well as in public sector. There are multiple reasons which are responsible for drop out in Pakistan and more specifically in Pashtun society. But unfortunately the problem of drop is high in Pakistan society due to economic reasons further exacerbate the alarming burning issue which is confronting the future hands of the society(Hunt, 2008). Being a status of developing nation it is been embedded in our blood in destiny, further emerge more enacted to the problem drop out. The weak economic indicator of the masses like low per income capita unemployment of parents directly compelling their children quit off from schools (Human Development Foundation, 2004).

Various factors responsible for children drop out from schools, especially at high school level, are currently investigated. Research reports even have identified various predictors in children even before starting of their schooling at nursery levels (Hammond, Linton, Smink & Drew, 2007). Such studies are of greater importance for preventing the children drop out from schools.

The dropout of school Children study by UNICEF fills in these information gaps by providing invaluable insight into the socio-economic dimensions of exclusion of the out-of-school children. The study confirms that more girls than boys are out of school – 38.9% of primary age girls are not attending school, the rate is 30.2% for boys. Children from poorer households are proportionally more out of school – 49.2% compared to 17.5% in richest quintile. Dropout is highest in the grade 5 (42.8%) indicating that many children do not transition to lower secondary education and therefore do not complete basic education(Alliance for Excellent Statistics, 2011).

With the commitment expressed at the highest level of the Government as well as in the public and private sector, it is evident that now is the time to address issues of quality and access to education. According to UNICEF (2013) Drop-Out-of-School children often face deep-rooted inequalities poverty and child labor. This paper will help us better understand the root causes of out-of-school children. If the issue of out-of-school children is not addressed with urgency, these children will add to the existing pool of youth and eventually adult illiterates in the future exacerbating the vicious cycle of poverty (Filmer, 2000). Hence, immediate investment in children falling behind, with funds, commitments and innovation is crucial. The foremost purpose of the study is to make education possible to every child in the country. While specifically purposing to handle the problem of children dropout from school. This has uncovered the causes of children dropout. Additional purpose it has concluded suggestion which is utmost necessary to solve the problem (Chaurd, 1996).

1.3. Objectives of the Study

- To find out the role of strict customs among Pashtuns Society in dropout of children from Schools
- To know about the role of Parents educations in the dropout of children from School
- To highlight the impact of broken family on children dropout from Schools

1.4. Research Questions

- Do you think corporeal punishment is responsible for dropout from school?
- In your interpretations does parent’s carelessness increase dropout ratio?
- Do you agree that strict customs among Pashtun decrease female primary and secondary education?

- Are you agreeing that illiterate parent's influence primary education of the children and encourage drop outing?
- Do you agree that militancy increase drop out in education?
- Do you think broken family increases children dropout from school?

1.5. Theoretical Framework

Anyon's theory of social reproduction provides the framework for this study. Social reproduction takes place by design in order to insure the social system meets the needs of the capitalistic society. The theory of social reproduction and social sorting provides an interesting lens through which to view the current literature relating to educational options for high school dropouts. The practice of social sorting in the context of education communicates a devaluing of students who dwell in the bottom social strata. Students in the higher strata believe performing well and achieving in school provides access to better jobs and more earning power in the future. Students in the lowest stratum know educational achievement will not provide access to better jobs at all. Victims of this sorting process are desperate for options which restore hope, provide a chance at an equal future, and reverse the reproduction of predetermined life paths of poverty and isolation. Research shows educational options for high school dropouts are blaringly absent and desperately needed in order to ensure these individuals have a chance to be productive and contributing citizens of society. These children who have experienced physical, emotional, psychological, and educational harm require comprehensive services to meet their needs and to restore hope and value to their very existence.

Social reproduction and social sorting is designed by the present educational system to meet the needs of the capitalistic society. As a result, a large percentage of minority students living in poverty exit secondary schools without obtaining a high school diploma, leaving them with few educational options. These individuals serve society by working the lowest paying jobs in the market. School reform requires comprehensive, fundamental transformation within society as a whole. Political, economic, and cultural change must take place. True social transformation takes place only when those who hold power and influence in society come to the rescue of those who are victims of the system. Federal dollars need to provide resources to poor schools which are in dire need of billions of dollars to rebuild the dilapidated schools and provide needed technology and resources. Teachers and administrators need to be trained to encourage and empower students rather than mimic their oppressors and devalue students. Secondary school dropouts need options provided to ensure they receive training to prepare them to work and to provide for themselves and their families. The practice of social sorting must be demolished, and society must be transformed through equitable education across all social classes (1997).

1.6. Methodology of the Study

The following methodology has been used in the study.

1.6.1. Nature of the Study

The Nature of the study is both quantitative and qualitative which means it has used Triangulated approach. Sociological research uses quantitative method for assessing or quantifying various aspects under investigation. The researcher had used specific methods of data collection. On other hand the social phenomena from the Verstehen perspective; they are used to develop a deeper understanding of a particular phenomenon. They also often deliberately give up on quantity - necessary for statistical analysis in order to reach a depth in analysis of the phenomenon studied. Even so, qualitative methods have been used to propose relationships between variables. Qualitatively oriented it tended to employ different methods of data collection and hypothesis testing, including: participant observation, interviews, focus groups, content analysis and historical comparison. They view quantitative and qualitative approaches as complementary. Results from one approach can fill gaps in the other approach. For example, quantitative methods could describe large or general patterns in society while qualitative approaches could help to understand how individuals understand those patterns. Both methods are essential because a phenomenon is bitterly studied on multiple ways.

1.6.2. Sampling Technique and Tools of Data Collection

Sampling is sample whole which represents the large universe. Convenience sampling is used in order to make sample size. The research activity is conducted on Tehsil Adenzai, Union council Chakdara, lower Dir, KPK, Pakistan focusing on the children having age 6-14. The researcher conveniently selects 40 samples from the mention universe. The data is collected with the help of interview schedule having closes ended question while the response of the respondents were also recorded having question other than interview schedule.

1.6.3. Pre-testing

Prior to Data collection, interview schedule was used on four respondents and the irrelevant and confused question were removed.

1.6.4. Data Analysis

Information is analyzed through different steps, Data entry in statistical package for social science (SPSS), Classification, tabulation, univariate analysis and bivariate analysis is done.

1.7. RESULTS OF THE STUDY

1.7.1. Dropout Conceptualization

Dropping out means leaving a school or group for practical reasons, necessities, or disillusionment with the system from which the individual in question leaves. In the 1960s, "dropping out" was used to mean withdrawing from established society, especially because of disillusionment with conventional values. It is a term commonly associated with the 1960s counterculture and with hippies and communes (Balfanz & Legters, 2004). In below given table different views of the respondents has been discussed.

Table: 1 Dropout Conceptualization

Dropout term	F	P	C.P	Mean	Median	Mode
It is the leaving of schools by children in their early age	13	32.5	32.5			
It is the dropout of children's for practical reasons	6	15.0	47.5			
It refers to a student quitting school before he or she graduates	15	37.5	85.0	25.35	3.00	3
Child expel from school	6	15.0	100.0			
Total	40	100.0				

Denotation: (Frequency), P (Percent), C.P (Cumulative Percent)

The term Dropout is responded differently by respondents. 13(32.5%) that it is the leaving of school by children in their early ages. While 6(15.0%) viewed that it is the dropout of children for practical reasons like an emergency situation, death of parents or one of them. Similarly, 15(37%) were of the views and supports that it is the quitting of school by children in their old ages before he or she graduates. Further 6(15.0%) respondents stated that dropout is the expelling of children. At a distance from the description of incidence and percentage, the statistical analysis has been made in order to confirm univariate analysis. The cumulative percent has been made in order to check the percentages. Similarly, measure of central tendency has been measure in relation with normal distribution. The numerical values of mean, median and mode fall in the acceptance region which authenticate the proposed hypotheses and validate univariate Analysis.

1.7.2. Dropout from school

Currently, only half of the enrolled children complete their primary education. This primary education completion is less for female students (46%) as compared to male students (54%) (Government of Pakistan, 2010). Enrollment at various education levels in Pakistan has not been highly satisfactory. About 75% of the Net Enrolment Rate (NER) was reported for the year 2008-09 that was not much different from as compared to 2007-08 (55%) (Government of Pakistan, 2010).

In case of survival rates, male student's survival rate (56%) has been found to be higher than that of female students (44%). The capital territory of Islamabad has the highest survival rate of about 93% while Punjab has the lowest survival rate. FATA regions of the country have about 25% female survival rate (Government of Pakistan, 1999). Punjab is the most populated province of the country, accommodating about 83.7 million people (56% of the country population). The province plays important role in shaping the country economic and political affairs. The initiation of reforms policies by Punjab can lead to revolutionization of various sectors which will be ultimately examples steps for other provinces of the country. This call also leads to an environment of competition in good governance among provinces and will help in achieving the Millennium Development Goals (2004). Punjab has overall literacy rate of 59% with 69% and 50% for males and females respectively. The rural areas of the province have 48 literacy rates while the urban areas are somewhat good as the literacy rate is 74% (Government of Pakistan, 2010).

Enrollment and drop out both have not been encouraging at primary levels. According to estimates, one million students enrolled in primary classes get dropped from schools every year. Interestingly, the drop out ratio is lower at the level of class 4th in Punjab which accounts for 18.7% while it is highest at lass 1st which is 29.4%

(Government of the Punjab, 2007). The results of various estimation show that students drop out rate is the highest in the world.

Table: 2 Dropout from school

Dropout	Frequency	Percent	C. P	Mean	Median	Mode
Due to social reason	11	27.5	27.5			
Due to political reason	14	35.0	62.5	2.10	2.00	3
Due to economic reason	15	37.5	100.0			
Total	40	100.0				

Denotation: C.P(Cumulative percent)

There many reasons due to which children dropout from school, from above mention table-2 shows that out of 40(100%) respondents due to social reasons the ratio of children is 27.5% and 35.0% children leave the school due to political reasons. According to table-2 economic reasons more than political and social reasons due to economic reasons 15 (37.5%) children dropout from primary school. Separately from the explanation of frequency and percentage, the statistical analysis has been made in order to confirm univariate analysis. The cumulative percent has been made in order to check the percentages. Similarly, measure of central tendency has been measure in relation with normal distribution. The numerical values of mean, median and mode fall in the acceptance region which authenticate the proposed hypotheses and validate univariate analysis.

1.7.3. Corporeal Punishment and Dropout

Survey carried out by Spark in KP has shown that almost 79 percent of the parents ‘favor moderate physical punishment for correcting the behavior of school students. During 2011, 41 cases have been reported from various schools in the capital city of Peshawar. There have been reports of numerous corporeal punishments in schools across the country which has resulted in humiliation, injuries and even death (Farooq, R.A. 2001). Religious education system based on madrassas has not been registered with government and is run as a parallel system of education in the country. Lack of government monitoring of these madrassas allows the administrator of such institutions for various forms of of corporal punishments. The report says last year 7,000 children were kidnapped in different parts of the country. In Karachi alone, 3,090 of these children were kidnapped. Floods in Sindh and conflicts in Khyber Pakhtunkhwa and Fata contributed to a surge in kidnapping and trafficking of women and children, the report says. “In 2011, 250 children died in armed conflicts in different parts of the country. Majority were killed in Fata and Khyber Pakhtunkhwa. Moreover, apart from life threats, the harmful psychological impacts of prolonged conflicts affected thousands of children in the war-torn regions. Independently from the explanation of frequency and percentage, the statistical analysis has been made in order to confirm univariate analysis. The cumulative percent has been made in order to check the percentages. Correspondingly, measure of central tendency has been measure in relation with normal distribution. The numerical values of mean, median and mode fall in the acceptance region which authenticate the proposed hypotheses and validate univariate analysis.

Table: 3 Corporeal Punishments and Dropout

Corporeal punishment	Frequency	Percent	C.P	Mean	Median	Mode
I don't agree	6	15.0	15.0			
It tortures the students	12	30.0	45.0			
It frightens the children to be in school	7	17.5	62.5			
It makes the environment stressful	7	17.5	80.0	1.98	2.00	1
It increase dropout	8	20.0	100.0			
Total	40	100.0				

Denotation: C.P (Cumulative, Percent)

1.7.4. Parent, s Carelessness and Dropout ratio

Though education is considered a powerful tool by the parents for bright and prosperous future of their children, but certain factors indirectly lead to the carelessness of parents about the education of their children. The parent’s carelessness about the education of their children is a major contributing factor towards drop out of students from schools. This carelessness is based on various sociological barriers or wrong interpretations of religious beliefs. The drop out of girls is the area affected by these social barriers or wrong interpretation of religious beliefs. This is especially common in the backward rural areas of the country. Though up to primary levels is not an end in rural areas, but the parents lack of aspirations for their children is not high and thus they do not prioritize the education of

their children. The rural parent’s perception about the school condition is also a hindering factor for the education of children. (Chuard, D. &Mingat, 1996).

Independently from the explanation of frequency and percentage, the statistical analysis has been made in order to confirm univariate analysis. The cumulative percent has been made in order to check the percentages. Correspondingly, measure of central tendency has been measure in relation with normal distribution. The numerical values of mean, median and mode fall in the acceptance region which authenticate the proposed hypotheses and validate univariate analysis.

Table: 4 Parent, s Carelessness and Dropout Ratio

Parents carelessness	Frequency	Percent	C.P	Mean	Median	Mode
I don't agree	1	2.5	2.5			
A child does not know his/cost in benefit’s	17	42.5	45.0			
Remains careless with his/her study	13	32.5	77.5	1.98	2.00	1
Avoid going to school	5	12.5	90.0			
the does not whatever his/her want	4	10.0	100.0			
Total	40	100.0				

Denotation: C.P (Cumulative Percent).

1.7.5. Strict Customs among Pukhtoon and Dropout Out of Female from Education

The culture and tradition of a society have a significant influence on education. The strict cultural norms obstruct education in a way it resists change. The inhabitants perceive the education of female as a stigma on their family. The high ratio of female illiteracy in pukhtoon is because of strict culture. Concerning the opinion of respondents In aggregate of 40(100%) are not in favor of strict culture.10.0% respondents they tend to maintain their cultural customs and 30.0% respondents views that due to the fear that it harms to cultural base. Moreover 32.5% opinions that strict patriarchal system encourages especially family education in pukhtoon society. Furthermore 17.5% respondents argued that male dominance in pukhtoon society also increase dropout.

Discretely from the description of frequency and percentage, the statistical analysis has been completed in order to validate univariate analysis. The cumulative percent has been made in order to check the percentages. Too, measure of central tendency has been measure in relation with normal distribution. The numerical values of mean, median and mode goes in the acceptance region which confirming the proposed hypotheses and validate unilabiate analysis.

Table: 5 Strict Customs Among Pukhtoon and Dropout of Female From Education

Strict customs	F	Percent	C.P	Mean	Median	Mode
I don't agree	4	10.0	10.0			
they tend to maintain their	4	10.0	20.0			
they fear that it harms cultural base	12	30.0	50.0	2.38	2.50	3
strict patriarchal system coerce girls to deny education	13	32.5	82.5			
Due to male dominated society	7	17.5	100.0			
Total	40	100.0				

Denotation: F (Frequency), C.P (Cumulative Percent).

1.7.6. Illiterate Parent’s and Dropout

The conservative thinking of illiterate parents has been one of the most important factor in increasing the drop out of children from schools. This conservatism has impeded the education of females in the society as the illiterate parents are strictly following the social values and norms. Research reports have established a positive correlation between students drop out from schools and parent’s illiteracy. Results of such studies have further shown that father education has resulted in the retention of male Childs in schools while education of mother has favored the retention of female Childs in schools. Overall, the both father and mother education had a significant effect on the children education at all levels (Swada and Lokshin, 2001)

8(20%) out of 40(100%) viewed that dropout is not the impact of illiteracy .8(20%) out of 40(100%) responded that children dropout is high because they don’t know the importance of education while 10(25%) argued that dropout is high because there is huge unemployment which keeps away the student from schools. They are jobseekers and work on low wages says good bye to their schools forever. While 11(27%) presents that dropout is high because it of miserable poverty. The have less money for fulfilling their basic needs and could not bear the expenses of education along with their daily chores expenses.3 (7.5%) out of (40%) expressed that peoples have negative attitude towards education which neglects them from school.

The description of frequency and percentage, the statistical analysis has been prepared in order to validate univariate analysis. The cumulative percent has been ready in order to check the percentages. Also, measure of

central tendency has been measure in relation with normal distribution. The numerical values of mean, median and mode plunge in the acceptance region which authenticate the proposed hypotheses and validate univariate analysis.

Table: 6 Illiterate Parents and Dropout

Illiterate parents	Frequency	Percent	C.P	Mean	Median	Mode
I don't agree	8	20.0	20.0			
Due to miserable poverty	8	20.0	40.0			
They are against education	10	25.0	65.0	18.2	2.00	3
They don't know the importance of education	11	27.5	92.5			
Their negative attitude towards education	3	7.5	100.0			
Total	40	100.0				

Denotation: C.P (Cumulative Percent).

