

ABSTRACT

A DESCRIPTIVE ANALYSIS OF ECONOMIC BARRIERS IN 21ST-CENTURY EGYPTIAN PUBLIC PRIMARY EDUCATION

By

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Economic inequality remains a crucial barrier to achieving educational equity in Egypt's public primary education system. This descriptive quantitative study examines: (1) the prevalence of economic challenges faced by students and teachers in Egyptian public primary schools; and (2) the perceived impact of these challenges on educational access, quality, and equity from both stakeholder perspectives.

The study was conducted at Al-Nasser Public Primary School in Giza with ten teachers and ten students. Data were collected through structured questionnaires focusing on direct and indirect educational costs including learning materials, transportation, and private tutoring as well as institutional constraints such as resource availability and infrastructure. Descriptive statistics were used to analyze the distribution and severity of reported economic barriers.

Results indicate that economic pressures significantly hinder the educational process. Students reported substantial difficulties due to family financial strain, which limited access to learning resources, reduced participation in school activities, and diminished academic concentration. Teachers highlighted challenges stemming from inadequate school resources, overcrowded classrooms, and systemic underfunding, which collectively undermine instructional quality and professional motivation. Strong consensus emerged on the insufficiency of existing support mechanisms.

The study concludes that economic barriers are deeply embedded in Egyptian public primary education, necessitating coordinated policy interventions. Recommendations emphasize strengthening financial aid systems for disadvantaged students, increasing investment in school infrastructure and teaching resources, and enhancing educator capacity and motivation. Addressing these economic dimensions is fundamental to realizing a more equitable and effective education system in Egypt.

Keywords: Descriptive analysis, Economic barriers, Educational equity, Egypt, Descriptive analysis, Egypt, Public primary education

ABSTRACT

A DESCRIPTIVE ANALYSIS OF ECONOMIC BARRIERS IN 21ST-CENTURY EGYPTIAN PUBLIC PRIMARY EDUCATION

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Ketimpangan ekonomi tetap menjadi hambatan krusial dalam mencapai kesetaraan pendidikan di sistem pendidikan dasar negeri Mesir. Studi kuantitatif deskriptif ini mengkaji: (1) prevalensi tantangan ekonomi yang dihadapi oleh siswa dan guru di sekolah dasar negeri Mesir; dan (2) dampak yang dirasakan dari tantangan tersebut terhadap akses, kualitas, dan kesetaraan pendidikan dari perspektif kedua pemangku kepentingan.

Penelitian ini dilaksanakan di Sekolah Dasar Negeri Al-Nasser di Giza dengan melibatkan sepuluh guru dan sepuluh siswa. Data dikumpulkan melalui kuesioner terstruktur yang berfokus pada biaya pendidikan langsung dan tidak langsung termasuk bahan ajar, transportasi, dan bimbingan belajar privat, serta kendala kelembagaan seperti ketersediaan sumber daya dan infrastruktur. Statistik deskriptif digunakan untuk menganalisis distribusi dan tingkat keparahan hambatan ekonomi yang dilaporkan.

Hasil penelitian menunjukkan bahwa tekanan ekonomi secara signifikan menghambat proses pendidikan. Siswa melaporkan kesulitan besar akibat keterbatasan finansial keluarga, yang membatasi akses terhadap sumber belajar, mengurangi partisipasi dalam kegiatan sekolah, dan menurunkan konsentrasi akademik. Para guru menyoroti tantangan yang bersumber dari ketidakcukupan sumber daya sekolah, ruang kelas yang padat, dan kekurangan dana yang sistematis, yang secara kolektif melemahkan kualitas pengajaran dan motivasi profesional. Terdapat konsensus kuat mengenai ketidakcukupan mekanisme dukungan yang ada.

Studi ini menyimpulkan bahwa hambatan ekonomi tertanam kuat dalam pendidikan dasar negeri Mesir, sehingga memerlukan intervensi kebijakan yang terkoordinasi. Rekomendasi menekankan pada penguatan sistem bantuan keuangan bagi siswa kurang mampu, peningkatan investasi dalam infrastruktur sekolah dan sumber daya pengajaran, serta peningkatan kapasitas dan motivasi pendidik. Mengatasi dimensi ekonomi ini sangat fundamental untuk mewujudkan sistem pendidikan yang lebih adil dan efektif di Mesir.

Kata Kunci: Analisis deskriptif, Hambatan ekonomi, Kesetaraan pendidikan, Mesir, Pendidikan dasar negeri