1.7.7. Militancy and Dropout

Militancy has great effect on the drop out of children in the province of Khyber Pakhtunkhwa. About 600,000 children went missing from schools for one or more years during the recent militancy and ongoing war on terror. Moreover, the militant in the province damaged or destroyed about 710 schools. Malakand division was the most affected among other districts of the province. About 640 schools of the division got destroyed due to militancy in the division. Similarly, a total of 70 educational institutions were destroyed or damaged in other districts of the province (Government of Pakistan, 2010). Pakistan is among the countries having lowest literacy rate of their youth. In Pakistan only 69% youth are literate. The situation is further alarming in case of female's youth as they are only 59% literate. Lack of educational facilities like unavailability of technical and vocational education institutions and proper policies favor the situation for decreasing the literacy in youth of the country (Government of Pakistan, 2010)

In the following table 2(2.5%) out of 40(100%) are not in the favor that militancy increase children dropout while on other hand 4(10%) out of 40(100%) that through disharmony they are quieting their schooling. 12 (30%) out of 40(100%) that devastated schools in blast suffers the children to leave schools. As their schools are blasted they don't have proper infrastructure for study compels them to leave school. 18 (45%) out of 40(100%) argues that militancy spread the psychological stress among the peoples of that because of the dubious situation in the state. Therefore the parents are not sending their children to school as they fear their children would lose their life then they remains out of school. 4(10%) out of (100%) viewed that it terrifies the children from school. The students fear from going to school due to unexpected situation blasts on road sides and schools.

Later the description of frequency and percentage, the statistical analysis has been made in order to validate univariate analysis. The cumulative percent has been made in order to check the percentages. Similarly, measure of central tendency has been measure in relation with normal distribution. The numerical values of mean, median and mode fall in the acceptance region which authenticate the proposed hypotheses and validate univariate analysis.

Table: 7 Militancy and dropout

Militancy	F	P	C.P	M	Median	Mode
I don't agree	2	5.0	5.0			
Through disharmony they quit their schooling	4	10.0	15.0			
The devastated schools in blast cause them to leave school	12	30.0	45.0	2.45	3.00	3
They spread psychological stress among children to leave schools	18	45.0	90.0			
It terrify the children from attending a school	4	10.0	100.0			
Total	40	100.0				

Denotation: F (Frequency), P (Percent), C.P (Cumulative Percent), M (Mean)

1.7.8. Broken Family and Children Dropout from School

The following table explicitly shows that out of 40(100%), 2 of 5.0% view that children are not cared therefore they are dropout from school. Broken family is that which is deficient in important family members because of some fatal reasons. The family is broken due to the death of either family member like husband or wife and divorced of one of them. Majority of the respondent 20(50%) argued that children dropout is high because children need motivation and guidance which is lacking in broken family. That's why there is high dropout of children. In The table 6 of (15%) that children leave due to low economic status .The poor peoples are incapable to bear the expenses of education. Further 7(17.5%) express their view that children leave school because their future as unexpected.

Separately from the explanation of frequency and percentage, the statistical analysis has also been through in order to validate univariate analysis. The cumulative percent has been made in order to check the percentages.

Correspondingly, measure of central tendency has been measure in relation with normal distribution. The numerical values of mean, median and mode fall in the acceptance region which authenticate the projected hypotheses and validate univariate analysis.

Table-8. Broken Family and Children Dropout from School

Broken Family	F	P	C.P	Mean	Median	Mode
I don't agree	2	5.0	5.0			
They are not cared	5	12.5	17.5			
There is no proper motivation and guidance of the children	20	50.0	67.5	2.28	2.00	2
Due to economic problem he could not bear the expenses	6	15.0	82.5			
They expect their future gloomy therefore leave school	7	17.5	100.0			
Total	40	100.0				

Denotation: F (Frequency), P (Percent), C.P (Cumulative Percent), M (Mean).

1.7.9. Strict Martinet Teachers in School and Student Dropout

Mostly in rural areas of Khyber Pakhtunkhwa in public primary school's teachers are very strict, they give very harsh punishment to their students. Results of reports have revealed that that various physical factors have led to increase in drop out from schools at the level of primary classes in the country. Corporeal punishment was attributed to be the most common reason for this drop out in schools. About 93% of the respondents identified corporeal punishment as the major cause for children to stop their schooling at primary level. Physical punishment of students in schools is denied culturally and according to report, 52% of the teachers in Pakistan used to punish their students (United Nations, 2008). UNICEF carried out a survey 2005 for assessing the current of state of physical punishment in Pakistani schools. When interviewed, 3,582 students revealed that had been subjected to corporeal punishment during their schooling in one form or in other forms. Society for the Protection of the Rights of the Child reported the drop out of about 35,000 children from schools. Corporeal punishments are responsible of children drop out from schools all around the world and 50% drop out occurred due to such punishment during the last five (United Nations, 2008).

Many school teachers still consider corporeal punishment productive in the process of students learning even the awareness against such punishments has been common. Though all the provincial governments have legislations against such punishments and have banned them in schools in 1999, still the poor implementation of the law is impeding the retention of the students in schools and drop out is increasing day by day, especially at primary levels. The lack of proper infrastructure and facilities like drinking water, washrooms and electricity has also led to the drop out of students from schools in Pakistan. About 83%if the interviewed individuals pointed out poor infrastructure and lack of facilities for dropout rate in Pakistan. Two-thirds (67%) of the country population is based in rural areas (Government of Pakistan, 1998). The rural areas of the country have been remained backward and no proper developments have been made health and education sectors in these areas (Government of Pakistan in 2008 which causes the students dropout and retention rate. Moreover, about 68% interviewed individuals held the schools buildings poor building responsible students leaving school at primary level. (Government of Pakistan, 1998).

Later the description of frequency and percentage, the statistical analysis has been made in order to validate univariate analysis. The cumulative percent has been made in order to check the percentages. Similarly, measure of central tendency has been measure in relation with normal distribution. The numerical values of mean, median and mode fall in the acceptance region which authenticate the proposed hypotheses and validate univariate analysis.

Table-9 Strict Martinet Teachers in School and Student Dropout

Strict teachers	F	Percent	C.P	Mean	Median	Mode
I don't agree	4	10.0	10.0			
Giving harsh punishment to student	8	20.0	30.0	1.90	2.00	2
Torture them psychologically	19	47.5	77.5			
Restrain them in stress environment	6	15.0	92.5			
Remain autocratic and oppressor in teaching	3	7.5	100.0			
Total	40	100.0				

Denotation: F (Frequency), C.P (Cumulative Percent).

1.8. DISCUSSION OVER FINDINGS

The students dropped out from schools are easy to be held responsible and this is mostly blamed on the part of student's failure in their educational career. Student's negligence for not completing their school work or not attending the school regularly can also be the factors for such situation. The poor responsiveness of the school

management to individual needs is also a can also be blamed. The school staff grievances about the parent's response and negligence are also taken consideration. But these blame games do not work well for addressing the issue of children drop out from schools in a true spirit. The real problem is ignored and instead irrelative solutions are sought out. What strategies will help keep students in school or encourage students to return to school. Gender appears that boys and girls do not significantly differ in dropout rates. However, they seem to drop out for different reasons: Girls are most likely to drop out of school due to pregnancy and marriage, while boys are more likely to drop out to seek employment. Additionally, boys are twice as likely to dropout as girls due to behavioral difficulties.

The researcher concluded from this study on the basis of existing literature and Data acquired from the field. There are multifarious causes which the respondent did mention. The researcher concluded that social causes are core issues to children dropout from school. The social issues like, strict customs and tradition, illiteracy in parents, Militancy, Broken families, Regimentation in teachers, population explosion, corporeal punishment, parents carelessness and prioritization in education, are the reasons responsible for children dropout from school. Many at-risk factors are related to family income - parents' education, single parenting, academic achievement, behavior problems and school attendance. Parent attitudes are clearly related to student engagement in learning and graduation rates. Parents of dropouts are more likely to view school negatively, to have minimal involvement with school and to place little value on school attendance and achievement. Family members as well as parents are likely to influence a student's decision to drop out of school - students who have a sibling who dropped out of school are at much higher risk of dropping out themselves. Families from diverse cultures and families whose primary language is not English also face additional barriers to school engagement that appear to place students at-risk for dropping out. School personnel may misunderstand customs and parenting styles as lack of interest in schooling, and fail to identify appropriate and effective means of promoting parent involvement in education. These students are more likely to experience alienation and to disengage from the school setting.

1.9. CONCLUSION

The researcher interviewed 40 respondents expressed that parent's carelessness increase children dropout because a child doesn't know his cost and benefits. Majority of respondents also viewed that strict culture and patriarchy system in Pukhtoon deny girls education which is raising children dropout. The culture and tradition of a society have a significant influence on education. The strict cultural norms obstruct education in a way it resists change. The inhabitants perceive the education of female as a stigma on their family. The high ratio of female illiteracy in Pukhtoon is because of strict culture. The respondents also stated that dropout is because of illiteracy in parents. The illiterate parent doesn't know about the importance of education. As the parents are illiterate therefore they deny the education of children. On other hand, illiterate parents are found to be education conservative sticking to their traditional values. Their conservatism has a strong negative effect on female education. This study shows that the education of the father increases the expected level of school retention by boys, and that of the mothers enhances the educational attainment of girls. Father's education had a significant impact on children's education.

Further they view that militancy spread psychological fear due to which the parents stops their children from going to school. Broken family is the cause in which there is no proper motivation and guidance which to leads to children dropout. Strict martinet teachers torture the students psychologically. Majority of the respondents agreed that corporal punishment is one of the major reasons for dropping out students from school.

1.10. Recommendation

On the basis of data collected from the respondents the following suggestion has been put forwarded.

The already existing environment of misunderstanding respective generation should be eliminated by a social debate based on mental understanding. Due to generation gap the children are feeling hesitation in front to his teacher. The teacher should be more congenial in delivering his lecture to students.

Unfortunate a general feeling of bias is practiced against female and various field of society one among them neglects female from education. The practice should be discouraged on priority bases across various forums. The gender bias discrimination must be eradicated to improve the education of females in backward places.

Adoption to change is a necessary evil towards human development. Today globalize world demand Pashtun society shed off its conservative approach many areas of social reality. Conservatism held the students strict to the customs of their parents should be given opportunity to learn about new environment.

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Divine Will and Providence

Razie Sadeghi¹, Seiyed Ahmad Miriyan Akandi²

¹PhD student of Quran and Hadith Science of Islamic Azad University, Sari Branch

²Department of Quran and Hadith Science of Islamic Azad University, Sari Branch, Iran

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ABSTRACT

One of the attributes of God, often mentioned in the Book and tradition, is the attribute of the Providence and Will of God, being particularly significant among the qualities of God. The present paper states that: Will is of the Divine beauty properties, characterized both in the stage of essence and the hierarchy of action. Will is of the perfection properties of living thing. This is vivid that the Giver of perfection cannot lack it, then the Almighty is of the Revelation and Bestower and Will of perfection properties cannot lack it; therefore, the Glorified is the disciple of the truth of Will, and at the same time, since the Will of God is absolute, human is the follower and free to choose, but his will and authority depends on God and, thus predestination and delegation is substituted with Amrbyn Alamryn (the affirmation of man's power by preserving his causal relationship with the Divine will). It is of the Divine decrees that man is totally free in selecting the action and he is himself the builder of destiny and the writer of life lines and the designer of bliss and misery and God's decree isn't anything else except that every man is totally free to do what he wants, and is free and authorized in choosing bad, good, useful and harmful.

KEY WORDS: Will, Providence, free will, Divine Actions

INTRODUCTION

One of the perfection attributes of God is Providence and Will, as the Purposer has been considered of the Divine Names. In the Qur'an, the terms Providence and Will and Purposer haven't been used for God, while in many verses, the terms *يريد الله*, *اردنا*, *اراد الله*, *يشاء الله* and *يشاء الله* have been applied. Regarding these verbs, the attribute of Providence and Will and the name *شئى* and Purposer have been abstracted and used as the Divine Attributes and Names. Apart from this application, the mentioned attributes and names are found in the narrations.

Some of the theologians have taken Providence and Will as the same attribute and others consider these two as separate and some have quoted explanations about the difference of these two (Ragheb Esfahani, 1412 AH). What has been inferred from the Quranic applications about these two terms is that Providence has only been applied in the Evolutionary Will of God and also the Legislative Will of God. With respect to the collection of the verses and narrations, it can be claimed that Will and Providence in God express one attribute.

Literal Meaning of Providence

(مشئيت) or Providence of the matter (شئى) and infinitive (شاء يشاء) that in this word, it is interpreted as Will; and terminologically, it refers to tending to something so that that thing is achieved. Since this word is of the common ones between God and the creatures among the theologians, Ragheb has defined it as (creating an object) and (to strike) with this detail that Providence about God means to create an object and the existence of an object, while it is used for humans as to strike (Ibn Manzur, vol. 1, p. 103). It is worth mentioning that the Qur'an has pointed out the Divine Providence with phrases such as (شاء) and (اراد) and the derivatives of these two, in which the matter (شاء) has been used 227 times and the matter (اراد) 147 times in the Qur'an. This multiplicity of use points to the special significance of this issue from the monotheistic viewpoint of Islam.

Verbal Meaning of Will

(اراده) or Will is an Arabic word from the root (رود) meaning aspiration and free will (Johari, 1988, 1:478). The enthusiasm for doing a task (Ibn Fārs, 1399 AH, 2:457), gently commute for searching something, and about God, the meaning Decree has been given (Ragheb, 1412 AH, 371). In some lexicologists' mind, (مشئيت) or Providence is synonym for Will and means requiring and asking (Johari, 1988, 1:478). Of course, Providence and Will are slightly difference from each other; Providence is merely wanting something, but Will is to go towards something and take actions; thus, it can be stated that Providence is the weak order of Will at a distance from actions and Will refers to the strong order of Providence and connected with action (Asgari, 1412 AH, 35-36).

* **Corresponding Author:** Razie Sadeghi, PhD student of Quran and Hadith Science of Islamic Azad University, Sari Branch. Email: Sadeghi.1363@gmail.com

Is the Divine Providence Different from the Divine Will?

The Divine Providence and the Divine Will are along the Divine Actions. Based on the religious teachings originating from the Imams (AS), whatever Allah wants does not take place unless after the Knowledge of God attaches it, then it is the time for the Divine Providence, and the Divine Will and following it Destiny and then Predestination, and then the Signature (Ratification) by God. The Providence and Will of God is of two types: the Evolutionary Will of God and the Legislative Will of God. In terms of Legislative Will, God willed the guidance of all people; thus, He sent down the Prophets and the Revealed Books. But in terms of the Evolutionary Will, God wanted people to choose the path based on their free will and authority, not to be forced to resign to religion. Providence and Will slightly differ; Providence is merely wanting something, but Will is to go towards something and take actions; thus, it can be stated that Providence is the weak order of Will at a distance from actions and Will refers to the strong order of Providence and connected with action. Knowledge and Providence and Will of God and of Imams (AS). It is quoted that Imam Sadiq (AS) says:

قلوبنا اوعيه لمشيئته الله فاذا شاء الله شيئا شئنا و الله يقول ما تشاؤون الا ان يشاء الله

"Our hearts are the vessel of the Divine providence. Then when God wills something, we have wanted it and this is the Promise of God stating: "You don't want anything except what God wills (Tusi, 1411 AH, P.247)". Imam Sadiq (AS) also states somewhere else that:

ان الامام و كر لاراده الله عز وجل لا يشاء الا من يشاء الله

"Indeed, the heart of Imam is the nest of the Divine Will. He does not want except what God desires (Majlisi, vol.25, p.385). What is set forth here isn't the Inherent Divine Providence and Will, rather it is the Agent Providence and Will of God. The action of God is the creature and possible and requires a manifestation. This narration states that: "If God wills, this Divine Will is like a bird requiring a nest. Then the Divine Will and Providence's bird's nest is the heart of the Prophet's Household. From this, it is also understood that, first, they are aware of what is going on in the world, then the other beings are the Angels-close to God. Based on this, the Prophet stated:

و نحن اذا شئنا شاء الله، و اذا كرهننا كره الله، فالويل كل الويل لمن انكر شئنا مما اعطانا الله فقد انكر قده الله و مشيئته فينا

"Whenever we desire something, it means God wills and when don't, it means God doesn't will it. Then *ويل كل ويل* (a place in the Hell) is for the one who denies our virtue and our qualities and denies what God has granted us, since anyone who denies what God has bestowed us, verily, he's denied the power of God and His providence about us. Some theologians, especially the al-Ash'ari theologians, considered Will of the inherent traits and part of Ghodamaye Samaniyah (the 8 ancient creatures or 8 obligatory existences as essence, and 7 attributes called life, knowledge, power, will, hearing, sight, speech). They believed that: The Will of God is ancient and something other than the Knowledge and beyond the Essence of God. By referring to the examples of this narration, some other claim that :

خلق الله المشيئته بنفسها ثم خلق الاشياء بالمشيئته

(Bihar al-Anwar, vol.4, p.145) "It turns out that Providence is the creature". In some narrations, it is specified that God has created some Names for Himself and the Name created in His Essence doesn't leave His Essence. It should be noted that the term creature here isn't interpreted conventionally or philosophically and it doesn't mean that this Name that God put for Himself is a creature. He addressed this way: "If it is the case, the question posed is with what He created that Name? As one aspect, I state that maybe this is more appropriate to say that the creature about that Name exclusively for the Divine Essence means Manifestation.

About the creation of the universe, again a false idea has been raised by some of the old scholars and that is saying: "The emergence of the universe of God is a sort of compulsion; that is, God couldn't create. The Essence of God requires creation and Providence does not play a part here." That is, the emergence of the universe is from the Divine Nature and the Almighty Al-Ayazbala is deterministic. In contrast to this false idea, the narrations and verses strongly stress that all things depend on the Divine Providence. And teaches the Prophet to recite "God willing" expression when doing a task:

وَ لَا تَقُولَنَّ لِشَيْءٍ اِنِّي فَاعِلٌ ذَلِكَ غَدًا اِلَّا اَنْ يَشَاءَ اللهُ

(Al-Kahf, 23/24)

"Nor say [Messenger] of anything, Surely, I will do such and such tomorrow, without adding "if Allah Wills." And mention this remembrance if you forgot and also say: "it may be that my Creator and Nurturer will guide me nearer than this way to the right course." And of our religious rites is to say "God willing" in everything and in our heart, this should dwell in our heart that nothing can be done without His Providence; even in the Qur'an, a delicate meaning has been used and stated :

وَ مَا تَشَاءُونَ اِلَّا اَنْ يَشَاءَ اللهُ

(Al-Insan/30 & At-Takwir/29)

"And you, the believers do not wish something unless it is according to Allah's Will verily, Allah is the Knowing Decree." God strongly emphasizes that we get to know Allah this way that nothing in the world is realized without His Will and Providence. Perhaps when Will and Providence are used with each other, their meaning differs; but when they are used interchangeably, they are synonym. Anyway, the word "شاء" has been strongly emphasized. Qur'an stresses that never consider God closed-handed. Where we assume the decree is

definite and the sufficient cause exists, we are unaware that there is another component for the cause and that is the Will of God; if He Willed, all these things would have disrupted. We should never think that God is close-handed and even God cannot change any more! Close-handed God is no longer God. This depends on the Providence of God in all creatures, whether old or originated, abstract or material. The existence of every creature depends on the Will of God and in one sense, the embodiment of God's Will.

Divine Will from Hadiths' Perspective

What is interesting and significant in the Islamic narratives about Will is that:

First, the Divine Will differs from His Knowledge and Power.

Second, will is viewed of the attributes of action, not that of the essence; and in both, the verses and narrations are used. The very issue (the attribute of action) has been set forth about the Divine Providence. Of the Quranic verses, this (the action attribute's will) is inferred well. Such as the following: A) In several cases, Will is subject to (إذا). As stating:

إِنَّمَا أَمْرُهُ إِذَا أَرَادَ شَيْئًا أَنْ يَقُولَ لَهُ كُنْ فَيَكُونُ
(Yasin/82)

"Verily, when He decides to create somebody, something or some event, He only Commands to it stating: Be! And immediately it comes to existence." If Will were the essence attribute, it has to be always existing, while "إذا" is for the starting point of something. B) Also Will has been subject to (لو):

لَوْ أَرَادَ اللَّهُ أَنْ يَخْذَ وَلَدًا لَأَصْطَفَىٰ مِمَّا يَخْلُقُ مَا يَشَاءُ سُبْحَانَهُ هُوَ اللَّهُ الْوَاحِدُ الْقَهَّارُ
(Az-Zumar/4)

"If Allah had willed to adopt a child, He would have chosen from whatever He had created [in the Heavens]. He is the Absolute Pure and above the attachment that they ascribe to Him; He is the One yet the Dominant over all powers." C) In addition, it has been subject to (ان):

إِنْ أَرَادَ بِكُمْ سُوءًا أَوْ أَرَادَ بِكُمْ رَحْمَةً
(Al-Ahzab /17)

"If it be Allah's Will to punish you or to bestow Grace upon you nothing can bar His Command to be fulfilled and they, the people cannot find any Guardian and Supporter but Allah."

إِنْ أَرَادَ بِكُمْ ضَرًّا أَوْ أَرَادَ بِكُمْ نَفْعًا
(Al-Fath/11)

"If His will be to cause some loss on you or to give you some benefit? But Allah is the Absolute Aware about what you people do." The Essence attributes are related to the Glorious God and abstracted from the Essence. While the Action attributes are realized regarding both sides. Thus, the Glorious God will be the Sustainer if there is a creature and God will sustain them, since Will won't come true without the other party (object of will). Therefore, Will is of the Action attributes. That Will is of the Action attributes, some infer that in this case the mankind's actions are of the non-representative tasks of God, can get out of His Will circle and only God orders the good and forbids the evil. That is, they consider the issue settled at this stage.

Second: The Evolutionary Will and the Legislative Will

The Islamic scholars have developed two Wills, Evolutionary and Legislative, for the Glorious God. Allame Tabatabaee stated that: the agent's will occurs on doing an external affair, of course sometimes directly. That is, the Evolutionary Will. Sometimes for this reason, there is no need for a special incentive for the representative to make an affair realized; rather, he wants to fulfill his will through the will and power of those who are kind of prior to them. In this case, the power to order other ones has been created in him. This is known as the Legislative Will. It is true about the Divine Will. The Evolutionary Will of God as the legislator is not assigned to the Worship Actions, rather the Evolutionary Will of God has been assigned to His Own Action, that is the same order to His Servants. When this Evolutionary Will is compared with the question action issued by the agent, it is called as the Legislative Will.

Third: Analyzing Divine Will and Providence from the Book and Tradition

Will and Providence have two distinctive concepts and orders. In the Qur'an and the hadiths by Imams (AS), there are separate concepts and nowhere these two have been taken as synonym. It can't even be claimed that they are united about God based on application. Literally, (مشيئة) means want and (ارادة) means intention or demand and although, the meaning will is in both, in the first one -Providence -the goal is to want and inclination to something and in the second one -Will -there is want accompanied with the intention to reach.

In a hadith by Imam Reza (AS), (شاء الله) has come with the meaning the beginning of an action and (اراد) as affirmation and in another hadith by the Infallible Imam (AS), the Divine Providence has been defined as (همه) (امام الشيبه) having the same meaning with the previous hadith. Association between Mankind's Providence and Divine Providence In the Qur'an and hadith, Mankind's Providence has been subject to the

Divine Providence. While this hasn't been reiterated about Will .About the Providence of Mankind, Qur'an stated that:

إِنَّ هَذِهِ تَذْكِرَةٌ فَمَنْ شَاءَ اتَّخَذَ إِلَىٰ رَبِّهِ سَبِيلًا. وَمَا تَشَاءُونَ إِلَّا أَنْ يَشَاءَ اللَّهُ إِنَّ اللَّهَ كَانَ عَلِيمًا حَكِيمًا

(Al-Insan/29&30)

"Verily, this Qur'an is a Reminder and a Guide and whoever who wishes can find through it ,a way towards his Creator .And you ,the believers do not wish something unless it is according to Allah's will ,Allah is the Knowing Decree. "

And added:

كَلَّا إِنَّهُ تَذْكِرَةٌ ،فَمَنْ شَاءَ ذَكَرَهُ .وَمَا يَذْكُرُونَ إِلَّا أَنْ يَشَاءَ اللَّهُ هُوَ أَهْلُ التَّقْوَىٰ وَ أَهْلُ الْمَغْفِرَةِ

(Al-Muddassir/54&56)

"For sure, this Qur'an is a Reminder [for all in the human society]; and they will not be reminded unless Allah's Willis the source of Righteousness and the Owner of Forgiveness."It can be perceived that in both verses, the mankind's Providence towards God and endurance and attention to the Truth are dealt with .In both cases, mankind's Providencehas been negated without the Divine Providence.

C) Human's Will and Lordly Will

In Qur'an and hadith, Will has been mentioned for human similar to that for God. Though, in some verses, the Guidance and Distraction of human has been related to the Divine Will .But their Willhasn't been negated verses the Divine Will, while about the Providence, it is said that :

وَمَا تَشَاءُونَ إِلَّا أَنْ يَشَاءَ اللَّهُ

(Al-Insan/30)

"And you, the believers do not wish something unless it is according to Allah's Will ".It seems as if the above verseintends to state that the principle of human's providence has been based on God's Providence, so that without His Providence, the human's providence does not exist.Then the difference between Providence and Will is clear cut. Based on the Divine Providence, human has been created free and various facilities have been made available for him, whatever human wants is within the facilities and means God made accessible for human, then human cannot exercise the slightest will and providencebeyond the rules and agents of the Lord's Creation. If human desires to go to the right path, then he has to move according to these Divine facilities and inspect his way. If human has taken the rebellion path, again he has been enjoying the same Divine Facilities and Agents.

Whatever good and right existsis thanks to the DivineProvidence, since the human's providence for good deeds wouldn't be possible without the Divine Providence. Then the origin of good deeds is the Glorious God .The Lordly Capital and the power to exploit these facilities and the free will of human belong to God, while every sort of sin and evil is related to human because he has been given the Divine Facilities and he is truly free and selective.

God's Providence from Qur'an Perspective

One of the attributes of God's Perfection, sometimes implicitly and occasionally, explicitly raised in the Qur'an and throughout history as one of the most controversial verbal and interpretive topicsis the issue known as God's Providence. In Qur'an, lots of verses indicate God being fully dominant on all affairs of the existence, introducing all the events of the world based on the Divine Providence and considering human as lacking any power:

قُلِ اللَّهُمَّ مَالِكِ الْمُلْكِ تُؤْتِي الْمُلْكَ مَنْ تَشَاءُ وَ تَنْزِعُ الْمُلْكَ مِمَّنْ تَشَاءُ وَ تَعْرِضُ مَنْ تَشَاءُ وَ تُنْزِلُ مَنْ تَشَاءُ بِبَيْدِكَ الْخَيْرُ إِنَّكَ عَلَىٰ كُلِّ شَيْءٍ قَدِيرٌ

(Al-E-Imran /26)

"Have you not [O, Messenger] observed those who have been given a portion of the Scripture? When they are referred to the Book of Allah that it may judge among them, then a party of them turn away while protesting ".But besides these verses, there are some verses introducing mankind as the possessing authority and considering him as the agent behind changing his destiny, and thus human beings have been assigned responsibilities and rewards and penalties have been determined for them:

وَ قُلِ الْحَقُّ مِنْ رَبِّكُمْ فَمَنْ شَاءَ فَلْيُؤْمِنْ وَ مَنْ شَاءَ فَلْيُكْفُرْ إِنَّا أَعْتَدْنَا لِلظَّالِمِينَ نَارًا أَحَاطَ بِهِمْ سُرَادِقُهَا

(Al-Kahf/29)

"Say,[O, the Messenger]:This Word of Truth is from your Creator .They are free to choose between belief and disbelief .Surely, we have prepared from the disbelievers a Fire that its Pavilion encompasses them".The sum of these verses is this way that the free will of human isn't the absolute authority and along with God's Providence; since if we accept the fact that man is absolutely free, we need to mention that a creature has been found that is outside God's Ruling and Power and this is polytheism and opposed to the Divine actions' Unity and on the other hand,if we admit that human is absolutely bound, in this case, there is no outcome except obligation's negation and sanction(punishment or reward) and this idea is inconsistent with the selection right in humans as a vivid issue ;Thus it is right that the Order of Creation has been outlined based on Amr byn Al amryn (the affirmation of man's power by preserving his causal relationship with the Divine will) ,i.e., our power, wisdom,

reason, free choice and will are because of Him and are along the Divine Will and Providence and its effect ;because God has provided all the arrangements and means of Will and its application for us and it is with us to make the final decision to perform or quit the affairs. Then because our actions are necessary for the arrangements that the Compassionate God bestowed us, we can attribute these means to Him and to the one making the actions .Therefore, not only there is no contrast and contradiction between these two classes of the verses, but also no particular equality exists between them(MakaremShirazi ,2007,vol.5,P.385).Kinds of the Divine Providence:God's Providence is discussed onto two dimensions:

1-Evolutionary Providence

The Evolutionary Providence refers to the status of creating objects as exclusive for God and Creates them based on His knowledge, wisdom and expedient and since this Status is the Essence of the Truth and originates from the Divine Everlasting Power, its violation is impossible and the servants have no right in this domain:

تُولِجُ اللَّيْلَ فِي النَّهَارِ وَتُولِجُ النَّهَارَ فِي اللَّيْلِ وَ تُخْرِجُ الْحَيَّ مِنَ الْمَيِّتِ وَ تُخْرِجُ الْمَيِّتَ مِنَ الْحَيِّ وَ تَرْزُقُ مَنْ تَشَاءُ بِغَيْرِ حِسَابٍ

(Al-e-Imran /27)

"You cause the night to merge into the day and You cause the day to merge into the night; and You bring the living out of the dead and You bring the dead out of the living .And You give substance to whomsoever You will without any limit."These examples of the verses are of the Evolutionary Will kinds related to God's Evolution and Predestination and out of the creatures' will.

2-Legislative Providence

By the Legislative Providence, it means God makes the servants aware of their interest or loss through sending the Messengers so that they act or abandon with no force or compulsion ;thus ,its violation is impossible and the Qur'an takes it as Providence:

إِنَّا هَدَيْنَاهُ السَّبِيلَ إِمَّا شَاكِرًا وَإِمَّا كَفُورًا

(Al-Insan/3)

"Then We showed him the Straight Path; whether he chooses to be grateful or to be ingratitude and disbeliever."

Conclusion

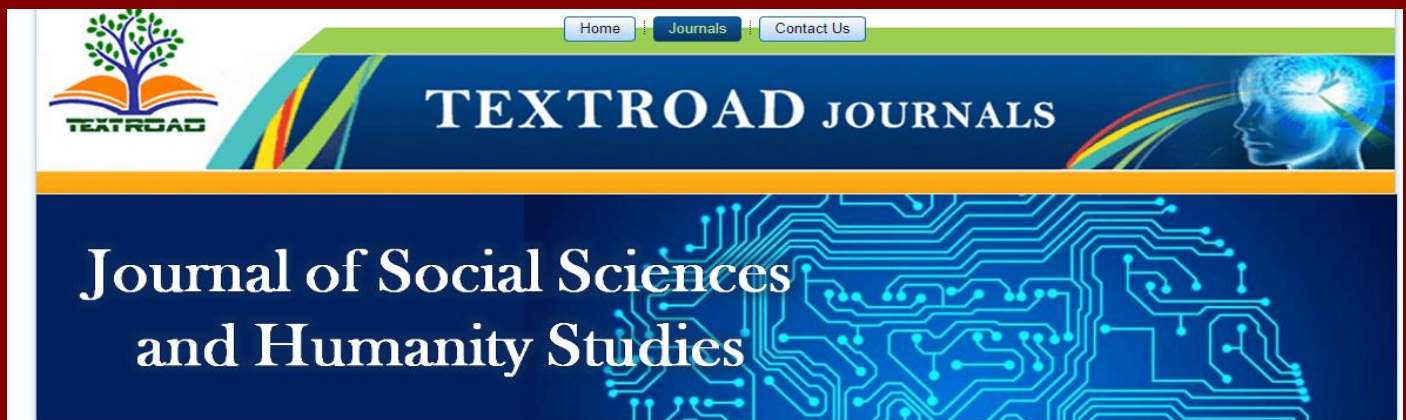
However, considering the above discussion on the Essence attributes and actions and the debate on the way to apply this attribute for God and regarding the narrations by the Imams (AS) about the Divine Will and Providence, we can conclude that Will is considered of the attributes of God's Actions.Will in God differs from that in human, i.e., in human Will has to go through some stages to reach the emergence stage of will and action .That is, first the image of action and then knowledge and its advantage and after that the career in that action and following it the will and making the action are involved , while it isn't the same in God that to go through some stages for action will and Will is His Essence and will Creates whatever He Desires immediately and it is stated that God owns two types of Will classified as the Evolutionary and Legislative. The Evolutionary Will is the exterior verses .The Legislative Will is the very agents and statements of the Prophets that infact impart the Divine Agents to us.

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Assistant Professor, M.A. (Economics) M.Ed., NET & Ph.D. in Education, Bihar, **India**.

Dr. Sandra Pacios Pujado

University of Pennsylvania, Philadelphia, PA, **USA**.

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Materials Research Laboratory, University of California, Santa Barbara, CA, **USA**.

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Associate Professor, Department of Laboratory Medicine, Yancheng Health Vocational & Technical College, Jiangsu Province, P. R. **China**

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Ph.D., Associate Professor, Department of Advertising & PR, College of Social Science, Cheongju University, **South Korea**

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Research Associate, Bio Science Division, Oak Ridge National Laboratory, Oak Ridge, Tennessee, **USA**.

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The Ames Laboratory of US DOE, 2238 MBB Iowa State University, IA 54411 **USA**.

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Department of Health Sciences and Postgraduate Program in Tropical Agriculture, Federal University of Espirito Santo (UFES, São Mateus, ES, **Brazil**

Dr. Chandrasekar Raman

Research Associate, Department of Biochemistry & Molecular Biophysics, Biotechnology Core Facility, 238, Burt Hall, Kansas State University, Manhattan 66506, KS, **USA**.

Mr. Jiban Shrestha

Scientist (Plant Breeding and Genetics), Nepal Agricultural Research Council, National Maize Research Program, Rampur, Chitwan, **Nepal**

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Ph.D. (University of Paris-Est, France), Assistant Professor, Center for Advanced Studies in Telecommunications (CAST), COMSATS Institute of IT, Islamabad, **Pakistan**

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Dr. Nawab Ali Khan

Professor of Human Resource Management, College of Business Administration, Salman Bin Abdulaziz University, Post Box:165, Al Kharj - 11942 **Kingdom of Saudi Arabia**

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Dr. Muhammad Waqas Anwar

COMSATS Institute of Information Technology, University Road, 22060, Abbottabad, **Pakistan**.

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Dr.K.V.L.N.ACHARYULU

Faculty of Science, Department of Mathematics, Bapatla Engineering college, Bapatla, **India**.

Maryam Ahmadian

Post Doctoral Fellow, Department of Social and Development Sciences, Faculty of Human Ecology, Universiti Putra, UPM Serdang, Selangor, **Malaysia**.

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Assistant Professor, Department of business administration, Indus International Institute, 2-Km, Jampur Road, Dera Ghazi Khan, **Pakistan**

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PhD (ABD), Management Sciences (Bahria University Islamabad), Lecturer: Department of Management Sciences, COMSATS Institute of Information Technology, Sahiwal, **Pakistan**.
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Department of Range and Watershed Management, Faculty of Natural Resources, University of **Zabol**

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Centre of Electrical Energy Systems (CEES), Faculty of Electrical Engineering (FKE), Universiti Teknologi Malaysia (UTM), 81310 Skudai, Johor, **Malaysia**

Farhan Altaee

Ministry of Science and Technology, **Iraq-Baghdad**

Dr. Hafiz Abdul Wahab

Assistant Professor of Mathematics, Department of Mathematics, Hazara University Mansehra **Pakistan**

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The School Principal Orientation Role: Some Primary and Secondary Schools Management Problems in Uíge-Angola

Eugénio Garcia Paulo, Lei Wanpeng, Hakim Ullah, and IHUIKOTAN Koxi Judicial

School of Education, Department of Educational Economics and Management, In China Central Normal University, Wuhan, China

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ABSTRACT

The orientation role of the school principal (headmaster) cannot be neglected or underestimated when it comes about the school success. Teachers, administrative staff, and the schools' principals are responsible for the implementation of the goals of the Country and the society in the cultural area, academic and technical training. The exercises of their tasks depend on the training that they had received, during their experience, and the satisfaction of degree and level of guidance by the Directors. This study analyzes the level of guidance of school principals using information gathered from teachers and administrative officials from the schools of the first and second cycles of the Uíge city. The results did not show a good correlation between the ability of orientation and gender, but the administrative staff has earned more guidance than the teachers. In general, the level of Directors' orientation in schools has been low.

KEY WORDS: Principal (headmaster), Orientation, School, teachers.

INTRODUCTION

The appointment of a Director at any public or private companies is not by chance. This is because; they play a crucial role in the effective achievement of the goals of the Organization. Likewise is regarded the school principal in Angola the case of Uíge province in particular. The guidance capacities are directly linked to the management capacities of the different resources available to the director, the policies conceived from the normative standpoint as well as the experiences and strategies that can be applied in each circumstance of the Development of school activities.

In this period of educational reform, the directors of the schools play a key role in the achievement of the goals recommended by the Country. Certainly, they cannot demonstrate a good guidance and supervisory the capacities if they are not well informed, if they do not have a good working condition, a good administrative staff, and not well trained so they will not be committed teachers because they are not satisfied. The two principal functions of the school principal seen as complementary are: Management and Administration [32]; to exercise the management, is the need for director's "*basic knowledge of human resources management, financial, material and educational affairs*" [31]. On the other hand, the Director also needs the training to improve administrative policies, the rules organizing the school's functional structure. Time management is also a very important behavior that the school principal must develop. The development of a good behavior leads to many positive consequences in the personal and professional life of the teachers, administrative workers and also the principals of the schools. This allows the reduction of stress, increasing in this way, the satisfaction of work and professional performance among employees [1].

The report of the Ministry of Education and other organizations interested in social development shows an increase in the supply of education with the construction of many schools and the diversification of courses to help the population to participate in the social development and their well-being. Many of these policies set out by the Government and who have education as foundation may fail if the school staff and teachers are not well trained. It is tantamount saying that if you look at education only as an alternative to employment and, if the directors of schools do not have sufficient guidance skills, they can help a bit to conduct the school's activities to the achievement of the goals. Otherwise, we want to say that the directors and teachers well trained, committed and satisfied with their work can contribute to the efficient performance of the students and also help the Country to achieve the formulated goals.

Background of the Study

Uíge is a province which in previous times had featured in the quality training of staff. It is populated with many areas of Government at the country's level. Only this information shows how the organizational structure and incentives worked. Each, Director, teachers of almost all categories,

*Corresponding Author: Eugénio Garcia Paulo, School of Education, Department of Educational Economics and Management, In China Central Normal University, Wuhan, China.
Email: geugenio70@yahoo.com.br (+86 13125094744)

administrative workers, parents and even members of the communities in many localities participated and encouraged to educational activities all this it's supported by Director's activities. Many problems were solved at various levels and only the results were given to the director.

In the late 80's, changes of the political problems led to a drastic decline of this value by the continuous degradation of the self-esteem of his paintings (directors, faculty, and administrative staff), which began to feel obliged to get jobs in other companies or in other locations. This was followed by the implementation of the reform on the educational system in general in terms of leadership was the contemplating some of the structures seen in the new English educational system. The absence of a curriculum which embraced training for leaders, that is, a specific program for training of educational leaders which would include a leadership program, hampers their work. The absence of incentives to leaders of teachers, intermediate leaders or the completion of the implementation of the incentive structure of the directors themselves, are like that some of the functions passed just being whose effects cannot be named to make you feel.

To win the goodwill of teachers, many orders of appointments and to turn the coordinators of courses and disciplines, were issued and published but not covered to incentive the structure. It's important to note that according to point 2 and 4 of chapter V, Art. 54: the Law on the basis of education "2. *Education officers are remunerated and positioned in their careers according to their literary and professional qualifications and attitude of work, and 4. Effects of this article, the following are the means of education officers, teachers, directors, inspectors, administrators and other education managers*". Here, the position of the coordinating teachers has not been clarified. For this reason, these functions are absent from the docking station or incentive pay. Thus, the exercise of the assignments may be dependent solely on the goodwill of the teacher, and with what incentives these intermediates leaders or assistants of the director, it can operate responsibly and rigorously? This is the question.

However, the principal passes to operate more in collaboration with his Deputy because the job of interim leaders don't always make him feel happy, so it can be a bit forced to do that. This fact has discouraged the sense of responsibilities delegated to these professionals returning the work to the home team. On the other hand, the disproportionate nature in terms of social conditions between the localities, specifically between the city and the municipalities, much more the communes and villages, underestimated both the work of the Director and do not encourage the interest to promote leadership among teachers or Right in the direction.

An analysis on the implementation of the recent educational reform in Angola, with samples of three provinces Luanda, Huambo and Huila, questions he noted that "*initial and continuing training of teachers, administrators and school inspectors to guarantee equality of opportunity for all citizens*" [10]. Based on data from empirical observations, the author claims to be a lack of relationship between the directorates of education and schools because of there many bureaucratic hurdles and centralization of structures. It also showed a shortage of school directors, inspectors, and teachers with proper multidimensional training as well as the lack of motivation in both [10]. [21] Presented a brief analysis of the work of Paula Bravo rose that in 2016 has analyzed the educational role of the school director. As the result of analysis between the braces of the weaknesses of the quality of education in Angola have the higher education graduates without quality human resources. Some of these graduates occupy the school management positions including those of primary school. Then, the profile and pedagogical function of these directors spend to influence the quality of your work and the performance of students. Using ideas from Rosa (2016), [21] says many directors are unable to guidance in the areas of planning, advice, and exchange of ideas and are not very creative when it comes to suggestions of strategies to improve student performance and promotion of activities to improve the level of teachers' work.

Statement of the Problem

Despite the restriction policies placed on membership in different jobs, many of individuals well educated with education as the major field of study, and who can carry out the actions to implement the policies of the country, aim to find jobs in other areas or companies. Some, with luck, have abandoned the education sector. This has created many constraints in the sector. Some of those who remain do not always deserve the proper supervision and support needed to carry out their activities. As a result, the numbers of graduated increase, but their quality does not help the improvement of society [5][6]. Disciplines like mathematics, physics, foreign languages and Sciences are considered as the engine of development but does not have the total attention and support needed.

However, the orientation of head teachers are placed by their own training, by the constraints caused by "*working conditions, that is, lack of financial and material resources*" [5] and the degree of satisfaction of teachers and administrative workers. When we talk about the formation of directors, we want to highlight the lack of their specific training. The directors are limited to temporary formations or tell, of training seminars in management and administration of schools that think they're not being

sufficient to respond to the volume and complexity of the tasks. Most of them learn to exercise management in their own direction, a very remote practice for societies that need to take seriously the challenging paths of an evolving society at this time.

In general, the societies believe, deposit trust and hope into these humble employees for their promising work. A work that leads to the formation or the studying of their children in the hope that they can enjoy the benefits of the education offers. For this reason, the society, despite the scarcity of its resources, is always motivated to share with the educational policies its limits, to promote the talents of its children.

This vision is about the directors of schools and teachers, so the schools raise the responsibility of the State through the Ministry of education and related agencies increase the efforts for improving the activities of the directors. This can be done through a permanent investigation of the needs of the school, as they may be a key to the improvement of the various activities that are responsible to directors, teachers, and administrative workers. All this will help to improve the performance of students, and to the transformation of society. This study seeks to analyze the level of guidance of the school principals as well as some factors affecting the management capacities or guidance and administration of the schools' directors.

Research Objectives

The goal of this study is to examine the guiding role of the school principal among the schools of the first and second secondary schools at Uíge city.

For this purpose, the study examines if:

1. The orientation of the educational and administrative activities of school managers reported performance of administrative staff and teachers.
2. Compare the degree of guidance to their professional experience, working conditions, supervisory capacity, employee support and the degree of satisfaction.

LITERATURE REVIEW

Conceptualization of Orientation Role of Principal

In this study, guidance or direction is defined from the perspective of management and administration. Using descendants' concepts, [29] considers management as the use of governance, conduct and management procedures and administration as all policies and strategies employed for the management of capacities of all resources and assets within reach from school. For this author, the traditional, modern and emerging theories designed by Frederick Wilson Taylor, Peter Drucker (1954) and Fritz of Capra (70 years of the 20th century) linked to the Administration respectively are, to this day, a secure base for guidance and management **of the schools of the system** educational. These, offer ways to improve the relations between the staff in the service of education and also to create an environment that allows the insertion of technologies, the use of the resources of the school in an appropriate way and the circulation of information.

School policies are the instruments that give meaning to the daily operations of the school [34]. These guide the work behaviors of the teachers and the behaviors of the students and in charge of education. The authors advised that having a correct understanding of the central place and critical policies in the management of the school to play an important role in the daily operations. Thus, [34] summarizing in two groups the existing schools' context and implementation of the policies. The first is considered as guiding structures and instruments of the Organization of the daily operations of the school and the others are on the individual or collective actions directed to the achievement of the objectives set; or¹ the implementation of the policies established superiorly. *"The first step is the development of specific guidelines implementation. This dimension includes priority, determination, and budgeting. The second stage is the translation of the original policy in practical measures that it should involve issues such as the provision of human resources, working procedures, and organizational arrangements. The third phase deals with the leadership of nature enabled, which will ensure that the corrective action and review can happen during implementation."*[34]

It is important autonomy to the management of schools in the use of material, human and financial resources [9]. Although some consider it as a door to the deterioration of the quality of education, the author considers that it is the responsibility of the director, the administrative control, community and professional. There are two dimensions of guidance and direction: The management dimension of education and school management dimension [26]. The management of education is related to the policies "*macromanagement of education*"; these are of higher responsibility, that is, those that draw up public policies of education and, school management or "*micro-management*" is responsible for the implementation of the policies drawn up in the macro-management of education; many of them are

¹Cloete, et al (2008) e Khalid (2001) citados por Wyk, Chris Van e Marumoloo, Mohau (2012).

mostly related to the offer of quality training to students. It is important the responsible participation of all to the implementation of all policies [26]. They also consider three principles areas that aim at the management of the school on the administrative, pedagogical and human resources management which requires the director's dynamic orientation.

School directors should demonstrate leadership skills that promote professional growth among teachers and administrative officials as well as demonstrate pedagogical effectiveness [2]. They also suggest that good guidance can help collaboration between teachers and administrative workers to join forces and overcome the existing negative barriers [23] considered the responsibility of the Director to unite and integrate the school's actions. The author divides into two the school management dimensions: The organizational dimension and the implementation of the dimension. As the size of the Organization, it is part of the fundamentals and principles of school management and work, plan the supervision of all processes and the assessments of learning outcomes as well as the management of the same results. For the dimension of implementation, we have democratic and participative management, human resource management, administrative, pedagogical, and cultural climate. In this case, the director is seen, according to [23], as the bridge between what is and what may be the school.

The direction is synonymous of the leadership, management, administration, coordination, and supervision [25]. For this reason, the school principal, to better guide must have a background in administration and also in school management; "*the Administration is always rational use of resources to accomplish purposes, regardless of the nature of the thing given*" [25]. The school's resources, according to [25], are divided into objective and subjective resources. The first denotes the objective conditions available for the achievement of purposes (men, material resources); the subjective is linked to capacity or human faculties. In this case, the guidance is the activity of the director, a person who occupies the function at a high level. This function involves a conduct and leadership. The author also states that the administration is an instrument whose responsibility for its execution that can be delegated to someone. In short, the board encompasses the administration.

Were examined the orientation of principal based on the perspectives of leadership and administrative roles, management skills, dimensions of the tasks, activities and behavior profile, of director because he is the responsible for the operation of the school [24]. According to [33], it is important that the directors on your leadership to create and promote conditions for the teachers' participation in the of the institution standards, norms of cooperation and collective sense of responsibility success of students, creating incentives and opportunities for teachers to improve their practices.

According to the leadership, the director combines and coordinates four leadership functions "*planning, organization, support or assistance, and supervision or monitoring*" [24]; on monitoring, he watches the school's movements, fixes the actions, talks to the students, visits the classrooms, talks to the teachers, checks the performance and determines how the school should actually operate; for administrative actions, the school principal should distribute his time to meet the different meetings, check compliance with the rules, regulations and maintain communication quickly; for management skills, the school director must possess technical skills, conceptual and human capacity. According to [24], the effectiveness is evaluated by the director's satisfaction, accountability and performance of their subordinates.

The school principal should promote the leadership [31]. A successful model that can become (for example, adapting) the policy and culture of each country this one was promoted by England between 2000 and 2015. According to [31], this template can help to improve understanding on how to grow and organize the leadership in the educational institutions from the creation of intermediate leaders and the creation of a structure of incentives. Three phases are aimed at achieving this process:

Phase 1st: Define functions and develop curricula; 2nd integrate the leadership system into incentive structures; and 3rd promote expansion and encouragement in school networks.

The first phase involves the directors, Deputy Directors as senior leaders and finally the coordinating teachers (responsible for performance in specific disciplines, behavioral discipline, daily occurrences in the whole school-turn). It is based on this structure that a combined curriculum has been developed between theory and practice by aggregating face-to-face sessions and mixed assignments that contemplate exchange online information to facilitate the work in and out of school. This gave rise to three levels: institutional leadership (the leadership and school improvement); the operational management (which is the management of the school systems) and, the strategic leadership (which brings together at the work with the different people, the training and the leadership of the changes).

In the second phase is the development and implementation of the qualifications of the heads of all leadership structures, from the chiefs of the teachers, senior chiefs, middle bosses, and even the main head, is administered a training and at the end each has a certificate that gives access to the incentives of this level. The inspection is more focused on the processes that produce results to the students. The system emphasizes four main elements: student and disciplinary behavior, quality of education, leadership and management, and students.

The third phase deals with the expansion of leadership training curricula for the different schools, not by the central Government but by the schools with high performance. These allow for capacity building and promote the learning of schools [31]. The quality of the teaching and learning process is closely related to the professional competence of school managers and your ability to organize, guide and lead the actions and processes promoted at school focused on the formation of quality of students. *“The school manager presents competence and knowledge indispensable to the demands of a school behind”* [11]. So that the Manager can take on the role of promoter and advisor, whatever the management model, it is necessary that he/she be trained and understands that the working model or guidance to be applied. This is the most viable way out of the problems of the institution; to this end, a daily exercise of multiple competencies is required that sometimes go beyond the limits of their training [28].

There are two types of school principals [3]. First is the director of a functional school is one who manages to incorporate the culture of school so quickly; possess knowledge, skills, behaviors, and attitudes. This principal is aware of his/her responsibility and the authority for creation and reinforcement of good behavior and attitudes towards teaching and learning. Second is the director of a dysfunctional school – is one who is not aware of his/her authority as leader and lacks confidence. School management was analyzed taking into account factors such as changes in the economy, the revolution of the information, the availability of society, the crisis of ethics and social exclusion [19].

Sources of Principal Orientation Role

The large part of the discussions on the role of Director at school guidance is based on a review of information about the Organization and administration of companies and also within the framework of psychological and behavioral research. Making an introduction to Drucker's work, [22] understood that technical and moral efficiency as social obligations can only be achieved through the formation of leaders, available managerial resources, the correct selection of talents and skills Necessary. Many current surveys focus more on the leadership approach to address of the guiding role of the school principal [16]. Several dimensions that can be studied to understand the problems of leadership of the school principals, such as behavior, monitoring, the types of leadership, the relationships between the Director's work situations and his actions, goals, the relations among the Organizational structure, organization performance, organizational methods, environment and relationship with subordinates; The leadership contexts, among various aspects are presented by [30]. Also, according to Leithwood and Jantzi (1999-2012) cited by [30], four authorities it should be structured in school for best performance: dominated by the director, administrative control is delegated the authority of professional teachers, parents or community control and the control exerted between the balanced parents and professionals. In short, these and other aspects in addition to contributing to the understanding of the work of the director also help the director to conduct the work of the school in order to achieve the goals.

Research Framework

In this study, the concept of guiding role of the school principal includes in both aspects, the ability to orient and specific orientation of the different pedagogical, administrative and social components. The ability of orientation of the director may be measured by assessing their business along the career and also asking teachers, administrative staff, students or even the society members about the work and the guidelines of the director capabilities in the specific aspects of their relationship work; that is, the dimensions of work, such as working conditions, supervisory activity, support for teachers and administrative workers, and the degree of satisfaction. These dimensions are considered in this study as explanatory or independent variables. The intention of this study is to identify the importance of the guidance of the school principal as well as some factors associated with the success or crock of this orientation.

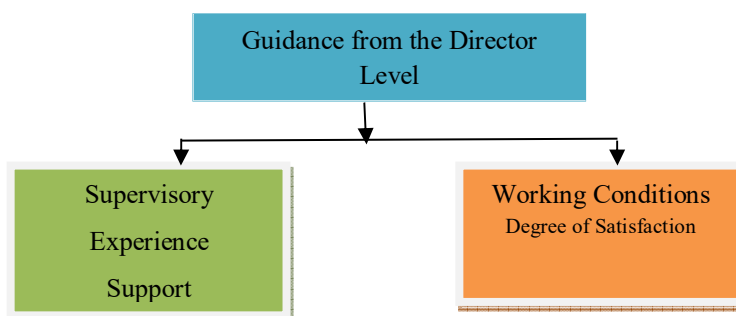


Figure 1 Framework

METHODOLOGY

This study began with the collection of bibliographic information concerning the roles of the school principal and the influence of his orientation on the school's performance. Next, the work sought information from individuals who are directly linked to the actions of the school principal daily. This procedure inserts the work into a positivist perspective. As for ranking, this study belongs to the second level because it is based on answering questions using a control group [4]. For this study, we used through the square to review the answers to the questions and the respective validation.

1. Characteristics of the participants

The study was done by using the selection of two hundred individuals between teachers and administrative staff of the first and second cycles of secondary education, without defining the service time. This selection was made purposefully in four schools, two of the first cycle, and another two in the second cycle of secondary education; the goal was to avoid the tendency information. Each of two schools was selected by their locations, conditions of work, guidance, and supervision of its directors are almost similar, both with a reasonable degree of strictly. As regards data collection, questionnaires were distributed to 130 teachers and only receive 120 questionnaires in good conditions to be considered in the study; for administrative officials, were distributed 100 questionnaires were completed, but only 80of. These two groups of the target population belong to the public school. The dependent variable is the ability of the orientation of the principal of the school and for the control of the level of experience in terms of school management.

2. Data collection and analysis procedures

In order to analyze some management problems that are occurring in these schools, researchers have applied the method survey by questionnaire to the teachers and administrative workers. It is an appropriate method chosen to gather information for a period of time with the aim to describe or explain the nature and conditions existing in a school or other location [7]. According to the authors, this method can overcome the cloudiness of the opinion of the respondents to make a detailed explanation or specific. Since it was only possible to study a part of the total population, it justifies the use of this method [19]. Therefore, the researchers found that the method was able to explore the views of teachers and workers about the forms of administrative, guidance and management of the directors of their schools. With the use of this method, it was also possible to clarify the issues and explain its meaning from the point of view of respondents [14].

3. Measures

In addition to the different resources the school needs, the income of school work depends on the ability of the teachers, workers and administrative capabilities of guidance, organization, and supervision of the directors. The more experienced (teachers and administrative workers, are even better) [27]. The present study was based on a survey by questionnaire to the teachers and administrative workers participating.

Four schools were selected, and then the teachers and administrative staff for each of the selected schools. The tool of data collection used the questionnaire with closed questions was distributed to each of the participants; the questions reflect the roles of the principal of the schools [15]. To allow all individuals to understand and respond the selected items proposed in safe and honest, it required a week.

The data collected were analyzed by using the IBM SPSS program, version 22. The results were the basis for the response and discussion of issues raised earlier, as well as to summarize some conclusions. The dependent variable is the ability of the orientation of the principal of the school and for the control of the level of experience in terms of school management.

4. Data Analysis

The standard deviation gives an idea about the reliability and accuracy of the sample; the smaller the standard deviation is the uniformity and reliability of the sample [19]. In quantitative research, variables are related to predicting results or response to research questions [8]; because researchers are not able to prove in advance the causes and effects of a phenomenon. In this study, we have as research questions as follows: 1. Does the orientation of the educational and administrative activities of the school managers have helped the performance of the administrative staff and teachers? 2. What is the relationship between the degree of guidance with professional experience, working conditions, supervisory capacity, employee support and the degree of satisfaction?

SURVEY FINDINGS AND DISCUSSION

The levels of orientation of pedagogical and administrative activities of the directors of the school

Table 1 contains information on the view of the respondents, teachers and administrative staff, on the level of orientation of the school principals. The issue was placed assuming two response alternatives comprising the high-level guidance and low-level guidance.

Table No. 1: Evaluation of the general level of guidance of the school principals

Report				
Workers				
Level of guide	Mean	N	Std. Deviation	% of Total N
Low	1,66	159	0,475	79,50%
High	1,37	41	0,488	20,50%
Total	1,6	200	0,491	100,00%

Table1. Shows that 79.5% of respondents considered there is the guidance of the directors of schools is low and 20.5% of respondents show that the guidance of the director level is high. So, the results suggest that a significant number of administrative workers and teachers do not consider good guidance level of school directors. As can be seen, the standard deviation is 0.491 and the average is 1.60. This data shows that some teachers and administrative workers in the schools of the municipality of Uíge lack the guidance of their directors.

Compare this degree of guidance, working conditions, supervisory capacity, employee, and support

To address the possible existence of significant differences between teachers, the administrative staff and the guidance of school principals, some variables were selected, such as gender, faculty, and staff, administration, working conditions, supervisory capacity, and support. So we determine the difference between the averages of the first two variables through the use of the independent test or T-Test and also the F test.

The results presented in table 2 and 2.1 show that there is no significant difference between the degree of guidance of school directors by gender. This can be confirmed by the results of T-Test that was -0, 087, F test was 0.029 with a degree of significance or Levene p-value of 0.864.

Table 2: The level of the Analysis orientation by gender education level

Group Statistics					
	Level of guide	N	Mean	Std. Deviation	Std. Error Mean
Gender	Low	159	1,36	0,481	0,038
	High	41	1,37	0,488	0,076

Table 2.1: The Independent Sample test-t analysis of the level of the Analysis orientation by gender education level

Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Gender	Equal variances assumed	0,029	0,864	-0,087	198	0,931	-0,007	0,084
	Equal variances not assumed			-0,086	61,613	0,931	-0,007	0,085

The results of the t-test analysis on the viewpoint of teachers and administrative staff in relation to the level orientation of the school principal are described in the table in paragraph 3 and 3.1. The resulting averages are 1.46 for the administrative staff and 1, 18 for the teachers. In table 3.1 the t-test is 4, 595 with a degree of significance or Levene p-value of 0, 000. These figures suggest that there is a significant difference among the level of director's guidance, teachers, and administrative officials. This also shows that teachers have deserved less guidance than administrative officials.

Table No.3: Analysis of the level of guidance by teachers and administrative Group Statistics

	Workers	N	Mean	Std. Deviation	Std. Error Mean
Level of guide	Administrative	80	1,46	0,502	0,056
	Teachers	120	1,18	0,382	0,035

Table No. 3.1: Independent t-test analysis of the level of guidance by teachers and administrative Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Workers	Equal variances assumed	55,561	0	4,595	198	0	0,288	0,063
	Equal variances not assumed			4,354	138,038	0	0,288	0,066

The table no. 4 shows the test result F held teachers and administrative workers about the level of orientation of the director having regard to the working conditions of the school. “If H_0 is true, $MS_{between}$ and MS_{within} must be close and their reason should be close to the unit; Otherwise H_1 will be true, MS_b will be inflated by the value added to the variance and its reason will be a significantly higher value than the unit” [12][17]. Based on this, we can notice in table 4.1 that MS_b 1,774 is superior to MS_w 0,234 and the F-value test is 7,568 with a degree of significance or the statistical test p-value of 0,000 Leneve that we can see in the table no. 4. “To assess the degree of statistical significance, examine the value of p. If the value of p is less than the specified significance level (α) (usually 0.05 or 0.01 0.10) you can claim the difference as statistically significant and reject the H_0 of the test” [12]. This shows that there is a significant interaction or relationship between the working conditions and the level Director’s of guidance.

Table No. 4: Test Analysis F on the level of guidance by working conditions-Levene test Test of Homogeneity of Variances

Working Conditions			
Levene Statistic	df1	df2	Sig.
58,908	1	198	0

Table No. 4.1: Test analysis F ANOVA One Way on the level of guidance by working conditions ANOVA

Working Conditions					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1,774	1	1,774	7,568	0,006
Within Groups	46,421	198	0,234		
Total	48,195	199			

Tables 5 and 5.1 describe the results of this test and Levene F performed with administrative workers and teachers on the level of orientation of principal of the school. The averages achieved were presented in table 5.1. The MS_b is higher than the MS_w (0,732 is greater than 0,249). The value of the F test is 2,945 and its level of Significance or Leneve p-value is 0,001. This indicates that there is a significant difference between the levels of the Director’s guidance in support of the actions of the workers.

Table No. 5:Levene test Analysis on the level of guidance by the Level of Support of the Workers Test of Homogeneity of Variances

Level of Support of the Workers			
Levene Statistic	df1	df2	Sig.
11,232	1	198	0,001

Table n° 5.1: Analysis of ANOVA F test One Way on the level of guidance by the Level of Workers Support

ANOVA					
Level of Support of the Workers					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	0,732	1	0,732	2,945	0,088
Within Groups	49,223	198	0,249		
Total	49,955	199			

The F test was also carried out with the data collected from teachers and administrative workers of the school to analyze the supervisory capacity of the school principal. The results are described in Table 6 and 6.1.

Table No.6: Analysis of the Levene test on the level of guidance by supervisory capacities
Test of Homogeneity of Variances

Capability of supervision				
Levene Statistic	df1	df2	Sig.	
7,171	1	198	0,008	

Table No. 6.1: Analysis of ANOVA F test One Way about the guiding level supervisory abilities
ANOVA

Capability of supervision					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	0,731	1	0,731	3,381	0,067
Within Groups	42,789	198	0,216		
Total	43,52	199			

In these tables we can observe that the value of the test F is 3,381 is associated with its value of test of Leneve p-value of 0,008 and the averages MS_b 0,731 the MS_w 0,216, and the sample size is 200. The value of p-value will be lower than α. We, therefore, admit that there are significant differences between the director's level of guidance and their supervisory capacity.

CONCLUSIONS AND RECOMMENDATIONS

This study allows a better understanding of the barriers that many directors find in the exercise of their functions, starting from the lack of sufficient knowledge for the exercise of the task, going to the working conditions and even to the workers and teachers, without forgetting the whole incentive structure.

The results achieved with this study allowed the researcher to say that both administrative workers and teachers on many occasions lack guidance from their directors and that these are not always the time to do so. The study could not confirm if the same situation happens in every school in the first and second cycles of secondary education in the province. The study also made possible to conclude that working conditions have a great influence on the role of guidance of the school principals. We can also conclude that there are difficulties in conducting supervision, and support of the activities of administrative workers and teachers. On the basis of these conclusions we consider the necessity, in addition to the general training that the directors have and training seminars, there would be a need for specific training for the school directors. The Ministry of education and its related organs would have to rethink and accomplish an action that improves the working conditions of the directors of schools and also the conditions of schools in order to facilitate the work of both the directors and teachers, staff and administrative students.

The study allows saying that, with the exception of the fact that the director's orientation with the gender is not proven then, the other items could prove this relationship.

Limitation of the study

This study was limited in geographical and also methodological terms. Geographical because it was only enclosed the provincial capital and methodological because the study was carried out using only the survey method by questionnaire of closed questions; the information was collected only in one moment. The lack of studies of this kind in the country makes it difficult to present any comparison. For future research would be better by studying the ability of orientation of the director in a more comprehensive way, that is, encompassing the different schools in different parts of the province including other provinces and also involves the directors directly.

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Understanding the Various Aspects of Children Drop out from the School on Primary Level in Khyber Pakhtunkhwa, Pakistan

Attaullah¹, Lal Zaman², Younas Khan³, Dr. Akhter Ali⁴

¹MPhil Scholar in Sociology, Department of Rural Sociology, Agriculture University Peshawar, Pakistan

²MS Scholar in Sociology, Department of Sociology, International Islamic University Islamabad, Pakistan

³MPhil Scholar in Sociology, Department of Rural Sociology, Agriculture University Peshawar, Pakistan

⁴Assistant Professor, Department of Rural Sociology, Agriculture University Peshawar, Pakistan

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ABSTRACT

Drop out of children from school is among the social evils that hinder the development of the nation. Education is the fundamental factor of change and social development which is affected by the evil of drop out. Pakistan in general and rural societies in particular where the lack of check and balance of the parents on one side and other socio-economic and political factors on other side effect schooling of children and encourage the customs of drop out. In this regard this research activity investigates the various aspects of drop out in Khyber Pakhtunkhwa, Pakistan. The data has been collected with the help of interview schedule while the respondents have been selected using convenient sampling technique. The collected data has been analyzed with the help of SPSS version (16) in Univariate and Bivariate method. The findings of the study conclude that strict culture and patriarchy system in Pukhtoon deny girls education which is raising children dropout. The culture and tradition of a society have a significant influence on education. The strict cultural norms obstruct education in a way it resists change in the last it is suggested that already existing environment of misunderstanding respective generation should be eliminated by a social debate based on mental understanding. The teacher should be more congenial in delivering his lecture to students.

KEYWORDS: School, Children, Dropout, Aspects, Future.

INTRODUCTION

1.1. Background of the Study

The problem of dropout is highly common in the poor and developing countries. There are multiple reasons which are responsible for the dropout in Pakistan (NPAEA, 2001-2015). The main reason is economic condition of people. Education is the process of developing the mental power or character through instruction. It has been of vital importance for giving a strong base to child's career. The standard and quality of education are the major determinants in achieving the child best personality. The quality of education has not been given enough importance at the child early stage in our society (Rosen & Vashishtha, 1999).

According to NCES Reports (2009) that on average, 3.4 percent of students who were enrolled in public or private high schools in October 2008 left school before October 2009 without completing a high school program. The most responsible factor is poverty students from low-income families dropped out of high school five times more than students from high-income families in 2009 (Legters, 2004). For drop out from education they use "dropout factories" The term "dropout factories" was coined to refer to high schools that graduate 60 percent or less of their students. Those schools produce 50% of the nation's dropouts and two-thirds ethnic minority dropouts according to the (AEE, 2011). Poverty has been said to be the major cause for dropouts from schools. About fifteen states in the South, West and South of U.S have been found to remain on the top for school dropouts due to such factors. Though these schools constitute about 12% of the national total but contribute to about half of the nation's dropouts overall (Balfanz, 2004).

DID (2005) has estimated about 570 million primary age children enrolments in schools. It also estimates about 72 million children that have not got admitted in any formal education system. Owing to lack of education facilities and family or personal problems, about 100 million children are not getting admitted to their schooling in their childhood (Alderman, Behrman, Khan, Ross & Sabot, 1996).

Corresponding author: Lal Zaman, MS Scholar in Sociology, Department of Sociology, International Islamic University Islamabad, Pakistan. Email: lalsoc095@gmail.com Mobile: +923078531095

History of Dropout

The problem of drop out from school is as old as the education itself. The “dropout” legates its negativity from early 1960s when a greater number of students started leaving high school before graduation (Dorn 1996). The term was coined initially for the students without a high school diploma. With the passage of time, it started reflecting societal views regarding dependency, delinquency and increasing importance of high school for social development. The increasing demand for skilled professional in the job market caused increased enrolment of the students in high school and thus resulted in the development of a social norm for high school graduation in the mid-half of the twentieth century.

1.2. Statement of the Problem

It is some kind of confusion, dilemmas, complexities, and unclear situation which become hurdle to the smooth running of society. These must be identified so as to relieve the inhabitants of a place. Along with other problems in many sectors of life Pakistan is facing the dropout of children from school in education sector. Children dropout from primary school is serious problem because in Pakistan more children have no accesses to school due to economic reasons. In Pakistan 27million people below poverty line(UNICEF, 1994-2004). The student’s parents cannot bear school expenditures due to poverty many students live the very early due to economic support mostly children indulge child labor. In Pakistan 35,000 high school pupils drop out of the education system each year. Furthermore, there are many social reasons which compel the student for leaving school (Ross & Sabot, 1996).

Drop out is very common phenomenon. It is found in both in private as well as in public sector. There are multiple reasons which are responsible for drop out in Pakistan and more specifically in Pashtun society. But unfortunately the problem of drop is high in Pakistan society due to economic reasons further exacerbate the alarming burning issue which is confronting the future hands of the society(Hunt, 2008). Being a status of developing nation it is been embedded in our blood in destiny, further emerge more enacted to the problem drop out. The weak economic indicator of the masses like low per income capita unemployment of parents directly compelling their children quit off from schools (Human Development Foundation, 2004).

Various factors responsible for children drop out from schools, especially at high school level, are currently investigated. Research reports even have identified various predictors in children even before starting of their schooling at nursery levels (Hammond, Linton, Smink & Drew, 2007). Such studies are of greater importance for preventing the children drop out from schools.

The dropout of school Children study by UNICEF fills in these information gaps by providing invaluable insight into the socio-economic dimensions of exclusion of the out-of-school children. The study confirms that more girls than boys are out of school – 38.9% of primary age girls are not attending school, the rate is 30.2% for boys. Children from poorer households are proportionally more out of school – 49.2% compared to 17.5% in richest quintile. Dropout is highest in the grade 5 (42.8%) indicating that many children do not transition to lower secondary education and therefore do not complete basic education(Alliance for Excellent Statistics, 2011).

With the commitment expressed at the highest level of the Government as well as in the public and private sector, it is evident that now is the time to address issues of quality and access to education. According to UNICEF (2013) Drop-Out-of-School children often face deep-rooted inequalities poverty and child labor. This paper will help us better understand the root causes of out-of-school children. If the issue of out-of-school children is not addressed with urgency, these children will add to the existing pool of youth and eventually adult illiterates in the future exacerbating the vicious cycle of poverty (Filmer, 2000). Hence, immediate investment in children falling behind, with funds, commitments and innovation is crucial. The foremost purpose of the study is to make education possible to every child in the country. While specifically purposing to handle the problem of children dropout from school. This has uncovered the causes of children dropout. Additional purpose it has concluded suggestion which is utmost necessary to solve the problem (Chaurd, 1996).

1.3. Objectives of the Study

- To find out the role of strict customs among Pashtuns Society in dropout of children from Schools
- To know about the role of Parents educations in the dropout of children from School
- To highlight the impact of broken family on children dropout from Schools

1.4. Research Questions

- Do you think corporeal punishment is responsible for dropout from school?
- In your interpretations does parent’s carelessness increase dropout ratio?
- Do you agree that strict customs among Pashtun decrease female primary and secondary education?

- Are you agreeing that illiterate parent's influence primary education of the children and encourage drop outing?
- Do you agree that militancy increase drop out in education?
- Do you think broken family increases children dropout from school?

1.5. Theoretical Framework

Anyon's theory of social reproduction provides the framework for this study. Social reproduction takes place by design in order to insure the social system meets the needs of the capitalistic society. The theory of social reproduction and social sorting provides an interesting lens through which to view the current literature relating to educational options for high school dropouts. The practice of social sorting in the context of education communicates a devaluing of students who dwell in the bottom social strata. Students in the higher strata believe performing well and achieving in school provides access to better jobs and more earning power in the future. Students in the lowest stratum know educational achievement will not provide access to better jobs at all. Victims of this sorting process are desperate for options which restore hope, provide a chance at an equal future, and reverse the reproduction of predetermined life paths of poverty and isolation. Research shows educational options for high school dropouts are blaringly absent and desperately needed in order to ensure these individuals have a chance to be productive and contributing citizens of society. These children who have experienced physical, emotional, psychological, and educational harm require comprehensive services to meet their needs and to restore hope and value to their very existence.

Social reproduction and social sorting is designed by the present educational system to meet the needs of the capitalistic society. As a result, a large percentage of minority students living in poverty exit secondary schools without obtaining a high school diploma, leaving them with few educational options. These individuals serve society by working the lowest paying jobs in the market. School reform requires comprehensive, fundamental transformation within society as a whole. Political, economic, and cultural change must take place. True social transformation takes place only when those who hold power and influence in society come to the rescue of those who are victims of the system. Federal dollars need to provide resources to poor schools which are in dire need of billions of dollars to rebuild the dilapidated schools and provide needed technology and resources. Teachers and administrators need to be trained to encourage and empower students rather than mimic their oppressors and devalue students. Secondary school dropouts need options provided to ensure they receive training to prepare them to work and to provide for themselves and their families. The practice of social sorting must be demolished, and society must be transformed through equitable education across all social classes (1997).

1.6. Methodology of the Study

The following methodology has been used in the study.

1.6.1. Nature of the Study

The Nature of the study is both quantitative and qualitative which means it has used Triangulated approach. Sociological research uses quantitative method for assessing or quantifying various aspects under investigation. The researcher had used specific methods of data collection. On other hand the social phenomena from the Verstehen perspective; they are used to develop a deeper understanding of a particular phenomenon. They also often deliberately give up on quantity - necessary for statistical analysis in order to reach a depth in analysis of the phenomenon studied. Even so, qualitative methods have been used to propose relationships between variables. Qualitatively oriented it tended to employ different methods of data collection and hypothesis testing, including: participant observation, interviews, focus groups, content analysis and historical comparison. They view quantitative and qualitative approaches as complementary. Results from one approach can fill gaps in the other approach. For example, quantitative methods could describe large or general patterns in society while qualitative approaches could help to understand how individuals understand those patterns. Both methods are essential because a phenomenon is bitterly studied on multiple ways.

1.6.2. Sampling Technique and Tools of Data Collection

Sampling is sample whole which represents the large universe. Convenience sampling is used in order to make sample size. The research activity is conducted on Tehsil Adenzai, Union council Chakdara, lower Dir, KPK, Pakistan focusing on the children having age 6-14. The researcher conveniently selects 40 samples from the mention universe. The data is collected with the help of interview schedule having closes ended question while the response of the respondents were also recorded having question other than interview schedule.

1.6.3. Pre-testing

Prior to Data collection, interview schedule was used on four respondents and the irrelevant and confused question were removed.

1.6.4. Data Analysis

Information is analyzed through different steps, Data entry in statistical package for social science (SPSS), Classification, tabulation, univariate analysis and bivariate analysis is done.

1.7. RESULTS OF THE STUDY

1.7.1. Dropout Conceptualization

Dropping out means leaving a school or group for practical reasons, necessities, or disillusionment with the system from which the individual in question leaves. In the 1960s, "dropping out" was used to mean withdrawing from established society, especially because of disillusionment with conventional values. It is a term commonly associated with the 1960s counterculture and with hippies and communes (Balfanz & Legters, 2004). In below given table different views of the respondents has been discussed.

Table: 1 Dropout Conceptualization

Dropout term	F	P	C.P	Mean	Median	Mode
It is the leaving of schools by children in their early age	13	32.5	32.5			
It is the dropout of children's for practical reasons	6	15.0	47.5			
It refers to a student quitting school before he or she graduates	15	37.5	85.0	25.35	3.00	3
Child expel from school	6	15.0	100.0			
Total	40	100.0				

Denotation: (Frequency), P (Percent), C.P (Cumulative Percent)

The term Dropout is responded differently by respondents. 13(32.5%) that it is the leaving of school by children in their early ages. While 6(15.0%) viewed that it is the dropout of children for practical reasons like an emergency situation, death of parents or one of them. Similarly, 15(37%) were of the views and supports that it is the quitting of school by children in their old ages before he or she graduates. Further 6(15.0%) respondents stated that dropout is the expelling of children. At a distance from the description of incidence and percentage, the statistical analysis has been made in order to confirm univariate analysis. The cumulative percent has been made in order to check the percentages. Similarly, measure of central tendency has been measure in relation with normal distribution. The numerical values of mean, median and mode fall in the acceptance region which authenticate the proposed hypotheses and validate univariate Analysis.

1.7.2. Dropout from school

Currently, only half of the enrolled children complete their primary education. This primary education completion is less for female students (46%) as compared to male students (54%) (Government of Pakistan, 2010). Enrollment at various education levels in Pakistan has not been highly satisfactory. About 75% of the Net Enrolment Rate (NER) was reported for the year 2008-09 that was not much different from as compared to 2007-08 (55%) (Government of Pakistan, 2010).

In case of survival rates, male student's survival rate (56%) has been found to be higher than that of female students (44%). The capital territory of Islamabad has the highest survival rate of about 93% while Punjab has the lowest survival rate. FATA regions of the country have about 25% female survival rate (Government of Pakistan, 1999). Punjab is the most populated province of the country, accommodating about 83.7 million people (56% of the country population). The province plays important role in shaping the country economic and political affairs. The initiation of reforms policies by Punjab can lead to revolutionization of various sectors which will be ultimately examples steps for other provinces of the country. This call also leads to an environment of competition in good governance among provinces and will help in achieving the Millennium Development Goals (2004). Punjab has overall literacy rate of 59% with 69% and 50% for males and females respectively. The rural areas of the province have 48 literacy rates while the urban areas are somewhat good as the literacy rate is 74% (Government of Pakistan, 2010).

Enrollment and drop out both have not been encouraging at primary levels. According to estimates, one million students enrolled in primary classes get dropped from schools every year. Interestingly, the drop out ratio is lower at the level of class 4th in Punjab which accounts for 18.7% while it is highest at lass 1st which is 29.4%

(Government of the Punjab, 2007). The results of various estimation show that students drop out rate is the highest in the world.

Table: 2 Dropout from school

Dropout	Frequency	Percent	C. P	Mean	Median	Mode
Due to social reason	11	27.5	27.5			
Due to political reason	14	35.0	62.5	2.10	2.00	3
Due to economic reason	15	37.5	100.0			
Total	40	100.0				

Denotation: C.P(Cumulative percent)

There many reasons due to which children dropout from school, from above mention table-2 shows that out of 40(100%) respondents due to social reasons the ratio of children is 27.5% and 35.0% children leave the school due to political reasons. According to table-2 economic reasons more than political and social reasons due to economic reasons 15 (37.5%) children dropout from primary school. Separately from the explanation of frequency and percentage, the statistical analysis has been made in order to confirm univariate analysis. The cumulative percent has been made in order to check the percentages. Similarly, measure of central tendency has been measure in relation with normal distribution. The numerical values of mean, median and mode fall in the acceptance region which authenticate the proposed hypotheses and validate univariate analysis.

1.7.3. Corporeal Punishment and Dropout

Survey carried out by Spark in KP has shown that almost 79 percent of the parents ‘favor moderate physical punishment for correcting the behavior of school students. During 2011, 41 cases have been reported from various schools in the capital city of Peshawar. There have been reports of numerous corporeal punishments in schools across the country which has resulted in humiliation, injuries and even death (Farooq, R.A. 2001). Religious education system based on madrassas has not been registered with government and is run as a parallel system of education in the country. Lack of government monitoring of these madrassas allows the administrator of such institutions for various forms of of corporal punishments. The report says last year 7,000 children were kidnapped in different parts of the country. In Karachi alone, 3,090 of these children were kidnapped. Floods in Sindh and conflicts in Khyber Pakhtunkhwa and Fata contributed to a surge in kidnapping and trafficking of women and children, the report says. “In 2011, 250 children died in armed conflicts in different parts of the country. Majority were killed in Fata and Khyber Pakhtunkhwa. Moreover, apart from life threats, the harmful psychological impacts of prolonged conflicts affected thousands of children in the war-torn regions. Independently from the explanation of frequency and percentage, the statistical analysis has been made in order to confirm univariate analysis. The cumulative percent has been made in order to check the percentages. Correspondingly, measure of central tendency has been measure in relation with normal distribution. The numerical values of mean, median and mode fall in the acceptance region which authenticate the proposed hypotheses and validate univariate analysis.

Table: 3 Corporeal Punishments and Dropout

Corporeal punishment	Frequency	Percent	C.P	Mean	Median	Mode
I don't agree	6	15.0	15.0			
It tortures the students	12	30.0	45.0			
It frightens the children to be in school	7	17.5	62.5			
It makes the environment stressful	7	17.5	80.0	1.98	2.00	1
It increase dropout	8	20.0	100.0			
Total	40	100.0				

Denotation: C.P (Cumulative, Percent)

1.7.4. Parent, s Carelessness and Dropout ratio

Though education is considered a powerful tool by the parents for bright and prosperous future of their children, but certain factors indirectly lead to the carelessness of parents about the education of their children. The parent’s carelessness about the education of their children is a major contributing factor towards drop out of students from schools. This carelessness is based on various sociological barriers or wrong interpretations of religious beliefs. The drop out of girls is the area affected by these social barriers or wrong interpretation of religious beliefs. This is especially common in the backward rural areas of the country. Though up to primary levels is not an end in rural areas, but the parents lack of aspirations for their children is not high and thus they do not prioritize the education of

their children. The rural parent’s perception about the school condition is also a hindering factor for the education of children. (Chuard, D. &Mingat, 1996).

Independently from the explanation of frequency and percentage, the statistical analysis has been made in order to confirm univariate analysis. The cumulative percent has been made in order to check the percentages. Correspondingly, measure of central tendency has been measure in relation with normal distribution. The numerical values of mean, median and mode fall in the acceptance region which authenticate the proposed hypotheses and validate univariate analysis.

Table: 4 Parent, s Carelessness and Dropout Ratio

Parents carelessness	Frequency	Percent	C.P	Mean	Median	Mode
I don't agree	1	2.5	2.5			
A child does not know his/cost in benefit’s	17	42.5	45.0			
Remains careless with his/her study	13	32.5	77.5	1.98	2.00	1
Avoid going to school	5	12.5	90.0			
the does not whatever his/her want	4	10.0	100.0			
Total	40	100.0				

Denotation: C.P (Cumulative Percent).

1.7.5. Strict Customs among Pukhtoon and Dropout Out of Female from Education

The culture and tradition of a society have a significant influence on education. The strict cultural norms obstruct education in a way it resists change. The inhabitants perceive the education of female as a stigma on their family. The high ratio of female illiteracy in pukhtoon is because of strict culture. Concerning the opinion of respondents In aggregate of 40(100%) are not in favor of strict culture.10.0% respondents they tend to maintain their cultural customs and 30.0% respondents views that due to the fear that it harms to cultural base. Moreover 32.5% opinions that strict patriarchal system encourages especially family education in pukhtoon society. Furthermore 17.5% respondents argued that male dominance in pukhtoon society also increase dropout.

Discretely from the description of frequency and percentage, the statistical analysis has been completed in order to validate univariate analysis. The cumulative percent has been made in order to check the percentages. Too, measure of central tendency has been measure in relation with normal distribution. The numerical values of mean, median and mode goes in the acceptance region which confirming the proposed hypotheses and validate unilabiate analysis.

Table: 5 Strict Customs Among Pukhtoon and Dropout of Female From Education

Strict customs	F	Percent	C.P	Mean	Median	Mode
I don't agree	4	10.0	10.0			
they tend to maintain their	4	10.0	20.0			
they fear that it harms cultural base	12	30.0	50.0	2.38	2.50	3
strict patriarchal system coerce girls to deny education	13	32.5	82.5			
Due to male dominated society	7	17.5	100.0			
Total	40	100.0				

Denotation: F (Frequency), C.P (Cumulative Percent).

1.7.6. Illiterate Parent’s and Dropout

The conservative thinking of illiterate parents has been one of the most important factor in increasing the drop out of children from schools. This conservatism has impeded the education of females in the society as the illiterate parents are strictly following the social values and norms. Research reports have established a positive correlation between students drop out from schools and parent’s illiteracy. Results of such studies have further shown that father education has resulted in the retention of male Childs in schools while education of mother has favored the retention of female Childs in schools. Overall, the both father and mother education had a significant effect on the children education at all levels (Swada and Lokshin, 2001)

8(20%) out of 40(100%) viewed that dropout is not the impact of illiteracy .8(20%) out of 40(100%) responded that children dropout is high because they don’t know the importance of education while 10(25%) argued that dropout is high because there is huge unemployment which keeps away the student from schools. They are jobseekers and work on low wages says good bye to their schools forever. While 11(27%) presents that dropout is high because it of miserable poverty. The have less money for fulfilling their basic needs and could not bear the expenses of education along with their daily chores expenses.3 (7.5%) out of (40%) expressed that peoples have negative attitude towards education which neglects them from school.

The description of frequency and percentage, the statistical analysis has been prepared in order to validate univariate analysis. The cumulative percent has been ready in order to check the percentages. Also, measure of

central tendency has been measure in relation with normal distribution. The numerical values of mean, median and mode plunge in the acceptance region which authenticate the proposed hypotheses and validate univariate analysis.

Table: 6 Illiterate Parents and Dropout

Illiterate parents	Frequency	Percent	C.P	Mean	Median	Mode
I don't agree	8	20.0	20.0			
Due to miserable poverty	8	20.0	40.0			
They are against education	10	25.0	65.0	18.2	2.00	3
They don t know the importance of education	11	27.5	92.5			
Their negative attitude towards education	3	7.5	100.0			
Total	40	100.0				

Denotation: C.P (Cumulative Percent).

1.7.7. Militancy and Dropout

Militancy has great effect on the drop out of children in the province of Khyber Pakhtunkhwa. About 600,000 children went missing from schools for one or more years during the recent militancy and ongoing war on terror. Moreover, the militant in the province damaged or destroyed about 710 schools. Malakand division was the most affected among other districts of the province. About 640 schools of the division got destroyed due to militancy in the division. Similarly, a total of 70 educational institutions were destroyed or damaged in other districts of the province (Government of Pakistan, 2010). Pakistan is among the countries having lowest literacy rate of their youth. In Pakistan only 69% youth are literate. The situation is further alarming in case of female’s youth as they are only 59% literate. Lack of educational facilities like unavailability of technical and vocational education institutions and proper polices favor the situation for decreasing the literacy in youth of the country (Government of Pakistan, 2010)

In the following table 2(2.5%) out of 40(100%) are not in the favor that militancy increase children dropout while on other hand 4(10%) out of 40(100%) that through disharmony they are quieting their schooling. 12 (30%) out of 40(100%) that devastated schools in blast suffers the children to leave schools. As their schools are blasted they don t have proper infrastructure for study compels them to leave school. 18 (45%) out of 40(100%) argues that militancy spread the psychological stress among the peoples of that because of the dubious situation in the state. Therefore the parents are not sending their children to school as they fear their children would lose their life then they remains out of school. 4(10%) out of (100%) viewed that it terrifies the children from school. The students fear from going to school due to unexpected situation blasts on road sides and schools.

Later the description of frequency and percentage, the statistical analysis has been made in order to validate univariate analysis. The cumulative percent has been made in order to check the percentages. Similarly, measure of central tendency has been measure in relation with normal distribution. The numerical values of mean, median and mode fall in the acceptance region which authenticate the proposed hypotheses and validate univariate analysis.

Table: 7 Militancy and dropout

Militancy	F	P	C.P	M	Median	Mode
I don't agree	2	5.0	5.0			
Through disharmony they quit their schooling	4	10.0	15.0			
The devastated schools in blast cause them to leave school	12	30.0	45.0	2.45	3.00	3
They spread psychological stress among children to leave schools	18	45.0	90.0			
It terrify the children from attending a school	4	10.0	100.0			
Total	40	100.0				

Denotation: F (Frequency), P (Percent), C.P (Cumulative Percent), M (Mean)

1.7.8. Broken Family and Children Dropout from School

The following table explicitly shows that out of 40(100%), 2 of 5.0% view that children are not cared therefore they are dropout from school. Broken family is that which is deficient in important family members because of some fatal reasons. The family is broken due to the death of either family member like husband or wife and divorced of one of them. Majority of the respondent 20(50%) argued that children dropout is high because children need motivation and guidance which is lacking in broken family. That’s why there is high dropout of children. In The table 6 of (15%) that children leave due to low economic status .The poor peoples are incapable to bear the expenses of education. Further 7(17.5%) express their view that children leave school because their future as unexpected.

Separately from the explanation of frequency and percentage, the statistical analysis has also been through in order to validate univariate analysis. The cumulative percent has been made in order to check the percentages.

Correspondingly, measure of central tendency has been measure in relation with normal distribution. The numerical values of mean, median and mode fall in the acceptance region which authenticate the projected hypotheses and validate univariate analysis.

Table-8. Broken Family and Children Dropout from School

Broken Family	F	P	C.P	Mean	Median	Mode
I don't agree	2	5.0	5.0			
They are not cared	5	12.5	17.5			
There is no proper motivation and guidance of the children	20	50.0	67.5	2.28	2.00	2
Due to economic problem he could not bear the expenses	6	15.0	82.5			
They expect their future gloomy therefore leave school	7	17.5	100.0			
Total	40	100.0				

Denotation: F (Frequency), P (Percent), C.P (Cumulative Percent), M (Mean).

1.7.9. Strict Martinet Teachers in School and Student Dropout

Mostly in rural areas of Khyber Pakhtunkhwa in public primary school's teachers are very strict, they give very harsh punishment to their students. Results of reports have revealed that that various physical factors have led to increase in drop out from schools at the level of primary classes in the country. Corporeal punishment was attributed to be the most common reason for this drop out in schools. About 93% of the respondents identified corporeal punishment as the major cause for children to stop their schooling at primary level. Physical punishment of students in schools is denied culturally and according to report, 52% of the teachers in Pakistan used to punish their students (United Nations, 2008). UNICEF carried out a survey 2005 for assessing the current of state of physical punishment in Pakistani schools. When interviewed, 3,582 students revealed that had been subjected to corporeal punishment during their schooling in one form or in other forms. Society for the Protection of the Rights of the Child reported the drop out of about 35,000 children from schools. Corporeal punishments are responsible of children drop out from schools all around the world and 50% drop out occurred due to such punishment during the last five (United Nations, 2008).

Many school teachers still consider corporeal punishment productive in the process of students learning even the awareness against such punishments has been common. Though all the provincial governments have legislations against such punishments and have banned them in schools in 1999, still the poor implementation of the law is impeding the retention of the students in schools and drop out is increasing day by day, especially at primary levels. The lack of proper infrastructure and facilities like drinking water, washrooms and electricity has also led to the drop out of students from schools in Pakistan. About 83% if the interviewed individuals pointed out poor infrastructure and lack of facilities for dropout rate in Pakistan. Two-thirds (67%) of the country population is based in rural areas (Government of Pakistan, 1998). The rural areas of the country have been remained backward and no proper developments have been made health and education sectors in these areas (Government of Pakistan in 2008 which causes the students dropout and retention rate. Moreover, about 68% interviewed individuals held the schools buildings poor building responsible students leaving school at primary level. (Government of Pakistan, 1998).

Later the description of frequency and percentage, the statistical analysis has been made in order to validate univariate analysis. The cumulative percent has been made in order to check the percentages. Similarly, measure of central tendency has been measure in relation with normal distribution. The numerical values of mean, median and mode fall in the acceptance region which authenticate the proposed hypotheses and validate univariate analysis.

Table-9 Strict Martinet Teachers in School and Student Dropout

Strict teachers	F	Percent	C.P	Mean	Median	Mode
I don't agree	4	10.0	10.0			
Giving harsh punishment to student	8	20.0	30.0	1.90	2.00	2
Torture them psychologically	19	47.5	77.5			
Restrain them in stress environment	6	15.0	92.5			
Remain autocratic and oppressor in teaching	3	7.5	100.0			
Total	40	100.0				

Denotation: F (Frequency), C.P (Cumulative Percent).

1.8. DISCUSSION OVER FINDINGS

The students dropped out from schools are easy to be held responsible and this is mostly blamed on the part of student's failure in their educational career. Student's negligence for not completing their school work or not attending the school regularly can also be the factors for such situation. The poor responsiveness of the school

management to individual needs is also a can also be blamed. The school staff grievances about the parent's response and negligence are also taken consideration. But these blame games do not work well for addressing the issue of children drop out from schools in a true spirit. The real problem is ignored and instead irrelative solutions are sought out. What strategies will help keep students in school or encourage students to return to school. Gender appears that boys and girls do not significantly differ in dropout rates. However, they seem to drop out for different reasons: Girls are most likely to drop out of school due to pregnancy and marriage, while boys are more likely to drop out to seek employment. Additionally, boys are twice as likely to dropout as girls due to behavioral difficulties.

The researcher concluded from this study on the basis of existing literature and Data acquired from the field. There are multifarious causes which the respondent did mention. The researcher concluded that social causes are core issues to children dropout from school. The social issues like, strict customs and tradition, illiteracy in parents, Militancy, Broken families, Regimentation in teachers, population explosion, corporeal punishment, parents carelessness and prioritization in education, are the reasons responsible for children dropout from school. Many at-risk factors are related to family income - parents' education, single parenting, academic achievement, behavior problems and school attendance. Parent attitudes are clearly related to student engagement in learning and graduation rates. Parents of dropouts are more likely to view school negatively, to have minimal involvement with school and to place little value on school attendance and achievement. Family members as well as parents are likely to influence a student's decision to drop out of school - students who have a sibling who dropped out of school are at much higher risk of dropping out themselves. Families from diverse cultures and families whose primary language is not English also face additional barriers to school engagement that appear to place students at-risk for dropping out. School personnel may misunderstand customs and parenting styles as lack of interest in schooling, and fail to identify appropriate and effective means of promoting parent involvement in education. These students are more likely to experience alienation and to disengage from the school setting.

1.9. CONCLUSION

The researcher interviewed 40 respondents expressed that parent's carelessness increase children dropout because a child doesn't know his cost and benefits. Majority of respondents also viewed that strict culture and patriarchy system in Pukhtoon deny girls education which is raising children dropout. The culture and tradition of a society have a significant influence on education. The strict cultural norms obstruct education in a way it resists change. The inhabitants perceive the education of female as a stigma on their family. The high ratio of female illiteracy in Pukhtoon is because of strict culture. The respondents also stated that dropout is because of illiteracy in parents. The illiterate parent doesn't know about the importance of education. As the parents are illiterate therefore they deny the education of children. On other hand, illiterate parents are found to be education conservative sticking to their traditional values. Their conservatism has a strong negative effect on female education. This study shows that the education of the father increases the expected level of school retention by boys, and that of the mothers enhances the educational attainment of girls. Father's education had a significant impact on children's education.

Further they view that militancy spread psychological fear due to which the parents stops their children from going to school. Broken family is the cause in which there is no proper motivation and guidance which leads to children dropout. Strict martinet teachers torture the students psychologically. Majority of the respondents agreed that corporal punishment is one of the major reasons for dropping out students from school.

1.10. Recommendation

On the basis of data collected from the respondents the following suggestion has been put forwarded.

The already existing environment of misunderstanding respective generation should be eliminated by a social debate based on mental understanding. Due to generation gap the children are feeling hesitation in front to his teacher. The teacher should be more congenial in delivering his lecture to students.

Unfortunate a general feeling of bias is practiced against female and various field of society one among them neglects female from education. The practice should be discouraged on priority bases across various forums. The gender bias discrimination must be eradicated to improve the education of females in backward places.

Adoption to change is a necessary evil towards human development. Today globalize world demand Pashtun society shed off its conservative approach many areas of social reality. Conservatism held the students strict to the customs of their parents should be given opportunity to learn about new environment.

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Divine Will and Providence

Razie Sadeghi¹, Seiyed Ahmad Miriyan Akandi²

¹PhD student of Quran and Hadith Science of Islamic Azad University, Sari Branch

²Department of Quran and Hadith Science of Islamic Azad University, Sari Branch, Iran

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ABSTRACT

One of the attributes of God, often mentioned in the Book and tradition, is the attribute of the Providence and Will of God, being particularly significant among the qualities of God. The present paper states that: Will is of the Divine beauty properties, characterized both in the stage of essence and the hierarchy of action. Will is of the perfection properties of living thing. This is vivid that the Giver of perfection cannot lack it, then the Almighty is of the Revelation and Bestower and Will of perfection properties cannot lack it; therefore, the Glorified is the disciple of the truth of Will, and at the same time, since the Will of God is absolute, human is the follower and free to choose, but his will and authority depends on God and, thus predestination and delegation is substituted with Amr byn Alamryn (the affirmation of man's power by preserving his causal relationship with the Divine will). It is of the Divine decrees that man is totally free in selecting the action and he is himself the builder of destiny and the writer of life lines and the designer of bliss and misery and God's decree isn't anything else except that every man is totally free to do what he wants, and is free and authorized in choosing bad, good, useful and harmful.

KEY WORDS: Will, Providence, free will, Divine Actions

INTRODUCTION

One of the perfection attributes of God is Providence and Will, as the Purposer has been considered of the Divine Names. In the Qur'an, the terms Providence and Will and Purposer haven't been used for God, while in many verses, the terms *يريد الله*, *اردنا*, *اراد الله*, *يشاء الله* and *يشاء الله* have been applied. Regarding these verbs, the attribute of Providence and Will and the name *شائى* and Purposer have been abstracted and used as the Divine Attributes and Names. Apart from this application, the mentioned attributes and names are found in the narrations.

Some of the theologians have taken Providence and Will as the same attribute and others consider these two as separate and some have quoted explanations about the difference of these two (Ragheb Esfahani, 1412 AH). What has been inferred from the Quranic applications about these two terms is that Providence has only been applied in the Evolutionary Will of God and also the Legislative Will of God. With respect to the collection of the verses and narrations, it can be claimed that Will and Providence in God express one attribute.

Literal Meaning of Providence

(مشيئت) or Providence of the matter (شيء) and infinitive (شاء يشاء) that in this word, it is interpreted as Will; and terminologically, it refers to tending to something so that that thing is achieved. Since this word is of the common ones between God and the creatures among the theologians, Ragheb has defined it as (creating an object) and (to strike) with this detail that Providence about God means to create an object and the existence of an object, while it is used for humans as to strike (Ibn Manzur, vol. 1, p. 103). It is worth mentioning that the Qur'an has pointed out the Divine Providence with phrases such as (شاء) and (اراد) and the derivatives of these two, in which the matter (شاء) has been used 227 times and the matter (اراد) 147 times in the Qur'an. This multiplicity of use points to the special significance of this issue from the monotheistic viewpoint of Islam.

Verbal Meaning of Will

(اراده) or Will is an Arabic word from the root (رود) meaning aspiration and free will (Johari, 1988, 1:478). The enthusiasm for doing a task (Ibn Fārs, 1399 AH, 2:457), gently commute for searching something, and about God, the meaning Decree has been given (Ragheb, 1412 AH, 371). In some lexicologists' mind, (مشيئت) or Providence is synonym for Will and means requiring and asking (Johari, 1988, 1:478). Of course, Providence and Will are slightly difference from each other; Providence is merely wanting something, but Will is to go towards something and take actions; thus, it can be stated that Providence is the weak order of Will at a distance from actions and Will refers to the strong order of Providence and connected with action (Asgari, 1412 AH, 35-36).

* **Corresponding Author:** Razie Sadeghi, PhD student of Quran and Hadith Science of Islamic Azad University, Sari Branch. Email: Sadeghi.1363@gmail.com

Is the Divine Providence Different from the Divine Will?

The Divine Providence and the Divine Will are along the Divine Actions. Based on the religious teachings originating from the Imams (AS), whatever Allah wants does not take place unless after the Knowledge of God attaches it, then it is the time for the Divine Providence, and the Divine Will and following it Destiny and then Predestination, and then the Signature (Ratification) by God. The Providence and Will of God is of two types: the Evolutionary Will of God and the Legislative Will of God. In terms of Legislative Will, God willed the guidance of all people; thus, He sent down the Prophets and the Revealed Books. But in terms of the Evolutionary Will, God wanted people to choose the path based on their free will and authority, not to be forced to resign to religion. Providence and Will slightly differ; Providence is merely wanting something, but Will is to go towards something and take actions; thus, it can be stated that Providence is the weak order of Will at a distance from actions and Will refers to the strong order of Providence and connected with action. Knowledge and Providence and Will of God and of Imams (AS). It is quoted that Imam Sadiq (AS) says:

قلوبنا اوعيه لمشيئته الله فاذا شاء الله شيئا شئنا و الله يقول ما تشاؤون الا ان يشاء الله

"Our hearts are the vessel of the Divine providence. Then when God wills something, we have wanted it and this is the Promise of God stating: "You don't want anything except what God wills (Tusi, 1411 AH, P.247)". Imam Sadiq (AS) also states somewhere else that:

ان الامام و كر لاراده الله عز وجل لا يشاء الا من يشاء الله

"Indeed, the heart of Imam is the nest of the Divine Will. He does not want except what God desires (Majlisi, vol.25, p.385). What is set forth here isn't the Inherent Divine Providence and Will, rather it is the Agent Providence and Will of God. The action of God is the creature and possible and requires a manifestation. This narration states that: "If God wills, this Divine Will is like a bird requiring a nest. Then the Divine Will and Providence's bird's nest is the heart of the Prophet's Household. From this, it is also understood that, first, they are aware of what is going on in the world, then the other beings are the Angels-close to God. Based on this, the Prophet stated:

و نحن اذا شئنا شاء الله، و اذا كرهننا كره الله، فالويل كل الويل لمن انكر شئنا مما اعطانا الله فقد انكر قده الله و مشيئته فينا

"Whenever we desire something, it means God wills and when don't, it means God doesn't will it. Then *ويل كل ويل* (a place in the Hell) is for the one who denies our virtue and our qualities and denies what God has granted us, since anyone who denies what God has bestowed us, verily, he's denied the power of God and His providence about us. Some theologians, especially the al-Ash'ari theologians, considered Will of the inherent traits and part of Ghodamaye Samaniyah (the 8 ancient creatures or 8 obligatory existences as essence, and 7 attributes called life, knowledge, power, will, hearing, sight, speech). They believed that: The Will of God is ancient and something other than the Knowledge and beyond the Essence of God. By referring to the examples of this narration, some other claim that :

خلق الله المشيئته بنفسها ثم خلق الاشياء بالمشيئته

(Bihar al-Anwar, vol.4, p.145)"It turns out that Providence is the creature". In some narrations, it is specified that God has created some Names for Himself and the Name created in His Essence doesn't leave His Essence. It should be noted that the term creature here isn't interpreted conventionally or philosophically and it doesn't mean that this Name that God put for Himself is a creature. He addressed this way: "If it is the case, the question posed is with what He created that Name? As one aspect, I state that maybe this is more appropriate to say that the creature about that Name exclusively for the Divine Essence means Manifestation.

About the creation of the universe, again a false idea has been raised by some of the old scholars and that is saying: "The emergence of the universe of God is a sort of compulsion; that is, God couldn't create. The Essence of God requires creation and Providence does not play a part here." That is, the emergence of the universe is from the Divine Nature and the Almighty Al-Ayazbala is deterministic. In contrast to this false idea, the narrations and verses strongly stress that all things depend on the Divine Providence. And teaches the Prophet to recite "God willing" expression when doing a task:

وَ لَا تَقُولَنَّ لِشَيْءٍ اِنِّي فَاعِلٌ ذَلِكْ غَدًا اِلَّا اَنْ يَشَاءَ اللهُ

(Al-Kahf, 23/24)

"Nor say [Messenger] of anything, Surely, I will do such and such tomorrow, without adding "if Allah Wills." And mention this remembrance if you forgot and also say: "it may be that my Creator and Nurturer will guide me nearer than this way to the right course." And of our religious rites is to say "God willing" in everything and in our heart, this should dwell in our heart that nothing can be done without His Providence; even in the Qur'an, a delicate meaning has been used and stated :

وَ مَا تَشَاءُونَ اِلَّا اَنْ يَشَاءَ اللهُ

(Al-Insan/30 & At-Takwir/29)

"And you, the believers do not wish something unless it is according to Allah's Will verily, Allah is the Knowing Decree." God strongly emphasizes that we get to know Allah this way that nothing in the world is realized without His Will and Providence. Perhaps when Will and Providence are used with each other, their meaning differs; but when they are used interchangeably, they are synonym. Anyway, the word "شاء" has been strongly emphasized. Qur'an stresses that never consider God closed-handed. Where we assume the decree is

definite and the sufficient cause exists, we are unaware that there is another component for the cause and that is the Will of God; if He Willed, all these things would have disrupted. We should never think that God is close-handed and even God cannot change any more! Close-handed God is no longer God. This depends on the Providence of God in all creatures, whether old or originated, abstract or material. The existence of every creature depends on the Will of God and in one sense, the embodiment of God's Will.

Divine Will from Hadiths' Perspective

What is interesting and significant in the Islamic narratives about Will is that:

First, the Divine Will differs from His Knowledge and Power.

Second, will is viewed of the attributes of action, not that of the essence; and in both, the verses and narrations are used. The very issue (the attribute of action) has been set forth about the Divine Providence. Of the Quranic verses, this (the action attribute's will) is inferred well. Such as the following: A) In several cases, Will is subject to (إذا). As stating:

إِنَّمَا أَمْرُهُ إِذَا أَرَادَ شَيْئًا أَنْ يَقُولَ لَهُ كُنْ فَيَكُونُ
(Yasin/82)

"Verily, when He decides to create somebody, something or some event, He only Commands to it stating: Be! And immediately it comes to existence." If Will were the essence attribute, it has to be always existing, while "إذا" is for the starting point of something. B) Also Will has been subject to (لو):

لَوْ أَرَادَ اللَّهُ أَنْ يَخْذُ وَلَدًا لَأَصْطَفَىٰ مِمَّا يَخْلُقُ مَا يَشَاءُ سُبْحَانَهُ هُوَ اللَّهُ الْوَاحِدُ الْقَهَّارُ
(Az-Zumar/4)

"If Allah had willed to adopt a child, He would have chosen from whatever He had created [in the Heavens]. He is the Absolute Pure and above the attachment that they ascribe to Him; He is the One yet the Dominant over all powers." C) In addition, it has been subject to (ان):

إِنْ أَرَادَ بِكُمْ سُوءًا أَوْ أَرَادَ بِكُمْ رَحْمَةً
(Al-Ahzab /17)

"If it be Allah's Will to punish you or to bestow Grace upon you nothing can bar His Command to be fulfilled and they, the people cannot find any Guardian and Supporter but Allah."

إِنْ أَرَادَ بِكُمْ ضَرًّا أَوْ أَرَادَ بِكُمْ نَفْعًا
(Al-Fath/11)

"If His will be to cause some loss on you or to give you some benefit? But Allah is the Absolute Aware about what you people do." The Essence attributes are related to the Glorious God and abstracted from the Essence. While the Action attributes are realized regarding both sides. Thus, the Glorious God will be the Sustainer if there is a creature and God will sustain them, since Will won't come true without the other party (object of will). Therefore, Will is of the Action attributes. That Will is of the Action attributes, some infer that in this case the mankind's actions are of the non-representative tasks of God, can get out of His Will circle and only God orders the good and forbids the evil. That is, they consider the issue settled at this stage.

Second: The Evolutionary Will and the Legislative Will

The Islamic scholars have developed two Wills, Evolutionary and Legislative, for the Glorious God. Allame Tabatabaee stated that: the agent's will occurs on doing an external affair, of course sometimes directly. That is, the Evolutionary Will. Sometimes for this reason, there is no need for a special incentive for the representative to make an affair realized; rather, he wants to fulfill his will through the will and power of those who are kind of prior to them. In this case, the power to order other ones has been created in him. This is known as the Legislative Will. It is true about the Divine Will. The Evolutionary Will of God as the legislator is not assigned to the Worship Actions, rather the Evolutionary Will of God has been assigned to His Own Action, that is the same order to His Servants. When this Evolutionary Will is compared with the question action issued by the agent, it is called as the Legislative Will.

Third: Analyzing Divine Will and Providence from the Book and Tradition

Will and Providence have two distinctive concepts and orders. In the Qur'an and the hadiths by Imams (AS), there are separate concepts and nowhere these two have been taken as synonym. It can't even be claimed that they are united about God based on application. Literally, (مَشِيئَة) means want and (إِرَادَة) means intention or demand and although, the meaning will is in both, in the first one -Providence -the goal is to want and inclination to something and in the second one -Will -there is want accompanied with the intention to reach.

In a hadith by Imam Reza (AS), (إِشَاءَ اللَّهِ) has come with the meaning the beginning of an action and (إِرَادَة) as affirmation and in another hadith by the Infallible Imam (AS), the Divine Providence has been defined as (هَمَّهُ) (امام الشیخه) having the same meaning with the previous hadith. Association between Mankind's Providence and Divine Providence In the Qur'an and hadith, Mankind's Providence has been subject to the

Divine Providence. While this hasn't been reiterated about Will .About the Providence of Mankind, Qur'an stated that:

إِنَّ هَذِهِ تَذْكِرَةٌ فَمَنْ شَاءَ اتَّخَذَ إِلَىٰ رَبِّهِ سَبِيلًا. وَمَا تَشَاءُونَ إِلَّا أَنْ يَشَاءَ اللَّهُ إِنَّ اللَّهَ كَانَ عَلِيمًا حَكِيمًا

(Al-Insan/29&30)

"Verily, this Qur'an is a Reminder and a Guide and whoever who wishes can find through it ,a way towards his Creator .And you ,the believers do not wish something unless it is according to Allah's will ,Allah is the Knowing Decree. "

And added:

كَلَّا إِنَّهُ تَذْكِرَةٌ ،فَمَنْ شَاءَ ذَكَرَهُ .وَمَا يَذْكُرُونَ إِلَّا أَنْ يَشَاءَ اللَّهُ هُوَ أَهْلُ التَّقْوَىٰ وَ أَهْلُ الْمَغْفِرَةِ

(Al-Muddassir/54&56)

"For sure, this Qur'an is a Reminder [for all in the human society]; and they will not be reminded unless Allah's Willis the source of Righteousness and the Owner of Forgiveness."It can be perceived that in both verses, the mankind's Providence towards God and endurance and attention to the Truth are dealt with .In both cases, mankind's Providencehas been negated without the Divine Providence.

C) Human's Will and Lordly Will

In Qur'an and hadith, Will has been mentioned for human similar to that for God. Though, in some verses, the Guidance and Distraction of human has been related to the Divine Will .But their Willhasn't been negated verses the Divine Will, while about the Providence, it is said that :

وَمَا تَشَاءُونَ إِلَّا أَنْ يَشَاءَ اللَّهُ

(Al-Insan/30)

"And you, the believers do not wish something unless it is according to Allah's Will ".It seems as if the above verseintends to state that the principle of human's providence has been based on God's Providence, so that without His Providence, the human's providence does not exist.Then the difference between Providence and Will is clear cut. Based on the Divine Providence, human has been created free and various facilities have been made available for him, whatever human wants is within the facilities and means God made accessible for human, then human cannot exercise the slightest will and providencebeyond the rules and agents of the Lord's Creation. If human desires to go to the right path, then he has to move according to these Divine facilities and inspect his way. If human has taken the rebellion path, again he has been enjoying the same Divine Facilities and Agents.

Whatever good and right exists thanks to the DivineProvidence, since the human's providence for good deeds wouldn't be possible without the Divine Providence. Then the origin of good deeds is the Glorious God .The Lordly Capital and the power to exploit these facilities and the free will of human belong to God, while every sort of sin and evil is related to human because he has been given the Divine Facilities and he is truly free and selective.

God's Providence from Qur'an Perspective

One of the attributes of God's Perfection, sometimes implicitly and occasionally, explicitly raised in the Qur'an and throughout history as one of the most controversial verbal and interpretive topics is the issue known as God's Providence. In Qur'an, lots of verses indicate God being fully dominant on all affairs of the existence, introducing all the events of the world based on the Divine Providence and considering human as lacking any power:

قُلِ اللَّهُمَّ مَالِكِ الْمُلْكِ تُؤْتِي الْمُلْكَ مَنْ تَشَاءُ وَ تَنْزِعُ الْمُلْكَ مِمَّنْ تَشَاءُ وَ تَعْرِضُ مَنْ تَشَاءُ وَ تُنْزِلُ مَنْ تَشَاءُ بِبَيْدِكَ الْخَيْرُ إِنَّكَ عَلَىٰ كُلِّ شَيْءٍ قَدِيرٌ

(Al-E-Imran /26)

"Have you not [O, Messenger] observed those who have been given a portion of the Scripture? When they are referred to the Book of Allah that it may judge among them, then a party of them turn away while protesting ".But besides these verses, there are some verses introducing mankind as the possessing authority and considering him as the agent behind changing his destiny, and thus human beings have been assigned responsibilities and rewards and penalties have been determined for them:

وَ قُلِ الْحَقُّ مِنْ رَبِّكُمْ فَمَنْ شَاءَ فَلْيُؤْمِنْ وَ مَنْ شَاءَ فَلْيُكْفُرْ إِنَّا أَعْتَدْنَا لِلظَّالِمِينَ نَارًا أَحَاطَ بِهِمْ سُرَادِقُهَا

(Al-Kahf/29)

"Say,[O, the Messenger]:This Word of Truth is from your Creator .They are free to choose between belief and disbelief .Surely, we have prepared from the disbelievers a Fire that its Pavilion encompasses them".The sum of these verses is this way that the free will of human isn't the absolute authority and along with God's Providence; since if we accept the fact that man is absolutely free, we need to mention that a creature has been found that is outside God's Ruling and Power and this is polytheism and opposed to the Divine actions' Unity and on the other hand,if we admit that human is absolutely bound, in this case, there is no outcome except obligation's negation and sanction(punishment or reward) and this idea is inconsistent with the selection right in humans as a vivid issue ;Thus it is right that the Order of Creation has been outlined based on Amr byn Al amryn (the affirmation of man's power by preserving his causal relationship with the Divine will) ,i.e., our power, wisdom,

reason, free choice and will are because of Him and are along the Divine Will and Providence and its effect ;because God has provided all the arrangements and means of Will and its application for us and it is with us to make the final decision to perform or quit the affairs. Then because our actions are necessary for the arrangements that the Compassionate God bestowed us, we can attribute these means to Him and to the one making the actions .Therefore, not only there is no contrast and contradiction between these two classes of the verses, but also no particular equality exists between them(MakaremShirazi ,2007,vol.5,P.385).Kinds of the Divine Providence:God's Providence is discussed onto two dimensions:

1-Evolutionary Providence

The Evolutionary Providence refers to the status of creating objects as exclusive for God and Creates them based on His knowledge, wisdom and expedient and since this Status is the Essence of the Truth and originates from the Divine Everlasting Power, its violation is impossible and the servants have no right in this domain:

تُولِجُ اللَّيْلَ فِي النَّهَارِ وَتُولِجُ النَّهَارَ فِي اللَّيْلِ وَ تُخْرِجُ الْحَيَّ مِنَ الْمَمَاتِ وَ تُخْرِجُ الْمَمَاتِ مِنَ الْحَيِّ وَ تُزْزِقُ مَنْ تَشَاءُ بِغَيْرِ حِسَابٍ

(Al-e-Imran /27)

"You cause the night to merge into the day and You cause the day to merge into the night; and You bring the living out of the dead and You bring the dead out of the living .And You give substance to whomsoever You will without any limit."These examples of the verses are of the Evolutionary Will kinds related to God's Evolution and Predestination and out of the creatures' will.

2-Legislative Providence

By the Legislative Providence, it means God makes the servants aware of their interest or loss through sending the Messengers so that they act or abandon with no force or compulsion ;thus ,its violation is impossible and the Qur'an takes it as Providence:

إِنَّا هَدَيْنَاهُ السَّبِيلَ إِمَّا شَاكِرًا وَإِمَّا كَفُورًا

(Al-Insan/3)

"Then We showed him the Straight Path; whether he chooses to be grateful or to be ingratitude and disbeliever."

Conclusion

However, considering the above discussion on the Essence attributes and actions and the debate on the way to apply this attribute for God and regarding the narrations by the Imams (AS) about the Divine Will and Providence, we can conclude that Will is considered of the attributes of God's Actions.Will in God differs from that in human, i.e., in human Will has to go through some stages to reach the emergence stage of will and action .That is, first the image of action and then knowledge and its advantage and after that the career in that action and following it the will and making the action are involved , while it isn't the same in God that to go through some stages for action will and Will is His Essence and will Creates whatever He Desires immediately and it is stated that God owns two types of Will classified as the Evolutionary and Legislative. The Evolutionary Will is the exterior verses .The Legislative Will is the very agents and statements of the Prophets that infact impart the Divine Agents to us.

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